



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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Настоящее пособие предназначено для аудиторной и самостоятельной работы магистров факультета экономики и менеджмента.

Содержание пособия соответствует целям курса изучения английского языка для профессионального использования. Оно включает в себя материалы по актуальной тематике и способствует закреплению и развитию навыков делового общения на английском языке. Учебное пособие состоит из пяти разделов, каждый из которых сопровождается контрольными вопросами и заданиями обучающего характера, призванными помочь в освоении знаний по дисциплине. В пособии представлены лексико-грамматических задания, разработанные на материале текстов современного делового английского языка, задания дискуссионного характера, направленные на решение ситуативных и коммуникативных задач делового характера, а также рекомендации для выполнения заданий.

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Введение

Учебное пособие «Деловой английский язык для магистров» предназначено для студентов факультета экономики и менеджмента и соответствует основным целям и задачам дисциплины «Иностранный язык для профессионального использования». Пособие может быть использовано как для аудиторных занятий, так и для самостоятельной работы магистрантов. Представленный материал по актуальной тематике дает возможность совершенствовать навыки владения английским языком для достижения достаточного уровня коммуникативной компетенции, а также решения коммуникативных задач в области профессиональной деятельности.

Тематические задания, представленные в учебном пособии, разработаны на основе аутентичных материалов и дают возможность развивать и совершенствовать способность самостоятельно приобретать и использовать в практической деятельности новые знания и умения, использовать, обобщать и анализировать информацию, ставить цели и находить пути их достижения, а также расширять словарный запас английского языка в пределах профессиональной сферы.

Материал каждого раздела направлен на поэтапное освоение темы и сопровождается контрольными вопросами и заданиями обучающего характера. В пособии представлены тексты современного делового английского языка с лексико-грамматическими заданиями, ориентированными на тренировку и закрепление изученного материала. Задания на говорение носят дискуссионный характер и направлены на решение ситуативных и коммуникативных задач делового характера. В каждом разделе задания сопровождаются рекомендациями по их выполнению и контрольным материалом.

Темы разделов учебного пособия по деловому английскому для магистров факультета экономики и менеджмента подобраны с учетом особенностей будущей профессии и содержат комментарии, лексико-грамматические, ролевые игры и другие виды творческих заданий для развития навыков устной и письменной речи. Например, магистры смогут освоить навыки ведения переговоров с учетом межкультурных особенностей, изучить проблемные моменты прохождения интервью при устройстве на работу, а также решать задачи делового характера на английском языке.

UNIT 1. THE SMALL BUSINESS.

TEXT A.

Would you like to be the proprietor of a one-man business?

One-man businesses exist in many industries, but are probably most common in the retail trades.

Imagine that you want to start a business as a shop owner. When you have decided what sort of retail shop you want to open, you will have to find the finance that you need.

A lender is unlikely to offer you money to start the business unless you can provide some security for the loan. That is, you should have some asset that your creditor can turn into cash if your business fails and you are unable to repay the money that you have borrowed.

Exercise 1.

Choose the correct alternatives. If you need help, look at the clues given in the box.

When a bank (a) lends/borrows you money to start a business, it asks you for some (b) finance/security. In other words, it asks for rights over part of your (c) assets/loan. If your enterprise fails and you are unable to repay the loan, the bank can then sell this property. This (d) security/loan protects the bank against financial loss. Some people offer their houses as security when they (e) lend/borrow large sums of money.

Exercise 2. *The words on the left come from Text A. Which of the words or phrases on the right is closest in meaning?*

- | | |
|-------------|--|
| | 1. customer |
| proprietor | 2. shop assistant |
| | 3. owner |
| | 1. supermarket |
| retail shop | 2. place for storing goods when they came from the factory |

	3. shop that sells directly to the customer
	1. something valuable given as a guarantee of repayment
security	2. freedom from want
	3. money that is lent
	1. shop
asset	2. property
	3. finance
	1. a person or organization that borrows money
creditor	2. a person or organization that lends money
	3. a person or organization that owns a retail shop

Focus: Explaining meanings.

We can explain the meaning of words in several ways. Study these examples.

Many commodities are distributed to retail shops, i.e. shops that sell directly to consumers.

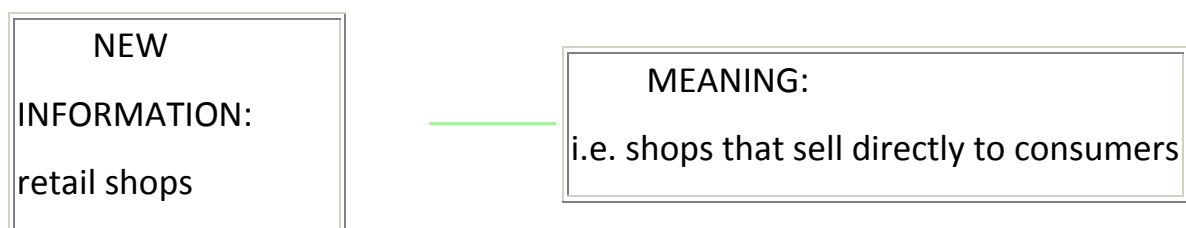
or Many commodities are distributed to retail shops, that is, to shops that sell directly to consumers.

or Many commodities are distributed to retail shops, or shops that sell directly to consumers.

or Many commodities are distributed to retail shops - in other words, to shops that sell directly to consumers.

or Many commodities are distributed to retail shops (shops that sell directly to consumers).

This can be shown by a diagram:



Exercise 3. Look at the following information. Which items give new information and which explain the meaning? Match each item on the left with one on the right.

- a. In Britain, most firms belong to the private sector,
- b. Firms in the public sector are 'nationalized',
- c. A small number of firms are under joint ownership,
- d. Small firms are often sole traders,
- e. Between two and twenty people can form a partnership.

- 1. in other words, they are owned by single proprietors.
- 2. i.e. a company in which the partners provide all the capital and share the profits.
- 3. that is, they are financed by private individuals.
- 4. or state owned.
- 5. i.e. they are jointly owned by private individuals and by the state.

Exercise 4.

PASSAGE

Business firms in Britain may be described by their ownership, (a) ____ (or groups) of firms. Firstly, many firms are private, (b) _____. Secondly, some firms are Public Corporations, (c) _____. (d) ____, some firms are under joint ownership, i.e. (e) _____.

Of the private firms, (f) _____ they are owned by single proprietors. Some are partnerships, that is, they are owned by between two and twenty partners who provide the capital and share the profits. Lastly, some are joint stock companies, (g) _____ contribute a share of the stock or capital.

PASSAGE PHRASES

- 1. Thirdly
- 2. or companies to which a large number of people

3. and there are three classes
4. that is, they are state owned
5. they are owned by private individuals in association with the state
6. some are sole traders, in other words
7. that is, they are financed by private companies and individuals.

Exercise 5.



Sr Gonzalez borrows \$100 with which to start a small retailing business. In the first week, he buys ten tins of paint at \$10

each. He sells all ten tins at \$15 a tin. He repays \$10 to his creditor. He then decides to spend what remains of the money he has taken in sales on a new stock of paint, at the same cost per tin.

a. How many tins does he now buy? 10 tins/14 tins/15 tins

In the second week he sells all his new stock of paint at the same sale price. He repays a further \$10 to his creditor. Again he decides to invest what remains of his take on buying new stock.

b. How many tins can he buy now? 15 tins/20 tins/21 tins.



A friend, Sr Rodriguez, also borrows \$100 to start a retailing business. In the first week, he buys ten tins

of paint at \$10 each and sells five tins at \$18 a tin.

He repays \$10 to his creditor and reinvests what remains of his take on new stock, at the same cost per tin.

c. How many tins does he buy? 7 tins/8 tins/9 tins.

In the second week he reduces his sale price and sells seven tins at \$16. He repays \$12, and again reinvests what remains of his take on new stock.

d. How many tins does he buy now?

e. How many tins does he now have in stock?

At the end of the third week, Sr Gonzalez has sold all his stock at \$15 a tin.

Sr Rodriguez again reduces his price, and he too sells all his stock, at \$16 a tin.

f. Copy this chart into your notebook and complete it.

	SR GONZALEZ		SR RODRIGUEZ	
	quantity of tins sold in the week	take from sales in the week	quantity of tins sold in the week	take from sales in the week
after first week	10	1 \$...	5	6 \$...
after second week	2 ...	3 \$...	7	7 \$...
after third week	4 ...	5 \$...	8 ...	9 \$...

g. After three weeks, who has sold most tins of paint?

TEXT B.

There is one great advantage to starting a one-man business. Relatively little capital is needed, and this can usually be provided by one man. The amount of capital required depends on the stock of goods, and on its rate of turnover, that is, on the rate at which it is sold and so returns the working capital in liquid form for reinvestment. Usual sources of new capital for a one-man business are personal savings, bank loans and overdrafts and trade credit (i.e. an agreement to delay payment on goods until after they have been sold again).

One-man businesses exist in many industries but are probably most common in the retail trades. The single owner may himself provide all the labour, or else he may employ workers, or rely on family labour (which is often paid only a nominal wage).

Exercise 6.

Are there many one-man shops in your country? What do they sell? What problems do they have? Discuss the answers with your teacher.

UNIT 2. ECONOMIC RESOURCES.

TEXT A.

When setting up a business some labour is always necessary, even in a one-man business. Where much labour is required then it may become a special problem to get the right kind of labour at the right price. Labour is sometimes divided into three categories: skilled, semi-skilled and unskilled. Skilled labour usually implies that some special training or qualifications are needed, as with engineers, draughtsmen, plumbers and electricians. Semi-skilled labour means that a certain amount of basic training is needed but this can be acquired in a fairly short time; most assembly line jobs are like this. Unskilled labour usually means that no training or qualifications are needed, but often physical attributes such as good health and strength are important.

Exercise 1.

The words on the left come from Text A. Which of the words or phrases on the right is closest in meaning within the context?

categories	1. numbers
	2. classes
	3. fractions
implies	1. requires
	2. denies
	3. suggests
plumbers	1. workmen who fit and repair pipes
	2. draughtsmen
	3. skilled workers
attributes	1. size
	2. training
	3. qualities

Exercise 2. Choose the correct alternatives. If you need help, look at the clues given in the box after the exercise.

Carpenters, engineers and (a) *electricians/plumbers* (i.e. workmen who fit and repair pipes) need special training; and as this implies, they are classified as (b) *semi-skilled/skilled* workers. But workers on a factory assembly line need only basic training and are among those classified as semi-skilled. Workers such as building labourers and street cleaners are unskilled, but must have the (c) *skills/qualities* of health and strength.

Exercise 3.

Complete the passage with the phrases given after it.

PASSAGE.

When an industrialist decides to build a new factory, he considers where it can best be located. He must take many factors into account; these include (a) _____, and ease of communications. He wants a situation where he can find sufficient labour of the right type. (b) _____ a highly skilled workforce, while a food processing plant (c) _____ might manage with a largely semi-skilled workforce. Such industries as (d) _____, which are extractive, must be situated near the supply of raw materials, (e) _____ to a supply of natural power. But this is no longer the case. Nowadays, new sources of power (f) _____ can be supplied by cable and pipeline over long distances. The problem of communications is more significant. An exporting company, (g) _____ or a seaport; and (h) _____ should be within easy reach of its markets in the large centres of population.

PASSAGE PHRASES.

1. such as electricity and oil
2. a company marketing perishable foods
3. the availability of labour, the supply of raw materials and power
4. (where 'raw' food is prepared for sale on a large scale)

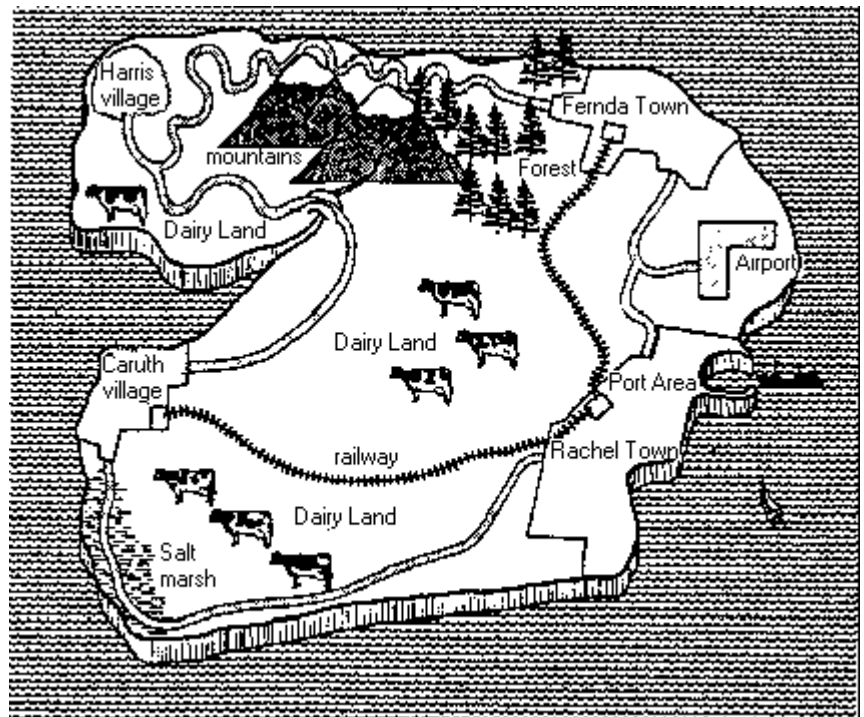
5. For instance, an electronics factory needs
6. forestry and mining
7. for example, is best located near an airport
8. Once, an industry needed to be based very close

Reading.

Exercise 4.

Read these descriptions of three companies that want to build new factories on the island of Clod.

The Merlin Dairy Company breeds and milks dairy cows. It sells milk locally and manufactures butter



and cheese, 25% of which is sold locally and 75% exported. It plans to employ 25 farm workers, 10 of whom should be skilled or semi-skilled, and 4 clerical workers.

The Acme Furniture Company manufactures wooden bedroom furniture for export. It will employ 7 skilled carpenters, 3 skilled upholsterers (makers of mattresses, cushions, etc.) and a few unskilled labourers, and 3 clerical 'workers.'

The Chaddo Umbrella Company manufactures umbrellas from imported components and sells its product locally. It will employ 40 semi-skilled workers and 4 clerical workers.

Look at the map of the island and decide where each company should be situated.

TEXT B.

This text comes from, an advertisement for a new town.

The Economist 16 January 1902.



1. Telford didn't just happen.
2. It was set up specifically to provide businesses with the ideal environment for growth.
3. It has excellent communications: a motorway which links with the M6, and an international airport less than an hour's drive away.
4. Telford's workforce offers a wide variety of skills and an excellent industrial relations record. We have a superb range of private and rented homes available for any staff you bring with you when you move.
5. The award-winning houses, the excellent shopping centre, parks, villages, and the exquisite countryside all contribute to a better environment for you and your workforce.
6. Our plans for growth are working. Since 1968, half a million square metres of new industrial floorspace has been built in Telford. 400 new British companies have moved in.
7. And they've been joined by 30 international companies who have set up factories here.
8. Telford is ideal for any size of business.
9. If your business is expanding, bring your plans to the people who take the idea of growth seriously.
10. And find out the facts about the growing state.

Get the 'Welcome to the Telford' information package by sending this coupon to the Telford Development Corporation

Name _____
 Company _____
 Address _____
 _____ Tel. no. _____
 Type of business _____

Get the 'Welcome to Telford' information package by sending this coupon to the Telford Development Corporation.

Exercise 5. *The phrases on the left come from Text B. Which of the phrases on the right is closest in meaning within the context.*

ideal environment (paragraph 2)	1. the cheapest location 2. the most beautiful location 3. the best possible location
the exquisite countryside (paragraph 5)	1. the very beautiful countryside 2. the very cheap countryside 3. that pan of the countryside which offers most raw materials
industrial floorspace (paragraph 6)	1. workers' housing 2. space which can be developed for industrial use 3. factory space used for manufacturing.

Exercise 6.

Does Telford offer these advantages to the businessman? Yes or no? If you answer 'yes', say which paragraph in Text B mentions the advantage.

- a. good communications by road
- b. a plentiful supply of raw materials
- c. a supply of cheap labour
- d. good relations between workers and management

- e. a supply of skilled labour
- f. a nearby seaport
- g. a pleasant environment for workers to live in

Exercise 7.*Match the businesses with the locations.*

<p>a. a fish canning factory</p> <p>b. an umbrella factory</p> <p>c. a market garden that grows vegetables for export</p> <p>d. an electrical power station</p> <p>e. a furniture factory</p> <p>f. a chemical factory</p> <p>g. a pottery factory</p>		<p>1. a village near clay pits</p> <p>2. a small town near a colliery (coal mine).</p> <p>3. a country village with easy access to an airport</p> <p>4. a town near forest land</p> <p>5. a town with high female unemployment</p> <p>6. a town near a fishing port</p> <p>7. a site near a sewerage works (where waste products are made harmless)</p>
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UNIT 3. BUSINESS ORGANISATION.

TEXT A.

Every business organization has to plan how to achieve its objectives. First of all, it needs to produce and market the goods or services it provides as efficiently as possible. But these primary objectives will only be achieved if plans are formulated to solve a number of other problems; how to find the necessary financial investment, recruit and train staff, purchase raw materials, maintain plant, etc.

In any large organization, it is not possible for the individual to take and implement all the necessary decisions on his own. Work has to be specialized. Qualified people must be appointed to work in each of the areas of operation, and a specialist in one area is not expected to take and implement decisions in some other area.

Exercise 1.

Choose the correct alternatives.

The first responsibility of (a) the *workers/management* in a large business organization is to (b) *plan/find* finance. This means that aims have to be identified and procedures designed for achieving (c) *them/it*. Then responsibilities have to be specified for (d) individual *workers/management* so that each worker knows exactly what he is expected to achieve.

Exercise 2.

Decide whether the following statements are true or false. Write 'true' or 'false' in your notebook.

- a. For an organization to be successful, well-qualified persons must be appointed to key positions.
- b. Large business organizations are sub-divided into several departments (for instance, manufacturing, sales, engineering).

- c. Workers are free to follow the organization plans or not, as they wish.
- d. In a successful big business, the managing director takes every decision by himself, without asking for advice.
- e. Workers work most effectively (successfully) when they are not certain of their responsibilities.

Focus: Expressing necessity.

What happens to a business organization if well-qualified persons are not appointed to key positions? The business fails.

So we say:

Well-qualified persons must be appointed to key positions.

This sentence can be written in other ways:

Well-qualified persons have to be appointed to key positions.

or Well-qualified persons need to be appointed to key positions.

or It is necessary that well-qualified persons are appointed to key positions.

We can also say:

The directors must appoint well-qualified persons to key positions.

or The directors have to appoint well-qualified persons to key positions.

or The directors need to appoint well-qualified persons to key positions.

or It is necessary that the directors appoint well-qualified persons to key positions.

Exercise 3.

The items on the right are necessity sentences. Match each 'necessity' sentence to the sentence on the left which it best fits.

a. The average employee works better when he knows exactly what he is expected to do.

1. It is necessary that their organizational structures should be capable of modification to meet the needs of growth and change.

- b.** The owner of a small business may be the only manager.
 - c.** The owner of a large factory cannot take every decision by himself.
 - d.** Most businesses expect to operate over many years.
 - e.** A manager bases his decision on the information he is given.
- 2. So he needs to delegate some of his managerial functions to other personnel.
 - 3. Therefore, his job must be clearly defined.
 - 4. This is why there has to be an efficient system of communication in the business.
 - 5. So he has to perform all the managerial functions by himself.

Exercise 4.

Complete the passage with the phrases given after it.

PASSAGE .

In order to implement these decisions, managers have (a) _____ from their subordinates. This is only possible when (b) _____ understand the extent of the authority possessed by their superiors.

In (c) _____ it is most important that (d) _____ through good communication channels. Availability and prices of raw materials, the price of labour, (e) _____, market demands, are all continually changing, and the manager (f) _____ in order to cope satisfactorily with the (g) _____. This need (h) _____ exists at all levels of management.

PASSAGE PHRASES.

- 1. the subordinates
- 2. must be well enough informed to take decisions
- 3. information should pass freely

4. constantly changing situation
5. to be able to exact obedience
6. for good communications
7. the condition of capital plant
8. every business.

TEXT B.

Line organization.

A line organization is one in which there is a direct flow of authority from the top executive to the rank-and-file employee, usually through several lesser executives at various managerial levels. It is sometimes called the military type because each person has someone immediately over him. Although modern armies have become too complex to rely exclusively on a line organization, they still use the direct chain of command.

There are many advantages inherent in this form. It is simple and easy to understand. Responsibility is clearly defined and each worker, regardless of his rank, reports to but one individual. This simplifies discipline. Decisions can usually be rendered quickly, and executives must produce or be replaced. As long as each employee carries out the orders of his immediate superior, he is relatively free from criticism, which makes for harmonious working conditions. There are, however, many disadvantages to the line type of organization. Each supervisor needs to be a master of many diverse angles to his job. He should be able to handle his men, keep the machines running, invent new processes, recommend pay increases, and train new employees. Frequently he may be outstanding at one or two of his numerous responsibilities and very poor at others. The line organization also has the disadvantage of placing so much final authority and direction at the top that the individual concerned, instead of devoting his attention to working out important matters of policy and general

practices, finds most of his time devoted to reading reports and rendering decisions on operating problems. Coordination, of the different 'lines' is difficult to achieve, particularly in a complex, large-scale industry.

Exercise 5.

The phrases on the left came from Text B. Which of the phrases on the right is closest in meaning within the context?

- | | |
|--|---|
| <p>a. each worker, regardless of his rank, reports to but one individual.</p> | <ol style="list-style-type: none"> 1. Each worker is responsible to who ever he wishes. 2. Each worker is responsible to more than one individual. 3. Each worker is responsible to only one individual. |
| <p>b. Decisions can usually be rendered quickly,</p> | <ol style="list-style-type: none"> 1. Decisions can usually be acted upon quickly. 2. Decisions can usually be changed quickly. 3. Decisions can usually be made quickly. |
| <p>c. executives must produce or be replaced,</p> | <ol style="list-style-type: none"> 1. If executives do not wish to do their work, they can give it to some other worker to do. 2. If executives do not do their work satisfactorily, then they will lose their jobs. 3. If executives do not enjoy their work, they can change it. |
| <p>d. which makes for harmonious working conditions.</p> | <ol style="list-style-type: none"> 1. And this freedom from criticism makes working conditions more peaceful and friendly. 2. And this freedom from criticism makes working conditions quieter. 3. And this criticism makes working conditions more unfriendly. |
| <p>e. Each supervisor needs to be a master of many diverse angles to his job.</p> | <ol style="list-style-type: none"> 1. Each supervisor has to control people who want his job. 2. Each supervisor must be skilled in all the different aspects of his job. 3. Each supervisor needs to show his authority. |
| <p>f. he may be outstanding.</p> | <ol style="list-style-type: none"> 1. He may be unusually good. 2. He may be unusually bad. 3. He may be very important. |

UNIT 4. EMPLOYMENT.

TEXT A.

This short text comes from a newspaper advertisement.

F.A.D. (Agriculture) Ltd

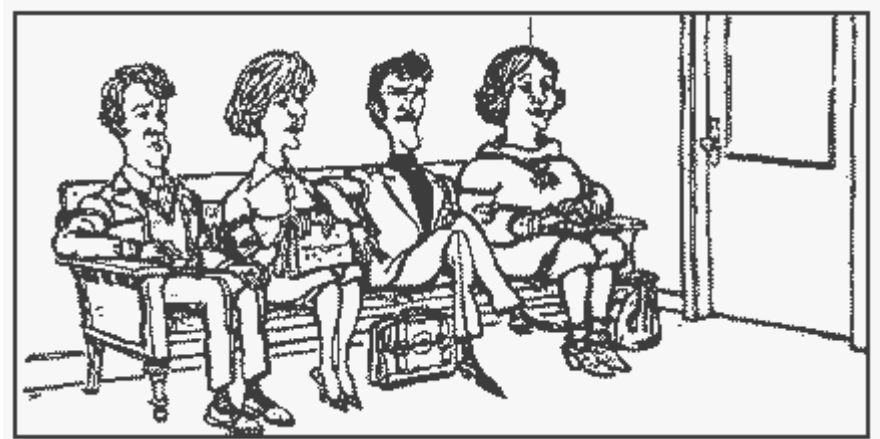
A vacancy for a sales person exists in our marketing department. Applications are invited from persons possessing the following qualifications:

- a). male or female, aged between 25-35 years old
- b). four years experience in sales
- c). a pass in the school leaving examination
- d). possession of a car driving licence
- e). experience of simple accounting would be an advantage
- f). ability to type and handle general correspondence.

Exercise 1.

a. Which of the qualifications listed in Text A is desirable but not essential?

b. None of the four people who applied for the post had all the



necessary qualifications. Which of the four described below do you think was best qualified?

1. **Mr Sammy K.** 36 years old. 10 year experience as a fanner. 5 year experience as a shopkeeper. No school leaving certificate. Cannot type. Has a driving licence. Married, three children.

2. **Miss Gloria H.** 22 years old. One year in secretarial college learning typing and

basic accounts. Three year-in the sales department of a soft drinks firm. Has a school leaving certificate. No driving licence. Unmarried.

3. **Mr Alberto F.** 26 years old. Left university after one year. Three years working for an agricultural engineer as an accountant. 2 years in sales and two years school teaching. Cannot type. Has a driving licence. Married, no children.

4. **Mrs Julia G.** 31 years old. Has a school leaving certificate. Six years experience in sales. Can type and handle correspondence. No experience in accounts. Has a driving licence. Married, two children.

Exercise 2.

Choose the correct alternatives.

(a) *Skilled/unskilled* workers are trained for particular occupations, and a skilled worker is usually employed only in his particular occupation. For example, if a well-trained hospital surgeon applies for work in (b) *an airport/a hospital* he will probably be successful. And if he applied for work as an aircraft pilot, he would be (c) *successful/unsuccessful*. But this is a hypothetical situation. That is, it would (d) *probably not happen/certainly happen* and is being discussed here in order to illustrate an argument. A surgeon knows that he is (e) *trained/not trained* to work as a pilot, (f) *and so/but* would not apply for a job as one.

Focus: Hypothetical conditionals.

General conditionals sometimes make predictions that are true under certain conditions which can exist. For instance: If price *rises*, then demand *will fall*.

But now look at this example of a hypothetical conditional. It describes what would happen under conditions that the writer thinks are impossible, or at least improbable.

If the world population *fell*, the demand for food *would decrease*.
 The writer does not expect the world population to fall.
 Now look at these further examples of hypothetical conditionals. Note that the past form does not mean past time.

If unskilled labourers *were paid* more than doctors, few people *would wish* to study in medical school.

or Few people *would wish* to study in medical school if unskilled labourers *were paid* more than doctors.

If the developed countries *grew* sufficient food to feed themselves, exports from the developing countries *would fall*.

or Exports from the developing countries *would fall* if the developed countries *grew* sufficient food to feed themselves.

Exercise 3.

Decide whether the writer thinks the condition for each sentence is 'possible' or 'not possible'.

- a. If the demand for petrol decreased next year, the price would decrease.
- b. If the demand for petrol decreases next year, the price will decrease.
- c. If all working people were paid equal wages, very few would train to work as doctors, lawyers, and teachers.
- d. Women can contribute to the economic growth of the developing countries if they are better educated.
- e. If women in the developing countries were paid more than men, the birth rate would fall very rapidly.
- f. If engineering was unskilled, the developing countries could easily start their own heavy engineering industries.

Exercise 4.

Choose the correct alternatives.

As a general rule, workers move to the highest paid job, but this does not always happen. If it (a) does/did the wages paid for a particular type of work would become about the same everywhere. But some workers are prepared to accept low wages on condition that they (b) can/could work where they like, or (c) have/had security of employment.

If the process of industrialization in the developing world (d) keeps/kept pace with the process of urbanization, these countries would find no difficulty in becoming economically self-sufficient. But unfortunately, the percentage of population living in cities already exceeds the population engaged in manufacturing. If it (e) continues/continued to grow at its present rate the urban population (f) will/would exceed the manufacturing population by a proportion of 3 to 1 by the end of the 1980s. And there is no reason to suppose that this trend will be reversed (i.e. that this pattern will change) before the end of the century. In the developing countries, many people seem to be occupied on farms or employed in government on a full-time basis, even though the services they (g) perform/performed may actually require much less than full time. The real underemployment is disguised (i.e. hidden) and if the available work was equally shared among those employed the amount of actual underemployment (h) will be/would be obvious.

Exercise 5.

Complete the passage with the phrases given after it.

To a substantial degree, the movement of labour is (a) _____. (b) _____, if the wages paid in the car factory are higher than those paid in an aircraft factory (c) d _____, when all other things are equal (e.g. (d) _____.

However, there are some important factors that do limit the movement of labour.

If British car workers were offered better paid work in a car factory in Japan, (e) _____. Skilled workers in the developed countries are usually (f) _____ where a different language is spoken.

A further check on labour mobility is created by the specialized nature of most professional training. If doctor's earnings suddenly increased (g) _____, would many farmers move into medicine? No, because it is not easy for a farmer (h) _____.

PASSAGE PHRASES.

1. few would accept
2. to train to become a doctor
3. when no retraining is necessary
4. influenced by wage considerations
5. unwilling to move their families to a foreign country
6. For instance
7. and farmers' earnings decreased
8. most workers will choose to work in a car factory.

Reading.

Exercise 6.

Write out the following sentences in the order that makes best sense.

- a. If a failed businessman continued to pay salaries to his employees he would be obliged to spend his own savings in order to retain their services.
- b. The same rule does not apply to civil servants.
- c. If it makes very low profits or consistently makes losses, it will be wound up and go out of existence.
- d. It follows that the employees of a private business are secure in their employment only for as long as the business makes a reasonable profit.
- c. If a business makes satisfactory profits, it will continue to operate.

UNIT 5. NEGOTIATION SKILLS.

This part is intended as an introduction to the use of English for negotiations: any negotiator will tell you that only experience can really teach you the best way to negotiate. It also, like the series, deals almost entirely with the language side of negotiation - negotiation "skills" and "tactics" are not discussed, except where they coincide with the language areas. This Negotiation Pack was compiled with the kind co-operation of Specialist Language Services, York. The pack is not intended as a vital study aid to the BBC English series "Trading Words", it merely highlights and elucidates some of the same points.

In any negotiation, there are four key points:

1. You must listen carefully to what your opponent says. The important thing is to find out what is in his mind; you know what is in your mind already.
2. Everything is always conditional: no agreement should be reached until you are satisfied with the conditions on offer.
3. Remember that your opponent is listening carefully to everything that you say. Think carefully about the effect of your words before you speak.
4. Whenever you are quoted a price, you should always ask one of two questions: what does that price include? or How do you arrive at that price?

Good negotiating!

THE PHASES OF A NEGOTIATION :

MESSAGE:	What is really being said?
IDENTITY:	Are you talking to the right person?
OFFER:	Everything is conditional - don't commit yourself.
CONFLICT:	Make certain your words have the desired effect.

SETTLEMENT:

Agree what you have agreed.

THE USE OF THE CONDITIONAL.

As all negotiations are conditional, it's wise to make sure that your language should reflect the fact. The construction "If..... then....." is the simplest and safest way of ensuring that the conditional nature of the agreement is maintained: it serves to link your offer with something that you want in return.

For example:

If you bought 3,000 units, then I would think about a discount.

If you offered me a 10% discount, then I would consider buying a larger quantity.

If you agreed to pay within 30 days, then we could offer free delivery.

If you offered free delivery, then I would consider paying within 30 days.

At times you may hear, or may find it more appropriate to use a "mixed conditional", a structure that is grammatically incorrect, but which helps in making your opponent's position firm, while keeping your position flexible. For example:

If you buy 3,000 units, then I would think about a discount.

MESSAGE.

In many ways, the MESSAGE stage of the negotiation continues throughout the negotiation. A MESSAGE is a signal sent, consciously or unconsciously, between the parties who are negotiating. It can be a response to an offer, or it can be an enquiry to try to find out what movement there might be on a particular issue. Their key point about the MESSAGE, though, is that it is never communicated in plain language - if you like, we could say that it is in code, and so needs to be decoded by the careful negotiator.

In its simplest form, it could occur in an argument between a man and wife who are discussing where to spend Christmas day. If the man says "I don't want a big family Christmas - it's so expensive, buying presents for everyone", then he is

not only saying that he doesn't, want a family Christmas, but also why he is against the idea. The message here is obvious, and some movement towards a settlement could be achieved by his wife saying something like: "Okay - why don't we all agree not to buy any present costing more than 3.00 pounds, this year?"

MESSAGES in business negotiations tend to be more subtle, but careful listening will usually reveal an indication of the speaker's feelings and will help the negotiation to be resolved. For example, when you are discussing this price, the words:

"That is our standard price" do not mean that the price cannot be negotiated - the meaning is simply that that is the starting off point: the price which is listed for the customer. There is similar room for manouvre in the statement: "We never negotiate on price" because hidden within that flat statement is the message that all other aspects of the deal can be negotiated.

In a negotiation, MESSAGES are passed constantly from one side to another, and the experienced negotiator listens carefully and decodes what he hears. Here are some examples of the kind of common messages in their coded and plain forms:

<u>CODED:</u>	<u>DECODED:</u>
<i>That is our standard price</i>	<i>Ask for a discount</i>
<i>We cannot negotiate the price</i>	<i>We can negotiate everything else</i>
<i>We don't normally deliver</i>	<i>We sometimes do</i>
<i>These items are difficult to produce</i>	<i>Make a bulk order and you'll get a discount</i>
<i>We don't want to pay that</i>	<i>We will if we have to</i>
<i>We can't agree that, as it stands</i>	<i>Something in the conditions has to change</i>

There are hidden messages in all of these statements.

Consider what responses you might make in a negotiation:

1. You ask your boss for a rise, and he says:

You can't expect to be paid more than the rest of the team.

2. You discuss where to spend the evening with your partner. They say:

Let's not go to your parents: your mother is such a terrible cook.

3. The hotel manager says to you:

Air conditioning normally costs 10 pounds a night extra.

4. Your car mechanic says to you:

I've got so many jobs to do that you'll have to wait - regular customers have priority.

5. Your travel agent says:

We can't offer a discount on the price of this holiday, sorry.

ANSWERS:

1. Ask to be taken out of the team.

2. Eat out in a restaurant.

3. The key word is normally. Find out what the "special" price might be for you.

4. Find out what makes someone a regular customer - it might just mean opening an account.

5. Ask what "extras" might be available within the price of the holiday.

IDENTIFY.

It is essential to IDENTIFY the person that you're negotiating with. If you don't, then you could waste a lot of time before you find out that they don't have the necessary authority to negotiate. At the same time, it is important not to underestimate the value of talking to a subordinate, and it is also crucial that you should not alienate them or make them feel unimportant. Here are some useful phrases to discover the precise position of the person you're talking to:

Could you tell me something about the purchasing arrangements in your company?

Perhaps you could draw me a little organigram (organisational chart) of your company, and show me where you fit in.

If we should reach agreement, what other stages would we need to go through before finalising the deal?

Do you think there might be anyone else who would find our conversation useful?

All of the above are very neutral enquiries that do not embarrass your opposite number, but should still give you the information you require. If you find that you are talking to the wrong person, this is not the best comment to make:

My Goodness! Is that the time? I really must be going!

That won't make you any friends!

A better line of action might be to ask to make a return visit, during which you could meet your opposite number again, together with his boss:
Perhaps there would be a time when you and Mr. Smith will be free to discuss this.

Or, if you'd rather not make a return visit: *Do you know whether Mr. Smith would be able to join us now?* These responses don't make the subordinate feel that he is of low status, and at the same time they serve to get the appointment with the man you really want to speak to: Mr. Smith. Here are some other examples:

Do you think you could ask Mr. Smith to give me a call about this, if you think he'll be interested?

Perhaps you could tell Mr. Smith about what we've discussed, and give him my number?

Perhaps you could talk to Mr. Smith, and tell him to expect a call from me.

Consider what you might say in these situations:

1. You discover that you've been talking to the manager's assistant, and that he doesn't have authority to negotiate. He says: *Well then, what terms are you offering?*

2. A similar situation to that above, and the comment is: *What kind of discounts would you offer for large orders?*

3. The same situation, the same character, who says: *Can we talk about money? Your prices seem to be very high.*

4. You discover that you're talking to someone of quite low status, with no real authority at all. They say: *Your product list looks very interesting. What do you have that would suit our needs?*

5. The person you're talking to does not have authority to negotiate, and is not being very helpful. He says: *I'm not sure that you have anything that interests us.*

ANSWERS:

With all of these situations, you need to be careful not to embarrass the person you're talking with. Your answers need to make it clear that you wish to talk to someone with the authority to negotiate, but at the same time, you, must keep the subordinate on your side.

1. Perhaps we could reach final agreement on terms together with Mr. Smith?

2. Could we leave the discussion of discounts until we can speak to Mr. Smith?

3. Perhaps Mr. Smith and I could come to some arrangement about the price when we talk about this.

4. I think that Mr. Smith would be especially interested in one or two of our products. Perhaps he might like to join us?

5. Perhaps if I could speak to Mr. Smith, he might like to decide for himself.

OFFER.

The OFFER stage of a negotiation is the one in which each side puts forward its most favoured position. What you ask for should be the most you could

reasonably expect, without being obviously much more than the other side is able or willing to pay. In a typical negotiation, the offer stage will be returned to several times in the course of the discussion with the offers changing as the negotiation continues and the two sides move closer to agreement.

During this stage of the negotiation it is especially important to remember two of the key points mentioned in the introduction. It is during this stage that:

- (1) You will learn more about what is in the mind of your opponent.
- (2) You must take care to keep everything conditional.

A comment like: *We will give you a discount of 10% on the list price if you buy 5,000* is a statement, not a clearly conditional offer. At best, it could lead to an argument if your opponent takes it as a general offer of a 10% discount and tries to hold you to it. In general, it is a good tactic to be firm about what you expect from your opponent, while keeping your own position as flexible as possible. It is also wise to remember the "If....then" construction. Bearing this in mind, a better alternative might be: *If you agreed to buy 5,000, then we would consider a discount*. The amount of this discount is unspecified, and you can leave the percentage unstated until you get clear information about the quantity being ordered.

Consider your response to the following situations in a negotiation:

1. Your opponent is a much-valued regular customer, but is experiencing cash-flow problems. You want 5,000 pounds paid within 30 days, but would accept 5,000 pounds within 90 days if your opponent agrees to a service contract. He says: *Sorry, there's no way we can pay within 30 days*.

2. Your boss knows you want to leave, and has offered you a rise of 500 pounds a year. You want 1,500 pounds a year and an extra week's holiday. He says: *So, congratulations. How are you going to spend the extra money?*

3. You're about to buy a car which has a price of 6,000 pounds on it - and you also want a service agreement for two years. When you ask the question: *"What does the price include?"* the salesman replies: *"Delivery and a full tank of petrol"*.

4. You're interested in buying a holiday in a Pacific paradise. At 3,000 pounds the price is more than you want to pay, and you also want to have extras like free travel to the airport and free breakfast included in the final deal. Your travel agent says: *Ten days in the sunshine. You'll love it.*

ANSWERS:

1. If you agreed to a service contract, then we would consider giving you more time to pay.
2. If you give me an extra 2,500 pounds a year and two weeks' extra holiday, then I might be happy to stay with the company.
3. If you give me three years' free servicing, then I'll think about paying 5,000 pounds.
4. If you arrange free travel to and from the airport, free meals in the hotel, and make it a fourteen night holiday, then I might be prepared to pay 2,500 pounds.

CONFLICT.

Although this area of negotiation has been called CONFLICT, that is not to suggest that it necessarily involves fierce argument or friction between the two parties. It is obvious that in any negotiation there are going to be differences of opinion on what the price and conditions should be, and these differences need to be resolved before the negotiation can be concluded. The CONFLICT stage is this stage of disagreement, during which the two sides attempt to reconcile their conflicting ideas of what is an acceptable deal.

It is an area in which one must be very careful about the effect of the language being used. You may not wish to appear too weak or to be giving too much away; you may wish to appear constructive - or you may wish to force the negotiation into deadlock with a very strong approach. The most positive way of

looking at this stage is to see it as a bridge back to the OFFER stage or onto the SETTLEMENT stage. Only by keeping the door to agreement open can you hope to reach any satisfactory conclusion in the negotiation. To an aggressive comment from your opponent like: *"If 10,000 pounds is the best you can offer, I'm going"* the possible responses are many, depending on what you want to happen next. If your response is: *"Goodbye"* then it means either that you don't really need to do business with him, or that you are confident that he is bluffing and will make another offer just as he rises from the table to leave. One almost certain "loser" in this situation is to preface a new offer with the words "how about", as in: *"How about 11,000 pounds?"* This sounds very weak, and can all too easily be dismissed with a simple: *"No!"* The same can be said of the following phrases: *"Would you accept...?"* *"Shall we say...?"* *"What if I offered...?"*

What might be a good comment in response to aggression is something like: *"What about a coffee?"* This can give the two sides time to cool down and consider their next move. If things do get heated and it seems little progress is being made, get back to the OFFER stage by saying something like: *"Let's just look again at what we do agree on, shall we?"*

SETTLEMENT.

The SETTLEMENT phase of the negotiations covers both agreement on individual items in the package, like the price, and final agreement on all aspects of the deal. Once again, this part of the negotiation has to remain conditional, and the language of this area should enable you to clarify and summarise what you have agreed. It is important that you should not commit yourself to something without being entirely clear on what it is. You may not be committed until the contract is signed, but a lot of time and confusion (and bad feeling) can be saved by making the language of this area help the two sides understand not just that they have agreed, but what they have agreed. If the meeting ends with your opponent saying: *"That's settled then. I'll fax you*

with the details", and you aren't exactly sure what the fax is going to contain, then you haven't managed this phase of the negotiation successfully. It is important, too, that there should be no ambiguity in the agreement: if the deal states that any Repair and Maintenance contract should take account of "reasonable" wear and tear, then it is vital that the definition of the word "reasonable" should be agreed. As any SETTLEMENT must be conditional, then it is important to repeat the conditions and clarify them before the negotiation is completed. In effect, you must agree what you have agreed, so there is no confusion. This applies both to points of agreement as they arise, and to the final settlement at the end of the negotiation. Consider the different effects of the following replies to the salesman's offer: "If you order 350, we could consider a discount of 10%."

1. *Fine, we'll take the 350.*
2. *I agree.*
3. *If you offer a 10% discount, then we would agree to order 350.*
4. *So you're offering a 10% discount on an order of 350, is that right?*

And compare these responses to the buyer's proposal:

We'll take 300 at list price less 15%.

5. *Fine, when do you want them delivered?*
6. *If you placed an order for 300, then we'd offer a 15% discount on the list price.*

ANSWERS:

1. The buyer has agreed to buy 350 - but has not linked his order to the agreed discount.
2. To what? Is the buyer certain? Much safer to restate what the deal is.
3. Safe and sound: a restatement of what the agreement is, to avoid confusion.
4. No commitment here, at all. Just a careful confirmation of the offer.
5. Once again - is the seller certain what he has agreed to?
6. Safer: a reiteration of the offer which is linked to the agreement.

How would you react to the following situation in a negotiation?

1. You have returned from a party to find your son has invited his friends for dinner, and that they have made an incredible mess of the house. He says:

"Sorry - just go to bed and I'll clear up, Okay?"

2. After a long and exhausting negotiation, you have succeeded in reaching agreement. Before you have a chance to summarise and clarify each point, your opponent says: *"That's all settled then. I'll get the contract to you by tomorrow."*

3. After several hours of bargaining, you get your daughter to agree that she will only go out three nights a week with her friends - after she has completed her schoolwork. In return, you will give her an increase of 100% in her allowance. She says: *"Can I go now?"*

ANSWERS:

1. Sounds Okay - but make sure that all of your conditions are agreed: will he put things back in the right place, without breaking them, etc.

2. Just take the time to go through everything that you've agreed, before leaving the office. It might also be wise to prepare a brief written summary of the agreement.

3. Yes, she can: but only after she makes it clear that she understands the terms of the agreement.

Заключение

Учебный материал представленного пособия позволяет магистрам факультета экономики и менеджмента улучшить общий уровень знаний по английскому языку в профессиональной сфере, расширить понятийный аппарат в области изучения делового английского языка, повысить компетенцию ведения переговоров и изучить межкультурные коммуникативные особенности делового английского языка.

Лексико-грамматические задания позволяют отработать необходимые навыки и умения в соответствии с программой обучения иностранному языку в профессиональной сфере. Магистранты могут отрабатывать представленный материал курса как с преподавателем, так и самостоятельно, опираясь на рекомендации, предложенные в учебном пособии. Творческие задания позволяют использовать полученные знания по английскому языку в разных коммуникативных ситуациях, стимулируя, таким образом, речемыслительную деятельность на иностранном языке. Поэтапное освоение темы и система проверочных заданий позволяют осуществить контроль и закрепление полученных навыков, а также являются хорошей базой для дальнейшего изучения делового английского языка.

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