

Anglès

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CFGS Gestió de vendes i espais comercials



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Introduction

This is the course *Anglès* corresponding to the studies of *CFGS Gestió de vendes i espais comercials*. It is composed of two parts: the written material and the web material. The written material includes the basic grammatical and lexical contents, as well as texts related to business and trade. As it is designed as a distance learning course, it also includes tips and suggestions to help you learn the language on your own. On the other hand, the web material is composed of online activities and exercises to practise the contents of each unit.

The course contents are divided into four units, and each unit is sub-divided into three sections, which together cover different aspects of the English language. At the beginning of all the sections, you will find some texts that will offer you the possibility of checking and practising your reading comprehension and picking up some specific words and expressions which are frequently used in the professional field of commerce.

Each unit is composed of three separate sections. Each section includes some reading texts about a relevant topic, a “Language in use” section which includes explanations about oral and written language and multiple examples, such as emails, letters or conversations, a “Communication” section, which covers different aspects related to the practical use of the language and, finally, a grammar reference with an explanation of the different grammar topics of the English language.

Apart from grammar, the material also includes information about the four skills (listening, speaking, reading and writing). You can practise the contents of the written material with a variety of interactive exercises and activities in the course website and in the web material. However, you should be aware that the characteristics of a distance course make it very difficult to get enough practice of the oral skills (listening and speaking), so you will need some extra practice on your own.

It is very important to understand that the written material is conceived as a manual. The course and the material are organized in units, but you do not have to read and study the first unit, then go on to the second, and then to the third, as if you were reading a novel. You only need to look up the information that you need to do a specific task.

Here are some tips to help you use the present course:

- Check and write down the deadlines for submitting the activities (you will find the course schedule in the ‘Pla de Treball’).
- Look at the contents page in the written material to see what you are going to study and which topics you will practise.
- Go to the course website and check the activities that you will have to submit. As a rule, you will find two oral activities (speaking and listening),

an interactive grammar quizz and some written exercises in a text file, which you will have to download and submit for correction.

- Use all or some of the resources available for you: written material, web material, complementary material, websites, reference books, etc., and then do the exercises. You can start doing the activities in the order that you prefer, but do not leave everything for the last day.
- Submit your activities before the deadline.

You can use a dictionary if you have problems with the language, but you should also make an effort to understand the main ideas of a text without knowing all the words. As for automatic translators, they are very useful to understand short written texts (like the instructions of an exercise), but do not use them to translate the whole material or to write a text in English. The idea of presenting the written material in English is that you can learn the language by using it, so it makes no sense to use an automatic translator to do the work for you. Also remember that you can ask your teacher or your classmates whenever you need their help.

Apart from all these technical resources, it is very important that you adopt a specific attitude to be successful in this course. We understand how difficult English is for many of you, but we can assure you that if you work hard, you do all the activities and you are patient, you will have no problems with English.

Learning objectives

By the end of the credit, you should be able to:

1. Understand oral messages in standard language through any means of communication, both in daily life situations and in the professional field of administration and finance, and understand the contents of the message accurately.
2. Understand complex written texts related to the field of administration and finance and analyze the contents comprehensively.
3. Produce clear, well-organized oral messages frequently used in jobs related to the field of administration and finance and analyze the context of the situation, adapting yourself to the other's linguistic register.
4. Write texts normally used at work and in the daily life and use the appropriate register for each situation.
5. Show the appropriate attitude and behaviour in communicative situations as established by international conventions.

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Commerce

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Anglès

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Introduction

Each unit of this course has a central theme and provides information and examples set in business contexts with the aim of giving the students the tools to develop the language skills in their workplace. Furthermore, you will also find exercises and activities online to practise the contents of the unit.

This unit, called “**Commerce**”, is intended to describe the operations involved in trade, the workforce, activities, documentation and processes of trade. We will meet different people whose work is related to this sector. All characters appearing in this work are fictitious. They are serving the purpose of showing plausible contexts and situations which students of commerce might encounter, thus providing them with helpful vocabulary and resources to use in a real workplace situation.

The unit is composed of three separate sections, each of them divided into four different parts. The first one includes some reading texts about topics related to the unit. The second part, called “Language in use”, includes explanations about the oral and the written language with multiple examples, such as emails, letters or conversations. The third part is called “Communication” and it offers practical examples of the use of the English language in different situations and to serve different purposes. Finally, there is a grammar reference, with grammar contents to use as a reference and as a revision of different grammatical points. This structure will be present in every section of this book.

The section called “**Sales**” contains information about the SWOT analysis, which is a tool used by companies to assess their position in a specific market and thus design the appropriate market strategy. We will get acquainted with terms such as comparative advantage, specialization or protectionism, which are essential to understand the mechanisms of international trade. Additionally, we will learn some facts about markets and its protagonists, and we will see the description of the process of ordering items online.

In the “Language in use” section there are different conversations. The first one is an interview to Lily, an import-export clerk who works for Patterson Lines. She describes her job and tells us how she feels about it. Then, there are some other conversations set in various contexts, formal and informal.

The “Communication” section explains the difference between the language styles (formal and informal) and between the written and the oral languages. These differences are very clearly marked in English.

The grammar section deals with the structure of the English statements and questions. This refers to the correct use and position of the elements that compose a sentence, which is especially important in written English. On the other hand, this section also explains the correct answer to yes/no questions.

In the section “**Purchasing**”, there is a description of the purchasing process, which starts from the moment a need of a product is identified until it is delivered to the final customer. Furthermore, we will learn what a product is and see a classification of different types of products.

In the “Language in use” section there is an example of a purchase order and some emails with examples of different stages in the purchasing process.

The “Communication” section deals with two important examples of written English: business letters and emails, which are very important in a business environment. You will learn the structure of business letters and emails as well as the type of language which is necessary depending on the context. This part also includes a list of connectors and the basic rules of spelling and punctuation in English.

The grammar section continues the topic of the structure of English sentences. In this case, we are going to learn about the verbal complements of other verbs. Those verbal components can go in infinitive, in gerund or in both, but there are no clear rules to establish which form they take.

The section “**New products**” describes the procedures to put a new product into the market. We will learn all the necessary vocabulary related to this important aspect of commerce.

In the “Language in use” section, you will learn how to write a memo, which is a written note used to transmit information between the departments of a company. Like all formal or semi-formal documents, memos require a specific layout as well as the use of some specific words and expressions, of which you can find a complete list in this section.

The section called “Communication” is devoted to talk about time in English. You will learn about the correct way of expressing the dates (both in the written and oral language) and the clock times.

In the grammar section, we are going to learn about the use of the prepositions of time and place. In English, the use of the prepositions does not always conform to a logical use, so it is sometimes necessary to learn the prepositional phrase (for example, *at the weekend*) as a whole.

Learning objectives

At the end of this unit, you should be able to:

1. Understand oral messages in standard language through any means of communication, both in daily life situations and in the professional field of administration and finance, and understand the contents of the message accurately.

- Identify the main idea in a message.
- Identify the finality of oral messages in standard language as well as the tone and feelings of the speaker.
- Get information from recorded messages in standard language related to the professional field of administration and finance.
- Identify the points of view and attitude of the speaker.
- Identify the main ideas in a speech in standard language and at normal speed about specific and abstract issues related to the field of administration and finance.
- Understand the details of a message in standard language, even with background noises.
- Identify the main ideas in a speeches, reports and professional presentations related to the field of administration and finance.
- Be conscious of the importance of understanding a message as a whole, even if you don't understand all the words.

2. Understand complex written texts related to the field of administration and finance and analyze the contents comprehensively.

- Read a text with a high degree of autonomy, adapting the style and speed of the reading to different types of text and objectives.
- Read the details of long and relatively complex texts related to the field of administration and finance.
- Relate the text to its corresponding context.
- Quickly identify the contents and importance of pieces of news, articles and reports related to the field of administration and finance and decide whether a deeper analysis is necessary.
- Translate complex texts related to the field of administration and finance using reference materials, if necessary.

- Interpret technical messages in different means: post, fax and email, among others.
- Interpret long and complex instructions related to the professional field.
- Choose reference material and technical dictionaries and use automatic translators.

3. Produce clear, well-organized oral messages frequently used in jobs related to the field of administration and finance and analyze the context of the situation, adapting yourself to the other's linguistic register.

- Identify the registers used in oral messages.
- Express yourself fluently, accurately and efficiently in a great variety of professional and daily life situations, clearly establishing the relationship between the different ideas.
- Express yourself spontaneously with the appropriate degree of formality according to the situation.
- Use the appropriate protocol in formal and informal introductions.
- Make a correct use of the technical words related to the field of administration and finance as normally used in your profession.
- Express and defend your points of view clearly by using the appropriate explanations and reasoning.
- Describe the steps in a process related to your professional field.
- Explain the choice of a specific option in detail.
- Require the repetition of a speech or part of a speech when necessary.
- Apply the appropriate interaction formulas normally used in your professional field.

4. Write texts normally used at work and in the daily life and use the appropriate register for each situation.

- Write clear, detailed texts about a variety of issues related to the professional field, summarizing and considering the information from different sources.
- Organize the information correctly, accurately and coherently and ask for and/or give general and detailed information.
- Write reports related to the professional field pointing out the relevant aspects and giving details to support your points.
- Fill in documents related to the professional field.
- Apply the standard rules and the specific vocabulary used to fill in administrative, accounting, fiscal and financial documents.

- Summarize articles, pieces of news and other types of information related to the professional field using a great variety of words to avoid frequent repetitions.
- Understand the most important points in manuals, regulations, legislations and other written texts as normally used in the field of administration and finance.
- Use the appropriate protocol rules that apply to a specific document.

5. Show the appropriate attitude and behaviour in communicative situations as established by international conventions.

- Define the most distinctive aspects of the customs of your professional field in the use of a foreign language.
- Describe the social conventions of the English-speaking countries.
- Identify the values and beliefs which are characteristic of English-speaking countries.
- Apply the social conventions in English-speaking communities.
- Identify the language traits of different regions.

1. Sales

A sale is a transaction between two parties where the buyer receives goods, services and or assets in exchange for money. The main goal of businesses and companies is to make profit. It is crucial for their success and there are several factors to consider. It involves making business decisions, such as making a business plan, choosing the facilities to run the business, the workforce, a market research, etc. A useful tool to asses a business is what is known as the SWOT analisys.

1.1 A SWOT analysis

SWOT analysis is a tool for auditing an organization and its environment. It is the first stage of planning and helps marketers to focus on key issues. Besides, it fosters collaboration, integrates and synthesizes diverse information.

SWOT stands for strengths, weaknesses, opportunities, and threats. It is a technique which provides useful information for analyzing your strengths and weaknesses, and for looking at the opportunities and threats you face. It helps you focus on your strengths, minimize threats, and take the greatest advantage possible of opportunities available to you.

Used in a business context, it allows you to distinguish yourself from your competitors, so that you can compete successfully in your market. It can help you uncover opportunities and by understanding the weaknesses of your business, you can manage and eliminate threats that you might be otherwise unaware of.

Strengths and weaknesses are often internal factors to your organization. They can be measured using internal assessments or external benchmarking. Opportunities and threats often relate to external factors. For this reason, the SWOT analysis is sometimes called Internal-External Analysis.

A firm's strengths define its internal positive attributes, both tangible and intangible. They may be used as a basis for developing a competitive advantage. Weaknesses are factors that are within your control and which detract from your ability to obtain or maintain a competitive edge.

Opportunities are external factors which allow increasing profit and growth. They reflect the potential you can achieve by implementing your market strategies.

Changes in the external environment may place your company at risk. A threat is a challenge created by an unfavourable trend or development that may lead to deteriorating revenues or profits.

The table below displays examples of factors in a SWOT analysis diagram.

TAULA 1.1. SWOT analysis diagram

Strengths	Weaknessess
Your specialized expertise	Lack of marketing expertise
A new innovative product or service	Undifferentiated products or services
Location of your business	Location of your business
Quality processes and procedures	Poor quality goods or services
Patents	Damaged reputation
Strong brand or reputation	
Opportunities	Threats
A developing market	A new competitor in your domestic market
Mergers, joint ventures or strategic alliances	Price wars with competitors
Moving into new market segments that offer improved profits	An innovative product or service from a competitor

The results of a SWOT analysis, which are largely descriptive, may be presented in a matrix. A TOWS Matrix is used for matching the environmental threats and opportunities with the company's weaknesses and especially its strengths. Each of the four quadrants of the SWOT matrix (sometimes also known as a TOWS matrix) is used to analyse where you are now, where you want to be, and then make an action plan to get there.

The table below displays the SWOT/TOWS Matrix.

TAULA 1.2. SWOT/TOWS Matrix

	Strengths	Weaknesses
Opportunities	S-O strategies	W-O strategies
Threats	S-T strategies	W-T strategies

After analyzing your strengths, weaknesses, threats and opportunities, you should use that information to plan strategically how to market your company.

Sales department:

The sales department is responsible for selling products or providing services. They promote their products, interact with customers, and establish a two-way communication between companies and the end users. They are responsible for meeting the sales targets of the organization through effective planning and budgeting and they must develop and implement a protocol to sell a product or service that is suitable to the nature of that product or service. In order to do that, they have to devise different market strategies that will allow them to meet the selling targets.

A *customer* refers to a person who buys a product. On the other hand, a *client* is the person who buys the services of a company.

They might carry out a market research to find out how the public perceive their products or services. The contact with the customers or clients is very important, they should always maintain and improve the relationship with their customers or clients.

TAULA 1.3. Vocabulary

Achieve (v): aconseguir	Key issue (n): aspecte més important
Assessment (n): avaluació	Manage (v): gestionar
Audit (v): auditar, inspeccionar	Market (v): anunciar, promocionar
Be unaware of (v): ser inconscient de, ignorar	Market research (n): investigació de mercats
Benchmarking (n): comparativa de mercats	Marketer (n): comerciant, venedor
Budgeting (n): elaboració de pressupostos	Market strategy (n): estratègia de mercat
Challenge (n): repte	Matrix (n): matriu
Client (n): client	Meet the sales targets (v): complir els objectius de vendes
Compete (v): competir	Place at risk (v): posar en risc, posar en perill
Competitive advantage (n): avantatge comparatiu	Profit (n): profit
Competitive edge (n): avantatge comparatiu	Promote (v): promoure, promocionar
Competitor (n): competidor	Revenues (n pl): ingressos
Customer (n): client	Sales department (n): departament de vendes
Detract from (v): treure valor a, restar valor a	Sales target (n): objectiu de vendes
Development (n): desenvolupament	Selling target (n): objectiu de vendes
Devise (v): dissenyar, idear, concebre	Strength (n): punt fort
End user (n): consumidor final	SWOT analysis (n): anàlisi DAFO
Environmental threat (n): amenaça de l'entorn	Threat (n): amenaça
Face (v): enfrontar-se a, fer front a	Uncover (v): descobrir, destapar
Focus (v): concentrar-se, posar atenció	Weakness (n): punt dèbil feblesa
Foster (v): fomentar, promoure	
Growth (n): creixement	

1.2 Markets

Producers do not usually contact consumers directly. This role is played by the middlemen, who act as intermediaries, ensuring that the distribution channel between the producer and the end user is complete. Examples of middlemen include wholesalers, retailers, agents and brokers.

Wholesalers and agents are closer to the producers. They buy the goods in bulk and sell them to the retailers in large quantities. Retailers and brokers acquire the goods from the wholesalers and sell them in small quantities to the consumers. Consumers may also choose to bypass the intermediaries and buy directly from the producers. Internet is gradually becoming the communication channel between the two parties, and it is enabling to accelerate the sales process.

Market forces influence the price of goods and services, called market price. This price depends on the supply (quantity available), and the demand (how many buyers want them). If the demand is constant, and there is a decline of supply

it results in a rise of its market price and vice versa. This often happens with seasonal products, such as fruit and vegetables. If the demand is greater than the supply, prices will go up and producers will increase production.

TAULA 1.4. Vocabulary

Agent (n): agent	Market price (n): preu de mercat
Broker (n): corredor de borsa, <i>broker</i>	Middleman (n): intermediari
Buy in bulk (v): comprar a l'engròs	Producer (n): productor
Consumer (n): consumidor	Production (n): producció
Demand (n): demanda	Retailer (n): minorista
Distribution channel (n): canal de distribució	Sales process (n): procés de venda
End user (n): consumidor final	Supply (n): oferta
Increase (n): augmentar, apujar	Wholesaler (n): majorista

1.3 E-commerce

“Failing to digitalise fast enough will lead to sweeping penalties including reduced market responsiveness, higher relative costs impacting pricing and revenues, not to mention problems with customer retention and loyalty.”

Rigby, Chloe (2016). *Too much, too fast? Retailers under pressure for digital transformation* [article en línia]. Internet Retailing Expo (www.goo.gl/5ZIY4G).



Although sometimes e-commerce websites enable a customer service telephone line, most often this attention is provided via e-mail or messaging. Source: CWCS Managed Hosting (www.flickr.com)

Virtual commerce is currently taking over the traditional commerce, specially in the case of flight tickets, hotel bookings, or tour holidays, although more and more products are gradually being sold online. A product or a service is offered in an online shop, the seller's website. If you are looking for a product, you can use a search engine to see the offer. Once you have found it, you add the items to the shopping basket or shopping cart, and click on the checkout button in order to proceed to the payment.

You may have to sign up and provide your personal data, address, contact email, etc. if it is the first time that you access the website. You will be given an account and you will be asked to enter your payment details. If you pay with a credit card, you might have to provide some information, such as the card number, the cardholder's name, the expiring date, and the secret code on the back of your card. If you have your account from a previous purchase, you will have to log in by using your username and password. When you finish the transaction, you have to log out.

There are some drawbacks to e-commerce. The main one is the customer service, since it lacks the personal touch of a traditional shop. In addition, you make the purchase and you do not get the product till it is delivered to you, whereas in a traditional store you get the product and carry it back home. There is also the risk of credit card fraud. Therefore, it is important to work on prevention in order to avoid it.

TAULA 1.5. Vocabulary

Account (n): compte	Online shop (n): botiga online
Cardholder (n): titular de la targeta	Password (n): contrasenya
Checkout button (n): botó de confirmació	Search engine (n): buscador
Deliver (v): lliurar, trametre, entregar	Shopping basket (n): cistell de la compra
Drawback (n): inconvenient	Shopping cart (n): carro de la compra
Expiring date (n): data de caducitat	Sign up (v): registrar-se
Hotel booking (n): reserva en un hotel	Username (n): nom d'usuari
Log in (v): iniciar sessió	Website (n): lloc web
Log out (v): tancar sessió	

1.4 Language in use

In this section we are going to see some examples of oral texts occurring in different situations. For each of them there will be a short explanation to highlight some of the characteristics of the language used. Notice the difference between formal and informal style.

1.4.1 Oral language

Read the following interview and pay attention to the structure of the questions as well as to the vocabulary and expressions that Lily uses to describe her job. See the language notes after the interview.

Interview

Reporter: This is Business Channel, we are here in Patterson Lines to learn about this company operations. Lily Herald is with us today. Hello, Ms Herald. How are you?

Lily: Hello. Fine, thanks.

Reporter: Ms Herald, do you like your job? (1)

Lily: Yes, I do. I just love it!

Reporter: Tell us about it. What does the job entail? (1) (2)

Lily: I'm an import-export clerk at Patterson Lines. I have a wide range of duties, I deal with each step of the shipping process, such as tracking shipments, giving the clients updates about the package's status, coordinating with customs agents for package clearance on overseas deliveries. Besides, I deal with quotes from prospective shippers and handle claims with insurance companies if any shipments occur.

Reporter: And what are your everyday tasks? (3)

Lily: The main task is to provide efficient delivery logistics. I fill out import-export documentation, compile carrier and route assignments, compute international fees for each shipment, and keep track of shipment payments and quotas.

Reporter: How long have you been with this company? (4)

Lily: I've been with Patterson Lines for 10 years.

Reporter: Where did you work before? (5)

Lily: Before that, I had been working as a freelance customs agent.

Reporter: Why did you quit your last job? (6)

Lily: Well, it was interesting, but frankly, it was too stressful. Then I got the job offer from Patterson Lines and I took it.

Reporter: What is your advice for someone new in this business? (3)

Lily: My advice...concentrate and focus on a task until you finish it. Revise all the figures at least twice. Any error in currency exchange or insurance fee could be disastrous.

Reporter: Ok, we'll note it down. Any other important requirement? (7)

Lily: Yes, sure. There's no need to tell you how important it is to master as many languages as possible, specially English and French.

Reporter: Thank you, Ms Parker. Now, moving to a different issue... How is the company presence on the web?

Lily: Everything is done online. Online commerce represents a big percentage of the total sales.

Reporter: Thank you for all the information. It has been a pleasure talking to you.

Language notes:

(1) These are “yes/no” questions. See the structure: *do/does + subj. + Verb + Compl.*

(2) We use various expressions to describe a job:

- The job entails / involves...
- I am in charge of...
- I work for...(name of the company)
- I deal with...
- The tasks I perform are...

(3) In this question we have used an interrogative pronoun “what”. In order to make questions we need an auxiliary, but in this case we have used the verb “to be”, which does not use any auxiliary verb.

(4) In this question we have the interrogative words “how long”. The verb tense is the present perfect. In order to make the question we invert the order of the subject and the verb. The structure is: *int. word + have + subj. + Verb?*

(5) This is a “yes/no” question in the past. The structure is: *Did + subj. + Verb?*

(6) We have used the past tense, but unlike the previous question, it has an interrogative pronoun at the beginning: “why?”

(7) The sentence is not grammatically complete, but it can be used. It is as if we said "(Is there) any important requirement?"

TAULA 1.6. Vocabulary

Assignment (n): assignació	Fee (n): tarifa, preu
Carrier (n): empresa de transports, transportista	Fill out (v): emplenar (un document)
Clear (v): autoritzar, permetre	Handle claims (v): gestionar reclamacions
Clerk (n): empleat	Insurance company (n): companyia d'assegurances
Compute (n): calcular	Overseas delivery (n): tramesa a l'estranger
Currency exchange (n): canvi de divises	Prospective shipper (n): transportista potencial
Customs (pl n): duana	Quote (n): pressupost
Customs agent (n): agent de duanes	Shipping process (n): procés de la tramesa
Customs clearance (n): tràmits duaners	Track shipment (v): fer el seguiment de la tramesa
Delivery logistics (pl n): logística de la tramesa	

1.4.2 Informal conversations

The following are informal conversations. Read the situation and the dialogues.

Situation 1

Lily and Claire are at the office, and they are talking about a dress which Claire purchased online.

Lily: Hey, where did you buy this dress from?

Claire: I ordered it from dressfine.com.

Lily: Isn't it expensive there?

Claire: No, not at all. It has some great deals! I got crazy discounts!

Lily: How much did this cost you?

Claire: Well, I got a 35% discount on the retail price!

Lily: Wow, that's great. I will look at it today.

Situation 2

The next day, Lily requests Claire's assistance to guide her to the process of booking a flight online.

Claire: Hi Lily, how are you doing?

Lily: Hi Claire, yea... fine. Just a bit stressed, trying to book a flight.

Claire: Awesome! Where are you flying to?

Lily: Istanbul. But I don't know where to start.

Claire: Well, there are many websites where you can get a good offer. Why don't you try Rumbo or Kayak? These websites search for flights in different airline companies.

For more information about formal and informal styles, see section "Formal style vs informal style".

Lily: Ok. Can you help me?

Claire: Ok. Get to the website, click “return” for a return ticket or “one way” if you don’t want to book the return. Select the city of origin, the destination airport, and the departure and the arrival date. Then type the number of passengers. Once you’ve done that, click “Search”.

Lily: Wow! So many options!

Claire: Yes, you can see the list. Now just click one. But I advise you to look at it carefully, as sometimes you have to stop over.

Lily: Great! Look, this one is exactly what I need! This flight departing from London Heathrow at 9.30 am.

Language notes:

- One of the characteristics of oral language is the use of interjections (in the text: “hey”, “wow”, “yea”) and expressions to describe emotions or opinions (“great deals”, “crazy discounts”, “that’s great” “awesome”).
- **Fixed expressions** and **collocations** are as well frequent. These are groups of words that usually go together. For example: “great deals”, “crazy discounts”, “retail price”, “stop over”. There are no rules on how these collocations are formed, they simply ‘sound right’ to the native speaker.

TAULA 1.7. Vocabulary

Airline company (n): companyia aèrea	Non-stop flight (n): vol sense escales
Arrival date (n): data d’arribada	One-way ticket (n): bitllet d’anada
Book a flight (v): reservar un vol	Retail price (n): preu de venda al públic
Deal (n): oferta	Return ticket (n): bitllet d’anada i tornada
Departure date (n): data de sortida	Stop over (v): fer escala (un vol)
Discount (n): descompte	Stop-over (n): escala (en un vol)

1.4.3 Formal conversations

Now we will look at two formal conversations. In the first one, Mr Brooks introduces himself to Mr Ross, and they elicit information from each other while conversing politely. In the second one Mr Brooks introduces him to Ms Parker.

Both conversations could take place in any business or formal context. Observe the differences with the previous informal conversations. Here there are no interjections or personal comments. The tone is quite neutral, not emotional.

Situation 1

Mr Brooks: Hello, I don’t think we’ve met (1)... Thomas Brooks.

Mr Ross: Ben Ross, pleased to meet you (2).

Mr Brooks: Pleased to meet you, too. And what company are you from?(3)

Mr Ross: Patterson lines, I'm the sales representative for this region.

Mr Brooks: Ah! yes, I know your company. Your business is expanding very rapidly at this moment.

Mr Ross: Yes, we're doing quite well. And yourself... Who do you work for?(3)

Mr Brooks: Actually, I work for myself. I'm the CEO of an small export and packaging company, we specialized in sea food.

Mr Ross: It's a growing market.

Mr Brooks: Yes, but a very competitive one.

Situation 2

Mr Brooks: Mr Ross, let me introduce you to someone. Claire, this is Ben Brooks. He is the regional rep for Patterson lines. This is Claire Parker(4), my sales manager.

Ms Parker: How are you doing, Mr Ross?

Mr Ross: I'm very well, thank you. Nice to meet you, Ms Parker.

Ms Parker: And you.

Mr Ross: Can I get you another drink?

Ms Parker: Thank you.

Language notes:

- (1) This is a way to break the ice and introduce yourself to someone. It could be used in a conference or any business environment where people do not know each other.
- (2) This is a fixed expression used when you meet someone.
- (3) Two different expressions to ask for someone's career.
- (4) The expression "*This is...*" is used to introduce a third party.

See a few words from the dialogues in the table below.

TAULA 1.8. Vocabulary

Business (n): negoci, empresa	Packaging company (n): empresa d'embalatges
CEO (n) (Chief Executive Officer): Director General	Rep (n) (=representative): representant, venedor
Company (n): empresa, companyia	Sales manager (n): director de vendes, cap de vendes
Competitive (adj): competitiu	Sales representative (n): representant, venedor
Growing market (n): mercat en expansió	

1.5 Further reading

Here are two other texts for further reading about the topic of sales:

“European retailers are under pressure to move towards digital transformation, but most believe they are playing catch-up and that they don’t have a proper strategy in place, a new study suggests.

The Fujitsu study, *Walking the Digital Tightrope*, questioned 600 IT decision makers in Europe about their digitalisation decisions – and found that retailers were the most likely group among those questioned to believe they lacked a clear strategy in reaching their goals. Four in five said they wanted to move faster towards digital investment, but 83% admitted they were gambling with their digitalisation investments, and almost three quarters said they were playing digital catch-up. One in three think they are overspending on digital projects, while one in four is ‘extremely confident’ about making the right choices.

“As online and physical worlds come even closer together, the development of ‘the connected store’ will become a key differentiator for retailers,” said Richard Clarke, global retail director for strategy and business development at Fujitsu. “Retailers are under extreme and constant pressure to head down the ‘digital express aisle’. Fujitsu research finds that four in five retailers want to move faster toward digital adoption. They agree that failing to digitalise fast enough will lead to sweeping penalties including reduced market responsiveness, higher relative costs impacting pricing and revenues, not to mention problems with customer retention and loyalty.”

One chief executive told Fujitsu: “A simple homepage or online shop is no longer enough. The buzzword is omnichannel, as the customer decides when, where, how and which distribution channel is used.”

Clarke adds: “Customers want the same personalised service in-store that they get online, whether that’s through their smartphone or a store device. However, the lack of clear digital ownership across all channels and conflicting priorities are a barrier to success.

“Fujitsu’s connected retail strategy focuses on supporting its retail customers on their journey to omnichannel digital transformation and in enabling them to achieve balance, both in order for them to thrive in a digital world as well as to transform their businesses without disruption.”

Rigby, Chloe (2016). *Too much, too fast? Retailers under pressure for digital transformation*. [Article en línia](#). Internet Retailing Expo.

“The news that Debenhams is seeing a boom in sales through mobile comes as no surprise. As my esteemed colleague Chloe Rigby points out, department stores tend to see online sales grow more quickly than elsewhere.

But there is another factor at play: shoppers are just becoming more mobile centric in their approach to shopping. According to UK-wide research by ICM for Criteo, 2.5 million UK consumers shop on their mobile for something every single day. If that’s not mainstream, I don’t know what is.

Buried within the report – upliftingly titled *A portrait of mobile performance: Measuring the pleasure in UK mobile shopping in 2016* – are some really interesting factoids that give a really telling indication about why people are turning to mobile and why perhaps IRUK Top 500 retailer Debenhams [IRDX RDEB] is seeing such a surge in mobile sales.

According to the ICM research clothing, perhaps surprisingly, has become the premier purchase on mobile devices. Almost a quarter of the UK population say they have bought clothes on mobile, way ahead of those staples of music and film (16%) and health and beauty (14%).

This is surprising as you’d think people like to try things on before buying, but it seems that social pressure – through social media – and impulse buying are the real drivers here. A third of consumers are doing their mobile buying in front of the TV in the evening and 27% – almost as many – are doing it in bed at night.

Social media seems to be the main driver for this – although you could also perhaps argue that TV is also playing a role here – with heavy social media users buying more and buying on mobile more frequently than ‘normal’ people.

This is perhaps due to copycat shopping, where they see things their friends and contacts have bought and want it too, or more likely they are being egged on online by their friends to buy whatever it happens to be.

Either way, social media and mobile – which are increasingly joined at the hip in terms of user usage – are pushing mobile retail to new heights.

And it seems that Debenhams is one of the leading UK retailers that is open about how much of an impact this move is having.

The interesting thing here is that this growth – both at Debenhams and across the gamut of retailers in the ICM research – is so far almost entirely user driven. It seems that the brands themselves are doing very little to encourage how shoppers use social: it is the shoppers who are using social then, with a flick of the thumb, buying stuff that are in the driving seat.

This is something of a poser for the retailers. Right now it seems ok to let it tick along as is, growing nicely with little input (or spending!). But this isn't going to last. Right here is the data you need to start really pulling together what your social media marketing strategy should be. Perhaps stores and paid for Tweets aren't the way ahead; maybe you need to look more at brand advocates and other ways to get in on the conversations people are having on social – without getting too creepy.

Interestingly, in the ICM research, the sentiment from the consumers polled was that they are up for an increasingly emotional tie and a relationship with brands they like. This is clearly the way in for retailers. The challenge, as ever, is how to find the right voice and pitch your interaction at the right level to get them to love you and not think you are stalking them.”

Skeldon, Paul (2016). *Song of experience: how finding the right social voice is key to m-retailing*. [Article en línia](#). Internet Retailing Expo.

1.5.1 Communication: language styles

There are different styles in a language. On one hand, we can distinguish between formal and informal language. On the other hand, we can distinguish between written and oral language. Each style has its own rules and its own vocabulary.

The English are very fond of language protocol, so it is very important to use each style in the appropriate situation. When we have a conversation with a colleague, for example, we must follow the rules of the the oral and informal language, but when we write a business letter, we must use the written, formal style.

Formal style vs informal style

In English, there is a great difference between the formal language and the informal language. Here are the main characteristics of each style:

Formal style:

- Does not use colloquial words/expressions (use: “post” instead of “job”, “I would appreciate it if...” instead of “I would like...”, etc.).
- Does not use contractions (write full words: I am, do not, cannot, will not, etc.).
- Writes in third person (except in business letters, where the first person may be used).
- Does not address readers using the second person pronouns (use: “the reader” instead of “you”, etc.).
- Does not use abbreviated words (use full versions, like “photograph”, and not “photo”; “television”, and not “TV”, etc.).
- Does not use the imperative voice (say: “could you send me...?” instead of “send me...”).
- Uses the passive voice (for example: “it is believed that...” instead of “we believe that...”).
- Uses longer and more complex sentences (short and simple sentences makes a writing poor).

Informal:

- Uses colloquial words and expressions (well, kids, guy, etc.).
- Uses contractions (I’m, don’t, can’t, won’t, etc.).
- You may use first, second, or third person.

- You may address readers using the second person pronouns (you, your, etc.).
- You may use abbreviated words (photo, TV, etc.).
- You may use the imperative voice (for example: Send me..., Please remember..., etc.).
- You may use the active voice (for example: we believe that..., etc.).
- You may use short and simple sentences.

Remember that both styles are correct. It is a matter of tone and setting. Formal English is generally used in academic writing and business communication whereas informal English is appropriate for communication with friends and relatives. When you choose the style of writing, you should think what you are writing and who you are writing to, but you must be consistent and not mix the two styles.

Here is an example of a **formal text** requesting some information:

“This is to inform you that I am interested in the post of administrative assistant advertised in ‘The Guardian’ of 3rd March. I would appreciate it if you could send me further details. Thank you in advance.”

Here is the same text, but using the **informal style**:

“Do you remember the advertisement for a job as an administrative assistant? It was in ‘The Guardian’ of the last 3rd March. Well, I inform you that I’m interested in the job. Can you tell me more about it? Thanks.”

Written language vs oral language

The characteristics of the oral language and the written language depend on the way in which we transmit the message: the oral language uses words and it is immediate whereas the written language uses letters and the result remains on a screen or a piece of paper, so we can go back and make corrections, if necessary. In general, the oral language tends to be more informal than the written language.

The two types are also related to the four skills:

- Written language: reading and writing
- Oral language: listening and speaking

The written language

Unlike the oral language, which makes use of non-verbal communication to transmit the message, a written text is just what we see. When we speak, we can leave sentences unfinished, and change the tone of our voice to express feelings and emotions, but we cannot do so in a written text.

The characteristics of the written language are the following:

- It uses long forms: *I am, he is, I have got*, etc.
- It has some grammatical constructions that are only used in writing: *We are looking forward to your reply*, etc.
- It is organized in paragraphs.
- It makes a great use of connectors.
- It includes punctuation.
- The sentences are longer than in speech and they include subordinate clauses.
- In general, it is more formal than the oral language.

See the annex called "English phonetic symbols" for a description of the English sounds.

As with all the skills, writing a text correctly requires some practice. Here are some tips for producing a good written text:

1. Write short, simple sentences. The text might look poor at first, but as you advance in your knowledge of English, you can write longer sentences.
2. Organise your text into different paragraphs to separate the different blocks of information. Leave a blank space between the paragraphs.
3. Think about the right words to express your ideas. Use a dictionary in case of doubt, but pay attention to false friends and other confusing words.
4. Look for possible syntactical mistakes in the text. Think about the grammar rules that you have learned. If you have any doubts, look up the grammar explanations that you can find in your coursebook or elsewhere (websites, grammar references, etc.).
5. Check the spelling. Use a dictionary if you have any doubts.
6. Go over the punctuation rules and try to apply them to your writing, including the correct use of capital letters.

The oral language

Listening and speaking are the two oral skills of a language. Listening means understanding an oral message. On the other hand, speaking means producing an oral message. For many people, the oral skills are very difficult because they require a lot of practice, but they are very important because in our interactions with other people we mostly use the oral language.

The following are some characteristics of the oral language:



- It uses more contractions to facilitate the pronunciation: *I'm, he's, I've got,* etc.
- It has colloquial words and expressions: *hi, bye, see you,* etc.
- It has frequent interjections and exclamations: *wow!, er, oops, no!, really?,* etc.
- The sentences are usually shorter than in the written language.
- The speech is full of hesitations, interruptions, self-corrections, etc.

There are two basic types of oral texts:

- A speech: one person speaks and one or more people listen.
- A conversation: a minimum of two people speak and respond to each other.

Both types share the characteristics of the oral language, but a speech is usually more formal than a conversation. In fact, a speech very often consists on reading a text aloud.

Here is a short list of contractions and expressions commonly used in speech, but rarely found in written texts:

- gonna (=going to)
- wanna (=want to)
- 'cause (=because)
- gotta (=I have got to)
- Great! (=excellent!)
- I'd rather (=I prefer)
- I'm dying to (=I would like very much to)
- Are you into...? (=Are you interested in...?)
- Dammit! (exclamation to express irritation)

Learning how to speak English fluently is not easy because it requires a lot of practice, especially when the learning takes place in a virtual classroom. Here are some ideas that can help you develop your speaking skills:

1. Do not pay much attention to the formal grammar that you have learned. This may sound strange, but think that many English native speakers only know about 20% of the grammar rules of their language. However, they can speak fluently. This is so because they have learned the language in a natural way. The idea is that you do not waste much time remembering grammar rules when speaking because they will be applied automatically as you gain more and more confidence.

2. When speaking, do not translate from your mother tongue. The syntactical structures of both languages are probably very different and this may lead to make lexical and grammatical mistakes. Instead, try to “think” in English and speak directly in that language.
3. Speaking requires a lot of practice. You can learn the grammar rules and lots of new words in one evening if you can memorise them, but you cannot certainly learn how to speak in one evening. This requires time and patience, so you need to find a way of practising your speaking skills, which leads to the fourth rule...
4. Surround yourself with an English-speaking context. This does not mean that you must go and live in England, Ireland, the USA or Australia (although this would be very good for your speaking skills). You can practise by getting together with people who speak English and decide to devote at least an hour to speak only in that language. You can talk to other learners like you who need to practise their speaking, but the best thing is to find a native English speaker (not necessarily a teacher) who can help you by talking and listening to you.
5. If you cannot find a person to talk to, study with appropriate material. The Internet offers thousands of websites where you can practise your oral skills.

1.5.2 Grammar reference: sentence structure (I)

The sentence structure refers to the order in which we write the elements that compose a sentence. This order is established by the grammatical rules of the language.

These are the most important elements of a sentence:

- **Subject.** It indicates the person or thing that does the action of the verb, or the person or thing that the sentence refers to. In the sentences: *John is running home* and *she is French*, the subjects are: *John* and *she*.
- **Verb.** It expresses the actions, the feelings or the state of the subject. In the sentences: *John is running home* and *she is French*, the verbs are: *is running* and *is*.
- **Complements:** They give information about who, what, where, when, etc. In the sentences *John is running home* and *she is French*, the complements are: *home* and *French*.

Unlike Catalan or Spanish, in English we must always express the subject.

There are different types of complements. The most important ones are:

- **Subject complement.** It describes or identifies the subject. In the sentence: *she is French*, the subject complement is: *French*.

- **Direct object.** It receives the action of the transitive verbs. In the sentence: *he is reading a book*, the direct object is: *a book*.
- **Indirect object.** It refers to the person or thing to which the direct object is directed. In the sentence: *I will send my friend a present*, the indirect object is: *my friend*, whereas *a present* is the direct object.
- **Adverbial of manner.** It tells how an action is made. In the sentence: *he spoke very slowly*, the adverbial of manner is *very slowly*.
- **Adverbial of place.** It tells where the action takes place. In the sentence *John is running home*, the place adverbial is: *home*.
- **Adverbial of time.** It tells when the action takes place. In the sentence *I met her last year*, the time adverbial is: *last year*.

In English, all the sentences must have at least a subject and a verb.

The structure of English statements

A statement is a sentence in which the subject gives some information. A sentence can be affirmative or negative. Although sometimes there is flexibility in the position of the elements, these tend to go in a certain order.

Affirmative sentences

These are the basic structures of the affirmative sentences:

A) SUBJECT + VERB

- *She is sleeping* (Cat. Està dormint)
- *I will come* (Cat. Vindré)
- *We have finished* (Cat. Hem acabat)

B) SUBJECT + VERB + DIRECT OBJECT

- *We had a meeting* (Cat. Vam tenir una reunió)
- *I painted the room* (Cat. Vaig pintar l'habitació)
- *He bought a new car* (Cat. Va comprar un cotxe nou)

C) SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT

- *He gave his son all his money* (Cat. Va donar tots els seus diners al seu fill)
- *I wrote him a letter* (Cat. Li vaig escriure una carta)
- *We sent Mr Smith an email* (Cat. Vaig enviar un correu electrònic al Sr. Smith)

But it is possible to change the order if we express the indirect object with the preposition *to*:

- *He gave all his money to his son*
- *I wrote a letter to him*
- *We sent an email to Mr Smith*

D) SUBJECT + VERB + ADVERBIALS (MANNER + PLACE + TIME)

- *I travelled by plane to Paris last night* (Cat. Ahir a la nit vaig viatjar a París amb avió)
- *He waited patiently in the room for three hours* (Cat. Va esperar pacientment a dins de l'habitació durant tres hores)

Notes

1. Remember that an English sentence always has an explicit subject.
2. A sentence rarely includes all the complements.
3. A verb is not usually separated from its direct object. We must say: *I like the summer very much* (it is wrong to say: *I like very much the summer*).

Negative sentences

These are the structures of the negative sentences:

A) SUBJECT + DO/DOES/DID + NOT + VERB (in the base form)

- *You do not look well* (Cat. No tens bon aspecte)
- *She does not work in the evening* (Cat. No treballa per les tardes)
- *I did not see anything* (Cat. No vaig veure res)

B) SUBJECT + AUXILIARY/MODAL + NOT

- *I am not English* (Cat. No sóc anglès)
- *I was not listening* (Cat. No estava escoltant)
- *You should not come so late* (Cat. No hauries de venir tan tard)
- *We cannot speak French* (Cat. No parlem francès)

Notes

1. The auxiliaries *do/does* are used in the present whereas *did* is used in the past.
2. In informal style, we commonly say and write the negative forms like this: *don't, doesn't, didn't, wasn't, weren't, can't, shouldn't, won't (=will not), wouldn't*, etc.
3. The form *can + not* is spelt as one word: *cannot*

The complex sentences

Sometimes a sentence is composed of a main clause and a subordinate clause. A main clause is the part of the sentence that has a meaning of its own; the subordinate clause is the part of the sentence whose meaning depends on the existence of the main clause. For example:

She is sleeping because she is very tired (Cat. Està dormint perquè està molt cansada).

Main clause: *She is sleeping...*

Subordinate clause: *...because she is very tired*

The normal order of a complex sentence is:

A) MAIN CLAUSE + SUBORDINATE CLAUSE

- *I was listening to music...when she arrived* (Cat. Estava escoltant música quan ella va arribar).
- *I will call you...if I know anything* (Cat. Et trucaré...si sé alguna cosa).
- *She is the person...who called yesterday* (Cat. És la persona...que va trucar ahir).

Notes

1. For reasons of emphasis, there is a lot of flexibility in the order of the main clauses and the subordinate clauses, so we can also say: *When she arrived, I was listening to music* or *If I know anything, I will call you*. However, we cannot change the order of the relative clauses. It is wrong to say: *Who call you yesterday, she is the person*.
2. When we place the subordinate clause in the first place, we must write a comma (,) to separate it from the main clause.

The structure of English questions

There are two types of questions:

- *wh-questions*: they ask for specific information (what, who, where, etc.).
- *yes/no questions*: they only require a yes or no answer.

Here are the different structures of the English questions:

Wh-questions

A) INTERROGATIVE PRONOUN + DO/DOES/DID + SUBJECT + VERB (in infinitive) + COMPLEMENTS...?

Examples:

- *Why do you work on Sundays?* (Cat. Per què treballes els diumenges?)
- *Where does your brother work?* (Cat. On treballa el teu germà?)
- *What did you do yesterday?* (Cat. Què vas fer [tu] ahir?)

B) INTERROGATIVE PRONOUN + AUXILIARY/MODAL VERB + SUBJECT + COMPLEMENTS...?

Examples:

- *Where are you?* (Cat. On ets [tu]?)
- *What is he doing?* (Cat. Què està fent [ell]?)
- *What languages can you speak?* (Cat. Quins idiomes parles?)
- *What should I do?* (Cat. Què hauria de fer [jo]?)
- *Who have you met?* (Cat. A qui t'has trobat?)

C) WHO/WHAT + VERB (conjugated) + COMPLEMENTS...?

Examples:

- *Who saw you in the library?* (Cat. Qui et va veure a la biblioteca?)
- *Who came to yesterday's meeting?* (Cat. Qui va venir a la reunió d'ahir?)
- *What will happen?* (Cat. Què passarà?)
- *What has caused all these problems?* (Què ha provocat tots aquests problemes?)

Use of auxiliary verbs in questions

Lexical verbs (that is, all except the auxiliary and modal verbs) form the questions with *do/does* in the present simple tense and *did* in the past simple tense (see structure A). However, sometimes there is no auxiliary verb (see structure C). This happens when the interrogative pronoun (*who* or *what*) is the subject of the question. Compare these two questions:

- *Who did you see last night?* (Cat. A qui vas veure (tu) ahir a la nit?)
- *Who saw you last night?* (Cat. Qui et va veure (a tu) ahir a la nit?)

Yes/no questions

A) DO/DOES/DID + SUBJECT + VERB (in infinitive) + COMPLEMENTS...?

Examples:

- *Do you work on Sundays?* (Cat. Treballes els diumenges?)
- *Does your brother speak any languages?* (Cat. Parla el teu germà algun idioma?)
- *Did you go to the meeting?* (Cat. Vas anar a la reunió?)

B) AUXILIARY/MODAL + VERB + SUBJECT + COMPLEMENTS...?

Examples:

- *Are you in the office?* (Cat. Ets al despatx?)
- *Is Laura speaking on the phone?* (Cat. Està Laura parlant per telèfon?)
- *Have you ever been in Ireland?* (Cat. Has estat alguna vegada a Irlanda?)
- *Can you speak English?* (Cat. Parles anglès?)
- *Should I go?* (Cat. Me'n hauria d'anar?)

Question mark

Do not forget to write a question mark (?) at the end of the sentence. In the oral language, we mark a question with the intonation:

- *wh- questions*: falling intonation. The voice falls on the final stressed syllable of the sentence.
- *yes/no questions*: rising intonation. The voice rises at the end of the sentence.

Short answers

We often answer yes/no questions simply with 'yes' or 'no', without adding any other information. These are called *short answers*. However, in English answering a question with only 'yes' or 'no' may sound very rude. The language protocol requires that we add the corresponding subject pronoun and auxiliary (or modal) verb.

Here are some examples of short answers with auxiliary verbs:

- Are you in the office? - *Yes, I am / No, I am not.*
- Is Laura speaking on the phone? - *Yes, she is / No, she isn't.*
- Have you ever been in Ireland? - *Yes, I have / No, I haven't.*
- Do you work in the evening? - *Yes, I do / No, I don't.*
- Does Mike help you with your job? - *Yes, he does / No, he doesn't.*

When the question has a modal verb, we must answer with the modal verb. For example:

- Can you speak English? - *Yes, I can / No, I can't.*
- Should I go? - *Yes, you should / No, you shouldn't.*
- May I talk to you? - *Yes, you may / No, you may not.*
- Must we stop now? - *Yes, we must / No, we mustn't.*
- Will Mary come this evening? - *Yes, she will / No, she won't.*
- Would you like a coffee? - *Yes, I would / No, I wouldn't.*

However, if we add more information, it is not necessary to use a short answer:

- Are you in the office? - *Yes, but I'll go in a minute.*
- Is Laura speaking on the phone? - *No, I think she's in a meeting.*
- May I talk to you? - *Yes, of course.*
- Will Mary come this evening? - *No, she doesn't feel very well and prefers staying at home.*

2. Purchasing

Purchasing means to acquire goods or services and exchange them for money or its equivalent. As consumers, we may enter any store and buy anything we need or we like, or we may order it on any online store. We obtain the goods and pay cash, use credit card, or any other means of payment.

When a company buys a product or service, they must follow some steps, which form what is known as the *purchasing process*.

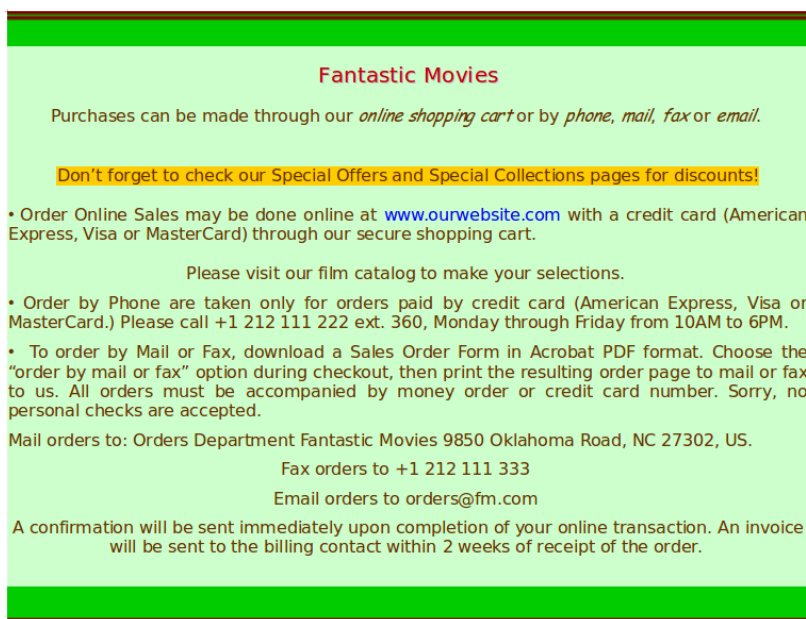
The verbs ***to purchase and to buy*** have the same meaning (Cat. comprar). *Buy* is the everyday term used in informal conversations whereas *purchase* is more formal and it is mostly used in a business environment.

The noun that refers to the product that we have bought is *purchase* (Cat. una compra). The term *buy* is only used as a verb.

2.1 Products

Fantastic Movies is an online company which distributes films. See their advert and the purchasing options they provide:

FIGURA 2.1. Advert



Fantastic Movies

Purchases can be made through our *online shopping cart* or by *phone, mail, fax or email*.

Don't forget to check our Special Offers and Special Collections pages for discounts!

- Order Online Sales may be done online at www.ourwebsite.com with a credit card (American Express, Visa or MasterCard) through our secure shopping cart.

Please visit our film catalog to make your selections.

- Order by Phone are taken only for orders paid by credit card (American Express, Visa or MasterCard.) Please call +1 212 111 222 ext. 360, Monday through Friday from 10AM to 6PM.
- To order by Mail or Fax, download a Sales Order Form in Acrobat PDF format. Choose the "order by mail or fax" option during checkout, then print the resulting order page to mail or fax to us. All orders must be accompanied by money order or credit card number. Sorry, no personal checks are accepted.

Mail orders to: Orders Department Fantastic Movies 9850 Oklahoma Road, NC 27302, US.
 Fax orders to +1 212 111 333
 Email orders to orders@fm.com

A confirmation will be sent immediately upon completion of your online transaction. An invoice will be sent to the billing contact within 2 weeks of receipt of the order.

A **product** is anything that can be offered to a market that might satisfy a want or need. It can be classified as tangible or intangible. A tangible product is a physical

object, such as a building, vehicle, gadget, or clothing. An intangible product is a product that can only be perceived indirectly such as an insurance policy.

There are different kinds of goods. The consumer goods, such as food and clothing, are those which satisfy human wants or needs. The producer goods are those such as machinery, raw materials and tools which are used by the companies to produce consumer goods. Commodities are usually raw materials such as metals and agricultural products, but a commodity can also be anything widely available in the open market.

There are many products that can be ordered online in huge online stores. Their products are usually classified according to categories. The following are the categories offered by one of these **big stores**:

- Machinery, industrial parts and tools
- Health and Beauty
- Gifts, sports and toys
- Apparel, textiles and accessories
- Packaging, advertising and office
- Metallurgy, chemicals and plastics
- Electrical equipment, components and telecom
- Home, lights and construction
- Electronics
- Auto and transportation
- Agriculture and food
- Bags, shoes and accessories

If you want to purchase an item, you have to click one of the categories, and then a new page will show all the available products within that category, with the name, details, pictures, specifications and price. Once you have made your choice, you have to click on *Add to my Cart*, proceed with the payment and the company will ship it so that it reaches your home within a usually short time frame. If you want to get further information of the product of your interest, the website normally provides a space to send a message to the supplier.

TAULA 2.1. Vocabulary

Buy (v): comprar	Purchase (v): comprar
Buyer (n): comprador	Purchase (n): compra
Commodity (n): mercaderia, producte	Purchasing option (n): opció de compra
Consumer goods (n pl): béns de consum	Ship (v): enviar, lliurar, trametre
Intangible product (n): bé intangible	Shipment (n): enviament, lliurament, tramesa

Item (n): article, producte	Store (n): botiga
Online store (n): botiga online	Supplier (n): proveïdor, venedor
Producer goods (n pl): béns de producció	Supply (v): proveir, vendre
Product (n): producte	Tangible product (n): bé tangible

2.2 The purchasing process

In a business environment, the purchasing process is made up of 3 main steps. It starts identifying the need, finding the supplier and sending the order to the supplier.

The process starts with the requirement, which identifies the business need to procure an item. It may be because the stocks are low or there is a requirement for a new part.

Before the company proceeds to procure the item, an approval may be required. This authorization process enables the company to ensure that its money is spent effectively, that it does not go out in procuring materials that are not required.

When the need to buy has been identified and approved, the company will find the supplier where the materials can be procured from. They might select a supplier from an approved supplier list or one from the marketplace. In the latter case, they will ideally choose the supplier that offers the appropriate price and the appropriate delivery time.

Once the supplier has been identified, the buying organization will typically raise a purchase order. As soon as the order has been received and accepted by the supplier, the supplier will either manufacture the materials, issue the materials from stock or buy the materials in before shipping to the buying organization. The time taken between receiving the order and dispatching the goods is called lead time.

When the goods are received, the materials are checked to ensure that they match what was ordered and that they are of the correct quality. Once they have passed the inspection, then the goods will be put into stock or issued to the requisition.

The final part of the process comes when the supplier issues an invoice for the cost of the goods. The invoice is normally received by the organization and processed by the finance department prior to the supply being paid. In international transactions, the commercial invoice is the document required by customs to assess the value of the imported goods, the tariff classification and the admissibility of the shipment. A commercial invoice must indicate the seller's and buyer's contact information, the invoice date, a unique invoice number, the sale and payment terms, the currency of sale, a description of the shipment (quantity, weight and volume), an insurance and a certification that the invoice is correct.

The VAT (Value Added Tax) is an indirect tax that applies to most business transactions that involve the transfer of goods or services. The companies pay

an input tax on the products that they consume or use in their operations and they charge an output tax on the selling price of all the taxable products or services.

TAULA 2.2. Vocabulary

Admissibility (n): admissibilitat	Order (n): comanda
Assess (v): avaluar	Output tax (n): IVA suportat
Commercial invoice (n): factura comercial	Price (n): preu
Currency (n): moneda, divisa	Purchase order (n): comanda
Customs (pl n): duana	Purchasing process (n): procés de compra
Delivery time (n): termini d'entrega	Requirement (n): necessitat
Finance department (n): departament de comptabilitat	Send an order (v): fer una comanda
Goods (pl n): bens, productes, articles de consum	Ship (v): enviar, lliurar, trametre
Input tax (n): IVA repercutit	Shipment (n): enviament, lliurament, tramesa
Insurance (n): assegurança	Stock (n): existències, <i>stock</i>
Invoice (n): factura	Supplier (n): proveïdor, venedor
Item (n): article, producte	Tariff (n): aranzel, impost
Lead time (n): temps d'elaboració	Tax (n): tasa, impost
Manufacture (v): fabricar, manufacturar	Value (v): valorar, posar preu
Order (v): fer una comanda	VAT (n): IVA

2.3 Language in use

The first step for the acquisition of a product is to get to know its features and its price. When a customer wants to make a purchase, they will probably inquire about it, that is, they might request for information, and they might require a quotation. A quotation is a letter in which a supplier or seller states that he is willing to supply goods at a given price and on the terms stated. When the company receives the request, they will reply and send the information required, often with catalogues or price lists attached. It is very important to reply to requests as soon as possible, since customer's satisfaction should be one of the main goals of every company.

Purchase order

A purchase order is an official document that a buyer issues to a seller, indicating relevant information about what they want to buy, the quantity, and the price agreed for that particular product or service. Terms and conditions may also be included in such a letter.

When the customer wants to buy goods or services, they issue a commercial document called "purchase order", which should be accompanied by a cover letter to confirm the order to the seller; or they simply send an email with the order. This is received by the sales department in the company. Then, they have to check the inventory and see if the product is in stock. If it is available, an internal document, a sales order, will be recorded with the contents of the customer's purchase. The customer and the seller have to agree on the terms and means of payment, and the delivery time.

FIGURA 2.2. Order form

Order form		Electro Bits Electronic Supplies	
Customer account number: 15468			
Product name	Product code	Quantity	Price
Processor Intel Core i7-4790K 4.0GHz	P8540A	2	€275
Fan Cooler Master	P6587A	3	€37
Plastic holder Ever cool	P2258L	15	€4

In the following email, Mary Barns (see the signature) enquires about some mobile phones advertised on a website:

See the unit called 'Commerce', section 'Purchasing' > 'Emails' for learning the correct language and layout of emails.

FIGURA 2.3. Email requesting for information

To: jpsteward@gmail.com

Date: 24/04/2016

Subject: Request information phones

Dear Mr Steward,

I am writing to enquire about some of the phones you advertised on your website. As I cannot afford to buy a brand new smartphone, I am interested in purchasing a second-hand phone.

In fact, I need three phones, one for my husband, one for my daughter and one for me. We would like that the phones have a longer battery life and that they have good cameras with which we can take good quality pictures. We would also like them to have internet capabilities. The price for the three phones should not exceed 250 euros.


There are some things that I would like to know. Do they have a guarantee? Can I exchange the phones for other ones? Will I get a refund in case they are faulty? What is the delivery time? Are they going to be delivered to my address or do I have to pick them up somewhere?

As for the price, can you offer a discount for the three phones? Can you recommend us three different phones from three different manufacturers and also list the different specifications?

Furthermore, I would appreciate it if you can provide a complete catalogue with your product updates.

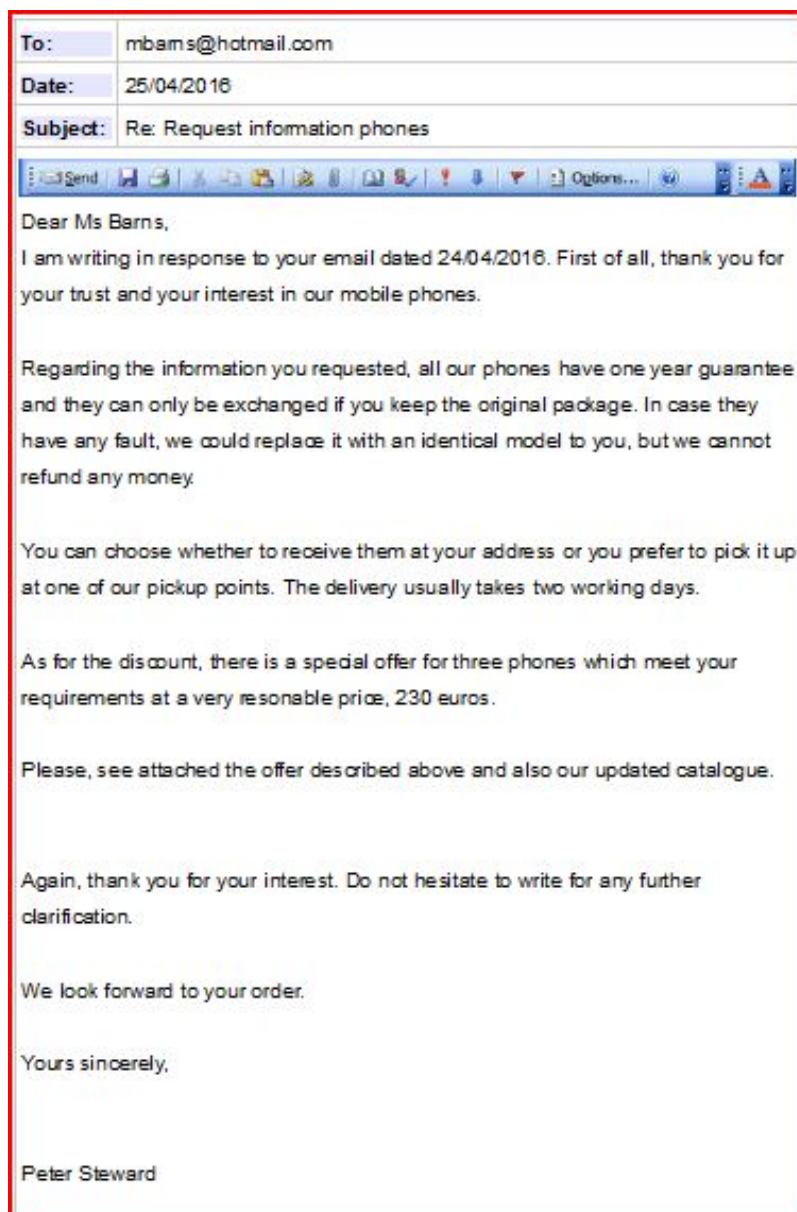
We look forward to your reply.

Yours sincerely,



Mary Barns

This is Mr Steward's reply to Mary Barns:

FIGURA 2.4. Reply to email requesting for information

In the following email, Mr Gray sends an email to a computer company, ordering some items and requesting some information, such as the delivery time, the payment terms, etc.

FIGURA 2.5. Order

To:	marisehudson@gnda.com		
Date:	05/12/2014		
Subject:	Order num. 15445 BY		

Send [Send] [Print] [Forward] [Reply] [Reply All] [Reply to Sender] [Reply to All] [Reply to Sender and All] [Reply to All and Forward] [Reply to Sender and Forward] [Reply to All and Print] [Reply to Sender and Print] [Reply to All and Print and Forward] [Options...] [Close]

Dear Ms Hudson,

With reference to our telephone conversation of yesterday, 4th December, I am writing to confirm our order Ref.No. 15445 BY for the following items:

Units	Ref. Num.	Product	Price
2	P8540A	Processor Intel Core i7-4790K 4.0GHz	275 euros
3	P6587A	Fan Cooler Master	37 euros
15	P2258L	Plastic holder Ever cool	4 euros


Would you please send a quotation for these items? Could you also provide details of your delivery times, and the payment conditions?

We would appreciate it if you could confirm that you have these items in your stock and send them as soon as possible.

Furthermore, I would appreciate it if you can provide a complete catalogue with your product updates.

We look forward to your reply.

Yours sincerely,



Cindy Vives
Purchasing department

2.3.1 Communication: business correspondence

The email is nowadays the most widely used form of communication in the business world because it is much cheaper and faster than the postal mail. However, business letters are still used in some situations, so it is necessary to learn the language rules that are applied in these documents. We must also be very careful with syntax, vocabulary, spelling and punctuation.

Business letters

The figure below shows an example of a business letter. The objective is to ask for information.

FIGURA 2.6. A business letter



The layout of a business letter

The layout refers to the position of the different elements that compose the letter. It is very important to write each element in the correct place. The most common layout is the following:

1. **The writer's address:** on the top right corner of the page. Do not include your name in the address.
2. **Date:** below your address (but the date may also go below the receiver's address). Be aware of the correct date format.
3. **The receiver's name and address:** a line below the writer's address, on the left-hand side of the paper.
4. **Opening:** two lines below the date. Begin with *Dear* + the receiver's title and surname" (for example, *Dear Mr Jones*). If you don't know the

receiver's name, write: *Dear Sir or Madam*. Write a comma after the opening.

5. **Body of the letter:** two lines below the opening. Separate the text clearly into paragraphs and use the appropriate language. Pay attention to the punctuation.
6. **Ending formula:** we could use the standard phrase *I look forward to hearing from you*.
7. **Closing phrase:** two lines below the body of the letter, always on the left-hand side. The standard closing expression is: *Yours faithfully* (if we do not know the receiver's name) or *Yours sincerely* (if you know the receiver's name). Write a comma at the end.
8. **Signature:** sign your letter after the closing phrase and type your name and surname below.
9. **Enclosure:** if you enclose a document with the letter, write it down after your signature (for example, *Enc: Curriculum vitae*).

The language of business letters

We can use different degrees of formality in a business letter, depending on our relationship with the receiver. The style can be:

1. very formal: when you do not know the person you are writing to.
2. formal: when you know the name, but do not know the person.
3. semi-formal: when you know the person.

The difference in formality is especially evident in the conventional opening and closing phrases:

Opening phrases:

- Very formal: *Dear Sir or Madam, Dear Sirs*
- Formal: *Dear Mr/Mrs Jones*
- Semi-formal: *Dear Michael Jones*

Closing phrases:

- Very formal: *Yours faithfully* (BrE), *Yours truly* (AmE)
- Formal: *Yours sincerely* (BrE), *Sincerely* (AmE)
- Semi-formal: *Best regards, Best wishes*

The abbreviations refer to the variety of English: BrE (British English); AmE (American English).

Independently of the degree of formality, there are some standard phrases to express common ideas in business letters. For example:

Explaining the purpose of your letter:

- *I am interested in (applying for the post of personal assistant) ...*
- *I am writing about (the meeting) ...*

Referring to the last contact with the receiver:

- *With reference to your letter of (28th October), ...*
- *Following our phone conversation (yesterday), ...*
- *Thank you for your letter of last (28th October), ...*

Referring to the subject of the letter:

- *Regarding the question of (your complain), ...*
- *Regarding your advertisement for (the post of personal assistance), ...*

Referring to enclosures (if any):

- *I am enclosing (my CV)*
- *Enclosed is a copy of (my CV)*

Making requests:

- *I would be grateful if you would (send me a copy of your complain)*
- *I would appreciate it if you would (send me a copy of your complain)*

Ending the letter (before the closing phrase):

- *I look forward to hearing from you*
- *Many thanks for your help in this matter*

Remember:

1. A business letter should never be handwritten.
2. Do not use contractions (I don't, I'm writing, etc.). Contractions reproduce the spoken language, so they do not correspond to the formality of the text.
3. Do not add postscripts. Give all the information in the body of the letter.

Emails

An email is nowadays the fastest and cheapest means of communication in the business world. In emails, we do not need to worry about the layout.

In general, emails are more informal than business letters and have fewer rules. However, there are some points that we should remember when we write an email:

1. Write your email as short as possible.
2. Do not write in capital letters. The use of capital letters in emails implies that you are shouting and it is considered very rude.
3. Write formal emails to people that you do not know (the opening and closing phrases and the language are the same of business letters).
4. Write semi-formal emails to people that you know.
5. Emails to colleagues and friends can be informal.

As for the contents of the email:

1. Start with the most important information.
2. Write the less important information in a separate paragraph.
3. If the other person does not know about the situation you are writing about, explain it carefully at the beginning.

If you are replying to a previous mail:

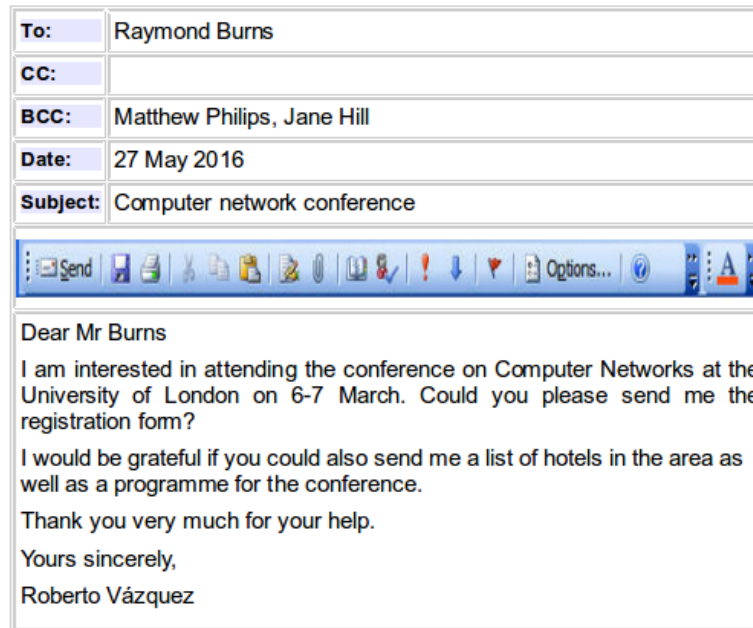
1. Avoid replying only “yes” or “no”. Refer back to the question and then give your answer. A “No” answer normally requires an explanation.
2. Use the “Reply” tool to send your message. In this way, the original message will be revealed and it will be easier to refer to the previous message.
3. Do not forget to write the subject of your email. The subject should summarize the purpose of the message in as few words as possible
4. Always sign your email.

As with business letters, emails also have a standard format that organizes the information. However, the places for your name, the receiver’s address, the date and the subject are clearly indicated and often appear automatically. Two other elements that are common in emails are “carbon copy” (abbreviated to CC), where you can include the names of other people who will also receive the message, and “blind carbon copy” (abbreviated to BCC), where you include other people who will receive a copy of the message, but their names will be invisible to the main receiver (the person in the field “TO”).

In this figure you can see an example of the language in a formal email message:

The set of rules that governs the correct style of emails is called ‘netiquette’.

FIGURA 2.7. An email



Connectors

Connectors (also called *linking words*) show how the ideas are related to one another. Connectors are very important because they give coherence and clarity to the texts. Compare a text without connectors and the same text using connectors.

Here is a text without connectors:

“The Internet has some advantages. It is useful to broaden your knowledge and meet new people. It has some disadvantages. Its free access to pages which show cruel violence and crimes. There are people who think that the Internet should be a free space to express ideas. Some people consider that the Internet can be dangerous. Its use is not controlled. The Internet has both advantages and disadvantages. People must learn to use it for positive aims.”

Here is the same text with connectors (in bold type):

“**Although** the Internet has some advantages **because** it is useful to broaden your knowledge and meet new people, it **also** has some disadvantages **due to, for example,** its free access to pages which show cruel violence and crimes. **On one hand,** there are people who think that the Internet should be a free space to express ideas. **On the other hand,** some people consider that the Internet can be dangerous **if** its use is not controlled. **In conclusion,** the Internet has both advantages and disadvantages, **but** people must learn to use it for positive aims.”

From a syntactical point of view, some connectors are placed at the beginning of

the sentence, others are placed in the middle and others are placed at the end. The connectors below are classified according to their meaning. The examples show their usual position in the sentence:

Positive addition:

- **and** (Cat. i): *I like reading **and** listening to music.*
- **as well as** (Cat. així com): *I play football **as well as** handball.*
- **also** (Cat. també): *He likes music - I **also** like music.*
- **too** (Cat. també): *He likes music - I like music **too**.*
- **as well** (Cat. també): *He likes music - I like music **as well**.*
- **besides** (Cat. a més a més): *It rained all the time. **Besides**, it was cold.*
- **moreover** (Cat. a més a més): *It rained all the time. **Moreover**, it was cold.*
- **in addition** (Cat. a més a més): *It rained all the time. **In addition**, it was cold.*

Negative addition:

- **or** (Cat. ni): *I don't like getting up early **or** going out at night.*
- **neither...nor** (Cat. ni...ni): *They **neither** work **nor** study.*
- **either** (Cat. tampoc): *He doesn't like music - I don't like it **either**.*

Disjunctive conjunctions

- **or** (Cat. o): *Do you prefer working in the morning **or** in the evening?*
- **either...or** (Cat. o...o): *I like working **either** in the morning **or** in the evening.*

Condition:

- **if** (Cat. si): *I will help you **if** you want.*
- **unless** (Cat. a menys que, si no...): *We can eat outside **unless** it's very cold.*

Contrast:

- **but** (Cat. però): *It's quite expensive **but** it's very good.*
- **however** (Cat. malgrat tot, no obstant): *It's quite expensive. **However**, it's very good:*
- **although** (Cat. tot i que, encara que): ***Although** it's very expensive, it's very good.*

- **even though** (Cat. tot i que, encara que): *It's quite expensive **even though** it's very good.*
- **though** (Cat. malgrat tot): *It's quite expensive. It's very good **though**.*
- **in spite of** - (Cat. malgrat): *We had a great time **in spite of** the rain.*
- **while** (Cat. mentre que): *In the morning it was fine **while** in the evening it rained very hard.*
- **whereas** (Cat. mentre que): *In the morning it was fine **whereas** in the evening it rained very hard.*
- **on the other hand** (Cat. per altra banda): *I was very tired. **On the other hand**, I was very satisfied with the work.*
- **on one hand...on the other hand** (Cat. per una banda...i per l'altra): ***On one hand**, I was very tired. **On the other hand**, I was very satisfied.*
- **on the contrary** (Cat. al contrari): *It was not cold. **On the contrary**, we were very hot all the time.*

Exception:

- **except for** (Cat. excepte, llevat de): *I finished everything **except for** some small details.*
- **apart from** (Cat. a part de): ***Apart from** Tommy, nobody else came to the meeting.*

Explaining ideas:

- **that is to say** (Cat. és a dir): *The reason is crystal clear, **that is to say**, very clear.*
- **that is** (Cat. és a dir): *The reason is crystal clear, **that is**, very clear.*
- **in other words** (Cat. en altres paraules): *The reason is crystal clear. **In other words**, it's very clear.*

Giving examples:

- **like** (Cat. com): *We visited several cities, **like** Liverpool and Manchester.*
- **such as** (Cat. com ara): *We visited several cities, **such as** Liverpool and Manchester.*
- **for example** (Cat. per exemple): *We visited several cities. **For example**, Liverpool and Manchester.*
- **as for example** (Cat. com per exemple): *We visited several cities **as for example** Liverpool and Manchester.*

Listing ideas:

- **first** (Cat. primer): ***First**, I'll speak to Mr Smith.*
- **firstly** (Cat. primerament): ***Firstly**, I'll speak to Mr Smith.*
- **in the first place** (Cat. en primer lloc): ***In the first place**, I'll speak to Mr Smith.*
- **first of all** (Cat. primer de tot): ***First of all**, I'll speak to Mr Smith.*
- **at first** (Cat. en un principi): ***At first**, I didn't see anything.*
- **to begin with** (Cat. per començar): ***To begin with**, you shouldn't get nervous.*
- **secondly** (Cat. en segon lloc): ***Secondly**, I'll listen to his proposal.*
- **after this** (Cat. després d'això): ***After this**, I'll listen to his proposal.*
- **next** (Cat. després, a continuació): ***Next**, I'll listen to his proposal.*
- **then** (Cat. després, aleshores): ***Then** I'll listen to his proposal.*
- **afterwards** (Cat. després) ***Afterwards**, I'll listen to his proposal.*
- **finally** (Cat. finalment): ***Finally**, I'll decide what to do.*
- **in the end** (Cat. al final, en últim lloc): ***In the end**, I'll decide what to do:*

Time connectors:

- **when** (Cat. quan): *He called me **when** I wasn't at home.*
- **whenever** (Cat. sempre que): *You may come **whenever** you want.*
- **as soon as** (Cat. tan aviat com, així que): *Please call me **as soon as** you get home.*
- **while** (Cat. mentre): *I was trying to concentrate **while** he was speaking on the phone.*
- **meanwhile** (Cat. mentrestant): *He was speaking on the phone. **Meanwhile**, I was trying to concentrate.*
- **before** (Cat. abans de): *Please turn off the lights **before** you leave the office.*
- **after** (Cat. després de): *we went out **after** work.*
- **then** (Cat. aleshores, després): *We waited for Laura. **Then**, we went home together.*

Expressing purpose:

- **to** (Cat. per a, per tal de): *I work **to** earn a salary.*

'After' and 'afterwards'

Do not confuse the meaning of the time connectors *after* and *afterwards*. *After* is a preposition, so it is placed before a noun (*after the class*). *Afterwards* is an adverb and it is followed by a sentence (*Afterwards, I went out*).

- **in order to** (Cat. per a, per tal de): *I work **in order to** earn a salary.*
- **in order not to** (Cat. per a no, per tal de no): *I didn't say anything **in order not to** damage your reputation.*

'Because' and 'because of'

These two connectors are easily confused. *Because* is placed before a sentence (*because it is raining*). *Because of* is followed by a noun or pronoun (*Because of the rain*).

Expressing reason and cause:

- **as** (Cat. com que, ja que): *As it was raining, we stayed at home.*
- **because** (Cat. perquè): *We stayed at home **because** it was raining.*
- **because of** (Cat. a causa de, degut a): *We stayed at home **because of** the rain.*
- **due to** - (Cat. a causa de, degut a): *We stayed at home **due to** the rain.*
- **as a result of** (Cat. com a conseqüència de): *As **a result of** the economic crisis, many people have lost their jobs.*

Expressing a result:

- **so** (Cat. per tant, així que, de manera que): *It was raining hard **so** we stayed at home.*
- **therefore** (Cat. en conseqüència, per tant): *It was raining hard. **Therefore**, we stayed at home.*
- **for this reason** (Cat. per aquesta raó, per aquest motiu): *It was raining hard. **For this reason**, we stayed at home.*

Summarizing:

- **in conclusion** (Cat. en conclusió): *We spent everything we had. **In conclusion**, we can lend you no money.*
- **in short** (Cat. en resum, en poques paraules): *We spent everything we had. **In short**, we can lend you no money.*
- **to sum up** (Cat. en resum, resumint): *We spent everything we had. **To sum up**, we can lend you no money.*
- **summing up** (Cat. en resum, resumint): *We spent everything we had. **Summing up**, we can lend you no money.*

Spelling and punctuation

When we write, we do not usually pay much attention to the punctuation marks. However, punctuation is very important in a written text because it contributes to mark the pauses and to separate the meanings of a sentence. On the other hand, we should also pay attention to spelling: a text with spelling mistakes indicates carelessness on the part of the writer and diminishes the value of the message.

Punctuation

Here are some basic rules for the punctuation of a text:

- Do not write a comma (,) between the subject and the verb.
- Write a full stop (.) at the end of a sentence. If the sentence ends with a question mark (?) or with an exclamation mark (!), do not write the full stop.
- Adverbials and connectors at the beginning of a sentence are usually separated from the sentence by a comma. For example: *Nowadays , a message takes only second to travel to the other end of the world, In the first place , decide what you want to say.*
- Write a colon (:) to introduce a list of items or an explanation. Example: *The continents are: Europe, Asia, Africa, America and Oceania.*
- Write a comma to separate the elements in a list, except those separated by *and* or *or*. Example: *the days of the week are Monday, Tuesday, Wednesday , Thursday , Friday , Saturday and Sunday.*
- Use the semi-colon (;) to separate the groups of items in a list. Example: *In computing, we must distinguish between hardware and software. Hardware refers to the material parts of a computer (keyboard, monitor, printer, loudspeakers, etc.) ; software refers to programming and includes operating systems, compilers, editors, etc.*
- Use the brackets to add some extra information to a sentence. Example: *All letters must be signed (that is, write your name and surname at the end).*

Spelling

Spelling refers to the way in which the words are written. We must learn the correct spelling of words at the same time as their meanings, but there are some basic rules that can help us with the spelling:

- Words ending in -Y change to -I- when we add a suffix: *family > families; heavy > heavier; happy > happiness*
- Words ending in -F or -FE change to -V- when adding a suffix: *half > halves; knife > knives*
- One-syllable words with 1 vowel + 1 final consonant double the consonant when adding a suffix: *big > bigger; swim > swimming*
- The final, silent -E is dropped when adding a suffix (except in words in -CE and -GE): *close > closing; write > writing, but: notice > noticeable; courage > courageous*

Differences between British and American English

There are some differences in the spelling between British and American English. The most common are:

- BrE. -RE > AmE. -ER: *centre/center, theatre/theater*
- BrE. -OUR > AmE. -OR: *colour/color, labour/labor*
- BrE. -IZE/-ISE > AmE. always -IZE: *organise (or organize)/organize, apologise (or apologize)/apologize*
- BrE. -ENCE > AmE. -ENSE: *defence/defense, licence/license*
- BrE. vowel + L, the L is doubled when adding a suffix > AmE. the L is not doubled: *travel>traveller/traveler; fuel>fuelled/fueled*

An important aspect of spelling is **capitalization**, that is, the correct use of capital letters. As in Catalan and Spanish, capital letters are used at the beginning of a sentence, after a stop (.) and with proper names. Apart from this common use, in English we also capitalize words in the following cases:

- The subject pronoun *I*.
- The adjectives derived from proper names: *English, Catalan, Spanish, Freudian*, etc.
- Days of the week and months of the year: *Monday, Tuesday, January, February*, etc.
- Names of holidays: *Christmas, Easter, Halloween*, etc.
- Titles with the person's name: *Mr Smith, Mrs Brown, Queen Elizabeth*, etc.

2.3.2 Grammar reference: sentence structure (II)

Sometimes, the complement of a verb is another verb. When this happens, the verbal complement can take either the infinitive or the gerund, which are two invariable forms of the verb. The following structures are very common:

- VERB + INFINITIVE
- VERB + GERUND

There are no rules for knowing which verbs take the infinitive and which verbs take the gerund as their complements, so we must learn the syntactical structure as a whole.

Apart from being verbal complements, the infinitives and gerunds are also used in some other cases.

Use of the infinitive

The infinitive is the form of the verb without any inflections. We can distinguish between the *to-infinitive* (as for example, *to write, to do, to speak*, etc.) and the *bare infinitive*, or infinitive without 'to' (for example, *write, do, speak*, etc.). The negative is formed by adding *not* before the infinitive (*not to write, not to do*, etc.)

The to-infinitive

The to-infinitive is used:

1) As verbal complements of certain verbs. The table includes shows common verbs followed by *to* + infinitive:

TAULA 2.3. Verbs followed by infinitive (with to)

agree	appear	arrange	ask	attempt
begin	can't afford	can't wait	care	chance
choose	claim	come	consent	continue
dare	decide	deserve	determine	elect
endeavour	expect	fail	get	guarantee
hate	hesitate	hope	hurry	intend
learn	like	love	plan	manage
mean	offer	pay	prepare	pretend
promise	prove	refuse	request	say
seem	swear	tend	threaten	want
wish	would like			

Attempt and intend

The meanings of these verbs are confusing: *attempt* (=try) (Cat. intentar); *intend* (Cat. pretendre, tenir la intenció de).

Examples:

- *He attempted to get up* (Cat. Va intentar aixecar-se).
- *He can't afford to pay for the rent* (Cat. No pot permetre's pagar el lloguer).
- *He doesn't dare to say anything* (Cat. No s'atreveix a dir res).
- *I failed to get the job* (Cat. No vaig aconseguir la feina).
- *I intend to ask for a rise* (Cat. Tinc la intenció de demanar un augment de sou).
- *He refused to listen to me* (Cat. Es va negar a escoltar-me).

2) After an adjective:

- *It's interesting to talk to people.* (Cat: És interessant parlar amb la gent)
- *It's strange to be here again.* (Cat: És estrany tornar a ser aquí)

3) As the subject of a sentence (in the formal, written language):

- *To smoke is very bad* (Cat. Fumar és molt dolent)
- *To retire is my lifelong dream* (Cat. Jubilar-me és el somni de la meva vida)

4) To express the purpose or intention:

- *I studied hard to pass the exam* (Cat. Vaig estudiar molt per a aprovar l'examen)

- *He came **to see** you* (Cat. Va venir a veure't)

Some verbs must have an indirect object. In this case, the sentence structure is:

- SUBJECT + VERB + INDIRECT OBJECT + TO + INFINITIVE

The table below includes some common verbs with an indirect object:

TAULA 2.4. Verbs with object + to-infinitive

advise	allow	cause	convince	encourage
forbid	force	hire	invite	order
permit	persuade	remind	require	teach
tell	urge	warn		

Exemples:

- *I advise you **to go** and talk to the director* (Cat. T'aconsello que vagis a parlar amb el director).
- *You should encourage Jim **to take** the exam* (Cat. Hauries d'animar a Jim a fer l'examen).
- *They forced me **to unlock** the door* (Cat. Em van obligar a obrir la porta).
- *I must remind you **not to say** anything* (Cat. T'haig de recordar que no diguis res).

Bare infinitive

The bare infinitive is used in these cases:

1) After modal verbs:

- *Can I **go**?* (Cat. Puc marxar?).
- *You should **get up** earlier* (Cat. T'hauries de llevar més d'hora).

2) After the auxiliary *do* in negative and interrogative sentences:

- *We **didn't like** the show* (Cat. No ens va agradar l'espectacle).
- *Do you **speak** French?* (Cat. Parles francès?).

3) As a complement of the verbs *let* (Cat. permetre) and *make* (Cat. obligar a):

- *I **didn't let** her **go** alone* (Cat. No la vaig deixar que hi anés sola).
- *He **made** me **cry*** (Cat. Em va fer plorar).

4) After the following expressions:

- *Had better* (Cat. Més val que): *You had better go now* (Cat. Més val que que te'n vagis).
- *Would rather* (Cat. M'estimaria més, preferiria): *I would rather live in the country than in the city.* (Cat. Preferiria viure al camp que a la ciutat).

Use of the gerund

The gerund is formed with the verb + the ending *-ing* (for example: *writing, doing, speaking, etc.*). The negative is formed by adding *not* in front of the gerund (*not writing, not doing*). The gerund is used:

1) As the complement of certain verbs and verbal expressions. The following table below shows the most important verbs followed by a gerund.

TAULA 2.5. Verbs followed by the gerund

acknowledge	admit	advise	allow	attempt
avoid	be worth	begin	can't bear	can't help
can't stand	celebrate	confess	consider	continue
defend	delay	deny	detest	discuss
dislike	enjoy	explain	feel like	finish
forgive	hate	imagine	justify	keep
like	love	(not) mind	miss	postpone
practise	prefer	prohibit	propose	prevent
quit	recommend	regret	report	start
suggest	support	tolerate	try	understand
urge				

Examples:

- *He acknowledged **stealing** the money* (Cat. Va reconèixer que havia robat els diners).
- *The idea is worth **trying*** (Cat. Val la pena intentar posar en pràctica la idea).
- *I can't bear **waiting** for people* (Cat. No suportó esperar la gent).
- *I can't help **laughing** when I think about it* (Cat. No puc evitar riure quan hi penso).
- *He can't stand **driving** in the city* (Cat. No aguanta conduir per la ciutat).
- *I feel like **having** a coffee, and you?* (Cat. Tinc ganes de prendre un cafè, i tu?).
- *Do you mind **going out** please?* (Cat. T'importa sortir si us plau?).

2) After a preposition:

- *I went to bed without **having** dinner* (Cat. Vaig anar a dormir sense sopar).
- *He's sure of **not finding** a job* (Cat. Està segur de no trobar feina).

3) When the verb is the subject or the object of a sentence (in this case the verb has the function of a noun):

- ***Smoking** is very bad* (Cat. Fumar és molt dolent).
- *His main duty is **attending** meetings* (Cat. La seva feina principal és assistir a reunions).

Verbs that take the gerund or the infinitive

Some verbs can take the gerund or the infinitive **without any change in meaning**.

Some of these verbs are:

- **Like:** *I like reading* or *I like to read* (Cat. M'agrada llegir).
- **Love:** *I love driving* or *I love to drive* (Cat. M'encanta conduir).
- **Prefer:** *I prefer waiting* or *I prefer to wait*. (Cat. Prefereixo esperar)
- **Hate:** *I hate getting up in the morning* or *I hate to get up in the mornings* (Cat. Detesto llevar-me d'hora als matins).

In general, BrE prefers the forms in gerund and AmE prefers the forms in infinitive. The forms with *would* always take the infinitive with *to*:

- *I would like to go* (Cat. M'agradaria anar-hi).
- *I would prefer to go immediately* (Cat. Preferiria anar-hi immediatament).
- *I would hate to do this* (Cat. Odiaria fer això).

3. New products

Bringing a product or a service to market can be a frustrating process. Some businesses use the 4Ps of marketing, which help them to define their marketing options in terms of price, product, promotion, and place so that their offering meets a specific customer need or demand. This is known as the “Marketing mix”, which is a general phrase used to describe the choices organizations make in the process of bringing a product or service to market. You need to create a product that a group of people want, put it on sale in a place that this group of people visit regularly, price it so that it matches the right value and sell it at the time they want to buy it.

In order to define your marketing mix, you need to assess each of the four elements:

- **Product:** does the product have the features that the customer needs? What does it look like? What sizes, colours, shapes, etc. should it be? How is it branded? How is it differentiated from your competitors?
- **Place:** think if you are you going to sell it in a specialist boutique, in a supermarket, or online. Or maybe direct, via a catalogue. How can you access the right distribution channels? Do you need to use a sales force? Or attend trade fairs? Or send samples to catalogue companies? What do your competitors do?
- **Price:** you should look at what is the value of the product or service to the buyer, and consider a small decrease in price if the customer is price sensitive, or a small increase to gain profit margin. Furthermore, you should offer discounts to trade customers or to specific segments of your market. On the other hand, you should never forget to compare your prices to the price your competitors are offering.
- **Promotion:** it is important to know how you are going to reach your audience, if advertising online, in the press, or on TV, or radio, or on billboards. Alternatively, you might use direct marketing mailshot. Another relevant factor is the timing for launching your product.

The marketing mix can be used to help you decide how to take a new offer to market or it can also be used to test your existing marketing strategy. There are other approaches which have been developed during the years to present the elements of the marketing mix from different perspectives, such as Boom and Bitner’s 7Ps or Lauterborn’s 4Cs.

TAULA 3.1. Vocabulary

Assess (v): avaluar	Marketing mailshot (n): <i>mailing</i> , correu comercial
Attend (v): anar a, assisitir a	Match (v): correspondre's amb
Be branded (v): estar catalogat	Meet a demand (v): satisfer una demanda

Be price sensitive (v): ser sensible al preu, tenir en compte el preu	Meet a need (v): satisfer una necessitat
Billboard (n): valla publicitària	Offering (n): oferta
Bring to market (v): treure al mercat	Price (v): valorar, posar un preu, tasar
Business (n): negoci, empresa, companyia	profit margin (n): marge de beneficis
Buyer (n): comprador	Put on sale (v): posar a la venda
Competitor (n): competidor	Right value (n): preu just, valor apropiat
Decrease (v): disminuir, reduir	Sales force (n): equip de vendes
Discount (n): descompte, rebaixa	Sample (n): mostra
Distribution channel (n): canal de distribució	Shape (n): forma
Features (n pl): característiques	Size (n): tamany
Gain profit margin (v): augmentar el marge de beneficis	Specialist boutique (n): botiga especialitzada
Launch a product (v): treure un producte al mercat	Trade customer (n): client, comprador
Look like (v): semblar, tenir un aspecte determinat	Trade fair (n): fira comercial
Market (n): mercat	Value (n): valor, preu
Marketing (n): <i>màrqueting</i>	

3.1 Launching new products

Global competition has forced many companies to recognize the importance of gaining a long-term competitive advantage through the development of new products.

Launching a new product is important because it not only boosts the market value of your company, but also helps you in making a lot of money. If you want to launch a new product, it is important that either the market demands that product, or first you create a demand for that product in the market and then launch it.

Unique Selling Point (USP):

A unique selling point (USP), also called unique selling proposition, is a factor that makes a business different and/or better than others. It makes a business stand out from the rest in a market. The importance of having a unique selling point is obviously to stand out from the crowd and be different; however, it's not always easy to do so when new ideas and products are coming out all the time.

The main thing is to find a space in the market, make sure it is going to be something that can stand out on its own first, and that it is something potential customers need. The sellers also need to try selling it to themselves; this is so they know they are passionate about that business and confident it can succeed.

In order to gain a competitive advantage over rivals, companies create brands that represent aspirations and a desirable image of life that the customer would like to identify with.

TAULA 3.2. Vocabulary

Boost (v): augmentar, pujar	Long-term (adj): a llarg termini
Brand (n): marca comercial	Market value (n): valor de mercat
Competitive advantage (n): avantatge competitiu	Seller (n): venedor
Confident (adj): segur, confiat	Stand out (v): destacar-se, sobresortir
Customer (n): client	Stand out from the crowd (v exp): sobresortir de la resta, destacar-se de tots els demés
Demand (v): demanar requerir	Succeed (v): tenir èxit, triomfar
Development (n): desenvolupament	Unique selling point (n): proposició de vendes única
Gain (v): guanyar, aconseguir	USP (n): see <i>unique selling point</i>
Launch (v): llançar, treure al mercat	

3.2 Brands

A brand is a product from an organization whose name can also serve as a brand. It differentiates a company's products and services from those of its competitors. Managing brands is a key part of the product strategy of any business.

Marketers create the impression that a brand is associated to certain qualities or characteristics that make it special or unique. A brand image may be developed by associating a value, an attribute, a sound or an image to a product or service. These elements are fixed in the consciousness of consumers. A brand is therefore one of the most valuable elements in marketing a product. One goal in brand recognition is the identification of a brand without the name of the company present.

On the other hand, generics brands imitate more expensive brands, competing on price. They are usually priced below those products and sold in supermarkets under their own brand (frequently referred to as store brands or own brands) although they are often of equal quality as a branded product.

Private labels differ from generics brands in the sense that they are manufactured or provided by one company for offer under another company's brand. They are used to provide products with a lower price.

Roger Scandel is a sales manager who works for a multinational company. This is his opinion about branding:

“Brand strategy is the driving force behind a business, there's no doubt about it. Brands are what all businesses are trying to create and build on. Successful brands are a company's most valuable asset. You see, your brand is the unsmistakable symbol for your products and services and to get it you need to make sure it has all the characteristics of a successful brand.

First of all, it needs to be distinctive, you know, it has to stand out in the crowd, not be easily confused with competing brands. Then, it needs to be easy to memorize, so complicated images, too many colours and sophisticated names are out. The

next thing is that the brand name must be easy to pronounce and, if possible, in several languages. Does “Desigual” ring the bell? The name itself conveys the idea of difference, it tells us that this is different, it stands out from the competition. And also it is a word which will be understood in many countries, it has Latin origin.

Your brand also has to fit the image of the product. There’s no point in coming up with a wonderful concept if it doesn’t have anything to do with the actual product.

Finally, it is important that the brand communicates the right emotional appeal to your target customer.”

3.2.1 Presentations

Presentations are an effective way of communicating the excellences of your product to large audiences. Successful sales presentations begin before the customer and salesperson meet and end after they leave. The topics related to a presentation include: introduction, preparation, equipment, delivery, language, presentation and follow-up activities, which include review.

When giving an **oral presentation**, it is advisable to consider these points:

- We all operate in a very competitive market, where everybody is competing for the same goal: people’s attention.
- Effective communication means both entertaining and informing simultaneously.
- You should choose a format that suits your material.

All these elements have to allow you to communicate in order to inform, persuade and sell your product.

You should also consider the use of equipments which will reinforce your speech and balance the suitability of the different resources, both their strengths and their weaknesses, so that they help you with you presentation and do not become your worst enemies.

Delivery is a vital aspect of all presentations. It is very important to convey a professional image although we all know that nerves play an important role in presentations. Some principles will help you handle this difficult time:

- Know the audience. Since your main task is to inform, you have to analyse your audience and assess their interest and their knowledge about your product.
- At the beginning of your presentation, you should try to speak slowly and calmly so that, after a few moments, you relax and gain confidence.

- You should keep eye contact with the audience to detect if they are interested or bored.
- Your body language speaks more than you do. Generally, it is better to stand rather than sit when giving a presentation. You should also control your gestures to avoid losing your audience's attention.
- In case you are asked questions during your presentation, you should remain calm and polite even if you are asked awkward questions.
- Before the performance you should have worked out strategies to prevent possible disasters so that in case they happen, you manage them confidently.

At the end of your presentation, your conclusion has to summarize the main points you introduced in the body of your presentation. A useful strategy consists of including a clear statement about the conclusion with words that not only draw your audience's attention but also fix in their memory and end positively.

TAULA 3.3. Vocabulary

Assess (v): avaluar	Organization (n): organització, empresa
Attribute (n): atribut	Own brand (n): marca blanca
Awkward question (n): pregunta incòmoda	Performance (n): actuació
Balance (v): equilibrar	Persuade (v): persuadir, convèncer
Brand (n): marca comercial	Presentation (n): presentació
Brand image (n): imatge d'una marca	Price (n): preu
Branded product (n): producte de marca	Price (v): valorar, posar preu
Business (n): negoci, empresa	Provide (v): proporcionar, oferir
Compete (v): competir	Reinforce (v): reforçar
Competitive market (n): mercat competitiu	Role (n): paper (en una activitat)
Competitor (n): competidor	Sales manager (n): director de vendes
Confidently (adv): amb seguretat	Salesperson (n): venedor
Consciousness (n): consciència	Speech (n): discurs, xerrada
Consumer (n): consumidor	Stand (v): estar de peu, estar dret
Develop (v): desenvolupar	Store brand (n): marca blanca
Draw attention (v): atreure l'atenció, cridar l'atenció	Strength (n): punt fort
Gain confidence (v): guanyar seguretat	Suit (v): ajustar-se a, correspondre's amb
Goal (n): objectiu	Suitability (n): idoneïtat
Keep eye contact (v): mirar al ulls	Value (n): valor, preu
Manage (v): gestionar	Weakness (n): punt dèbil, feblesa
Market (v): promocionar, donar a conèixer	Work out a strategy (v): preparar una estratègia
Marketer (n): comerciant, venedor	

3.3 Language in use

In a work context a memo is a written document, not as formal as a letter, and is used as a means of communication between areas of a company with the aim of making recommendations, give information, instructions, rules, etc.

The structure of the document is as follows:

- Recipients names
- Sender's name
- Date
- Subject
- Body
- Signature

Useful phrases:

1. Introduction:

- I am writing to inform you...
- The purpose of this memo is to...
- This memo provides information about...
- This memo presents the results of my research on...

2. Body:

- In conversations with (managers/customers), they mention that ...
- Companies report that...
- This is an important benefit that we can offer to....
- As you know from our monthly reports, we
- Additionally, we...
- In addition we ...
- We would then review
- As for cost, the fact that evidences...

3. Closing:

- I look forward to discussing this option with you at your convenience.
- Contact me if you have any questions.

Example of memo**To:** All officials**From:** Tom Jenkins, General Manager**Date:** 12 September 2016**Subject:** Festival Bonus for all employees

This is to inform you all with pleasure that the authority has taken decision to distribute Festival Bonus to all employees of the company. This decision is the result of the overall profit of the company. Bonus will be equal to every employee's one month's basic salary.

Thanks to all of you for your commitment.

3.3.1 Communication: talking about time and place

The expression of time is very often materialized in the expression of dates and clock times. Dates are very often expressed in the written form (mostly in business letters) whereas clock times are more widely used in speaking.

Dates

To ask for the date, we can say:

- *What's the date (today)? - It's 9th June.*
- *What date is it (today)? - It's 9th June.*

A date can also answer a question with *when*:

- *When did you start in this company? - (I started) on 9th June 2007.*

Writing the dates:

The expression of the date typically includes the day, the month and the year. The day is expressed with an ordinal number (1st, 2nd, 3rd, etc.). The date formats are different in British and American English.

TAULA 3.4. The dates in English

	British English	American English
A	The ninth of June 2007	June the ninth, 2007
B	9th June 2007	June 9th, 2007
C	9 June 2007	June 9, 2007
D	9/6/2007	6/9/2007
E	9/6/07	6/9/07
F	09/06/07	06/09/07

Notice the following:

- Format A is very formal and it is mostly used in printed items, such as invitations.
- Formats D, E and F may cause misinterpretations. We can interpret the date 9/6/2007 in two ways: 9th June 2007 (in the British format) or 6th September 2007 (in the American format). In order to interpret the date correctly, it is necessary to know the context.
- Numerical formats may use a slash (/): 9/6/2007, a full stop (.): 9.6.2007 or a hyphen (-): 9-6-2007.
- The names of the months are written with an initial capital letter: *June, May, April*, etc.

Saying the dates:

The way in which we write and say the dates often differs. All the dates, irrespective of their written form, are pronounced like this:

- *the ninth of June two thousand and seven* (in British English).
- *June the ninth two thousand and seven* (in American English).

There are no rules for saying the years, only generally accepted conventions based on brevity and convenience.

The years are generally pronounced like this:

- 1900: *nineteen hundred*
- 1908: *nineteen hundred eight*
- 1985: *nineteen eighty five*
- 2000: *two thousand*
- 2007: *two thousand and seven*
- 2015: *twenty fifteen*

- We use the preposition *on* to say in which date something happens: *I started on 14th May 1985* (Cat. vaig començar el 14 de maig de 1985).
- We use the preposition *in* when we say only the month or the year: *I started in May* (Cat. vaig començar el maig); *I started in 1985* (Cat. vaig començar el 1985).
- Sometimes it is not necessary to say the complete date: *I started on the 14th* (Cat. vaig començar el dia 14).

Clock times

We can ask for the time like this:

- *What's the time? - It's 10 (in the morning).*
- *What time is it? - It's 10 (in the morning).*

We can also ask about the time something happens:

- *What time did you arrive? - At 6:15 (a quarter past six).*
- *What time does the meeting start? - At 4:30 (half past four).*

The following table shows the ways in which we write and say the time in English.

TAULA 3.5. Clock times in English

We write	We say (Formal)	(Informal)
3:00	three o'clock	
3:05	three oh five	five past three
3:12	three twelve	twelve minutes past three
3:15	three fifteen	a quarter past three
3:30	three thirty	half past three
3:40	three forty	twenty to four
3:45	three forty-five	a quarter to four
3:56	three fifty-six	four minutes to four
4:00	four o'clock	

To indicate the exact time of an action, we must use the preposition *at*: *come at four!* (Cat. vine a les quatre!). We can add *about* if we mean *approximately*: *come at about four!* (Cat. vine cap a les quatre!).

In English-speaking countries, the 24-hour clock is not widely used. They prefer adding the labels 'am' (ante meridian) and 'pm' (post meridian) to indicate the part of the day. Therefore, 11:40 is *11:40 am* and 23:40 is *11:40 pm*.

Ante meridian (am) means 'before midday': it refers to the times between 00:00 and 12:00; *post meridian* (pm) means 'after midday' and it refers to the times between 12:00 and 00:00.

To say the part of the day, we can use the following expressions:

- In the morning: *it's ten in the morning* (Cat. són les deu del matí); *it's three in the morning* (Cat. són les tres de la matinada).
- In the afternoon: *it's four in the afternoon* (Cat. Són les quatre de la tarda).
- In the evening: *it's eight in the evening* (Cat. Són les vuit del vespre); *it's eleven in the evening* (Cat. són les onze de la nit).

The English term *morning* includes the idea of the Catalan terms *matí* and *matinada* (Sp. mañana/madrugada) whereas the term *evening* includes the idea

of both *vespre* and *nit* (Sp. tarde/noche). The term *night* is not generally used to speak about a specific time. It refers to the dark hours of the day and it stands in opposition to the term *day*.

The times included in each part of the day are not clearly established. Approximately, they are the following:

- Morning: 00:00 to 12:00
- Afternoon: 12:00 to 17:00
- Evening: 17:00 to 00:00

Other expressions related to time are:

- At night (Cat. durant la nit, de nit)
- During the day (Cat. durant el dia, de dia)
- At midnight (=00:00) (Cat. a mitjanit)
- At midday (=12:00) (Cat. al migdia)
- At dawn (Cat. a la matinada)
- At sunset (Cat. a la posta del sol, al capvespre)

3.3.2 Grammar reference: prepositions of time and place

Prepositions are used to introduce adverbials of place and time. For example:

- *In the office* (adverbial of place): it indicates where the action takes place.
- *In 1978* (adverbial of time): it indicates when the action takes place.

The use of English prepositions is sometimes confusing, so it is better to learn the adverbials as a whole rather than the individual meanings of the preposition.

Prepositions of time

Here are the most common prepositions of time and their use (Catalan translations available only when there is an equivalent meaning).

- **In** is used with:

1. Years, centuries and historical periods: *in 2010, in the 19th century, in the Middle Ages*

2. The names of the months: *in April, in September*
3. The names of the seasons: *in spring, in summer, in autumn, in winter*
4. The parts of the day (except 'night'): *in the morning, in the afternoon, in the evening*

- **On** is used with:

1. The days of the week: *on Mondays, on Tuesday, on Saturday morning*
2. Dates: *on 9th June, on 4th February 2009*

- **At** is used with:

1. Clock times and nouns denoting clock times: *at 4 o'clock, at 3:30 pm, at midnight, at dawn*
2. The names of holidays and festivals: *at Christmas, at Easter*
3. The words 'night' and 'the weekend': *at night, at the weekend*

- **For** (Cat. durant) (it expresses the duration of an action): *for five years, for three hours*

- **Since** (Cat. des de) (it expresses the starting point of an action): *since last year, since yesterday, since three, since I work here*

- **During** (Cat. durant) (it expresses a moment within a longer period of time): *during the Christmas holidays, during the class, during his convalescence*

- **Ago** (it expresses the moment when an action took place in the past. Unlike the other prepositions, it is placed after the noun): *four years ago, three hours ago*

- **Before** (Cat. abans de): *before 1997, before three o'clock, before summer, before Christmas, before he came*

- **After** (Cat. després de): *after 1997, after three o'clock, after summer, after Christmas, after I met you*

- **Until** (Cat. fins a) (it indicates the end of an action): *until midnight, until 2023, until Sunday, until I call*

- **From ... to** (Cat. des de...fins) (this double preposition indicates the beginning and the end of an action): *from three to four; from April to May, from the 18th to the 20th century*

Notes:

1) The prepositions *since*, *before*, *after* and *until* can also be placed in front of a sentence. For example:

- *since I work here*
- *before he came*
- *after I met you*
- *until I call you*

2) Do not confuse the meanings of *for* and *during*:

- *For* expresses the whole period of time: *I'll go to London for a week* (Cat. aniré a Londres durant tota una setmana)
- *During* refers to a moment in the period of time: *I'll go to London during this week* (Cat. aniré a Londres en algun moment d'aquesta setmana)

Prepositions of place

The most common prepositions and prepositional phrases of place are:

- **In** (Cat. a, dintre de): *in the garden, in the box, in the street, in England, in the city.*
- **Into** (Cat. cap a dintre de): *into the house, into the pocket, into the forest.*
- **Inside** (Cat. dintre de): *inside the kitchen, inside the pocket.*
- **Outside** (Cat. fora de): *outside the house, outside the country.*
- **On** (Cat. a, a sobre de): *on the desk, on the shelf, on the chair, on the wall, on the floor.*
- **At** (Cat. a): *at the door, at the table, at the cinema, at the window, at the tree.*
- **To** (Cat. a, cap a): *to the cinema, to London, to work, to the street.*
- **Opposite** (Cat. al davant de, enfront): *opposite the park, opposite Sandra, opposite the school.*
- **In front of** (Cat. davant de): *in front of a man, in front of the house .*
- **Next to** (Cat. al costat de): *next to the bank, next to my friend, next to the lamp.*
- **Behind** (Cat. al darrera de): *behind the curtains, behind a bus, behind the door, behind the tree.*
- **Near** (Cat. a prop de): *near London, near the road, near the window .*

- **Over** (Cat. per damunt de): *over the bed, over my head.*
- **Under** (Cat. a sota de): *under the table, under a tree, under my jacket.*
- **Above** (Cat. per damunt de): *above the vice-president, above the house.*
- **Below** (Cat. per sota de): *below the president, below the standards.*
- **From** (Cat. de): *I'm from Barcelona, these products are from China.*
- **On the corner of** (Cat. a la cantonada de): *on the corner of the street, on the corner of London Rd and High St.*

Notes:

1) Some prepositions have similar meanings. For example:

- *He is **in** the cinema* (Cat. És a dins del cinema) (meaning that he is inside the cinema, and not in the street).
- *He is **at** the cinema* (Cat. És al cinema) (in a general sense, stressing the purpose of going to the cinema rather than the location).
- *The lamp is **on** the table* (Cat. La làmpara és al damunt de la taula) (=resting on the table).
- *The lamp is **over** the table* (Cat. La làmpara és a sobre de la taula) (=hanging, with no contact with the table).

2) *Above* and *below* are used to refer to a higher or lower position in status, whereas *over* and *under* are used to refer to a physical place. For example:

- *The president is **above** the vice-president.* (Cat. El president està per damunt del vice-president)
- *The plane is flying **over** the Alps.* (Cat. L'avió està volant per damunt dels Alps).

Finance

Carles Mora Queralt i Núria Terradellas Palau

Anglès

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Introduction

This unit, which is called “**Finance**”, is intended to describe the financial operations involved in business transactions, including those in an international context.

This section called “**Globalization**” gives us a definition of this term, and introduces us to the economic globalized world and the making of the G20. Next, there is a text explaining how cultural differences influence international relations. Following this, there is a text about Marketing, with special focus on the use of social media for this purpose. In the “Language in use” section, you will see useful vocabulary and phrases to describe graphics and trends. After this, there are two examples of formal conversations.

The section called “Communication” introduces the topics of greetings and introductions, two basic aspects of the oral English which are present in most business conversations. You will learn different expressions to greet and introduce people and the contexts in which these expressions are used.

On the other hand, the grammar in this section introduces the present tenses. You are going to learn about the forms and the use of the two present tenses: the present simple and the present continuous.

In the second section of the unit, which is called “**Banking**”, you can read about the cost of living in the UK, with the detailed figures for each household expenditure. In this section you will also learn new vocabulary and some facts related to banks. In the “Language in use” section there are two examples of conversations taking place in a bank.

In the section “Communication”, we continue the study of aspects related to the oral English. On this occasion, you will learn about the expressions commonly used in telephone conversations and the type of language and attitude necessary to make a speech or a presentation, and to negotiate with other people.

The grammar section introduces the past tenses and explains the forms and use of the past simple and the past continuous forms, with a special chapter devoted to explain the difference in use between both tenses.

The section “**Logistics**” explains how different pieces of the network interconnect to attain the final goal of transporting any goods from the point of origin in any country to their final destination. We will learn vocabulary related to transport and modes of transport, read about incoterms and packaging. Finally, we will meet Gary Clerk, from Los Angeles, who moved to England and works for an English logistics company.

The “Communication” section deals with different issues related to the English language which can help you improve your writing skills. You will learn about the words which are used as verbs and nouns, about the ‘false friends’, about the

phrasal verbs, about the use of prefixes and suffixes, and about the easily confused words, which cause so many mistakes.

Finally, the grammar section continues the study of the past tenses with an overview of the present and past perfect tenses, with a special chapter about the difference between the past simple and the present perfect, which are often confused.

Learning objectives

At the end of this unit, you should be able to:

1. Understand oral messages in standard language through any means of communication, both in daily life situations and in the professional field of administration and finance, and understand the contents of the message accurately.

- Identify the main idea in a message.
- Identify the finality of oral messages in standard language as well as the tone and feelings of the speaker.
- Get information from recorded messages in standard language related to the professional field of administration and finance.
- Identify the points of view and attitude of the speaker.
- Identify the main ideas in a speech in standard language and at normal speed about specific and abstract issues related to the field of administration and finance.
- Understand the details of a message in standard language, even with background noises.
- Identify the main ideas in a speeches, reports and professional presentations related to the field of administration and finance.
- Be conscious of the importance of understanding a message as a whole, even if you don't understand all the words.

2. Understand complex written texts related to the field of administration and finance and analyze the contents comprehensively.

- Read a text with a high degree of autonomy, adapting the style and speed of the reading to different types of text and objectives.
- Read the details of long and relatively complex texts related to the field of administration and finance.
- Relate the text to its corresponding context.
- Quickly identify the contents and importance of pieces of news, articles and reports related to the field of administration and finance and decide whether a deeper analysis is necessary.
- Translate complex texts related to the field of administration and finance using reference materials, if necessary.

- Interpret technical messages in different means: post, fax and email, among others.
- Interpret long and complex instructions related to the professional field.
- Choose reference material and technical dictionaries and use automatic translators.

3. Produce clear, well-organized oral messages frequently used in jobs related to the field of administration and finance and analyze the context of the situation, adapting yourself to the other's linguistic register.

- Identify the registers used in oral messages.
- Express yourself fluently, accurately and efficiently in a great variety of professional and daily life situations, clearly establishing the relationship between the different ideas.
- Express yourself spontaneously with the appropriate degree of formality according to the situation.
- Use the appropriate protocol in formal and informal introductions.
- Make a correct use of the technical words related to the field of administration and finance as normally used in your profession.
- Express and defend your points of view clearly by using the appropriate explanations and reasoning.
- Describe the steps in a process related to your professional field.
- Explain the choice of a specific option in detail.
- Require the repetition of a speech or part of a speech when necessary.
- Apply the appropriate interaction formulas normally used in your professional field.

4. Write texts normally used at work and in the daily life and use the appropriate register for each situation.

- Write clear, detailed texts about a variety of issues related to the professional field, summarizing and considering the information from different sources.
- Organize the information correctly, accurately and coherently and ask for and/or give general and detailed information.
- Write reports related to the professional field pointing out the relevant aspects and giving details to support your points.
- Fill in documents related to the professional field.
- Apply the standard rules and the specific vocabulary used to fill in administrative, accounting, fiscal and financial documents.

- Summarize articles, pieces of news and other types of information related to the professional field using a great variety of words to avoid frequent repetitions.
- Understand the most important points in manuals, regulations, legislations and other written texts as normally used in the field of administration and finance.
- Use the appropriate protocol rules that apply to a specific document.

5. Show the appropriate attitude and behaviour in communicative situations as established by international conventions.

- Define the most distinctive aspects of the customs of your professional field in the use of a foreign language.
- Describe the social conventions of the English-speaking countries.
- Identify the values and beliefs which are characteristic of English-speaking countries.
- Apply the social conventions in English-speaking communities.
- Identify the language traits of different regions.

1. Globalization

Globalization is a worldwide movement towards social, economical and communications integration. In 2000, the International Monetary Fund (IMF) identified four basic aspects of globalization: trade and transactions, capital and investment movements, migration and movement of people, and the dissemination of knowledge.

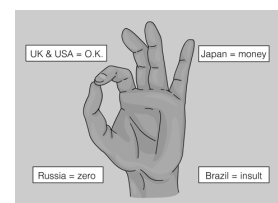
In the economic sphere, we see the increasing economic interdependence of national economies across the world through a rapid increase in cross-border movement of goods, services, technology, and capital. Globalization is having an impact on the world economies. In 1999, following the 1997 Asian financial crisis, finance ministers and central bank governors from a group of seven major economies proposed the establishment of a new mechanism for dialogue on key economic and financial issues. Their aim was to promote cooperation to achieve stable and sustainable world economic growth that benefits all.

Nowadays the G20 stands for the group of 20 major economies in the world. Its members are: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, the Republic of Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom, the United States, and the European Union. Together they comprise 'around 85 per cent of global gross domestic product (GDP), over 75 per cent of global trade, and two thirds of the world's population'.

1.1 Cultural differences

The phenomenon of globalization implies contacts with people from other countries. The improvement in the cost and quality of the means of transport and the great technological advances in the communications make those contacts very easy, but the great diversity of customs and points of view demands flexibility and awareness of our similarities and differences with other cultures. These differences are very obvious in general areas such as language, values, etiquette, behaviour and non-verbal communication in general.

Our success in today's global economy very often depends on our ability to establish international relations. Cultural differences may create misunderstandings which can seriously affect our performance at work. For this reason, being culturally competent will help us avoid embarrassing moments and cultural blunders. Cultural competence implies having a certain knowledge of the language, the religion, the politics, the history, the gender roles, the business ethics, the social institutions, the humour, the values and the non-verbal communication which are prevalent in other countries or other cultures.



One gesture; four different meanings

As language is the basic means of communication, the most important thing to be successful in international relationships is the knowledge of a foreign language. English has become the international language for business. Therefore, it is essential to have a good knowledge of English in order to establish profitable contacts with other countries. International business interactions are sometimes filled with cultural mistakes and poor translations that give a very poor impression of a company or institution, so you should try to avoid such mistakes.

The English appreciate polite language. Words like ‘please’ and ‘thank you’ are more frequently used than in other languages. When we make a request, it is almost obligatory to say ‘please’. In English, the difference between formal and informal language is greater than in other languages, so you must be careful to choose the most appropriate form according to the person you are talking to. For example, if you are addressing a superior at work, or an older person that you do not know well, you should always make requests by using the polite form with ‘would’: *would you like a coffee?*, *would you mind sitting down?*, *would you mind if I smoke?*, etc. If you are ever late to a meeting or an appointment, you must apologise and add the reason for being late. For example, you can say: *I’m really sorry I’m late. I couldn’t find a taxi.*

Apart from speaking a foreign language, it is also necessary to be aware of the differences in behaviour and values of other people. We should know that things which are acceptable in our country may not be acceptable in other countries. For example, in Anglo-Saxon cultures, kissing a woman in a first meeting is not considered proper, so we must shake hands instead. Touching someone while speaking is also considered very rude, so during a conversation we must keep a distance with the other person and avoid physical contact. We should not ask personal questions to someone that we have just met because this is regarded as an intolerable interference into one’s personal life. However, we can safely talk about the weather, which is England’s favourite topic for conversation.

These few examples apply to the Anglo-Saxon culture, which is the dominant culture in the mass media today, so we are probably acquainted with the people’s customs in countries like the USA or Great Britain. However, things are different when we deal with Japanese, Chinese or Arab people because their cultures are very different from our own culture and many of their customs are unknown to us. When we try to make business contacts with people from those cultures, it is necessary to be especially conscious of the cultural differences.

TAULA 1.1. Vocabulary

Apologise (v): disculpar-se	Global economy (n): economia global
Avoid (v): evitar	Kiss (v): besar, fer un peto
Awareness (n): consciència	Mass media (pl n): mitjans de comunicació de masses
Be acquainted with (v): estar familiaritzat amb	Misunderstanding (n): malentès
Be conscious of (v): ser conscient de	Non-verbal communication (n): comunicació no-verbal
Be regarded as (v): ser considerat com	Performance (n): rendiment
Behaviour (n): comportament	Point of view (n): punt de vista

Blunder (n): ridícul, ficada de pota	Profitable (adj): profitós
Competent (adj): competent, apte	Proper (adj): apropiat, adient
Custom (n): costum	Rude (adj): maleducat
Embarrassing (adj): vergonyós, violent (una situació)	Shake hands (v): donar la mà
Etiquette (n): etiqueta, convenció social	Success (n): èxit
Flexibility (n): flexibilitat	Successful (adj): reeixit, que té èxit
Foreign language (n): llengua estrangera	Value (n): valor
Gender role (n): rol de gènere	

1.2 Marketing

Marketing is about communicating the value of a product, service or brand to customers or consumers for the purpose of promoting or selling it. The oldest, simplest and most natural form of marketing is ‘word of mouth’ (WOM) marketing, in which consumers share their experiences of a product, service or brand in their communications with others. These communications can of course be either positive or negative.

The main purpose of marketing is to increase product sales and therefore the profits of the company.

Marketing techniques include choosing target markets through market analysis and market segmentation, as well as understanding consumer behaviour and advertising a product’s value to the customer.

Digital Marketing consists in using digital channels to promote or market products and services to consumers and businesses. The key objective is to promote brands, build preference and increase sales through various digital marketing techniques which use the Internet as a promotional medium. Some methods of promotion are text messaging, mobile instant messaging, mobile apps, podcasts, electronic billboards, and the traditional TV and radio.

With digital media, consumers have access to information any time and any place they want it. Consumers use multiple channels and a variety of digital devices. They are no longer influenced by just what you say about your brand. In fact, consumers are more likely to be influenced by what others say about your brand, and they can easily find the information online, either through blogs, forums, or especially on social media. Customer interaction is dynamic, so it makes it hard for companies to manage digital marketing.

Social media is a tool that allows people to create, share or exchange information, interests, photos and videos in virtual communities and networks. Social media fosters communication. People communicate with their families and friends, share experiences, look for a job or advertise themselves through different social media sites such as Facebook, Twitter, LinkedIn, Instagram, Pinterest, etc.



Most websites nowadays include a set of the so called social buttons to allow users easily share the contents on the social networks. Source: Niccolò Agnoletti



Most people use mobile devices such as smartphones to interact with other users in social networks. Font: Maryland GovPics (flickr.com)

Each social network has its own personality and requires a different strategic approach for a business to be successful on it. Let's see some examples:

- **Twitter** enables users to send and read short 140-character messages called “tweets”. It has over millions of active users that send millions of tweets per day, so it has a lot of marketing potential. Brands can create their business accounts in order to get in contact with Twitter users, who will prefer to buy from brands they know and they trust. Twitter marketing services help raise brand awareness by connecting current users with potential customers. People who follow a brand on twitter are more likely to visit that company's website.
- **LinkedIn** is the social platform where professionals go to connect and network. It offers businesses a chance to establish themselves as experts in their industry by sharing content, joining group discussions, and connecting with other professionals. In addition, businesses can post job applications on this website to expand and add new talent.
- **Facebook** is the most popular social network in the world. Users create a user profile and then add other users as friends. There they can exchange messages, share photos or videos and receive notifications when others update their profiles. There are millions of posts every minute. The platform has adapted to the marketplace and created new ways to connect with users. They have developed their successful platform, with Facebook Messenger, and furthermore, they have acquired Instagram and WhatsApp. We can say that Facebook understands the ever-changing dynamic of the technology-driven world we live in. Most businesses have a Facebook page. Facebook is an opportunity for businesses to connect with their followers, engage new ones, and gain feedback for future projects.
- **Google+** is as well a popular social network. It can help businesses connect with their audience and also help them gain valuable credibility.
- **Youtube** is the top video sharing website in the world. With its search engine, Youtube helps users to find the videos they need by writing keywords. It gives businesses the opportunity to make their videos found. They can advertise themselves through commercials, how-tos, “about us” videos, or slideshows.

Believe it or not social media can contribute to success and growth in businesses. Companies can get information about their audience and they can as well assess their competitors.

TAULA 1.2. Vocabulary

'About us' video (n): video amb informació sobre una empresa o organització

Account (n): compte

Advertise (v): anunciar, publicitar, fer propaganda

Approach (n): estratègia

Join (v): unir-se a, inscriure's a, apuntar-se a

Keyword (n): paraula clau

Likely (adv): probablement

Manage (v): gestionar

Assess (v): avaluar	Market analysis (n): anàlisi de mercat
Be successful (v): tenir èxit	Market segmentation (n): segmentació del mercat
Behaviour (n): comportament	Marketing (n): publicitat, <i>marketing</i>
Billboard (n): panell	Marketplace (n): mercat
Brand (n): marca (d'un producte)	Network (n): xarxa
Brand awareness (n): consciència de marca, coneixement d'una marca	Post (v): penjar, publicar (a la web)
Commercial (n): anunci publicitari	Product (n): producte
Competitor (n): competidor	Profile (n): perfil
Consumer (n): consumidor	Profit (n): benefici
Content (n): contingut	Promote (v): promocionar
Credibility (n): credibilitat	Sale (n): venda
Current (adj): actual, existent	Search engine (n): motor de cerca
Customer (n): client	Service (n): servei
Device (n): aparell	Share (v): compartir
Digital media (pl n): mitjans digitals	Slideshow (n): presentació en dispositives
Enable (v): permetre	Social media (pl n): xarxes socials
Engage (v): comprometre'a	Success (n): èxit
Ever-changing (adj): que canvia constantment	Target market (n): mercat objectiu
Exchange (v): intercanviar	Technology-driven (adj): que depèn de la tecnologia
Feedback (n): retroacció, <i>feedback</i>	Text messaging (n): tramesa de missatges de text
Foster (v): fomentar, promoure, facilitar	Tool (n): eina
Gain (v): guanyar	Trust (v): confiar
Growth (n): creixement, augment	Update (v): actualitzar
How-to (n): video explicant com es fa una cosa	User (n): usuari
Increase (v): augmentar , créixer	Value (n): valor
Interaction (n): interacció	Video sharing website (n): lloc web per a compartir videos
Job application (n): sol·licitud de feina	Word of mouth (n): boca-a-boca


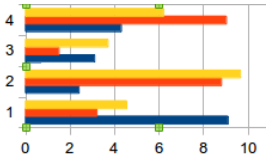
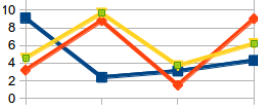
1.3 Language in use

Graphics (or graphs, for short) are used to present the information in a visual way so that the data become very easy to interpret. Graphs are very much used in the world of commerce to show trends, which are then used to take a specific course of action.

1.3.1 Graphics

In the English-speaking business world you may have to discuss the information on graphs. See different types of graphs in the table below.

TAULA 1.3. Types of graphs

Graph	Description
	<p>A pie chart is a special chart which uses "pie slices" to show relative sizes of data. Pie charts are generally used to show percentage or proportional data.</p>
	<p>A bar graph or bar chart is a graphical display of data using bars of different heights.</p>
	<p>A line chart or line graph is a type of chart which displays information as a series of data points called 'markers' connected by straight line segments. It depicts changes over a period of time, showing data and trends.</p>

How to describe trends:

There are four basic trends: upward movement, downward movement, no movement or change in direction.

Read the following statements describing **upward movements**:

- Sales of music equipment **went up** in 1995 and continued to **rise steadily** until 1996.
- There was a **sharp increase** in raw materials prices.
- The number of temporary contracts has **increased dramatically**.
- Prices of basic commodities have **gone up** over the past months.
- As the costs of energy and raw materials **skyrocket**, everybody is talking about 'going green'.
- The price of imports tends to **soar** because of high transit transport costs.
- There was a **dramatic rise** in sales in the last term.
- The successful business's profits continue to **grow**.

Read the following statements describing **downward movements**:

- The sudden **collapse** in share prices has surprised everyone.

- The economy is in a **downswing**.
- The ratio for wheat is forecast to **plummet** to 20% this year.
- In the future, the rate of mortality is expected to **decrease**.
- The objective is to **reduce** costs.
- The recession is over and unemployment is **declining**.

In these examples we have used verbs and nouns to describe upward and downward trends. See some more in the table below:

TAULA 1.4. Describing upward and downward trends

Upward movement		Downward movement	
Verbs	Nouns	Verbs	Nouns
be/go up	(an) upswing	collapse	(a) collapse
boom	(a) boom	cut	(a) cut
expand	(an) expansion	decline	(a) decline
grow	(a) growth	decrease	(a) decrease
increase	(an) increase	drop (off)	(a) drop
jump	(a) jump	fall (off)	(a) fall
peak	(a) peak	go down	(a) downswing
progress	(a) progression	plummet/plunge	(a) plunge
rise	(a) rise	reduce	(a) reduction
skyrocket	(a) jump	slump	(a) slump

To describe graphics which depict no movement, we can use verbs such as *keep* or *remain stable*, *hold* or *stay constant*, or *stabilize*, and nouns such as *stability* or *balance*. For example:

- Food prices have **stabilized** recently.
- Inflation will **remain stable** or even drop slightly.

Expressions to indicate changes of direction are *level off*, *flatten out*, *stop falling/-rising*, *change*, *stand at* and *start rising*. For example:

- The volume of export will **start rising** after the construction of the new harbour.
- Stocks **leveled off** after early losses.

1.3.2 Formal conversations: introductions

Here are two examples of formal conversations. In the first one, George Sullivan meets Sarah Cornwall at an international conference on furniture and design. In the second one, Lucie Bell and George Sullivan greet each other, and he introduces her to Sarah Cornwall.

Conversation 1

George Sullivan: Hello, I'm George Sullivan, I work with GCM Inc.

Sarah Cornwall: Nice to meet you. I'm Sarah Cornwall, with Furniture Design.

George Sullivan: What do you do with Furniture Design?

Sarah Cornwall: I'm the marketing manager.

George Sullivan: Is this your first time at this event?

Sarah Cornwall: Yes, indeed. It is my first time here.

George Sullivan: What do you think about the conference so far?

Sarah Cornwall: I think the conference is worth it. The speakers are really well-prepared, and I'm learning so many marketing strategies.

George Sullivan: I agree, though I wish there were more sessions on online marketing.

Conversation 2

Lucie Bell: Hello, Mr. Sullivan. Welcome to the conference.

George Sullivan: Thank you. Good to see you.

Lucie Bell: Are you enjoying the conference?

George Sullivan: Certainly, I am enjoying it and I have made some contacts, too. Let me introduce you to Sarah Cornwall.

Sarah Cornwall: How do you do?

Lucie Bell: Pleased to meet you.

George Sullivan: She works for Furniture Design.

Lucie Bell: What is your company into?

Sarah Cornwall: We design and produce pieces of furniture. We try to be updated to the latest trends.

Communication: speaking (I)

Having a conversation is a very common situation in our daily lives. To carry out a conversation effectively, we need to put our speaking and listening skills into practice.

When the conversation takes place in a formal or semi-formal situation, we also need to consider the language protocols and use the appropriate style and standard formulas to express certain ideas. Language protocol is very clear in formal greetings and introductions.

On the other hand, we should also consider the cultural differences with other people. In Anglo-Saxon cultures, for example, people do not kiss a woman on the cheeks when they are introduced for the first time, but they shake hands instead. Personal space is also very important: whereas in the Latin cultures, people stand close to each other and have a greater tendency to touching the other person while speaking, in the Anglo-Saxon cultures we should keep a greater distance and avoid physical contact.

The English language also sounds more polite than other languages. There is a frequent use of *thank you* and *please* in the conversations and the requests are made by using the expressions with *can you...?* or *could you...?* rather than the imperative form.

Greetings

We use greetings when we meet people or when we leave them. We can use a variety of expressions in each situation depending on the degree of formality.

Here are some expressions used to greet people with some corresponding common responses. The Catalan translations are not literal, but they only indicate equivalent expressions.

When meeting people:

- *Formal Greetings:*

- Good morning/afternoon/evening > Good morning/afternoon/evening. (Cat. Bon dia/bona tarda/bona nit - Bon dia/bona tarda/bona nit)
- Hello, (person's name), how are you? > I'm very well, thank you, and you? (Cat. Hola [nom de la persona], com està? - Molt bé, gràcies, i vostè?)
- Good day, Sir/Madam > Good day (very formal) - (Cat. Bon dia, Sr/Sra - Bon dia)

- *Informal Greetings:*

- Hi/Hello > Hi/Hello (Cat. Hola - Hola)
- How are you? > Fine, thanks (Cat. Com està? - Bé, gràcies)
- What's up? > Fine, thanks (very informal) (Cat. Què tal? - Bé, gràcies)

- How are you doing? > Fine (very informal) (Cat. Com va tot? - Bé)

When leaving people:

- *Formal Greetings:*

- Good morning/afternoon/evening > Good morning/afternoon/evening (Cat. Bon dia/bona tarda/bona nit - Bon dia/bona tarda/bona nit)
- It was a pleasure seeing/meeting you > A pleasure for me too (Cat. Ha estat un plaer veure'l/conèixer-lo - El plaer ha estat meu)
- Goodbye > Goodbye (Cat. Adéu - Adéu)

- *Informal greetings:*

- Bye > Bye (Cat- Adéu - Adéu)
- See you > See you (Cat. Ens veiem/fins després - Ens veiem/fins després)
- Take care > You too (Cat. Cuida't - I tu també)

When we go to bed, or we retire for the night, we can say:

- *Formal and informal:*

- Good night > Good night (Cat. Bona nit - Bona nit)

When meeting people unexpectedly:

In case you meet someone you did not expect, for example, in the street or in a meeting, you can use the following expressions (the responses will depend on each particular situation):

- *Formal greeting:*

- What a surprise! I haven't seen you in a long time. How have you been? (Cat. Quina sorpresa! Feia temps que no ens vèiem. Com està?)

- *Informal greeting:*

- Hey, Jack, it's nice to see you. What are you doing here? (Cat. Ei, Jack, m'alegro de veure't. Què fas per aquí?)
- What a surprise! How's everything going? (Cat. Quina sorpresa! Com va tot?)

Introductions

Introductions are very common situations in a working environment. We make introductions when we want two or more people to meet.

Introduction vs presentation

These two terms may be confusing for a Spanish or Catalan speaker because they are usually translated with the same word:

- *Introduction* refers to people. It has the meaning of making two people meet and know each other (Cat. presentació). For example: *You don't know each other, I'll make the introductions* (Cat. No us coneixeu, faré les presentacions).
- *Presentation* means to show and explain the characteristics of a product, a project, etc. to an audience (Cat. presentació, acte de presentació). For example: *There was an interesting presentation of the new policy of the company* (Cat. Hi va haver una interessant presentació de la nova política de l'empresa).

There is the same difference in meaning between the corresponding verbs *introduce* (Cat. presentar) and *present* (Cat. presentar, fer una presentació).

Here are some expressions used to introduce people:

Formal introductions:

In formal situations, like a reception, a presentation, a business meal, etc., we may introduce people like this:

- *May I introduce you to Mr/Mrs/Miss/Ms (surname)?* (Cat: Em permet que li presenti el Sr/la Sra/la Srta (cognom)?)
- *Let me introduce you to Mr/Mrs/Miss/Ms (surname)* (Cat: Permet'm que li presenti el Sr/la Sra/la Srta (cognom)?)
- *I'd like to introduce you to Mr/Mrs/Miss/Ms (surname)* (Cat. Voldria presentar-li el Sr/la Sra/la Srta (cognom))

Responding to formal introductions:

We may respond to a formal introduction like this (the translation is not literal):

- *How do you do?* (Cat. Molt de gust)

The response to this is:

- *How do you do* (Cat. El gust és meu, encantat)

Informal introductions:

In informal situations, we may introduce other people like this:

- *This is...* (Cat. Aquest/a és...)

Mr, Mrs, Miss and Ms

Mr is used for adult males; *Mrs* is used for married women; *Miss* is used for unmarried women. In the 70s, however, the title *Ms* (pronounced /mæz/) started to be used for all women, irrespective of their marital status.

How do you do

The expression *how do you do?* is not actually a question, although we must give it the intonation of a question. The response is *how do you do* (without the question mark and the intonation of a statement). This is an example of a ceremonial formula with no real meaning.

Responding to informal introductions:

There are different responses for an informal introduction. For example, we can say:

- *Nice to meet you* (Cat. Encantat)
- *Hi* (Cat. Hola)
- *How are you?* (Cat. Què tal?)

The following dialogue reflects the use of some of these expressions:

Greetings and introductions

Jordi Planes has gone to London to accompany his boss in a presentation of their new line of shampoos and hair conditioners. At the reception before the event, he meets her colleague Jane.

Jane: Jordi! What a surprise! What are you doing here?

Jordi: Hi, Jane! How are you?

Jane: Fine, thanks. Glad to see you.

Jordi: I'm glad too. I came to the presentation with my boss. He needed someone who spoke English.

Jane: Really? Well, come, I'll introduce you to my boss.

(They go to find Mr Green, the company's manager)

Jane: Good morning, Mr Green. I'd like to introduce you to Mr Jordi Planes, from our office in Barcelona.

Mr Green: How do you do?

Jordi: How do you do.

Mr Green: Is it your first time in London, Mr Planes?

Jordi: Yes, sir. It is.

Mr Green: Well, and how do you like it here?

Jordi: Excuse me?

Mr Green: Do you like London?

Jordi: Oh, yes, sir, very much.

Mr Green: Good. I hope you have time to visit the city, then. I must go now. I'm afraid. It was a pleasure meeting you.

Jordi: A pleasure for me too. Goodbye, sir.

Mr Green: Goodbye. See you later.

Language notes:

- The dialogue reflects two contexts: an informal one between the colleagues Jordi and Jane and a formal one between Jordi and Mr Green. Notice the difference in the use of the language.
- *Yes, sir*: Jordi is in a formal situation. He has just met the company's manager in London so he addresses him as *sir*. This is much better than *Mr Green* in a first contact. The equivalent form for females is *madam*.
- After being introduced to a person, the language protocol requires to ask some questions, as Mr Green has done, but we should be careful to avoid personal questions.

Grammar reference: the present tenses

The present tenses are obviously used to speak about the present. The action of the verb can be seen in two different ways: as a simple action taking place regularly or as a long action stretching in time. This difference has given rise to the two present tenses, called *present simple* and *present continuous*.

The present simple

The conjugation of the English verbs is very simple. Except the verb *to be*, which has three different forms in the present simple (*am, is, are*), all the other verbs only have one or two forms.

Conjugation of the present simple:

In this table, you can see the conjugation of the verb *work* in the present simple.

TAULA 1.5. Conjugation of the present simple (//work//)

	Affirmative	Negative Long form	Short form	Interrogative
I	work	do not work	don't work	Do I work...?
You	work	do not work	don't work	Do you work...?
He/She/It	works	does not work	doesn't work	Does he work...?
We	work	do not work	don't work	Do we work...?
You	work	do not work	don't work	Do you work...?
They	work	do not work	don't work	Do they work...?

Notes:

- The present simple only has two forms: the 3rd person singular adds and -s; all the other persons are the same as the base form.
- Remember that the negative and interrogative forms require the use of the auxiliary verb *do/does* + the base form of the verb.
- Long forms are mostly used in formal written English whereas short forms are used in spoken informal English.

Use of the present simple:

The present simple is used to express:

- Habitual, regular actions:
 - I *get up* at seven o'clock everyday. (Cat: *Em llevo* a les set cada dia).
 - John *doesn't play* tennis. (Cat: John *no juga* al tennis).
 - *Do you smoke* at work? (Cat: *Fumes* a la feina?).
 - My friend always *helps* me. (Cat: El meu amic sempre m'*ajuda*)
- Scientific facts and universal truths:
 - The sun *rises* in the east. (Cat: El sol *surt* per l'est)
 - Water *boils* at 100°C. (Cat: L'aigua *bull* als 100°C)

Frequency adverbs and adverbial expressions:

The present simple is often associated to adverbs and adverbial expressions that indicate the frequency of the action. Here is a list of the most common adverbials of frequency (with examples):

- **always** (Cat: sempre): They *always* come on time.
- **usually** (Cat: normalment): We *usually* work until 10 pm.
- **often** (Cat: sovint): He *often* calls me in the evenings.
- **sometimes** (Cat: algunes vegades): They *sometimes* help me with my work.
- **seldom** (Cat: poques vegades): I *seldom* understand what he says.
- **never** (Cat: mai): I *never* go out at night.
- **everyday** (Cat. cada dia): I take a shower *everyday*.
- **every week** (Cat. cada setmana): We have a meeting *every week*.
- **once a week** (Cat. una vegada a la setmana): We see him *once a week*.
- **twice a week** (Cat dues vegades a la setmana) We see him *twice a week*.

- **three times a week** (Cat. tres vegades a la setmana): We see him *three times a week*.
- **from time to time** (Cat de tant en tant): I only see him *from time to time*.

The present continuous

The present continuous is a complex tense composed of the present of the auxiliary verb *be* and the gerund of the verb. The structure is the following:

- AM/IS/ARE + GERUND (-ING)

In this structure, the variable element is the auxiliary verb, which agrees with the subject in person and number. On the other hand, the gerund is an invariable form.

Conjugation of the present continuous:

The table below shows the conjugation of the verb *work* in the present continuous.

TAULA 1.6. Conjugation of the present continuous (/work/)

	Affirmative	Negative Long form	Short form	Interrogative
I	am working	am not working	'm not working	am I working...?
you	are working	are not working	aren't working	are you working...?
he/she/it	is working	is not working	isn't working	is he working...?
we	are working	are not working	aren't working	are we working...?
you	are working	are not working	aren't working	are you working...?
they	are working	are not working	aren't working	are they working...?

Use of the present continuous:

The present continuous is used to speak about:

- An action that is taking place at the moment of speaking:
 - Look! It *is snowing*! (Cat. Mira! *Està nevant!*)
 - I think they *are speaking* Russian (Cat. Crec que *estan parlant* rus)
 - What *are you doing*? (Cat. Què *estàs fent*?)
- A temporary action:
 - Sarah usually lives in London, but she *is living* in Boston this month. (Cat: Sarah normalment viu a Londres, però aquest mes *està vivint* a Boston)
 - I always go to work by car, but I *am taking* the bus this week. (Cat: Sempre vaig a treballar amb cotxe, però aquesta setmana *agafo* l'autobús)

Time adverbials:

The present continuous is very frequently used in sentences with the following time adverbials:

- **now** (Cat. ara): He is speaking on the phone *now*.
- **in this moment** (Cat. en aquest moment): *In this moment*, I'm having a meeting with the director.
- **today** (Cat. avui): I'm not working *today*.
- **this week** (Cat. aquest setmana): I'm not going anywhere *this week*.

The present simple vs the present continuous

When a verb is expressed in present simple, the idea is that the action is permanent or that it happens regularly. On the other hand, when the verb is in present continuous, the action is temporary or it is happening in that moment. Compare these two sentences:

- a) I *live* in Barcelona
- b) I *am living* in Sabadell

In sentence a), I mean that Barcelona is my permanent residence, the city where I have my home. In sentence b), we understand that Sabadell is the place where, for some reason, I am living only for the moment, but not permanently.

The difference is very clearly seen when the two sentences appear together in the same context:

- I *live* in Barcelona, but these days I'm *living* in Sabadell because my house was affected by a fire.

Very often, the time adverbial will tell us which tense we must use. If we say *now*, we must use the verb in present continuous, but if we say *everyday*, the verb must be in the present simple.

Verbs not taking the present continuous

Some verbs are not used in present continuous although the context requires the use of that tense. In general, these verbs express feelings and emotions. Some of these verbs are:

- *love* (Cat. estimar)
- *like* (Cat. agradar)
- *hate* (Cat. odiar)
- *prefer* (Cat. preferir)
- *want* (Cat. voler)
- *think* (Cat. opinar)
- *remember* (Cat. recordar)
- *doubt* (Cat. dubtar)
- *understand* (Cat. entendre)
- *know* (Cat. saber)
- *believe* (Cat. creure)
- *see* (Cat. veure)
- *hear* (Cat. sentir)
- *have* (Cat. tenir)
- *own* (Cat. posseir)

For example, we must say: *do you like the film?*. It is wrong to say: *are you liking the film?* .

In some cases, we can use the present continuous with some of these verbs, but only when they have different meanings. For example, we can say: *I am thinking about going out* (Cat. Estic pensant en sortir), but we cannot say: *I am thinking this is very interesting* (in the sense of 'having an opinion').

Similarly, we can say *I am having breakfast* (Cat. Estic prenent l'esmorzar), but we cannot say: *I am having two sisters* (in the sense of 'possess').

The verbs that describe senses (like *see* and *hear*) are usually expressed with the verb *can*. For example: *I can see someone on the stairs* (Cat. veig algú a les escales); *I can hear music upstairs* (Cat. sento música al pis de dalt).

2. Banking

The term 'banking' refers to the type of business carried out by banks. The basic objective of the banks is to provide a variety of financial services to their customers, who can range from an individual to large corporations.

In their international relationships, companies must usually deal with different currencies, which is the common money in use within a country. US dollars, British pounds, Japanese yens and European euros are examples of currencies. In international transaction, the US dollar is the most widely used currency.

2.1 Currencies

Different countries have different currencies. The EU has a common currency, the euro, except for some countries like UK, where £ pounds are used. The exchange rate between different currencies changes every day, according to market fluctuation. This can change the cost of living and the price of goods. The price of goods or services, called market price, depends on the supply and the demand of these products; if the demand is constant, and there is a decline of supply it results in a rise of its market price and vice versa.

All this is part of an economic system in which banks play a crucial role. They accept deposits and they use the funds to create loans, empowering people to buy houses, to start businesses or to send their children to school.

In the following article, we can learn about the cost of living in UK:

Families need to earn £30,000 a year 'to survive' - and that's without holidays or restaurant meals

British families need to earn nearly £30,000 a year just to survive, even without 'luxuries' like holidays and meals out, according to a survey.

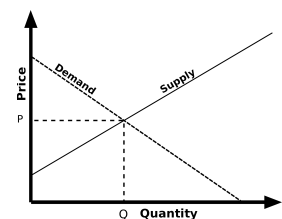
The study suggests that an average family now needs £24,801.51 every year for essential expenditure such as mortgage or rent payments, utilities, insurance, food, petrol, mobile phone and landline costs, and clothing.

And to have that amount as disposable income after tax and national insurance requires a gross income of at least £30,000.

The biggest costs faced by a family are those for mortgages, which amount on average to £4,514.88 a year, for food, which comes up to £4,491.24, and petrol at £2,667. But the total figure does not include non-essential expenditure such as holidays, restaurant meals and unplanned shopping.

Andrew Barker, managing director of Skipton Financial Services, said: 'The worrying thing is that the report doesn't include any luxuries whatsoever, the figures only refer to the money people need to survive.'

See the names of some countries and their currency in the annex "Countries, capital cities, nationalities and currencies."



Economic equilibrium. The diagram depicts supply and demand curves. Supply and demand determine the market price. Source: wikipedia

He added: "Don't forget that £24,801.51 is the figure UK families need to bring home so, once income tax and national insurance has been taken into account, a basic rate taxpayer would actually have to earn well over £30,000."

Petrol and food costs have both increased on last year, respectively by £215.28 and £33.28, while commuting to work is £216.32 more expensive than last year.

Other payments which have gone up over the past twelve months include home insurance, which has risen from £431.40 to £442.56, and mobile phone bills, which have gone up from £368.52 to £395.40.

However, the study shows that some costs have declined compared to last year, including mortgage payments, which have gone down by £215.16 a year for most families, loan payments, which have fallen by £98.28 and credit card bills by £127.20 as families consolidate their debts.

Other bills which have reduced slightly include council tax which has gone down by £39 a year and car insurance which has gone down by £12.60.

Seven people out of 10 said to be aware of the rising cost of living, according to the study, while six in 10 people believe they will end up paying out even more money on bills next year, having less disposable income than ever before.

Adapted from www.thisismoney.co.uk.

TAULA 2.1. Vocabulary

Amount (n): quantitat	Gross income (n): ingressos bruts
Average family (n): família normal/mitja	income tax (n): impost sobre la renda
Banking (n): banca	Insurance (n): assegurança
Bill (utility, phone) (n): factura (serveis, telèfon)	Landline (n): telèfon fixe
Clothing (n): roba	Loan (n): préstec
Commute to work (v): anar i tornar a la feina	Luxury (items) (n): (articles) de luxe
Cost of living (n): cost de la vida	Managing director (n): director general
Council tax (n): impost municipal	Market price (n): preu del mercat
Currency (n): moneda, divisa	Meal (n): àpat
Customer (n): client	Mortgage (n): hipoteca, préstec hipotecari
Decline (n): davallada	Nearly (adv): gairebé, aproximadament
Disposable income (n): renda disponible	Non-essential expenditure (n): despeses no bàsiques
Earn (v): guanyar (diners)	Pound (n): lliura esterlina
Empower (v): capacitar	Rise (n): augment, increment
Essential expenditure (n): despeses bàsiques	Supply and demand (n): oferta i demanda
Exchange rate (n): tipus de canvi	Survey (n): estudi
Figure (n): xifra	Taxpayer (n): contribuent
Funds (n): fons	Utilities (n): serveis (electricitat, aigua...)

2.2 Banks

Banks might give an interest on some types of accounts or deposits individuals or companies have. People have their savings accounts, and they can withdraw money from the ATM in order to pay their bills, the school fees, or to go on holidays. The money they spend depends on their own budget, if they overspend they might become broke!

Another way to pay for a purchase is to issue a **bank check**. But sometimes the money you have in the account might not be enough to afford, for example to buy a house. In this case, the bank gives you a mortgage, which is a loan they give you so that you can acquire your house and you keep paying the money back in different instalments, which means that you will be making payments at successive fixed times.



Money withdrawing from an ATM (Automated Teller Machine). Source: Tax Credits (flickr.com)


2.2.1 Online banking

Most banks offer the possibility of performing banking transactions through the Internet. The banks provide a username, passwords and security codes to prevent fraud. Customers can pay their bills or check their account balances. See the following online bank statement:



Bank check writing. Source: David Goehring (flickr.com)

FIGURA 2.1. Bank statement

 FIRST BANK OF WIKI 1425 JAMES ST, PO BOX 4000 VICTORIA BC V8X 3X4 1-800-555-5555		CHEQUING ACCOUNT STATEMENT Page : 1 of 1			
JOHN JONES 1643 DUNDAS ST W APT 27 TORONTO ON M6K 1V2		Statement period 2003-10-09 to 2003-11-08	Account No. 00005- 123-456-7		
Date	Description	Ref.	Withdrawals	Deposits	Balance
2003-10-08	Previous balance				0.55
2003-10-14	Payroll Deposit - HOTEL			694.81	695.36
2003-10-14	Web Bill Payment - MASTERCARD	9685	200.00		495.36
2003-10-16	ATM Withdrawal - INTERAC	3990	21.25		474.11
2003-10-16	Fees - Interac		1.50		472.61
2003-10-20	Interac Purchase - ELECTRONICS	1975	2.99		469.62
2003-10-21	Web Bill Payment - AMEX	3314	300.00		169.62
2003-10-22	ATM Withdrawal - FIRST BANK	0064	100.00		69.62
2003-10-23	Interac Purchase - SUPERMARKET	1559	29.08		40.54
2003-10-24	Interac Refund - ELECTRONICS	1975		2.99	43.53
2003-10-27	Telephone Bill Payment - VISA	2475	6.77		36.76
2003-10-28	Payroll Deposit - HOTEL			694.81	731.57
2003-10-30	Web Funds Transfer - From SAVINGS	2620		50.00	781.57
2003-11-03	Pre-Auth. Payment - INSURANCE		33.55		748.02
2003-11-03	Cheque No. - 409		100.00		648.02
2003-11-06	Mortgage Payment		710.49		-62.47
2003-11-07	Fees - Overdraft		5.00		-67.47
2003-11-08	Fees - Monthly		5.00		-72.47
*** Totals ***			1,515.63	1,442.61	

Language notes

- **Collocations:** they are words that go together or form a fixed relationship. We can find some examples in the text.

TAULA 2.2.

crucial role: paper crucial	cost of living: cost de la vida
essential expenditure: despeses bàsiques	exchange rate: tipus de canvi
market fluctuation: fluctuació del mercat	supply and demand: oferta i demanda

- **Describing trends:** We use a great variety of verbs and expressions to describe the ups and downs. These are some examples that we can see in the text:
 - **Ups:**
 - * Verbs: “have risen”, “have gone up”, “have increased”.
 - * Phrases: “...is more expensive than...”, “...the rising cost of living...”, “...comes up to...” (Cat. arriba fins a...)
 - **Downs:**
 - * Verbs: “have declined”, “have gone down”, “have reduced”, “have fallen”.
 - * Phrases: “less disposable income”
- **Over:** There are two examples in the text in which “over” has the meaning of “during a particular period of time”: “over the past” and “over a longer period” (Cat. en el transcurs de...)

TAULA 2.3. Vocabulary

Account(n): compte bancari	Instalment(n): termini (pagar a terminis)
Account balance (n): saldo en compte	Issue a bank check (v): emitir un txec bancari
Afford (v): permetre's	Over(pre): més de
ATM (Automated Teller Machine) (n): caixer automàtic	Overspend (v): gastar més del compte
Bank statement (n): extracte bancari	Prevent fraud (v): evitar el frau
Become broke (v): arruïnar-se	Purchase (n): compra
Budget (n): pressupost	Refund (n): reemborsament
Deposit (n): dipòsit	Savings account (n): compte d'estalvis
Display (v): mostrar	School fees (n): taxes escolars
Disposable income (n): renta disponible	Withdraw (money) (v): treure diners (del banc o caixer)
Earn (v): guanyar (diners)	

2.3 Language in use

Read the following conversations. The first is a telephone conversation and the second takes place at the bank.

In this telephone conversation (1), a customer wants to pay a bill for the acquisition of some products. Her first intention is to pay through credit card, but the assistant offers her an alternative.

Telephone conversation (1)

Assistant: Your bill amounts to 350 euros.

Customer: Do you accept credit cards? How can I pay?

Assistant: I am sorry, we don't take credit card numbers on phone for security purposes. I can send you an email with an online form that leads to a secure payment page.

Customer: Won't that take too long?

Assistant: Well, I can also mark it for cash on delivery and you can pay in cash to the delivery boy.

Customer: That's a good option. When will he deliver?

Assistant: You will get this product within 2 days. Please keep the cash ready.

Customer: Sure. No problems.

This conversation (2) takes place in the bank. A customer has tried to use the ATM machine to make some transactions, but unfortunately it does not work. Subsequently she enters the bank to see what is wrong.

Telephone conversation (2)

Customer: Good morning.

Bank clerk: Good morning madam. How can I help you?

Customer: I'm having a problem with the ATM.

Bank clerk: What seems to be the problem?

Customer: I have been denied access to my account.

Bank clerk: Are you sure you entered the right pin number?

Customer: Yes, I'm sure, and I followed all the instructions carefully.

Bank clerk: Ok, let me see. I will try to access your account from my computer. First, I need to enter some information about your account.

Customer: Certainly.

Bank clerk: Saving or checking account?

Customer: Checking account.

Bank clerk: What's your name?

Customer: My name is Lidia Walter.

Bank clerk: Do you have your account number?

Customer: Yes, it is 123354645645

Bank Clerk: Let me see, there is nothing wrong with your account. I will check the ATM status on my terminal.

Customer: Ok, thank you.

Bank Clerk: I'm afraid the ATM is not working. What kind of transactions would you like to make?

Customer: I'd like to deposit a check and withdraw 200 euros, please.

Bank clerk: Here you are.

Customer: Thank you.

Bank clerk: You are welcome, madam. Please, accept our apologies for the inconvenience we caused you.

Customer: No problem. Have a nice day.

TAULA 2.4. Vocabulary

Account (n): compte	Checking account (n): compte corrent
Amounts (v): ascendre (a una quantitat)	Customer (n): client
Apologies (n): disculpes	Deliver (v): fer lliurament/lliurar
ATM (n): caixer automàtic	Deposit a check (v): ingressar un txec
Bill (n): factura	Savings account (n): compte d'estalvi
Cash (n): efectiu	Secure (adj): segur
Cash on delivery (n): contra reemborsament	Withdraw (money) (v): treure (diners)

2.3.1 Communication: speaking (II)

One of the most common situations in which you may need to use your oral skills in English is in **telephone conversations**. Unlike face-to-face conversations, here you cannot usually see your interlocutor, so you cannot benefit from non-verbal signs to help you understand the message. A telephone conversation, therefore, requires good listening skills. The language is also different because the context requires the use of some specific expressions.

Other occasions on which you may need to use your speaking skills is in **speeches and presentations**. In these, there is only one speaker addressing one or more listeners. As the objective of a speech or a presentation is usually to persuade a group of people, you will need to use your best speaking skills but also your social skills.

Finally, **negotiation** usually consists on a face-to-face conversation in which you need to find a solution to a problem. It is in this context where your social skills are most important, but you will also need to use your speaking skills carefully in order to carry out your point as clearly and accurately as possible.

Telephone conversations

You will probably find telephone conversations more difficult than face-to-face conversations. On the telephone you will need to concentrate on understanding what the other person is saying, especially when there is background noise or the communication is not good enough. As for speaking, a telephone conversation is full of standard phrases and common expressions. If you learn to use such expressions, you can have a successful telephone conversation.

Here are some expressions commonly used on the telephone:

Answering the phone:

- *Hello?*
- *Zara Portal de l'Angel, hello?*
- *Commercial Department, hello?*
- *Joan Alsina speaking.*
- *Customer service. Can I help you?*

Asking for identification:

- *Who's calling?*
- *Where are you calling from?*

In a commercial context, we usually answer a telephone call by saying the name of the company (or the department) before adding anything else.

On the telephone, we must say our name with *This is...* rather than *I am...* In a more formal situation, we can also say *My name's...*

- *May I have your name please?*

Identifying yourself on the telephone:

- *This is (Inés Fernández) from (Zara).*
- *My name's (Inés Fernández), I'm calling from (Zara).*
- *This is (Inés Fernández). I'm calling on behalf of (Joan Alsina).*

Asking to speak with someone:

- *May I speak to (Mr Smith), please?*
- *Can I talk to (Mr Smith), please?*
- *Is (Mr Smith) there?*
- *I'd like to speak to (Mr Smith).*
- *Could you put me through to (the commercial department), please?*

If Mr Smith himself answers the telephone, the answer would be:

- *Speaking!*, which means: *This is Mr Smith speaking.*

If not, see below:

Asking the other person to wait:

- *One moment, please.*
- *Hold on a minute please.*
- *Just a minute.*

Connecting to other people:

- *I'll put you through to (Mr Smith).*
- *I'll put you through to (his office).*

Explaining that the other person is not available:

- *I'm sorry, the line's busy at the moment.*
- *I'm afraid (Mr Smith) is not in his office right now.*
- *(Mr Smith) is in a meeting at the moment.*

Offering solutions when the other person is not available:

Put (somebody) through to
(Cat. posar amb..., passar a...) is a phrasal verb mostly used in this context.

- *Could you call back later please?*
- *Could you call back in (one hour)?*
- *Could I take a message?*
- *Would you like to leave a message?*
- *Can I help you in anything?*
- *I'll call back later, thanks.*
- *I'll try again, thanks.*

Leaving a message:

- *Could I leave a message please?*
- *Could you please tell (Mr Smith) that (Inés from Zara) called?*
- *I'd like to leave a message for (Mr Smith).*

Asking about the reason of the call:

- *What does it concern?*
- *What's it about?*

Explaining the reason of the call:

- *I'm calling on behalf of (Mr Ramoneda, from Zara).*
- *I'm calling about... (+noun)*
- *I'm calling to... (+verb)*

The expression *on behalf of* (Cat. *de part de*) is used when we call instead of another person.

Saying goodbye on the phone:

- *Thanks for your help.*
- *Ok, I'll call you back in a few days.*
- *Goodbye.*
- *Bye.*

Other useful words and expressions are:

- *To dial* (Cat. *Marcar un número*)
- *It's busy* (Cat. *Està ocupat*)
- *Receiver* (Cat. *Auricular*)

- *Mobile phone* (Cat. Mòbil)
- *To pick up the phone* (Cat. Despenjar el telèfon)
- *To hung up* (Cat. Penjar el telèfon)
- *To answer the phone* (Cat. Contestar el telèfon)
- *To ring* (Cat. Sonar)
- *Call* (Cat. Trucada)
- *Answering machine* (Cat. Contestador automàtic)
- *Voicemail* (Cat. bústia de veu)

Leaving recorded messages

A message on an answering machine or a voicemail must be as short as possible. Include the following information:

- Person to whom the message is addressed
- Identification
- Message
- Further steps

Here is an example of a recorded message:

Hello. This is a message for Mr Smith. This is Joan Alsina, from Zara. I'm calling about an order for 30 male shirts we made one week ago. We are still expecting the order. Could you please call me back and tell me if there's any problem? Thank you. Bye.

Now read this model dialogue reproducing a telephone conversation:

Marcel Roca works as an administrative assistant in the Marketing department of a multinational company called Moonlight. He calls Mr Mason, the sales manager in the company's headquarters in London.

Receptionist: Moonlight. Hello?

Marcel: Hello. This is Marcel Roca from Barcelona. May I talk to Mr Mason please?

Receptionist: Just a minute. I'll put you through to his office.

Marcel: Thanks a lot.

(Some minutes later)

Receptionist: Mr Roca? I'm afraid Mr Mason is in a meeting right now. Would you like to leave a message?

Marcel: Yes, please. Tell him I'm calling about the marketing campaign. It's ready and we need Mr Mason's approval to go ahead with it, but I'll call him back some other time.

Receptionist: That's fine. Mr Roca. I'll give him your message. Thanks for calling.

Marcel: Ok, bye.

Note: Telephone conversations tend to be more informal than face-to-face meetings. Even if Marcel were talking to Mr Mason himself, he would use the informal *hello* rather than the more formal *good morning*, for example.

Speeches and presentations

Speeches and presentations are two instances in which you will need to use the oral language. We might need to give a speech in a variety of situations: to read a paper in a congress, to welcome some guests to our company, to make a toast in a formal meal, or to accept a prize or an honour. On the other hand, presentations are very much used to advertise a product, or to show the figures of your company to a group of investors, for example. Speeches and presentations tend to be more formal than conversations.

Very often, a speech consists merely on reading a text aloud whereas a presentation requires more improvisation. Moreover, a presentation is very often accompanied of support material, like graphics or images. The common feature is that in both cases we address an audience.

To make a good speech, it is necessary to speak the language fairly well and to know the basic principles of public speaking. Here are some tips for effective communication in public speaking:

1. **Imagine the positive outcome of the speech.** Before you start, close your eyes and imagine the audience clapping, congratulating you on your speech or asking questions to know more. A good way to overcome anxiety is to visualize the results that you want to achieve after your speech. If you visualize on a consistent basis, your mind will become used to the prospect of speaking in public, and pretty soon you'll conquer any feelings of anxiety.
2. **Be yourself.** When we stand up to give a speech, we often think about the public rather than about the message that we want to communicate. You must do just the opposite: concentrate on your message and forget about the audience. Imagine that you are having a relaxed conversation with one person, so address your audience directly and make a connection with them. You can do so by fixing your attention on a person sitting on the front, for example, and addressing that person as an individual, but make sure that you change your focus of attention from one person to another.
3. **Know your environment.** If possible, get familiar with the place of the speech. This will help you visualize the context and get everything under

control. Also, check all the material that will be required during the speech: internet connection, computer, overhead projector, handouts, etc. There is nothing worse in public speaking than keeping your audience waiting for the solution of technical problems.

4. **Don't forget the purpose of your speech.** Think what the audience would like to get at the end of your speech. Ask yourself: How can I help your audience achieve their goals? Do I have to inform them? Motivate them? Convince them? Entertain them? When your purpose is clear, choose the tools that might better contribute to those goals.

Negotiating

In an organization composed of a large number of people with different personalities and different interests, there is an unavoidable potential for conflict. Disagreements on the solution for a problem or the goals for a project are very common in all organizations. Disagreements are sometimes bad for the business because they can affect productivity, but if they are managed skilfully, they may become a valuable source of development for the company. For this reason, it is very important to have good negotiation skills. The success of a negotiation takes place when two people or group of people get together and reach an agreement that is acceptable to everybody. The ability to negotiate requires a number of personal and communication skills which combine to get the desired result.

Here are some tips to be a successful negotiator:

1. **Identify the problem.** You must have a clear idea of the problem involved in the negotiation. Where is the disagreement? In the company's expansion plans? In the workers' salaries? Once the problem has been identified, you can determine the interests of each party and prepare possible solutions.
2. **Be well informed.** You must prepare the meeting carefully. Get informed of the people's characters, relationships, past negotiations and interests. This will help you to find the right tone for the conversation. If the interlocutors come from a different cultural background, you must be familiar with their customs, beliefs and social codes.
3. **Listen effectively.** You must have the skill to listen to the other party during the meeting. Do not spend your time talking about the advantages of your point of view. Express your point of view as short as possible and then let the other people explain their own point of view without interrupting them.
4. **Control your emotions.** It is very important that you control your emotions during the negotiation. Long and difficult negotiations will generate frustration in both parties, but you must get your frustration under control or you may reach an unfavourable agreement just because you wish to end the negotiation. Suggest a break if you feel tired.
5. **Use your communication skills.** You must have the ability to communicate clearly and effectively to avoid misunderstandings during the negotiation.

Go straight to the point and explain your reasons to support your point of view. This requires a good knowledge of the language, but your social skills and characters are also very important to maintain a good atmosphere during the meeting. You will need to be a reliable and open-minded person.

2.3.2 Grammar reference: past tenses (I)

The past tenses are used to speak about the past. As in the present, the action of the verb can be seen as continuing in time or as simple actions taking place at a specific moment in the past. This difference is reflected in the two verb tenses called *past simple* and *past continuous*.

The past simple

There are two ways of expressing the past simple tense, depending on whether the verb is regular or irregular. The past tense of regular verbs always ends in -ed, but the irregular verbs have different forms in the past. The only option to know the past simple of irregular verbs is to learn the different forms.

See the annex called "List of irregular verbs" for the irregular past forms of the most common English verbs.

Conjugation of the past simple:

The table below shows the forms of the past simple forms of the **regular verb** *work*.

TAULA 2.5. Conjugation of the past simple (regular verb: work)

	Affirmative	Negative Long form	Short form	Interrogative
I	worked	did not work	didn't work	Did I work...?
You	worked	did not work	didn't work	Did you work ...?
He / She / It	worked	did not work	didn't work	Did he work...?
We	worked	did not work	didn't work	Did we work ...?
You	worked	did not work	didn't work	Did you work...?
They	worked	did not work	didn't work	Did they work...?

The table below shows the past simple forms of the **irregular verb** *go*.

TAULA 2.6. Conjugation of the past simple (irregular verb: go)

	Affirmative	Negative Long form	Short form	Interrogative
I	went	did not go	didn't go	Did I go...?
You	went	did not go	didn't go	Did you go...?
He / She / It	went	did not go	didn't go	Did he go...?
We	went	did not go	didn't go	Did we go...?
You	went	did not go	didn't go	Did you go...?
They	went	did not go	didn't go	Did they go...?

TAULA 2.6 (continuació)

Notes:

- In the past simple, the forms are the same in all the persons, both in regular and irregular verbs.
- The negative and the interrogative forms are expressed with the auxiliary verb *did*, which is the irregular past form of *do*.
- In the negative and the interrogative forms, the conjugated element is the auxiliary verb whereas the verb is in the base form (*work, go*), so these forms do not distinguish between regular and irregular verbs.

Use of the past simple:

The past simple is used to express:

1. A finished action in the past:

- I *worked* in a factory 20 years ago. (Cat: *Vaig treballar* a una fàbrica fa 20 anys).
- *Did you watch* the film on TV last night? (Cat: *Vas veure* la pel·lícula de la tele ahir a la nit?).
- Mr Smith *didn't start* to work in this company until last year. (Cat: El Sr Smith *no va començar* a treballar en aquesta empresa fins l'any passat).
- She *met* her husband at a party when they were 15. (Cat: *Va conèixer* el seu marit a una festa quan tenien 15 anys).

2. A series of short, consecutive actions in the past:

- I *got up, had* a shower and *left* the house. (Cat: *Em vaig llevar, em vaig dutxar i vaig marxar* de casa).
- He *had* two drinks, *took* his car and *had* an accident. (Cat: *Va prendre* dues copes, *va agafar* el cotxe i *va tenir* un accident).

3. States in the past:

- *Were* you very tired after yesterday's long day at work? (Cat: *Estaves* molt cansada després del llarg dia de feina d'ahir?).
- We all *felt* very happy when he left. (Cat: Tots nosaltres *vam estar* molt contents quan va marxar).
- It *was* very hot last summer. (Cat: *Va fer* molta calor l'estiu passat).

Time adverbials:

There are some adverbials of time which are commonly used with the past simple. For example:

- **yesterday** (Cat. ahir): She arrived *yesterday*.
- **last night** (Cat. ahir a la nit): I met Mr Hilton *last night*.
- **last year** (Cat. l'any passat): We started our project *last year*.
- **one year ago** (Cat. fa un any): We met him *one year ago*.
- **in 1985** (Cat. a l'any 1900): They founded the company *in 1985*.
- **in the 19th century** (Cat. al segle XIX): Life was hard *in the 19th century*.
- **when I was younger** (Cat. quan jo era jove). *When I was younger*, we did not have so many advantages.

The past continuous

Like all the continuous tenses, the past continuous is a complex tense formed with the past tense of the auxiliary *be* and the verb in gerund:

- WAS/WERE + GERUND (-ING)

Conjugation of the past continuous:

The table below shows the past continuous forms of the verb *work*.

TAULA 2.7. Conjugation of the past continuous (work)

	Affirmative	Negative Long form	Short form	Interrogative
I	was working	was not working	wasn't working	was I working...?
you	were working	were not working	weren't working	were you working...?
he, she, it	was working	was not working	wasn't working	was he working...?
we	were working	were not working	weren't working	were we working...?
you	were working	were not working	weren't working	were you working...?
they	were working	were not working	weren't working	were they working...?

Notes:

- The variable element in the past continuous is the auxiliary *be*, which must agree with the subject: *I, he, she, it was* and *you, we, they were*. The gerund is an invariable form. In this tense there is no difference between regular and irregular verbs.
- The equivalent forms of the past continuous in Catalan and Spanish are the forms Cat. *estava treballant* and Sp. *estaba trabajando* or Cat. *treballava* and Sp. *trabajaba*.

Use of the past continuous:

1. Unfinished actions at a specific point in the past:

- *I was sleeping* at eleven last night (Cat: *Estava dormint/dormia* ahir a les onze de la nit).
- What *were you doing* last year? (Cat: *Què estaves fent/feies* l'any passat?).
- *I wasn't doing* anything when you called (Cat: *No estava fent/no feia* res quan vas trucar).

2. Simultaneous actions in the past:

- He *was talking* about the markets while everybody *was sleeping* (Cat: *Estava parlant* dels mercats mentre tothom *dormia*).
- They *were going* home while I *was* still *waiting* for them in the boardroom (Cat: *Anaven* cap a casa mentre jo encara els *esperava* a la sala de juntes).

When we express two simultaneous actions in the past, the two sentences are usually linked with the time connectors *while* (Cat. *mentre*) or *when* (Cat. *quan*).

The past simple vs the past continuous

The most important difference between the past simple and the past continuous is that the past simple describes a short action expressing what happened at a certain moment whereas the past continuous describes a long action stressing the duration of this action.

The two tenses are very often combined in the same sentence to express what was happening when the action was interrupted by another action. For example:

- *I was finishing* my report last night when the lights *went out*. (Cat. *Estava acabant* el meu informe ahir a la nit quan *se'n va anar* la llum).

The sentence includes:

1. A long action describing what was taking place in that moment (*I was going home*).

2. A short action describing what happened in the middle of the long action (*it started to rain*).
3. The time connector *when* to indicate that the actions took place at the same time.

3. Logistics

Whenever I make a purchase from Amazon and choose overnight shipping on a group of unrelated items, I marvel at the logistics involved in getting my items gathered from a warehouse several miles away and delivered to my door within 24 hours.

From a forum posting at *BD Business dictionary*. www.businessdictionary.com/definition/logistics.html.

Logistics is the process of planning, implementing, and controlling procedures for the efficient and effective transportation and storage of goods from the point of origin to the point of consumption for the purpose of conforming the customer's requirements. The concept of logistics involves the integration of information, transportation, inventory, warehousing, material handling and packaging.

Logistics is crucial in international trade. In order to manufacture a product, different materials will be required which will be transported from the supplier to the factory where they will be processed and result in a final product which will be, at the same time, shipped somewhere else until it reaches the final consumer, the last point of the distribution channel. All this process is what we call the supply chain, a system of organizations, people, activities, information, and resources involved in moving a product or service from supplier to customer. The supply chain is actually a complex and dynamic supply and demand network.

3.1 The modes of transport in logistics

The choice of one or more means of transport depends upon the quantity of product to be shipped, the type of product, the distance between the source and the destination, the price, etc. Transportation may take place via air, water, rail, road, pipelines or cables.

Haulage is the business of transporting the goods by road or rail. Road transportation is done through lorries or trucks, and it plays a major role in handling cargo. It is cost effective and ideal for short distances and for transporting perishables. Trucks have different capacities and they can reach small towns which do not have railway stations. On the other hand, through rail freight transport, a larger volume of cargo can be handled in a short period of time. It is energy and cost effective and very reliable. It has the downside of lack of flexibility, being subject to rail freight operators timetable. Moreover, suppliers and customers are not always located near a rail freight depot, which is a limitation in final destinations.

Waterways is the cheapest means of transportation, large volume of world trade is done through ships. It is used by businesses for the delivery of goods from distant

Merchandise

Merchandise are goods that are sold and bought in trade. When merchandise is being moved or shipped, it may be called "freight" or "cargo".

suppliers. It is ideal for transporting heavy and bulky goods, suitable for products with long lead time. Unlike the road transport, when you can contact the driver at any time, ships are difficult to monitor, so you do not know the exact location of the goods in transit. Additionally, bad weather can put the cargo at risk. While sea transportation is the cheapest, airways is the most costly, though the fastest. It is normally used for valuable goods having less volume.

Many transport companies provide scheduled delivery days. Goods can be packed or grouped in box vans or in containers which are also used for sea transportation.

Merchandise being transported internationally is usually subject to the Incoterms standards issued by the International Chamber of Commerce.

TAULA 3.1. Vocabulary

Airway (n): ruta aèrea	Handle (v): gestionar, enarregar-se de
Box van (n): camioneta, furgoneta	Haulage (n): transport de mercaderies
Bulky (adj): gran, voluminós	Incoterm (n): incoterm
Business (n): negoci, empresa	Lead time (n): temps d'elaboració
Cargo (n): càrrega	Lorry (n): camió
Container (n): contenidor	Perishable (adj): perible, que es fa malbé
Cost effective (adj): rentable	Rail (n): ferrocarril
Customer (n): client	Rail freight depot (n): terminal de càrrega (en una estació)
Delivery (n): lliurament, enviament, entrega	Rail freight transport (n): transport de mercaderies per ferrocarril
Downside (n): inconvenient	Reliable (adj): fiable
Energy efficient (adj): eficient en l'ús d'energia	Ship (v): enviar, trametre
Freight (n): càrrega	Supplier (n): proveïdor, venedor
Freight operator (n): empresa de transport de mercaderies	Truck (n): camió
Goods (pl n): productes, béns	Waterway (n): ruta marítima

3.2 Packaging logistics

Packaging is a vital component of export success. The basic functions of packaging are the protection and the identification. Products need to be preserved and protected in order to reach their destination in perfect condition. On the other hand, packaging has the functions of promotion of the product, creation of a public image, communication and product differentiation.

Packaging has been classified into primary, secondary and tertiary. The primary packaging is the material that first envelops the product and holds it, it is in direct contact with the contents. For food and beverage packaging we may use tin cans, coffee capsules, milk cartons, aluminium foil containers, cardboard pizza boxes, resaleable plastic zipper bags, woven packaging bags, disposable paper cups, flexible or rigid packets, etc.

Secondary packaging is outside the primary packaging, perhaps used to group primary packages together and with information to the consumer about the product. It could be a carton box, a shipping box, a cardboard box for wine, a bubble envelope, etc.

Tertiary packaging is used for bulk handling warehouse storage and transport shipping. It is used to group secondary packaging together and prevent damage to the products. The normal form is a unit load that packs tightly into containers. It carries information about the product, such as the fragility, etc. Examples of this category are pallets, wooden crates, shrink wrap, etc.

Once the products have been properly packaged and sealed, they are ready for transport. The most common system used is the containers. Containerization is a system of intermodal freight transport using standard shipping containers that can be loaded with cargo, sealed and placed onto container ships, railroad cars, and trucks.

Containerization has revolutionized cargo shipping and the role of stevedoring companies. Originally, immediately as the vessel entered a harbour to load or unload the cargo from there, dockers or longshoremen would handle the goods as soon as the vessel was in the dock. Nowadays, stevedoring companies and their skilled personnel operate a selection of expensive and sophisticated cargo handling equipment in ports and terminals around the world. They use huge container cranes and ground handling equipment, such as straddle carriers or low loaders.

G&A is a logistics company based in Liverpool. They store and ship products from and to any point in the world. Mr Gary Clerk works for G&A. Let's see what he tells us about his job:

“My name's Gary Clerk. I'm from Los Angeles, in USA, but I moved to Liverpool two years ago because I got married to my wife, Helen. I work in the company warehouse. Here we select the products that will be shipped according to the orders received. There is a pick line for every product. We use scan guns to scan the products we pick, put them on pallets and then move the pallets back and forth. Then, we take them outside the pick line where the forklift is used to move them to the replenishment area. Once there, we wrap each pallet and make sure that it's properly secured. There is a separation between each pick line so that we can visually inspect any discrepancies that we may have with the pallets waiting to be picked.

The job is tough, but I still love it. I was doing something similar back in the US, but the relationship with my new colleagues is different. Even though we all speak the same language, there are a lot of cultural differences between America and Britain. My American colleagues were not so formal, but bit by bit I'm trying to cope, and I know I'll get on well with them.”

TAULA 3.2. Vocabulary

Aluminium foil (n): paper d'alumini

Milk carton (n): cartró de llet, tetrabrik

Beverage (n): beguda

Pack (v): empaquetar

Bubble envelope (n): sobre de bombolles

Package (v): embalar

Bulk handling (n): transport de materials industrials	Packaging (v): embalatge
Cardboard box (n): capsa de cartró	Packet (n): paquet
Cargo shipping (n): transport de mercaderies	Pallet (n): palet
Carton box (n): envàs de cartró	Paper cup (n): got de paper
Coffee capsule (n): càpsula de cafè	Railroad car (n): vagó de tren
Container (n): contenidor	Resaleable (adj): revendible, que es pot tornar a vendre
Container ship (n): vaixell de càrrega	Seal (v): segellar
Containerization (n): contenidorització	Shipping box (n): caixa de transport
Contents (pl n): contingut	Shrink wrap (n): film transparent
Crane (n): grua	Stevedoring company (n): empresa d'estiba
Damage (n): desperfecte	Storage (n): emmagatzematge
Disposable (adj): d'un sol ús, rebutjable	Straddle carrier (n): carretó pòrtic
Dock (n): moll, dàrsena	Tin can (n): llauna
Docker (n): estibador	Transport shipping (n): transport marítim
Envelop (v): envolta, embolica	Truck (n): camió
Export (n): exportació	Unit load (n): unitat de càrrega
Food (n): menjar	Unload (v): descarregar
Harbour (n): port	Vessel (n): embarcació, vaixell
Hold (v): contenir	Warehouse (n): magatzem
Intermodal freight transport (n): transport de mercaderies intermodal	Wooden crate (n): caixa de fusta
Load (v): carregar	Woven packaging bag (n): bossa de tela
Longshoreman (n): estibador	Zipper bag (n): bossa amb cremallera
Low loader (n): semitràiler	

3.3 Language in use



Late payments are a common occurrence in business. In order to get invoices paid on time, the vendor should establish payment terms in the contract, and send invoices out promptly. Even so, your customer might fail to settle the debt on time. In this case, it is advisable to send a letter to let the customer know that you are aware that there is an outstanding payment. In the first reminder requesting payment you should be polite as the customer may have a good reason for not paying on time.

3.3.1 Payment reminder letter

The following are some useful phrases used in late payment reminders:

- This is a friendly payment reminder, as your account with us now appears as past due.
- I am writing to you regarding the above invoice, dated...
- This invoice is still outstanding.
- We would like to bring the following invoice ## to your immediate attention.
- According to our records, we have not yet received your remittance.
- As you know, our payment terms are 30 days from the issue date of the invoice.
- This matter requires your immediate attention.
- Please remit payment as soon as possible.
- Despite sending you several reminders, we have received no response from you about your seriously past due account.
- I am prepared to give you a final opportunity to settle your account.
- We feel there is no recourse but to put your account in the hands of our collection agency.
- Thank you very much for your attention to this matter and your continued business.

In the letter below, the managing director of Glossy Ltd. writes a request for payment to Mr Smith, from the company Unicorn Ltd.

Example of request for payment

23 February 2017

Unicorn Ltd.

24 Kenyon way

SW1452 Salford

United Kingdom

Dear Mr Smith,

In our letter of 5 January it was agreed that you would settle the outstanding balance of €150,000 on account 2100 25654428 55 2554 on 17 January. This agreement was based on the understanding that failure to comply would result in our legal representatives taking over the matter.

Unfortunately, settlement was not made on 17 January. If we have not received your remittance by 12 March, we will instruct our legal representatives to take immediate action to recover the debt.

Yours sincerely,
Henry Lovecraft
Manager Director
Glossy Ltd.

TAULA 3.3. Vocabulary

Account (n): compte	Past due (v): vençut
Collection agency (n): agència d'impagaments	Payment terms (n): terminis de pagament
Customer (n): client	Records (n): arxius
Failure to comply (n): incompliment	Recover the debt (v): recuperar el deute
Invoice (n): factura	Reminder (n): recordatori
Issue date (n): data d'emissió	Remittance (n): remesa
Late payments (n): morositat	Settle your account (v): liquidar el seu compte
Managing director (n): director general	Settlement (n): liquidació
Outstanding balance (n): saldo pendent	Take over the matter (v): fer-se càrrec de la qüestió
Outstanding payment (n): pagament pendent	Vendor (n): venedor

Communication: language issues

In all the communicative situations, accuracy is very important, but it is especially so in the working environment, where misunderstandings can have negative consequences for the company and for yourself. For this reason, it is necessary to be careful with the use of language in order to express your message as clearly as possible.

To avoid misunderstandings in your international relationships, you should consider such aspects as for example the cultural differences with other countries, the use of the formal or informal style, the use of false friends and phrasal verbs, or the correct pronunciation of certain words which are only distinguished by their stress.

Words as verbs and nouns

In English, it is common to find the same word functioning as a noun and as a verb. Very often, these words have the same spelling and pronunciation, so the only way of distinguishing the meaning is from the context. Some examples of these are:

- Noun: *love* (Cat. amor); verb: *love* (Cat. estimar)
- Noun: *water* (Cat. aigua); verb: *water* (Cat. regar)
- Noun: *walk* (Cat. passeig); verb: *walk* (Cat. passejar, caminar)
- Noun: *drive* (Cat. trajecte en cotxe); verb: *drive* (Cat. conduir)
- Noun: *fall* (Cat. caiguda); verb: *fall* (Cat. caure)
- Noun: *mistake* (Cat. error); verb: *mistake* (Cat. confondre)

Sometimes, the words have the same spelling, but they are stressed in different syllables, as in the following examples (stressed syllables in **bold type**):

- Noun: ***increase*** (Cat. augment); verb: *increase* (Cat. augmentar)
- Noun: ***decrease*** (Cat. descens); verb: *decrease* (Cat. descendre, baixar)
- Noun: ***import*** (Cat. importació); verb: *import* (Cat. importar)
- Noun: ***export*** (Cat. exportació); verb: *export* (Cat. exportar)
- Noun: ***discount*** (Cat. descompte, rebaixa); verb: *discount* (Cat. descomptar, rebaixar)
- Noun: ***refund*** (Cat. devolució); verb: *refund* (Cat. tornar, fer una devolució)
- Noun: ***insult*** (Cat. insult); verb: *insult* (Cat. insultar)
- Noun: ***protest*** (Cat. protesta); verb: *protest* (Cat. protestar)
- Noun: ***update*** (Cat. actualització); verb: *update* (Cat. actualitzar)

- Noun: ***misprint*** (Cat. error tipogràfic); verb: ***misprint*** (Cat. cometre una errada tipogràfica)
- Noun: ***survey*** (Cat. enquesta) verb: ***survey*** (Cat. enquestar, fer una enquesta)
- Noun: ***detail*** (Cat. detall); verb: ***detail*** (Cat. detallar, donar details)
- Noun: ***upset*** (Cat. trasbals); verb: ***upset*** (Cat. trasbalsar)

Some other words have the same spelling and different syllable stress, but also different meanings as a noun and as a verb. Some examples of these words are:

- Noun: ***contract*** (Cat. contracte); verb: ***contract*** (Cat. contraure's)
- Noun: ***conduct*** (Cat. conducta, actitud); verb: ***conduct*** (Cat. dirigir, portar a terme, realitzar)
- Noun: ***object*** (Cat. objecte); verb: ***object*** (Cat. objectar, posar objeccions)
- Noun: ***subject*** (Cat. assignatura, tema, subjecte [gramatical]); ***subject*** (Cat. sotmetre)
- Noun: ***present*** (Cat. regal); verb: ***present*** (Cat. presentar)
- Noun: ***desert*** (Cat. desert); verb: ***desert*** (Cat. desertar, abandonar)

False friends

Many English words, especially those in the fields of business, commerce, science and technology, have a Greek or Latin origin, so they can be easily recognized by a Spanish or Catalan speaker. For example, you do not probably need a dictionary to understand the meaning of words like *information, university, computer, reality, family, television, history*, and many others.

However, there are some words that look similar in the two languages, but they do not have the same meaning. These words are called *false friends* because they apparently have one meaning, but they actually have a different one.

There are not many English false friends, but they are very frequently used, so it is very important to know their meanings and be careful to use the correct word to avoid misunderstandings.

The table below shows a list of some common false friends.

TAULA 3.4. English false friends

English word	Catalan translation	Similar Catalan word	English translation
actually	de fet	actualment	currently, now
approve	acceptar, aprovar	aprovar (un examen)	pass
assist	ajudar, atendre	assistir a	attend, go to
conductor	director d'orquestra	conductor	driver
disgust	fàstic	disgust	upset (adj.)

See the annex called "List of false friends" for the most common false friends in Catalan and Spanish.

TAULA 3.4 (continuació)

English word	Catalan translation	Similar Catalan word	English translation
exit	sortida	èxit	success
fabric	teixit	fàbrica	factory
lecture	conferència, xerrada	lectura	reading
library	biblioteca	llibreria	bookshop, bookstore
motorist	automobilista	motorista	motor cyclist
preservative	conservant	preservatiu	condom
sensible	sensat, amb seny	sensible	sensitive

Phrasal verbs

In English, we often use verbs accompanied by a small word called *adverb particle*, which gives a special meaning to the verb. This meaning is different from the separate meanings of the verb and the particle.

The verbal units composed of verb + adverb particle are called *phrasal verbs*. Phrasal verbs are more common in the oral and informal language than in the written, formal language.

Here are some widely-used phrasal verbs (with their meanings in Catalan):

- *get up* (Cat. llevar-se)
- *wake up* (Cat. despertar-se)
- *break down* (Cat. avariar-se, espatllar-se)
- *look out* (Cat. vigilar, anar amb compte)
- *turn on* (Cat. engegar, posar en marxa, encendre [un llum])
- *turn off* (Cat. apagar [un llum, un aparell])
- *fill in* (Cat. omplir [un formulari])
- *take off* (Cat. enlairar-se [un avió], treure's [una peça de roba])
- *turn up* (Cat. presentar-se, aparèixer [en un lloc])
- *blow up* (Cat. esclatar, explotar)
- *throw away* (Cat. tirar, llançar)
- *come back* (Cat. tornar, retornar [d'un lloc])
- *put off* (Cat. posposar, retardar)
- *find out* (Cat. descobrir, trobar)

See the annex "List of phrasal verbs" for a list of the the most common phrasal verbs in English. It includes a translation of the verbs into Catalan.

Sometimes, the phrasal verb has an object. In this case, there are two possible positions for the object:

- Don't forget to **turn off** *the lights* / Don't forget to **turn** *the lights* **off** (Cat. No t'oblidis d'apagar els llums).
- Can you **fill in** *this form* please? / Can you **fill** *this form* **in** please? (Cat. Pot omplir aquest formulari, si us plau?).
- I think I'll **throw away** these old magazines / I think I'll **throw** these old magazines **away** (Cat. Em sembla que llançaré aquestes revistes velles).

But if the object is a pronoun, it is always placed between the verb and the particle.
Examples:

- Don't forget to **turn** *them* **off** (Cat. No t'oblidis d'apagar-les).
- Can you **fill** *it* **in** please? (Cat. Pot omplir-lo, si us plau?).
- I think I'll **throw** *them* **away** (Cat. Em sembla que les llançaré).

Some phrasal verbs can also add a preposition, as for example:

- *look forward to* (Cat. esperar amb il·lusió)
- *keep up with* (Cat. mantenir-se a l'alçada de, mantenir el ritme de)
- *cut down on* (Cat. reduir [una activitat])
- *put up with* (Cat. tolerar, suportar, aguantar [una persona o situació])

Prepositional verbs and verbs + prepositional phrase

We should not confuse the phrasal verbs with the *prepositional verbs*. The prepositional verbs are those that have a preposition before the object. For example:

- *look at* (Cat. mirar): *he looked at me.*
- *listen to* (Cat. escoltar): *I'll listen to the radio.*
- *belong to* (Cat. pertànyer a): *this desk belongs to Mrs Smith.*
- *apply to* (somebody) (Cat. demanar a [algú]): *I'll apply to the manager.*
- *apply for* (something) (Cat sol·licitar [una cosa]): *I applied for a job.*
- *speak with* (Cat. parlar amb): *you should speak with your boss.*
- *consist of* (Cat. estar compost de): *the presentation consists of two parts*

It is also very common to use a verb indicating movement (like *go, walk, run, drive, fly, swim*) with a *prepositional phrase*. For example:

- *Walk along the street* (Cat. Ves [camina] pel carrer).
- *I drove through the city in only ten minutes* (Cat. Vaig conduir d'una punta a l'altra de la ciutat en només deu minuts).
- *Please don't go up those stairs* (Cat. Si us plau, no pugis per aquella escala).
- *I swam across the lake* (Cat. Vaig nedar d'una banda a l'altra del llac).

In these examples, the verb and the preposition retain their original meaning.

Prefixes and suffixes

A prefix refers to the element that is placed at the beginning of a word to modify or adjust the meaning of that word, whereas the suffix is placed at the end of the word. Both prefixes and suffixes form part of the word to which they are joined and cannot be separated. Most of them are attached to the word, as in “bilingual”, but a few are separated from the word by a hyphen (-), as in “extra-curricular”.

The knowledge of the meaning of the most important prefixes and suffixes is important because it makes it easier to guess the meaning of unknown words. For example, if we know the meaning of the prefix “mis-” (wrongly) and we know the meaning of the verb “understand” (Cat: entendre), we can easily guess the meaning of “misunderstand” (Cat: entendre malament), and this even though it is the first time that we see that word.

Prefixes and suffixes can be added to nouns, adjectives and verbs to express a new idea. Suffixes are basically used to change the part of speech of a word, that is, to turn adjectives into nouns, nouns into adjectives, etc.

You can create words by adding the appropriate prefixes or suffixes. For example, you can add the suffix *-like* to a noun (like in *childlike*) to form a new adjective: *teacher-like* (Cat. que es comporta com un professor), *animal-like* (Cat. que és o es comporta com un animal), etc. In these cases, the suffix is separated from the word by a hyphen (-) because the new word has not been incorporated into the language.

Prefixes

The majority of prefixes are the same and have the same meaning as in Catalan and Spanish. For example: *anti-*, *auto-*, *cyber-*, *extra-*, *hyper-*, *inter-*, *kilo-*, *micro-*, *mini-*, *mono-*, *multi-*, *neo-*, *photo-*, *post-*, *pre-*, *semi-*, *sub-*, *super-*, *tele-*, *trans-*, *vice-*, etc.

However, there are some others that have a different origin and are not so easy to understand. The table below shows some common English prefixes:

TAULA 3.5. Prefixes

Prefix	Added to...	Usual meaning	Examples
de-	verbs	reversing action	deregulate
dis-	adjectives, nouns, verbs	not, opposite	disloyal, disorder, discover
en-	adjectives, nouns	make, put in	enable, endanger
fore-	nouns, verbs	before	foreground, foretell
ill-	past participles	badly	ill-used
mid-	nouns	in the middle of	mid-90, mid-century, mid-way
mis-	nouns, verbs	wrongly	misuse, misunderstand, misspelling
out-	nouns, verbs	be more than	outcast, outrun, outnumber
over-	nouns, verbs	too much	over-confident, overhear, oversize
un-	adjectives, verbs	opposite, not	unimportant, undress

Suffixes

The tables below show a list of common English suffixes and their meanings:

TAULA 3.6. Suffixes that form nouns

Suffix	Added to...	Meaning	Examples
-ee	verbs	object of the verb	employee, interviewee
-er/-or	verbs	person/thing that does the action of the verb	manager, director
-ess	nouns	female	actress, waitress, lioness
-ful	nouns	quantity contained in	handful, spoonful
-ship	nouns	quality of	friendship, relationship

TAULA 3.7. Suffixes that form adjectives

Suffix	Added to...	Meaning	Examples
-able	verbs	that can be done	manageable, understandable
-ful	nouns	full of	useful, careful
-ish	adjectives, nouns	tending to, similar to	bluish, childish
-less	nouns	without	homeless, armless
-like	nouns	like, behaving like	childlike, homelike
-ous	nouns	having	numerous, vicious
-ly	adjectives	in that manner	quietly, quickly
-wards	prepositions of place, nouns	in that direction	backwards, homewards

Adjectives in -ed and adjectives in -ing

The suffixes *-ed* and *-ing* are added to verbs in order to form adjectives. These adjectives are easily confused because they have similar meanings, but there is a difference:

- The adjectives ending in *-ed* refer to a temporary state. These adjectives form the past participle of the corresponding verbs. For example: *interested, terrified, embarrassed, fascinated*.
- The adjectives ending in *-ing* refer to a permanent characteristic. For example: *interesting, terrifying, embarrassing, fascinating*.

The table below shows some common adjectives in *-ed* and *-ing*:

TAULA 3.8. Adjectives ending in -ed and adjectives ending in -ing

-ed	-ing	Meanings
amazed	amazing	sorpès- sorprenent
amused	amusing	divertit - divertit
annoyed	annoying	molest - molest
astonished	astounding	sorpès - sorprenent
confused	confusing	confós - confós
depressed	depressing	deprimit - depriment
disgusted	disgusting	fastiguejat - fastigós
embarrassed	embarrassing	avergonyit - que fa vergonya
excited	exciting	emocionat - emocionant
exhausted	exhausting	esgotat - esgotador
fascinated	fascinating	fascinat - fascinant
frightened	frightening	espantat - espantós
horrified	horrifying	horroritzat - horrorós
interested	interesting	interessat - interessant

TAULA 3.8 (continuació)

-ed	-ing	Meanings
satisfied	satisfying	satisfet - satisfactori
shocked	shocking	sorprès - sorprenent
terrified	terrifying	aterroritzat - terrorífic
tired	tiring	cansat - cansat
worried	worrying	preocupat - preocupant

'Ser i estar'

In Catalan and Spanish, there is a different verb for each adjective:
Cat. *ser interessant* and *estar interessat*.

In English, however, there is only one verb (*be*), so the ending is the only way of distinguishing the meanings of the adjectives.

Here are some examples in their contexts:

- *I met a very **interesting** person* (Cat. Vaig conèixer una persona molt *interessant*).
- *I'm very **interested** in computing* (Cat. Estic molt *interessat* en la informàtica).
- *The scene was **terrifying*** (Cat. L'escena era *terrorífica*).
- *I certainly was **terrified** by the scene* (Cat. Vaig quedar certament *horroritzat* per l'escena).
- *I think the situation was **embarrassing*** (Cat. Crec que la situació va ser *incòmoda*).
- *You're right. I felt **embarrassed**, too* (Cat. Tens raó. Jo també em vaig sentir *incòmode*).
- *I find social networks **fascinating*** (Cat. Trobo les xarxes socials *fascinants*).
- *I don't. I'm not at all **fascinated*** (Cat. Jo no. Jo no estic gens *fascinat*).

Easily confused words

As in all the languages, in English there are many words that can be easily confused by language learners for several reasons. It might be because of minor differences in spelling or similarity in their meanings, but in any case, they are often used wrongly and can generate mistakes and create misunderstandings.

Here is a list of commonly used words which are often confused.

Advise / Advice:

There is a difference in spelling and in meaning.

- *Advise* (Cat. aconsellar) is a verb. For example: *I **advise** you to be patient* (Cat. T'aconsejo que tinguis paciència).
- *Advice* (Cat. consell) is a noun. For example: *My only **advice** is that you are patient* (Cat. El meu únic consell és que tinguis paciència).

Practise / Practice:

In British English, there is a difference in spelling and meaning between these two words, as in *advise/advice*:

- *Practise* (Cat. practicar) is a verb. For example: *You should **practise** English more often* (Cat. Hauries de practicar l'anglès més sovint).
- *Practice* (Cat. pràctica) is a noun. For example: *You need more **practice** to improve your pronunciation* (Cat. Et cal més pràctica per a millorar la pronunciació).

In American English, there is only one spelling (*Practice*), but two meanings for this word. Examples:

- Verb: *You should **practice** English more often* (Cat. Hauries de practicar l'anglès més sovint).
- Noun: *You need more **practice** to improve your pronunciation* (Cat. Et cal més pràctica per a millorar la pronunciació).

Life / Live:

Apart from differences in spelling and meaning, there is also a clear difference in pronunciation between these two words:

- *Life* (pronounced: /laɪf/) (Cat. vida) is a noun: *I lead a very healthy **life*** (Cat. Porto una vida molt saludable).
- *Live* (pronounced: /lɪv/) (Cat. viure) is a verb: ***I live** in Barcelona* (Cat. Visc a Barcelona).

A related word is the adjective *alive* (Cat. viu/va), which is the opposite of *dead* (Cat. mort/a), as in: *He's still alive; I can notice his breathing* (Cat. Encara és viu; puc notar com respira).

Please notice that the plural form of *life* is *lives* (pronounced /laɪvz/). Do not confuse with the third person singular of the present simple of the verb: *he lives* (pronounced /lɪvz/).

Price / Prize:

These two words are both nouns. There is a difference in spelling and meaning and there is also a slight difference in pronunciation: *price* is pronounced /praɪs/ whereas *prize* is pronounced /praɪz/.

- *Price* (Cat. preu): *The **price** of this product has increased a lot* (Cat. El preu d'aquest producte ha pujat molt).
- *Prize* (Cat. premi): *She won the first **prize** in a painting competition* (Cat. Va guanyar el primer premi en un concurs de pintura).

See the annex called "English Phonetic Symbols" to see a description of the phonetic signs.

Job / Work:

The meanings of these two words are very similar, but there is a grammatical difference between them which provokes frequent mistakes in their use.

- *Job* (Cat. feina, lloc de treball) is a countable noun, which means that it can be used in plural. For example: *I've had many **jobs** in my life, but I am currently unemployed* (Cat. He tingut moltes feines a la meua vida, però ara mateix estic a l'atur).
- *Work* (Cat. treball) is an uncountable noun, which means that it cannot be used in plural. For example: *I've got a lot of **work** at the weekend* (Cat. Tinc molta feina aquest cap de setmana).

Apart from a noun, *work* can also be a verb, as in: *I work five days a week* (Cat. Treballo cinc dies a la setmana).

Trip / Travel:

There is a little difference in meaning between these two nouns, but there is also a grammatical difference.

- *Travel* (Cat. viatge) refers to the act of travelling. In this case, it is an uncountable noun. For example: *Nowadays air **travel** can be very cheap* (Cat. Avui en dia viatjar en avió pot ser molt barat).
- *Trip* (Cat. viatge, desplaçament) refers to the act of going from one place to another. In this case, it is a countable noun. For example: *I made a **trip** to Paris last week* (Cat. La setmana passada vaig fer un viatge a París).

Travel is very frequently used as a verb, as in: *I must **travel** a lot in my job* (Cat. A la meua feina haig de viatjar molt).

Other related words are *journey* (Cat. viatge), which can be used as a synonym of 'trip' and *voyage* (Cat. viatge, travessia), which refers to a trip by boat or spacecraft.

Win / Earn / Gain:

Catalan and Spanish do not distinguish the meanings of these three verbs, so mistakes in their use are very common among English learners.

- *Win* (Cat. guanyar) means 1) to be number one in a competition, as for example in: *Which team **won** the last World Cup?* (Cat. Quin equip va guanyar l'últim Mundial?) and 2) to receive money as a prize, as for example in: *He **has won** 5000€ in a single game of poker* (Cat. Ha guanyat 5000€ en una sola partida de póquer).
- *Earn* (Cat. guanyar) means to get something, usually money, in exchange for your work, as in: *He **earns** only 600 euros for a job as an administrative assistant* (Cat. Només guanya 660 euros per una feina d'administratiu).

- *Gain* (Cat. guanyar) means to get or to increase, as for example in: *He **gained** a lot of confidence after talking to his boss* (Cat: Va guanyar molta confiança després de parlar amb el seu cap).

The word *gain* can also be a noun, which is commonly used in the financial world. In this sense, it means Cat. *guany, pujada, augment* as in: *There's a **gain** of 3% in the company's shares* (Cat. Hi ha una pujada del 3% en les accions de l'empresa).

Hope / Wait / Expect / Look forward to:

These four verbs have similar meanings, but they should be clearly distinguished because they are used in different contexts.

- *Hope* (Cat. esperar, tenir l'esperança) has an emotional component and it means that you want something to happen, as for example in: *I **hope** you find a job soon* (Cat. Espero que trobis una feina ben aviat).
- *Wait* (Cat. esperar) means to let time pass because something will happen, as in: *I **am waiting** for my flight* (Cat. Estic esperant el meu vol).
- *Expect* (Cat. esperar) means that you know that something will happen because it is probable or reasonable, as for example: *We're **expecting** the CEO to arrive any moment now* (Cat. Estem esperant que arribi el Director General en qualsevol moment).
- *Look forward to* (Cat. esperar, desitjar) combines the meanings of the other three verbs. It means that you think with pleasure about something that will happen in the future, as in *I'm **looking forward** to retiring next year* (Cat. Espero jubilar-me l'any que ve). This verb is also very much used in formal letters as a closing phrase: *I **look forward to** hearing from you as soon as possible* (Cat. Espero tenir notícies seves el més aviat possible).

Spend / Waste:

These are two verbs with different meanings, but they are often confused. Basically, you can spend/waste money and you can spend/waste time. Here are the differences:

- *Spend (money)* (Cat. gastar). For example: *We **spend** a lot of money at Christmas* (Cat. Pel Nadal ens gastem molts diners).
- *Waste (money)* (Cat. malgastar). For example: *The company **has wasted** a lot of money in doubtful investments* (Cat. L'empresa ha malgastat molts diners en inversions dubtoses).
- *Spend (time)* (Cat. passar). For example: *I **will spend** the whole weekend trying to understand this report* (Cat. Em passaré tot el cap de setmana intentant entendre aquest informe).
- *Waste (time)* (Cat. perdre, malgastar). For example: ***Don't waste** your time with this! Go back to work!* (Cat. No perdis el temps amb això! Torna a la feina!).

The term *waste* (Cat. pèrdua de temps) can also be a noun, as in: *This is a total waste of time* (Cat. Això és una pèrdua total de temps!). Another meaning of the noun *waste* is that of ‘garbage’, ‘rubbish’ (Cat. desperdicis):

Economic / Economical / Economy / Economics:

The words *economic* and *economical* are adjectives whereas *economy* and *economics* are nouns. Here are the differences between them:

- *Economic* (Cat. econòmic/a) refers to things related to the organization of money and trade in a country. For example: *The economic situation is worse than we thought* (Cat. La situació econòmica és pitjor del que ens pensàvem).
- *Economical* (Cat. econòmic/a, barat/a) is the same as ‘cheap’, as in: *We stayed at a very economical hotel* (Cat. Ens vam allotjar a un hotel molt econòmic).
- *Economy* (Cat. economia) is the system by which the money, the trade and the industry of a country are organized, as for example: *The economy of some countries has suffered a recession* (L’economia d’alguns països ha patit una recessió):
- *Economics* (Cat. economia) refers to the studies and the science, as in this example: *She studied economics* (Cat. Va estudiar economia).

Customer / Client:

Both nouns have similar meanings, but there is a difference:

- *Customer* (Cat. client) is a person that buys a product. For example: *The shop was full of customers* (Cat. La botiga estava plena de clients).
- *Client* (Cat. client) is a person who receives a service from a professional. For example: *I was a client of that lawyer’s office* (Cat. Jo era client d’aquesta firma d’advocats).

Brand / Make / Trademark / Logo:

These four nouns are very common in the field of commerce and they should not be confused. Here is the difference between them:

- *Brand* (Cat. marca) refers to the names of essential consumer products which you can buy in shops. For example: *Which is your favourite brand of coffee?* (Cat. Quina és la teva marca de cafè faviorita?).
- *Make* (Cat. marca) refers to the names of long-lasting products such as machines or cars. For example: *Toyota is a make of car* (Cat. Toyota és una marca de cotxe).

- *Trademark* (Cat. marca registrada) is the name or the symbol used by manufacturers to distinguish their products from other products. For example: *We registered our trademark at the patents office* (Cat. Vam registrar la nostra marca a l'oficina de patents).
- *Logo* (Cat. logotip, logo) is the symbol used by a company to identify a product or trademark. For example: *The logo of Mercedes is the three-pointed star* (Cat. El logo de Mercedes és l'estrella de tres puntes).

Do not use the term *mark* in sentences like: ~~*Which is your favourite mark of coffee?*~~.

Grammar reference: the past tenses (II)

Apart from speaking about the past in terms of duration of the action, we can also indicate whether the action took place in an indeterminate moment, whether it has recently finished or whether it is still continuing in the present. To express all this, we can use the *perfect tenses*.

The present perfect simple

The present perfect simple is a compound tense. The structure is the following:

- HAVE/HAS + PAST PARTICIPLE

See the annex "List of irregular verbs" for a list of the irregular past participle forms of the most common verbs.

The past participle
 The past participle (Cat. participi) is an invariable form of the verb. It is mostly used to form the present tenses and the passive voice. In English, the past participle is formed:

- in regular verbs, by adding -ed to the verb: *worked, played, visited...*
- in irregular verbs, with a different word: *go > gone, be > been, buy > bought ...*

Conjugation of the present perfect simple:

The table taula 3.14 shows the conjugation of the present perfect of the regular verb *work*.

TAULA 3.9. Conjugation of the present perfect simple (regular verb: work)

	Affirmative	Negative Long form	Short form	Interrogative
I	have worked	have not worked	haven't worked	have I worked...?
you	have worked	have not worked	haven't worked	have you worked...?
he, she, it	has worked	has not worked	hasn't worked	has he worked...?

TAULA 3.9 (continuació)

	Affirmative	Negative Long form	Short form	Interrogative
we	have worked	have not worked	haven't worked	have we worked...?
you	have worked	have not worked	haven't worked	have you worked...?
they	have worked	have not worked	haven't worked	have they worked...?

Here is the conjugation of the irregular verb *go* (tab.45):

TAULA 3.10. Conjugation of the present perfect simple (irregular verb: go)

	Affirmative	Negative Long form	Short form	Interrogative
I	have gone	have not gone	haven't gone	have I gone...?
you	have gone	have not gone	haven't gone	have you gone...?
he, she, it	has gone	has not gone	hasn't gone	has he gone...?
we	have gone	have not gone	haven't gone	have we gone...?
you	have gone	have not gone	haven't gone	have you gone...?
they	have gone	have not gone	haven't gone	have they gone...?

Notes:

- In the perfect tenses, we must conjugate the auxiliary verb *have*, which has two forms: *have* and *has*. These forms must agree with the subject.
- In the negative form, we add *not* to the auxiliary verb and in the interrogative form, we must change the word order (V+S).
- Remember that the past participle (*worked*, *gone*) is an invariable form.

Use of the present perfect simple:

The present perfect simple is used to express:

1) An action that started in the past, but it is not finished yet (usually with the prepositions *for* or *since*).

- *I have worked* in this company for 23 years. (Cat: *Fa 23 anys que treballo a aquesta empresa / Porto 23 anys treballant a aquesta empresa*).
- They *have studied* English since they were ten. (Cat: *Estudien anglès des que tenien deu anys / Porten estudiant anglès des dels deu anys*).

2) A recently finished action whose consequence is still felt in the present.

- It's wet because it *has rained* all night. (Cat: *Està mullat perquè ha plogut*

tota la nit).

- She is tired because she *has worked* a lot. (Cat: Està cansada perquè *ha treballat* molt).

3) A finished action in the past, but within a period of time which is not finished yet.

- *Have you done* anything special today? (Cat: *Has fet* alguna cosa especial avui?).
- We *haven't seen* Mike this week. (Cat: Aquesta setmana *no hem vist* a Mike).

4) A finished action in an indeterminate past (we say what happened, but not when it happened).

- I *have just arrived*. (Cat: *Acabo d'arribar*)
- They *haven't gone* home yet. (Cat: Encara *no han anat* a casa)
- The classes *have started*. (Cat: Les classes *han començat*)

The prepositions *for* and *since*

The prepositions *for* and *since* are both used to express the period of time that has passed from the beginning of the action until the present, but they have different meanings:

- *For* is used with a period of time (23 years, ten days, six hours, etc.)
- *Since* is used with a specific moment in the past that marks the starting point of an action (yesterday, last Monday, three o'clock, etc.)

In Catalan and Spanish, we must express these ideas with a totally different sentence structure. Compare the sentences:

- Eng: *I have known Mike for ten years* - Cat: *Fa deu anys que conec al Mike*.
- Eng: *I have known Mike since 1995* - Cat: *Conec al Mike des de l'any 1995*.

Time adverbials:

There are some adverbials of time which are often used with the present perfect simple. For example:

- **Today** (Cat. avui): he has arrived *today*.
- **This week, this month,...**: (Cat. aquesta setmana, aquest mes,...): I have been ill *this week*.

- **Never** (Cat. mai): I have *never* been to Japan.
- **Just** (Cat. -): I have *just* met Mr Smith.
- **Already** (Cat. ja): I have *already* finished the report.
- **Ever** (in questions)(Cat. alguna vegada): have you *ever* been in England?
- **Yet** (in questions) (Cat. ja): have you finished *yet*?
- **Yet** (in negative sentences) (Cat. encara no): I haven't finished *yet*.

The adverb *just*

The adverb *just* indicates that the action has finished very recently. In Catalan and Spanish, we must use the expression: *acabar de...* For example:

- Eng. *I have just met Mr Smith* - Cat. *Acabo de conèixer al Sr Smith*; Sp. *Acabo de conocer al Sr Smith*.

The present perfect continuous

The present perfect continuous is a compound verb tense which combines the perfect forms with the continuous forms. The structure is:

- HAVE/HAS + BEEN + GERUND (-ING)

Conjugation of the present perfect continuous

The table taula 3.11 shows the forms of the present perfect continuous of the verb *work*.

TAULA 3.11. Conjugation of the present perfect continuous (work)

	Affirmative	Negative Long form	Short form	Interrogative
I	have been working	have not been working	haven't been working	have I been working...?
you	have been working	have not been working	haven't been working	have you been working...?
he, she, it	has been working	has not been working	hasn't been working	has he been working...?
we	have been working	have not been working	haven't been working	have we been working...?
you	have been working	have not been working	haven't been working	have you been working...?
they	have been working	have not been working	haven't been working	have they been working...?

Notes:

- As in the present perfect simple, we conjugate the auxiliary verb *have* in present (*have/has*).
- The invariable form *been* is the irregular past participle of the auxiliary verb *be*.
- We also add the invariable form *working*, which is used to form the continuous tenses.

Use of the present perfect continuous:

1) An action that started in the past, but it is not finished yet (usually with the prepositions *for* or *since*).

- *We have been working* in this company for more than 20 years. (Cat. *Portem treballant en aquesta empresa des de fa més de 20 anys*).
- They *have been waiting* in the hall since ten o'clock. (Cat. *Porten esperant al vestíbul des de les deu*).

2) A recently finished action whose consequence is still felt in the present.

- The office is a mess because we *have been celebrating* Mr Smith's retirement - Cat. *L'oficina està feta un desastre perquè hem estat celebrant la jubilació del Sr Smith*.
- I'm very sleepy. I *have been working* all night - Cat. *Tinc molta son. He estat treballant tota la nit*.

3) A finished action in the past, but within a period of time which is not finished yet.

- What *have you been doing* today? - Cat. *Què has estat fent avui?*
- I've *been updating* the information - Cat. *He estat actualitzant la informació*.

Present perfect simple vs present perfect continuous

The two tenses are used very much in the same way, but we use the present perfect continuous when we want to emphasize the duration of the action. Compare these two sentences:

- Present simple: *I have worked since 6 in the morning* (Cat. *Estic treballant des de les 6 del matí*). We state the fact.
- Present continuous: *I have been working since 6 in the morning* (Cat. *Porto treballant sense parar des de les 6 del matí*). We emphasize the idea that we have not stopped working.

The past perfect simple

The structure of the past perfect simple is the following:

- HAD + PAST PARTICIPLE

Conjugation of the past perfect simple:

The table taula 3.12 shows the conjugation of the regular verb *work* in the past perfect simple.

TAULA 3.12. Conjugation of the past perfect simple of regular verbs (work)

	Affirmative	Negative Long form	Short form	Interrogative
I	had worked	had not worked	hadn't worked	had I worked...?
you	had worked	had not worked	hadn't worked	had you worked...?
he, she, it	had worked	had not worked	hadn't worked	had he worked...?
we	had worked	had not worked	hadn't worked	had we worked...?
you	had worked	had not worked	hadn't worked	had you worked...?
they	had worked	had not worked	hadn't worked	had they worked...?

The table taula 3.13 shows the conjugation of the irregular verb *go* in the past perfect simple:

TAULA 3.13. Conjugation of the past perfect simple of irregular verbs (go)

	Affirmative	Negative Long form	Short form	Interrogative
I	had gone	had not gone	hadn't gone	had I gone...?
you	had gone	had not gone	hadn't gone	had you gone...?
he, she, it	had gone	had not gone	hadn't gone	had he gone...?
we	had gone	had not gone	hadn't gone	had we gone...?
you	had gone	had not gone	hadn't gone	had you gone...?
they	had gone	had not gone	hadn't gone	had they gone...?

Note:

- In the past perfect, we conjugate the auxiliary verb *have* in the past tense, which only has one form for all persons (*had*).

Use of the past perfect simple:

The past perfect simple is used to express an action that took place before a specific moment in the past:

- When he retired in 1980, he *had worked* for 40 years. (Cat. Quan es va jubilar al 1980, *havia treballat* durant 40 anys).

- I *had never seen* Andrew before he came here. (Cat. No *havia vist* mai a Andrew abans que vingués aquí).
- In 1987, I *had already finished* my studies. (Cat. A l'any 1987 ja *havia acabat* els estudis).

The past perfect continuous

The past perfect continuous combines the perfect and the continuous forms. The structure of this verb tense is:

- HAD + BEEN + GERUND (-ING)

Conjugation of the past perfect continuous:

The table [taula 3.14](#) shows the conjugation of the verb *work* in the past perfect continuous:

TAULA 3.14. Conjugation of the past perfect continuous (work)

	Affirmative	Negative Long form	Short form	Interrogative
I	had been working	had not been working	hadn't been working	had I been working...?
you	had been working	had not been working	hadn't been working	had you been working...?
he, she, it	had been working	had not been working	hadn't been working	had he been working...?
we	had been working	had not been working	hadn't been working	had we been working...?
you	had been working	had not been working	hadn't been working	had you been working...?
they	had been working	had not been working	hadn't been working	had they been working...?

Use of the past perfect continuous:

The past perfect continuous is used to express an action that took place before a specific moment in the past:

- When he retired in 1980, he *had been working* for 40 years. (Cat. Quan es va jubilar al 1980, *havia estat treballant* durant 40 anys).
- I *had been living* in a small flat before I moved to this house. (Cat. *Havia estat vivint* en un pis petit abans de traslladar-me a aquesta casa).
- *Had you been drinking* before the accident last night? (Cat. *Havies estat bebent* abans de l'accident d'ahir a la nit?).

Past perfect simple vs Past perfect continuous

We use both tenses to express an action that took place before another action in the past. The difference is that the past perfect simple emphasizes the action and the past perfect continuous emphasizes the duration of the action.

Time adverbials:

Apart from the adverbials used to speak about the past (as for example *yesterday*, *last week*, etc.), the past perfect tenses are often used with these time expressions:

- **until then** (Cat. fins aleshores): I had never seen him *until then*.
- **before (he arrived)** (Cat. abans d'arribar): I had been waiting for three hours *before he finally arrived*.
- **by then** (Cat. aleshores): I called her immediately but she had already gone *by then*.

The present perfect simple vs the past simple

The main difference between the past simple and the present perfect simple is in the moment of the action:

- We use the past simple when we specify the moment of the action happened.
- We use the present perfect simple when we do not specify the moment of the action.

Examples with the past simple (adverbials in italics):

- I went out *before midnight* (Cat. Vaig sortir abans de la mitjanit).
- I arrived *at about 8 o'clock last night* (Cat. Vaig arribar cap a les 8 ahir al vespre).
- We met *in 2009*. (Cat. Ens vam conèixer el 2009).
- I saw him *when I was going out* (Cat. El vaig veure quan jo sortia).

Examples with the present perfect simple:

- I have been in Italy, and you? (Cat. Jo he estat a Itàlia, i tu?).
- We have never talked to her. (Cat. No hem parlat mai amb ella).
- Mr Smith has arrived. (Cat. El Sr Smith ha arribat).
- It has rained. (Cat. Ha plogut).

Now compare the use of both tenses in the following situation:

- *Have you ever been to Italy?* - Yes, I have. I *was* there in 1987 (we use the past simple because we say when).
- *And you?* - No, I *have never been* in Italy (we use the present perfect because we do not say when).

Companies

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Anglès

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Introduction

In the first section, called “Customer Service”, we will read about the customer service department and we will meet Julia Barrows, who takes a great delight in her job. In the “Language in use” section, there are some tips to deal with complaints successfully. There is also a conversation between an unsatisfied customer and a customer service agent who helps her to solve her problem with a faulty computer. Finally, there are some clues on how to write a complaint letter, and a sample letter.

The section “Communication” deals with the first examples of what is sometimes called ‘social language’, which is the type of language mostly used in oral speech. This type of language serves a variety of purposes. In this section, we start with the different ways of giving instructions and commands, with a special reference to giving directions.

The grammar section continues the study of the verb tenses. On this occasion, we explain the ways of speaking about the future, especially the difference between the future with the modal verb *will* and the future with the expression *be going to*.

In the section “Arrangements”, we will read about formal meetings, and we will get acquainted with three people who attended a food fair in Germany. In the “Language in use” section, there are some protocol tips for attending formal meetings. There are also some conversations which take place in different contexts (introductions, ordering food in a restaurant, and booking a room in a hotel). Finally, you can see a sample of a “Thank you letter”.

In the “Communication” section, we introduce two other examples of social language. You are going to learn the different ways of making suggestions and invitations, with the required syntactical structures and examples of their use.

The grammar contents in this section refer to the modal verbs, which are very important in English. You will learn the modal verbs and their meanings, and how to express them correctly.

In the last section of this unit, “Ethics”, we will read some articles about ethics in relation to business from the digital newspaper “The Guardian”. Next, there is a text about fair trade. In the “Language in use” section, there are some tips on how to write and invitation letter. Besides, there are useful phrases which can be used in this type of letters. Finally, there is a sample letter inviting Ms Jenkins, from the company *EcoFarm*, to the *Global Eco Forum* held in Barcelona in December.

The section called “Communication” deals with two further examples of social language. Here you will learn about the ways of making requests and giving advice. As always, you will see example sentences of each.

On the other hand, the grammar of this section explains the formation and use of

the passive voice, which in English is more widely used than in Catalan or Spanish.

Learning objectives

At the end of this unit, you should be able to:

1. Understand oral messages in standard language through any means of communication, both in daily life situations and in the professional field of administration and finance, and understand the contents of the message accurately.

- Identify the main idea in a message.
- Identify the finality of oral messages in standard language as well as the tone and feelings of the speaker.
- Get information from recorded messages in standard language related to the professional field of administration and finance.
- Identify the points of view and attitude of the speaker.
- Identify the main ideas in a speech in standard language and at normal speed about specific and abstract issues related to the field of administration and finance.
- Understand the details of a message in standard language, even with background noises.
- Identify the main ideas in a speeches, reports and professional presentations related to the field of administration and finance.
- Be conscious of the importance of understanding a message as a whole, even if you don't understand all the words.

2. Understand complex written texts related to the field of administration and finance and analyze the contents comprehensively.

- Read a text with a high degree of autonomy, adapting the style and speed of the reading to different types of text and objectives.
- Read the details of long and relatively complex texts related to the field of administration and finance.
- Relate the text to its corresponding context.
- Quickly identify the contents and importance of pieces of news, articles and reports related to the field of administration and finance and decide whether a deeper analysis is necessary.
- Translate complex texts related to the field of administration and finance using reference materials, if necessary.

- Interpret technical messages in different means: post, fax and email, among others.
- Interpret long and complex instructions related to the professional field.
- Choose reference material and technical dictionaries and use automatic translators.

3. Produce clear, well-organized oral messages frequently used in jobs related to the field of administration and finance and analyze the context of the situation, adapting yourself to the other's linguistic register.

- Identify the registers used in oral messages.
- Express yourself fluently, accurately and efficiently in a great variety of professional and daily life situations, clearly establishing the relationship between the different ideas.
- Express yourself spontaneously with the appropriate degree of formality according to the situation.
- Use the appropriate protocol in formal and informal introductions.
- Make a correct use of the technical words related to the field of administration and finance as normally used in your profession.
- Express and defend your points of view clearly by using the appropriate explanations and reasoning.
- Describe the steps in a process related to your professional field.
- Explain the choice of a specific option in detail.
- Require the repetition of a speech or part of a speech when necessary.
- Apply the appropriate interaction formulas normally used in your professional field.

4. Write texts normally used at work and in the daily life and use the appropriate register for each situation.

- Write clear, detailed texts about a variety of issues related to the professional field, summarizing and considering the information from different sources.
- Organize the information correctly, accurately and coherently and ask for and/or give general and detailed information.
- Write reports related to the professional field pointing out the relevant aspects and giving details to support your points.
- Fill in documents related to the professional field.
- Apply the standard rules and the specific vocabulary used to fill in administrative, accounting, fiscal and financial documents.

- Summarize articles, pieces of news and other types of information related to the professional field using a great variety of words to avoid frequent repetitions.
- Understand the most important points in manuals, regulations, legislations and other written texts as normally used in the field of administration and finance.
- Use the appropriate protocol rules that apply to a specific document.

5. Show the appropriate attitude and behaviour in communicative situations as established by international conventions.

- Define the most distinctive aspects of the customs of your professional field in the use of a foreign language.
- Describe the social conventions of the English-speaking countries.
- Identify the values and beliefs which are characteristic of English-speaking countries.
- Apply the social conventions in English-speaking communities.
- Identify the language traits of different regions.

1. Customer service

The benefits of a business depend largely on the laws of supply and demand. The demand depends basically on the customers' interests. A customer can usually choose from a large number of other businesses that offer similar products or services, and for this reason it is very important for a company to gain and retain as much customers as possible.

Most companies have a customer service whose main objective is to keep the customers satisfied by offering a variety of after-sale services.

1.1 Customer service department

The customer service department in a company provides product and service information and resolves product and service problems. Customer's satisfaction should be one of the main goals of every company. That is the reason why the professional image on customer service is of paramount importance.

Julia Barrows, manager of the customer service department of "Fan World" and a real enthusiast of her job, commented: "Our goal is to make customers fall in love with our business".

We interviewed her at her desk, where she spends most of her time. She said that she had been working there since two thousand and eight (2008) and she confessed that she would not change her position at all. She is concerned about her customers' needs and takes their complaints as the path to improvement and success.

Her advice to customer service agents is to always care about customers, and to anticipate any needs they might have.

A good customer service representative should be able to attract potential customers by answering product and service questions, as well as to provide information about other products and services.

The job duties of the customer service department are various. They may have to open customer accounts or maintain customer records by updating account information. In addition, they deal with and help resolve any customer complaints, or product or service problems, determine the cause of the problem and finally select and explain the best solution to solve it, following up to ensure the resolution.

Anyone that works face-to-face with customers should have good communication skills and should know how to handle problems. Unfortunately, it is not always like this, and we often encounter situations in which the customer service is rather poor. For example, when reaching a checkout in the supermarket the cashier might



The presence of a cashier often indicates that the aisle is open.
Source: Paulien Osse (flickr.com)

refuse to serve you as he is “just closing the aisle”, or, as it often happens, when phoning a call center you get lost in an endless loop of voicemail recordings.

TAULA 1.1. Vocabulary

Account information (n): informació del compte	Face-to-face (adj): cara a cara
Call center (n): servei d'atenció telefònica	Follow up (v): fer el seguiment
Cashier (n): caixer, persona que està a la caixa	Goal (n): objectiu
Checkout (n): caixa (en un supermercat)	Handle (v): gestionar
Complaint (n): queixa, reclamació	Job duty (n): obligació laboral
Customer account (n): compte del client	Loop (n): bucle
Customer record (n): registre de clients	Paramount (adj): primordial, bàsic
Customer service (n): servei d'atenció al client	Provide information (v): donar informació
Customer service representative (n): encarregat de l'atenció al client	resolution (n): resolució, solució
Deal with (v): ocupar-se de	Resolve (v): resoldre, solucionar
Encounter (v): trobar-se amb	Solve (v): resoldre, solucionar
Endless (adj): infinit, que no té fi	Update (v): actualitzar, posar al dia
Ensure (v): assegurar	Voicemail recording (n): missatge gravat

1.2 Online customer service

The web has changed the way customers interact with product or service providers as it allows them to be in contact 24 hours a day. Customers can ask questions and obtain an instant solution to their problems. The quality of the information counts, since customers are generally busy and would like to spend the least time in solving issues. This explains the effort that companies are making to keep their websites updated, and to work on offering an immediate response to their customers. The competition is high, so companies have to concentrate their effort in making their customers satisfied, and especially, loyal.

But how can companies tackle this issue? The figure of “Community managers” is the key. They are in charge of the surveillance of the web, they nurture online communities, monitor and respond to customer conversations in real time and use social channels to spot issues and apply measures to correct them.

Alice Moore is a community manager. This is what she wrote about her job:

“Nowadays, social media brings a whole new significance to customer satisfaction. Customers can share their experience with others through the use of community forums or other social networks such as Facebook or Twitter. A community manager creates and makes the company’s presence grow on the web through blogs and social media. This position was made for me, I’m a passionate of what I do.”

TAULA 1.2. Vocabulary

Allow (v): permetre	Measure (n): mesura
Apply (v): aplicar	Monitor (v): vigilar, monitoritzar
Be in charge of (v): estar al càrrec de	Nurture (v): fomentar, facilitar
Busy (adj): ocupat, enfeinat	Provider (n): suministrador, proveïdor
Community manager (n): administrador d'una comunitat (a internet)	Response (n): resposta
Count (v): comptar, tenir en compte	Solve (v): solucionar, resoldre
Customer (n): client	Spot (v): localitzar, trobar
Interact (v): interactuar	Surveillance (n): vigilància
Issue (n): tema, assumpte	Tackle an issue (v): tracta un tema
Key (n): la clau, el més important	Updated (adj): actualitzat, posat al dia
Loyal (adj): fidel, lleial	Web (n): xarxa

1.3 Language in use

Communicating effectively with the public is a necessary skill in a customer service post. Customers are often overexcited, angry and ready to start a fight. When this happens, an agent must listen attentively and try to calm down the angry customer by using an appropriate language and a placatory attitude.

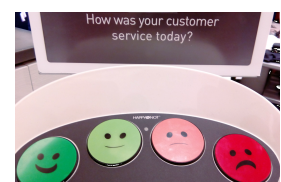
1.3.1 Handling complaints

Complaints may be dealt with face-to-face, they can be handled over the phone, by mail, or electronically.

When dealing with customers face-to-face, agents must be aware of the importance of body language. It is a powerful form of communication, they can be saying all the right things but convey the exact opposite with their body language. Making eye contact with a customer and nodding occasionally will show that the agent is listening and understanding the problem.

There are some rules to follow when dealing with complaints. If you are face-to-face with the customer, you have to listen to the complaint carefully, without interrupting, and wait until the person has finished completely. Then, you should apologize, summarize or repeat the complaint and explain what action will be taken to solve the problem.

Companies should set up a customer complaints procedure and ensure that the members of the customer service team know what they can offer. In addition, experts advise companies to follow up the complaint with a phone call or a letter



Customer satisfaction surveys help businesses retain customers and attract new ones (source: IOC)

of apology. Finally, they had better ensure that they permanently fix the problem and let the customer know what they have done.

These are some useful tips to handle complaints with confidence:

- **Listen and empathize:** You might not agree, it might not be your fault personally, but the customers need to tell their story. It is very important that the person hearing the complaint listens and shows empathy for the customer's situation. Listen to what the customers have to say without interrupting them, make some sympathetic noises and try some of these phrases:
 - *I see your point / I understand.*
 - *I can appreciate that.*
 - *Thank you for pointing that out.*
 - *Thank you for letting us know.*
- **Make sure that you understand everything:** Summarize what the customer has just explained. A good way to calm down a customer is to show you really understand their problem. Ask the necessary questions: who? what? how? when?
 - *“What seems to be the problem?”*
 - *“What happened exactly?”*
 - *“How did it happen?”*
- In order to let a customer know that you understand what they are saying is to **repeat back the key points:**
 - *“Just to make sure I understand, you were promised/you said...”*
- **Apologize and accept responsibility:** Angry customers need to be calmed down. Avoid phrases like “sorry”, “it's not my fault” or “there must be a misunderstanding”, as they are never going to improve the situation. Instead, you can say:
 - *“I'm sorry for any inconvenience this may have caused.”*
 - *“I'm / we're terribly sorry about that.”*
 - *“Please accept my/our apologies.”*
- **Promise to take action:** Customers need to see that you are prepared to fix the problem and want to hear what you are going to do about it. They would like to hear phrases such as:
 - *How can we make this right for you?*
 - *What would you like us to do to resolve this?*
 - *We would be happy to exchange this or would you prefer a refund?*
 - *I can mail that right away or would you prefer it by special courier?*



Sometimes customer attention can be daunting, however empathizing with customers is essential. Source: star5112 (flickr.com)

To promise action you can use phrases like:

- *I'll let my manager know how you feel, and let's see if we can find a solution.*
- *I'm going to see how we can make this better for you.*

Here is a dialogue between a dissatisfied customer and the receptionist at the customer service.

Anna Jiménez works at the customer service of a department store called Galerías Méndez. She receives a call from John Reynolds, an angry British customer.

Anna: *Galerías Méndez, le atende Anna... ¿dígame?*

John: Good evening. This is John Reynolds, from Fun Computers in London.

Anna: Yes, Mr Reynolds. What can I do for you?

John: Well, listen, I placed a bulk order of 25 computers and 15 printers with you in March, but they didn't arrive until the end of May. By then, we had run out of stock so we had to turn customers away. We've lost a lot of money and probably some customers as well.

Anna: As far as I can remember, we had some distribution problems in March due to severe weather conditions. Did you make a complaint in writing about it?

John: I certainly did. I've made several complaints, both in person and in writing. However, nobody seems to take this matter seriously. I feel indignant and I'm getting fed up with the whole issue.

Anna: Calm down, Mr Reynolds, I promise we'll get to the bottom of this. Now tell me, what is your complaint exactly?

John: Well, as I said, I placed an order, it didn't arrive and then I made a complaint, but nothing happened. I waited and waited but the computers and the printers didn't arrive. Then I tried to cancel the order, but the fact is that the whole amount had already been debited from our account. I wrote a letter to your company asking for a reimbursement of the money we had paid plus a percentage of the money we estimated we had lost as a result of your negligence.

Anna: I understand. Let me see what I can do about it.

John: I'm sorry but this is not enough. If I've not been refunded the full amount of the order within eight days, I'll contact our lawyers and we'll take prompt action.

Anna: I hope this is not necessary, Mr Reynolds. I'm sure we can solve this problem in a friendly way.

John: I'm afraid we've lost our patience with your company. I've made it quite clear what our position is. I expect a whole refund or we'll take your company to court.

Anna: I'll get onto this matter immediately, sir. I'll call you back as soon as we've found a solution. All I can say for the moment is that I hope you can accept our apologies.

John: Ok, thanks. I'll be expecting your call. Don't disappoint us again!

Anna: Sorry again, Mr Reynolds. I'll contact you as soon as possible.

TAULA 1.3. Vocabulary

Account (n): compte bancari

Feel indignant (v): estar indignat

Advice (n): consell

Fix a problem (v): solucionar un problema

Agent (n): agent, encarregat d'un servei

Follow up (v): fer el seguiment

Agree (v): estar d'acord

Get fed up (v): cansar-se, quedar fart

Angry (adj): enfadat	Get to the bottom of (v): arribar al fons de
Apologize (v): disculpar-se	Improve (v): millorar
Apology (n): disculpa	In a friendly way (adv): de forma amistosa
Be (your) fault (v): ser culpa (teva)	Lawyer (n): advocat
Be aware of (v): ser conscient de	Nod (v): assentir amb el cap
Be debited (ve): ser carregat (aun compte)	Order (n): comanda
Body language (n): llenguatge corporal	Place a bulk order (v): fer una gran comanda
Calm down (v): tranquilitzar, calmar	Powerful (adj): poderós
Cancel (v)*: canel·lar, anul·lar	Procedure (n): procediment
Complaint (n): queixa, reclamació	Refund (n): retorn (dels diners pagats)
Confidence (n): confiança, seguretat	Refund (v): tornar (els diners pagats)
Convey (v): transmetre	Reimbursement (n): retorn (dels diners pagats)
Customer service (n): servei d'atenció al client	Rule (n): regla, norma
Deal with (v): tractar amb	Run out of (v): esgotar-se, quedar-se sense
Disappoint (v): decebre, decepcionar	Summarize (v): resumir
Dissatisfied (adj): descontent	Take prompt action (v): actuar de immediat
Empathize (v): sentir empatia, entendre	Take to court (v): demandar, portar a judici
Empathy (n): empatia	Team (n): equip
Ensure (v): assegurar	The opposite (n): el contrari
Eye contact (n): contacte visual	Turn away (v): rebutjar
Face-to-face (adj): cara a cara	

1.3.2 Complaint letters

People write complaint letters if they are dissatisfied with a company's product or service. If you have to write a complaint letter or email, all you need to do is clearly state the facts and politely request a resolution.

Here are some suggestions for writing a complaint letter:

- Address your letter to the customer service department. Try to find out the name of the customer service manager or director and address your letter to them personally. Begin your letter with *Dear Mr, Mrs, Miss* or *Ms* followed by their surname. If you cannot find the name of the customer service manager, simply write *Dear Sir or Madam*.
- Quickly get to the point of your letter. The first line of your letter should clearly state why you are writing the letter and what your exact complaint is. Give as many pertinent facts as possible, including the date, time and location where you made the purchase or received the service, along with any relevant serial or model numbers. For example, your opening sentence could be:

– *I am writing to complain about a faulty hair dryer that I purchased from your company on the 7th of April at your local store on First Street, Barcelona.*

- State specifically what outcome or remedy will satisfy you. If you want a replacement, a refund, a repair, or some other form of compensation, state this clearly in your second paragraph.
- Attach copies of supporting documents. These may include receipts, guarantees, copies of checks you sent and, if appropriate, photos or videos. All documentation should be included with your letter.
- Give them a time limit to resolve the matter.
- Sign off the letter with *Yours sincerely*, if you know the name of the person you are writing to, or *Yours faithfully* if you referred to them as *Sir* or *Madam*. Avoid informal closings such as “Best,” or “Yours truly.”

See a sample letter based on the following situation. On the 29th of March, Ben Blacksmith placed an order for a MyPhone Android 4.5 tablet (model number XXX456). When he received it, he noticed that it was faulty: the Wi-Fi did not connect, the SD card was not recognised and the screen was cracked. He wrote a complaint letter to the company asking for a replacement or a refund.

Here is an example of a complaint letter:

BCN Phones
Av. Paral·lel, 71
08004 Barcelona
Spain
7 April 2016
Harold Green
New Devices co.
Königstr., 35
70173 Stuttgart
Germany
Dear Mr Green,
Ref: 4548

On the 29th of March I placed an order for a (model number XXX456) MyPhone Android 4.5 TABLET. I have discovered that the tablet has the following problem: the Wi-Fi does not connect, My SD card is not recognised, and the screen is cracked.

I think this is a breach of contract and I am entitled to have the phone repaired or replaced and I would request that you confirm that you will do this within the next 14 days.

I also require you to confirm whether you will arrange for the item to be collected or will reimburse me for the cost of returning it.

I look forward to hearing from you.



Cracked screen. Receiving a faulty device may lead us to write a complaint letter or email. Source: Patrick Hoesly (flickr.com)

Yours sincerely,

Ben Blacksmith

TAULA 1.4. Vocabulary

Arrange (v): organitzar, arreglar	Politely (adv): amablement
Be entitled (v): tenir dret	Purchase (n): compra
Breach of contract (n): incompliment de contracte	Purchase (v): comprar, adquirir
Collect (v): recollir	Receipt (n): rebut (d'una compra)
Compensation (n): compensació	Refund (n): retorn (dels diners pagats)
Complaint letter (n): carta de reclamació	Repair (n): reparació
Cracked (adj): trencat	Replacement (n): canvi, substitució
Dissatisfied (adj): descontent	Request (v): demanar, requerir
Faulty (adj): defectuós	Resolution (n): resolució, solució
Find out (v): esbrinar, descobrir	Sample letter (n): carta de mostra
Get to the point (v): anar al gra	Screen (n): pantalla
Guarantee (n): garantia	Serial number (n): número de sèrie
Hair dryer (n): secador de cabells, eixugacabells	Sign off (v): signar (una carta)
Item (n): producte	State (v): explicar
Outcome (n): resultat, conseqüència	State the facts (v): exposar els fets
Place an order (v): fer una comanda	

Communication: instructions and commands

There is a specific type of language that is used in certain situations. This language is sometimes called *social language* and it is composed of some words and expressions which are used for a variety of purposes, as for example, to give instructions, to give commands, to make suggestions, to make an invitation, to make a request, to give advice or to express wishes and opinions.

Giving instructions means explaining someone how to do certain tasks. We can give instructions to operate a machine, to do a certain task, to cook a dish or to go to a certain place, and although the vocabulary changes in each situation, the way of giving the instructions remains the same. On the other hand, a command (also called *an order*) is very much the same as an instruction, but the meaning is more intense.

Both for instructions and commands, we must use a form of the verb called the *imperative*.

Instructions and commands

The most common way of giving instructions and commands is by using the imperative form of the verb.

Instructions:

The imperative form

The main characteristics of the imperative are:

- It has the same form as the infinitive: *work!*.
- The negative is formed by adding *do not (don't)* before the verb: *don't work!*.
- The sentence has no explicit subject (but the implicit subject is *you*).
- In the written form, we must add an exclamation mark (!) at the end of the sentence.
- We often use the word *please* to soften the command: *work please!*.

Here is an example of a text giving some instructions to send an email (the imperative forms are in **bold type**):

How to send an email

First of all, **locate** your email program (Outlook, G-Mail, Thunderbird, etc.) in your computer. **Click** on the icon to run the program and a text editor will appear. **Type** the receiver's address in the word field called "To..." and next **type** the subject of your message in the corresponding field. After this, **write** the text of your message in the text editor. When you finish, **review** the spelling and **check** if there are any mistakes. Finally, **click** on the button "Send" and the message will reach its destination in a few seconds.

When you give instructions, especially in a written text, it is very important to

make a good use of connectors. In written instructions, you will generally need time connectors. Notice the connectors in our example (in **bold type**):

How to send an email

First of all, locate your email program (Outlook, G-Mail, Thunderbird, etc.) in your computer. Click on the icon to run the program and a text editor will appear. Type the receiver's address in the word field called "To..." and **next** type the subject of your message in the corresponding field. **After this**, write the text of your message in the text editor. **When you finish**, review the spelling and check if there are any mistakes. **Finally**, click on the button "Send" and the message will reach its destination in a few seconds.

Another way of giving instructions is with the modal verbs *should* or *must*. By using *should*, you are in fact giving advice, or recommending things to do. With *must*, you are implying an obligation, so you can use this modal verb when you think that the instruction is very important.

Here is the text of our example with modal verbs:

How to write an email

First of all, you **must locate** your email program (Outlook, G-Mail, Thunderbird, etc.) in your computer. *Then* you **should click** on the icon to run the program and a text editor will appear. *Now* you **should type** the receiver's address in the word field called "To..." and next (...) the subject of your message in the corresponding field. *After this*, you **must write** the text of your message in the text editor. *When you finish*, you **should review** the spelling and **check** if there are any mistakes. *Finally*, you **must click** on the button "Send" and the message will reach its destination in a few seconds.

You can respond to a person giving you instructions with a variety of expressions. For example, you can say:

- Ok, thank you, I'll do that (Cat. D'acord gràcies, així ho faré).
- Yes, great, thanks for telling me (Cat. Perfecte, gràcies per explicar-m'ho).
- Thanks a lot (Cat. Moltes gràcies).
- I'm sorry, but I'm afraid I can't do that (Cat. Em sap greu però això no ho puc fer).

Commands:

We give a command when we need someone to do something immediately, or when we think that it is very important, but we can only give commands in informal situations. In formal situations, or when we are talking to a superior, we must make a request.

A command, which is usually accompanied by an imperative tone of voice, often implies a certain degree of impatience.

Examples of commands are:

- Come here! (Cat. Vine aquí!)
- Sit down! (Cat. seu!)

- Take off your cap! (Treu-te la gorra!)
- Go! (Cat. Ves-te'n!)
- Give me alone! (Cat. Deixa'm en pau!)
- Don't shout! (Cat. No cridis!)
- Don't talk to me like that! (Cat. A mi no em parlis d'aquesta manera!)
- Shut up! (Cat. Calla!)

We can add *please* to soften the command: *come here please!*, *don't shout please!*, *please, shut up!*.

We can respond to a command like this:

- Yes, sir/madam (Cat. Sí, senyor/senyora)
- Yes, of course (Cat. Sí, és clar)
- No, I won't (Cat. No ho penso fer)
- Of course I won't (Cat. Ni pensar-ho!)

Directions

Sometimes, we must give instructions to go to a certain place. This is called *giving directions*. To give directions, we normally use the imperative form of the verb together with certain words and expressions which are specific of this context.

Asking for directions:

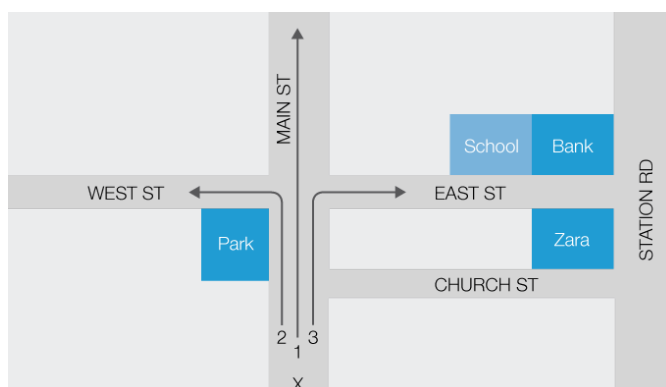
We can ask for directions in the following way:

- *Excuse me, how can I go to a bank?* (Cat. Perdona, com puc anar a un banc?).
- *Excuse me, can you tell me the way to the bank?* (Cat. Perdona, em podries dir com anar a un banc?).
- *Excuse me, is there a bank nearby?* (Cat. Perdona, hi ha un banc per aquí?)

When you want to call somebody's attention, in English you must use the expression *excuse me* (Cat. Perdoni, disculpi).

Giving directions:

FIGURA 1.1. Map



The three basic expressions to give directions are (see the map):

- (1) *Go straight ahead* (Cat. Vés recte)
- (2) *Turn (first) left* (Cat. Gira (pel primer carrer) a l'esquerra).
- (3) *Turn (second) right* (Cat. Gira (pel segon carrer) a la dreta).

With these three directions you can direct a person anywhere, but there are others which are also very useful. For example:

- *Go/walk along (West St.)* (Cat. Vés/Camina per [West St.]).
- *Go/walk across (West St.)* (Cat. Travessa [West St.]).
- *Turn left/right into (West St.)* (Cat. Gira a l'esquerra/dreta [per West St.]).
- *Take (West St.)* (Cat. Agafa [West St.]).
- *Turn left/right outside (the bank)* (Cat. Gira a l'esquerra/dreta en sortir [del banc]).
- *Go straight on* (Cat. Continua recte).
- *Go straight on until you come to (West St.)* (Cat. Continua recte fins a [West St.]).

Go straight ahead vs go along...

Go straight ahead is an adverbial expression that indicates the direction of the movement (*Go straight ahead and turn left*). *Go along...* is a prepositional phrase that requires the name of the street (*Go along West St.*). It is wrong to say: ~~*Go straight ahead West St.*~~

Until vs until you come to...

Until (Cat. fins) is a preposition of time which is only used with time adverbials. For example: *until 6 oc'lock, until the evening, until 2019*, etc. It is wrong to say: ~~*until West St.*~~

When giving directions, we must use the expression *until you come to...* when we refer to a point in space. For example: *Go straight ahead until you come to West St.*

When giving directions, the common pattern is first to show the way and then to explain the location of the place. Some common expressions to indicate location are (see map for reference):

- **In...street** (Cat. al carrer...): *The bank is in East St.*
- **On the corner of...*** (Cat. a la cantonada de...): *The park is on the corner of West St and Main St..*

- **Next to ...** (Cat. al costat de...) *The school is next to the bank.*
- **Opposite ...** (Cat. davant de...) *The bank is opposite Zara*
- **Near ...** (Cat. a prop de... a la vora de...): *The school is near Zara.*
- **Between ...** (Cat. entre...): *The school is in East St between Main St and Station Rd.*
- **At the end of...** (Cat. al final de...): *The bank is at the end of East St.*
- **Round the corner** (Cat. al girar la cantonada): *Zara is round the corner.*

The names of the streets

Common abbreviations added to the name of the streets are:

- **St:** street
- **Rd:** road
- **Ave:** avenue
- **Sq:** square

The names of the streets are proper names, so we must always write them with a capital letter. The abbreviation is part of the name, so it is also written with a capital letter (*West St, Station Rd*).

When we talk about the names of the streets, we must not say or write the article *the*. For example: *the school is in East St*. It is wrong to say: *the school is in the East St*. But we must write the article when *street* is a common name. For example: *The bank is at the end of the street*.

Sometimes we may also need to show the way inside a building or within a company's premises. Here are some common expressions which we can use in this situation:

- **Take the lift** (Cat. Agafa l'ascensor).
- **Go up/down to (the second floor)** (Cat. Puja/baixa al [segon pis]).
- **Go to the end of the corridor** (Cat. Vés fins al final del passadís).
- **It's the (third) door on the left/right** (Cat. És la [tercera] porta a l'esquerra/dreta).
- **Go across the courtyard** (Cat. Travessa el pati).
- **It's on the (second) floor** (Cat. Està en el [segon] pis).
- **It's in the hall** (Cat. És al vestíbul).
- **It's next to the reception desk** (Cat. Està al costat de la recepció).
- **Ask at the reception desk** (Cat. Pregunta a recepció).

Now read the following conversation as an example (see map for reference):

Asking for and giving directions in the street

Jordi is in London. He asks Phil for directions to go to a bank.

Jordi: Excuse me, is there a bank nearby?

Phil: Yes, there's one in East St.

Jordi: Good, how can I go there?

Phil: Well, go straight ahead and then turn second right. That's East St. Go straight on until you come to Station Rd. The bank is on the left, on the corner with Station Rd and next to a school.

Jordi: Ok, so I go straight ahead and then second right, is that it?

Phil: Yes, that's right.

Jordi: Thank you very much.

Language notes:

- Notice the use of the imperative form to give directions (*Go straight ahead, etc.*). Do not use *must* or *should* in this situation.
- **Nearby** (Cat. a prop): this is an adverb. Do not confuse with the preposition *near*, which requires a noun (*near the school*).
- **Is that it?** (Cat. és això?): this expression is used to confirm that you understood correctly. Notice Phil's answer to this small question.

Grammar reference: speaking about the future

In English, there is no specific verb tense to speak about the future, but we can refer to future events by using a modal verb (*will*), the expression *be going to* or even the present continuous and present simple tenses.

The future with 'will'

We normally express the future with the modal verb *will*. The syntactical structure is the following:

- WILL + BASE FORM

Conjugation of the future with 'will':

The following table shows the conjugation of the verb *work* in the future with *will*:

TAULA 1.5. Conjugation of the future with //will// (work)

	Affirmative Long form	Short form	Negative Long form	Short form	Interrogative
I	will work	'll work	will not work	won't work	Will I work?
You	will work	'll work	will not work	won't work	Will you work?
He/She/It	will work	'll work	will not work	won't work	Will he/she/it work?
We	will work	'll work	will not work	won't work	Will we work?
You	will work	'll work	will not work	won't work	Will you work?
They	will work	'll work	will not work	won't work	Will they work?

Notes:

- *Will* has short forms in the affirmative and in the negative. In negative, the short form is *won't* (=will + not).
- The modal *will* is the same for all persons.
- As all modals, *will* is used in the same way as an auxiliary verb, adding *not* in the negative and changing the order S-V in the interrogative.

Use of the future with *will*:

We use the future with *will*:

1) To give information about the future:

- They *will go* on strike tomorrow. (Cat. Demà *faran vaga*).
- *Will you come* to work next Monday? (Cat. *Vindràs a treballar el dilluns que ve?*).
- I *will retire* next year. (Cat. *Em jubilaré l'any que ve*).
- I *will be* 38 next week. (Cat. La setmana que ve *compliré* 38 anys).

2) To make predictions and talk about what we think or guess that will happen:

- It *will rain* all the week (Cat. *Plourà* tota la setmana).
- I think that I *will stay* at home tonight (Cat. *Crec que em quedaré* a casa aquesta nit).
- I'm sure that you *will all pass* the exams (Cat. *Estic segur que tots aprovareu* els exàmens).
- I guess that you *will come*, won't you? (Cat: *Suposo que vindràs, no?*).

3) In conditional sentences, to say what will happen if the condition becomes true:

- If I pass the exams, I *will be* very happy (Cat. Si aprovo els exàmens, *estaré* molt content).
- What *will* you *do* if you are fired? (Cat. Què *faràs* si et despatxen de la feina?).

4) In a series of interpersonal meanings to express requests, offers, promises, etc.

- *Will* you *come* here, please? (a request) (Cat. *Pots venir*, si us plau?).
- Don't worry, I'll *help* you with your English (an offer or a promise) (Cat. No t'amoïnis, t'*ajudaré* amb l'anglès).

When say what we think that will happen in the future, we often use an expression to explain how we conceive the future event. Some of the expressions commonly used for this are:

- I'm sure that ... (Cat. Estic segur que ...)
- I think that ... (Cat. Crec que..., opino que ...)
- I believe that ... (Cat. Crec que ...)
- I'm sure that ... (Cat. Estic segur que ...)
- I'm not sure that ... (Cat. No estic segur que...)
- I'm convinced that ... (Cat. Estic convençut que ...)

Time adverbials:

We commonly use the *will*-form with time adverbials that refer to the future. For example:

- **Tomorrow** (Cat. demà): *Tomorrow* I'll call you *tomorrow*, is that ok?
- **Next week, next month**, etc. (Cat. la setmana que ve, el mes que ve, etc.): I think she'll be 60 *next year*.
- **Tonight** (Cat. aquesta nit): it won't rain *tonight* so we can go out.
- **In the future** (Cat. en el futur): *in the future*, we'll do everything with computers.
- **One day** (Cat. un dia): you will understand me *one day*, don't worry.

The future with 'be going to'

In this form of the future, we must conjugate the verb *be* in the present simple. The syntactical structure is the following:

- AM/IS/ARE + GOING TO + BASE FORM

Conjugation of the future with *be going to*:

The following table shows the conjugation of the verb *work* in the *be going to*-form.

TAULA 1.6. Conjugation of the future with //be going to// (//work//)

	Affirmative	Short form	Negative	Short form	Interrogative
	Long form		Long form		
I	am going to work	I'm going to work	am not going to work	I'm not going to work	Am I going to work?
You	are going to work	You're going to work	are not going to work	aren't going to work	Are you going to work?
He/She/It	is going to work	He's/She's/It's going to work	is not going to work	isn't going to work	Is he/she/it going to work?
We	are going to work	We're going to work	are not going to work	aren't going to work	Are we going to work?
You	are going to work	You're going to work	are not going to work	aren't going to work	Are you going to work?
They	are going to work	They're going to work	are not going to work	aren't going to work	Are they going to work?

When we use the verb *to go* in this form of the future, we can omit the base form *go* in order to avoid repetition, so we can say: *I'm going out tonight* instead of *I'm going to go out tonight*.

Notes:

- *Be going to* has short forms in the affirmative and in the interrogative.
- The expression *going to* and the base form of the verb are invariable. The only element that changes is the verb *be*, which agrees with the subject.

Use of the future with *be going to*:

We use the future with *be going to*:

1) To express a future event which is already planned and decided:

- *We are going to buy* a new car next year (Cat. *L'any que ve comprarem un cotxe nou*).
- *Are you going to study* for the exam tonight? (Cat. *Estudiaràs per a l'examen aquesta nit?*).
- *I'm going (to go)* to France next summer (Cat. *El proper estiu aniré a França*).

2) To predict the future on the basis of present evidence and say that something will happen very soon in the future.

- *She is going to have* a baby in May (Cat. *Tindrà un bebè al mes de maig*).
- Look at those clouds! *It's going to rain* (Cat. *Mira aquells núvols! Està a punt de ploure*).

Time adverbials:

The future forms with *be going to* are commonly used with some time adverbials that refer to a near future. For example:

- **Tomorrow** (Cat. demà): *Tomorrow* I'm going to stay until 10 in the evening .
- **Next week, next month**, etc. (Cat. la setmana que ve, el mes que ve, etc.): he's going to start *next week*.
- **Tonight** (Cat. aquesta nit): are you going to have dinner at home *tonight*?

The future with the present simple and the present continuous

We can use the present simple and the present continuous tenses to speak about the future. In this case, the sentence must include a reference to the future (*tomorrow, tonight, etc*) to distinguish the verb tense from its present meanings.

The present simple:

The present simple with a future meaning is used to:

1) Speak about future events which are part of a timetable or a regular schedule:

- The sun *sets* at 7:34pm tomorrow (Cat. Demà el sol *es pon* a les 7:34 de la tarda)
- The classes *start* at 8 next Monday. (Cat. El proper dilluns les classes *comencen* a les 8)
- What time *does* your train *leave* tomorrow? (Cat. A quina hora *surt* el tren demà?)
- *Do you work* next weekend? (Cat *Treballes* el proper cap se de setmana?)

The present continuous:

The present continuous with a future meaning is used:

1) To express arrangements and fixed plans, when the time and date have already been decided. For example:

- What *are you doing* this evening? (Cat. Què *fas* aquesta nit?, què *tens pensat fer* aquesta nit?).
- I'm *staying* at home tonight (Cat. Aquesta nit *em quedaré* a casa).
- He's *retiring* next year. (Cat. L'any que ve *es jubila*; l'any que ve *té la intenció de jubilar-se*).

The future with *be going to* and with the present continuous

There is very little difference between the *be going to*-form and the present continuous. We can say: *I'm going to stay at home tonight* and *I'm staying at home tonight* with no difference in meaning.

However, when we need to express decisions and intentions, we normally use the *be going to*-form. When we speak about fixed arrangements, we prefer the present continuous. Compare these sentences:

- *I'm going to cook today* (Cat. Avui cuinaré jo) (The emphasis is on the intention; the idea is: it's my intention to cook).
- *I'm cooking today* (Cat. Avui cuino jo) (The emphasis is on the arrangement; the idea is: it has been decided that I'm cooking today, so I will cook)

Other forms of the future

Other forms of expressing the future are the *future continuous* and the *future perfect*. Their use is the same as in all the continuous and perfect tenses, but the action takes place in the future. The syntactical structures of these forms are the following:

- Future continuous: WILL + BE + GERUND (-ING): *I will be working.*
- Future perfect: WILL + HAVE + PAST PARTICIPLE: *I will have worked, I will have gone.*

'Will' vs 'be going to'

The main difference between the future with *will* and the future with *be going to* is the intentionality of the action. If we need to express our intention of doing something, we must use the *be going to*-form; if we just want to express something that will happen independently of our intention, we must use *will*. Compare these sentences:

- *I'm going to help you* (=I have thought about it and it is my intention to help you).
- *I will help you* (=I didn't think about it, but I will help you; I take the decision at the moment of speaking).

For this reason, when speaking about a person's age, we must always use 'will':

- *I will be 50 next week* (Cat. La setmana que ve compliré 50 anys).

It is wrong to say: *I'm going to be 50 next week.*

2. Arrangements

The term ‘arrangements’ (used in its plural form) is generally used to describe the different activities carried out by a company in order to improve business. Such activities may include business meetings, business meals or the organization and/or attendance to trade fairs.

2.1 Business meetings

Formal meetings are an essential part of the planning and direction of a company since important decisions about the organisation may be taken. These meetings are held at a specific time, at a defined place (venue) and according to an agreed agenda, which should be sent to the participants at least one week in advance.

FIGURA 2.1. People on a meeting



Belinda Jenkins, Pawel Janczak and Céline Thierry at Anuga Fair in Cologne. Source: Freestockphotos.biz

Formal meetings are typically led by a chairperson, and the discussions and agreements are recorded in what is known as minutes. One example is the AGM. Most companies organize the Annual General Meeting (AGM) for all members of the company. The agenda usually includes the approval of the last AGM, the presentation of the annual accounts for the last financial year, a report from the Management Committee on the organisation’s activities during the last year, the election of the Management Committee, and other relevant topics.

In some cases, members of a company travel to another country for a formal meeting and they have to stay away for some days. **Business tourism** can involve individual and small group travel, and destinations can include small to larger meetings, including conventions and conferences, trade fairs, and exhibitions.

Big cities usually have a specific venue to hold fairs and exhibitions. Barcelona, the capital of Catalonia, is known for its enterprising and dynamic nature. The city is open to people and to the world and it is an international point of reference both socially and economically. Fairs and conferences take place in Barcelona every year. One example is the “Mobile World Congress”, a congress on the latest technologies related to mobile communication which is held in Fira Gran Via. Other annual fairs and exhibitions go on in the city, such as “Construmat”, a construction industry fair, and the “Saló de l’Ensenyament”, with information about universities, courses and all kind of training for students, etc.

TAULA 2.1. Vocabulary

Agenda (n): ordre del dia	Fair (n): fira
Agreement (n): acord	Hold (v): celebrar
Approval (n): aprovació	Meeting (n): reunió
Be recorded (v): estar registrat, estar anotat	Minutes (pl n): acta (d’una reunió)
Chairperson (n): persona convocant (d’una reunió)	Report (n): informe
Conference (n): conferència	Take place (v): tenir lloc
Congress (n): congrés	Topic (n): tema, assumpte
Convention (n): convenció	Trade fair (n): fira comercial
Enterprising (adj): emprenedor	Venue (n): lloc (d’un esdeveniment)
Exhibition (n): exposició	

2.2 Business meals

The promotion activities of a company often include a business meal with customers or colleagues from other companies. These meals can be more or less formal, depending on the objective of the meal and the people who will attend. If we must organise or attend a formal business meal, it is very important that we are well acquainted with the rules of protocol which have been established for these events. These rules usually include a certain behaviour, the use of formal language and a strict dress code: an evening dress for women and a suit and tie for men. In very formal meals, a dinner jacket for men may be required.

2.2.1 Organising a formal business meal

The organisation implies the sending of invitation letters to the potential guests, the choice of a restaurant and often the choice of a menu. Depending on the degree of formality of the meal, you may also need to consider the setting of the table, which must follow certain rules of protocol.

The elements that compose a table are referred to with the generic term ‘tableware’, a term that includes plates, cutlery and different types of glasses. ‘Cutlery’ is

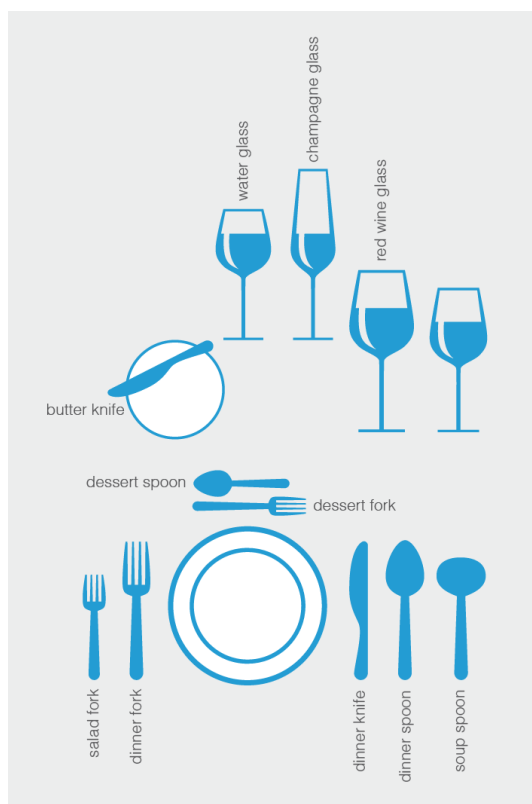
another generic term that includes any kind of hand utensils used in preparing, serving and especially eating the food, although in the USA, 'cutlery' refers only to knives and other cutting utensils, whereas the rest of hand utensils are known as 'silverware'. In the Western cultures, the three major utensils for eating are the knife, the spoon and the fork.

The basic elements of a dinner service include the plate or plates (one on top of the other), the napkin, the spoons, the knives, the forks and the glasses.

The cutlery is placed in order of use. The pieces that are used first go on the outside position and those used last are placed nearest the plate. The napkin is carefully folded and usually placed to the left of the cover or on the plate.

The figure below shows the proper setting of a table for a formal meal.

FIGURA 2.2. The proper setting of a table for a formal meal



2.2.2 Attending a formal business meal

When attending a formal meal, you must show a distant, but polite attitude. This will give an overall positive impression. You should greet other people by using polite formulas like: *Mr Smith, how do you do?*. Always shake hands. Do not use informal gestures like patting a person's back, for example, although they may seem more friendly. Do not forget to turn off your mobile phone before you go into the restaurant.

You should think that non-verbal communication can say a lot of things about us, so your behaviour is very important on these occasions. You should wait until

everyone is seated at the table and then place your napkin on your lap. If your napkin happens to fall to the floor, you should ask the waiter for a new one. If you are the guest, you should be careful not to order the most expensive items on the menu or to order more than two courses unless your host specifically asks you to do so or the menu has been fixed beforehand.



A table laid for a formal meal

Once you are sitting at the table, you will be faced with a multi-course meal with lots of different utensils. There is also a **protocol** that establishes the use of such utensils. You should start with the knife, fork or spoon which is the farthest from your plate and work your way in, using one utensil for each course.

There are two ways to use a knife and fork to cut and eat your food: the American style and the European or Continental style. Either is considered appropriate.

In the American style, food is cut by holding the knife in the right hand and the fork in the left hand with the fork tines piercing the food to secure it on the plate. Once the food has been cut, you have to change your fork from your left to your right hand to eat, with the fork tines facing up.

The European or Continental style is the same as the American style in that you cut your meat by holding your knife in your right hand while securing your food with your fork in your left hand. The difference is that your fork remains in your left hand, the tines facing down, and the knife in your right hand.

After the meal, the correct way of showing that you have finished is to place the knife and fork on your plate in a 4 o'clock position and the napkin on the right-hand side of your table setting.

2.2.3 After the formal business meal

After a formal meal, it is customary to have some sort of follow-up. It is proper business etiquette to send your host a thank-you letter where you express your gratitude for the meal. It is a good way to appreciate the host and to reinforce your interest in a particular business relationship.

These letters do not need to be long or very formal. A few lines focusing on what you value or appreciate about the other person's effort will be enough. A thank-you letter should be sent as soon as possible after the event.

These letters should ideally include the following information:

- *First paragraph*: thank the interviewer for taking the time to meet with you (mention the date).
- *Second paragraph*: restate your interest in the organisation. Mention something you learned from the meeting or comment on something of importance that you discussed. Again, emphasize your strengths, experiences and skills.
- *Third paragraph*: thank the host for his/her time and consideration. You may want to finish your message with a suggestion for further action and

you can also mention that you will provide your phone number and the hours you can best be reach.

TAULA 2.2. Vocabulary

Attend (v): assistir	Gratitude (n): agraïment, gratitud
Be acquainted with (v): estar familiaritzat amb	Guest (n): invitat, comensal
Behaviour (n): comportament	Host (n): amfitrió
Business meal (n): dinar/sopar de negocis	Invitation letter (n): carta de invitació
Choice (n): tria, elecció	Knife (n): ganivet
Colleague (n): company de feina	Lap (n): falda, part del damunt de les cases
Course (n): plat (en un menú)	Napkin (n): tovalló
Customer (n): client	Order (v): demanar (en un restaurant)
Cutlery (n): coberts, coberteria	Pat a person't back (n): donar copats a l'esquena (d'algu)
Dinner jacket (n): esmoquin	Pierce (v): punxar
Dinner service (n): servei , sopar	Plate (n): plat (recipient)
Dress code (n): normes en el vestir	rule of protocol (n): norma de cortesia
Etiquette (n): etiqueta, protocol	Shake hands (v): donar la mà
Evening dress (n): vestit de nit	Silverware (n): coberts, coberteria
Folded (adj): plegat	Spoon (n): cullera
Follow-up (n): seguiment	Suit (n): vestit (d'home)
Fork (n): forquilla	Tableware (n): vaixela, servei de taula
Fork tie (n): pua de la forquilla	Thank-you letter (n): carta d'agraïment
Glass (n): copa, got	tie (n): corbata

2.3 Trade fairs

Companies usually participate in trade fairs as part of their marketing strategy because fairs are very good to show potential customers what the companies sell or do, to establish business relationships with similar companies and to learn about the latest innovations in the corresponding field of interest. Local governments are usually very interested in trade fairs because they are an excellent means of development and promotion for the city. For this reason, the city councils often become the greatest promoting agents of trade fairs.

There are several types of trade fairs. They can be classified as:

- **General trade fairs:** These trade fairs exhibit all types of consumer and industrial commodities. They are open to professionals and to the general public. They are good for promotion because the number of visitors is very large, but it is difficult to make good business deals.



The Barcelona fairgrounds

- **Specialized trade fairs:** these fairs are primarily for business exhibitors from various levels of trade and industry. It attracts large numbers of business people, specifically concerned with the area of specialization. For new companies, these fairs offer the best opportunity to find buyers, distributors and retailers.
- **Consumer fairs:** These fairs are primarily addressed to the general public. They are characterised by the great variety of products exhibited and by the wide interests of the visitors. These fairs are especially appropriate for companies that are already established but wish to promote their products.

According to their geographical range, the trade fairs could be divided into:

- **Local fairs:** they are especially addressed to the customers from a town and its surrounding area. The participants are usually small businesses whose main objective is to promote local products.
- **National fairs:** they attract customers and exhibitors from all over the country. The participants are usually medium-sized businesses that seek to expand at a national scale and promote their products and services over a wide public.
- **International fairs:** these fairs attract professionals from all over the world. They are excellent platforms for companies that wish to expand their businesses to other countries and for multinational companies that want to promote their products at a global scale.

2.3.1 Organising a trade fair

Trade fairs may be organised by a company itself, by the council or by specialised companies whose business is precisely to organise fairs and other events for other companies. In any case, organising a trade fair requires careful planning and systematic decision-making because they often involve a great investment of money. First of all, the organisers must set clear objectives and know in advance the type of products that will be displayed in the fair and, consequently, provide facilities and take into consideration thousands of details.

Here are some guidelines for organizing a trade fair.

Before the trade fair:

In the planning stage of the trade fair, the organisers must identify the tasks to be carried out and select the speakers in case speeches have been planned. They must also draw up a detailed budget, including such items as advertising, staff recruitment, space rental, design, construction and dismantling of stands, furniture rental, decoration within the stand, telecommunications and networking facilities, participant accommodations, electrical fitting, stand cleaning, telephone

installation, mailing, security, reception, public relations, transportation, food services, first-aid emergency, and giveaway items.

Hotel bookings for the visitors must be placed well in advance to ensure availability. Organisers should negotiate special convention rates and types of rooms, special meals (like religious and disease diets) and registration deadlines. Other issues to consider are the existence and cost of parking facilities, nearby restaurants, points of interest and available transportation to and from the hotel.

Planning a special promotional program for the trade fair is also very important. When the visitors are well identified, the most common means of advertising the event is by means of invitation letters. To attract the general public, the organisers should consider publication on the local radio, newspapers and television, depending on the importance of the event.

During the trade fair:

An important and necessary event at any trade fair is the registration of the exhibitors on the opening day. In order to gain productivity during the whole presence at the trade fair, the exhibitors must pay attention to the promotion and presentation of their company to ensure that potential customers seek their stand in particular.

Most trade fairs also include activities pursued directly within the fairgrounds or outside their boundaries. These activities represent a value added to the participation at the fair. The company's representatives can participate in presentations or press conferences and can hold lectures at fair-related events. An ideal opportunity for addressing important customers may also be an evening party, as an informal meeting is often more successful for making business contacts than an official meal or an official reception.

After the trade fair:

When the fair is finished, it is time for the participants to evaluate the results of the fair and draw conclusions about the objectives reached.

The organisers should:

- Register items to be returned to the respective companies.
- Remove the exhibits from the racks.
- Dismantle the stands safely and without destroying the stand materials.
- Hold a reception on the closing day to facilitate contacts between exhibitors and potential customers.
- Send out press releases as a promotional activity to state the positive results of the participation.
- Draw up a follow-up plan to determine the benefits and help in the organisation of future events.



A stand in a trade fair

On the other hand, the exhibitors should:

- Compare invitations with the guest list at the stand.
- Forward a list of post-fair customer appointments to the sales department.
- Write letters to the new contacts.
- Analyse the coverage of the fair in the media.
- Send press releases and feedback questionnaires quickly to the new contacts.
- Set goals for future events.

TAULA 2.3. Vocabulary

Accommodation (n): allotjament	Hotel booking (n): reserva d'hotel
Advertising (n): publicitat	Industry (n): indústria
Appointment (n): cita	Investment (n): inversió
Be concerned with (v): estar interessat en	Invitation letter (n): carta de invitació
Budget (n): pressupost	Involve (v): implicar, significar
Business (n): negoci, empresa	Issue (n): tema, aspecte
Business deal (n): acord, tracte, negoci	Marketing strategy (n): estratègia publicitària
Buyer (n): comprador	Parking facilities (n): aparcament, servei d'aparcament
City council (n): ajuntament (institució)	Press conference (n): conferència de premsa
Commodity (n): producte, mercaderia	Press release (n): comunicat de premsa
Coverage (n): cobertura mediàtica	Professional (n): professional
Development (n): desenvolupament	Promoting agent (n): promotor
Dismantling (n): desmuntatge	Promotion (n): promoció
Display (v): mostrar, exhibir	Rack (n): estanteria
Distributor (n): distribuïdor	Rate (n): tarifa
Exhibit (n): peça, objecte exposat	Registration (n): inscripció
Exhibit (v): exposar, exhibir	Registration deadline (n): data límit per a la inscripció
Exhibitor (n): expositor	Retailer (n): minorista
Expand (v): expandir-se, estendre's	Set goals (v): establir objectius
Facilities (pl n): serveis, instal·lacions	Speaker (n): orador
Fairground (n): fira, espai destinat a la fira	Speech (n): discurs
Follow-up plan (n): pla de seguiment	Staff recruitment (n): contractació de personal
Furniture rental (n): lloguer de mobiliari	Stand (n): stand
Geographical range (n): àrea geogràfica	Trade (n): comerç
Giveaway item (n): obsequi, regal	Trade fair (n): fira comercial
Guest list (n): llista de invitats	Visitor (n): visitant
Hold lectures (n): celebrar xerrades	

2.4 Language in use

Anuga Fair



Anuga Fair is held in Cologne. It is a food fair for the retail trade and the food service and catering market. Companies related to food and hotel services summon there to exhibit their products and share their knowledge through the various speeches and workshops. In the fair there are gala dinners, banquets, and buffets giving different choices of menu each day offering the best and most original food combinations.

Belinda Jenkins, Pawel Janczak and Céline Thierry are of some of the attendants of the fair this year. These are their business cards:

Belinda Jenkins

Marketing department , Ecotasty Food

Phone: +31 70 3466086

Email: bjenkins@ecotasty.nl

Website: <http://www.ecotasty.nl>

Address: Croeselaan 25, 3521 BJ Utrecht The Netherlands

 @bldjenkins

Belinda Jenkins works for the Marketing department of the company "Ecotasty Food". The company develops organic processed products, they do research on organic farming and organize courses and talks on organic products and cooking.

Pawel Janczac

Entrepreneur , Ekoprod

Phone: +48 22 878 6722

Email: pjanczac@ekoprod.pl

Website: <http://www.ekoprod.pl>

Address: ul. Krakowiaków 12, skr. poczt. 12 02-255 Warsaw, Poland

 @pwljanczac

Pawel Janczac is a Polish entrepreneur who has started a venture. He aims to introduce and spread organic farming in his country, and to raise awareness among farmers. He wants to attend the fair in order to see the current trends in the international market.

Céline Thierry

Agriécolo , Département des ventes

Phone: +33 0 467 78 6755

Email: cthierry@agriecolo.fr

Website: <http://www.agriecolo.fr>

Address: 1 rue des Pertuisanes; 34000 Montpellier, FRANCE



@celnthierry

Céline Thierry lives in the South of France. Since an early age she has been interested in farming and ecology. In addition, she promotes fair trade in her region. She believes that farmers have to be paid a fair price for their goods.

Language Notes

- **“since”**: This word has been used twice in the text, but with different meanings. In the first paragraph: “...*direction of a company* **since** important decisions...” “**Since**” in this context is used to express the reason. In the last paragraph, where Céline is introduced, “**Since** an early age...”, where “**Since**” means “*From that time on*”.
- Note that the use of the passive voice is more common in English than in other languages. See some instances in the text and the translation into Catalan:
 - **“May be taken”** (decisions): poden ser preses (les decisions).
 - **“is/are held”** (the fair): té lloc (la fira).
 - **“should be sent”** (the agreed agenda): hauria de ser enviada / s’hauria d’enviar (l’agenda/ordre del dia acordada).
 - **“are led”** (“formal meetings...by a chairperson”): les reunions formals són liderades/moderades per un moderador.
 - **“are recorded”** (discussions and agreements): són enregistrats (discussions i acords).
 - **“is known as...”**: és conegut com.../es coneix com...
 - **“have to be paid”** (“farmers...a fair price”): als agricultors se’ls ha de pagar un preu just.
- **“Such as”**: It is used to list different elements. It means “for example”.

Protocol:

Protocol is very important in a business context. It is necessary to be well trained in business meeting etiquette to ensure that a business meeting is effective.

- First of all, a formal invitation has to be sent to the intended guests (see an example in the previous section: invitation mail to the AMM of the company “Kdiet”).
- Attire also matters; wear casual or formal clothes according to the type of meeting. In very formal meetings or official dinners you will have to dress up.
- Do not interrupt while someone is speaking, wait for the designated question period to raise your questions. Take notes, since some of your questions might be answered by the content of the meeting.

- During formal meetings it is quite usual to interchange business cards for future contact. It is advisable to have them prepared and updated for that day. You may have to wear badges with your name and the name of your company. Badges are quite useful in order to identify other participants in the meeting.
- Avoid nervous habits, such as tapping a pen or your fingers on the table, making noises, or showing disapproval with your body language.
- Turn off your cell phone prior to the start of the meeting. It would be rude to be looking at your smartphone while relevant matters are discussed.
- After the meeting, a thank you letter should be sent to all the participants.

2.4.1 Practical examples

In some cases, we might find ourselves in a group, and there is an uncomfortable silence. It is good to have a strategy to avoid such situations, for example you can discuss about the weather, or other general topics. Here you will see some dialogues which took place in different contexts in the “Anuga Fair” held in Cologne this year:

Meeting people

Dialogue 1

Belinda Jenkins: Hello, I'm Belinda Jenkins, I work with “Ecotasty Food”, in The Netherlands.

Céline Thierry: Nice to meet you. I'm Céline Thierry, with “Agriécolo”.

Belinda Jenkins: Where are you from?

Céline Thierry: I'm from France.

Dialogue 2

Pawel Janczac: Good morning, My name's Pawel Janczac. How are you?

Céline Thierry: Nice to meet you, Mr. Janczac, I'm Céline Thierry, with “Agriécolo”.

Pawel Janczac: Nice to meet you, Ms. Thierry. You're from France. Aren't you?

Céline Thierry: Yes, I am. And you?

Pawel Janczac: I'm from Poland.

Céline Thierry: What do you do?

Pawel Janczac: I'm an entrepreneur. I'm trying to raise awareness of organic farming in my country.

Céline Thierry: How interesting! I'm into farming and ecology, too.

Dialogue 3

Céline Thierry: Ms Jenkins, good to see you again! May I introduce you to Mr Janczac?

Belinda Jenkins: How do you do?

Pawel Janczac: How do you do.

Céline Thierry: Mr Janczac is Polish. He's an entrepreneur and he's interested in organic farming.

Belinda Jenkins: Oh, this is my field too. In our company we develop organic processed food and do research on organic farming.

Céline Thierry: So, we are all into organic farming. We have a lot of things to discuss about.

At the restaurant**FIGURA 2.3.** Menu

Food and Beverages Fair Menu	
Starters	
Mixed Greens Mixed Greens, Blue Cheese, Raisins, Onions, Crispy Bacon, Fried Egg with Dill Blue Cheese Dressing.	
Salmon & Spinach Salad Roasted salmon, spinach, Fried Potato, Onion, Olives, Poached Egg with Mustard Vinaigrette.	
Main course	
Meatballs Beef and pork meatballs in a Napolitan sauce with red chilli and red onion, served with toasted garlic ciabatta on the side.	
Garlic Marinated Pork Loin Grilled Onions, Natural Pork Au Jus	
Roasted chicken Leg, thigh, breast, wing and coated potato	
Desserts	
Sour cream Cheese cake	
Iced pumpkin cakes	
Apple pie	
White chocolate raspberry cheesecake	
Beverages	
Wines (see our specialties)	Still or sparkling water
Smoothies (all flavours)	Fizzy drinks: diet cola, lemonade...
Milkshakes (all flavours)	Fruit juice

Belinda Jenkins: Hello, we have a reservation for three people.

Waiter: Ok, your name, please?

Belinda Jenkins: Belinda Jenkins.

Waiter: Yes, I see. Would you follow me, please? I will show you your table.

Belinda Jenkins: What is on the menu?

Waiter: We have a special menu for the fair. Here you are.

Céline Thierry: Thank you.

Waiter: Can I take your order?

Céline Thierry: Sure. I would like to start with mixed greens and roasted chicken for the main course.

Pawel Janczac: I'll have the same.

Belinda Jenkins: What's the pork loin like?

Waiter: It is very good.

Belinda Jenkins: Well..., then I'll take a salad to start and pork loin as a second course.

Waiter: How would you like your steak? rare, medium or well done?

Belinda Jenkins: Well done

Waiter: Anything to drink?

Céline Thierry: We'll have red wine.

Booking a hotel room

Receptionist: Hello, Central Cologne Hotel. How may I help you?

Belinda Jenkins: Good morning, I'd like to book a single room for two nights please.

Receptionist: When for, madam?

Belinda Jenkins: Next Friday, October 9th.

Receptionist: Let me check. Yes, we have one single room available.

Belinda Jenkins: Great. How much is the charge per night?

Receptionist: Eighty euro, madam.

Belinda Jenkins: OK, that's fine.

Receptionist: Can I have your name, please?

Belinda Jenkins: Yes, it's Jenkins. Belinda Jenkins.

Receptionist: Can I have your telephone number, please?

Belinda Jenkins: Yes, it's six-oh-six-double two-five-six-eight-nine (606 22 56 89).

Receptionist: Ok. What time will you be arriving?

Belinda Jenkins: Around 5pm.

Receptionist: Thank you and have a nice day.

2.4.2 Thank you letters

After a business meeting, it is quite common to send a thank you letter. This type of letters should include the following information:

- **First paragraph:** Thank the interviewer for taking the time to meet you.
- **Second paragraph:** Restate your interest in the company/school/organization. Mention something you learned from the meeting or comment on something important that you discussed.
- **Third paragraph:** Thank the interviewer for their time and consideration. If it is the case, you can close with a suggestion for further action.

See the following sample:

Agriécolo
1, rue des Pertuisanes
34000 Montpellier
France
Montpellier, 21 October, 2016
Ms Lena Schöeder
Wilhelm-Leuschner Strasse 31
60329 Cologne
Germany
Dear Ms Schöeder,
I am writing this letter to appreciate your invitation to the Anuga Fair held in Cologne last week.
I have heard nothing but praise from all who attended the fair. The exhibitions were very interesting and the food was delicious. The presenters were well prepared and the sessions were well attended. You did a good job organizing the workshops and selecting the topics.
Furthermore, it was very profitable, since we had the opportunity of meeting other companies and have interesting discussions, which might lead to further cooperation with them.
Congratulations on both a successful and a memorable fair. Thank you for your invitation.
We look forward to attending the next fair next year.
Yours sincerely,
Céline Thierry
Sales department

TAULA 2.4. Vocabulary

Attend (v): assistir (a un lloc)	Goods (pl n): productes
Attendant (n): assistent (a un lloc)	Guest (n): invitat
Attire (n): vestimenta, roba	Main course (n): plat principal
Badge (n): etiqueta, distintiu	Mixed greens (pl n): verdures variades
Book (v): reservar, fer una reserva	Organic farming (n): agricultura orgànica
Buffet (n): <i>buffet</i>	Organic processed products (pl n): productes orgànics processats
Business card (n): targeta professional	Pork loin (n): llom de porc
Casual clothes (n): roba informal	Prior to (prep): abans de
Catering market (n): mercat del catering	Promote (n): promocionar
Cell phone (n): telèfon mòbil	Raise a question (v): fer una pregunta
Charge (v): cobrar	Raise awareness (v): despertar la consciència
Cooking (n): cuina (activitat)	Reservation (n): reserva
Current trend (n): última moda	Retail trade (n): comerç minorista
Disapproval (n): discomformitat, desaprobació	Roasted chicken (n): pollastre rostit
Do research (v): fer recerca	Share (v): compartir
Dress up (v): mudar-se, arreglar-se, vestir-se	Single room (n): habitació individual
Entrepreneur (n): emprenedor	Speech (n): discurs, xerrada
Exhibit (v): mostrar, exposar	Summon (v): reunir-se, ajuntar-se
Fair price (n): preu just	Take an order (v): agafar una comanda (al restaurant)
Farmer (n): agricultor, granger	Talk (n): xerrada
Farming (n): agricultura	Tap (v): picar, tamborinar
Food fair (n): fira alimentària	Turn off (v): apagar (un aparell)
Food service market (n): mercat de la distribució d'aliments	Venture (n): negoci, aventura (comercial)
Formal clothes (n): roba formal	Workshop (n): taller
Gala dinner (n): sopar de gala	

Communication: suggestions and invitations

Suggestions and invitations are two instances of the so called *social language*. We make a suggestion when we propose a course of action. In this sense, it is very much like giving advice because in both cases we say what we think should be done. The difference is that a piece of advice is always directed to a second person (*you*) whereas suggestions have a wider range.

An invitation is very similar to a suggestion. When you invite somebody, you are in fact suggesting a course of action.

Suggestions

We can make suggestions in different ways. Some are used in formal situations whereas others are used in informal situations. Next there is a list of some of these expressions.

Making formal suggestions:

A) SUGGEST + GERUND (-ING)

- I suggest speaking in English (Cat. Suggereixo parlar en anglès)
- He suggested talking to the head of our department first (Cat. Va suggerir parlar primer amb el cap del nostre departament).

B) SUGGEST + THAT-CLAUSE

- I suggest that we speak in English (Cat. Suggereixo que parlem en anglès).
- In the next meeting, I'll suggest that we can finish work earlier (Cat. A la següent reunió, suggeriré que poguem plegar abans).

C) SUGGEST + NOUN

- I suggest a Japanese restaurant (Cat. Suggereixo un restaurant japonès).
- I would suggest a break (Cat. Jo suggeriria un descans).

Making informal suggestions:

A) WHAT ABOUT + GERUND (-ING) ...?

- What about speaking in English? (Cat. Què tal si parlem en anglès?).
- What about having a coffee? (Cat. Què et sembla si prenem un cafè?).

B) WHAT ABOUT + NOUN ...?

- What about a break? (Cat. I si fem un descans?).

- What about a coffee? (Cat. Què tal un cafè?).

C) WHAT ABOUT IF + YOU/WE + V. IN PRESENT SIMPLE ...?

- What about if we speak English? (Cat. Què tal si parlem anglès?).
- What about if you help me with this? (Què et sembla si m'ajudes amb això?).

D) WHY DON'T YOU/WE + BASE FORM ...?

- Why don't we speak in English? (Cat. Per què no parlem en anglès?).
- Why don't you wait a little longer? (Cat. Per què no t'esperes una mica més?).

E) YOU/WE COULD + BASE FORM

- We could speak in English (Cat. Podríem parlar en anglès).
- You could go and speak to the director (Cat. Podries anar a parlar amb el director).

F) LET'S + BASE FORM ...!

- Let's speak in English! (Anem a parlar anglès!)
- Let's organize a big party (Organitzem una gran festa!)

Notes:

- *What about...?* and *why don't you...?* are questions. Do not forget to write the question mark (?) at the end of the sentence. In speech, we must give it the intonation of a question.
- *Let's* is the short form of *let us*, but we never write (or say) the long form. This expression usually has an exclamation mark (!) at the end.
- *Let's* is used to include both the speaker and the other people in the suggestion.

Responding to a suggestion:

We can respond in different ways, depending on whether we agree or disagree with the suggestion. In general, all these expressions can be used in formal and informal contexts and they are independent of the way in which the suggestion was made. The translations are not literal, but just reflect equivalent expressions in Catalan used in the same context.

Agree:

- Yes, we could do that (Cat. Sí, podríem fer això).
- Yes, that's a good idea! (Cat. Sí, bona idea!).
- Ok, let's do that (Cat. D'acord, endavant!).
- Yes, why not? (Cat. Sí, per què no?)
- Ok, that's great! (Cat. Excel·lent!)

When we disagree with a suggestion, the social protocol requires to explain the reason. For example: **A:** Why don't we go to a restaurant? - **B:** No, I'd rather not. *I've got no time and no money.*

Disagree:

- I'm afraid it's not a good idea (Cat. Em temo que no és gaire bona idea).
- I'm afraid we can't do that (Cat. Em temo que això no és possible).
- I'd rather not (Cat. Millor que no).
- No, we can't do that (Cat. No, això no ho podem fer).
- No, we shouldn't do that (Cat. això no ho hauríem de fer).

Here are examples of suggestions in a context.

Suggestions (formal)

Jordi Planes is at a job interview for a post in an American company. Mrs Jenkins, the head of Human Resources, asks him for suggestions to improve the company's sales.

Mrs Jenkins: Well, Mr Planes, I can see in your résumé that you worked as a market analyst for an electrical company. Perhaps you could give us some suggestions to increase our sales...

Jordi: To increase the sales... Ok, I suggest an aggressive marketing campaign.

Mrs Jenkins: Good, and what else?

Jordi: I would suggest a TV commercial directed by some well-known figure, Spielberg, Scorsese... someone really famous who can attract people's attention.

Mrs Jenkins: I'm afraid we can't do that, Mr Planes. That would be too expensive, don't you think so?

Jordi: Yes, well, then you could make a standard commercial and perhaps sponsor a basketball team.

Mrs Jenkins: Yes, we could do that.

Suggestions (informal)

Jordi Planes works in a company in Manchester. He and a group of his British colleagues are discussing what to do to celebrate the retirement of their director, Mr Connor.

Peter: OK, people, as you know Mr Connor is retiring next month. Any suggestions?

Mary: We could go to a restaurant. He loves good food and, most of all, good drinking.

Tom: Come on, Mary! We can't do that! You know that would cost a lot of money.

Jordi: Why don't we organize a small party here in the office?

Susan: Yes, why not? That would be cheaper.

Daniel: What about a surprise party?

Peter: Yeah, that's a good idea, too.

Jordi: We could each give £5 for a present, what do you think?

Mike: Great!

Susan: OK, let's collect the money!

Tom: Wait, wait! What present can we buy? Have you got any suggestions?

Language notes:

- In the first dialogue, we must use a formal language because it takes place at a job interview. In the second dialogue, the situation is informal, as reflected in the language.
- **Résumé:** Mrs Jenkins uses this term instead of CV because she's American. The word is spelt with the graphical accents because it is taken from the French language.
- **Yeah:** colloquial form of *yes*. The spelling reproduces the pronunciation of the word: /jeə/.
- **£5:** we must say *five pounds*. In the Anglo-Saxon world, the currency symbols are placed before the amount: £5, \$5 (= five dollars), but we write 5€ (= five euros).

Invitations

To invite people, we can use different expressions and syntactical structures.

Making formal invitations:

To make invitations in formal situations, we can use the following expressions:

A) I (WOULD LIKE TO) INVITE + INDIRECT OBJECT + TO + BASE FORM...

- I would like to invite you to go out with me (Cat. M'agradaria invitar-te a sortir amb mi).
- I would like to invite my friends to spend the summer with me (Cat. M'agadaria invitar els meus amics a passar l'estiu amb mi).
- I invite you to come with me (Cat. T'invito a venir amb mi).
- I'll invite him to sing at my party (Cat. L'invitaré a cantar a la meva festa)

B) I (WOULD LIKE TO) INVITE + INDIRECT OBJECT + TO + NOUN...

- He would like to invite you to a coffee (Cat. A ell li agradaria invitar-te a un cafè).

- I would like to invite you to a party (Cat. M'agradaria invitar-vos a una festa).
- I invite you to a concert (Cat. T'invito a un concert).

Formal invitations

We can use the form *would like* with the verb *invite* to make the invitation more formal.

In the formal written language, as for example, in invitation cards, the passive voice is frequently used. For example:

- *You **are invited** to Mr Jones' reception, which will take place on 23rd March in ...* (Cat: *Està vostè invitat a la recepció del Sr Jones, que tindrà lloc el 23 de març a ...*)

Making informal invitations:

C) WOULD YOU LIKE + TO + BASE FORM +...?

- Would you like to have a walk with me? (Cat. Vens a passejar amb mi?).
- Would you like to come? (Cat. Vols venir?).

D) WOULD YOU LIKE + NOUN +...?

- Would you like some help? (Cat. Vols que t'ajudi?).
- Would you like a cold drink? (Cat. Vols una beguda fresca?).

Invitations and suggestions:

An invitation is very similar to a suggestion so the two language functions can share some expressions. To make invitations, we can also say:

- How about...? (Cat. Què tal si...?)
- What about...? (Cat. Què et sembla si...?)
- Why don't we...? (Cat. Per què no ...?)

Responding to invitations:

When someone invites you to do something, you can accept or you can reject the invitation.

Here are some possible responses.

To accept the invitation:

- Thank you very much. That would be very nice (formal) (Cat. Moltes gràcies. Serà un plaer).

- Thank you. You're very kind indeed (formal) (Cat. Gràcies. És vostè molt amable).
- Thanks. That would be great (informal) (Cat Gràcies. Això estaria molt bé).
- Ok, I'd like to. Thanks (informal) (Cat. Sí, m'agradaria. Gràcies).

To reject the invitation:

- I'm sorry. I'm afraid (I'm not free tonight) (Cat: Ho sento. Em temo que [aquesta nit estic ocupat]).
- No, thanks, anyway. (I don't feel like it now) (Cat. No, gràcies de totes maneres, però [ara no en tinc ganes]).
- Thank you but I can't. (I must go immediately) (Cat. Gràcies però ara no puc . [Me'n he d'anar de seguida]).

Invitations and social protocol

When you reject an invitation, the social protocol requires to explain the reason. The protocol also demands that if you have been invited to a person's house, you thank that person for his/her hospitality. For example, you can say:

- *Thank you very much. That was a wonderful evening.* (Cat. Moltes gràcies. Ha estat una vetllada magnífica.)

Grammar referece: the modal verbs

The modal verbs form a class of verbs that have some special characteristics. These verbs are:

- Can
- Could
- Must
- Should
- May
- Might
- Will
- Would

The characteristics of the modal verbs are the following:

From a syntactical point of view, the modal verbs have the same characteristics of the auxiliary verbs *be*, *have* and *do*.

1. They have no meaning of their own: modal verbs must always be accompanied by another verb in the base form. They are used to express certain ideas like obligation, possibility, advice, etc.
2. They only have one form, which is normally used to speak about the present and sometimes about the future. If we need to express the modal verbs in other tenses (like the past tense, the present perfect, etc.), we must use an alternative verb or expression. However, the verb *can* has a present form (*can*) and a past form (*could*).
3. The modal verbs form the negative and the interrogative as the auxiliary verbs.

Therefore, the syntactical structures of sentences with a modal verb are these:

- Affirmative: SUBJECT + MODAL + BASE FORM: *I should work.*
- Negative: SUBJECT + MODAL + NOT + BASE FORM: *I should not work.*
- Interrogative: MODAL + SUBJECT + BASE FORM: *Should I work?*

Can, could

The modal verbs *can* and *could* are the present and the past forms, but they may have different meanings.

Can:

Can is used to express:

- **Present ability:** He can cook. (Cat. Ell sap/pot cuinar.)
- **Certain possibility:** It can rain. (Cat. Pot ser que plougui.)
- **Informal permission:** Can I go, please? (Cat. Puc marxar, si us plau?)
- **Informal request:** Can you open the window, please? (Cat. Pots obrir la finestra, si us plau?)

Could:

Could is used to express:

- **Past ability:** He could swim. (Cat. Ell podia/sabia nedar.)
- **Uncertain possibility:** It could rain. (Cat. Podria ser que plougués.)
- **Formal permission:** Could I go, please? (Cat. Podria marxar, si us plau?)
- **Polite request:** Could you open the window, please? (Cat. Podries obrir la finestra, si us plau?)

The following table shows the complete conjugation of *can*.

TAULA 2.5. The modal verb can

	Affirmative	Negative Long form	Short form	Interrogative
I	can	cannot	can't	can I...?
you	can	cannot	can't	can you...?
he, she, it	can	cannot	can't	can he/she/it...?
we	can	cannot	can't	can we...?
you	can	cannot	can't	can you...?
they	can	cannot	can't	can they...?

The table below shows the forms of *could*.

TAULA 2.6. The modal verb could

	Affirmative	Negative Long form	Short form	Interrogative
I	could	could not	couldn't	could I...?
you	could	could not	couldn't	could you...?
he, she, it	could	could not	couldn't	could he / she / it...?
we	could	could not	couldn't	could we...?
you	could	could not	couldn't	could you...?
they	could	could not	couldn't	could they...?

Alternative forms:

1) To express ability:

Be able to (Cat. ser capaç de)

In this form, the verb *be* must be conjugated in the correct tense. The syntactical structure is:

- SUBJECT + BE (conjugated) + ABLE TO + BASE FORM: *I am able to work.*

Examples:

- *I haven't been able to open that box.* (Cat. No he estat capaç d'obrir aquesta capsà or Cat. No he pogut obrir aquesta capsà.)
- *I would like to be able to do it.* (Cat. M'agradaria ser capaç de fer-ho) or Cat. M'agradaria poder/saber fer-ho.)

am able to / was able to

We can use the form *be able to* in the present and the past. In these cases, the forms with *be able to* and with *can/could* have the same meaning:

- *I am able to work* or *I can work*.
- *He was able to work* or *he could work*.

Must, should

The modal verbs *must* and *should* have similar meanings. We can normally use them in the same context, but we must choose one or the other depending on the idea that we want to transmit.

Must:

Must is used to express:

- **Obligation:** *We must eat to live.* (Cat. Hem de menjar per viure.)
- **Prohibition** (negative): *You mustn't smoke.* (Cat. No has de fumar.)
- **Predictions:** *This must be Mary.* (Cat. Aquesta deu ser Mary.)

Should:

Should is used to express:

- **Advice:** *You should come.* (Cat. Hauries de venir.)
- **Moral obligation:** *We should eat something.* (Cat. Hauríem de menjar alguna cosa.)

Obligation and moral obligation

The difference between “obligation” and “moral obligation” often depends on the circumstances or on the person’s point of view. An obligation is something that we must do because there is a law or because it is strictly necessary. An obligation depends on external circumstances.

On the other hand, a moral obligation is something that we should do because we feel that it is necessary. It depends on our own feelings. For example, the sentence *We must eat to live* is an obligation because if we do not eat, we die. The sentence *We should eat something* is a moral obligation because it is not necessary to eat anything in that moment to live, but I think that we should eat something because we might feel hungry.

The table shows the complete conjugation of *must*.

TAULA 2.7. The modal verb *must*

	Affirmative	Negative Long form	Short form	Interrogative
I	must	must not	mustn't	must I...?
you	must	must not	mustn't	must you...?
he, she, it	must	must not	mustn't	must he / she / it...?
we	must	must not	mustn't	must we...?
you	must	must not	mustn't	must you...?
they	must	must not	mustn't	must they...?

The following table shows the conjugation of *should*.

TAULA 2.8. The modal verb *should*

	Affirmative	Negative Long form	Short form	Interrogative
I	should	should not	shouldn't	should I...?
you	should	should not	shouldn't	should you...?
he, she, it	should	should not	shouldn't	should he / she / it...?
we	should	should not	shouldn't	should we...?
you	should	should not	shouldn't	should you...?
they	should	should not	shouldn't	should they...?

Alternative forms:

1) To express obligation:

have to (Cat: haver de)

- I *had to* go to the dentist yesterday. (Cat. *Ahir vaig haver d'anar al dentista.*)
- *Have you had to* do anything special? (Cat. *Has hagut de fer alguna cosa especial?*)

2) To indicate prohibition:

be prohibited/forbidden (Cat. Estar prohibit)

- In the present society, we *are being prohibited* to do more and more things everyday. (Cat. A la societat actual, cada dia *se'ns prohibeix* fer més i més coses.)
- We can't *be forbidden* to express our ideas. (Cat. No se'ns pot *prohibir* expressar les idees.)

must and have to
 We can use *have to* in the present simple with little difference in meaning with *must*. We can say:

- *We must eat to live* or *We have to eat to live*.

There are no alternative forms for *should*.

May, might

As with *must* and *should*, the meanings of *may* and *might* are very similar and they can normally be used in the same way.

May:

May is used to express:

- **Possibility:** *It may rain tonight.* (Cat. Pot ser que plougui aquesta nit.)
- **Ask for permission** (formal): *May I take this seat, please?* (Cat. Puc agafar aquesta cadira, si us plau?)
- **Give permission** (formal): *You may go now.* (Cat. Ja pots marxar.)

Might:

Might expresses:

- **Remote possibility:** *It might rain tonight, but I don't think so.* (Cat Podria ser que plugués aquesta nit, però no ho crec.)
- **Ask for permission** (very formal): *Might I speak to you for a moment?* (Cat. Podria parlar amb vostè un moment?)
- **Give permission** (very formal): *You might come in.* (Cat. Pot entrar.)

Both *may* and *might* are used to express possibility, but there is a difference:

- *May* indicates a possibility that the speaker sees as possible.
- *Might* indicates a possibility which will not probably happen from the point of view of the speaker.

The following table shows the complete conjugation of *may*.

TAULA 2.9. The modal verb *may*

	Affirmative	Negative Long form	Short form	Interrogative
I	may	may not	-	may I...?
you	may	may not	-	may you...?
	

TAULA 2.9 (continuació)

he, she, it	may	may not	-	may he / she / it...?
we	may	may not	-	may we...?
you	may	may not	-	may you...?
they	may	may not	-	may they...?

The table below shows the conjugation of *might*.

TAULA 2.10. The modal verb might

	Affirmative	Negative Long form	Short form	Interrogative
I	might	might not	-	might I...?
you	might	might not	-	might you...?
he, she, it	might	might not	-	might he / she / it...?
we	might	might not	-	might we...?
you	might	might not	-	might you...?
they	might	might not	-	might they...?

Note:

- *May* and *might* have no short forms in the negative.

Alternative forms:

1) To express possibility:

Be possible ... (Cat. Ser possible...):

- I've tried, but it *hasn't been possible* to make it work. (Cat. Ho he intentat, però no ha estat possible fer-lo funcionar.)
- We had a meeting yesterday, but it *was not possible* to reach an agreement. (Cat. Ahir ens vam reunir, però no va ser possible arribar a un acord.)

Will, would**Will:**

Will is used to express:

- **The future:** *I think that it will rain tomorrow.* (Cat. Crec que demà plourà.)
- **Requests:** *Will you open the window, please?* (Cat. Obriràs la finestra, si us plau?)

Would:

would is used to express:

- **Conditional forms:** *If I had time, I would go.* (Cat. Si tingués temps, hi aniria.)
- **Polite requests:** *Would you open the window, please?* (Cat. Obriries la finestra, si us plau?)

The following table shows the forms of *will*.

TAULA 2.11. The modal verb will

	Affirmative	Negative Long form	Short form	Interrogative
I	will	will not	won't	will I...?
you	will	will not	won't	will you...?
he, she, it	will	will not	won't	will he / she /it...?
we	will	will not	won't	will we...?
you	will	will not	won't	will you...?
they	will	will not	won't	will they...?

The following table shows the conjugation of *would*.

TAULA 2.12. The modal verb would

	Affirmative	Negative Long form	Short form	Interrogative
I	would	would not	wouldn't	would I...?
you	would	would not	wouldn't	would you...?
he, she, it	would	would not	wouldn't	would he / she / it...?
we	would	would not	wouldn't	would we...?
you	would	would not	wouldn't	would you...?
they	would	would not	wouldn't	would they...?

There are no alternative forms to *will* and *would*.

Must have, should have, can't have, might have

These forms are all used to refer to the past. They have different meanings, but the syntactical structure is the same for all of them:

- MUST/SHOULD/CAN'T/MAY HAVE + PAST PARTICIPLE

The meanings are the following:

Must have: it means that we are certain that something has happened, and because there is no other logical explanation. For example:

- *I can't see Mr Johnson's car. He must have left.* (Cat. No veig el cotxe de

Mr Johnson. Deu haver marxat.)

- *Roger has moved to the third floor. He must have got a promotion.* (Cat. Roger s'ha traslladat a la tercera planta. Deu haver aconseguit un ascens.)

Should have: it is used to express an action in the past that was not done, but which would have been the best option. Examples:

- *You should have told me if you had problems.* (Cat. M'ho hauries d'haver dit si vas tenir problemes.)
- *They shouldn't have fired him without a good reason.* (Cat. No l'haurien d'haver acomiadat sense una bona raó.)

Can't have: it is very similar in meaning to *must have*. It is used when we are certain that something has not happened because there is no other logical explanation:

- *He can't have met Mr Black because he was not in the city last night.* (Cat. No pot haver-se trobat amb Mr Black perquè ahir a la nit no era a la ciutat.)
- *She didn't eat anything. She can't have been so hungry as you say.* (Cat. No va menjar res. No pot haver tingut tanta gana com dius.)

May have: it is used to say that it is possible that something happened in the past. Examples:

- *Mr Simpson has not arrived yet. His flight may have been delayed.* (Cat. El Sr Simpson encara no ha arribat. Es pot haver endarrerit el vol.)
- *Nobody answers the phone. They may have closed down the office.* (Cat. No contesten al telèfon. És possible que hagin tancat l'oficina.)

The meaning of *may have* can also be expressed with *could have*. If we use *might have*, the possibility is more remote.

Don't have to, didn't have to

These forms have the following syntactical structure:

- DON'T HAVE TO + BASE FORM
- DIDN'T HAVE TO + BASE FORM

The verb *don't have to* is actually the negative form of the modal verb *must*, whereas *didn't have to* is the negative form of *had to* (past tense of *must*).

In accordance with this, these forms are used in these cases:

Don't have too: it is used to say that there is no obligation of doing an action in the present or in the future. For example:

- *Tomorrow is Sunday. You don't have to come to the office.* (Cat. Demà és diumenge. No cal que vinguis al despatx.)

- *You don't have to tell me if you don't want to.* (Cat. No és necessari que m'ho diguis, si no vols.)

Didn't have to: it is used to say that there was no obligation of doing an action in the past. For example:

- *This present is too expensive. You didn't have to give me anything.* (Cat. Aquest regal és massa car. No era necessari regalar-me res.)
- *We didn't have to spend so much money.* (Cat. No calia gastar-se tants diners.)

Other ways of expressing lack of necessity

We can use these other expressions with the same meaning as *don't have to*:

- *Don't need to*
- *It's not necessary to*
- *There's no need to*

They all have their corresponding form in the past: *didn't need to*, *was not necessary to* and *there was no need to*.

3. Ethics

The aim of most businesses is to maximize profit. However, it does not mean that they can do it at any price. Companies have responsibilities and they have to avoid taking decisions that could harm the natural or the social environment. Some companies have their own business principles, which have been drawn up in agreement with local communities, stakeholders and governments, and follow codes of behaviour, ensuring that they protect the human rights of its employees and local people in the countries in which they operate.

3.1 Business ethics

The following are some headlines related to business ethics published on *The Guardian*:

GSK tops list of drug firms improving global access to medicine

GSK stands for GlaxoSmithKline, a British pharmaceutical company headquartered in Brentford, London.

According to the article GSK has come top of a league table that monitors the availability of medicine in developing countries.

The non-profit Access to Medicine foundation, which compiles the biennial index of drug companies, warned that while the availability of medicines is improving, the industry needs to do more on affordable pricing and the fight against corruption. Jayasree Iyer, executive director of the foundation, said: "Now is the time to step up those efforts."

Overall, drugmakers have 850 products on the market for the 51 worst diseases in low and middle-income countries. They are developing another 420. But only 5% of products are covered by pricing strategies that were deemed affordable for different population groups within countries.

Iyer said there was no area where drugmakers had gone backwards, but noted that affordable pricing and misconduct were "static". Breaches of laws or codes relating to corruption, unethical marketing and anti-competitive behaviour continue to arise.

by Julia Kolewe, Monday 14 November 2016 09.35 GMT

Investing in social enterprise can drive social change and deliver returns

In March the Paul Ramsay Foundation invested 600,000 dollars in its first social enterprise: the Vanguard Laundry in Toowoomba. Created by serial social entrepreneur Luke Terry, the commercial laundry business will employ up to 100 people with mental health problems over its first five years, providing a supportive workplace and a pathway to mainstream employment.

There were many reasons the Paul Ramsay Foundation made that investment, not least the variety of social investors and federal government funding already committed, and a robust business plan. Most importantly, Vanguard had secured a nine-year contract to supply laundry services to St Vincent's hospital in Toowoomba, which gave the foundation

confidence it was an investment for the long term and a model that, if successful, could be replicated in other sectors.

It's the first stop on a long journey for the foundation within the emerging area of impact investing. The challenge is to try to use social enterprise as a tool to work towards achieving systemic change in the areas in which it works. The more successful models that can be developed show that investing in social impact, whether by creating jobs, investing in education, disability support, social housing or the environment can be done while still achieving a financial return.

by Simon Freeman, Thursday 27 October 2016 23.28 BST

Bangladeshi child labourer 'tortured to death' at textile mill

Police in Bangladesh have arrested a spinning mill worker for allegedly torturing a nine-year-old boy to death with an air compressor, the second such claim in less than a year, officers said.

Sagar Barman, who worked at a textile mill in Rugganj town, just south of Dhaka, died of internal injuries in a hospital in the capital late on Sunday. His family alleges that eight workers were involved in forcing the compressor into the boy's rectum and turning on the machine.

The boy was one of millions of child labourers in impoverished Bangladesh, many of them employed in hazardous industries.

Hours after the arrest, police also raided the mill, one of the country's largest, and rescued 27 child workers, many of them aged under 14, Hossain said.

"The children were returned to their families. There are some 4,000 workers in the factory," he said, adding that police suspected still more children were employed there.

Mills and other factories are barred from hiring workers under the age of 18. But Unicef estimates that 4.9 million children aged from five to 14 are working in numerous industries in Bangladesh, many in hazardous conditions and for little pay.

Agence France-Presse in Dhaka, Monday 25 July 2016 15.23 BST

3.2 Fair Trade

Under conventional trade, in most cases, the person or company buying a product or service is looking for the lowest price possible in order to make the greatest profit.

How is Fair Trade different from conventional trade? Fair Trade is an alternative approach to conventional international trade. It targets excluded and disadvantaged producers and aims at their sustainable development by getting a fair deal. This means a fair price for their goods, long-term contracts which provide real security and support to learn the knowledge and skills required to develop their businesses.

The roots of the fair trade movement can be traced back for at least 3 or 4 decades and has recently developed into a worldwide network of organisations seeking to relieve the causes of poverty by tackling some of the injustices of world trade. Traditionally, such organisations have been developing projects or

community enterprises to help people in disadvantaged communities to earn a more sustainable livelihood through export trade.

FINE is the informal association that includes the four main fair trade networks:

- Fairtrade Labelling Organizations International
- The International Fair Trade Association
- The Network European Worldshops Fairtrade Mark
- The European Fair Trade Association

The goals of Fair Trade are:

- To improve the livelihoods and well-being of producers by improving market access, strengthening producer organisations, paying a better price and providing continuity in the trading relationship.
- To promote development opportunities for disadvantaged producers, especially women and indigenous people, and to protect children from exploitation in the production process.
- To raise awareness among consumers of the negative effects on producers of international trade so that they exercise their purchasing power positively.
- To set an example of partnership in trade through dialogue, transparency and respect.
- To campaign for changes in the rules and practice of conventional international trade.
- To protect human rights by promoting social justice, sound environmental practices and economic security.
- The range of Fair Trade products available include food, household products, soft furnishings and clothing. The Fair Trade labelling guarantees that the businesses that have it sell Fair Trade products with a guarantee to consumers.

Fair Trade differs from Ethical Trade. Whereas Fair Trade involves working in partnership with producers to help them build their skills and capacity to trade more effectively with organisations in developed countries, Ethical Trade means the assumption of responsibility by a company for the labour and human rights practices within its supply chain. amazon

TAULA 3.1. Vocabulary

Approach (n): enfocament, aproximació	Livelihood (n): subsistència
Assumption (n): suposició	Long-term contract (n): contracte a llarg termini
Be traced back (v): remuntar-se	Partnership (n): associació, col·laboració
Community enterprise (n): empresa comunitària	Poverty (n): pobresa
Consumer (n): consumidor	Producer (n): productor

Disadvantaged (adj): desfavorit	Production process (n): procés productiu
Ethical trade (n): comerç ètic	Purchasing power (n): poder adquisitiu
Excluded (adj): exclòs	Raise awareness (n): despertar la consciència
Exploitation (n): explotació	Range (n): gama
Fair deal (n): tracte just	Relieve (v): aliviar
Fair price (n): preu just	Root (n): arrel
Fair trade (n): comerç just	Sustainable (adj): sostenible, eficient
Guarantee (n): garantia	Tackle (v): encarar abordar (un tema)
Human rights (pl n): drets humans	Trade (n): comerç
Labelling (n): etiquetatge	Well-being (n): benestar
Labour (n): treball	Worldwide network (n): xarxa d'abast mundial

3.3 Language in use

A very common example of business letter is the ‘invitation letter’, whose main objective is, as the name clearly indicates, to invite someone to a company’s event, as for example, a conference, a trade fair or a business meal. These letters are usually written in formal or very-formal language.

3.3.1 Invitation letter

An Invitation letter is a letter written to invite or request the presence of an individual or groups for a celebration, a conference, or any other event. It is necessary to provide the relevant details related to the event. On the other hand, it allows you to estimate the number of attendees to the event and plan accordingly.

A standard invitation letter has at least three paragraphs. The first paragraph indicates the reason for writing, and states the date and venue where the event is going to take place.

The second paragraph should include the details of the event, such as the topics, speakers, schedule, activities, logistics, etc. Additionally, it should provide guests with a reason to attend.

In the final paragraph there should be a request of confirmation of attendance. You could use the French expression *RSVP (Répondez s’il vous plaît)* or any equivalent expression.

Finally there should be a greeting, such as “Sincerely,” followed by the writer’s name and signature.

These are useful phrases you can use if you write an invitation letter:

- I am writing on behalf of (person or company)
- The purpose of this letter is to formally invite you to...
- As one of our longtime valued customers we would like to invite you to...
- We are pleased to announce that we are sponsoring...
- The conference will be held at (venue), from (date) to (date).
- we would like to invite you to the event.
- The meeting will take place next (day) at (time) in (place) (*more informal*)
- The theme of this conference is...
- The presentations are going to be performed by...
- We expect attendance this year to be the highest ever.
- Let me know as soon as possible if you can attend.
- I look forward to receiving your reply.
- Please confirm your attendance by replying to this email.

Closing phrases:

- “Yours faithfully,” (very formal, only used when we do not know the name of the addressee)
- “Yours sincerely” or “Sincerely yours” or “Sincerely” (this is a standard closing)

This is the letter of invitation which Norma Donovan, the organizer of the “Global Eco Forum”, sent to Ms Jenkins, the general director of the company EcoFarm:

EcoFriends

Av. Paral·lel, 71

Barcelona

12 September 2016

Ms Jenkins

EcoFarm

24 Lloyd Street

M2 5ND Manchester

Dear Ms Jenkins,

I am writing to invite you and the representatives from Fair Trade to the Global Eco Forum. This event will be held at “La Pedrera” on December 10 to 13, 2016. The Forum will start at 8:00 in the morning until 7:00 in the evening.

This upcoming event is organized to discuss climate change and sustainable development. We would really appreciate it if you could take part in the forum by presenting your

organization and the products you promote. We are really interested in your participation, as the concept of Fair Trade has been an issue we have discussed at length and it fits into the idea for the forum.

See attached the planning for the different speeches and lectures. We are trying to complete the agenda, and we would like to propose you to give a lecture on how to secure a better deal for farmers and workers.

Please, let me know if you will be available for those dates and if you are interested in giving the lecture.

Thank you in advance.

Yours faithfully,

Norma Donovan

If we look at the layout, first you have to write your address (right or left, but on top), then the date, and the name and address of the addressee. Start the letter with an opening greeting: “Dear Sir or Madam” if you do not know the name of the addressee, or “Dear Mr (surname)” for men, and “Dear Ms (surname)” for women.

TAULA 3.2. Vocabulary

Addressee (n): recipient (d'una carta)	Lecture (n): discurs, conferència
Agenda (n): agenda, llista d'activitats	Logistics (n): logística
Attend (v): assistir, acudir, anar	Provide (v): proveir, dotar
Attendee (n): assistent (a un acte)	Representative (n): representant
Be available (v): estar disponible	Request (v): demanar, requerir
Be held (v): celebrar-se, tenir lloc	Schedule (n): horari
Estimate (v): calcular, fer una estimació	Speaker (n): orador
Event (v): acte, esdeveniment	Speech (n): xerrada, discurs
Farmer (n): agricultor, granger	State (v): explicar
Fit into (v): encaixar, ajustar-se a	Sustainable (adj): sostenible, eficient
Greeting (n): salutació	Topic (n): tema, assumpte
Invitation letter (n): carta de invitació	Upcoming (adj): proper
Invite (v): invitar	Venue (n): lloc (d'un esdeveniment)
Layout (n): disposició, organització (dels elements)	Worker (n): obrer

Communication: requests and advice

A request and a piece of advice are two examples of social language. We make a request when we want someone to do something. A request is like a command, but not as strong.

On the other hand, we give advice when we say what should be done. In this sense, it is very similar to a suggestion.

Requests

When making a requests, there are different degrees of politeness and formality to make requests. We must choose one form or another depending on the situation and on the person we are talking to.

The most imperative way of making a request is in fact an command.

Making a request:

The following sentences express the same request in an increasing degree of politeness:

1. Open the window! (order) (Cat. Obre la finestra!)
2. Open the window, please! (order) (Cat. Obre la finestra si us plau!)
3. Can you open the window (please)? (Cat. Pots obrir la finestra [si us plau])?
4. Could you open the window? (please)? (Cat. Podries obrir la finestra [si us plau])?
5. Will you open the window (please)? (Cat. Obriràs la finestra [si us plau])?
6. Would you open the window (please)? (Cat. Obriries la finestra [si us plau])?
7. Do you mind opening the window (please)? (Cat. T'importa obrir la finestra [si us plau])?
8. Would you mind opening the window (please)? (Cat. T'importaria obrir la finestra [si us plau])?

Notice the following:

- Requests are made with a variety of modal verbs (*can, could, will* and *would*).
- Examples 1 and 2 use the imperative form because they are strong requests (commands). The order in example 2 is softened by the use of *please*.
- Examples 3, 4 and 5 are quite neutral in terms of politeness. They are mostly used with friends, relatives and colleagues.

- Examples 6, 7 and 8 reflect the highest degrees of politeness. They are appropriate in formal situations.
- Example 8 is used in very formal situations.

Responding to a request:

There are different ways of responding to a request. For example:

To agree with the request:

- Yes, of course.
- Ok, no problem.
- Yes, of course I (can).
- Of course I don't mind.
- Certainly.
- Sure.

To disagree with the request:

- I'm sorry, but I can't (I'm on the phone right now).
- I'm afraid I can't (it's too cold in here).

Advice

The noun *advice* is uncountable in English. This means that it has no plural form and that we cannot use the indeterminate article *an* or the numeral *one*. For example, it is wrong to say: *I'll give you some advices* or *I'll give you an advice*. We must say: *I'll give you some advice* and *I'll give you a piece of advice*.

On the other hand, there is a difference in the spelling between the noun *advice* (Cat. consell) and the verb *advise* (Cat. aconsellar, donar consells).

Giving advice:

There are different ways of giving advice:

A) SUBJECT + ADVISE + GERUND (-ING)

- *I usually advise getting up earlier.* (Cat. Normalment aconsello llevar-se més d'hora.)
- *We advised waiting a little longer.* (Cat. Vam aconsellar esperar una mica més.)

B) SUBJECT + ADVISE + INDIRECT OBJECT + TO + BASE FORM

Countable and uncountable nouns

Countable nouns: the nouns that can be separated into units (*a book, some books*). Uncountable nouns: the nouns that cannot be separated into units (*some money*).

- *We advise you to see a doctor.* (Cat. T'aconsellem que vagis al metge.)
- *I would advise them to be patient.* (Cat. Jo els aconsellaria que tenguessin paciència.)

C) SUBJECT + SHOULD + BASE FORM

- *You should work hard.* (Cat. Hauries de treballar molt.)
- *I think you should save money.* (Cat. Crec que hauries d'estalviar diners.)
- *He shouldn't go back to work.* (Cat. No hauria de tornar a la feina.)

D) SUBJECT + HAD BETTER (NOT) + BASE FORM

- *You had better work harder.* (Cat. És millor que treballis més.)
- *We had better go.* (Cat. El millor és que anar-se'n.)
- *He had better speak.* (Cat. Més li val parlar.)

The expression *had better* is mostly used in spoken English, where *had* is often contracted or simply omitted (*You'd better work harder* or *You better work harder*).

E) IF I WERE YOU, + I + WOULD + BASE FORM

- *If I were you, I would work harder.* (Cat. Si jo estigués en el teu lloc, treballaria més.)
- *If I were you, I would save money.* (Cat. Si jo fos tu, estalviaria diners.)

Responding to advice:

When responding to advice, it is customary to thank the other person. On the other hand, if we decide to refuse, we must also thank the other person and then justify our response.

Here are some possible replies:

To accept advice:

- *Thank you, I'll do that.* (Cat. Gràcies, així ho faré.)
- *You're right. Thanks.* (Cat. Tens tota la raó, gràcies.)
- *Yes, that's a good idea, thanks!* (Cat. Sí, bona idea, gràcies!)

To refuse advice:

- *No, I'd rather not do that. (It's too difficult for me.) Thanks anyway!* (Cat. M'estimaria més no fer-ho. (És massa difícil per a mi). Gràcies de totes maneres!)
- *Thank you, but I'm afraid I can't do that. (It's too difficult for me.)* (Gràcies, però em temo que això no ho puc fer. (És massa difícil per a mi.)

- *No, thank you, I can't do that! (It's too difficult for me.)* (Cat. No, gràcies, això no ho puc fer! (És massa difícil per a mi.)

Here is an example of conversation in which a person is giving some advice:

Giving advice

Montse Carreras is talking to Joan Murphy, an Irish colleague who needs to learn Spanish. Joan asks Montse for some advice.

Joan: You know, Montse, I've applied for a post in our office in Seville and I need to learn Spanish as soon as possible. Could you give some advice please?

Montse: Well, first of all, I think you should take up a Spanish course in a good language school.

Joan: Yeah, that's a good idea, of course. I know a good school in Dublin. what else?

Montse: If I were you, I would find a Spanish speaker for the oral practice.

Joan: A Spanish speaker! You're right. Sounds fine!

Montse: Oh, and Joan, you had better be patient. The Spanish verb system is very complicated, but don't worry, you just need practice.

Joan: OK.

Montse: One more thing. If I were you, I would look for a nice Andalusian boyfriend to help you with the language. It's the best way of learning!

Joan: For goodness sake, Montse! You know I can't do that! I've already got a boyfriend, and I'm sure Sean wouldn't like the idea....

Language notes

- Notice that Montse has used different ways of giving advice. This introduces some variety to the speech when you must give different pieces of advice. Also notice Joan's responses to each piece of advice.
- **Joan:** this is a female name in English, a short form of *Joanna*. The male counterpart is *John*. In the dialogue, you can also find the Irish name *Sean*, which is equivalent to the English *John*.
- **Seville:** notice that the name of this Spanish city has an English spelling.
- **For goodness sake!:** an expression showing surprise. The word *goodness* is an euphemism that stands for the word *God's*. The Catalan equivalent expression would be *Per l'amor de Déu!* or *Mare meva!*

Grammar reference: the passive voice

The passive voice is a form of the verb that stands in opposition to the active voice.

Do not confuse the voice with the verb tenses: the verb tenses (present simple, past

simple, etc.) express time reference (present, past, future) and how the action takes place (simple, continuous, perfect). The grammatical voice (active or passive) reflects the relationship between the subject and the objects.

Here is one sentence in the active voice and one in the passive voice:

- **Active voice:** *Sandra calls the English customers.* (Cat. La Sandra truca els clients anglesos.)
- **Passive voice:** *The English customers are called by Sandra.* (Cat. Els clients anglesos són trucats per la Sandra.)

The table shows the parts of the speech in each voice:

TAULA 3.3. Active voice vs passive voice

	Subject	Verb	Direct object	Agent
Active voice	Sandra	will call	the customers	-
Passive voice	The customers	will be called	-	by Sandra

The main characteristics of the passive voice are the following:

- The subject of the passive voice (*The English customers*) is the direct object in the active voice.
- The subject of the passive voice is **not** the person that does the action of the verb.
- In the passive voice, the person (or thing) that does the action of the verb is called the *agent*. The agent is introduced with the preposition *by*.
- The agent of the passive voice (*by Sandra*) is the subject of the active voice.
- Sometimes the agent is omitted from the passive sentence.

The transitive verbs are the verbs that have a direct object.

The indirect object and the passive voice

In a passive sentence, the subject can also be the indirect object of the active sentence. For example:

- Active voice: *Peter called **me** last night.*
- Passive voice: ***I** was called by Peter last night.*

Sometimes, we can express the passive voice in two different ways:

- Active voice: *John gave me **the answer** (direct object).*
- Passive voice: ***The answer** was given to me by John.*
- Active voice: *John gave **me** the answer (indirect object).*
- Passive voice: ***I** was given the answer by John.*

The structure of the passive voice

The structure of the verbs in the passive voice is the following:

- BE (conjugated) + PAST PARTICIPLE

The passive voice can be conjugated in most of the verb tenses. On the other hand, remember that some verbs have irregular past participle forms whereas the past participles of regular verbs end in -ed.

The structure of a passive sentence is:

- SUBJECT + PASSIVE VERB + (AGENT) + ...

Use of the agent

The agent of the passive voice is often omitted when it has an impersonal meaning. For example: *English is spoken in India* and not: *English is spoken in India by people*.

The table shows the passive voice in different verb tenses:

TAULA 3.4. The forms of the passive voice

Tense	Example	Translation
present simple	I am invited to his party.	Estic convidat a la seva festa.
present continuous	He is being spied by the FBI.	Està sent espiat per l'FBI.
past simple	I was criticized for my article.	Vaig ser criticat pel meu article.
past continuous	They were being helped by a man.	Estaven sent ajudats per un home.
present perfect	He has been killed by his servant.	Ha estat assassinat pel seu criat.
past perfect	She had been chosen Miss America.	Havia estat elegida Miss America.
future	The computer will be repaired tonight.	L'ordinador serà reparat aquest nit.

The future perfect (*has been being invited*, Cat. *ha estat sent invitat*) and future continuous (*will be being invited*, Cat. *estarà sent invitat*) also exist in the passive voice, but they are very unusual.

The uses of the passive voice

In general, we use the passive voice in these cases:

1) When the person or thing that does the action is not important or it is unknown. The emphasis is on the action of the verb:

- English is widely spoken in India (Cat. *L'anglès es parla molt a la Índia*).
- The results will be analysed in one week (Cat. *Els resultats s'analitzaran en una setmana*).
- The elections have been won by unexpected candidates (Cat. *Les eleccions han estat guanyades per candidats inesperats*).

2) When the subject is too long:

- I was annoyed by Mary's insistence on staying at home all day (much better than: *Mary's insistence on staying at home all day annoyed me*) (Cat. La insistència de Mary a quedar-se a casa tot el dia em va molestar).

To be born

The English verb *to be born* (Cat: néixer) is only used in the passive form: *I was born in 1967*. *Born* is the irregular past participle of the verb *to bear* (Cat. donar a llum).

Changing from the active to the passive voice

This section offers some help in case you need to change a sentence from the active to the passive voice.

Imagine that you need to change the following sentence:

- *They will sell the company next year.*

Ask yourself the following questions:

1. **Which are the elements of the active voice?** They are the subject (*they*), the verb (*will sell*), the direct object (*the company*) and an adverbial of time (*next year*).
2. **Which is the subject of the passive voice?** The subject is the direct object of the active sentence: *The company....*
3. **Which tense of the verb do I need?** I need the future with *will* (we must not change the verb tense of the active sentence).
4. **How do I express the future with *will* in the passive voice?** The structure of the passive verb is: BE (conjugated) + PAST PARTICIPLE, so: *The company will be....*
5. **Is the verb *to sell* regular or irregular?** If we have any doubts, we can check a dictionary or a list of irregular verbs. *Sell* is irregular, and the correct form of the past participle is *sold*, so: *The company will be sold....*
6. **Do I need the agent in the passive voice?** No, it is not necessary because the subject of the active sentence is impersonal (*they*).
7. **But what if I insist on expressing the agent?** In that case, I must write *by*, which is the correct way of introducing the agent: *The company will be sold by...*
8. **Which form of the pronoun do I need?** *They* is not possible because it is the subject pronoun and it must go after the preposition *by*, so I need the object pronoun *them*: *The company will be sold by them....*

9. **Did I really need to write the agent if I almost made a mistake with the pronoun?** No, I didn't because it was not necessary.
10. **And what do I do with the adverbial of time?** Adverbials are not affected by the passive, so I just add it to the sentence in the same form and position of the active voice: *The company will be sold (by them) next year.*

Work

Carles Mora Queralt i Núria Terradellas Palau

Anglès

Índex

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Introduction

In this unit called “Work”, we will meet the actors involved in job recruitment and job search and we will come to know different experiences of people working abroad.

The first section, “Human Resources” introduces us to the Human Resources Department. There is a description of the tasks performed in this department as well as a detailed description of the hiring process. In the vocabulary section you will see the translation of some words which appear in the text.

In the “Language in use” section there are some tips on what to do in a job interview. Next, in the case study, we will see how Marise, a 23-year-old girl who goes to an interview for the post as Personal Assistant advertised.

In the “Communication” section, we introduce two final examples of the social language. You will learn the ways of expressing wishes and interchanging opinions, and also what in English is called ‘question tag’, which is widely used in conversations.

The grammar section is about the reported speech, a special syntactical structure which is used when we report other people’s words. Specially important in this section is the technique for changing from direct to reported speech.

In the second section, called “Job search”, there is a description of the process of job searching. There are some tips on how to write a CV and also a sample CV. In this section, you will also learn new vocabulary related to jobs in the administration field.

In the “Language in use” section you will see some tips and useful phrases to write a cover letter in English. Finally, in the case study, we will see Marise’s cover letter to apply for the job as Personal Assistant advertised.

The “Communication” section has an eminently practical dimension. You will learn about the techniques to write a curriculum vitae and a cover letter, which usually accompanies the CV. You will also learn different tips for being successful in a job interview.

In the grammar section, you will learn about the different types of conditional sentences, their use and their syntactical structure, with examples of each.

The third section is called “Working abroad”. It may be useful for all those who are planning to look for new experiences in their lives. The text gives some good advice to all those who have decided to look for a job in another country or simply to go and live abroad. In the forum, three people who are travelling to Australia post their messages on the forum in order to meet new friends there. In the vocabulary section you will see the translation of some words which appear in

the text.

In the “Language in use” section there are three other experiences of people moving to other countries. In addition, you will see the characteristics of a letter of inquiry, some tips and useful phrases to write this type of letter, and finally a case study with a sample letter.

The “Communication” section deals with two important aspects of written English: how to translate a text, an activity which is very common in a working environment, and how to summarize a text, which will help you develop your reading skills.

Finally, the grammar section introduces two different syntactical structures. On one hand, the comparative and superlative sentences. On the other hand, the relative sentences, which are commonly used in descriptions.

With this, we come to the end of the course. We hope that it has been useful for you and that you have taken profit of all the resources available for you.

We wish you every success in your professional life!

Learning objectives

At the end of this unit, you should be able to:

1. Understand oral messages in standard language through any means of communication, both in daily life situations and in the professional field of administration and finance, and understand the contents of the message accurately.

- Identify the main idea in a message.
- Identify the finality of oral messages in standard language as well as the tone and feelings of the speaker.
- Get information from recorded messages in standard language related to the professional field of administration and finance.
- Identify the points of view and attitude of the speaker.
- Identify the main ideas in a speech in standard language and at normal speed about specific and abstract issues related to the field of administration and finance.
- Understand the details of a message in standard language, even with background noises.
- Identify the main ideas in a speeches, reports and professional presentations related to the field of administration and finance.
- Be conscious of the importance of understanding a message as a whole, even if you don't understand all the words.

2. Understand complex written texts related to the field of administration and finance and analyze the contents comprehensively.

- Read a text with a high degree of autonomy, adapting the style and speed of the reading to different types of text and objectives.
- Read the details of long and relatively complex texts related to the field of administration and finance.
- Relate the text to its corresponding context.
- Quickly identify the contents and importance of pieces of news, articles and reports related to the field of administration and finance and decide whether a deeper analysis is necessary.
- Translate complex texts related to the field of administration and finance using reference materials, if necessary.

- Interpret technical messages in different means: post, fax and email, among others.
- Interpret long and complex instructions related to the professional field.
- Choose reference material and technical dictionaries and use automatic translators.

3. Produce clear, well-organized oral messages frequently used in jobs related to the field of administration and finance and analyze the context of the situation, adapting yourself to the other's linguistic register.

- Identify the registers used in oral messages.
- Express yourself fluently, accurately and efficiently in a great variety of professional and daily life situations, clearly establishing the relationship between the different ideas.
- Express yourself spontaneously with the appropriate degree of formality according to the situation.
- Use the appropriate protocol in formal and informal introductions.
- Make a correct use of the technical words related to the field of administration and finance as normally used in your profession.
- Express and defend your points of view clearly by using the appropriate explanations and reasoning.
- Describe the steps in a process related to your professional field.
- Explain the choice of a specific option in detail.
- Require the repetition of a speech or part of a speech when necessary.
- Apply the appropriate interaction formulas normally used in your professional field.

4. Write texts normally used at work and in the daily life and use the appropriate register for each situation.

- Write clear, detailed texts about a variety of issues related to the professional field, summarizing and considering the information from different sources.
- Organize the information correctly, accurately and coherently and ask for and/or give general and detailed information.
- Write reports related to the professional field pointing out the relevant aspects and giving details to support your points.
- Fill in documents related to the professional field.
- Apply the standard rules and the specific vocabulary used to fill in administrative, accounting, fiscal and financial documents.

- Summarize articles, pieces of news and other types of information related to the professional field using a great variety of words to avoid frequent repetitions.
- Understand the most important points in manuals, regulations, legislations and other written texts as normally used in the field of administration and finance.
- Use the appropriate protocol rules that apply to a specific document.

5. Show the appropriate attitude and behaviour in communicative situations as established by international conventions.

- Define the most distinctive aspects of the customs of your professional field in the use of a foreign language.
- Describe the social conventions of the English-speaking countries.
- Identify the values and beliefs which are characteristic of English-speaking countries.
- Apply the social conventions in English-speaking communities.
- Identify the language traits of different regions.

1. Human resources

The Human Resources Department is the division of a company focused on activities related to employees. These activities normally include recruiting and hiring of new employees, orientation and training of current employees, employee benefits (health, medical and life insurance), and retention. Furthermore, they act as intermediaries in dispute resolution. It is the job of the human resources department to handle all employees' complaints against other workers at the company.

Another function of this department is risk management, including workers' compensation or safety inspection. They are also in charge of payroll administration, dealing with sick leaves and vacation time.

1.1 The hiring process

With so many people looking for a job, finding people to work for a company might seem very easy. However, finding and recruiting the best quality candidates is not an easy task. This is one of the jobs of the Human Resources Department (HR), they recruit the best people for the organization.

Usually, large companies have a formal hiring process which involves different steps. First, the decision is made whether recruitment is necessary, then the job description is prepared. The needs of the organization should be described in the job advertisement. In general, a job advertisement should include: a brief description of the organization, a description of the position, the duties and responsibilities, the qualifications required for the post, the salary and benefits attached to the post, the application deadline, the start date and a request for references. Once the description is prepared, plans are made on how and when this will be advertised.

Job advertisements have often been used as a method of recruitment, but there are others:

- **Internal recruitment:** existing employees are given the opportunity to apply for a vacancy, what sometimes is called "internal promotion". The advantage of this sort of recruitment is that it not only rewards employees, but it also retains the organisation's investment in the employee. At the same time, it reduces the amount of time necessary to train the person for the new position and the costs of recruitment.
- **Employee referrals:** employees are asked to recommend a person for the new job position because employees mostly refer to people who would be

a good match for the position and the organisation. The advantage is that employees recruited by this system usually have some understanding of the work of the organisation. The disadvantage is that this system goes against the equality of opportunities and it often results in a high social cost for the company.

- **Internet recruiting:** the job is posted on an internet job website. The most outstanding advantages of this method are that the Internet job postings are available to potential candidates 24 hours a day and that most job-seekers looking for jobs use the Internet, so there is a wider range of candidates to choose from.

After receiving the applications, candidates are usually invited for interviews and selection tests. Psychometric tests help to assess an individual's character and abilities, and they are often used to ensure that a candidate is suitable for a specific role. The most frequent kinds of psychometric tests measure cognitive abilities, e.g. numerical and verbal reasoning tests. In addition, many test batteries evaluate personality traits and decision making, e.g. personality questionnaires and Situational Judgement Tests (SJT).

Language Notes

- **Verbs + preposition:** there are some verbs which are followed by a particular preposition, and it does not necessarily be the one used in other languages. See the following.
 - focus on: *concentrar-se en*.
 - apply for: *fer una sol·licitud per*.
 - result in: *donar lloc a, donar com a resultat*.
 - choose from: *triar entre*.
- **Gerund (-ing form)** One of the uses of the gerund (-ing form) is to function as a noun. See in the text:
 - "...include **recruiting** and **hiring** ... **training**...": in this example, the -ing forms are the direct object of the sentence.
 - "...**finding** people to work...": in this example it is functioning as the subject of the sentence.
- **Connectors:**
- To add information:
 - **Furthermore:** it is used at the beginning of the sentence, and followed by a comma (,).
 - **also:** it is used in the middle of the sentence.
 - **In addition,**: it is usually used at the beginning of a sentence and followed by a comma (,).
- Connectors of sequence:
 - **First:** in the first place. Used at the beginning of a sentence, and followed by the first thing in the sequence.
 - **"After** receiving...": this connector must always be followed by a noun or -ing form. "After doing something", or "After lunch"...
- To express contrast:

- **However:** used at the beginning of the sentence and followed by a comma (,).
- **The passive voice:** in the passive sentences, the subject is not the person or thing that does the action of the verb. Instead, this function is accomplished by the agent. We can see some examples in the text:
 - "...the decision is made..."
 - "...the job description is prepared..."
 - "...the job is posted..."
 - "...candidates are invited..."
 - "...they are often used..."
 - "...plans are made..."
 - "...existing employees are given the opportunity to ...": we could also say "the opportunity is given to existing employees".
 - "...employees are asked to recommend..."
- **Present tense:** we use the present tense of the verb "to be" + past participle.
 - "...the decision is made..."
 - "...the job description is prepared..."
 - "...the job is posted..."
 - "...candidates are invited..."
 - "...they are often used..."
 - "...plans are made..."
 - "...existing employees are given the opportunity to ...": we could also say "the opportunity is given to existing employees".
 - "...employees are asked to recommend..."
- **Modal verb:** we use the modal verb + be + past participle.
 - "...should be described..."
- **Future:** we use "will" + be + past participle.
 - "...will be advertised..."
- **Present perfect:** we use "have"/"has" + been + past participle.
 - "...have often been used..."

TAULA 1.1. Vocabulary

Ability (n): habilitat	Post (n): lloc de treball, càrrec
Advertise (v): anunciar, fer propaganda	Post (v): publicar, penjar (a internet)
Apply for (v): sol·licitar, demanar (formalment)	Qualifications (pl n): qualificacions, aptituds
Assess (v): avaluar, valorar	Recruit (v): contractar
Benefit (n): benefici	Recruitment (n): contractació
Candidate (n): candidat	References (pl n): referències
Deadline (n): termini, data límit	Referral (n): recomanació (per part d'una persona), referències
Duty (n): obligació, deure	Responsibility (n): responsabilitat
Employee (n): empleat, treballador	Reward (v): recompensar, premiar, gratificar
Evaluate (v): avaluar, valorar	Role (n): paper, tasca (a dins d'una empresa)
Hiring process (n): procés de contractació	Salary (n): salari
Internal recruitment (n): contractació interna	Selection test (n): test de selecció
Job (n): feina, lloc de treball	Test battery (n): bateria de preguntes
Job advertisement (n): anuncia de feina	Train (v): entrenar, formar, instruir
Job-seeker (n): persona que busca feina	Trait (n): tret, característica
Organization (n): organització, empresa, institució	Vacancy (n): vacant
Position (n): lloc de treball, càrrec	

1.2 Conflict resolution

When people work together, there is an unavoidable potential for conflict because individuals often have different characters and different points of view and therefore conflicts usually arise in the workplace. Broadly speaking, there are two kinds of workplace conflicts: *conflicts of ideas*, which happen when two people have opposite ideas about a specific issue, and a *personality clash*, that is, when two members of an organization simply do not get along.

Workplace conflicts may be a costly problem because they can lead to downturns in productivity and increases in absenteeism, but it may also be productive if it is managed skillfully. An effective conflict management will neither affect work productivity nor the health and quality of life of people at the workplace. On the contrary, it might be a good opportunity of improving the work conditions and the productivity of the business.

When a conflict at work arises, it is important to recognize and understand the possible causes, characteristics and solutions in order to solve the problem. To do so, it is advisable to follow these steps:

- Identify the problem.
- Talk it out until everyone agrees that there is a problem.
- Allow every person involved to clarify their perspectives and opinions about the problem.
- Identify the ideal end result from each party's point of view.
- Figure out what can realistically be done to discover newer and deeper levels of understanding.
- Find an area of compromise or try to identify long-term goals which mean something to everyone.

Many conflicts at work happen between the workers and the management as a result of the difference in their respective interests. In order to defend their rights, the workers have organized themselves in trade unions. In many companies, the unions and the management have signed a collective bargaining agreement, which is a document that guarantees the rights of the workers. When there is a conflict between the workers and the management, the former may go on strike and stop the production of a company in order to put pressure on the management.

Very often, conflicts also arise between the company and the customers, especially when the customer is not satisfied with the product or the service which he or she has received. To deal with this type of conflicts, many companies have a customer service.

If you are in charge of a customer service and receive a complaint, you should remember to remain always polite, no matter how aggressively the customer might

See an example of dialogue between the customer service and an angry customer in the unit 'Companies', section 'Customer service' > 'Language in use'.

act. Explain things clearly and be sure that the other person understands what can be done. Do not hesitate to admit your own fault, if this might be the case, and do not promise any action that cannot be accomplished.

TAULA 1.2. Vocabulary

Absenteeism (n): absentisme laboral	Issue (n): tema, qüestió
Agree (v): estar d'acord, compartir una opinió	Long-term (adj): a llarg termini
Arise (v): produir-se, tenir lloc	Management (n): patronal, direcció (grup de directius)
Collective bargaining agreement (n): conveni col·lectiu	Personality clash (n): xoc de personalitats
Complaint (n): queixa, reclamació	Point of view (n): punt de vista
Conflict (n): conflicte	Polite (adj): educat, amb bones maneres
Conflict management (n): gestió de conflictes	Potential (adj): potencial
Costly (adj): costós, car	Productive (adj): productiu
Customer service (n): servei al client, servei post venda	Productivity (n): productivitat
Downturn (n): caiguda, recessió	Right (n): dret
Fault (n): culpa	Skillfully (adv): hàbilment, amb habilitat
Figure out (v): esbrinar, descobrir, trobar, saber	Solve (v): solucionar, resoldre
Get along with (v): tenir bones relacions amb (algú)	Strike (n): vaga
Go on strike (v): fer vaga	Talk out (v): parlar, discutir (per a resoldre un tema)
Goal (n): objectiu	Trade union (n): sindicat
Hesitate (v): dubtar, tenir dubtes	Unavoidable (adj): inevitable
Improve (v): millorar	Understanding (n): acord, coincidència (de punts de vista)
Increase (n): augment, ascens	Worker (n): treballador
Individual (n): individu, persona	Workplace (n): lloc de treball

1.3 Language in use

The job interview is one of the significant factors in hiring, which will help the employer to determine if the candidate's qualifications, experience, workplace preferences, and salary needs are congruent with the position and the organization.

Before going for a job interview, candidates should prepare for it. First, they should conduct a research about the company or organization and read the job description thoroughly. They should also locate the place for the interview and plan the trip to reach there on time. They should dress properly, and feel confident. Previously, they should review common interview questions and prepare responses. See an example below:

Case study

The company G&A has published a job advert (ref. 078) to fill the vacancy on the website FindyourJob.co.uk. Marise has sent her curriculum and cover letter to the company, and

she has been selected for an interview. The interviewer, Mr Gordon Graham, is the head of the Human Resources (HR) department.

Job advert

Personal Assistant (PA)

Salary: £2,000

Location: Liverpool

Date Posted: 24 Apr-2016

Description post:

We are currently recruiting for an experienced PA/Business Support Officer for a busy department in Liverpool. This is a temporary position to start asap* on an ongoing basis.

Responsibilities: Diary management, arranging meetings and prioritising workloads. To provide high calibre secretarial services in the drafting and production of business letters, reports, agendas, papers, minutes, spread sheets and presentations.

* asap: as soon as possible

Add to My Shortlist

Marise's information

Marise is 23 years old and lives in Warrington. She is responsible and hardworking. She always studies hard and likes facing challenges. She is good at computers and adapts to new software easily, though she hates data loss. She considers that her bad side is that she is too talkative and she likes to gossip. In the future she would like to become an efficient PA in a big company. Her plans are to study for a Masters degree on Business Management. She plans to finish her degree and apply for a job as PA. She does not like travelling far to go to work, but she can adapt if the job meets her expectations. She wants to work with friendly people. She likes to work alone because she works harder. Her hobby is rockclimbing. She expects a salary between 1500 and 2500 pounds per month. She is willing to work extra hours if there is the need. She can handle stress very well. She has experience with very tight schedules.

Job Interview

Mr Graham: Tell me about yourself.

Marise: My name's Marise, I'm 23 years old and I'm from Warrington. I'm a responsible and a hardworking person.

Mr Graham: What are your strengths? Best skills?

Marise: Well, I always study hard and I like facing challenges. I'm good at computers, and I adapt to new software easily.

Mr Graham: What is your major weakness?

Marise: Maybe I'm a bit too talkative, and I like gossiping, but I always try to stop it.

Mr Graham: What are your career goals? Future plans?

Marise: My goals?... I would like to become an efficient PA in a big company. I'm planning to study for a Masters degree on Business Management. As soon as I finish my degree I will apply for a job as PA.

Mr Graham: What things are most important to you in a work situation?

Marise: I prefer not to travel far to go to work, and I like to work with friendly people.

Mr Graham: If you had a choice, would you prefer to work alone or as part of a team? Why?

Marise: If I had the choice, I would prefer to work alone because I work harder.

Mr Graham: What are your hobbies?

Marise: I love rockclimbing.

Mr Graham: What salary are you expecting?

Marise: I would like to earn between 1500 and 2500 pounds per month.

Mr Graham: You may have to face stressful situations. Can you handle it? Do you have any similar experience?

Marise: I can handle stress very well. I have experience with very tight schedules.

Mr Graham: If you had a deadline approaching, and you didn't have time to meet it, what would you do?

Marise: If I didn't have time to meet the deadline, I would work extra hours.

TAULA 1.3. Vocabulary

Agenda (n): ordre del dia (en una reunió)	Job advert (n): anunci de feina
Apply for a job (v): demanar una feina	Job interview (n): entrevista de feina
Arrange meetings (v): organitzar reunions	Locate (v): localitzar
Candidate (n): candidat	Minutes (pl n): acta (d'una reunió)
Career goal (n): objectiu laboral	Position (n): lloc de treball, càrrec
Conduct (v): portar a terme, realitzar	Prioritise workloads (v): establir prioritats (a la feina)
Confident (adj): segur de sí mateix	Qualification (n): qualificació, aptitud
Congruent (adj): congruent, consistent, coherent	Recruit (v): contractar
Cover letter (n): carta de sol·licitud (d'una feina)	Report (n): informe
Curriculum (n): curriculum vitae	Research (v): investigar, fer recerca
Deadline (n): termini, data límit	Response (n): resposta
Diary management (n): gestió de l'agenda	Salary need (n): necessitat laboral
Dress properly (v): vestir de forma adequada	Spreadsheet (n): full de càlcul
Draft (v): esboçar, fer un borrador	Strength (n): punt fort
Employer (n): empresari, la persona que dona feina	Talkative (adj): xerraire, que parla molt
Expectations (pl n): expectatives	Team (n): equip
Experience (n): experiència	Temporary position (n): feina temporal
Experienced (adj): experimentat, amb experiència	Thoroughly (adv): a fons
Face challenges (v): assumir reptes	Tight schedule (n): horari intensiu
Feel confident (v): sentir-se segur de sí mateix	Trip (n): itinerari, desplaçament
Finish (her) degree on (v): treure's el títol de	Vacancy (n): vacant
Gossip (v): xafardejar, fer el xafarder	Weakness (n): debilitat, punt dèbil
Hardworking (adj): treballador, que treballa molt	Work extra hours (n): fer hores extres
Hiring (n): contractació	Workplace (n): lloc de treball

1.3.1 Communication: wishes and opinions

Expressing a wish or give an opinion are very common functions in oral communication. We spend most of our time expressing our wishes and our opinions, or listening to other people's. There are different ways of expressing a wish and giving opinions, so we should be familiar with all of them to choose the most appropriate way in each situation.

Wishes

There are different options to express a wish in English. The most common one is with the expression *would like*, but we can also use the verb *wish* (Cat. desitjar) and a number of other expressions.

Would like

We can use *would like* in different sentence structures to refer either to the present, to the past and to the future.

1. *Wishes referring to the present and to the future:*

A) I WOULD LIKE + TO + BASE FORM + ...

- I would like to see you. (Cat. Et voldria veure.)
- I would like to stay a little longer. (Cat. Em voldria quedar una mica més / M'agradaria quedar-me una mica més.)

B) I WOULD LIKE + DIRECT OBJECT + TO + BASE FORM + ...

- I would like Mr Johnson to be nicer. (Cat. M'agradaria que Mr Johnson fos més simpàtic.)
- I would like you to call the director right now. (Cat. Voldria que truquessis al director ara mateix.)

C) I WOULD LIKE + NOUN

- I would like a coffee. (Cat. Voldria un cafè.)
- I would like a new opportunity. (Cat. Voldria una nova oportunitat.)

2. *Wishes referring to the past:*

D) I WOULD HAVE LIKED + TO + BASE FORM ...

- I would have liked to be elected. (Cat. M'hagués agradat haver sortit elegit.)

- I would have liked to speak better French. (Cat. M'hagués agradat parlar millor el francès.)

E) I WOULD HAVE LIKED + DIRECT OBJECT + TO + BASE FORM...

- I would have liked him to be more polite. (Cat. M'hagués agradat que [ell] hagués estat més educat.)
- I would have liked the job to be more interesting. (Cat. M'hagués agradat que la feina fos més interessant.)

The verb 'wish'

The meaning of *I wish that ...*

The expression *I wish that* is not usually translated literally into Catalan or Spanish. These two languages use an equivalent expression instead (Cat. Tant de bo..., Sp. Ojalá...) For example: *I wish (that) it rained.* (Cat. Tant de bo ploqués!, Sp. ¡Ojalá lloviera!)

This verb appears in different sentence structures to express a wish in the past, the present or the future. The past tense of *wish* (wished) is very little used.

1. Wishes referring to the present and to the future:

A) I WISH + (THAT) + SUBJECT + VERB IN PAST SIMPLE + ...

- I wish (that) you were more sociable. (Cat. Tant de bo fossis més sociable.)
- I wish (that) you came with us next week. (Cat. Tant de bo vinguessis amb nosaltres la setmana que ve.)

B) I WISH + TO + BASE FORM

- I wish to speak to you as soon as possible. (Cat. Voldria parlar amb tu el més aviat possible.)
- I wish to tell you something. (Cat. Voldria dir-te una cosa.)

C) I WISH + INDIRECT OBJECT + DIRECT OBJECT

- I wish you a very good morning. (Cat. Et desitjo un molt bon dia.)
- I wish the new secretary good luck. (Cat. A la nova secretària li desitjo bona sort.)

D) I WISH + FOR + NOUN

- I wish for a glass of water. (Cat. Voldria un got d'aigua.)
- I wish for a better salary. (Cat. Voldria un salari millor.)

2. Wishes referring to the past:

E) I WISH + (THAT) + SUBJECT + VERB IN PAST PERFECT (had + past participle)...

- I wish (that) I had been here before. (Cat. Tant de bo hagués estat aquí abans.)
- I wish (that) I had taken an umbrella. (Cat. Tant de bo hagués agafat un paraigua.)

In a that-clause, *that* can be omitted from the sentence, as it usually happens with this conjunction. On the other hand, the form of the verb *be* in the that-clause is *were* for all persons, including the first and third persons. So we must say:

- I wish I *were* richer. (Cat. Tant de bo fos més ric.)
- I wish Sam *were* here to watch all this. (Cat. Tant de bo Sam fos aquí per a veure tot això.)

Other ways of expressing a wish

Other verbs that can be used to express wishes are *want* (Cat. voler) and *desire* (Cat. desitjar). The difference in the use of *want* and *wish* is that *want* is used for something which is possible to obtain, whereas *wish* usually refers to something which is more difficult to obtain. On the other hand, *Desire* has the same meaning as *wish*, but it is used in more formal situations. Sometimes, the expression *If only ...* (Cat. Si almenys ...) is used instead of *wish*.

The uses of these forms are the following:

A) I WANT/DESIRE + TO + BASE FORM + ...

- I want to go to Mr Smith's speech tonight. (Cat. Aquesta nit vull anar a la conferència de Mr Smith.)
- I desire to be alone, please. (Cat. desitjo estar sol, si us plau.)
- I wanted to come earlier, but it was impossible. (Cat. Volia venir abans, però ha estat impossible.)

B) I WANT/DESIRE + DIRECT OBJECT + TO + BASE FORM + ...

- I want you to sit down and listen. (Cat. Vull que seguis i escoltis.)

- I desired him to relax, but he was hysterical. (Cat. Desitjava que es calmés, però estava histèric.)

C) I WANT/DESIRE + NOUN

- I wanted some paper for the printer. (Cat. Volia paper per a la impressora.)
- I desire a peaceful evening. (Cat. Desitjo una tarda tranquil·la.)

D) IF ONLY + SUBJECT + VERB IN PAST SIMPLE... (referring to the present and to the future)

- If only I had money! (Cat. Si almenys tingués diners!)
- If only you were a little more intelligent! (Cat. Si almenys fossis una mica més intel·ligent!)

E) IF ONLY + SUBJECT + VERB IN PAST PERFECT... (referring to the past)

- If only I had taken the mobile! (Cat. Si almenys hagués agafat el mòbil!)
- If only they had finished their work! (Cat. Si almenys haguessin acabat la feina!)

Opinions

There are different ways of expressing our opinions and asking for and responding to other people's opinions.

Asking for an opinion:

- What do you think of (the salaries)? (Cat. Què opines [dels salaris]?)
- Do you think that (the salaries are good)? (Cat. Creus que [els salaris estan bé]?)
- Do you believe in (justice)? (Cat. Creus en [la justícia]?)
- What's your opinion about (the salaries)? (Cat. Quina és la teva opinió sobre [els salaris]?)
- What does the company think about (the present crisis)? (Cat. Què en pensa l'empresa de [la crisi actual]?)

Giving an opinion:

The most common ways of expressing opinions are:

- With the verb *think* (Cat. creure, opinar)

- With the verb *believe* (Cat. creure)

We can use both verbs indistinctly, but *believe* expresses a stronger opinion than *think*.

The common syntactical structure to these verbs is:

A) SUBJECT + THINK/BELIEVE + (THAT) + CLAUSE

In the spoken language, we can omit the conjunction *that*.

Here are some examples:

- I think (that) the film is very interesting. (Cat. Crec/Opino que la pel·lícula és molt interessant.)
- I think (that) you should wait a little longer. (Cat. Crec/Opino que hauries d'esperar una mica més.)
- I think (that) you shouldn't talk to your boss like that. (Cat. Crec/Opino que no hauries de parlar-li així, al teu cap.)
- I believe (that) he has been wrong to leave his wife. (Cat. Crec que ha fet malament de deixar la seva dona.)
- I don't believe (that) we can get out of this crisis so easily. (Cat. No crec que puguem sortir tan fàcilment d'aquesta crisi.)

The verb *believe* can also have the following structure:

B) SUBJECT + BELIEVE + IN + NOUN

For example:

- I believe in justice. (Cat. crec en la justícia.)
- I don't believe in people's stupidity. (Cat. No crec en l'estupidesa de la gent.)

Negative opinions

To express a negative opinion, we can change the main verb (*think*, *believe*) or the verb in the subordinate clause into the negative form. For example, we can say:

- *I don't think (that) this is correct.*
- *I think (that) this is not correct.*

Apart from verbs *think* and *believe*, we can introduce an opinion with a some expressions, as for example:

- In my opinion,... (Cat. En la meva opinió,...)

- In my view,... (Cat. En la meva opinió,...)
- From my point of view,... (Cat. Des del meu punt de vista,...)
- As far as I'm concerned,... (Cat. Pel que a mi respecta,...)
- As I see it,... (Cat. Tal com jo ho veig,...)

All these expressions are placed at the beginning of the sentence and, in the written form, they are separated from the rest of the sentence by a comma (,).

Examples:

- In my opinion, the director should resign. (Cat. En la meva opinió, el director hauria de dimitir.)
- In my view, you should take the bus to come to work. (Cat. En la meva opinió, hauries de venir a treballar en autobús.)
- From my point of view, the salaries are too low. (Cat. Des del meu punt de vista, els salaris són massa baixos.)
- As far as I'm concerned, I wouldn't say anything. (Cat. Pel que a mi respecta, jo no diria res.)
- As I see it, we shouldn't go on strike. (Cat. Tal com jo ho veig, no hauríem de fer vaga.)

Responding to opinions

When people respond to an opinion, they can agree or disagree with that opinion. Accordingly, we can respond to an opinion in the following way:

- I agree. (Cat. Hi estic d'acord.)
- I don't agree. (Cat. No hi estic d'acord.)
- I disagree. (Cat. No hi estic d'acord.)

For example:

- I think we should do something big. - *Yes, I agree.*
- I think Emma should learn English. - *I disagree/I don't agree (I think French is more appropriate in her case).*

Be careful with the verbs *agree* and *disagree*. It is wrong to say: *I am agree*, *I am disagree*, *I am not agree*, etc.

Other options to respond to opinions are these:

- I share/don't share your opinion. (Cat. Comparteixo/No comparteixo la teva opinió.)
- I'm of the same opinion as you. (Cat. Sóc de la teva mateixa opinió.)
- I've got the same/a different opinion. (Cat. Tinc la mateixa/una altra opinió.)
- I don't see things that way. (Cat. Jo no ho veig d'aquesta manera.)

To respond to opinions, it is very common to use expressions like: *so do I*, *neither do I*, etc. These expressions have a special structure:

- To agree: I believe he should wait. - *So do I*. (Cat. Jo també.)
- To agree: I believe he shouldn't wait. - *Neither do I*. (Cat. Jo tampoc.)
- To disagree: I think he should wait. - *But I don't*. (Cat. Doncs jo no.)
- To disagree: I think he shouldn't wait. - *But I do*. (Cat. Doncs jo sí.)

The correct structures are the following:

1. Agree to affirmative statements:

- SO + AUXILIARY VERB/MODAL + SUBJECT

Examples:

- I like swimming. - *So do I / So does John*, etc.
- He's very intelligent. - *So am I / So are we / So is my little daughter*, etc.
- You can speak English very well. - *So can you / So can Laura*, etc.

2. Agree to negative statements:

- NEITHER + AUXILIARY VERB/MODAL + SUBJECT

Examples:

- I don't like swimming. - *Neither do I / Neither do we / Neither does she*, etc.
- He's not very intelligent. - *Neither are you / Neither am I / Neither is my daughter*, etc.
- You can't speak English very well. - *Neither can you / Neither can Mr Larson*, etc.

3) Disagree to affirmative statements:

- BUT + SUBJECT + AUXILIARY VERB/MODAL (in negative)

Examples:

- I like swimming. - *But I don't / But John doesn't*, etc.
- He's very intelligent. - *But I'm not / But we aren't / But my daughter isn't*, etc.
- You can speak English very well. - *But you can't / But Mr Larson can't*, etc.

4) Disagree to negative statements:

- BUT + SUBJECT + AUXILIARY VERB/MODAL (in affirmative)

Examples:

- I don't like swimming. - *But I do / But John does*, etc.
- He isn't very intelligent. - *But I am / But we are / But my daughter is*, etc.
- You can't speak English very well. - *But you can / But Mr Larson can*, etc.

Question tags

The term 'question tag' refers to a short question which we add to a statement to make sure that the other person has heard or understood what said. Question tags are used in the spoken language. The Catalan equivalent to an English question tag would be: *oi?*, *no és cert?* The Spanish equivalent would be *¿verdad?*, *¿no es cierto?*

In English, the question tags are more complex than in Catalan or Spanish because the structure depends on the sentence to which it is attached.

Here are the different structures of the question tags.

1) Affirmative statements:

- AUXILIARY/MODAL VERB (in negative) + SUBJECT (pronoun)

Examples:

- Peter is always on time, *isn't he?* (Cat. En Peter sempre és puntual, *oi?*)
- You can come at the weekends, *can't you?* (Cat. Pots venir els caps de setmana, *oi que sí?*)
- Mary speaks German, *doesn't she?* (Cat. la Mary parla alemany, *no?*)

2) Negative statements:

- AUXILIARY/MODAL VERB (in affirmative) + SUBJECT (pronoun)

Examples:

- They haven't had dinner yet, *have they?* (Cat. Encara no has sopat, *oi que no?*)
- We shouldn't eat in the office, *should we?* (Cat. No hauriem de menjar al despatx, *oi que no?*)
- You don't like computers, *do you?* (Cat. No t'agraden els ordinadors, *oi que no?*)

1.3.2 Grammar reference: the reported speech

We use a type of sentence called the *reported speech* when we repeat or explain what has been said before. What people actually say is called *direct speech*. In the written language, the direct speech is always in inverted commas ("...").

Here is an example of a sentence in direct speech and in the reported speech:

- **Direct speech:** "*I never get up before eight,*" *John said.*
- **Reported speech:** *John said that he never got up before eight.*

A sentence in the reported speech is composed of:

- 1) A main clause: *John said...*
- 2) A subordinate clause: *...that he never got up before eight.*

The verb in the main clause is called *reporting verb*. Typically, the reporting verbs are: *say, tell, explain, ask*, etc. They are generally in the past simple. The structure of the subordinate (or reported) clause depends on whether we are reporting a statement, a question, a command, a request or a suggestion.

Reporting statements

The reported statements have the following characteristics:

- The most common reporting verbs are: *said, told, explained*, and a few others. Their use depends on how accurate we want to be in our description, but *said* and *told* are good for all occasions.
- The reported statement is introduced by the conjunction *that*. In spoken language, *that* is often omitted.

Examples of reported statements:

- Direct speech: “*We don’t like sports very much*”, *Stephanie said*.
- Reported speech: *Stephanie said that they didn’t like sports very much*.

- Direct speech: *Mr Larson: “The company will invest in new areas”*.
- Reported speech: *Mr Larson explained that the company would invest in new areas*.

- Direct speech: “*I wasn’t at home last night*”, *Jack told me*.
- Reported speech: *Jack told me that he hadn’t been at home the night before*.

- Direct speech: *Mary Anne: “Look! My parents have given me these earrings as a Christmas present”*.
- Reported speech: *Mary Anne said that her parents had given her those earrings as a Christmas present*.

Say/tell

The verbs *say* and *tell* have similar meanings (Cat: dir, explicar), but they are used differently:

- *say* does not admit an indirect object. For example, it is wrong to say: *He said me that...* If we need to include the object, we must say: *he said to me that...*
- *tell* admits an indirect object. We can say: *he told me that..., I told John that..., etc.* We must use the verb *tell* when we want to express the indirect object.

Reporting questions

We should distinguish between *yes/no questions* and *wh-questions*. The structure is a little different in one case or the other.

Reporting yes/no questions:

The characteristics of reported yes/no questions are the following:

- The most common reporting verb is *asked*.
- The reported question is introduced with the conjunction *if* or *whether* (Cat. *si*), with no difference in meaning. This conjunction is never omitted in the spoken language.
- The reported question has the same syntactical structure of a statement.

Here are some examples of reported yes/no questions:

- Direct speech: *“Are you happy in your new job, Matias?”*, I asked him.
- Reported speech: *I asked Matias if he was happy in his new job.*

- Direct speech: *Sandra: “Did you go out yesterday?”*
- Reported speech: *Sandra asked me if I had gone out the night before.*

- Direct speech: *“Have you ever been to New Zealand?”, Maggie asked me.”*
- Reported speech: *Maggie asked me whether I had ever been to New Zealand.*

Reported wh-questions:

The characteristics of wh-questions are the same as those of yes/no questions, except for the following:

- the reported wh-question is introduced by the interrogative pronoun of the direct speech.

Examples of reported wh-questions:

- Direct speech: *Danny: “How old are your children?”*
- Reported speech: *Danny asked me how old my children were.*

- Direct speech: *“When did you start working in this company?”, Peter asked Laura.*
- Reported speech: *Peter asked Laura when she had started working in that company.*

- Direct speech: *Bob: “Why didn’t you tell me that you had no money?”*
- Reported speech: *Bob asked me why I hadn’t told him that I had no money.*

Reporting commands, suggestions and requests

Reported commands, suggestions and requests have some distinctive characteristics. For this reason, it is necessary to study them in a separate section.

Reported commands:

The characteristics of reported commands are these:

- Typical reporting verbs are: *asked (me), told (me), ordered (me)*.
- There is no conjunction to introduce the reported command.
- In reported commands, the verb is expressed in the infinitive form with the preposition *to*. In negative, the correct form is *not to*.

Examples of reported commands:

- Direct speech: *Mr Wilson: "Come here, Jane!"*.
- Reported speech: *Mr Wilson asked Jane to go there.*

- Direct speech: *"Don't leave until you finish your work!", the boss ordered Jim.*
- Reported speech: *The boss ordered Jim not to leave until he had finished his work.*

Reported suggestions:

The characteristics of reported suggestions are these:

- The reporting verb is: *suggested (me)*.
- The reporting clause is with *that* and (usually) the modal *should*.
- With the reporting verb *suggest*, we can also use the gerund (V-ing) in the reported suggestion.

Examples of reported suggestions:

- Direct speech: *"Let's go to the mountains next summer", Teresa suggested.*
- Reported speech (I): *Teresa suggested that we should go to the mountains the following summer/next summer.*
- Reported speech (II): *Teresa suggested going to the mountains the following summer/next summer.*

- Direct speech: *"Why don't you speak to Mr Jameson about this?", Peter suggested.*
- Reported speech (I): *Peter suggested that I should speak to Mr Jameson about that.*
- Reported speech (II): *Peter suggested speaking to Mr Jameson about that.*

Reported requests:

The characteristics of reported requests are these:

- Requests are very much like commands.
- The reporting verbs are usually *asked (me)* or *told (me)*.
- In reported requests, the verb is expressed in the infinitive form with the preposition *to*.
- In reported requests, we can also use the modal verbs *could* or *would*.

Examples of reported requests:

- Direct speech: “*Could you speak louder, please?*”, *the audience told me*.
- Reported speech (I): *The audience told me to speak louder*.
- Reported speech (II): *The audience asked me if I could speak louder*.

- Direct speech: “*Will you translate this text for me please?*”, *Mark asked me*”.
- Reported speech (I): *Peter asked me to translate that text for him*.
- Reported speech (II): *Peter asked me if I would translate that text for him*”.

- Direct speech: *Can you help me?*”, *Sarah asked me*.
- Reported speech (I): *Sarah asked me to help her*.
- Reported speech (II): *Sarah asked me if I could help her*.

Ask/Tell in the reported speech

The verbs *ask* and *tell* have two meanings. Their primary meanings are:

- *Ask* (Cat. preguntar): used to report questions.
- *Tell* (Cat: dir, explicar): commonly used to report statements.

Another meaning of these verbs is:

- *Ask/Tell* (Cat. demanar): used to report commands and requests.

Changing from direct to reported speech

When we need to change a sentence from direct speech to reported speech, we should consider the following:

- In the reported statement, the pronouns must maintain the same reference as in the direct speech. This means that we must often change the pronouns to adapt them to the new point of view.

- We must change the verb tense in the reported statement because there is a change in the time reference. The reported statement usually refers to words that were pronounced in the past.
- We must also change other elements like demonstratives and adverbial expressions of time to adapt them to the new point of view and maintain their validity.

The table shows the different changes that take place when changing from direct speech into reported speech.

TAULA 1.4. Changes in reported speech

Direct speech	Reported speech	Direct speech	Reported speech
Verb tenses		Adverbials of time	
present simple	past simple	today	that day
present continuous	past continuous	yesterday	the day before
present perfect	past perfect	tomorrow	the next day the following day
past simple	past perfect	tonight	that night
past continuous	past continuous	next week, etc.	the next week the following week
past perfect	past perfect	last week, etc.	the week before
will	would	now	then
can	could	Adverbials of place	
must	had to	here	there
should	should	Demonstratives	
may	might	this	that
might	might	these	those

Adverbials of time in the reported speech

We do not always need to change the adverbials of time. The changes only occur when at the moment of speaking the time reference is no longer true. For example, if we report the sentence: *I'll go next week*, we must not change the adverbial if we report within the same week. In this case, we must say: *he said he would go next week* because at the moment of speaking the expression *next week* is still true.

On the other hand, if we report the sentence after the week has passed, we must say: *he said he would go the following week* because the expression *next week* is no longer true at the moment of speaking.

Here is a practical example to help you change a sentence from the direct speech to the reported speech.

Imagine that you need to report the following question:

- “Where does your brother live?”, Mr Smith asked me.

Ask yourself the following questions:

1. **What type of sentence do I need to report?** It is a wh-question, so I must think about the characteristics of reported wh-questions and remember an example that can serve me as a guide.
2. **Which is the structure of the reported speech?** The structure is: a main clause (which includes the reporting verb) and a subordinate clause (the reported question).
3. **Which are the subject and the verb of the main clause?** The subject is *Mr Smith* and the verb is *asked me*. So I can start like this: *Mr Smith asked me...*
4. **How do I introduce a reported wh-question?** I introduce it with the interrogative pronoun, so I must say: *Mr Smith asked me where....*
5. **Which is the correct structure of a reported question?** It is the same structure of a statement, so I must not use the auxiliary verb *does*. The correct structure is: S+V (conjugated in the correct tense).
6. **What elements of the question do I need to change?:** I need to change the verb tense because we change the time reference, and also the pronoun *you* because we change our point of view.
7. **Do I need to change the subject, too?** Sometimes we must change it, but not in this example because it is in the third person (*your brother*).
8. **How do I change the verb and the pronoun?** For the verb, I can check the list of changes: the verb in direct speech is *does live* and this is present simple, and the table says that the present simple changes to past simple, so the form must be *lived* (I should remember not to use the auxiliary verb *do* because it is a reported question, not a direct question).
9. **And the pronoun?** I must adapt it to my point of view because I am the person speaking. Mr Smith said to me: *your bother*, so this is *my brother*.
10. **Is that all?** Yes, that's all. Now I can write the reported sentence: *Mr Smith asked me where...*, but I must think of the correct order: *where lived my brother* or *where my brother lived?* The correct order is: S+V, as in a statement, so it is: *...where my brother lived*.
11. **Therefore, which is the correct sentence?** The correct sentence is: *Mr Smith asked me where my brother lived*.

2. Job search

Looking for a job is very important for anyone. You may have just got your degree and are looking for your first job, or you have lost your current job and need to look for a new one, or you simply wish for a change and are looking for something different.

In all these cases, your success will largely depend on the job market (the unemployment rate), but you may favour your search by following a job searching process, which includes the preparation of your curriculum vitae, the writing of a cover letter and possibly a job interview.

Speaking English is an essential skill in order to find a job, but in case you must go to a job interview, you may also need to consider your non-verbal communication.

2.1 The job searching process

“If you love the job, the job will love you.”

The ‘job seeking process’ can be defined as the set of activities directed to find a job that suits the applicant’s qualifications and interests. The success in the whole process is achieved when the interests and the required qualifications of both the company and the applicant are the same.

When applying for a job, it is very important to draw a search action plan which should include the following elements:

- **A curriculum vitae.** It is a way of providing employers with written evidence of your qualifications and skills. The purpose of a CV (which is called “résumé” in American English) is to get an interview with the potential employer.
- **A cover letter.** It is a short way of introducing yourself to the employers. It is usually attached to your CV and its purpose is to introduce you to the employer and to highlight your most relevant skills for the job. A cover letter should include the following information: name and address of the person the letter is addressed to, the reason of your interest in the company or the position, your qualifications, a request for an interview, your home and telephone numbers and your e-mail.
- **The interview.** A job interview is the most important moment in the whole process. In the interview, you meet the employer so they can find out more about you. It is also a good chance to know if the job is right for

you. The interviewer, who is normally a member of the Human Resources department, will ask you about your experience and qualifications. You will also need to show the skills you have related to the job you are applying for.

In the ever-changing world we live in, the process of searching for a job has evolved to something completely different from what job seekers experienced in the last decade, who could be spending endless hours scanning job websites, dropping curriculums in various recruitment agencies and posting off numerous CVs to potential employers, most of which would never even get a reply.

Nowadays, both potential employers and job seekers are increasingly turning to the Internet to satisfy their recruitment needs. Job adverts can be published in various recruitment websites, and job seekers can upload their CV and send their application on the internet. This is the case of LinkedIn, a popular social network, in which applicants publish their CV, and they are notified of any post which matches their profile.

TAULA 2.1. Vocabulary

Applicant (n): candidat (a una feina)	Job website (n): lloc d'internet amb ofertes de feina
Apply for (v): sol·licitar, demanar (formalment)	Match (v): correspondre, encaixar, anar bé amb
Cover letter (n): carta de sol·licitud de feina	Position (n): lloc de treball, càrrec
Curriculum vitae (n): currículum vitae	Post off (v): enviar (per correu)
CV (=curriculum vitae) (n): CV, currículum	Profile (n): perfil
Draw a plan (v): establir un pla d'actuació	Qualification (n): qualificació, aptitud
Drop (v): deixar, donar, entregar	Recruitment (n): contractació
Employer (n): empresari, la persona que dona feina	Recruitment agency (n): agència de col·locació, oficina del treball
Ever-changing (adj): canviant, que canvia constantment	Related to (adj): relacionat amb, que té relació amb
Evolve (v): desenvolupar-se, evolucionar	Reply (n): contestació, resposta
Experience (n): experiència	Request (n): requeriment, demanda
Find out (v): trobar, esbrinar, descobrir	Required (adj): requerit, demanat
Highlight (v): destacar, remarcar, posar de manifest	Resumé (US) (n): currículum vitae
Interest (n): interès, afició, <i>hobby</i>	Search (v): cercar, buscar
Job advert (n): anunci de feina	Skill (n): habilitat, destresa
Job interview (n): entrevista de feina	Social network (n): xarxa social
Job search (n): cerca de feina	Success (n): èxit
Job seeker (n): persona que busca feina	Upload (v): carregar, publicar, pujar (a internet)
Job seeking process (n): procés per a trobar feina	

2.2 Non-verbal communication

In general terms, we could describe communication as the process in which we send or exchange information by means of speech, writing or signs. The different ways of transmitting a message have given rise to two types of communication: verbal communication and non-verbal communication.

Verbal communication is the process in which information is exchanged through the use of sounds. These sounds are usually assembled to form words, and these words are organised in sentences in accordance to the syntactical rules of a particular language. For this reason, verbal communication is commonly used as a synonym of articulated language (like English, Catalan, Spanish or French, for example), but it also includes such unarticulated sounds as a baby's crying or a shout of pain, which are also forms of verbal communication.

On the other hand, non-verbal communication refers to the communicative process in which the information is transmitted by means of what is called body language, which includes gestures, body position, face expressions and specific behaviour. In our daily life, we normally use a combination of verbal and non-verbal communication.

When we speak of communication, we usually think of language, that is, we think of verbal communication. However, non-verbal communication is often more important than language itself. For this reason, understanding non-verbal communication is very important when we have to deal with other people. In a job interview, for example, it is essential to have a certain control over our own body language because this type of communication can reinforce our messages or it can conceal the messages that we do not want to transmit.

Body language is very much used in the sales field, for example. Salespeople are trained to observe and interpret the body language of potential customers in order to understand their non-verbal signals and so increase the probability of sales success. The careful control of body position, eye contact and hand movements will contribute to a better communication with the public. For this reason, it is very important to control your non-verbal communication skills.

Some behaviours are considered positive as they are commonly seen as encouraging communication, whereas others are considered negative because they show anxiety, aggressiveness, boredom and other negative feelings. Direct eye contact, scratching your nose, arms crossed on chest, standing with hands on hips, sitting with your legs apart, placing your hand on your cheek, open palms, drumming fingers, tilted head... these are all examples of negative and positive feelings transmitted by body language. Therefore, it is very important to control these gestures and use them consciously to transmit the appropriate message in each specific situation. The figure below shows some examples of body language.



Sometimes body language might express our mood or feelings without even being aware of it. Source: Gideon (flickr.com)

FIGURA 2.1. Examples of body language

However, focusing on body language alone can cause some misunderstandings. There are other non-verbal factors which are also important to transmit a message to other people, as for example, our appearance, the tone of our voice or the organization of the physical surroundings. It is for this reason that we should always dress smartly and show a nice appearance in a job interview. We should also be aware of how we speak, as the tone and intonation of our voice can transmit much more than we mean to say. Only with our tone, we can transmit aggressiveness, anger, irony, contempt, insecurity, and so on. The organization of our physical surroundings can also tell a lot of things. For example, in traditional classrooms, the teachers used to stand on a raised platform to place them on a superior level; in an office, the manager sitting behind his desk indicates his wish of establishing a distance with his or her visitors, but inviting the visitors to sit on a sofa with him/her will transmit a sense of proximity and friendliness; the preparations for a romantic dinner (soft lights, soft music) are also examples of the use of the physical surroundings to transmit a message.

For more details about cultural differences, see the text 'Cultural differences', in the unit called 'Finance', section 'Globalization'.

When we make use of non-verbal communication with people from other countries, we must be aware that certain gestures or attitudes might be interpreted in a different way. Just as a foreign language has different rules, the non-verbal communication in other cultures has some differences from our own. When we deal with people from other countries, therefore, we should consider the cultural differences in such aspects as personal space, gestures or general behaviour.

You must be aware that learning a foreign language does not only mean to learn the words and grammar rules and practise the different skills. It also means to control the non-verbal communication that applies to that particular context.

TAULA 2.2. Vocabulary

Aggressiveness (n): agressivitat

Insecurity (n): inseguretat

Anger (n): ira, enuig, disgust	Intonation (n): entonació
Anxiety (n): ansietat	Job interview (n): entrevista de feina
Appearance (n): aparença física	Language (n): llengua, idioma
Articulated language (n): llenguatge articulat	Message (n): missatge
Assembled (adj): reunit	Misunderstanding (n): malentès
Be interpreted (v): ser interpretat	Non-verbal communication (n): comunicació no-verbal
Behaviour (n): comportament	Palm (n): palmell de la mà
Body language (n): llenguatge corporal	Physical surroundings (pl n): entorn físic
Body position (n): posició del cos	Reinforce (v): reforçar
Boredom (n): avoriment	Rule (n): norma, regla
Cheek (n): galta	Sale (n): venda
Communication (n): comunicació	Sales field (n): món de les vendes, l'àmbit del comerç
Communication process (n): procés comunicatiu	Salespeople (pl. of salesman/woman) (pl n): venedors
Conceal (v): amagar, ocultar	Scratch (your) nose (v): gratar-se el nas
Contempt (n): menyspreu	Sentence (n): frase, oració gramatical
Cultural differences (pl n): diferències culturals	Sign (n): signe
Customer (n): client	Signal (n): senyal
Dress smartly (v): vestir amb elegància, anar mudat	Skill (n): habilitat, destresa
Drum (your) fingers (v): tamborinar els dits	Sound (n): so
Encourage (v): encoratjar, animar, fomentar	Speech (n): discurs, xerrada
Eye contact (n): contacte visual	Success (n): èxit
Face expression (n): expressió facial	Syntactical rule (n): regla sintàctica (o gramatical)
Focus on (v): centrar l'atenció en, concentrar-se en	Tilted (adj): inclinat, torçat
Foreign language (n): llengua estrangera	Tone of voice (n): to de veu
Gesture (n): gest	Transmit (v): transmetre
Give rise to (v): originar, crear, donar peu a	Unarticulated language (n): llenguatge inarticulat
Hand movement (n): moviment de les mans	Verbal communication (n): comunicació verbal
Hip (n): maluc	Word (n): paraula, mot
Increase (v): augmentar, créixer	Writing (n): escriptura, redacció, acte d'escriure

2.3 Language in use

These are some hints to prepare your curriculum vitae (or CV): start your CV with a good objective statement that indicates your key competencies. Mention your qualifications which will be helpful to perform this job efficiently. List your work experience in reverse chronological order. If you do not have any relevant experience, include any position you occupied (internship or summer job, etc.) which might have some relevance to this position.

2.3.1 Curriculum vitae

Here is an example of a curriculum vitae:

Curriculum Vitae

Name and surnames: Marise Garcia Torres

Address: Av. Paral·lel, 71 08004 Barcelona

Telephone Number: 666 222 333

Objective

To work in a position that will allow me to use my work experience in the administration field.

Experience

- **Administrative assistant:**

February-August 2015, FOB Creations, Barcelona

7-months to cover maternity leave

- Composing correspondence and other materials
- Drafting, proofreading, editing and reformatting reports
- Coordinating meetings and events
- Handling multiple routine assignments

- **Front desk administrator:**

January 2012-September 2014, Despico, St Joan Despí

- Answering multi-line telephone system; transferring calls, taking messages, and assisting customers
- Greeting incoming visitors
- Processing sales orders and invoices, shipping labels, and assisting with order fulfilment

- **Customer Service representative:**

June 2010-November 2011, Linen SL, Barcelona

- Handling customer service support calls and emails related to orders
- Answering and handling all inquiries
- Answering multi-line phones and supporting the management team
- Following up of customers who submitted complaints

Education

- Certificate of Secondary Education (CSE) at "Institut Emperador Carles", Barcelona, 2007

- Certificate Administrative Management expert (“Tècnic en gestió administrativa”), at “Institut Obert de Catalunya” (IOC), (distance learning), 2009

Skills

- Social media and website management skills
- Outstanding communication and interpersonal skills
- Comfortable working in a fast paced environment
- Self-motivated, punctual, and well organized
- Driving license and reliable vehicle

2.3.2 Cover letter

The cover letter is a way of introducing yourself and explaining which vacancy you are applying for. You must make the reason you are writing clear and sell yourself, you must highlight your more remarkable achievements and focus on those skills that make you a good candidate for the position. Pick up the top qualities the employer is requesting for in the job advert and then revise your CV to make sure they are included there.

Do some research into the company or the organization. Include information about them and tell them what attracts you to the company. Finally, revise your letter, make sure that it has the correct layout with no typing or spelling mistakes.

These are some useful phrases to use in your cover letter:

- “I am writing to you in response to your advertisement for...”
- “As you can see from my enclosed resume, my experience and qualifications match this position’s requirements.”
- “You will see from my enclosed CV that I match your requirements precisely.”
- “You will see from my CV that I have worked in...”
- “I have worked in the ... industry for over *XX* years”
- “I would like to point out...”
- “During, I improved (extended, etc.) my knowledge of...”
- “I look forward to an opportunity to speak with you in person (o personally)”

Case study

The company G&A has published a job advert (ref. 078) on the website FindyourJob.co.uk. Marise decided to apply for the job. She has prepared her curriculum and cover letter and

is going to send it to the company. She has been looking for information on the web, and has seen that Mr Gordon Graham is the head of the Human Resources (HR) department.

Job advert

Personal Assistant (PA)

Salary: £2,000

Location: Liverpool

Date Posted: 24 Apr-2016

Description post:

We are currently recruiting for an experienced PA/Business Support Officer for a busy department in Liverpool. This is a temporary position to start asap* on an ongoing basis.

Responsibilities: Diary management, arranging meetings and prioritising workloads. To provide high calibre secretarial services in the drafting and production of business letters, reports, agendas, papers, minutes, spread sheets and presentations.

* asap: as soon as possible

Add to My Shortlist

This is Marise's cover letter:

15 Buttermarket Street

Warrington WA1 2NH

25 April 2016

Mr. Gordon Graham

G&A

Anfield Road

Liverpool, L4 0TH

Dear Mr. Graham,

I am writing in reference to the job advert (ref. 078) posted on the website Findyourjob.co.uk on the 24 April. I would like to apply for the position of Personal Assistant in your company. As you can see from my CV, I have experience in similar posts, providing secretarial services in various companies.

Currently, I am studying a Masters degree on Business Management in order to broaden my knowledge of this field. I believe that I am perfectly qualified for the post and I that have the knowledge and skills required.

I would be grateful if you could consider my application, and I would welcome the opportunity of an interview.

I look forward to hearing from you soon.

Yours sincerely,

Marise Hudson

TAULA 2.3. Vocabulary

Achievement (n): assoliment, èxit, triomf

Order (n): comanda

Administrative assistant (n): administratiu, treballador de l'administració d'una empresa	Outstanding (adj): rellevant, destacable, remarcable
Apply for (v): sol·licitar, demanar (formalment)	Perform a job (v): fer una feina, realitzar un treball
Broaden (v): ampliar, eixamplar	Pick up (v): triar
Certificate (n): certificat, diploma, títol (acadèmic)	Position (n): lloc de treball, càrrec
Complaint (n): reclamació, queixa	Proofreading (n): revisió de text
Curriculum vitae (n): currículum vitae	Punctual (adj): puntual
Customer service representative (n): agent del servei d'atenció al client	Qualification (n): qualificació, aptitud
CV (=curriculum vitae) (n): CV, currículum	Relevance (n): rellevància
Driving license (n): permís de conduir	Relevant (adj): rellevant, destacable
Employer (n): empresari, la persona que dóna feina	Reliable vehicle (n): vehicle fiable, amb garanties
Fast paced environment (n): entorn vertiginós	Revise (v): repassar, revisar
Following up (n): seguiment	Secretarial service (n): feina de secretariat
Front desk administrator (n): recepcionista	Self-motivated (adj): motivat, que té motivació
Handle calls and emails (v): atendre el telèfon i el correu	Skill (n): habilitat, destresa
Helpful (adj): útil, profitós	Spelling mistake (n): falta d'ortografia
Highlight (v): destacar, remarcar, posar d'èmfasi	Statement (n): declaració, afirmació
Hint (n): pista, indicatiu	Submit (v): lliurar, enviar, trametre
Inquiry (n): consulta	Summer job (n): feina d'estiu
Internship (n): treball en pràctiques	Top qualities (pl n): qualitats principals
Job advert (n): anunci de feina	Typing mistake (n): error tipogràfic
Layout (n): disposició, organització	Vacancy (n): vacant
Management team (n): equip directiu	Well organized (adj): organitzat, ordenat
Occupy (v): ocupar	Work experience (n): experiència laboral

Communication: looking for a job

Looking for a job is a very important process in a person's life. We live in a highly competitive world with many people looking for a few jobs, so the process can be long and discouraging sometimes. For this reason, it is necessary to plan the job searching process carefully. This process usually includes the following elements:

- Curriculum vitae
- Cover letter
- Job interview

Writing a CV

We have probably learned that we must not judge people on first impressions, but that we must know them to appreciate their good qualities. However, when an employer looks at a curriculum vitae (CV), he does precisely that: to judge a person on the first impression produced by the CV, without even knowing the candidate personally.

This is the reason why a CV should be carefully elaborated. It must convince the employer that you might become an appropriate candidate for the job. With hundreds of other CVs waiting for an opportunity, the most important thing is that your own CV attracts the employer's attention.

To attract the employer's attention, however, does not mean to write your CV in a variety of colours and/or spectacular font types. This will only distract the reader from the important information. Instead, you should use a conventional format and organize your information clearly.

There are many different models of CVs, but the basic elements are:

- **Contact information:** your name and surnames should be prominent (usually centered and in bold type). Then add your telephone number, your address and your e-mail address.
- **Summary:** probably the most important section in a CV. You must express in a few sentences your good qualities, your skills and your achievements for the job you are applying for. Here is where the employer will look first of all and you need to impress him/her discreetly so he/she wants to read more details about you.
- **Experience:** your relevant job experience should be listed chronologically, starting with your most recent job. For each job, you should mention the company and your job position.
- **Skills:** this section summarizes your special skills and relevant achievements for the job.
- **Education:** you must list the school/s you attended and the degree you had in each one.

Curriculum vitae vs. résumé

The term *curriculum vitae* (or CV) is mostly used in BrE whereas AmE prefers the term *résumé* (spelt with the two graphical accents).

See the annex called "CV and cover letter" for an example of CV and its corresponding cover letter.

- **References:** you should simply write 'Available upon request', which means that you will give the information when necessary. Employers do not look for references until the end of the interview, so it is not necessary to include them in your CV.

Except for the contact information, you must include the title of each section, in bold type or capital letters.

Here is a list of things that should **not** appear in a CV:

- **Errors:** making grammatical and/or spelling mistakes in a CV is the worst thing that can happen to a candidate for a job. The employer will immediately relate the mistakes to the candidate's carelessness and he/she will be obviously discarded.
- **Salary:** do not include your current salary or that which you expect to earn. Salary negotiations usually take place later on in the job seeking process, usually during the interview.
- **Irrelevant information:** you should only include the information which is relevant for the job and that which can benefit your interests. For example, do not include an average mark in a course if it is not a good one. Do not specify hobbies which have nothing to do with the job. They might probably tell about your character, but they will waste the reader's time.

Now, what information can you include in your CV if you have little or no work experience? In this case, you can list your school and social activities and link them to the job you are applying for.

A CV should always go together with a cover letter. A cover letter is one in which you explain why you are the ideal candidate for the job. It has no special format, but it follows the standards applied to all the other formal letters.

Writing a cover letter

In a cover letter, we should include the most relevant aspects of our experience and education for the post that we are applying to. To do that, we must select the aspects from the CV that can contribute to raise the company's interest in your application.

Some useful expressions which we can use in a cover letter are:

- I am writing to you in response to your advertisement for the post of...
- As you can see from my enclosed CV, my experience and qualifications match this position's requirements.
- I would like to point out... .
- I look forward to an opportunity to speak with you in person (o personally)

Equivalence between the academic degrees in the Spanish and the British school systems

The Spanish and the British academic degrees belong to different school systems. Therefore, it is not possible to make a literal translation of your degrees. We must find the equivalent degree in the foreign school system.

The following table shows the equivalence between the Spanish and the British academic degrees.

TAULA 2.4. Academic degrees

Spanish school system	British school system
Educació Primària / Educació General Bàsica (EGB)	Primary Education
Educació Secundària Obligatoria (ESO) / Batxillerat Unificat Polivalent (BUP)	General Certificate of Secondary Education (GCSE)
Batxillerat / Curs d'Orientació Universitària (COU)	General Certificate of Education (GCE)
Cicle Formatiu de Grau Mitjà (CFGM) / Formació Professional de Primer Grau (FPI)	Vocational Education and Training (VET)
Cicle Formatiu de Grau Superior (CFGS) / Formació Professional de Segon Grau (FPII)	Certificate of Higher Education (HNC)
Diplomatura (3 anys)	Bachelor's Degree (B)
Llicenciatura / Grau	University Degree
Enginyeria Tècnica	Diploma of Higher Education (DipHE)
Enginyeria Superior	Engineer's Degree – Engineer Diploma (DI)
Postgrau (de 30 a 60 crèdits ECTS)	Graduate Certificate (PGCert)
Màster (de 60 a 120 crèdits ECTS)	Master's Degree (M)
Doctorat	Doctorate (PhD)

You can use a general term to describe the vocational studies. For example:

- *Business Administration and Finance* (Cat. Administració i finances)
- *Secretarial Studies* (Cat. Secretariat / Assistència a la direcció)
- *Commerce* (Cat. Gestió Comercial / Gestió de vendes)
- *International Commerce* (Cat. Comerç Internacional)

The job interview

If the employer has considered your CV, you will be called for the job interview. This is the time when you meet the employer so he/she can find out more things about you. The interviewer will ask you about your experience and qualifications, and you will also need to show your skills for the job.

Here are some tips to help you before going to a job interview.

1. Prepare your answers in advance. Think about the questions which are frequently asked in a job interview and prepare your answers in advance.

Some frequent questions in job interviews

These are commonly-asked questions in job interviews:

- What can you say about yourself?
- Why do you think you are good for this job?
- What are your weaknesses?
- Why do you want to work in our company?
- What salary do you expect to earn?
- What are your motivations?
- What makes a good team, according to you?
- Have you got any questions?

2. Make some research. Before going to the interview, look at the potential employer's website and check the company's details. Having the information will help you in the interview.

3. Have a good appearance. First impressions are very important in the business world, so make sure that you wear smart clothes and have a nice appearance.

4. Be ready. Try to get to the interview with plenty of time. If you get late, you will be doubly stressed and besides it will cause a very bad impression. Also, make sure that you have everything that you need: notebook, pen and a copy of your CV.

5. Show your good character. Although you will probably feel nervous, try to smile all the time. This will help you feel more relaxed and will give a good impression. Also, make sure that you look your interviewer directly in the eye, and concentrate on what he/she is saying.

6. Ask questions. Do not tell the interviewer that you do not have any questions. You should prepare some questions in advance and be ready to ask them if they tell you so.

Questions that you may ask in a job interview

Here are some questions that you may safely ask in a job interview:

- Why do you need to fulfill this position?
- What are the objectives of this position?
- How do you expect to meet the objectives?
- What can I expect from you in terms of development and support?
- What do you do to create a good atmosphere at work?
- Are there any plans for expansion?
- What does the company expect from the employees?

7. Take notes. Taking notes will give the impression that you are paying attention and that you are very interested in what the interviewer is saying.

Grammar reference: the conditional sentences

The conditional sentences are those which include a condition and the expected result if the condition becomes true. Here is a typical example of conditional sentence: *If you call me tonight, I will explain everything.*

The conditional sentences are composed of:

- 1) A subordinate clause (the condition): usually introduced by *if* (Cat. Si)
- 2) A main clause (the result)

There are different types of conditional sentences. From a syntactical point of view, they differ in the verb tenses used in each clause. These types are generally called:

- Conditional type 0 (or: zero conditional)
- Conditional type 1 (or: first conditional)
- Conditional type 2 (or: second conditional)
- Conditional type 3 (or: third conditional)

Conditional sentences: type 0

The possible structures of the conditional sentences of type 0 are:

A) IF + SUBJECT + PRESENT SIMPLE , SUBJECT + PRESENT SIMPLE

- *If I **don't get** enough sleep, I **feel** tired in the evening.* (Cat. Si no dormo prou, al vespre estic cansat.)

B) SUBJECT + PRESENT SIMPLE ... IF + SUBJECT + PRESENT SIMPLE

- *I feel tired in the evening if I don't get enough sleep.* (Cat. Al vespre estic cansat si no dormo prou.)

We can change the order of the subordinate clause (condition) and the main clause (result) without any difference in meaning, but we must write a comma between both clauses if the subordinate clause comes first (as in structure A).

The conditional structure of type 0 is used to say that the result always happens in the same way if the condition becomes true.

Other examples of conditional sentences of type 0:

- If you *practise* a lot, you certainly *learn* how to speak. (Cat. Si practiques molt, realment aprens a parlar.)
- If you *drop* a stone, it *falls* to the ground. (Cat. si deixes anar una pedra, aquesta cau a terra.)
- If it *rains*, the garden *gets* wet. (Cat, Si plou, el jardí es mulla.)
- If a plant *is not watered*, it *dies*. (Cat. si una planta no es rega, es mor.)

Conditional sentences: type 1

The structures of the first conditional sentences are the following:

A) IF + SUBJECT + PRESENT SIMPLE , SUBJECT + WILL/MAY/CAN/SHOULD + BASE FORM

- *If it rains tonight, I will stay at home.* (Cat. Si plou aquesta nit, em quedaré a casa.)

B) SUBJECT + WILL/MAY/CAN/SHOULD + BASE FORM... IF + SUBJECT + PRESENT SIMPLE

- *I will stay at home if it rains tonight.* (Cat. Em quedaré a casa si plou aquesta nit.)

These conditional sentences refer to future results if the condition becomes true.

In first conditional sentences, we often use the **imperative form** instead of a modal verb in the main clause. For example:

- If you need any help, please *call* me. (Cat. Si necessites ajuda, si us plau *truca*‘m.)
- *Don't forget* to turn off the lights if you leave the room. (Cat. No oblidis apagar els llums si surts de l'habitació.)
- If you don't understand a word, *look it up* in the dictionary. (Cat. Si no entens alguna paraula, consulta el diccionari.)

We use the first conditional sentences when we say that the result will happen only if the condition becomes true. We speak about real conditions, that is, the speaker sees the condition as possible.

Examples of first conditional sentences:

- If you *don't wait* a little longer, you *won't meet* Mr Turner. (Cat. Si no t'esperes una mica més, no coneixeràs el Sr Turner.)
- *Raise* your hand if you *want* to ask a question. (Cat. Aixeca la mà si vols fer una pregunta.)
- If we *start* now, we *may arrive* in the evening. (Cat. Si ens posem en marxa ara, podem arribar al vespre.)
- They *should find* the report if they *look into* that drawer. (Cat. Haurien de trobar l'informe si miren en aquell calaix.)
- *Can you keep* the secret if I *tell* you something? (Cat. Sabràs mantenir el secret si t'explico una cosa?)

Conditional sentences: type 2

The structures of the second conditional sentences are:

A) IF + SUBJECT + PAST SIMPLE , SUBJECT + WOULD/COULD/MIGHT + BASE FORM

- *If it rained tonight, I would stay at home.* (Cat. Si plogués aquesta nit, em quedaria a casa.)

B) SUBJECT + WOULD/COULD/MIGHT + BASE FORM... IF + SUBJECT + PAST SIMPLE

- *I would stay at home if it rained tonight.* (Cat. em quedaria a casa si plogués aquesta nit.)

These conditional sentences refer to future results if the condition becomes true.

In the second conditional sentences, the past tense of the verb *be* is *were* in all persons (*If he were here ...*). The form *was* is not generally accepted, except in the informal spoken language, where it is possible to say: *If he was here*

We use the second conditional sentences to speak about hypothetical or impossible conditions. The speaker thinks the condition is not probable that happens or it is impossible.

Examples of second conditional sentences:

- If I *had* more time, I *would go out* more. (Cat. Si tingués més temps, sortiria més.)
- If I *were* the director of this company, I *would raise* the workers' salaries. (Cat. Si jo fos el director d'aquesta empresa, pujaria el sou dels treballadors.)
- If I *were* you, I *would be* more polite to customers. (Cat. Jo en el teu lloc seria més amable amb els clients.)
- If you *didn't get up* earlier, you *couldn't* arrive on time. (Cat. Si no et llevessis més d'hora, no podries arribar a temps.)
- If we *had* more money, we *might invest* in new machinery. (Cat. Si tinguéssim més diners, podríem invertir en maquinària nova.)
- If I *could be* like you, I *would be* much happier. (Cat. Si jo pogués ser com tu, seria molt més feliç.)

Conditional sentences: type 3

The structures of the third conditional sentences are the following:

A) IF + SUBJECT + PAST PERFECT , SUBJECT + WOULD HAVE + PAST PARTICIPLE

- *If it had rained last night, I would have stayed at home.* (Cat. Si hagués plogut ahir a la nit, m'hagués quedat a casa.)

B) SUBJECT + WOULD HAVE + PAST PARTICIPLE... IF + SUBJECT + PAST PERFECT

- *I would have stayed at home if it had rained last night.* (Cat. M'hagués quedat a casa si hagués plogut ahir a la nit.)

Unlike the other types of conditional sentences, the third conditional sentences only refer to the past.

The third conditional is used to speak about something that we did not do in the past because the condition did not become true.

Examples of third conditional sentences:

- If I *hadn't come* earlier, I *wouldn't have met* John. (Cat. Si no hagués vingut abans, no m'hauria trobat amb John.)
- If you *had been* here before, you *would have known*. (Cat. Si haguéssis estat aquí abans, ho hauries sabut.)
- If he *had had* time, *would he have finished* the report. (Cat. Si hagués tingut temps, hauria acabat l'informe.)

3. Working abroad

You may sometimes feel the need to leave everything behind and start a new life in another country. You may want to do that for personal or for economical reasons. Sometimes there is even no choice. The high unemployment rates in Spain impel many people to look for job opportunities in other countries, but finding a job in another country is not easy. Apart from the personal implications, the legal procedures are long and complex and they require a certain preparation.

3.1 Finding a job in another country

Society has changed a lot over the last few years. The world is globalized and so we have become global citizens. More and more people decide to move to other countries permanently or temporarily. Working abroad offers opportunities for cross-cultural experience, personal development. It is also helpful for expanding your knowledge of a foreign language and preparing you for a future in a global society. Travelling is a rewarding experience for everyone and it can be a great opportunity to build up your career.

The best time for this experience is as a student. Students often take a gap year in order to study or work abroad. They can choose among different options, they might take a course in another country, participate in volunteering programmes, go for an internship, or look for a job abroad. It is not easy, and it is necessary to do a lot of research, evaluate several factors, such as fees, costs, and visa, and making your own arrangements.

A visa is an official stamp in your passport authorizing you to travel, work or study in that country for a specified length of time. It is not necessary in Europe for European citizens, but in other countries a work permit visa is required for foreign workers.

Some student work exchange programs may legally assist students in obtaining a short-term work permit visa. Unpaid internships and volunteer positions may or may not require a work permit, depending on the host country's regulations.

What does it mean to volunteer? Volunteering is generally considered an altruistic activity where an individual or group provides services for non-financial gain. An increasingly popular form of volunteering among young people, particularly gap year students and graduates, is to travel to communities in developing countries to work on projects with local organisations. In general volunteering has positive benefits for the volunteer as well as for the person or community served.

Generally, an internship consists of an exchange of services for experience between the student and an organization. Students can also use an internship

to determine if they have an interest in a particular career, create a network of contacts or gain school credit. Some interns find permanent, paid employment with the organizations for which they worked. This can be a significant benefit to the employer as experienced interns often need little or no training when they begin regular employment.

Internships exist in a wide variety of industries and settings. It may be paid, unpaid, or partially paid (in the form of a stipend). Stipends are typically a fixed amount of money that is paid out on a regular basis. Internships may be part-time or full-time. They usually last between 1 and 4 months, but it can vary.

Many reasons may be considered to take a work experience abroad, as an adventure, as a chance to gain knowledge of another culture and of yourself, as an inexpensive way to improve a foreign language, or as an opportunity to build up your career.

This question was posted on a forum on an internet site:

“What are your reasons to want an international internship or to live and work abroad?”

Here are some replies:

Hi,

My name is Anna, I'm from Spain and I'm planning to travel around Australia for one year with a working holiday visa. I want to go there in June, when I finish my final year at high school. The main reason why I chose Australia is because I want to improve my English, but also to visit the country and meet new people.

I would like to meet other people doing the same thing and to maybe meet up in Australia and discover some places together. If you want to meet, contact me.

Hi Anna,

I'm planning on leaving for Australia around July. Do you have an idea on where you're starting and about your itinerary? Meeting would be good as I'm travelling alone too!

Contact me if you want to chat. You can follow me on Facebook.

See you, James

Hello guys!

I'll be in Australia for an internship programme at a company based in Melbourne. My aim is to develop my professional skills and improve my level of English.

I would love to find some other travellers to have some adventures with, go on road trips, camping, etc. I want to get to know people before I go, hopefully find a group of people and set up a group chat and then meet out there to go on some awesome adventures!

Hope to hear from you soon!

Benedict

TAULA 3.1. Vocabulary

Abroad (adv): a l'estranger

Internship (n): període de pràctiques

Arrangements (pl n): organització, tràmits	Knowledge (n): coneixement
Assist (v): ajudar, donar assistència	Look for a job (v): buscar feina
Build up (v): construir, crear	Move (v): traslladar-se, mudar-se
Career (n): carrera, professió	Network of contacts (n): xarxa de contactes
Cost (n): cost	Non-financial gain (n): guanys no remunerats
Course (n): curs	On a regular basis (adv): regularment
Cross-cultural (adj): intercultural, multicultural	Opportunities (pl n): oportunitats
Developing country (n): país en vies de desenvolupament	Part-time (adj): a temps parcial (una activitat)
Development (n): desenvolupament	Passport (n): passaport
Employment (n): feina, ocupació	Regulations (pl n): normativa
Expand (v): ampliar	Research (n): investigació, recerca
Fee (n): preu, tarifa	Rewarding (adj): gratificant, satisfactori
Foreign language (n): llengua estrangera	School credit (n): crèdit acadèmic
Foreign worker (n): treballador estranger	Stamp (n): segell
Full-time (adj): a temps complet (una activitat)	Stipend (n): estipendi, salari
Gain (v): obtenir, aconseguir, guanyar	Training (n): formació, entrenament
Gap year (n): any sabàtic	Travelling (n): (el fet de) viatjar
Global citizen (n): ciutadà global	Unpaid internship (n): treball en pràctiques no remunerat
Global society (n): societat global	Visa (n): visat
Globalized (adj): globalitzat	Volunteer (v): fer voluntariat
Graduate (n): graduat, llicenciat	Volunteer position (n): feina de voluntari
Helpful (adj): útil, profitós	Volunteering programme (n): programa de voluntariat
Host country (n): país receptor	Work exchange programme (n): programa d'intercanvi
Intern (n): treballador en pràctiques	Work permit visa (n): permís de treball

3.2 Language in use

In the following text, you can read about some stories of people working abroad. The first two experiences are narrated in direct speech. Note the differences with the third story, where reported speech is used.

Working in another country can present many challenges and many rewards. Read below about some first-person experiences:

That is what Anne Andreassen, from Germany, explained:

"I worked for four months for a property development company in China on a series of new luxury apartments. I had to sort out all details of the facilities- sport centre, saunas, coffee bars, etc.

I was a bit nervous doing something so big but I was very proud when I delivered the final results to my manager. Working for a big company was very interesting, and my boss

always took me to business meetings and on tours. It was a challenge working in such a different culture, but it was an international company so we spoke English.”

Bruno Albertini also explained his experience:

“For the past three months I have worked for an international manufacturing company in Argentina. I am researching on foam insulation in order to define the future market requirements and new technologies. When I arrived I had no knowledge of Spanish but I have had lessons and I am improving fast. They found me accommodation and gave me a living allowance. The high point is the people. They are warm, friendly and always willing to try and understand.”

Now read this other experience in third-person (reporting verbs in bold type):

Lewis Bolton, from California, got an internship with a clothing manufacturer in Spain. He **told** us that his duties included translating important legal documents and assisting clients. He **claimed** that his business Spanish had improved a lot and he had had to learn lots of business words. He **said** that the contacts he had made would be useful in the future. He **added** that he had been chosen to be the company representative during a week-long business trip to London. He **explained** that English was very valuable in Europe as most international business is conducted in English. He **admitted** that the whole thing had been a fantastic opportunity to find out about a different culture.

Adapted from Commerce, by Martyn Hobbs and Julia Starr Keddle. Oxford English for careers

3.2.1 Inquiry letter

An **inquiry letter** is a letter written to request information about something: when you want some information from a hotel about room availability, a request for a brochure, or whether you want to ask a school of English about prices. An inquiry should always be brief and straight to the point.

A standard inquiry letter has three paragraphs. The first paragraph indicates the reason for writing, such as information about a product, a course or any other request. The second paragraph explains the writer’s reasons for the request; you can explain why you chose to contact them and how the requested information would benefit you. The final paragraph should tie the letter together with an expression of gratitude for the reader’s time and help. The letter typically concludes with a closing requesting for a quick answer and a greeting, such as “Sincerely,” followed by the writer’s name and signature.

These are useful phrases you can use if you write an inquiry letter:

- “With reference to your advertisement in...”
- “Regarding your advertisement in...”
- “Further to your last email...”
- “Please send me...”
- “I would be grateful if you could tell me...”
- “I am writing to enquire whether...”

The term 'Inquiry' is the same as 'Enquiry'. The former is more commonly used in U.S. and the latter one is more common in U.K.

- “Would (Could) you please send me ...”
- “I would especially like to know...”
- “Could you also...”
- “I would also like to know...”
- “Could you tell me whether...”

Closing:

- “Yours faithfully,” (very formal, only used when we do not know the name of the addressee)
- “Yours sincerely” or “Sincerely yours” or “Sincerely” (this is a standard closing)

Case study

Jordi López wants to improve his computer skills and he is looking for a course. He sees an advert (see below) in a newspaper and he decides to write and ask for information.

Computer technology

If you would like to study computer science on a course that has been specially designed to meet your personal needs and interests, then contact Ms Jenkins of the IT Learning School giving the following details:

- Motivation for studying Computer Science
- Strengths and weaknesses in the field
- Preferred start date and length of course

We will contact you once we have received your details in order to arrange a study programme for you.

Finally a course designed to meet your real needs!

This is the letter of inquiry which Jordi sent to the school:

Jordi López

Av. Paral·lel, 71

Barcelona

10 April 2016

Ms Jenkins

IT Learning School

24 Lloyd Street

M2 5ND Manchester

Dear Ms Jenkins,

I am writing with regard to your advert published in today's newspaper for a computer science course. I would like to apply for one of your courses, as I need to improve my computing skills for my job prospects.

I have an average computer literacy level I can use basic software programs, word processors, databases and spreadsheets, but I would like to be more proficient in all these applications for my future job. I would also like to start data analysis and learn Multimedia Systems, though I do not have much knowledge about it.

I am free during the month of July. I would appreciate it if you can send me your availability for these dates, and whether it is possible to design a course according to my needs.

I look forward to your response.

Yours sincerely,

Jordi López

If we look at the layout, first you have to write your address (right or left, but on top), then the date, and the name and address of the addressee. Start the letter with an opening greeting: “Dear Sir or Madam” if you do not know the name of the addressee, or “Dear Mr (surname)” for men, and “Dear Ms (surname)” for women.

TAULA 3.2. Vocabulary

Accommodation (n): allotjament	Layout (n): disposició, organització
Assist clients (v): atendre els clients	Living allowance (n): subsidi
Availability (n): disponibilitat	Manager (n): director, cap, superior
Be conducted (v): realitzar-se, portar-se a terme	Manufacturing company (n): empresa de manufactures
Brochure (n): fullet, prospecte	Market requirements (pl n): necessitats del mercat
Challenge (n): repte, incentiu	Property development company (n): immobiliària
Clothing manufacturer (n): fabricant de roba	Proud (adj): orgullós
Deliver (v): lliurar, entregar, donar	Representative (n): representant
Duty (n): responsabilitat, obligació	Reward (n): premi, recompensa
Facilities (pl n): instal·lacions, serveis	Sort out (v): organitzar, preparar
Foam insulation (n): aïllament de poliuretà	Tie together (v): lligar, relligar, arrodonar
Inquiry letter (n): carta de sol·licitud d'informació	Useful (adj): útil
Improve (v): millorar	Valuable (adj): valuós
Internship (n): treball en pràctiques	Week-long business trip: viatge de negocis d'una setmana
Knowledge (n): coneixement	

Communication: translations and summaries

In the course of your working life, you will probably need to translate a lot of from English into your own language. You may need to translate a manual, a business letter, or a set of instructions, for example. You will do so either for yourself or for the benefit of others. In the latter case, it is very important to produce an accurate translation, so it is necessary to learn the techniques to translate a text.

As a learner of English, a translation will be very useful to become aware of the differences between English and your own language and avoid mistakes in the expression.

In a working environment, summaries are not as common activities as translations, but you may sometimes need to summarize a text, for example, when you look for information to make a presentation, or write a report. In these cases, you do not copy the original text, but summarize it in your own words to transmit only the basic information.

Summarizing a text is especially useful to develop your reading skills because in a summary you must only retain the important information. With good summarizing skills, you will be able to read and understand an English text very quickly.

Translating a text

When we learn a foreign language, we translate from our mother tongue into the target language all the time. This is called *direct translation*.

For example, when we read an English text, we mentally translate the text into our own language. When we write, we think what we need to say in our language and then we write it down in English. When we speak, we think in our mother tongue and then we translate our thoughts into the foreign language. This process is normal when we study English outside an English speaking context, but it can generate many mistakes because there are a lot of syntactical and lexical differences between the two languages. In fact, learning a foreign language means learning to 'think' in another language.

Apart from this personal use, we will probably need to make translations at work, especially if we are in frequent contact with other countries. In the business world, most correspondence, professional documents and manuals are in English, so we should learn how to translate a written text as accurately as possible.

The most important thing to make a good translation is to have a good knowledge of the grammatical rules of both your language and of the foreign language. You should remember that we do not only have to translate the words, but also the syntactical structures.

Spanish and Catalan belong to different linguistic families from English (Catalan and Spanish are Romanic languages and English is a Germanic language). This means that the syntactical structures are often very different. For example, let's consider the English sentence: *I'm 25 years old*. If we translate only the words, the result is: Cat. *Jo sóc 25 anys vell* or Sp. *Soy 25 años viejo*, what makes little

WordReference is a very good online dictionary. See the 'Interesting links' section for a link to the dictionary.

sense. We must also translate the syntactical structure, and say: Cat. *Jo tinc 25 anys* or Sp. *Tengo 25 años*.

Using a dictionary

To find the meaning of words, the most important tool is, of course, a good bilingual dictionary. You may want to use a *pocket* dictionary for the translation of individual words or small texts, but you will need a bigger dictionary for more ‘professional’ translations. However, the best option is an online dictionary. In the web, you can find thousands of dictionaries: you may choose general language dictionaries or specialized dictionaries of your field of interest.

Finding the right meaning of a word, however, is not always a simple task because words may have a lot of different meanings and we must know which one is correct in a specific context. To illustrate this, let’s study a dictionary entry for the word *start* and follow the process for finding the correct meaning:

FIGURA 3.1. Dictionary entry

Principal Translations		
English		Spanish
start <i>vi</i>	(begin) We're waiting for the movie to start. Estamos esperando que empiece la película. Estamos esperando que comience la película.	empezar ⇒ <i>vtr</i> comenzar ⇒ <i>vtr</i>
start doing [sth] <i>vi</i>	(begin doing) When she stroked the cat, she started sneezing.	empezar a <i>vtr + prep</i> comenzar a <i>vtr + prep</i>
 start [sth] <i>vtr</i>	(begin) The chairman started the meeting. El presidente empezó con la reunión. El presidente comenzó con la reunión. El presidente inició la reunión.	empezar ⇒ <i>vtr</i> comenzar ⇒ <i>vtr</i> iniciar ⇒ <i>vtr</i>
start [sth] <i>vtr</i>	(machine) Start the car. It's time we left. Enciende el automóvil. Es hora de irnos. Pon en marcha el automóvil. Es hora de irnos.	encender ⇒ <i>vtr</i> poner en marcha <i>loc verb</i>
start <i>n</i>	(beginning) Get ready for the start of the race. Prepárate para el comienzo de la carrera. Prepárate para la largada de la carrera.	comienzo <i>nm</i> (AR, UR) largada <i>nf</i>

Source: www.wordreference.com

Let’s imagine that we need to translate the English sentence *I couldn’t start the car* into Spanish. To find the correct translation, we should follow these steps:

1. Is the word *start* a noun? a verb? an adjective? The context will give you the answer. From its position in the sentence (after the modal verb *couldn’t*), the word can only be a verb, which has a direct object (*the car*).
2. Next, look at the abbreviations: *vi* (intransitive verb), *vtr* (transitive verb), *n*(noun). As *start* has a direct object, it is a transitive verb. Therefore, we

must look at the translations under the abbreviation *vtr.*

3. There are different translations of *start* as a transitive verb, so which is the correct one? To find out, look at the words in brackets next to the entry: these words either explain the context in which the word appear or they give a synonym. The words say: (*begin*) and (*machine*).
4. The direct object is *a car*, so we look at the Spanish translation when the words refers to a machine. It says: *encender, poner en marcha*.
5. Now we already know the meaning of *start*, so we can translate the sentence: Sp. *No pude poner el coche en marcha*. Once we know the meaning, we can choose the most appropriate translation for that idea. For example, we can also say: Sp. *No pude arrancar el coche*.

Using an automatic translator

In the past few years, automatic translators have become very useful tools for translating texts. Automatic translators are more and more accurate everyday, but they still generate many mistakes, especially because sometimes the programme does not distinguish the context with enough precision. Many mistakes are also produced because the programme cannot recognize a word as a result of misspellings or inappropriate punctuation.

An automatic translator is very useful at work when you need to understand a text, but if you must give the translation to someone else, it is necessary to go through a process of revision and correction to identify all the mistakes.

If you are working on a translation to learn English, then you should not use an automatic translator. There is no point in letting a programme do all the work for you. In this case, the best thing is to translate all the sentences that you can understand and use a dictionary only to look up the unknown words. Remember that you must not translate the words literally: sometimes you may also need to change the syntactical structure.

See the 'Interesting links' section for a link to the Google Translator.

Reversed translations

Sometimes, we may need to translate a text from our mother tongue into English, especially when we must write a text in English. This is called 'reversed translation'.

The problem of reversed translations is that the text in English is usually full of mistakes, especially if we use an automatic translator. When we write a text in our own language, we tend to use long, complex sentences and a vocabulary with many expressions that do not have equivalent forms in English. We also make frequent spelling mistakes (even in our own language!). All this generates a text full of bad translations, so the text should be corrected very carefully before sending it to other people.

If you must write a text as part of your learning process, you should not use an automatic translator. The objective of writing is that you gradually learn the appropriate words and syntactical structures of another language to express your ideas.

Summarizing a text

The objective of a summary is to explain the main ideas of a text in a few sentences. Summaries are very useful to practise the reading and listening skills because they help to concentrate our attention in the most important information. When we read or listen to a text, we should be able to summarize the contents.

When writing a summary, remember the following:

- Include only the basic information.
- Do not include secondary information, as for example, details, sentences to reinforce the main point, examples to illustrate the ideas, etc.
- Do not express your own opinion, or add information that is not in the text.

Here are some tips to help you write a good summary:

- First of all, read the text to get a general idea of its contents.
- Read the text again and underline the three or four most important ideas.
- Without looking at the text again, write a few sentences about the text from memory. Try to use your own words.
- Read the text again and check your summary. Make sure that you have included all the important information.
- If you think that the summary is too long, cut out the unnecessary details.
- Check your summary to locate lexical or syntactical mistakes. Correct them, if necessary.

Here is an example of summary:

Original text

The Island

In recent years, we have seen significant developments in cloning. Sheep, cows, cats and, more recently, dogs that have been cloned in the name of scientific progress. One of the potential uses of cloning is to 'grow' replacement organs in human clones for people who are ill. It is this subject that is portrayed in a new film released this week in the USA called 'The Island'.

The film features Ewan McGregor and Scarlett Johansson and it raises awareness of this highly controversial moral issue. However, in spite of excellent performances from both main actors and spectacular special effects, the film received a disappointing reaction from American audiences. It is possible that the subject is too difficult and that some audiences prefer thrillers without the moral dilemmas. The film opens in the UK next week and it will be interesting to see how the British audiences react.

Summary

The new film 'The Island', which deals with the controversial subject of cloning people, has not been received well in the USA. Although the acting and effects are very good, some audiences may have been disappointed by the moral message of the film.

Grammar reference: the comparative and the relative sentences

Two frequently-used types of sentences are the comparative sentences and the relative sentences. As the name clearly indicates, the former is used to compare two or more things. When this happens, the adjective or the adverb sometimes takes a specific form, which is called the comparative form.

On the other hand, the relative sentences are complex sentences composed of a main clause and a subordinate relative clause. The relative clause expresses some characteristic or adds information about a noun in the main clause. It functions very much like an adjective.

The comparative sentences

When we need to compare two or more things, we must use the comparative forms of the adjectives or the adverbs. We can distinguish between:

- **Comparative forms (superiority or equality):** they are used to compare one thing to another.
- **Superlative forms:** they are used to compare one to two or more things.

Comparative of inferiority

There is also a comparative form of inferiority, but it is little used. We normally express the difference with a comparative of superiority. We express inferiority with:

- **LESS:** *intelligent > less intelligent* (comparative)
- **LEAST:** *intelligent > the least intelligent* (superlative)

There are several rules for the formation of comparatives and superlatives.

Comparative and superlative adjectives (superiority):

The table shows the rules to form comparative and superlative adjectives:

TAULA 3.3. Comparative and superlative adjectives

Type of word	Comparative form	Superlative form	Example
One-syllable words	-ER	-EST	sad > sadder, the saddest
Two-syllable words ending in -y, -le and -er	-ER	-EST	happy > happier, the happiest noble > nobler, the noblest clever > cleverer, the cleverest
Words of more than 2 syllables	MORE	MOST	interesting > more interesting, the most interesting
Past participles	MORE	MOST	broken > more broken, the most broken

TAULA 3.3 (continuació)

Type of word	Comparative form	Superlative form	Example
Irregular forms	---	---	good > better, the best bad > worse, the worst

Comparative and superlative adverbs (superiority):

Here are the rules for the formation of comparative and superlative adverbs.

TAULA 3.4. Comparative and superlative adverbs

Type of word	Comparative form	Superlative form	Example
Adverbs ending in -ly	MORE	MOST	slowly > more slowly, the most slowly
Adverbs not ending in -ly	-ER	-EST	hard > harder, the hardest late > later, the latest
Irregular forms	---	---	well > better, the best badly > worse, the worst far > farther, the farthest little > less, the least

Notes:

- In a comparative sentence, we must use the conjunction *than* (Cat. *que*) to link the two terms of the comparison. Do not confuse *than* with *that*. For example: *John is older **than** his brother.*
- The superlative adjectives and adverbs must have the article *the*. For example: *I think she's **the** richest person I've ever known.*
- We can use the quantifiers *much* (Cat. *molt*) and *a little* (Cat. *una mica*) before a comparative form: ***much** bigger, **a little** more slowly,* etc.

Examples of comparative sentences:

- *Who came earlier: John or his son?* (Cat. *Qui va arribar abans: John o el seu fill?*).
- *I think John came earlier than his son.* (Cat. *Crec que John va arribar abans que el seu fill.*)
- *I've found today's meeting more interesting than yesterday's.* (Cat. *He trobat la reunió d'avui més interessant que la d'ahir.*)
- *I think we must work much harder.* (Cat. *Crec que hem de treballar molt més*)
- *This programme is a little better than the other one.* (Cat. *Aquest programa és una mica millor que l'altre*)

- *I didn't go to that restaurant because it was more expensive.* (Cat. No vaig anar a aquell restaurant perquè era més car)
- *You should take your job more seriously.* (Cat. T'hauries de prendre la feina més seriosament.)
- *Could you call back later please?* (Cat. Podria trucar més tard si us plau?)

Examples of **superlative sentences**:

- *That's the most stupid thing I've ever heard.* (Cat. És la cosa més estúpida que he sentit mai.)
- *You are the best, Maria!* (Cat. Ets la millor, Maria!)
- *Could you tell me the quickest way to the Hilton please?* (Cat. Em podria indicar el camí més ràpid per anar al Hilton si us plau?)
- *Claire is the most intelligent person I've ever met.* (Cat. Claire és la persona més intel·ligent que he conegut mai.)
- *I had the worst experience in my life.* (Cat. Vaig tenir la pitjor experiència de la meva vida.)
- *I'd like to escape to the farthest country in the world.* (Cat. M'agradaria escapar-me al país més llunyà del món.)
- *The meeting lasted three minutes, the shortest in my life!* (Cat. la reunió va durar tres minuts, la més curta de la meva vida!)
- *After his retirement, Mr Green is the happiest man on earth.* (Cat. Després de la seva jubilació, el Sr Green és l'home més feliç de la terra.)

Some expressions are commonly associated with superlative sentences. For example:

- ... *in my life* (Cat. ...de la meva vida)
- ... *in town* (Cat. ...de la ciutat)
- ... *on earth* (Cat. ...de la terra)
- ... *in the world* (Cat. ...del món)
- ... *(that) I've ever seen* (Cat. ...que he vist mai)
- ... *(that) I've ever heard* (Cat. ...que he sentit mai)
- ... *(that) I've ever met* (Cat. ...que he conegut mai)
- ... *(that) I've ever had* (Cat. ...que he tingut mai)
- ... *(that) I've ever been to* (Cat. ...on he estat mai)

That is often omitted in the spoken language.

Comparative adjectives and adverbs (equality):

All the adjectives and adverbs express equality like this:

- Affirmative sentences: AS...AS: *big > as big as, early > as early as, good > as good as*
- Negative sentences: NOT SO...AS: *intelligent > not so intelligent as, well > not so well as, happy > not so happy as*

Examples of **comparative sentences of equality**:

- *Tell me as clearly as possible.* (Cat. Explica-m'ho tan clarament com sigui possible.)
- *I see no difference: Claire is as good as Jenny.* (Cat. No hi veig cap diferència: Claire és tan bona com Jenny / ...Claire val tant com Jenny.)
- *I must walk as far as you.* (Cat. Haig de caminar tan lluny com tu.)
- *You must work as hard as you can.* (Cat. Has de treballar tant com puguis.)
- *The test was not so difficult as I thought.* (Cat. El test no va ser tan difícil com em pensava.)
- *He didn't speak so much as it was expected.* (Cat. No va parlar tant com s'esperava.)
- *English is not so difficult as it seems.* (Cat. L'anglès no és tan difícil com sembla.)
- *Please call me back as soon as possible.* (Cat. Si us plau, truca'm tan aviat com puguis.)

The relative sentences

A relative sentence is composed of:

- A main clause
- A relative clause

Here is an example of relative sentence:

- *The interview is the moment when the company speaks with the applicants.*

In this sentence, the main clause is: *The interview is the moment...* and the relative clause is: *...when the company speaks with the applicants.*

Here are the characteristics of the relative sentences:

- The objective of a relative clause is to give information about a noun, which is called *the antecedent*. In the example above, the antecedent is *the moment*.
- The relative clause is introduced by the *relative pronoun*. In our example, the relative pronoun is *when*. The use of the relative pronouns depends on the antecedent and also on their function within the relative clause.
- Relative sentences are often used to define concepts. In the example, the sentence defines the term *interview*.
- There are two types of relative clauses: *defining relative clauses* and *non-defining relative clauses*.

The relative pronouns:

The relative pronouns are the same as the interrogative pronouns, except *that*.

The table shows the English relative pronouns and their use.

TAULA 3.5. The relative pronouns

The relative pronoun is if the antecedent is ...
who	a person (subject)
whose	a person (possessive) a thing (possessive)
whom	a person (complement)
which	a thing
that	person (subject) a thing (subject)
where	a place adverbial
when	a time adverbial
why	the word <i>reason</i>

Notes:

- *That* is used with people and things as an alternative to *who* and *which*.
- The possessive *whose* is used both for people and things.
- *Whom* is used for people, but only when it makes the function of complement in the relative clause. *Whom* is mostly used in formal written texts. In informal texts and in speech, the most common form is *who*.

The defining relative clauses:

The defining relative clauses are used to define or give important information about a noun (the antecedent). Without the relative clause, the idea is incomplete and it makes no sense.

Examples:

- Mr Smith is the man *who / that will help you in your new job*. (Cat. Mr Smith és l'home que t'ajudarà a la teva nova feina.)
- That's the park *where I met my wife twenty years ago*. (Cat. Aquest és el parc on vaig conèixer la meva dona fa vint anys.)
- The things *which / that you have bought are on the table*. (Cat. Les coses que has comprat estan sobre la taula.)
- Here is the woman *who/that* knows so much about computers. (Cat. Aquí està la dona *que* sap tant d'ordinadors.)
- Is that the boy *whose* sister died in an accident? (Cat: És aquest el noi la germana *del qual* va morir en un accident?)
- The people *whom* we met in the meeting were all Australian. (Cat. Les persones *que* vam conèixer a la reunió eren totes australianes.)
- The reason *why* they have come is unknown. (Cat. La raó *per la qual* han vingut és desconeguda.)
- He is looking for a job *which /that* suits his interests. (Cat. Està buscant una feina *que* s'avingui amb els seus interessos.)

The non-defining relative clauses:

This type of relative clause does not define or give important information. It simply adds some extra information about the antecedent. Non-defining relative clauses are always written between commas (sometimes in brackets). We can eliminate the relative clause without affecting the meaning of the sentence.

Examples:

- Mr Smith, *who has a lot of experience*, will help you in your new job. (Cat: Mr Smith, que té molta experiència, t'ajudarà en la teva nova feina.)
- This park, *where I met my wife twenty years ago*, is one of the smallest in the town. (Cat: Aquest parc, on vaig conèixer la meva dona fa vint anys, és un dels més petits de la ciutat.)
- The things, *which I bought yesterday*, are on the table. (Cat. Les coses que vaig comprar ahir són a la taula.)
- This hotel, *where Madonna stays when she's in the city*, is the most expensive I know. (Cat. Aquest hotel, on s'hi allotja Madonna quan ve a la ciutat, és el més car que conec.)
- My company, *which repairs computers*, is called HappyComputers Ltd. (Cat. La meva empresa, *que* repara ordinadors, es diu HappyComputers Ltd.)

- Sabrina, *whom* I met in a wedding, is now my wife. (Cat. Sabrina, *a qui* vaig conèixer a un casament, és ara la meva dona.)
- In 1964, *when* I was born, my parents moved to this house. (Cat. L'any 1964, que és *quan* jo vaig néixer, els meus pares es van traslladar a aquesta casa.)

In non-defining relative clauses, the relative pronouns *that* and *why* are not used.

Omission of the relative pronoun

In the spoken language, it is possible to express a relative sentence without the relative pronoun, but only when the relative pronoun is **not** the subject of the relative clause. Compare these two sentences:

- The person (whom) I met last night was Jackson (Cat. La persona a qui vaig conèixer anit era en Jackson): you can say the sentence without *whom* because the pronoun is the indirect object of the relative clause, and not the subject.
- The person who came to the party last night was Jackson (Cat. La persona que va venir a la festa d'anit era en Jackson): you cannot eliminate *who* because it is the subject of the relative clause.