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BUSINESS ENGLISH ORGANIZER

ДІЛОВА АНГЛІЙСЬКА МОВА

Посібник для студентів та викладачів вищих навчальних закладів

Socializing

Small talk

Speaking on the telephone

Presentations

Meetings

Negotiating

Business writing

Correspondence

Contracts

Reports

CVs and cover letters

Agenda and minutes

Writing for the internet

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Посібник призначений для студентів та викладачів вищих навчальних закладів, а також для усіх, хто зацікавлений діловою англійською мовою, особливо для ведення ділових контактів. Наведено теоретичний і практичний матеріал для розвитку та вдосконалення усного і письмового ділового англійського мовлення. Зразки ділових паперів допоможуть у веденні бізнес-кореспонденції та документів.

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Introduction

Business English Organizer has been written for anyone involved in the teaching and learning of business English, including teachers, students, materials writers, as well as language consultants and trainers working in companies.

The use of English as the language for business is increasingly widespread. This book is designed to offer practical advice to anyone involved in business English. It deals with the communication skills common in business English teaching.

Chapter 1 examines speaking skills, such as socializing, small talk, speaking on the telephone, presentations, meetings, and negotiations. Chapter 2 deals with teaching business written skills such as letter writing, contracts, reports, CVs, agendas, minutes, and writing for the Internet.

Each unit of these two chapters contains some issues of the theoretical developments, guidelines and a bloc of activities.

Additional chapter-related notes are provided in the Language Notes. The Activity File consists of the sheets relevant to each chapter. They can be used for individual study and reflection, or for discussion and review in a training context. The Writing Bank at the back of the book gives models of writing some business papers.

CHAPTER 1. BUSINESS SPEAKING SKILLS

- **Socializing**
- **Small talk**
- **Speaking on the telephone**
- **Presentations**
- **Meetings**
- **Negotiating**

UNIT 1

Socializing *Socialize – to take part in social activities or behave in a friendly way to others; to teach somebody to be a fit member of society (Webster’s College Dictionary)*

Business people need to have certain skills in order to do their job properly, no matter what language is being used. Socializing is one such skill, and is relevant because such a lot of business-related interaction is done in places like restaurants, airports, before and after meetings, or standing chatting at trade fair stands. Most experienced business people would agree that impressions are important when meeting someone, and this often happens in a social environment.

Meeting and greeting people is certainly part of this skill, and you need to learn the necessary language and social conventions. Similarly, many business people need to know the language of dining out, or what to say when visiting people’s homes. Another part of socializing involves being able to keep a conversation going, and to encourage other participants in a conversation to speak.

Guidelines for socializing

The first few seconds of a first meeting are the most important, so it is vital to create the right impression.

- Dress appropriately (it is better to be conservative).
- Check your appearance just before you meet.
- Greet your partners in a warm and friendly manner.
- Introduce everyone who is present, or have them introduce themselves.
- Speak clearly, especially when giving important information.
- Remember that foreign names are often difficult to catch.
- Show interest in the other person by making eye contact when they are speaking.
- Try to relax – taking a slow deep breath can help.

Activities

1. Read expressions a-h. They can all be used in the first few minutes of a meeting. Match them with the functions 1-8.

- 1) Greet someone you’ve never met before.
- 2) Check someone’s name if you didn’t hear it very well.

- 3) Greet someone you often meet.
- 4) Greet someone you haven't met though you've had contact with them by phone or e-mail.
- 5) Greet someone you've met before, some time ago.
- 6) Introduce yourself.
- 7) Introduce a colleague.
- 8) Ask someone what their name is.

- a) Good to see you again!
- b) I'm Peter Battler, the Human Resources Manager.
- c) I'm sorry I didn't catch your name. Can you say it again?
- d) I'm sorry I don't know your name.
- e) Hi! How are you?
- f) This is Kathleen Remington. She is a resort representative.
- g) Good morning. Pleased to meet you.
- h) Nice to meet you at last!

2. Work in pairs. Answer your partner's questions as fully as you can. Be ready to tell the rest of the group something about your partner's job.

- Who do you work for?
- What type of company is that?
- What do you do in your job?
- What else does your job involve?
- What are you working on at the moment?

Useful phrases:

I work for ...

I'm in charge of / responsible for ...

I report to ...

I manage ...

My job involves ...

3. Discuss the following:

- a. what can and cannot be said in social situations
- b. in what context it is considered acceptable to talk about how much one earns
- c. when it is safe to discuss politics
- d. at what point an overtly social conversation can move on to discussing a business contract (if at all)
- e. how to get out of answering difficult questions.

4. Role-play "The embassy party". Each student receive a card with instruction to follow:

You are on a business trip to a foreign country. You have been asked to attend a function which is being held to celebrate the renovation of part of the embassy building. Since there are very likely to be important local guests, you are happy to attend. Circulate among the guests and socialize. You should also try to find out as much as possible about the business interests of the other people in the room.

5. Send an e-mail of a few notes about the people you meet.

Storytelling

Telling anecdotes in an engaging or amusing way is often a key part of effective socializing.

1. Tell an anecdote about your own personal experience, or using pictures.
2. Listen the original recording focusing on useful language, and then repeat the story trying to provide natural language.
3. Read the text and then repeat the story.
4. Identify phrases or expressions in the text which you might find useful when telling a story yourselves.
5. Mark on the text where you think pauses should be, and underline words which you feel need to be emphasized.
6. Read the story aloud to the class.

You know, this reminds me of the time I was in erm Hon Kong, and I erm last year I think it was. Anyway, what happened was this. We were at the conference, and erm we were all standing there, in fact we were were sitting there listening to erm a talk, and the talk by the main by the main speaker who erm went over the the time erm and what happened was that the organizer, a very nice man actually, I spoke to him later, but anyway, the organizer stood up, erm picked up the microphone, and said to everybody that because the speaker had gone on a little bit too long, erm, we would move the whole programme erm forward. Erm, except that instead of saying ten minutes for some reason he said forty minutes. None of us understood this, but we all said, fair enough, he's the organizer. And of course we then had something like a thirty minute break, so we all went off to the coffee room and had a very nice time drinking coffee. And of course what happened was that the people who hadn't been in that session erm were told that we were going to have a ten minute erm postponement of all the sessions. And so all these groups went to their sessions at erm different times erm until lunchtime. So it was all a bit of a mess, really.

UNIT 2

Small talk *polite friendly conversation about unimportant subjects (Longman Dictionary of Contemporary English)*

Much of non-work talk is what we might call small talk. Making small talk is a skill which can be called upon at any point during the day, and during any business activity, as well as socializing. Small talk requires you to engage in polite conversation with someone, often with no prior warning.

Guidelines for small talk

To develop a mutual understanding with your business partners, it will be important to devote some time to getting to know them through small talk and conversation.

- Be aware of how important small talk is in the cultures you do business with.
- If you find small talk difficult, prepare some topics before the meeting.
- Avoid topics that could arouse strong feelings (e.g. politics and religion).
- Prepare some questions; use open questions (What? Where? How?).
- Listen and respond to the other person – don't talk too much!
- Even if the meeting is difficult, always stay calm and polite.
- After the meeting, say a warm goodbye and talk about the next contact.

Activities

1. Look at the topics below and discuss which ones are safe and which might cause offence.

Personal topics:

Family
Marriage or relationship
Hobbies
Religious beliefs

General Interest's topics:

Films
Sport
Travel
Art and architecture

Topics people have strong opinions:

World affairs
Social problems
Environment
Money

The other person country:

Climate
Political situation
Food/Customs
History

Can you think of other examples of safe topics that might cause offence?

2. Choose the best response to each piece of news. (More than one answer may be possible in some cases.)

- Coming back to New York, our plane was delayed by five hours!

- They've closed that nice restaurant we went to last time.
- Did you know that we have two cathedrals in this city?
- We have a new baby in the family – a little girl!
- Our local football team has qualified for the European Cup!
- In my country men love to go shopping.

- a) That's interesting!
- b) Congratulations!
- c) That's too bad!
- d) How terrible!
- e) That's amazing!
- f) Fantastic!

3. Each person should prepare some examples of good news, bad news and surprising news. Give your "news" to others in your group. Practise responding appropriately.

4. Read some ideas for ending the conversations 1-3. Match them with the situations a-c.

- 1) Well, it's been nice talking to you.
- 2) Oh dear, look at the time! We'd better get back to work.
- 3) I'm afraid I've got to rush – I've got a train to catch!

- a) The end of the day
- b) A conversation with someone at a party
- c) A conversation by the coffee machine in the office

Small talk in pairs

1. Have a conversation with your partner. Try to introduce each of your topics in a natural way.

- Travel
- Gifts
- Food
- Keeping fit
- Hotels
- Restaurants

2. Here are some occasions when small talk might be expected:

- while waiting at the photocopier
- just before a meeting is to start
- during a meeting, when the coffee and biscuits are brought in
- while waiting to say goodbye
- when meeting someone unexpectedly in a corridor
- while waiting in someone's office for someone else to arrive

- during a guided tour of a company's offices, or factory, or retail outlets socializing with a client

Role play the small talks with a partner.

3. Each pair of students gets one card (see below) to share. After reading it, start a conversation. Once finished, find a new partner and another role-card, and start another conversation.

- You are standing in the lift with one other person when it stops between two floors. One of you presses the button for assistance. Then you look at each other.
What do you say?
- You are waiting at a hairdresser's and reading a magazine. You catch the eye of the person next to you.
What do you say?
- You are walking down the corridor when you bump into an English-speaking business partner you know reasonably well from a recent project.
What do you say?
- You are sitting in the canteen, enjoying a cup of coffee, when a colleague sits opposite you and catches your eye.
What do you say?

Small talk in small groups

1. Each student gets a topic card and starts a conversation about that topic. Other students join in as appropriate. Try to keep the conversation going for at least two minutes.

- | | |
|-------------------------------|---------------------------------|
| The view out of the window | The coffee you are drinking |
| A film you have seen recently | The weather |
| The layout of the room | Recent news |
| A recent business trip | The food in the company canteen |
| A sports event | Your last holiday |

2. Role-play these situations with your partners. Take about five minutes for each situation. You should only discuss general topics.

Situation 1

It's 12:00. You are waiting for a meeting which can't start until the chairperson arrives. Make conversation until she comes.

Situation 2

You are in a restaurant having lunch together. You have ordered the food. Make conversation while you wait for it to be served.

Situation 3

It's the end of the day after a long meeting together. You are all a bit tired. Make conversation for a few minutes before making an excuse to leave.

UNIT 3

Speaking on the telephone

Answering the telephone can strike terror into the heart of any language-student. Firstly, the call normally comes when you are in the middle of something else, so there is no time to prepare. Secondly, there is no body language to help you understand what the caller is trying to say.

What makes a “good” phone call? From a business point of view, a good phone must be managed in order to achieve the business aim.

Guidelines for telephoning

1. Before making a call:

- Ask yourself: What is the purpose of this call?
- Ask yourself: Who am I going to speak to? What do they need to know? How can they help me?
- Prepare what you want to say.
- Predict any problems you could have (e.g. the person you want isn't in there).

2. During the call:

- Speak clearly and check that the other person understands you.
- Don't let the other person rush you.
- Respond frequently (saying yes, mm, OK) so the other person knows you are still there.
- Make notes during the call.
- Check that you have understood correctly.
- Repeat important information, especially names and numbers.
- Confirm any arrangements.
- Always be polite and friendly.
- Smile while talking.

3. After the call:

Send an e-mail to confirm what you said.

Useful phrases

I'll just put you through.

Can I take a message?

I'm calling about...

I didn't quite catch that, could you say that again, please?

Could you spell that?

Could you confirm that in writing?

Would you mind sending an e-mail?

Activities

Simple phone conversations

1. Read the typical telephoning problems 1-6. How would you deal with them? Discuss the strategies you might use. Then choose any expressions a-j that might help you.

1. You didn't hear the caller's name.
 2. The other person speaks very fast and it's hard to understand.
 3. The line is bad / your mobile phone signal is weak.
 4. The caller is through to the wrong person or wrong department.
 5. It is difficult to explain complex things on the phone.
 6. The other person is asking for information you don't have in front of you.
-
- a Can you say that again slowly, please?
 - b I'm afraid I can't help you with that.
 - c Could you spell that please?
 - d Just hold on a moment please.
 - e Could I send you the details by email / fax?
 - f Can I call you back?
 - g I'm afraid I can't hear you very well.
 - h I think you have the wrong number.
 - i Sorry, I didn't catch that.
 - j Just a moment. I'll transfer you (to ...)

2. Choose one card, read and carry out the role-play, pairing up with someone who has the card with the same letter. Once this is done, carry out another conversation with a new partner and a new card.

A1 – caller You work for XYZ resort. Call ABC tour-operator and ask to speak to the director. You want to know about working together on a project in Paris. If the director is not available, leave your name and telephone number, and a message for her to call you back.

B1 – caller You work for CDF hotel in Miami. You sent some brochures to JY tour operator in London last week. Ask if they arrived and whether they are in good condition.

C1 – caller You work for Spirolli Servizi in Italy. Call Sagin SA and ask to speak to someone from accounts. There is a problem with a bill which has not been paid.

A2 – receiver

You are alone in the office (all the others are in an English lesson). Your director is on holiday for the next two weeks. Answer the phone.

B2 – receiver

You are in the office. It is a normal day. The postman has just delivered a large, securely wrapped parcel of brochures from a hotel in Miami. Answer the phone.

C2 – receiver

You are alone in the office (all the others are in an office party). If the telephone rings, take a message.

Leaving a message

Leave the following messages on the answering machine. Don't forget to leave your own name and contact details too. Then listen to the recordings and check.

- Peter needs the spare cable on site by April 3. Please arrange for transport plus driver to be on standby from April 1 to carry out delivery.
- Mr Johnson has been delayed in Zurich, and will now arriving on flight BA 268 HTR 15:35. Please organize pick up.
- The newly installed fire alarms will be tested on Thursday September 5, between 10-11 am. Please ensure staff is aware of all relevant fire drills.
- The amended contract for the Asco-Resort project has arrived, but the first three pages are missing. Please re-send asap.

Dealing with problems

1. Match the expressions a-j with one or more of the functions 1-5.

1. Introduce the problem
2. Ask for clarification

3. Predict the consequences (4 answers)
4. Suggest possible actions (2 answers)
5. Promise action (2 answers)
 - a Perhaps we could talk to them.
 - b That'll result in even more expense.
 - c I'll get back to you soon as I can.
 - d Couldn't we bring in some people?
 - e How do you mean exactly?
 - f It could be very dangerous.
 - g I'm afraid we've got a problem.
 - h I'm going to call a crisis meeting.
 - i It'll mean lengthy negotiations.
 - j It might turn violent.

2. Deal with the problem:

Problem

Alex, a manager with XYZ-tour operator is flying to Barcelona for an important meeting. Michel, a colleague from Spanish subsidiary of XYZ, will also be at the meeting. Alex hopes to sign a big contract with ABC.

Email below explains the plan for the trip:

Hi Alex!

Just to confirm the arrangements for Tuesday 14th. I'm picking you up at the airport at 9:15 and we are driving out to Sitges in my car. It's about 30 km. The meeting with ABC doesn't start until 11:00 so we should have plenty of time. Let me know if there's a problem.

See you soon.
Best regards
Michel

Alex (student A):

It's 8:00 and you should be on the plane by now. But there has been a problem with the computer system at the airport. It means that nobody can check in for their flights. There are long queues of people waiting at the check-in desk. The situation is very chaotic. There's no information about what's going to happen. You don't know how long you will be delayed. You don't even know if you'll be able to travel today.

Phone your partner in Barcelona and explain the problem. You don't have to take any decision. End by saying you'll call back when you have more information.

Michel (student B):

It's now 8 am on Tuesday 14th. You are in your office. You receive a phone call from Alex. Make sure you understand the problem. Predict consequences.

UNIT 4

Presentation - *an event at which you describe or explain a new product or idea (Longman Dictionary of Contemporary English)*

There is a huge range of situations in which presentations are given. A small, informal meeting over a cup of coffee can include small informal presentations (one person standing at the flipchart, speaking, while the others listen). Giving a talk to an audience of 300 is also a presentation. On occasion, verbal skill might be essential, but in some presentations the focus is almost completely on the visual aids being used (technical presentations are typical of this), rather than on the language spoken. The presenter's role here is different, because most of the content may actually be in the visual information, not in what the presenter has to say.

When making a presentation, a good speaker should concentrate on all the aspects, not on language alone. These may include delivery, content, use of visual aids, and even body language.

Context

The first thing we need to do is to make sure we understand the context in which we have to give a presentation. Here is a checklist of possible questions to ask:

- Who is the audience? What may be their expectations?
- What experience do we have?
- What is the theme of presentation?
- What do we want the audience to get from the presentation?
- What facilities are available?
- What aids are we planning to use?

Structure

Another point is the organization of the presentation – what component parts it is made up of, and how they relate to each other. Most audiences appreciate a structure which is easy to follow. Many successful presentations consist simply of three parts: an introduction, a middle part (which usually contains the main substance), and a conclusion. Others may be more complicated. A sales presentation, for example, might be divided into the following stages:

1. Arousal of interest.
2. A description of the problem that needs solving.
3. A solution.
4. Advantages of this particular solution.
5. A statement about what the audience has to do next in order to be able to enjoy the solution.

Most presenters would agree that the opening part of a presentation is particularly important because it sets the tone for what is to come. Here is a list of what might be included at this stage of a presentation:

- welcome
- introduction of speakers
- topic

- aim
- outline
- duration of the talk
- benefit to the audience
- dealing with questions
- joke (acceptable or even expected in certain cultures, but only recommended if the presenter is a good joke teller!)

Here is a framework which might be used:

Topic:

Aim:

Main points:

- 1.
- 2.
- 3.

Main message (conclusion):

Benefit to audience:

Language for presentations

There is a certain language, often called **signposting**, which is used in each of the sections of a structure, to help guide a listener through the presentation. Typical signposts are: *So, Right then, Let's start, To conclude, I'd just like to go back to...* .

It is often possible to use **rhetorical** language, such as **tripling** (*Our computers are fast, reliable, and inexpensive*), **emphasizing** (use words like *really, absolutely, extremely*), **rhetorical questions** (*What does this mean? Let me tell you...*), and so on.

Using the voice

The key to any presentation is not the vocabulary, or the structure, or the wonderful slides. The key is the voice. It's not *what* the presenter says, it is *how* they say it, that often determines the success of a presentation. So, many presenters spend a significant amount of time working on delivery techniques such as **intonation**, **stress**, and **chunking**.

- **Intonation** is about how the voice rises and falls in pitch during speech.
- **Stress** has to do with where speakers put the emphasis on particular words, or on specific syllables within the words. We need to understand how altering the stress patterns change the meaning of the sentences:

WE plan to deliver next month.

(as compared to the incompetents in the department next door)

We PLAN to deliver next month.

(but we are not sure if it will happen that way)

We plan to DELIVER next month.

(as opposed to start production)

We plan to deliver NEXT month.

(not this month, and not in two months' time)
 We plan to deliver next MONTH.
 (not next week, nor next year)

- **Chunking** is how words are characteristically grouped together in spoken utterances. Combined with stress, intonation, and rhythm, chunking can alter the way the listener understands the message.

Guidelines for presentations

Making an effective presentation

An effective presentation:

- is relevant to the audience and tells them what they need to know
- is clear and easy to follow
- has an introduction in which the objectives are made clear
- has a clearly-defined structure with three or four main points
- is usually accompanied by helpful visuals
- fits the time schedule.

Preparing a presentation

Start by thinking about your audience: who they are and what they want to know. Make structured plan for your talk.

Do	Don't
- Write the introduction so that you can make a clear and confident start.	- Don't try to write the whole presentation word by word: it is more difficult to understand someone reading aloud from a script.
- Prepare a few visuals to save words and illustrate what you want to say.	- Don't use too many visuals – about one for each minute of talking time is enough.
- Keep the visuals simple: make sure information is large and clear.	- Don't make visuals too complex or give too many details.
- Try to use colour and add some pictures to your visuals.	- Don't include too much text or too many figures.

Delivering a presentation

- Remember to face the audience and make eye contact with them.
- Speak clearly and fairly slowly.
- Use simple language with short sentences.
- Emphasize key words and pause briefly between points.
- Repeat key numbers or write them on a visual.
- Involve the audience by asking a question from time to time.

Using visuals in a presentation

Which equipment?

- **Flipchart:**
useful for informal and interactive talks
you need to have good handwriting
- **Overhead projector:**
useful with large and small audience
you need time to prepare good transparencies
- **Digital projector:**
useful in any situation
easy to prepare visuals on your PC or laptop
good for colour pictures and animations

Presenting visuals:

- Make sure the audience can see each visual clearly.
- Give the audience enough time to see each visual.
- Help the audience to understand the visuals by pointing to parts you are referring to.
- Don't turn your back on the audience to look at the visual.
- Don't read the text on your visuals word for word.

Presenting an effective argument

- Present your proposal in a logical way: people react positively to ideas that are well organized.
- Emphasize the benefits of your proposal.
- Use "we" rather than "I" or "you" to get support from others.
- Choose two or three strong arguments: too many reasons can weaken your case.
- Be positive: say what you want, not what you don't want.
- When presenting a detailed argument, use facts and figures to support your ideas.

Ending a presentation

- If you signal to the audience that you are coming to the end, you will then have their full attention.
- Summarize each of the main points.
- Make a short but strong conclusion.
- Prepare the final sentence of your talk beforehand, and practise saying it clearly and strongly.

Dealing with questions

- Anticipate the questions and prepare some answers beforehand.
- Make sure the audience has heard the question: it is useful to repeat it.
- Address answer to the whole audience, not just to the questioner.
- Be honest if you don't know the answer.
- Never get into an argument with the questioner.

Useful phrases:

Intruduction

*Good evening everyone.
Thank you for inviting me to speak on ...
Tonight I am going to talk about ...*

Introducing your talk

*I would like to start by ...
I shall begin by ...
Then I will speak about ...
Thirdly I will talk about ...
And lastly ...*

The main part of the talk

*Let us begin with ...
However ...
As far as (accommodation) is concerned ...
Moving on to ...
My third point deals with ...
And last but not least ...*

Summing up / conclusion

So, in conclusion, you can see that ...

Saying thank you and ending your talk

*Thank you all for listening so attentively.
I hope I have been able to tell you a little about ...
Before I sit down I would first like to thank ... for ...
Does any have any questions?*

Activities

1. Which of the following would you definitely want to include in a presentation, even a short presentation?

- some jokes
- your name
- details of your job
- visuals
- a summary
- the title or subject of your talk
- purpose: why the subject will interest your audience
- a “menu” of main points that you will cover
- details of the background situation
- factual information, organized as main points

2. Prepare a short introduction

A British chain of hotels, ZORA, is hoping to win a contract to build a new hotel in Poland. Joan Peterson, ZORA’s marketing manager, will have tree

minutes to present an overview of ZORA and its strengths to the Polish developers. Joan's presentation will cover the following three main areas:

1. General information about the company
2. International experience
3. Reasons for ZORA's success.

Prepare a short introduction for Joan and present it to the rest of the group. You should consider the following questions when preparing the introduction.

1. How should Joan introduce herself?
2. What is the subject of the presentation?
3. What is her purpose in making this presentation to this audience?
4. What is the "menu" of main points that she will include?

3. Give a short presentation

Prepare a 3-minute presentation giving an overview of your own company / hotel / tour operator, or one part of your company. You may include the following points:

- General information (activities, size, location)
- Products / markets
- Future plans

Give your presentation to the rest of the group.

4. Getting the audience's attention

You have to make a presentation about finance, giving a lot of figures. How can you catch the attention of your audience? Tick all the strategies you would use.

- Skip the introduction to save time.
- Talk fast so that you finish sooner.
- Use simple language with short sentences.
- Give lots of details and background information.
- Show colourful visuals.
- Be enthusiastic.
- Speak calmly and quietly – this is a serious subject.
- Read from a carefully prepared script.
- Keep eye contact with the audience.
- Ask questions from time to time.

5. Open the presentation

Chose one of the situation bellow and decide on an interesting way to open the presentation. Be ready to demonstrate your idea.

Situation 1

Tell your colleagues in the sales department how sales increased after reducing the price of a product.

Situation 2

You have to explain to your team how you plan to cut costs by 15% next year without losing any jobs.

Situation 3

You are a manager of a ski resort. Report to the directors that profit has increased by 8% since investing \$250 thousand in new facilities last year.

6. Present an argument

An IT manager argues for an increase in the budget for internet security. Read her argument. What makes it strong?

“I’d like to propose an increase in the budget of 15 per cent. That may seem a lot, but there are two very good reasons why we need this increase. Firstly because online sales are increasingly important to us. More than 55 per cent of our customers buy via the internet, and this figure is growing every year. But people won’t buy online if they are worried about the risks. So we must make sure that our systems are trustworthy. Secondly because of internet crime. Internet criminals are becoming more and more sophisticated. So we need to increase our efforts in order to stay ahead. That means increasing what we spend on updating and improving our systems. The internet offers enormous benefits to us. If we want to make the most of this potential, we must develop the best possible security systems. That’s why I’m proposing a substantial increase in the security budget.”

What phrases are used for the following?

- 1 to introduce a series of reasons _____
- 2 to introduce different reasons in a sequence _____
- 3 to repeat the main proposal in the conclusion _____

Read phrases a-f below. Match them with their function 1, 2, 3 above.

- a One reason is ...
- b I’d like to explain the reasons for this ...
- c It is therefore very important to ...
- d The second reason is ...
- e There are a number of reasons why we need to take action...
- f What’s more...

In the hotel “Green”, any employee can put forward a proposal “for the benefit of the hotel and its staff”. People with the best ideas are invited to present their proposals at a special meeting.

Step 1 Preparation

Choose one of the proposals below or think of your own idea. Organize your reasons into a logical order. Be ready to explain and emphasize each reason. Then prepare a short introduction and conclusion.

Step 2 Presentation

Present your argument to the rest of the group.

Proposal 1

To build a gym for the staff on hotel premises

Reasons:

- Increase staff motivation
- Reduce stress in the workplace
- Encourage staff to stay fit

Proposal 2

To produce umbrellas with the hotel logo and have them available in reception

Reasons:

- Promote the hotel name
- Impress hotel guests
- Help staff on rainy days

7. Ending a presentation

Match the expressions with the tips on ending a presentation.

- 1 End as quickly as possible
- 2 Make a strong final statement
- 3 Ask for questions
- 4 Thank the audience for listening
- 5 Add something new
- 6 Summarize the main points
- 7 Explain details again
- 8 Signal that you are coming to the end

- a “Do you have any questions?”
- b “Oh, I forgot to say that ...”
- c “I’ll just explain again ...”
- d “Well, I think that’s all I have to say.”
- e “Thank you for your attention.”
- f “My conclusion is ...”
- g “So to sum up ...”
- h “Well that was my final point. So I’ll just give you a brief summary.”

8. Dealing with questions

Here are some typical problems presenters have when dealing with questions. Match each response a-f with a problem 1-6.

Problem

- 1 You didn't hear the question.
- 2 You didn't quite understand the question.
- 3 You don't know the answer.
- 4 It's a difficult question and you need time to think.
- 5 The questioner put a strong argument against your point of view.
- 6 The question isn't relevant and time is running out.

Response

- a I'm not sure about that, but I can find out for you.
- b Sorry. I don't think we have time to go into that. Perhaps we can discuss it later.
- c That's an interesting question. Let me think ...
- d Sorry, are you asking about ...
- e Sorry, I didn't catch that. Can you repeat the question please?
- f That's a good point. However, ...

Work with your partners. Ask the questions you prepared while they were presenting the argument in Task 6. Answer your partner's questions, using the strategies and language from Task 8.

UNIT 5

Meeting - *an event at which people meet to discuss and decide things (Longman Dictionary of Contemporary English)*

In business, people have meetings all the time, but once again it is important to realize that there are many different types. There are large *formal* meetings, with a chairperson, and someone responsible for talking the minutes, and there are *informal* meetings over a cup of tea. Meetings with customers will not be the same as meetings with partners, which will in turn not be the same as internal departmental meetings.

The very notion of a meeting can mean something different in different cultures. In some countries, a meeting is used to lay down the basis for consultation and discussion. In others, meetings are used primarily to present the boss's opinion or transmit corporate directives. In some cultures, meeting will follow a carefully organized plan, while in others the way they develop will focus entirely on the business of the meeting, whereas at other times the meeting may be one of several things happening at that time (e.g. phone calls, private conversations, interruptions).

So the *language of meetings* can be equally varied. In formal meetings, there are certain lexical items which are quite common, such as *Has everyone got a copy of the minutes?*, or *Moving on to item three on the agenda ...*. Unfortunately, many business English coursebooks have presented language that can seem stilted or unnatural. Coursebook language for interrupting may include rather labored phrases like *Excuse me, can I interrupt please?* Instead of *but...*, while it is suggested that people should give opinions by saying *In my opinion*, instead of *I think...*. Of course, such phrases are possible, but they are not necessarily the most common, particularly among native speakers. Research has shown that key language items in such cases are words like *OK?* (meaning, *Do you agree?*), *OK* (for *I agree*), or *About...* (when we want to talk about a particular topic). It is probably not worth spending too much time on convoluted phrases which might appear, and far more useful to practise the language and skills that actually occur in meetings. Normally people in meetings are doing things like *passing on information*, *persuading*, *justifying*, *defending their position*, or *arguing*. So the language your focus should reflect this. Other common functions include *clarifying* (*So what you're saying is... , That isn't exactly what I meant, Do you mean ...?*) and *summarizing* (*Can we just recap?, Let me just go over that again.*).

Guidelines for meetings

Opening a meeting

It is important to state the purpose of a meeting in the introduction. The introduction normally includes five stages:

- 1 Signal the start of the meeting (if there are a number of participants).
- 2 Greet and welcome participants; introduce any new participants.
- 3 Explain the background to the meeting.
- 4 State the purpose of the meeting.
- 5 Ask for contributions or hand over to the first speaker.

In formal meetings, there may be a six stage in which you set the protocol for the meeting, for example, appoint someone to take minutes, agree the time limit or say whether contributions should be made through the leader.

Holding a brainstorming meeting

The purpose of a brainstorming meeting is to generate as many ideas as possible, then to produce a short list of ideas and finally to agree on the best idea and action plan. The following points are important.

- Three to eight people is an ideal number for brainstorming meetings.
- People think more creatively in relaxed atmosphere.
- It is useful to have a facilitator who does not contribute, but keeps the session on course and records ideas.
- Everyone should feel that their opinions are valued.
- Do not reject any ideas during brainstorming. Criticism kills creativity.
- Don't judge or analyze ideas during brainstorming.
- Write all ideas on board or flipchart.
- When enough ideas have been suggested, make a short list of the best ones.
- When you have finished brainstorming, evaluate the ideas by considering how they would work in practice.

Participating in meetings

The following points are important to help make a meeting more effective and to achieve your own objectives.

- Prepare thoroughly for the meeting.
- Know your own objectives before the meeting starts.
- Speak clearly and confidently when making your point.
- Show respect by listening carefully to others.
- It takes time to develop an argument: allow other speakers to make their points clear.
- Adopt your contribution to reflect what others have said.
- Be able to concede a point if you are wrong.
- Remember that you share a common purpose with others at the meeting.

Leading a meeting

To help a meeting be more efficient, the leader should:

- take care of practical matters (introduce participants, decide who will take minutes);
- set and keep the rules of the meeting;
- follow the agenda;
- bring matters to a conclusion;
- assign actions.

Time-keeping is important. The leader should:

- start on time;
- keep the discussion on the point;
- keep to time limits.

The leader should control the discussion and:

- make sure everyone has the chance to express their viewpoint;
- clarify anything that may be unclear;
- listen;
- summarize the discussion clearly at regular intervals;
- deal with conflicts.

Larger meetings are more effective if:

- only one person speaks at a time;
- the leader decides who should speak.

Useful phrases:

Opening a meeting

Right, shall we get started?

The first thing we have to discuss / decide is ...

Inviting comments

I'd like to give the floor to ...

Does anyone have any further comments?

Would you like to com in here?

Directing the proceedings

We seem to be loosing sight of the main issues.

With respect, I don't think that is entirely relevant.

Could we stick to the subject under discussion, please?

Perhaps we could come back to that later.

I'll come to you in a minute.

Closing the meeting

Are there any further points anyone wishes to make?

Are we all agreed to this?

Shall we take a vote? All those in favour? All those against? I declare this meeting closed.

Activities

1. Bellow are two examples of purposes, or reasons, for holding meetings.

What others can you think of?

- give or share information
- present a proposal for discussion
- _____
- _____
- _____
- _____
- _____

2. Read the following five steps (1-5) that leaders typically take when opening a meeting. Match them with the alternative language (a-e) you can use to open a meeting.

- 1 Interrupt social conversation and signal the start of the meeting.
 - 2 Greet and welcome participants; introduce new participants.
 - 3 Explain the background to the meeting.
 - 4 State the purpose of the meeting.
 - 5 Ask for contributions or hand over to the first speaker.
-
- a John – could you start by reminding us what the three ideas were?
 - b Good morning, everybody. Thanks for coming along this morning.
 - c So the purpose of this meeting is to review the feedback.
 - d As you know, we've set up this team so that we can discuss ways of increasing staff motivation. At our first meeting last month, we came up with three new ideas, and we agreed we would all try to get some feedback from our colleagues.
 - e OK – Let's make a start!

3. What is the best way to generate as many ideas as possible? Discuss the following points and tick the ones you both agree with. Change any others so that you can agree with them.

- A group of people is more creative than an individual working alone.
- People think more creatively in a relaxed atmosphere.
- It isn't necessary to have a leader in a brainstorming meeting.
- Everyone should feel that their opinions are valued.
- Criticism kills creativity.
- Discuss each idea as it comes up.
- Write all ideas on a board or flipchart.
- Don't bother to write down stupid ideas.
- Continue the session until there are no more ideas.

4. We make tentative suggestions when (a) we want to be very polite or (b) we are afraid that other people might not like our idea. Which of the following suggestions are tentative?

- How about if we change the displays more often.
- Why don't we hold some special events?
- What if we held some fashion shows?
- I think we should introduce more discount sales.
- I don't suppose we could invite some celebrities.
- Perhaps we could decorate in a more modern style.
- I suggest we move to smaller buildings.

5. Which of the following responses show the speaker's opinion when responding to ideas and which are neutral (showing no opinion)? What else could you say?

- OK. Any other ideas?
- Yes – I like that!
- That's crazy – it would never work!
- Right – I've got that. What else?
- That's a good idea!
- That's interesting. Go on!

6. Work in groups of up to 5. "Most meetings are a waste of time". What do you think about this viewpoint? Put your own viewpoint to the others in the group.

You may want to use some of the following language.

I agree that ...

Don't you think ...?

It's obvious that ...

I'm not sure ...

Wouldn't you agree that ...?

We all know that ...

7. In a meeting, it is important to be able to respond appropriately to what others are saying and to get your turn to speak. Match each phrase a-f with its function 1-6.

Function

- 1 Agree and add another argument in support
- 2 Put an alternative point of view
- 3 Correct a mistake or misunderstanding
- 4 Get your turn to speak
- 5 Deal with an interruption
- 6 Bring up a new point or argument

Phrase

- a Can I come in here?
- b I have a point to raise about ...
- c Sorry, but that's not quite right.
- d That's right! And I'd also like to point out that ...
- e But don't you think ...?
- f Can I just finish?

What other phrases can you add for each function?

8. Discuss the role of a leader in meetings. What is the leader responsible for? What should he or she do?

Work in groups of four. In each group, one person should be ready to summarize the main points from the discussion about the role of a leader.

You can take notes if you like. The person responsible for summarizing should now report what was said.

Useful phrases:

The important point is ...

The main thing is ...

Basically, what they said was ...

(Name) thinks that ...

But other people said that ...

Everybody agreed that ...

- 9. Hold a mini meeting to discuss each topic below. Take it in turns to be leader. The leader should encourage everybody to contribute ideas and summarize the main points after the discussion.**

Topics

- 1 When you have an all-day meeting, is it better to break for lunch or to have sandwiches brought to the meeting room?
- 2 You want to hold a farewell party for one of your colleagues who is leaving. Should you hold the party in office hours or in the evening?
- 3 Your meetings are often interrupted by mobile phone calls (sometimes from clients). Should everyone switch off their mobiles during meetings?

- 10. For each situation below, appoint a different person as leader. Hold a mini meeting and try to reach a decision.**

Situations

- 1 You work in an international team which meets once a month. It means traveling between Sweden, Singapore and the USA. Discuss whether it would be better to use video conferencing for meetings.
- 2 Your team works very well together, but you are not so good at communicating with other people in the company. You need to be better at keeping others informed of what you are doing. Hold a meeting to discuss how you can improve the flow of information.

UNIT 6

Negotiating - *official discussion between the representatives of opposing groups who are trying to reach an argument, especially in business or politics. (Longman Dictionary of Contemporary English)*

Negotiating is something which many people do regularly on a day-to-day basis. It is what is done when the family discusses which TV programme to watch, or when a couple decide what to eat for dinner, or when the neighbours play their music too loud. Business people negotiate prices and delivery dates. Politicians negotiate over spending public funds. Diplomats negotiate borders and international trade treaties. Negotiation is about bargaining with another party to get something we want. Sometimes compromise will be necessary. Sometimes one side has all the power and can call the shots. Sometimes there will be conflict, and sometimes clear mutual interests. Negotiations are, in effect, nothing more than a special form of meeting, and so much of the language used is similar to that discussed in the previous section. But it is possible to argue that these negotiations can be divided into certain categories or types, and that these negotiations go through certain stages; it is useful to examine these in a bit more detail in order to better understand the language which might be used.

Types of negotiation

There are basically two types of negotiation. *Distributive, competitive, or win-lose* negotiating involves a situation where the negotiating parties have directly opposing goals, or at least there is some sort of conflict, often regarding price or how limited resources should be shared. The long-term relationship with the other party may not be important is getting the best deal possible. Buying a house or a car might be an example of this. Each side has a position which they want to defend; any gains made by party A are regarded as a loss by party B.

In contrast, *integrative or win-win* negotiating seeks goals which are not mutually exclusive. This sort of negotiation is characterized by discussion and exploration where parties focus on what they have in common, and actively seek out alternative solutions. The aim is to concentrate on needs and interests, not positions, and to seek outcomes where A and B both gain.

An example may make this distinction clear. Here are two sales executives discussing price:

A: *I'm sorry, but I can't go below 10,000.*

B: *But my boss has set me a limit of 8000.*

The two negotiators have made clear what their positions are. Seeing it as a win-lose situation, they have quickly reached an impasse.

Here is the same pair, but they have taken on a win-win perspective:

A: *I'm sorry, but I can't go below 10,000.*

B: *10,000 is a problem for us. Can you explain why 10,000 is so important?*

A: *We have just spent a lot on new plant, we need to pay the bank which gave us a loan for this. They are putting quite a lot of pressure on us.*

B: Ah, that's interesting. Which bank are you using?

A: Rich Brothers plc.

B: Ah. Perhaps we can help by speaking to the bank ourselves. We are major customers.

A: That would be great.

Successful integrative negotiators (such as the second speaker above) explore the needs and interests behind the position, and find a way forward. Most negotiations are neither wholly distributive nor wholly integrative; it is more of a continuum. One of the key skills of any negotiator is the ability to recognize potential for moving away from a win-lose situation to win-win.

Stages in negotiation

Negotiations go through a series of stages, and understanding these stages is useful in trying to work out potentially useful language. The following table illustrates what might be involved:

- *Preparation:* deciding what is important, defining goals, thinking ahead how to work together with the other party.
- *Relationship building:* getting to know the other party, understanding how you and the other are similar and different, and building commitment toward achieving a mutually beneficial set out of outcomes.
- *Information gathering:* learning what you need to know about the issues, about the other party and their needs, about the feasibility of possible settlements, and about what might happen if you fail to reach agreement with the other side.
- *Information using:* at this stage, negotiators assemble the case they want to make for their preferred outcomes and settlement, one that will maximize the negotiator's own needs. This presentation is often used to "sell" the negotiator's preferred outcome to the other.
- *Bidding:* the process of making moves from one's initial, ideal position to the actual outcome. Bidding is the process by which each party states their opening offer, and then makes moves in that offer, towards a middle ground.
- *Closing the deal:* the objective here is to build commitment to the agreement achieved in the previous phase. Both the negotiator and the other party have to assure themselves that they reached a deal they can be happy with, or at least live with.
- *Implementing the agreement:* determining who needs to do what once the hands are shaken and the documents signed. Not uncommonly, parties discovered that the agreement is flawed, key points were missed, or the situation has changed and new questions exist. Flaws in moving through the earlier phases arise here, and the deal may have to be reopened, issues settled by arbitrators or the courts.

Guidelines for negotiating

Negotiation strategies

- Prepare carefully: be clear about what you want.
- Build good rapport with the other person.
- Find out what the other person wants so you can offer them benefits.
- Use reasons and arguments to support your proposals.
- Try to find ways to agree.
- Be creative: look for alternative solutions.

If someone makes you an offer you don't want to agree to, you can use the following strategies to respond in a way that keeps the door open and avoids conflict.

- Avoid giving an immediate reaction.
- Don't be afraid to stay silent.
- Summarize to clarify that you've understood.
- Ask questions to find out more about the other person's position.
- Take a break to give yourself time to think.
- Propose an alternative.

Concluding a negotiation

It is important to:

- Summarize orally to make sure everyone understands and nothing is ambiguous.
- Build deadlines and a schedule for implementation into your agreement.

When you have successfully negotiated an agreement:

- React positively and enthusiastically.
- Smile, shake hands and congratulate each other warmly.

After the meeting:

- Summarize what you have agreed in writing or write up minutes of your meeting.
- Circulate your summary or minutes as soon as possible after the meeting.

Useful phrases:

Making a proposal

I suggest we ...

Our position is that ...

We are sure you will agree ...

Agreeing

I'd go along with that.

Point taken.

Disagreeing

Yes, but ...

I'm afraid that's out of the question.

We appreciate your position but ...

I see your point but ...

Let's be realistic.

As we see it ...

Activities

1. **Your company (hotel, restaurant or tourism agency) has won a grant for development. You (financial director) and your partner (executive manager) have to decide how to spend the money. You have three minutes to think about what you want and eight minutes to negotiate a deal with your partner.**

Try to use the following language in your discussion:

Make proposals

Let's ...

Why don't we ... ?

I suggest we ...

I think we should ...

How about ... ?

Respond

That's fine with me.

OK – it's a deal!

Maybe another option would be

I think it might be better to ...

I'm sorry – I can't agree to that.

No way!

2. **What is the best approach to negotiation? The *win-win* approach, where both you and the other person can feel happy with the outcome, or the *I win-you lose* approach, where the strongest person gets the bigger share?**
3. **Which of these strategies are best for finding a *win-win* solution in a negotiation?**

- If you don't agree, say "no".
- Support your proposals with reasons and arguments.
- Ask questions to find out what your partner's position is.
- Keep repeating your demands.
- Look for alternative solutions.
- Take time to think.

4. **Negotiate a *win-win* solution.**

Partner A

You are the chief purchaser for your company (hotel). You are interested in ordering a quantity of desks from a new supplier. Here is a summary of your aims:

- You need 20 executive desks and 3 super executive desks within 30 days.
- You need 50 standard desks within 60 days.
- You wish to have a 10% discount (it is a large order, after all). 20% would be better.
- You do not wish to pay for delivery and assembly.

- You want 30 days' credit.

Partner B

You are a salesman for a company that produces office furniture. A new customer has asked you to visit them and discuss a possible large order. Here is a summary of your company's terms of payment and delivery:

- Your standard delivery terms are 60 days. This can be changed to 30 days, but this increases the price to the customer by 10%.
- Your standard payment terms are 50% on order, and 50% on delivery.
- You give discounts on large orders as follows: 100 items – 3%; 200 items – 5%; 300 items – 7%.
- Catalogue prices include delivery, but not assembly (3% extra).

5. You are going to participate in negotiation to agree on the appropriate level of tobacco advertising in your country. Work in two groups, group A and group B. Follow the instructions below and prepare for the negotiation.

Group A (anti-smoking lobby)

Task 1: Prepare a short presentation on the dangers of smoking.

Task 2: Prepare to negotiate with the pro-smoking lobby. Decide where you are happy to compromise. Try to agree on an acceptable level of advertising in:

T.V. (definitely no)
 Cinema (only to accompany restricted films)
 Newspapers (no-read by all public)
 Magazines (only certain ones)
 Billboards (not within 3km of school)

Group B (pro-smoking lobby)

Task 1: Prepare a short presentation on why you support the right to smoke.

Task 2: Prepare to negotiate with the anti-smoking lobby. Decide where you are happy to compromise. Try to agree on an acceptable level of advertising in:

T.V. (late at night)
 Cinema (all adult films)
 Newspapers (all)
 Magazines (all except children's)
 Billboards (not within 1km of school)

Hold the negotiation, following the agenda below.

Agenda

- 1 Welcome / Aim
- 2 Short presentation: pro-smoking lobby
- 3 Short presentation: anti-smoking lobby
- 4 Negotiation (TV / cinema / newspapers / magazines / billboards)

- 5 Summary and action plan
- 6 Concluding the deal

What usually happens at the end of a negotiation?

- You all shake hands.
- You make a verbal summary of what you have agreed.
- You prepare minutes of the meeting and send them to the other party within one or two days.
- Both parties sign a formal written agreement.

Do you usually celebrate the conclusion of a successful negotiation? If so, how do you celebrate?

- A party in the office
- Lunch in the office restaurant
- Dinner at an expensive city restaurant
- Go out to a bar or a nightclub
- Other (give examples)

6. Celebrating success

Match each sentence a-j with a function 1-5. There are two examples for each function.

- 1 Thank people
- 2 Praise people
- 3 Show appreciation
- 4 Make a toast
- 5 Offer good wishes

- a You've done a fantastic / excellent / brilliant job!
- b I've really enjoyed working with you!
- c It's been very productive / useful / interesting.
- d Here's to our success in the future!
- e Well done!
- f Thanks very much for your help!
- g I'd like to thank you for all your hard work.
- h Good luck with everything.
- i I'd like to propose a toast to a long and fruitful partnership between us.
- j I hope it all goes well!

CHAPTER 2. BUSINESS WRITING SKILLS

- **Business writing**
- **Correspondence**
- **Contracts**
- **Reports**
- **CVs**
- **Agenda and minutes**
- **Writing for the internet**

UNIT 1

Business writing

Writing is a key part of day-to day activities of most businesses and, like speaking, is used in a vast range of different situations. It allows communication across time and space, and provides an invaluable medium for storing records and other information. Written communication offers different challenges from spoken interaction. In one way, writing is easier than speaking, in that it is not usually spontaneous. There is time to think about what the sender has sent and what the reply should contain. On the other hand, speaking is more natural, and writing more contrived; it is a skill that needs to be learned. Writing requires planning and organizational skills, as well as skills in linking paragraphs and sentences together, skills in spelling, punctuation, word order, word choice, and so on.

The structure of writing

Structure - how paragraphs and sentences work together. There are two principal ways to do this. The first way, is to ensure *coherence*, which involves creating a logical argument or sequence which makes sense to the reader. There is an example on the next page, designed to give practice at this (the correct order is written above each paragraph).

Secondly, *cohesion* is about how sentences connect with each other to form a sense of unity. This is done through various grammatical devices, such as conjunctions and pronouns, as well as lexical items. The following brief analysis of an extract from a press release shows how this works:

Work on the new communication facility at Saniza Junction started in January. The foundations were completed in February, and most of the equipment had arrived by the end of March. Additional equipment, including transmitter components, was delivered throughout the months of April and May, and took two weeks to assemble. Commissioning took place in the final week of July, in time for President Kanaso's opening ceremony on August 1. Unfortunately the transmitter was totally destroyed in November's earthquake.

Look at the following letter, and work out the best order for the paragraphs.

Dear Ms Lee,

5

I also checked the dates for the travel and accommodation costs you mentioned. The trip actually took place after the contract between JK Holgings and our client was signed. In paragraph 4.2 it states that our agreement terminates when a contract is signed between JK Holgings and the client. Therefore we cannot reimburse expenses for any expenses which occurred after the contract was signed.

6

I trust this matter will not jeopardize our business j relationship. We were very satisfied with your sales j engineers' performance, and we fully intend to use your l services again in the future if at all possible.

3

Such accusations are not to be taken lightly, particularly j as we at JK Holgings pride ourselves on treating our clients and partners fairly. For this reason I have closely | examined your complaints.

1

Thank you for your letter of June 28. I am deeply concerned that you feel your sales engineers have been unfairly treated by JK Holgings.

4

My investigation of your complaints led me to conclude that JK Holgings is not obliged to make the payments that j you request. Let me begin by examining the non-payment for the presentation. I examined our agency agreement, and in paragraph 2.1 it clearly states that this kind of expenditure is deemed to be compensated by the commission paid to your company. Accordingly we cannot pay you extra for this presentation.

2

In your letter you said that you felt unfairly treated for two reasons. Firstly, you stated that JK Holgings refused to pay for a market analysis presentation your company gave to a potential client on our behalf. Secondly, you said that JK Holgings refused to reimburse your company for travel and accommodation expenses.

Yours sincerely,
Graham Thorpe

The paragraph starts off with a topic sentence which lets the reader know what the paragraph is about. The adjective *Additional* must refer back to a previous sentence if it is to make sense. Similarly, with the word *commissioning*, the reader must already know what is being talked about. The second conjunction and in the third sentence allows a missing it, and links the two clauses. The mention of *January, February, March, April, May, July, August, and November* offers additional links, as do the verbs in similar tense *was delivered, took, took place, was destroyed*. Unfortunately signals a change of mood (something bad is to be reported), later confirmed by the use of words like *destroyed* and *earthquake*. At a

sentence level, issues such as grammar, vocabulary, and punctuation remain to be addressed.

The context of writing

Like business speaking, business writing happens in context; it must relate appropriately to its setting. This means that a business English writer needs to consider the audience, the purpose of the document, and the expected response.

- *Audience* — the readers of a piece of business writing may be experts, or customers, or laypersons. They may come from a different cultural context from that of the writer, and what works in one cultural setting may not work in another. For example, we have just seen that it is considered good practice to start off a paragraph with a topic sentence that explains what is to come. However, such a practice is only common in the West; in many Asian contexts, for example, it is more common to lead up to a topic gradually. The audience may also come from a different professional context. Knowing the audience will also affect the style of the letter: is it to be formal or informal, for example? You would probably write a letter to your favorite client differently from one to your best friend at work, even if the message is essentially the same. Furthermore, international business documents need to be kept as simple as possible if the audience is not as proficient at English as the writer.

- *Purpose* — the practical intent of the letter is of key importance. Acceptability in the business world is rarely judged by grammatical niceties, but by whether or not the document can be used. Business people are more likely to read an email and say, 'Great, we've got the contract', rather than, 'This email is unacceptable - it's full of mistakes'. Some companies have a policy about the quality of their email, preferring speed and efficiency to linguistic accuracy (particularly with internal emails).

Of course, some documents do have to be very precise — contracts, for example, or minutes which will be referred to again and again. How important accuracy is depends on the purpose of the document.

Another point here has to do with the degree of vagueness of the language in the document. Sometimes writing has to be very precise; it is no good giving the wrong amount of money in a price quotation, for example, or supplying incorrect delivery dates. But sometimes sentences like, 'It looks like we should be finished by the end of June', rather than, 'We will be finished by the end of June', can be far more flexible if something goes wrong. Writers do not always wish to commit themselves in writing.

- *Response* — the expected or desired response to the writing should also be considered. If you write a letter of complaint when they are angry or stressed, your letter may be far more direct and impolite than the one you might have otherwise written. The important thing with any document is to ensure that you try and place yourself in the reader's shoes and ask, 'How would I respond if I had received this document?' Here are some questions which might help you assess response:

- What is the relationship between me and my reader (or between the companies we work for)? (Long term, short term, customer, partner etc)
- What are the main issues at stake? (Loss of business, profits, details on a project,

loss of trust etc)

- Is there enough information? Will my reader know what I need or want them to do?

Activities

1. Look at these hints for making an email easier to read. Put them in order of importance.

- keep the message short;
- write simple sentences;
- put the main message near the start;
- put important requests in the first paragraph;
- use polite phrases to build a good relationship with the other person.

2. Paula Grey wrote an email to James Howard about a meeting next week. The points from the message have been mixed up. Look at the recommended sequence of points below. Then order the message appropriately.

Recommended sequence of points:

- *Friendly greeting*
- *Thanks or reference to previous contact*
- *Most important point / problem*
- *Important request*
- *Less important points*
- *Reference to future contact*
- *Ending*

I'm afraid I may not be able to make the 8:00 start. The train connections can be very difficult at that time of day.

Would it be possible to start at 9:00? It means we would finish at 17:00 instead of 16:00. Please let me know if that's a problem for you.

Hello, James

Best regards, Paula

You asked me to send the feasibility report and I am attaching it here. Please note that this is not yet in final draft and there may be some mistakes.

Thanks for sending the agenda for our meeting.

I'm looking forward very much to seeing you next week.

3. You are James Howard. Write a reply to Paula. Say that you can start at 9:00 but you will have to finish at 16:00 because you have another appointment after that. Suggest that you take a shorter lunch break so you can finish earlier. Don't forget to thank Paula for the report. Sequence your points in the recommended way.

4. Punctuate the following email message.

Subject: shan hi hq network problem update

Hi John its difficult to say what the problem is at the moment ive asked Harry to run a trace I think theres possibly a problem with the customers software the pcs are using both dipos and ws6x this might be the reason the connection doesnt com up Harrys going to send me hos results when he finishes the trace so ill probably get back to you tomorrow some time

5. Use the email below to fill in the gaps:

- It's difficult to say what the _____ is.
- I've asked Harry _____ send me an email.
- There's a problem _____ the software.
- I'll get back _____ you tomorrow sometime.
- This might be the _____ it doesn't work.

6. Complete an e-mail from an Assistant Director of World Travels Inc. to participate in the Travel Agency's seminar as his agency promotes a new project in Eastern Europe.

UNIT 2

Correspondence - *the letters that someone sends and receives, especially official or business letters (Longman Dictionary of Contemporary English)*

Correspondence includes writing letters, emails, mobile phone text messages, and faxes. Normally, it is interactive, in that a reply is often expected. This is different from other documents like contracts, reports, or minutes, which are statements that do not require a written reply. It is important to note that the different forms of correspondence are not necessarily separate genres, merely modes of delivery. Letters can be faxed, or sent by email. However, it is probably true to say that some emails share characteristics traditionally associated with spoken conversation. Likewise, faxes can vary; sometimes they consist of formal letters or forms, perhaps with scribbled notes on them as a method of reply, at other times they may take the form of a memo.

Guidelines for correspondence

A Formal letters

- 1 Use headed paper with the phone number, email address, etc. when writing on behalf of your hotel or company.
- 2 Remember to include the date. This is very important when filing correspondence.
- 3 You can include the address of the recipient on the left hand side of the letter.
- 4 You can include the reference number, code or title at the top of the letter.
- 5 When you know the name of the person, start with *Dear* and the correct title and name of the person followed by a comma.
- 6 Always make sure your letter is formal and polite. Use words like *please*, *thank you*, etc.
- 7 Organise your letter in short paragraphs.
- 8 When you know the name of the person, close with *Yours sincerely*.
- 9 Write your job position after your signature and name.

B Faxes

- 1 Give a contact phone number if it is not on the letterhead.
- 2 Salutation – include the title (*Mrs, Miss, Ms, Mr, Dr*, and so on) and copy the name exactly as that person writes it. If you don't know the name or whether the person is a man or woman, put *Dear Sir or Madam*.
- 3 Reference line – this describes the main purpose of the fax or letter.
- 4 If you are responding to a letter, fax or email, refer to its subject and date in the first paragraph or sentence.
- 5 State the main reason for the fax in the first sentence. Remember that the recipient may have to read a lot of business correspondence.
- 6 The paragraph of business letters and faxes can be short, usually between three or eight lines long. This helps the recipient to read and remember the important facts.
- 7 *Yours sincerely* is the most frequently used closing expression. Only the

first letter is capitalized. Kind regards, With best regards and Best regards are also possible for clients you know well as these are less formal.

- 8 Write your signature and type your name below the closing expression. Whenever possible, include your job title below your name.

C Emails

The style of an email depends on the relationship between the writer and reader. When you send an email to someone you don't know, a style similar to a formal letter is appropriate. Emails to colleagues and friends can be very informal and close to spoken English.

However, with both formal and informal emails you should:

- 1 Always complete the subject / reference line.
- 2 Keep the message reasonably short.
- 3 Leave a line before new paragraphs.
- 4 Check the content for spelling and vocabulary mistakes.
- 5 Check that the receiver's email address is correct.
- 6 Attach any documents you want to send. It is a good idea to attach them before you start typing.
- 7 Avoid underlining words, it looks like hyperlink to a website.
- 8 Avoid CAPITAL letters, it looks aggressive.

D Memos

Memos are usually for internal communication. The level of formality depends on the relationship between the writer and reader. In case, the language is neutral.

- 1 Use a standard format. It should include:
 - the name of the sender
 - the names of the staff or the department who are to receive the memo
 - the date it was issued
 - the names of any people who are to receive copies.
- 2 Be brief and to the point.

E B2B (business to business) communication

- 1 Start by a word of welcome and make it clear how the reader can benefit.
- 2 Make a new point in each paragraph.
- 3 Use numbers, bullet points or colour to focus the reader's attention on essential points and make the document easy to read.
- 4 Keep sentences reasonably short.
- 5 Use a neutral, informative style.

Useful phrases:

Making reference

With reference to your email of 14 March ...

Thank you for your email of 14 March ...

Explaining the reasons for writing

I am writing to confirm / inform you that / apologise for / enquire about ...

Apologising

I am sorry for any inconvenience caused by the delay on your recent flight ...

I regret to tell you that we are fully booked for the dates ...

Please be assured that we will ...

Requesting

Please quote this reference number ...

I would be grateful if you could confirm ...

Offering

I am pleased to offer you ...

Referring to the future contact

I look forward to hearing from you.

We look forward to your stay at the ... in the future.

Please do not hesitate to contact us if you require any further information.

Referring to enclosed documents

I have enclosed / attached the timetable / your tickets / our brochure.

Activities

1. Read the formal letter:

You will be interested to know that I recently met with Jack Mandon, who informed me that you are now acting as agents on behalf of his company. You will no doubt already be aware that he is very satisfied with your efforts.

However, this is clearly a breach of our agreement, which was that you would act as our exclusive agents until January 2006. I therefore require your written assurance that your business relationship with Jack Mandon will cease forthwith, and that you will honour our agreement in future.

If you are unable to comply with this reasonable request, then I feel I have no option but to terminate our agreement in accordance with Clause 13b.

I look forward to receiving your reply by June 14.

-
- Describe the function(s) of each paragraph, and identify the key words and phrases. Finish off with a class discussion.
 - Work in pairs and re-create the letter (without access to the original). Compare the result with the original.

- It is now June 15, and no reply has been received. Write a follow-up letter.
- Write two possible replies: the first is an apology, and the second a request to terminate the agreement. Compare results, focusing on tone and style.

2. Write short email responses to all of these situations then compare your responses with those of your peers.

You have heard that Jane Smith, a colleague from XXX, will be visiting ZZZ next month. You need to offer to book a hotel for her.

An American colleague in XXX would like you to visit her next week. Unfortunately you can't go.

You need, by Monday morning, a copy of the minutes from the meeting your boss attended last week.

A supplier's representative has cancelled a visit, due to ill-health. Ask if he is available next month, on the 15th or 17th.

3. You work for a Golf Training Company. You receive the following enquiry. Write a reply using the right structure.

Dear Sir or Madam

I am interested in the GT training courses you offer, as advertised in *Training Monthly*.

I would be very grateful if you could send me a copy of your course programme for this year. My postal address is given above.

Thank you in advance.

Paul Howard

4. You work for a Maya Hotel. Write a letter of apology to the following complaint.

I am writing to complain about the terrible service in your hotel.

My friend and I had chosen to stay in Maya Hotel, Malaga from 12-19 August (ref: BMT 325) in order to celebrate my birthday in peaceful and relaxing atmosphere.

The hotel was reasonably comfortable but the service was poor. Although advertised as a "quiet place with family atmosphere", the hotel is in fact situated on the other side of a busy main road.

The staff was impolite and unskilled. The porter told us he was busy and

refused to carry our bags. We had to wait for a plumber whole morning to get the tap in our bathroom fixed. The front desk didn't answer my calls after 7 pm every day, and the head housekeeper gave us wrong information on breakfast hours.

The restaurant was crowded, expensive and noisy and the food lacked variety.

As a result we couldn't relax and didn't enjoy our holiday. Tired and frustrated with having wasted our time we are looking for compensation for the inconvenience and distress of a ruined holiday.

Yours faithfully,
Erica Grey

5. You work in the general administration office of a company. Write a memo to all staff to explain a future problem. Use these notes and follow the model in Writing Bank.

Problem:

Canteen closed during August

Background:

Renovation work

Promise:

Work to finish by end of August

Thanks

UNIT 3

Contract - *an official agreement between two or more people, stating what each will do (Longman Dictionary of Contemporary English)*

Written contracts are agreements which aim to lessen misunderstanding and provide a formal record for reference. They are extremely common in the business world, and often depend on fine nuances of language.

Contracts can be interpreted differently by different cultures. In some parts of the world, contracts are seen as binding documents, detailing and concluding an agreement. In other countries, they may be seen as a commitment to do business together, nothing more. Things can be changed if the situation alters.

Guidelines for contracts

Contracts normally include some or all of the following elements:

- Introduction with definitions and names of various parties.
 - A time frame for the agreement.
 - Terms of payment and delivery.
 - Responsibilities and undertakings of each party.
 - Insurance details in case of problems.
 - Dispute resolution or arbitration arrangements.
 - Appendices and other accompanying documents.
-
- Contracts should be composed not to allow interpretations or misunderstandings, which may cause serious legal conflicts or financial losses.
 - Clear headings and a numbering system must be used.
 - All the information should be relevant and logically organized.
 - The language of a contract must be in the right style and suitable for the professionals used to internationally accepted phraseology and syntax of the document.

Activities

1. Match English terms with the shuffled Ukrainian equivalents.

- | | |
|-----------------------------------|---|
| 1. results of business activities | товариство з обмеженою відповідальністю |
| 2. to observe confidentiality | взаємна співпраця |
| 3. successor | спільна діяльність |
| 4. redeeming debts and deliveries | основний документ |
| 5. limited | впровадження програм |
| 6. to be specified | двосторонні консультації |
| 7. procedure of settlements | матеріально-технічна допомога |

8. transfer of rights and responsibilities	здійснювати товарообмін
9. to be liable by property	взаєморозрахунки
10.dissolution	взаємопогашення платежів і постачання
11.to transfer from balance to balance	грошові фонди
12.mutual crediting	майнові фонди
13.book-keeping	покривати витрати
14.program implementation	уточнюватися
15.running joint activities of the parties	брати зобов'язання
16.right to administer funds and property	мати однакову силу
17.to divulge information	об'єднувати ресурси
18.to work out mutual accounts	передавати з балансу на баланс
19.property fund	рухоме майно
20.book-keeping accounting	нерухоме майно
21.to undertake	виробляти взаєморозрахунки
22.cooperation	для досягнення цілей договору
23.commercial secret	надавати документи
24.re-forming	бухгалтерський облік
25.personal assets	статистична звітність
26.to authorize	бухгалтерська звітність
27.transfer of monetary funds	операція(фінансова)
28.proportional to contribution	ведення спільних справ сторін
29.basic document	покладатися
30.maintenance	наділяти повноваженнями
31.to present papers	оперативний орган управління
32.business activities	результати господарської діяльності
33.to cover expenses	оперативно-господарська діяльність
34.joint activity	порядок розрахунків
35.agreed forms of settlements	перерахування грошових коштів
36.monetary fund	узгоджені форми розрахунку
37.operative managing organ	право розпорядження коштами і майном
38.to be equally effective	пропорційно до внеску
39.bilateral consulting	нести майнову відповідальність
40.to delegate	вирішення суперечок
41.settlement of arguments	комерційна таємниця
42.real assets	дотримуватися конфіденційності
43.to provide barter	розголошувати інформацію
44.in pursuance of the agreement	перехід прав і обов'язків
45.transaction	реорганізація

46.to join resources
47.statistic accounting

ліквідація
 правонаступник

2. Use these words to complete the sentences below:

outside parties, cancel, access, comply

1 The contractor shall have free _____ to the supplier's factory during normal working hours.

2 Visitors to the factory shall _____ with all safety and security regulations.

3 In the event of a work stoppage, the supplier reserves the right to _____ a visit at any point.

4 The parties to the contract undertake not to reveal confidential information to any _____.

3. Now look at the following statements. Are they correct, incorrect, or do you need more information?

1 The contractor can visit the supplier's factory at any time.

2 The contractor must wear a helmet when visiting the supplier's factory.

3 The supplier may ask the contractor to leave the factory if production stops.

4 The contractor may not discuss the details of the visit with anyone from the supplier's company.

UNIT 4

Report - *a written or spoken description of a situation or event, giving people the information they need (Longman Dictionary of Contemporary English)*

Reports are documents which offer the reader the results of an enquiry of some sort (such as research, technical inspection, visit, and feasibility studies) or an account of some event(s). They may be written for experts or laypersons.

Reports normally start off with a title, names of authors and addressees, and a purpose statement giving the reason they were produced. The body of the report is likely to include paragraphs on background, methodology of the enquiry, results, discussion, conclusions, and recommendations. A report may also include appendices, a list of references, and an index.

Educational report is designed to help us become more familiar with a new country, destination or resort. This forms an important part of tourist customer service. The aim is that the report will help a tour agency in the future when recommending this destination to its customer.

There are three stages to the educational (familiarisation) trip:

1. Before the educational.
Before the staff go they should complete the questionnaire using the Tour Operator's brochure.
2. During the educational.
During their stay a member of the staff should complete the Educational Booklet, which contains questions about the resort itself, travel arrangements and the hotel.
3. After the trip, the staff should discuss their trip with the manager and how they are going to train other members of staff during the feedback session.

It is a Company standard that this report is completed for all educationals. The report is to be signed by the Branch Manager and then forwarded to the Training Department.

Guidelines for reports

Style

To be completely successful, a report which makes recommendations must ensure that the persons for whom the report is intended:

- Read it without unnecessary delay.
- Understand everything in it without undue effort.
- Accept the facts, findings, conclusions and recommendations.
- Decide to take the action recommended.

Achieving this demands more of you than merely presenting relevant facts accurately. It also demands that you communicate in a way that is both *acceptable* and *intelligible* to the readers.

Accuracy

Check that everything you write is factually accurate. The facts should be capable of being verified. Moreover, arguments should be soundly based and your reasoning should be logical. You should not write anything that will misinform, mislead or unfairly persuade your readers. If you do, you will be doing a disservice not only to yourself but also to your department and organisation. Accurate information is essential for effective communication and decision making.

Objectivity

A report should not be an essay reflecting personal emotions and opinions. You must look at all sides of a problem with an open mind before stating your conclusions.

Making it clear that you have an open mind when writing your report will, in most cases, make your conclusions and recommendations more acceptable to your readers. The emphasis, therefore, should be on the factual material presented and the conclusions drawn, rather than on any personal beliefs, biases or prejudices.

Conciseness

Veni, Vidi, Vici (I came, I saw, I conquered). That is how Julius Caesar reported his visit to our shores. While none of your reports will be as short as this, you should aim to keep them concise. In doing this, do not mistake brevity for conciseness. A report may be brief because it omits important information. A concise report, on the other hand, is short but still contains all the essential details.

To ensure you do not include material which can safely be left out, you should not ask: 'Can this information be included?' Rather, you should ask: 'Is it *necessary* for this information to be included?'

Clarity and Consistency

The best way to achieve clarity in your writing is to allow some time to elapse between the first draft and its revision. Try to leave it over the weekend, or at least overnight. If you are really under pressure and this is simply not possible, at least leave it over a lunch or coffee break. It is essential to have a period of time, no matter how short, when you can think of other things. In this way, when you come back to the report, you can look at it with a degree of objectivity.

Simplicity

Usually, if your writing is selective, accurate, objective, concise, clear and consistent, it will also be as simple as it can be. You should guard against oversimplifying, for example to the point of missing out information which the reader needs to fully understand what you are trying to say. You should again keep your readers firmly in mind and keep asking yourself whether or not they will be able to follow the logic of your presentation.

Avoid Pointless Words

Some words and phrases - like *basically, actually, undoubtedly, each and every one* and *during the course of our investigation* - keep cropping up in reports. Yet they add nothing to the message and often can be removed without changing the

meaning or the tone. Try leaving them out of your writing. You will find your sentences survive, succeed and may even flourish without them.

Rules for Report Writing



Preparation and Planning

To fail to prepare is to prepare to fail. The importance of preparation and planning cannot be stressed too highly. Often, however, writers simply ignore this aspect or dismiss it as too mechanical to be worthwhile. As a result they plough too quickly into the writing process itself and end up failing to realise their full potential. Anything you commit to paper before your overall plan has taken shape is likely to be wasted; it will be like a bricklayer starting to build the wall of a house before the architect has drawn up the plans.

Before you write a single word you must:

- Set your objective.
- Assess your readership.
- Decide what information you will need.
- Prepare your skeletal framework.
- Test and revise your skeletal framework.

Collectively these activities constitute the planning stage of report writing, and the amount of time and thought you spend on them will make a *vast* difference to the effectiveness of all the work that will follow, by:

- continually reminding you of your overall objective
- making you constantly 'think readers'
- ensuring you know what information you will need to gather
- giving you clear guidelines to follow when writing each section
- enabling you to rise above the detail and obtain an overview of the entire report at any time.

Setting your Objective

It is vital to establish your precise objective. You must first be absolutely sure of the purpose of your report. Only then can you even begin to think about *what* you are going to write and *how* you are going to write it.

A clearly defined objective has a number of important benefits:

- It helps you decide what information to include - and leave out.
- It helps you pitch the report at the right level.
- It makes it easier to write the report.

Assessing your Readership

The next stage is to identify and assess your readership. In many cases, you know who will be reading your report and the detailed content, style and structure can then be matched to their level of knowledge and expertise:

- Concentrate on points they will care about.
- Explain things they do not know.
- Address questions and concerns they would be likely to raise.

- Deciding what information you will need

For some reports, you will need to collect very little information, while for others you will require a great deal. You will need to think this through carefully, either on your own or with other people.

It is often useful to discuss this with the person who commissioned the report and with prospective readers, particularly any key decision makers. Are there any specific areas they would like covered? The very fact that people have been consulted at this early stage will involve them and, psychologically, this will greatly increase the likelihood of them accepting your conclusions and any recommendations you subsequently may make.

You are now in a position to think about the overall **plan** of your report. This is known as the **skeletal framework**. It is like drawing up the plans for a new house. Not only will it show its overall **structure**, it will also remind you of the materials (**information**) you will need to gather before the process of construction can begin.

There are three stages involved in the preparation of a skeletal framework:

- Write a **working title**.
- Consider the **overall structure** of the report.
- Consider how information will be presented **within the main body**.

All reports have a number of commonly recognised components, including:

The Beginning

- Title page
- Foreword
- Preface
- Acknowledgements
- Contents page
- Summary or Abstract
- Introduction

The Middle

- Main body, including substructures

The End

- Conclusions
- Recommendations
- Appendixes
- References
- Bibliography
- Glossary
- Index.

Do not be concerned about the large number of components that may be used; no report ever uses all of them. However, it is as well to know something about each of these components for two reasons:

- You can then choose the ones best suited to your report, and
- You may be asked to include one or more of them.

Activities

1. Which is better in a short factual report?

- a a single long paragraph or
points organized under headings?
- b long complicated sentences or
short simple sentences?
- c as many details as possible or
focus on key points only?

2. Write a report on the number of tourists visited your country during the last three years (using information from the Internet).

3. Find information about an interesting destination on the internet. Use the information and questions below to prepare an educational report.

The destination

- What are the main attractions of this destination?
- What type of customers would this destination be most suitable for?
- What is the currency and the current US\$ rate of exchange?
- What is the cost in local currency of a soft drink, a beer, a meal?
- Name three selling points for recommending this destination to customers.

Transport

- What is the transfer time from the airport to the destination?
- What public transport facilities are there? How much do they cost?

UNIT 5

CV

Curriculum Vitae - *a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job [= resume American English] (Longman Dictionary of Contemporary English)*

Covering Letter - *a letter that you send with documents or a package that gives information about its contents [= cover letter American English] (Longman Dictionary of Contemporary English)*

You are often asked to send a CV (called a Resume in the US) when applying for a job. This document can be difficult to get right. One reason for this is that the style (and therefore effectiveness) of a CV depends on who is going to read it. This can be especially problematic in an international setting. No hard and fast rules exist, and yet decisions have to be made about length, type (most CVs are chronological or functional), what personal information to include, and so on. Secondly, there is often conflicting advice from so-called 'experts'. Thirdly, CV writing is influenced by level within a company. High-level executives have CVs that look different (and not only with respect to content) from workers on the shop floor. With CVs, it is important to recognize that no one size fits all.

Yet there is a glimmer of hope. Sometimes it is possible to find out what a particular company actually wants in a CV (they may even have a standard format that they can provide). Institutions like the European Commission have created a standard document for use in Europe. Again, Microsoft Word™ comes complete with standard template formats which are commonly used.

Remember, when applying for a job you will be in competition with a number of other candidates. So your CV is important – interviewers will decide whether or not to see you on the strength of what you have written. Don't just think of it as a list of facts; it should sum up your personal, educational and career history, as well as being an indication of your strength and weaknesses.

CVs are normally sent together with a Covering Letter. This is the applicant's chance to highlight what they have to offer, and how they might benefit the company they are applying to.

Guidelines for CVs

Personal information and experience:

- Include personal, educational and career history.
- Write list of important headings: name, date of birth, address, phone number.
- Give employment record, including any years you did not work for any reason.
- Explain what you do at work.
- Include your outside interests and skills.
- Mention language skills and sports played.
- Be positive about yourself, but don't lie. Demonstrate that you are a potential asset.

Layout, language and style:

- Use wide margins and leave lots of white space. It makes your CV easier to read.
- Use a clear, easy-to-read typeface. Don't use *Italics* or a small type size. Be consistent with the typefaces you use.
- Make the section headings clear and leave a clear space between sections.
- Separate each part of your work experience and education clearly.
- Don't assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name.
- Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else to check it for you.

Guidelines for Covering letter

- Your covering letter should state why you are writing and maintain the employer's interest in you.
- In a personal letter you can put your name, address, telephone number and email on the right-hand or left-hand side of the letter.
- There are different ways of writing dates: 15 April 2002, April 15th 2002, or 15/4/2002 but in US English the month comes first, e.g. 4/15/2002.
- If you don't know the name of the person you are writing to, start with *Dear Sir I Madam*.
- Write in short paragraphs so that the letter is well organised and easy to read.
- When you don't know the name of the person you are writing to, close with *Yours faithfully*, followed by a comma.
- Remember to write your full name clearly after your signature.

Activities

1. What skills do you think a person need to be a successful candidate for these positions?

- Travel consultant
- Cabin attendant
- Conference coordinator
- Restaurant manager

2. Here is a list of possible verbs to use on your CV. Write four statements describing your achievements in the last year.

(like this: I designed a technical modification which enabled the production line to increase its output by 12%.)

created *conducted* *coordinated* *improved* *designed*
assisted *provided* *addressed* *established* *solved*

2. Read the advertisement and imagine you are a candidate for the position. Design your CV and Covering letter.

Chili's Grill and Bar - RESTAURANT MANAGER - Aventura, FL: Brinker Intl.

Job ID	1533111hljHJO
Company Name	Brinker Intl.
Job Category	Hospitality/Travel
Location	Aventura, FL
Position Type	Full-Time, Employee
Experience	2-5 Years Experience
Education Level	Bachelor
Date Posted	March 27, 2009

**Pepper In An Amazing
RESTAURANT MANAGER
Career with Chili's Grill and Bar!!!
~Aventura, FL,~**

The Food's Not The Only Thing That Rocks. So Do Our Benefits. - Pepper in Some Benefits

- Highly competitive salary positioned at the top 25% of the industry
- Obtainable monthly bonuses with an annual potential up to 175% of plan
- Flexible Spending Plans and Tuition assistance
- Market Leading 401(k) Savings Plans with company match
- Managing Partner Program for top performing GM's
- Paid Vacation every 6 months
- Health Club/ Fitness reimbursement
- Dining discounts at ALL of our Brinker owned brands

Let's Get This Party Started!! - Pepper in some Good Times

If you are a results oriented Restaurant/Hospitality Manager with:

Minimum 3 years Assistant Manager experience or above in Casual/Fine Dining or Multi-Unit QSR **required** for consideration.

Ability to manage a high volume, fast paced environment

High energy, a fun loving personality, leadership skills to inspire a team

Bilingual (a PLUS)

And above all, the ability to create an unforgettable guest experience!!

Then bring your talent, energy and spirit to Brinker International's **Chili's Grill and Bar** and discover the enriching rewards of joining one of the nation's most vibrant families.

UNIT 6

Agenda and Minutes

Agenda - *a list of the subjects to be discussed at a meeting;
a list of problems or subjects that a government, organization etc is
planning to deal with; (Longman Dictionary of Contemporary English)*

Minutes - *an official written record of what is said and decided at a meeting
(Longman Dictionary of Contemporary English)*

The meeting agenda is a roadmap for the meeting. It lets participants know where they're headed so they don't get off track. Most importantly, the meeting agenda gives a sense of purpose and direction to the meeting.

All agendas should list the following:

- Meeting start time
- Meeting end time
- Meeting location
- Topic headings
- Include some topic detail for each heading
- Indicate the time each topic is expected to last
- Indicate which meeting participants are expected to be the main topic participants

Example of agenda format

Internet Marketing Association Meeting Agenda Start at 10:00 a.m. in Board Room		
Item	Responsible	Time
Opening Remarks	President	5 min
VP Membership Report -intramural report -new member program intro	VPM	20 min
VP Financial Report -status of budget -housebill status	VPF	7 min
VP Rush Report -status of current efforts -status of next term plans	VPR	7 min
VP Internal	VPI	5 min
VP External	VPE	10 min
Guest Speaker	Community Relations	15 min
End at 11:10		

The minutes are the written record of that meeting. There are many different styles, but the basic function is to record decisions made and summarize who is to do what by when. Formal minutes may include:

- Names of attendees
- Apologies (from those absent)
- Review of minutes of previous meetings
- Summary of discussions
- Record of proposals, decisions made, and voting details
- Action points and responsibilities
- Details of next meeting

Any organization will normally have three types of minutes, which can be completely different in terms of style and detail. These are:

- **Minutes** written to record internal meetings; these are attended by company personnel, and are only to be used internally. These can be quite informal, and may take the format of action notes (simply recording names of who is doing what by when).
- **Minutes** written to record meetings with outside agencies (customers or partners), but for internal use only. These will often include subjective comments.
- **Minutes** written to record meetings with outside agencies (customers or partners), but for shared use or publication. These are often the most formal, and may form the basis for negotiations or contracts.

Formal minutes

Font

The LJMU corporate font is Arial and is used on the LJMU website. Good practice indicates that for body text, a font size of at least a height of 2mm should be used (cf RNIB clear print guidelines). For internal documents a body text font size of Arial 11pt would be acceptable.

Numbering of minutes

Item numbers comprise an abbreviation of the committee name of 2-6 letters, the last two digits of the calendar year, a full stop and then a sequential item number, e.g. QSC 03.13). The sequential number should start from '1' at the beginning of each calendar year.

Each item of the meeting should be given a unique item number in the minutes. If the item needs to be divided into subsections (eg there may be several items under 'Matters Arising'), then subsections should appear as: QSC 06.13.1; QSC 06.13.2 etc.

Function words

Function words are *considered, received, tabled, noted, agreed, approved, endorsed, action.*

Example of Minutes Format

Name of Organization:			
Purpose of Meeting:			
Date/Time:			
Chair:			
Topic	Discussion	Action	Person Responsible
1.			
2.			
3.			

First pages of minutes

The first pages of minutes documents should contain the following:

- LJM U logo (appears in the top right hand corner of the first page of minutes. It is recommended that the white square be used as this uses less toner);
- the status of the minutes, i.e. 'draft', 'unconfirmed' or 'confirmed';
- the title of the committee;
- the date, time and venue of the meeting;
- the first three numbered items of the meeting should show **attendance** (a list of names indicating who was present, who gave apologies and who was in attendance), **minutes of the last meeting** (whether or not they were agreed and, if not, show the amendments) and **matters arising** from the minutes (if not addressed elsewhere).

Use of proper names and job titles

The proper names of members should be listed under 'attended' or 'apologies', as relevant, and any visitors as 'in attendance'. It's a good idea to reference the relevant minute, eg J Smith (for minute QSC 06.13)

In the body of the minutes, job titles should be used over proper names, although these can be used where greater clarity is needed.

Minutes should:

- be written in the past tense and third person
- be accurate, brief and clear
- record issues discussed and, most importantly, decisions taken and any action required

- correspond to the agenda as far as possible
- always distinguish between where recommendations have been made or an agreement.

Drafting and approval of Minutes

- Draft the minutes as soon as possible after the meeting, while your memory is clear.
- It is permissible to alter the order in which discussion took place in order to make a logical record.
- Send the draft minutes to the Chair as soon as they are completed, with a deadline for his/her comments to be received. Alternatively, email the draft minutes directly to members if this has been previously agreed as standard practice for the committee concerned.
- Notwithstanding arrangements discussed above, the draft minutes should always be circulated to members as soon as possible and no later than one week after the meeting.
- Committee members should notify the secretary by email with any suggested amendments to the draft minutes by a date specified by the Secretary.
- The Secretary should circulate the amended copy of the draft minutes (ie now as 'unconfirmed' minutes) with the papers for the next meeting.

Actions Arising

- Points for actions should be clearly noted in the draft minute text and therefore it is not necessary to contact members separately to remind them of their obligations. However, a separate 'action log' can be useful to ensure that actions remain visible until they are completed.
- Notify any committee members who were not present at the meeting about any agreed actions assigned to themselves or their teams.

Circulation and Storage of Minutes

- The approved minutes of a committee meeting should be sent to the secretary of any parent committees as soon as they are available.
- Committee members have the right to see the approved minutes of all relevant sub-committees.
- The secretary should maintain sets of all committee records electronically. This should include copies of all agendas, papers considered and approved minutes.

Guidelines for minutes

These days, many of us find ourselves in the position of taking meeting minutes without a clue of how to go about it. The following is a guide for making this task easier:

- Make sure that all of the essential elements are noted, such as type of meeting, name of the organization, date and time, name of the chair or facilitator, main topics and the time of adjournment. For formal and corporate meetings include approval of previous minutes, and all resolutions.
- Prepare an outline based on the agenda ahead of time, and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.
- Prepare a list of expected attendees and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.
- To be sure about who said what, make a map of the seating arrangement, and make sure to ask for introductions of unfamiliar people.
- Don't make the mistake of recording every single comment, but concentrate on getting the gist of the discussion and taking enough notes to summarize it later. Remember that minutes are the official record of what happened, not what was said, at a meeting.
- Use whatever device is comfortable for you, a notepad, a laptop computer, a tape recorder, a steno pad, shorthand. Many people routinely record important meetings as a backup to their notes.
- Be prepared! Study the issues to be discussed and ask a lot of questions ahead of time. If you have to fumble for understanding while you are making your notes, they won't make any sense to you later.
- Don't wait too long to type up the minutes, and be sure to have them approved by the chair or facilitator before distributing them to the attendees.
- Don't be intimidated, you may be called upon many times to write meeting minutes, and the ability to produce concise, coherent minutes is widely admired and valued.

Activities

1. Read the pairs of examples and identify which is more formal (F) or more informal (I).

Headlines

- Minutes
DCE Meeting
June 14th
- Minutes of the marketing group meeting held on June 14th at 8:30 am, in room 201

Who was at the meeting:

- Participants: AB, CF, DJ
- Present: Mark Hudson (Chair)

Joan Remington (General Manager)
Rodger Swank (Company Secretary)
Board members: Lisa Thompson, Philip Ralph,
Hannah Hobart

Apologizes were received from: Barry Grant, Louisa Gird.

First agenda point

1 Minutes of previous meeting

The minutes of the previous meeting were approved and signed by the Chair.

2 Matters arising

There has been no action on monthly reports. Reports are being sent quarterly as before. It was agreed that reports would be sent monthly starting from next month.

Reviewed action list from previous meeting.

No action yet on monthly reports. Monthly reporting will start from next month.

Ending

AOB Procedure for claiming expenses will be reviewed.

JD to send a memo to all before next meeting.

Any other business

GM enquired about expenses. The procedure for claiming expenses will be reviewed and a memo sent to all before the next meeting.

Date of next meeting: 5th July at 10:00

2. Write the agenda and minutes of your own meeting.

UNIT 7

Writing for the Internet

Writing for the the Internet is used increasingly for business communication purposes, Internet both internally (as an intranet within a company), and externally, via the World Wide Web. Employees may be asked to write anything from company newsletters, to sales information on new products, to “How to find us” information. The principles of writing for the web are different from those of many other business documents, in that design and layout play a much more overt role, and it may be necessary to link written information to audio or video material, or to other websites. However, the need to write simple, clear English is also still there.

Activities

1. Company history

Work in pairs. Visit a number of other company websites and make notes of how the company history is presented. Then plan a website which presents your own company history.

2. Presenting the staff of the hotel / travel agency

Take photos of yourselves and prepare short written statements about your working for the hotel including information such as what you like and dislike about the carrier, your duties and future plans. You may also produce other information sheets about the hotel, tours or activities. Design and build the website, incorporating this material.

LANGUAGE NOTES

SPEAKING

Saying hello

Hey Jane!
Hi Jane!
Alright, Jane!
Alright, mate!

Asking someone how they are

How are you?
How you doing?
How you going?
How's it going?
You alright?

Saying you are well

Good, thanks!
Fine, thanks!
Not bad, not bad!
Alright, thanks!
I'm OK!

Returning the question when someone has asked if you are well

And you?
How about you?
What about you?

Introducing yourself

I just wanted to introduce myself,
I don't believe we've met before,
I don't think we've actually met formally yet,

my name is...
I'm...

Introducing someone else

I'd like to introduce you to...
There's someone I'd like you to meet, this is...
Have you met...?

Expressing pleasure to have met someone

Pleased to meet you.
Nice to meet you.
Very nice to meet you.
It's a pleasure to meet you.

Returning the compliment

Likewise.
And you.

Introducing yourself

I just wanted to introduce myself,
I don't believe we've met before,
I don't think we've actually met formally yet,

my name is...
I'm...

Introducing someone else

I'd like to introduce you to...
There's someone I'd like you to meet, this is...
Have you met...?

Expressing pleasure to have met someone

Pleased to meet you.
Nice to meet you.
Very nice to meet you.
It's a pleasure to meet you.

Returning the compliment

Likewise.
And you.

Starting a sensitive conversation

I hope you don't mind me mentioning this but...

Example situation

I really don't like it when you leave the toilet seat up.

I wondered if we could have a quick chat about...	...the washing up.
---	--------------------

Asking someone to change their behaviour	Suggesting different behaviour
Would you mind...	keeping the toilet seat down? cleaning the bathroom?
Would you mind not...	smoking? shouting?
It would be good if you could...	do the washing up.

Start with a compliment	Example situation
We were very impressed by...	your interview
	your performance

Phrases to introduce good news			Example of good news
We'd like to...			offer you a job give you a promotion
We've got	some	good news for you	you've passed your exams
	a bit of		you've won the lottery
I'm really pleased to tell you...			you've won the jackpot you've been chosen to play football for your country

Preparing someone for surprising or shocking news
Have you got company?

Is there somebody with you?

Are you sitting down?

Introducing bad news	Example of bad news
I'm afraid...	you didn't get the grades
	we've got to cancel your holiday
	we're not going to be able to offer you the job
	your dog's died
I'm afraid I've got some bad news for you:	you didn't get the grades
	we've got to cancel your holiday
	we're not going to be able to offer you the job
	your dog's died
Unfortunately, I'm afraid ...	you didn't get the grades
	we've got to cancel your holiday
	we're not going to be able to offer you the job
	your dog's died
I've got some bad news for you, I'm afraid:	you didn't get the grades
	we've got to cancel your holiday
	we're not going to be able to offer you the job
	your dog's died

Say something positive too

You did really well in your interview, but...

It's not all bad news though because you can apply to another university.

Making a complaint

Expressing shocked disagreement

But that's	ridiculous!
	unfair!
	unreasonable!

It's unreasonable / unfair / ridiculous to charge me £10 for checking-in early!

An important request

Can I speak to the manager please?

A negative structure

It's	just	not fair to charge us for the starters!
	simply	

Making what you say more forceful

Use **absolutely** with strong adjectives and **really** with weaker adjectives and verbs

That's absolutely ridiculous!

That's really unfair

I really think that's unfair

Signalling that you disagree

Well...

In a disagreement, **well** signals that you understand what someone is saying or asking you, but you have a different opinion or something unexpected to say. (If you say **right** or **okay** to show you understand, it can seem like you are agreeing with someone).

Well I don't think it's fair to make us pay extra for the airport shuttle

Well I have to say that the service was pretty slow, so I don't really feel like leaving a tip

Well, there was a cockroach in my room and the bathroom door doesn't lock!

actually...

In a disagreement, 'actually' shows that you have a different point of view from the person you are speaking to or something unexpected to say

Well, actually I don't think you should charge us for the starters

I think you should give us the starters for free, actually

Saying what you want someone to do

I'd like you tolet me into my room
---------------------	------------------------

I think you should ...

Language for saying sorry

To emphasise how you feel

Examples

I'm really sorry...

I'm really sorry, Pete, I didn't mean to lose your book.

I'm so sorry...

I'm so sorry I forgot your birthday, Oliver!

To say why you're sorry

Examples

Sorry about...

Sorry about the mess. I'll clear up later.

Sorry for...

Sorry for taking your DVD.

To say sorry without using the words 'I'm sorry'!

I'd like to apologise for...

I'd like to apologise for the way I spoke to you earlier.

Vocabulary around saying sorry

to apologise

to say sorry, to ask for forgiveness, to express regret

an exclamation

a word, phrase or sentence that is shouted out suddenly, often through surprise or anger

to hurt someone's feelings

to make someone feel upset or unhappy

a misunderstanding

this can mean 'a small disagreement'

trouble

unhappiness, distress, worry or danger

a hard time

a difficult time

to be out of order (informal)

to be impolite or rude

Language for accepting apologies

Examples

That's OK.

I'm really sorry, Pete, I didn't mean to hurt your feelings.
That's OK.

No problem.	I'm so sorry I forgot your birthday, Oliver! No problem.
Don't worry about it.	I'm sorry about the trouble I've caused. Don't worry about it.
No worries.	I'm sorry for drinking all the milk. No worries.

Language for making suggestions

Question opener	+ subject	+ infinitive without 'to'
Why don't	I you we they	buy...? go...?
Why doesn't	he/she	meet...?
Shall	I we	
Question opener		+ infinitive without 'to'
I, you, he, she, we	should could	say... arrange... talk... eat... get...
Let's Why not		

Note

Perhaps and *maybe* can both be used before 'could' and 'should' if you want to sound more polite.

Examples:

Perhaps we could phone them.

Maybe we should have a big party.

Language for making a point

Expressing opinion	Examples
I think (that)...	I think you should go now.

My view is (that)...	My view is that the project will fail.
In my opinion, ...	In my opinion, the firm can succeed.
Persuading	
I can assure you (that)...	I can assure you that we've done everything we can.
Making a statement	
The fact is (that)...	The fact is, he's a great performer.
The point is (that)...	The point is, we don't know if they're being honest.
Other expressions	
You're missing the point (can sound a bit rude)	You're missing the point - why do you never listen properly to what I'm saying?
Look, ... (can sound quite aggressive)	Look, everyone thinks it's a bad idea.
Note: 'that' is optional after <i>I think...</i> , <i>my view is...</i> , <i>I can assure you...</i> , <i>the fact is...</i> and <i>the point is...</i>	

Useful vocabulary for disagreeing

no I don't agree that's not true I don't accept that	Note: 'no' is usually followed by a statement (see below) (quite direct) (quite formal)
---	---

Examples:
No, I don't think that's what happened.
No, that's not a good idea.

that's	complete (no adjective) absolute total	nonsense! rubbish!	Very strong ways of saying you disagree - unless said as a joke, they usually sound quite aggressive, so be careful about using them! They can be made stronger with adjectives (2nd column).
---------------	--	-------------------------------------	---

hang on! hang on a minute!	expressions often used to interrupt and disagree with what someone has just said:
---	---

Example:

Hang on! That's not what she did at all!

Structures you can use when you agree with part of something that's been said, but disagree with other parts, or want to bring in a contrasting idea:

although	it's true to say that	(..followed by what you agree with, then what you don't agree with, or a contrasting idea)
while	it's fair to say that	
	I agree that	

Examples:

Although it's true to say that he is intelligent, I don't think he works well in a team.

While I agree that we should leave soon, I think we should finish this work first.

Question Tags

We often use this structure when we are unsure of something or want to check information.

1. It's not Shilpa Shetty ...	is it?
2. She isn't an actress...	is she?
3. That's Shilpa Shetty ...	isn't it?
4. She's been on T.V. ...	hasn't she?

Note: When responding to question tags, **yes** and **no** refer to whether something is or isn't the case, not whether the first speaker is right or wrong. So in the following exchange, B is saying he doubts the woman is an actress:

A: She's not an actress, is she?

B: No, I don't think so.

Modals

It	might	be Shilpa Shetty	<i>uncertain</i>	
	may			↓
	could			
	must			<i>certain</i>

Could is sometimes combined with a question tag:

She couldn't be an actress, could she?

You can use **possibly** and **perhaps** with all these modals (except **must**), to indicate a lack

of certainty:

She might perhaps be an actress ...
She couldn't possibly be an actress, could she?

Using **I think** before a modal usually shows that the speaker is more certain about something, e.g.

I think it might be Shakira
I think she might be an actress

Maybe and Perhaps

Maybe ...	she's a film star
Perhaps ...	

Stopping someone while they are talking

Just a minute...
Hang on...
Hold on...
Just a second...

Showing that you disagree

Certain words show that you have a different opinion. Try using *actually*, *well*, *but*, and *I'm sorry*:

Actually, the discount was only 5%.
Well, you're wrong about that *actually*.
I'm sorry, *but* you're totally wrong about that!

Stating that you are offended by something

I really take exception to that!

Asking someone to apologise for their words or change their view

(I think you should) take that back!
Take back what you just said!

Strengthen your words

Your words will have more power if you use people's names:

Just a second, Martin. I really take exception to what you've just said.

Use emphatic devices like *really* and *do*:

I really really do take exception to that!

Other useful phrases

I'm sorry, but I'm not going to let you talk to me like this!

Standard responses

Thank you, that's very kind!

Thank you, that's very

kind

of you (to say so).

nice

sweet

Showing surprise

You can show surprise at a compliment by explaining why it is unexpected. So, if someone compliments you on an item of clothing, you might say:

Oh, I've had this for ages.

Really? It was only cheap!

Sharing responsibility

If you receive a compliment for a piece of work which was a joint effort, it's important to make this clear.

Thanks! Ramesh worked on it too.

It wasn't all my work. Ramesh gave me a lot help.

That's very kind. I'll tell Ramesh - he helped me loads.

Returning the compliment

You can often respond to a compliment by returning the compliment - by giving a compliment back.

Oh, thanks very much! You look very nice too - I like your coat.

Humorous responses

In the UK, it is very common to respond to unexpected compliments by suggesting that the person paying you the compliment wants to ask a favour. This is a joke and probably won't cause offence to native English speakers.

What are you after?

What do you want?

*Flattery will get you nowhere.**

* **Flattery** is the giving of praise and compliments that you don't really mean. This phrase means that it doesn't matter how many compliments you receive - you won't give any favours in return!

NOTE:

Be careful that you spell **compliment** correctly. **Complement** has a different meaning.

Telling a story

Start the story	Example situation
A really funny thing happened to me the other day...	I saw Michael Jackson in a restaurant.
You'll never guess what's just happened to me...	A complete stranger asked me for my autograph.
Something very, very strange and unexpected happened yesterday...	I went to the park and it was full of clowns on bicycles.
How to tell the story	Example
Well, I was...	in a restaurant with my friend.
What happened was...	I looked over my friend's shoulder and saw Michael Jackson sitting there.
Add a comment at the end of the story	
It was really unexpected, just a really odd experience.	
Can you believe it?	

Telling a story**Read these two versions of the same event. Compare the differences.**

Both versions are correct. The alternative version is a natural way in spoken English of telling a story/joke or relating an anecdote.

Original version

I was in the cinema and I was watching a film and half way through the person next to me, their mobile phone rang and this person answered it and began to have a conversation. And lots of people were looking round and tutting and then the manager came in and he told me to leave. He thought it'd been me on the phone. So I had to go out and explain to him that it hadn't been me, it'd been the man next to me. He apologised and because of the inconvenience he gave me some free tickets. And so actually it was OK because I hadn't really been enjoying the film anyway.

Alternative version

Well, last night I'm in the cinema, watching this film and half way through the person next to me, their mobile phone starts ringing. He answers it and he begins to have this conversation. And lots of people are turning round and they're looking and tutting and then in comes the manager and tells me to leave. He thinks it was me on the phone. So I have to go out and explain to him that it wasn't me, it was the man next to me. And he apologises

and because of the inconvenience he gives me some free tickets. And actually that was OK because I wasn't really enjoying the film anyway.

Telling a story - some features

Verb forms

Compare the verb forms between the original and the alternative version:

- **past simple** becomes **present simple**
- **past continuous** becomes **present continuous**
- **past perfect** becomes **past simple**

Word order

Compare the word order of phrasal verbs between the original and the alternative version:

- "... the manager came in ..." becomes " ... in comes the manager ... "

Moving from positive to negative, or from negative to positive

<i>But actually,</i>	<i>it is a little small. I do quite like the colours.</i>	
<i>On the other hand,</i>		
<i>Then again,</i>		

Positive signals

*On the positive side...
One of the strengths of this is...
What I like about this is...

... is one of the strengths.
... is really great.
... is a big plus.*

Negative signals

*On the negative side...
Perhaps a weakness of this is that...
This is one of the things I'm not sure of,
because...

...is one of the weaknesses.
...is something you might want to look at
again.*

Using stress to add balance

Make uncontracted statements:
Then again, it is quite small.

Use *do*:
*But actually, I **do** like the colours.*

Giving qualified praise

<i>For</i>	<i>a first project, I think you've done a great job here.</i>
<i>In terms of</i>	

Making recommendations

You	<i>[might] want</i>	<i>some stronger images.</i>
	<i>need</i>	
	<i>[might] want to</i>	<i>change the layout.</i>
	<i>need to</i>	
	<i>could</i>	
	<i>might</i>	
<i>[If I were you] I would</i>		
<i>What I would do is</i>		
<i>What you want is to</i>		
<i>You could try</i>	<i>changing the layout.</i>	

Softening what you say

Be vague:

You could	look at	the layout.
	think about	changing the layout.

Use hedging words like *perhaps*, *maybe* and *might*:

You could perhaps think about changing the format.
You might like to think about changing the format.

Use *just* to explain your recommendations:

It's just that I think it needs a stronger image.
It's just to give the page a bit more structure.

Small talk

Some follow-up questions and phrases

I haven't seen you for ages!
What've you been up to?
What are you up to?
What are you doing around here?

Answers:
Oh, this and that...

Just the usual!

Four handy topic areas	Examples
appearance (usually only with people you know well)	You look great!
your surroundings	Isn't it nice here!
transport	Did you get here OK?
the weather	Isn't it a lovely day!

Saying goodbye

I'm off!

OK, All right, Well then, Right then, Anyway,	(guys,) (folks,) (everyone,)	it's time to let's we should I'm going to we're going to	make a move. head off. go. leave you.
---	------------------------------------	--	--

See you...

See you	later! soon! tomorrow! tonight! at 8! at work!
---------	---

Nice to see you...

Nice to It's been lovely to It was great to Good to	see you. catch up.
--	-----------------------

Have a lovely...

Have a	lovely great nice wonderful	weekend! holiday! evening! afternoon! time!
--------	--------------------------------------	---

Thanking your host...

Thanks very much for

dinner/lunch - it was lovely!
a lovely evening.
having me. (if you have stayed overnight)

In a hurry...

I'm so sorry,
I'm really sorry,
I'm afraid

I've got to
I'm going to have to
I'm gonna have to (informal)

rush off!
hurry!
dash!
run!

LANGUAGE NOTES

WRITING

Informal letters

Start with

Dear + first name

Hi + first name (=used in very informal letters)

It was nice to hear from you.

It was great to see you/It was good to see you.

I'm having a good holiday in.../I'm having a great time in... .

Thanks for the... .

Sorry I haven't written for so long./Sorry I haven't been in touch.

End with

Look forward to seeing you soon. / Look forward to hearing from you soon. Hope all's well.

Neutral

Best wishes (from)

With best wishes

All the (very) best

Formal

Yours

Informal

Love (from)

Lots of love (from)

All my love

XXXX (=lots of kisses; used especially when writing to your boyfriend or girlfriend)

+ your first name

Emails

Emails are often written in a very brief way. Emails to friends and colleagues use informal language as in a conversation. Other emails, for example when writing to companies and organizations, use a style more like that of a formal letter.

Start with

Informal

Hi

Hi + first name

OR first name only

OR no name and no greeting at all

Neutral

Dear + first name

End with

Talk to you soon/See you soon/Catch you later (Informal)

Regards/Cheers (Informal British English)

All the best/Best (Informal)

Take care (Informal)

Love (Informal)

OR just the first letter of your first name, for example M (Informal)

If you are writing a formal email, you can use the same beginnings and endings as for formal letters.

Formal letters

Start with

Dear Mr/Mrs/Miss/Ms + family name (you use Ms when you don't know if the woman is married or not)

Dear Dr/Professor + family name

Dear Sir (=used when you don't know the man's name)

Dear Madam (=used when you don't know the woman's name)

Dear Sir or Madam (=used when you don't know if you are writing to a man or woman)

To Whom it may Concern (=used when you don't know the person's name)

I am writing to ask whether/to say that...

I am writing in reply to your advertisement...

Please could you send me/I would appreciate it if you could send me/I would be grateful if you could send me...

I enclose my CV/a cheque for...

End with

Yours truly (=used in American English)

Yours sincerely (=used in British English when you know the person's name)

Yours faithfully (=used in British English when you don't know the person's name)

Essay writing

dos and don'ts

dos

- give your essay a clear structure. Make sure that it has an introduction which says what the aim of the essay is, a 'body' (=the main part of the essay, usually consisting of 3 paragraphs), and a conclusion at the end which says what your point was;
- link your ideas together so that they are connected in a logical way;
- give supporting evidence or quotations from other people in order to support the points you want to make, and say where they come from.

don'ts

- don't mix different ideas together in the same paragraph or sentence;
- don't use informal spoken language, and don't use short forms such as can't or won't;
- don't overuse phrases such as *I think that...* You can use the form *In my opinion...* or if you want to say what other people think, you can use phrases such as *According to Boor...* or *It was Boor's view that...* It is also often better to use the passive form: *It has been pointed out that... It has been said that...;*
- don't copy other people's work. This is known as 'plagiarism' and will cause you to fail your essay. You can give short quotations from other writers to support your arguments, but you must say who and where the quotation is from;
- don't feel that you have to use very formal or complicated language. Simple is best.

LANGUAGE NOTES

LINKING IDEAS

Listing ideas in a logical order

One of the most common weaknesses in essays is that the ideas are not linked together in a clear and logical sequence. One simple way of avoiding this problem is to decide exactly which points you want to make, and then number them, using *firstly*, *secondly*, *thirdly* etc, and *lastly*. Instead of *firstly* you can also say *first of all*, *in the first place*, or *to begin with*. Instead of *lastly* you can say *finally*.

Summarising your ideas

If you want to summarize your ideas at the end of an essay or report, you can begin the summary by saying *in conclusion*, *to conclude*, or *to sum up*.

Adding another idea that supports the previous one

The simple way to do this is to use *also*. Students tend to use *also* too much but there are other expressions which you can use instead, including *furthermore*, *moreover* (both used in formal English), *what is more*, and *besides* (used especially in conversation).

*The country was experiencing severe economic problems. **Furthermore** / **Moreover**, the unemployment rate was at its highest level for many years.*

*Traffic in the city is getting worse. **What is more**, there is a major problem with parking in front of the theatre.*

*I didn't want to go to the wedding. **Besides**, I didn't have anything to wear.*

If you want to say that something has two different qualities, you can join them together with the word *both*.

*The jacket is **both** stylish and comfortable.*

But remember that you can use *both* only with two things. If there are more, then you can say:

The jacket combines stylishness, comfort, and warmth.

If you want to name two qualities that something does not have, you can use *neither... nor*.

*The jacket is **neither** stylish **nor** warm.*

Contrasting different ideas with each other

There are many different ways of pointing out that there is a contrast between two ideas.

*The house is very modern, **but also** very practical.*

*He didn't have much experience. **However**, he did have plenty of enthusiasm.*

***Although** in poor health, she continued to carry out her duties.*

*We decided to take rooms in Longwood House, **though** we knew we could not really afford the rent.*

*What she said was true. It was, **nevertheless**, a little unkind. (=in spite of a fact that you*

have just mentioned).

*Kelly was a convicted criminal, **and yet** many people admired him. (=even though it is very surprising).*

*The old system was very complicated, **whereas** the new one is basically very simple. (=although something is true of one thing, it is not true of another).*

***On the one hand** I suspected a trap, but **on the other** the man seemed perfectly honest.*

Saying

what the result of something is

There are several expressions you can use, including *so*, *therefore*, *as a result*, and, in formal English, *consequently* and *thus*.

*John's sick, **so** he won't be able to come tonight.*

*The other car was bigger, and **therefore** more comfortable.*

*Many more people have cars now, and **as a result**, village shops have been replaced by supermarkets or shopping centers in nearby towns.*

*The flowers never open, and **consequently** no seeds are produced.*

*Most of the evidence was destroyed in the fire. **Thus** it would be almost impossible to prove him guilty.*

Saying

what the reason for something is

When giving the reason for something you can use *because*, *as*, *due to*, and *owing to*. *Due to* and *owing to* are used especially in official statements when saying that something was caused by a particular event or problem. (However, some speakers of English believe that *due to* is not good English, and that *owing to* is preferred.)

*Many exam candidates lose marks simply **because** they do not read the questions properly.*

***Because** he had been in prison, employers were unwilling to offer him a job.*

*We decided to go home **as** it was getting late.*

***As** she was the youngest, she had expected to go first.*

*He is retiring **due to** ill health.*

***Owing to** bad weather, this morning's flight will be delayed.*

Saying

what the purpose of something is

You can use *to*, *in order to* (used especially in formal English), and *so (that)* (in informal English the *'that'* is often omitted).

*I went to the bank **to** get some money.*

*Some drug users steal **in order to** buy drugs.*

***In order to** be a doctor, you have to study for six years.*

*He used to pretend to be ill **so that** he could get off school.*

*I'm studying English **so** I can go to college.*

LANGUAGE NOTES

PRAGMATICS

Choosing the right thing to say in a particular situation

Pragmatics is the study of how words are used, and what speakers mean, depending on the context and the situation. Simple words with basic meanings such as *please* can be a source of misunderstanding if used inappropriately, and make you sound impolite and unfriendly. For example if you say *Will you please sit down?* it can sound as if you are talking to a naughty child, particularly if you stress the '*please*'. The usual way to ask someone to sit down is to say *Have a seat!* or just say *Please!* and indicate with your hand that you want the other person to sit down.

Feelings and attitudes

When you speak or write to someone, the words or expressions you choose show your feelings about what you are saying.

Approval and disapproval

You can, for example, use *freedom fighter* when you think that someone is fighting against an unfair government and you approve of their actions. If you disapprove, you would call this person a *terrorist*.

Emphasis

There are situations when you may want to use strong words that will emphasize what you are saying. For example, several adjectives can be used to talk about 'anger'. Whichever word you use will show how angry you think someone is: *angry* is not as strong as *furious*, and *fuming* or *livid* are much stronger than *furious*. Similarly, if you say that something is *nice* or *good*, you express a very mild degree of appreciation. But if you say that it is *brilliant* or *fantastic*, you express a strong positive feeling.

Politeness

If you want to be careful and diplomatic, you can use words or expressions that will show that you want to be polite. If for example you don't have a particular opinion on something or a desire to do something, it is better to say *I don't mind* rather than *I don't care*, which can be perceived as rude. Similarly, instead of saying directly that you do not want to do something, it is often better to say that you are *not keen on doing something*.

Vagueness: certainty or uncertainty

When you are making a statement or expressing an idea, you will very often 'modify' what you are saying by using adverbials that express a degree of certainty or uncertainty. For example, if you say *I'll probably go to the party*, it means that you are not entirely sure that you will, and you want your listener to be aware of your uncertainty. If you say *I'll definitely go to the party*, you want your listener to know that you are certain to go the party.

You can also use modal verbs to express these feelings and attitudes.

Advising someone

The usual way to advise someone is to say *you should...* or *you ought to...*

*My tooth hurts. You **should** see a dentist.*

*Our cat's really fat. You **shouldn't** give him so much food then.*

*I'm really stressed out. You **ought to** try and relax more.*

This can sound quite direct. If you want to make it clear that it is only your opinion or suggestion, you can say *If I were you I'd...* or *I think the best thing is to...*, or you can put your advice in the form of a question and say *Why don't you...?* or *Have you thought of/considered...?*

*The car's really hard to start in the mornings. **If I were you I'd** take it to a garage.*

*I'm really worried about my job. **Why don't you** take some time off?*

With people you know very well, you can use much more direct expressions.

*We're thinking of getting married. **Don't** do it!*

*I'm going to give up my course. You **mustn't** do that!*

If you are advising someone based on your own personal experience, you often begin or end your advice with *take it from me*, or *take my advice*.

*Dating someone you work with is not always a good idea - **take it from me!***

Agreeing and disagreeing

Agreeing

*People should stop using their cars and start using public transport. **I agree.** The roads are too crowded as it is.*

*I think we've waited long enough. **You're right.** Let's go home.*

*Why don't we go to the pub? **Good idea.***

*The most important thing is quality. **Good point.** (=used in discussions)*

*That meeting was so boring. **I know.** I thought it would never end.*

Agreeing strongly

*If people do the same work, they should get paid the same money. **Absolutely/Exactly/I couldn't agree more!***

*It's a bit hot today, isn't it? **You're telling me!** (=informal)*

Agreeing partly

*You should go and apologize to her. **I suppose so,** but it's not going to be easy.*

*He has his good points. **I guess so,** but he keeps them well hidden.*

Disagreeing

*It's really expensive to fly to Paris. **No, it isn't.** It's really cheap.*

*Women are much tidier than men. **That's not right.** Some men are incredibly tidy. It's always better to travel alone. **That's not always true.** Sometimes it can be really boring.*

*It's supposed to be a brilliant film. **That's not what I've heard.** (=used when saying what other people have told you)*

*Too much money has been wasted on project development. **I really don't/can't accept that.***

Disagreeing politely

Just saying 'no' or 'that's not true' can sound very direct, especially when speaking to people you do not know well. If you say *I'm not so sure* or *Are you quite sure* (about that)?, you avoid contradicting what the other person is saying and you sound more polite.

Disagreeing partly

If you disagree with part of what someone is saying, or you think that another thing is far more important, you say *I take/see your point, but...* or *point taken but...*

*Cheap food means that everyone can afford to eat well. **I take/see your point, but** what about the long-term effects on the environment?*

Disagreeing strongly

If you disagree strongly with someone you know well, you can use direct, informal expressions.

*I'm so fat. **Nonsense!** You're not fat at all.*

*It's all your fault! **No way!** It was nothing to do with me.*

*The journey shouldn't take more than an hour. **You can't be serious!** It's at least two hours.*

If you use these expressions with people you do not know well, you will often sound very aggressive and rude.

Apologizing

The usual way to apologize is to say *I'm sorry* or just *sorry*. If you are apologizing for something serious, you can say *I'm really sorry*, *I'm awfully/terribly sorry*, or *I'm so sorry*.

Sorry I'm late - the traffic was terrible!

I'm so sorry about the vase. I'll pay for a new one.

In official situations, for example when addressing customers and the public in official announcements, or in formal letters, people say:

We would like to apologize for the delay to your train.

My apologies for not replying earlier.

When apologizing for something not very serious, for example when you have accidentally bumped into someone, you can say *Excuse me* or *I beg your pardon*.

Excuse me! I didn't realize I was standing on your foot!

'That's my seat!' 'Oh, I beg your pardon!'

What to say when someone apologizes

If someone apologizes, you can say *That's OK*, *That's all right*, or *Don't worry about it* to show that you are not bothered by what has happened. In informal English you can also say *No problem*, or *It's no big deal*.

Asking, giving and refusing permission

Asking permission

The usual way to ask permission is to say *Can I...? May I...?* *May I...?* is more polite and a little more formal. *Is it all right/OK if I...?* is a little more informal.

Can I go home?

May I ask you a question?

Is it all right/OK if I bring a friend?

If you do not know the other person well, or if you think they are likely to refuse, you usually use more indirect expressions, for example *Do you mind if I...?* or *Would you mind if I...?*

Do you mind if I join you?

Would you mind if I looked at the letter?

Would it be OK if I left early?

Giving permission

The simplest way of giving permission is to say *yes*. People often use other words instead, for example *of course*, *sure*, and *go ahead*. In more formal English, people say *certainly* and *by all means*.

Can I borrow your paper? Of course./Sure.

Is it all right if I keep this photo? Yes, that's fine.

Do you mind if I smoke? Go ahead.

May I ask you a question? Please do! (British English)

Could we have a copy of the article? Certainly/By all means.

Refusing permission

When refusing permission, just saying *'no'* can seem very direct. People often say *sorry* or *I'm afraid...* and then give a reason.

Is it all right if I keep this photo? Sorry, but I only have one copy.

May I look at the files myself? I'm afraid that won't be possible.

Do you mind if I smoke? I'd rather you didn't. (British English)

Asking someone to do something

If you are asking for something straightforward and not difficult to do, you can be more direct and use expressions such as *Can you...?*, *Could you...?*, or *Will you...?* *Could you tell me her name?*, *Will you help me with these bags?*

If you are talking to someone you do not know well, or if you want to ask for something that might be difficult for the other person to do, you usually use more indirect expressions.

Would you mind waiting outside?

Do you think you could come back later?

I wonder if you could (possibly) do some work for me this weekend?

When asking for things in restaurants and bars, people usually say:

I'll have a cheese sandwich.

Can I have the bill, please?

Inviting someone

If you know the person well, you can be informal.

How about a game of tennis?

What about dinner tomorrow night?

Do you fancy a pizza? (=used in informal British English)

If you do not know the person well, or if you think they may refuse, it is often safer to use a more polite expression.

Would you like to come out for a drink some time?

I was wondering if you'd like to join us for dinner.

I hope you don't mind my asking, but is this your newspaper?

Accepting an invitation

*Do you want to come over for a meal on Friday? **Sure.***

*How about a drink after work? **OK/I'd be delighted.** What time?*

*Would you like to go skiing with us some time? **Yes, I'd like that very much.***

*Would you like to see a film? **I'd love to.***

*Pizza? **Cool!** (=I'd like that very much; used especially by young people)*

Refusing an invitation

Do you want to go bowling tonight? **I'm sorry**, I've got to work.

How about a drink? **I'm afraid** I can't. I'm too busy right now.

Would you like to come to a party this weekend? **Thanks for asking**, but we're going away on holiday.

ACTIVITY FILES

1. *Greetings and follow-ups* *Activity*

Arranging words

Read the context for each question, then arrange the words into sentences. Good luck!

1: You meet up with a friend who you haven't seen for a long time, you say...

ages! haven't I seen for you absolutely

2: You want to ask your friend John what he has been doing. You say...

What to you up been John? have

3: A friend comes to visit you and you ask her about her journey to see you. You say...

traffic I the bad too wasn't today! hope

4: You go to dinner at a friend's. You want to say something nice about her home...

lovely What house! a

ANSWERS

1. I haven't seen you for absolutely ages!
2. What have you been up to John?
3. I hope the traffic wasn't too bad today!
4. What a lovely house!

2. *Tell a story*
Activity

Here is a straightforward account of an incident. Imagine you are chatting with some friends, how could you change the grammar of this paragraph to make it more suitable for informal spoken English?

The other morning I was having a shower and there was a knock at the door. I was expecting a package so I jumped out of the shower, dripping wet, and threw on my bathrobe. I rushed to the front door, which was locked, so I tried to find my keys, which was very difficult because I still had soap in my eyes from the shower. I finally found my keys and opened the door but it wasn't the postman at the door. It was my mother and she gave me a very strange look because not only was I still dripping wet and covered in soap, I was actually wearing my wife's bathrobe, which is pink and fluffy. When I'd jumped out of the shower my eyes had been so covered in soap that I must have grabbed hers instead of mine. Anyway, my mother walked in and in a voice that could freeze fire said "I hope you're not taking me out to lunch dressed like that."

ANSWER:

There are many different ways this could be written. Here is one suggestion based on the information given in the programme. The other morning **I'm having** a shower and **there's** a knock at the door. **I'm expecting** a package so I **jump** out of the shower, dripping wet, and **throw** on my bathrobe. I **rush** to the front door, which **is locked**, so I **try** to find my keys, which **is** very difficult because I still **have** soap in my eyes from the shower. I finally **find** my keys and **open** the door but it **isn't** the postman at the door. **It's** my mother and she **gives** me a very strange look because not only **am** I still dripping wet and covered in soap, **I'm** actually wearing my wife's bathrobe, which is pink and fluffy. When I **jumped** out of the shower my eyes **were** so covered in soap that I must have grabbed hers instead of mine. Anyway, **in walks my mother** and in a voice that **can** freeze fire **says**: "I hope you're not taking me out to lunch dressed like that."

3. Make a complaint
Activity

For each question choose the one correct answer

1: That's _____

a: ridiculous!

b: ridiculous!

c: ridiculus!

2: It's unreasonable _____ us extra for checking in early!

a: to charge

b: for charging

c: for to charge

3: It's _____ to make me pay extra!

a: just not unfair

b: simply reasonable

c: just not fair

4: Well I think that's _____ unfair!

a: absolutely

b: really

5: _____ into my room now!

a: Well, I'd like you to let me

b: Well, I'd like to let you

c: Well, think I should let me

ANSWERS

For each question choose the one correct answer

1: That's _____

a: ridiculous!

Wrong – Check your spelling here

b: ridiculous!

Correct – This is a strong way of showing disagreement

c: ridiculus!

Wrong – Check your spelling here

2: It's unreasonable _____ us extra for checking in early!

a: to charge

Correct – This is a good way to make a complaint

b: for charging

Wrong – Use the infinitive here, although we can say, 'It's unreasonable, your charging us...'

c: for to charge

Wrong – You only need ‘for’ here

3: It’s _____ to make me pay extra!

a: just not unfair

Wrong – If something is not unfair, it is fair – so why are you complaining?

b: simply reasonable

Wrong – If something is reasonable why are you complaining?

c: just not fair

Correct – This is a good way to make a strong complaint

4: Well I think that’s _____ unfair!

a: absolutely

Wrong – We tend to use ‘absolutely’ with stronger adjectives, e.g. ‘ridiculous’

b: really

Correct – You can use ‘really’ before adjectives and verbs

5: _____ into my room now!

a: I’d like you to let me

Correct – Well done with getting this tricky word order right!

b: I’d like to let you

Wrong – Who do you want to be let into your room?

c: I think I should let me

Wrong – You can’t let yourself into your room

4. *Discussions*
Disagreeing
Activity

Matching sentences

Your partner is angry with you and the two of you get into an argument. The accusations against you are on the left. Match each statement with the appropriate answer from the right hand column.

The problem with you is that you're always miserable.

That's nonsense! Of course I don't.

You never help tidy the house.

I don't agree. I think you're the one causing all the trouble

You were not cleaning, you were watching television all day!

That is really not true! I only watched it for about half an hour.

You're lying!

No, I'm not.

You don't help clean the house because you expect me to do it all.

Hang on a minute! Yesterday I spent the whole day cleaning

All you do is cause problems.

That's not true! Although it's true to say I can sometimes be a bit grumpy, I'm not miserable ALL the time.

ANSWERS

The problem with you is that you're always miserable.

That's not true! Although it's true to say I can sometimes be a bit grumpy, I'm not miserable ALL the time.

You never help tidy the house.

Hang on a minute! Yesterday I spent the whole day cleaning

You were not cleaning, you were watching television all day!

That is really not true! I only watched it for about half an hour.

You're lying!

No, I'm not.

You don't help clean the house because you expect me to do it all.

That's nonsense! Of course I don't.

All you do is cause problems.

I don't agree. I think you're the one causing all the trouble.

5. *Discussions*
Making a point
Activity

Arranging words

You are the Minister of Health and a journalist is interviewing you about your plans to stop people from smoking in public places. You want to explain why the ban is a good idea, but you are a bit nervous and get your words mixed up. Rearrange the sentences so that they make sense

1: Why do you think the plan to ban smoking in public places is a good idea?
am I will sure it lives. Save

2: But some people say pubs and restaurants will lose business ...
my make more In money. they'll view,

3: But shouldn't people have the freedom to smoke if they want to?
thousands people. smoking fact of kills The is,

4: The government might lose money from tax if people smoke less.
point not That's the

ANSWERS

1: I am sure it will save lives.

2: In my view they'll make more money.

3: The fact is, smoking kills thousands of people.

4: That's not the point.

6. *Discussions*
Making suggestions
Activity

Reading activity

For each question choose the correct sentence

1: What shall we do today?

- a: Why don't we go to the cinema?
- b: Why don't we to go to the cinema?

2: I don't know what to buy mum for her birthday.

- a: Why not getting her a painting?
- b: Why not get her a painting?

3: I don't know what to get my brother for Christmas.

- a: Why not you get him some music?
- b: Why don't you get him some music?

4: I don't know when we should tell her.

- a: Let's talking to her tonight.
- b: Let's talk to her tonight.

5: What time shall we leave?

- a: Shall we leave early in the morning?
- b: Shall we leave to leave early in the morning?

ANSWERS

For each question choose the correct sentence

1: What shall we do today?

- a: Why don't we go to the cinema? CORRECT
 - b: Why don't we to go to the cinema?
- We use the base infinitive (without 'to') in this structure

2: I don't know what to buy mum for her birthday.

- a: Why not getting her a painting?
 - b: Why not get her a painting? CORRECT
- You need to use the base infinitive (without 'to')

3: I don't know what to get my brother for Christmas.

- a: Why not you get him some music?
 - b: Why not get him some music? CORRECT
- With 'Why not...?' you shouldn't include the subject

4: I don't know when we should tell her.

a: Let's talking to her tonight.

b: Let's talk to her tonight. CORRECT

With 'let's' you use the base infinitive (without 'to')

5: What time shall we leave?

a: Shall we leave early in the morning? CORRECT

b: Shall we leave to leave early in the morning?

After 'shall' you need to use the base infinitive (without 'to')

7. **Respond to compliments**
Activity

For each question choose the best answer

1: A: You're looking very smart today, Neil!

B: _____

- a: That's very kind of you to say so
- b: That's very kind of you to say it
- c: It's all very well for you to say that

2: A: Oh Anna, I love your dress!

B: _____

- a: Really? Why?
- b: Really? It was only cheap...
- c: Yes, it's lovely isn't it?

3: A: Well done on getting that contract, Paul.

B: _____

- a: Thanks but it wasn't all my work...
- b: Thanks but it was all my work...
- b: Thanks but it wasn't work...

4: A: You look very swish, Lizzy!

B: _____

- a: Thanks very much! You do two!
- b: Thanks very much! You do to!
- c: Thanks very much! You do too!

5: A: I like your shirt, Mark.

B: _____

- a: What are you doing after?
- b: What are you doing after me?
- c: What are you after?

ANSWERS

1: A: You're looking very smart today, Neil!

B: _____

- a: That's very kind of you to say so
Correct – This is a standard way to receive a compliment
- b: That's very kind of you to say it
Wrong – How do we refer to something someone has just said?
- c: It's all very well for you to say that

Wrong – This has a different meaning. You sound like you are going to disagree with the Person

2: A: Oh Anna, I love your dress!

B: _____

a: Really? Why?

Wrong – This is a slightly impolite way to receive a compliment

b: Really? It was only cheap...

Correct – This is one way to show surprise at the compliment

c: Yes, it's lovely isn't it?

Wrong – You can say this, but it's slightly unusual to agree with compliments

3: A: Well done on getting that contract, Paul.

B: _____

a: Thanks but it wasn't all my work...

Correct – You are sharing responsibility for your success

b: Thanks but it was all my work...

Wrong – You need to share responsibility for the success

c: Thanks but it wasn't work...

Wrong – You need to share responsibility for the success

4: A: You look very swish, Lizzy!

B: _____

a: Thanks very much! You do two!

Wrong – Check your spelling here

b: Thanks very much! You do to!

Wrong – Check your spelling here

c: Thanks very much! You do too!

Correct – This is an easy way to return a compliment

5: A: I like your shirt, Mark.

B: _____

a: What are you doing after?

Wrong – This isn't the phrase you need

b: What are you doing after me?

Wrong – This isn't the phrase you need

c: What are you after?

Correct – This is a humorous and common response in the UK

8. *Express uncertainty*
Activity

For each question choose the one correct answer

1: That's not a real sword, ?

a: is it?

b: isn't it

2: Which shows less certainty?

a: You're a writer, aren't you?

b: You're not a writer, are you?

3: Which shows less certainty?

a: He might be someone important

b: He could be someone important

4: Which shows less certainty?

a: He could be someone important

b: I think he might be someone important

5: He might _____ be a writer

a: maybe

b: perhaps

ANSWERS

For each question choose the one correct answer

1: That's not a real sword, ?

a: is it

Correct – You have made a correct question tag

b: isn't it

Wrong – Match a positive question to a negative statement to make a question tag

2: Which shows less certainty?

a: You're a writer, aren't you?

Wrong – This phrase has more certainty, although the speaker's intonation is important too

b: You're not a writer, are you?

Correct – This phrase has less certainty, although the speaker's intonation is important too

3: Which shows less certainty?

a: He might be someone important

Correct – 'Might' tends to have less certainty than 'could'

b: He could be someone important

Wrong – 'Could' has more certainty than 'might'

4: Which shows less certainty?

a: He could be someone important

Correct – Although ‘might’ has less certainty than ‘could’, the phrase ‘I think’ strengthens it. However, the speaker’s intonation is important too

b: I think he might be someone important

Wrong – Although ‘might’ has less certainty than ‘could’, the phrase ‘I think’ strengthens it. However, the speaker’s intonation is important too

5: He might _____ be a writer

a: maybe

Wrong – We usually use ‘maybe’ at the start of a phrase or by itself, but you can say ‘He may be a writer’

b: perhaps

Correct – You can use ‘perhaps’ in this way

WRITING BANK

Memo

TO:	David	Date:	15 May
FROM:	Sandra, Ops	CC:	

Seat Allocation

Could you pls arrange to allocate sts 14A and 14B for Mr and Mrs Patel asap on 06 May – flight BHX - MCO ULE 707 departing 11.15 and on their return flight on 20 May ULE 708 departing 16.40.

These are passengers who complained about their previous flights and Nigel assured them we would 'look after them' on this year's holiday. Could you pls advise Leisure to take care of them on the flight as well.

Many thanks.

Gill

Some common abbreviations:

pls = please

sts = seats

asap = as soon as possible

CC = copy to

Fax

7-AUG-2009 13:40 FROM LGW 01264 639102 P.01

AUS Travel

TO: Gary Lewis
FROM: Jackie Bassett
FAX No.: 0033
RE: Confirmation of reservation
No. of pages including this one: 1

In reply to your fax of today's date, we are pleased to confirm your reservation. I have included the information you will need to make your check-in as simple as possible.

Your confirmation number: BF015H
Arrival date: January 10, 2010
Departure date: January 12, 2010
Room type: Double
Rate: \$80.00

Your room will be ready for occupancy after 12 noon.

If any of this information is incorrect, please contact us immediately. If you have any additional questions, or need to make changes to this reservation, please fax us or call our phone number at the top of this fax. Thank you for choosing our hotel and I hope you enjoy your stay.

Yours sincerely,

Silvia Roth, Reservations Manager

Please note: Reservations cancelled without 24 hours' notice will be subject to a charge of one night's stay.

Email

From: Schneider@bismark.de
Subject: 15-18 Oct
Re: Your booking 15-18 Oct.

Dear Ms Grey,

Thank you for your email of 2 September. We are delighted to confirm the booking for you and your party of five guests. We have reserved three double rooms with en suite bath for 15-18 October.

I can confirm the room rates will be €180 per person per night. This is inclusive of the 10 percent group discount.

We look forward to welcoming you on the 15 October.

Best regards,

Suzanne Schneider

Reservations Manager
Berlin Hotel Bismarck

Formal Letters

Longwood Travel Store

151 High Street Basingstoke

Hampshire BR3 2MY

Tel: 00 44 1265 8695925

Fax: 00 44 1265 8695926

email:trast@gataway.co.uk

30 July 2009

Mrs J Ashcroft
26 Wellington Avenue
Hook
Hampshire

Dear Mrs Ashcroft

Re: Group booking to Atlanta, 25 August 2009

With reference to the above booking, I am pleased to enclose your revised confirmation which takes account of the name changes mentioned in your letter of 27 July. All other details remain unchanged.

I am expecting to receive tickets for the group within the next two weeks, and will forward these to you when they have been checked.

If you have any queries regarding the confirmation, please do not hesitate to contact me.

Yours sincerely

Emily White

Travel Consultant

Enc. Revised confirmation

28 January 2009

Dear Mrs Powers

This is to confirm our recent discussions. At the meeting held on 25 January it was agreed that:

1. 500 rooms with a sea view would be / will be made available at the Grand Canyon hotel from 30 March – 25 November on a weekly basis.
2. We, Global Tours, are required to inform the hotelier (at least) four weeks in advance if we wish our allocation to be cancelled. The account is to be / will be settled one month after the close of the holiday period, i.e. by or before 25 December.
3. All payments are to be / will be made in US\$. The rates for this year have been fixed in advance at \$1 = 7.67 GRN.
4. It has been / was / had been brought to our attention that our tour information was not displayed last year. Therefore suitable space must be provided for our company leaflets and notices to be displayed.

We trust we are in agreement on all these points. I remain at your disposal should you wish to raise any further points. It has also come to our notice that your copy of the contract has never been returned. I would be grateful if it was / were completed without delay and returned to our Head Office.

It is noted that this agreement is valid for two years and six months' notice is required in writing in order for it to be terminated.

Yours sincerely,

Stephan Wide,
Chair

Enquiry letter

01 August 2009

Dear Sir or Madam

My wife and I wish to celebrate our silver wedding anniversary by visiting Europe for the first time in October. In particular we would like to see as much as possible of the cultural sights of France and sample the gastronomic delights and wines of the country.

I would be grateful if you could send me a brochure on cultural and gastronomic tours and give me full details about the places we should visit, the accommodation and transport, and the prices.

Thanking you in advance, I look forward to hearing from you in the near future.

Yours faithfully,

David Brown

Reply Letter

EURO Tour

43 Biskyne Bay str.

Miami FL 33010

Tel / fax 31078311612

Email: bryon@eurotour.com

04 August 2009

Dear Mr Brown

Thank you for your letter requesting information about touring holiday in France.

We enclose our brochure where you will find a wide selection of coach and self-drive tours of Europe.

Since this is your first trip we would recommend that you look in particular at the Grand Coach Tour of France on page 32. This round trip in deluxe air conditioned coaches takes you to all the major sites: the Roman amphitheater at Arles, Carcassonne the fortress town, Paris, the chateaux of the Loire, to name but a few. It also includes visits to the famous vineyards of the Bordeaux and Champagne regions.

I do hope that you will find the holiday of your choice in our brochure. Our travel consultants on our Helpline 31078311614 will be delighted to help you with your booking and to answer any queries.

We look forward to welcoming you on a Europe tour.

Yours sincerely,

Martha Bryon,
Senior Travel Consultant

Letter of apology

Sun Bay Café
112 Harbor street
Miami FL 33010
Tel / fax 31045024711
Email: piper@sunbay.com.us

10 July 2009

Dear Ms Phillips

Thank you for your letter of 7 July. Please accept my apologies for your unfortunate experience in our café.

We pride ourselves on our high standard of service. Unfortunately, July is not only a very busy season but also a time for annual leave. On this particular day 3 employees were off sick. As a result, we have now taken on extra staff and are developing a training programme.

I enclose a voucher for a free meal and glass of wine and hope you will notice improvements in our service.

Yours sincerely,

Peter Piper
Manager



NOTES FOR AGENTS - VILLA RENTALS

Dear Agents

We at Kestrel Travel Consultancy are delighted to start a new season with you all. We hope that this collaboration will bring a prosperous year to all of us! You will find below the list of our villas with a short description that will help you to give the best service to your clients.

CONDITIONS OF PAYMENT AND PRICES

The prices quoted are for one week during the peak months of July and August. The minimum booking during high season is for 2 weeks. Bookings of 3,000 euros and less (gross) will not normally be accepted. One week rentals will sometimes be accepted, but with a 10% surcharge added to the list price.

Although prices are fixed, some owners may be open to negotiation. This depends on the length of stay, date of the booking and the number of people using the villa.

Some owners generally accept a 20-30% reduction for June and September and sometimes even greater reductions for other months of the year. However, they may change their prices. Although we will try to keep you up-to-date as much as possible, please make sure you check with us before giving out any definite prices.

Given that some people are very slow to pay their deposit and then cancel, all invoices should be paid within 7 working days.

10% commission for you is included in the price except for the following villas:

n°021-5%	n°217-5%	n°220-5%	n° 252-7.5%
n°203-5%	n°218-5%	n°240-5%	n°290-5%

If in the future a client of yours rebooks with us directly, you will receive a 5% commission for up to 3 years after his / her first booking.

We recommend that you encourage your clients to take a maid at least once a week during the rental. In the future we plan to include a maid in all the rentals as compulsory and build it in our price.

CURRICULUM VITAE

Name: Michel Battler
Address: 112 Sunday Road, Kutztown, PA 19530 USA
Tel: 310 683 7430
E-mail: mbattler@hotmail.com

D.O.B. 24-03-82
Marital status Single j

- Qualifications:**
- 09/2003-02/2004 Certificate of Theme Park Management: Miami University, Florida, USA
 - 05/2002-02/2003 Diploma in Hospitality Management: Neath College, Wales
 - 09/2000-04/2002 Higher National Diploma in Tourism and Recreation Management: Swansea Institute of Higher Education, Wales
 - 09/1998-06/2000 BTEC National Diploma in Business and Finance: Fermanagh College of Further Education, Enniskillen, Northern Ireland
 - 09/1993-07/1998 8 GCSEs - Grade B
St Joseph's School, Enniskillen, Northern Ireland

Employment

History

PANNYSYLVANIA THEME PARK
Jim Thorb, PA
12/2006 - present

Attractions Lead Coordinator

- Pre-opening, supervised the personal development of staff on standards of customer care
- Compiled and arranged Safety Operating Procedures for Attractions
- Managed employees' daily schedule and delegation of tasks
- Monitored safe operation of major attractions in the Park
- Coordinated the show quality, ensured high standards of maintenance

SUPERWORLD THEME PARK
Miami, Florida
2/2005-12/2006

Intern Supervisor

- Implemented the Intern Program
- Planned and presided over Special VIP Events
- Supervised the training of new employees on operating procedures
- Participated in leadership development and trainer classes

03/2004-02/2005

International cultural representative

- Greeted guests and answered questions
- Took inventory of stock, organized shop displays
- Organized international cultural exchange events

THE NEWBERN GROTTTO

Newbern, Northern Ireland

06/2000-09/2000

Tourist Information Assistant/Grotto Tour Guide

- Provided tourist information for local area
- Guided international parties in one of the largest caves in Europe
- Trained new employees on all aspects of cave guiding

Languages:

- ENGLISH, mother tongue
- FRENCH, fluent
- SPANISH, elementary

Interests:

Folk music, judo, water sports

**Additional
Information**

1900-2003

Sports club treasurer

1997-2000

Youth group leader

Referees:

Christophe Allain

28 Old Main, Sugarloaf

19680 PA USA

Covering letter

Michel Battler
112 Sunday Road, Kutztown PA
19530 USA
Tel: 310 683 7430
mbattler@hotmail.com

14 March 2009

Dear Sir/Madam

In reply to the advertisement in *The Travel Journal* of 12 March 2009, I would like to apply for the post of Tour Coordinator.

As you will see from my CV, I enjoy a successful career in tourism and hospitality and have some experience in supervising and management.

For the last three years I have worked as an Attractions Lead Coordinator at Pennsylvania Theme Park and therefore feel I can offer Travel Unlimited Commitment enthusiasm and dedication.

I also believe I am hard working and reliable and would very much like to gain greater work experience.

I look forward to hearing from you in the near future.

Yours faithfully,

Michael Battler

Agreement

HOTELVIEW CORPORATION

A Subsidiary of Visual Data Corporation
1600 SOUTH DIXIE HIGHWAY, SUITE 3A, BOCA RATON, FL 33432
TEL: (407)367-8505 O FAX: (407)367-7606

TRAVEL AGENCY AGREEMENT

THIS AGREEMENT commences on the "Effective Date" and sets forth the terms and conditions between HOTELVIEW CORPORATION (the "Company") and Travel Agency (as defined below):

Travel Agency Name (the "Travel Agency")

Contact Name	Title		
Address (the "Location")		County	
City	State	Zip code	Country
Phone ()	Ext.	Fax ()	ARC#

=====

TERMS AND CONDITIONS

1. SERVICE OF THE COMPANY.

The Company shall provide the following to the Travel Agency:

- a. One (1) non-exclusive, personal, non-assignable License for the Hotel View Library ("Library"), as set forth more fully in the Licensing Agreement, a copy of which is provided with the Library, which license shall include the right to make copies on video tape only of any of the Vignette(s) for use solely by a Travel Agency's clients, which copies shall bear the following copyright notice: (C) 1995,1996 Hotel View Corporation
- b. One (1) ("Hardware Package") comprised of a Compact Disc Interactive Player -- and Colour TV/VCR unit, if required -- which at all times shall remain the property of the Company.
- c. One (1) complete Hotel View Library ("Library") contained on compact discs.

- d. Periodic Library updates provided on additional compact discs.
- e. Marketing brochures, blank tapes, mailers, supporting documents and professional folders.

f. Incentive payments due the Travel Agency, from the Company, will be paid within 30 days of the completion of the calendar quarter ("Quarterly Period").

2. RESPONSIBILITIES OF THE TRAVEL AGENCY.

a. For each License granted to the Travel Agency, the Travel Agency shall book an average of at least \$400.00 per month of:

i. Rooms in Hotels contained in the Library, which shall be booked through any reservation system;

ii. tours, utilizing the Company's forms to be sent to the Company for credit, based on a Quarterly Period. The Company shall evaluate the Travel Agency for each Quarterly Period to determine the average monthly booking of the hotel rooms by the hotel rooms totalling \$1,200 in any given Quarterly Period, the Company, in its sole discretion can remove the Hardware Package and the Library from the Travel Agency and terminate this Agreement and License.

b. The Travel Agency agrees to disclose and release all information to the Company on a monthly basis, in connection with the reservations of hotel rooms, in order that the Company may properly credit the Travel Agency's account, which information shall be kept confidential.

c. Travel Agency agrees to maintain adequate insurance on the Hardware Package and show the Company as a Loss Payee on the insurance policy as well as provide proof of such insurance to the Company on request.

3. TERM.

The Term of this Agreement is for one (1) year as of the Effective Date and shall automatically be renewed for one (1) year periods, unless terminated by either party upon 30 days prior written notice.

4. ACKNOWLEDGMENTS BY TRAVEL AGENCY.

The Travel Agency acknowledges that during the term of this Contract:

a. The Company is the owner of all rights, title and interest in and to the Hardware Package, License and Library;

b. The Travel Agency shall not sell or otherwise encumber the Hardware Package, License and Library;

c. The Travel Agency shall keep the Hardware Package in good working order and visible to the Travel Agency's clients, and to make copies of the videos when required on Company supplied blank VHS tapes;

d. Upon conclusion or termination of the Agreement, Travel Agency agrees to return the Hardware Package, the Library and all other property of the Company to the Company's address below at Company's expense.

5. ASSIGNMENT.

This Agreement and the rights granted hereunder may not be assigned in whole or in part by the Travel Agency without the prior written consent of the Company. The Company may assign this Agreement and the rights granted hereunder to any third party.

THE PARTIES ACKNOWLEDGE THAT EACH HAS READ ALL OF THE TERMS OF THIS AGREEMENT AND AGREES TO ABIDE BY ITS TERMS AND CONDITIONS.

For the
Travel Agent: _____
(Name of Travel Agency)

By: _____
By: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date("Effective Date"): _____

Accepted by HOTELVIEW CORPORATION:
1600 South Dixie Highway, Suite 3A
Boca Raton, FL 33432

Name: _____

HOTELVIEW USE ONLY:

=====

Contract No.:

CDI Series No.:

VCR/TV Serial No.:

Library Serial No.:



Faculty of Science

Learning and Teaching Committee

AGENDA

There will be a meeting of the Faculty of Science Learning and Teaching Committee on Wednesday 6th December 2006 at 2.00 p.m. Apologies should be sent to Aly Leigh on ext. 2242 or a.j.mason@ljmu.ac.uk.

1. APOLOGIES FOR ABSENCE
2. MINUTES OF THE PREVIOUS MEETING (attached)
3. MATTERS ARISING NOT INCLUDED AS A MAIN AGENDA ITEM
 - 3.1 LTA 06.03.1 refers: LTA Website
 - 3.2 LTA 06.03.2 refers: AVA & IT Provision
 - 3.3 LTA 06.03.3 refers: TQE Supporting Professional Standards Funding (Improving Students' Writing Skills)
 - 3.4 LTA 06.03.5 refers: Faculty Staff Development Policy
4. RESEARCH INFORMED TEACHING FUNDING (additional papers attached)
5. LTA CONFERENCE DECEMBER 2006 (HOSTED JOINTLY WITH TAE)
6. SPECIAL ASSESSMENT ARRANGEMENTS (Faculty stance on permitting additional time for assessments)
7. LJMU (UPDATE):
 - ECDL Pilot
 - Graduate Skills Mapping
8. SPS PLAN 2006/2007
 - 8.1 SPS Expenditure Approved Since Last Meeting:
 - Improving Students' Writing Skills – additional £1781.00 required for increased staffing costs (post J.E.)

9. LTA PLAN 2006/2007

9.1 LTA Expenditure Approved Since Last Meeting:

- Charger & batteries £813.51

9.2 Proposals for new TQE Expenditure

- Request for funding for folders £200.00 (approx.) (A Leigh – SCS)
- Provision of e-books on key concepts in Numeracy, Chemistry and Biology (D Billington - BML) £TBC

10. AV PROVISION

11. IT PROVISION

12. GOOD PRACTICE SEMINAR SERIES SEMESTER 2 2006/2007

13. ANY OTHER BUSINESS

14. DATE OF THE NEXT MEETING

Educational report

Nassau House

Key Information:

Specialty Category: Back roads

Location: Florida

Metropolitan areas: Miami

Region: USA

Min Price: 95 US Dollar (USD) per day

Max Price: 195 US Dollar (USD) per day

A warm tropical setting awaits your arrival at The Nassau House located on historic Fleming Street in the heart of Old Town Key West. The Nassau House has long been a favourite of visitors to Key West. Under new ownership the interior and exterior have recently been given a fresh new look with new colours and amenities.

Location:

154 miles south of Miami. Nearest major airport: Key West, FL (EYW) 2 miles.

Directions from airport:

Approximately 2 miles from Key West Airport. \$10.00-\$15.00 cab ride. Cabs are available at the Key West Airport.

Resort Shuttle

Runs regularly from Miami to the Nassau House area until late at night.

Room Rates (USD American Dollars)

Accommodations: Standard Queen Room

There are 9 guest accommodations (9 with private baths)

Single occupancy rate is \$ 209.00

Double occupancy rate is \$ 209.00

The rate for each additional person is \$ 25.00

Other Accommodations:

2 Room Suites at higher price

The Treetop Suites go for \$229 per night & The Bahama King is \$219 per night.

Property amenities:

All rooms have private bath, air condition, ceiling fans, radios, hair dryers, coffee makers. Suites offer full kitchen and accommodate up to 4. Lagoon / Jacuzzi pool.

In Room

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Air conditioning | <input type="checkbox"/> Alarm clock |
| <input type="checkbox"/> Amenities Basket | <input type="checkbox"/> Ceiling fans |
| <input type="checkbox"/> Coffee/Tea facilities | <input type="checkbox"/> Data port |
| <input type="checkbox"/> Fridge | <input type="checkbox"/> Hairdryer |
| <input type="checkbox"/> Ironing Board | <input type="checkbox"/> Microwave |

- Private entrance
 - Satellite/Cable TV
 - Telephone
 - Radio
 - TV
-

On Site

- Board games
 - Copier
 - Hot tub/whirlpool tub
 - Library
 - Wedding Facilities
 - Computer
 - Fax Machine
 - Internet Service
 - VCR
-

Other Amenities

- Iron and ironing boards
- Full concierge service
- Refrigerators in rooms
- Ionic Air Cleaners all rooms
- Tour & Excursion Tickets Sold at Front Desk
- Some rooms with wet bars

Facilities for Children

Nursery / childcare: for children aged 6 months to 6 years. Provides games / puppet shows / arts and crafts for all children.

Kids' Vacation Center: for children aged 2 to 14 years. Swim instruction and supervision in a special area just for children.

K.C.'s night club: evening childcare for children. Advance reservations required.

Meals

A Continental breakfast is included with room rate

Breakfast is served from: 9am-11am daily

Breakfast is served in the kitchen guests dine outside, lagoon side on the deck, Breakfast/dining area

Additional food services included in room rate: Afternoon social hour

Area Attractions

Aquarium, Art Galleries, Beach, Gourmet/Fine Dining, Historical interests, Live Music, Nature area, Ocean, Snorkeling, Writers, Poets, Painters, Scuba Diving, Performing Theater, Religious Services

Onsite or Nearby Activities

Bicycle rental, Bicycles, Boating, Canoeing, Fishing, Golfing, Kayaking, Excursion Tickets On Site, Trolley Tours, Jet Ski Rental, Romantic Sunset Sails, Train Tours, Dolphin Excursions, Sailing, Shopping, Sight-seeing, Swimming, Swimming pool, Water sports

Policy:

A one night deposit including tax is required to either American Express, Visa, MasterCard, at the time a reservation is made. Cancellation policy 14 days prior to arrival. Outside 14 days a \$25.00 cancel fee. Cancellation within 14 days the deposit is non refundable. In the event of early departure there is no refund for unused nights. Special Events and Holidays may require higher deposit amounts and are subject to 30 & 60 day notice of cancellation, and may be subject to higher cancellation fee. Check in 2:00 PM, Check out 11:00 AM. No smoking rooms, smoking permitted outside only.

Itinerary

Pennsylvania Dutch Country *3-Day Sample Itinerary* **Lancaster's Romantic Route**

Day 1:

Morning

Covered Bridge Driving Tour: Just the sight of our covered bridges brings to mind thoughts of old charm and romance, and in Lancaster County, the heart of Pennsylvania Dutch Country, we have plenty of both! Sometimes referred to as “kissing bridges” because of the many couples who have strolled across them over the years, our area offers more than two dozen of these architectural beauties – each with its own inviting story. Self-guided driving tour maps are available online.

Afternoon

Vineyards, Wineries, and Breweries: Visit one of Lancaster's many picturesque wineries and breweries, stroll through vineyards, and taste award winning wines. Relax while lounging on a beautiful patio or in a grand showroom. Take a sip of history with each glass of wine or bottle of beer.

Evening

Dinner: Fine dining in historic downtown Lancaster. Here in the City, the perfect dining experience is just a short stroll away! Your appetite for great food is easily satisfied in any of our cosy cafés, excellent brewpubs, and fine restaurants.

Overnight Lodging Nothing says romance like a stay in a cosy Bed & Breakfast or luxurious inn. Indulge yourself with fine linens and canopy beds while experiencing the past. Sleep like royalty in one of our beautiful restored historic homes reborn as a B&B where personal comfort is a priority. The experience will make you feel like a new person and refresh you for each exciting day of your romantic getaway.

Day 2:

Morning

Spa Treatment: For your serenity, enjoyment, and relaxation enjoy a deep tissue massage, deep cleansing facial, manicure, or pedicure. Say goodbye to the stresses, pressures, and tensions of our fast-paced world. Rejuvenate your body with spa packages for couples.

Afternoon

Antiquing/Shopping: Lancaster County is perhaps the best place in the United States for antiquing. Here you'll find dozens of markets, shops, showcase malls, and centres with more than a thousand antiques dealers selling one-of-a-kind crafts, hand-built fine furniture, and folk art. If you are yearning for great deals without the price tag to match, look no further than our outlets, where bargain hunting is no difficult task. After shopping in our factory stores for glassware, pewter ware, crafts, silk flowers, and then hitting the designer outlets, you may need a Conestoga wagon to pull all the goodies home!

Evening

Performance Arts/Theatre: Lancaster is home to many well-known theatres with a wide variety of entertaining and unique shows. Spectacular entertainment takes centre stage. Nothing beats live

entertainment. The curtains go up and for a few hours you're transported to another world. Suddenly you're laughing, singing, maybe even crying but having the time of your life.

Day 3:

Morning

Buggy Ride: Discover the countryside the way the Amish do, with a ride on an authentic Amish buggy. A peaceful ride in a horse-pulled buggy offers unique insight into the Amish way of life and gives new appreciation for the idyllic countryside.

REFERENCES

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