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CENTRUL DE FORMARE CONTINUĂ,  
ÎNVĂȚĂMÂNT LA DISTANȚĂ ȘI CU  
FRECVENȚĂ REDUSĂ

# ENGLISH FOR PUBLIC ADMINISTRATION, 1st year

Learning Resource Package

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## **I. Unit 1. Role and Scope of Public Administration in Society**

Public administration can be broadly described as the development, implementation and study of branches of government policy. The pursuit of the public good by enhancing civil society, ensuring a well-run, fair, and effective public service are some of the goals of the field. Though public administration has historically referred to as government management, since the 1990s the term is sometimes expanded to encompass non-governmental organizations (NGOs) that also operate with a similar, primary dedication to providing services to the public.

Public administration is carried out by public servants who work in public departments and agencies, at all levels of government, and perform a wide range of tasks. Public administrators collect and analyze data (statistics), monitor budgets, draft legislation, develop policy, and execute legally mandated government activities. Public administrators serve in many roles: ranging from "front-line" positions serving the public (e.g., parole officers and border guards); administrators (e.g., auditors); analysts (e.g., policy analysts); and managers and executives of government branches and agencies.

Public administration is also an academic field. In comparison with related fields such as political science, public administration is a relatively new, multidisciplinary field which only emerged in the 19th century. It draws on theories and concepts from economics, political science, sociology, administrative law, management, and a range of related fields. The goals of the field of public administration are related to the democratic values of improving equality, justice, security, efficiency, effectiveness of public services; business administration is primarily concerned with profit.

In the United States, Woodrow Wilson is considered the father of public administration. He first formally recognized public administration in an 1887 article entitled "The Study of Administration." The future president wrote that "it is the object of administrative study to discover, first, what government can properly and successfully do, and, secondly, how it can do these proper things with the utmost possible efficiency and at the least possible cost either of money or of energy." [1] Wilson was more influential to the science of public administration than Von Stein, primarily due to an article Wilson wrote in 1887 in which he advocated four concepts:

- Separation of politics and administration
- Comparative analysis of political and private organizations
- Improving efficiency with business-like practices and attitudes toward daily operations
- Improving the effectiveness of public service through management and by training civil servants, merit-based assessment

The separation of politics and administration has been the subject of lasting debate. The different perspectives regarding this dichotomy contribute to differentiating characteristics of the suggested generations of public administration.

In much the same way “pre-generation” scholars provide a foundation for future governors and administrators, many seemingly unrelated scholars are important to the developing organizational theory. Though their respective connections with and relevance to organizational theory vary, Marx, Weber, Freud, Maslow, and Golembiewsky (Denhardt 104-108) form the foundation for much of what has become public sector organizational theory.

Karl Marx-“The history of all hitherto existing society is the history of class struggles.” (The Communist Manifesto 1848, 10)

Max Weber-Government merely monopolizes the legitimate use of force in a given area.

Weber’s most famous work was The Protestant Work Ethic and the Spirit of Capitalism (1930).

Sigmund Freud-Subconscious needs and desires are manifest in everyday human activities; The Interpretation of Dreams (1900).

Abraham Maslow theorized that there is a hierarchy of human needs, each level of which must be fulfilled before one can effectively ascend to the next level. Toward a Psychology of Being (1968).

### ***The Noun***

Study the following nouns from the text; can you detect any difference?

***Business – businesses*** : His business is buying and selling shoes. – There are different types of businesses.

***Introduction – introductions*** : The introduction of the book is interesting. – He made the introductions.

**People – peoples** : People think he is a successful businessman. – Peoples in Asia are different from peoples in Europe.

**Manner – manners** : He has a self-confident manner. – You should study business manners.

**Silence – no plural** : Silence in the room!

### **Countable nouns**

**Form:** Sg./ pl.: office/ offices; businessman/ businessmen

**Determiners for Countables:** the article (a, an, the), the numeral (one, two etc.), some, many, several, a lot of etc.

### **Uncountable nouns**

**Form:** They have only **one** form: milk, tea, coffee, information, news, trouble etc.

**Determiners for Uncountables:** little, a little, some (of), much (of), enough, the, no, zero article Ø, any, more, most (of the), a lot of (the), some, all (of) the, a great/ small amount of, a bit of (informal), a piece of, a loaf/ slice of (bread), a lump of (sugar) etc.

**Use:**

*a lot of* - in positive sentences: I have a lot of work.

*much* – in negative sentences and questions:

There isn't much work to do. Have you got much work to do?

*some* – in positive sentences and in questions when the expected answer is

‘yes’: I have some good news. Would you like some tea?

*any* – in negative sentences and questions:

He didn't make any progress. Is there any good news?

*no* – in negative sentences with a positive verb:

He has no experience at all.

### **Uncountable nouns:**

Materials/ substances: oxygen, water, petrol, bread, chocolate, cheese, coffee, cream, gold, hair, jam, oil, paper, snow, wind, wood

abstract nouns: heat, science, mathematics, economics, love, hate, happiness, advice, experience, fun, help, health, information, knowledge, progress, weather, work

nouns that are uncountable in English but are often countable in other languages:  
accommodation, music, equipment, furniture, homework, luggage, rubbish, traffic

Rule: Uncountables + Vb. in the sg.: Mathematics *is* important.

***Always take a verb in singular:*** information, homework, advice, intelligence, wisdom, money, luggage, knowledge, justice, nonsense, news, furniture, politics, economics, phonetics, measles, sugar, bread, butter, fruit, gold, silver, jam, honey etc.

The plural is suggested by adding: three pieces/ items of... several/ many pieces of...

***Always take a verb in plural:*** glasses, clothes, scissors, pyjamas, pants, trousers, scales, goods, premises, savings, outskirts, grounds, compasses, pincers, scales, spectacles, tongs, scissors, earnings, funds, manners, savings, stairs, contents, wages

### ***Foreign plurals***

analysis – analyses

crisis – crises

datum – data

memorandum – memoranda

phenomenon – phenomena

formula – formulae

focus – foci

index – indices

index - indexes

**Fill in the blanks in the following sentences with the correct form (singular or plural) of the appropriate noun:**

business (2), card, diner, event (2), family (2), friend, gentleman, man (2), meeting, phone, register, responsibility, time, woman (2), year.

Many 1.... ago 2.... was conducted predominantly by 3. .... A 4. ...'s role was to maintain the 5. ... and home 6. .... Evening 7. ... and 8. ... were strictly for them enjoying with 9. ... and 10. .... Social 11. ... were maintained so only those in the business group would be included. A 12. ... never carried his business 13. ... to these 14. ... , but a social card with just his name. 15. ... have changed. Now, 16. ... is conducted continuously (thanks to breakfast 17. ... , e-mail, and cellular 18. ...); and 19. ... are now as present in the business world as 20. ....

**Choose the correct form of the noun in the following sentences:**

1. Do you have any experience/experiences of working in marketing?
2. How many people/persons/peoples will be participating in the meeting?
3. The accident happened because the workers were not wearing protective clothing/clothings.
4. Our son cannot join us on the trip because he has a lot of homework/homeworks to do.
5. The secretary did not know which of the six paper/pieces of paper/papers to take to the conference room.
6. I think that you should print your advertisement on high quality paper/papers/pieces of paper.
7. The clerk could not give any information/informations about the company profile.
8. We all like the new office furniture/furnitures.
9. Jane has got cold/a cold. She must have caught it from me.
10. It will cost a lot to repair the damage/damages caused by the flood.



**Functions**

**a. Identifying yourself**

Hello, I'm... from...

Hello, my name is...I work for...

Hello, let me introduce myself, I'm...I'm in charge of // I'm responsible for...

Hello, first name+ surname...I've got an appointment with...

**b. Greetings when you meet someone for the first time**

First greeting		Reply to the greeting
<b>Neutral</b>	How do you do? I'm (very) pleased/ delighted to meet you. It's (very) nice to meet you.	How do you do? It's (very) nice to meet you too. I'm pleased to meet you too.
<b>Informal</b>	How do you do? Nice/ good to meet you. Hello. Nice to have you with us. Hi. Pleased to meet you.	Nice/ good to meet you too.  Pleased to meet you too.

**c. Introducing people**

	Phrase of introduction	Relevant information
<b>Neutral</b>	Mr. X, I'd like you to meet Y May I introduce Y I'd like to introduce Y	a colleague of mine.  From... Our Marketing manager.
<b>Informal</b>	Can I introduce This is... I want you to meet...	He's with... A friend of mine. He's over here on business.

**d. Greetings**

<b>Greeting</b>	<b>Follow-up enquiry</b>	<b>Reply</b>	<b>Specific enquiry</b>	<b>Reply</b>
Hello. Hi. (Good) morning. (Good) afternoon.	How are you? How are you doing? How are things? How have things been? Is everything okay/ all right? How's everything going?	<i>Very well,                      thanks.                      Not too                      bad.                      Fine,                      thank you.</i>	<i>How was your                      holiday?                      How was the trip?                      How did the meeting                      go?                      How did you enjoy                      the film?</i>	<i>Very good.                      Very                      interesting                      Very well/                      fine.                      Very much.</i>

**Greeting people you see less frequently**

	<b>You have met them several times before</b>	
<b>Neutral</b>	I'm very pleased to meet/ see you again. It's (very) nice to meet/ see you again.	
<b>Informal</b>	Good/ nice to see you. Great to see you.	Good to meet you again. Pleased to meet you again.

## II. Unit 2. Information technology and public administration

Consider the following questions:

1. Can the full effect of the current information revolution be predicted?
2. Is meeting face-to-face more valuable than corresponding electronically?
3. Is human power able to effectively control the way information technology shapes our economic and political lives?

**Read the text and find an appropriate title for it.**

1. There is a big influence of technique on our daily life. Electronic devices, multimedia and computers are things we have to deal with every day. Especially the Internet is becoming more and more important for nearly everybody as it is one of the newest and most forward-looking media and surely “the” medium of the future. The Internet changed our life enormously, there is no doubt about that. A few years ago, if someone wanted to know about a company’s products, he would call and say: “Can I have some brochures?” Today, he does it all on the Internet. It’s the most efficient way to do business.

2. Although no one can predict the full effect of the current information revolution, we can see changes in our daily lives. The computer is an important component of every modern office. Companies already present their products, their services on the Internet and so they get more flexible. Furthermore, they are able to exchange experiences, novelties and often they start new projects together. They can also add files to their e-mail and that’s why a big data transfer is possible. They don’t have to send disks with information around the world anymore, having access to information digitally. Consequently, we may say that especially in the business sector, knowledge provided by the Internet is power.

3. Another advantage of the Internet is the e-mail that has replaced the traditional letter. You do not have to buy stamps anymore and it is much faster and also for free. But a question arises

here: is electronic correspondence more valuable than meeting face-to-face? Some neighbours still stop by when a family crisis strikes but other people offer condolences via e-mail. Whichever we prefer, the electronic seems to represent the future. The Internet pushes life beyond the old physical barriers of time and space. Here you can roam around the world without leaving home. Make new friends. Exchange the results of laboratory with a colleague overseas. Read stock quotes. Buy clothes. Research a term paper. Stay out of the office, conducting business via a computer that becomes your virtual office. Virtual community. Virtual travel. Virtual love. A new reality.

4. One example: for the women staying home and taking care of their own children tele-working (the work on computer at home) has become a current procedure. Also men take this opportunity. What are the consequences, the advantages of tele-working? If you have a family, you can spend more time at home, probably with your children. You can organise every day the way you want. Meetings at the company are reduced to a minimum. Tele-working is also an advantage for the owner of the company. Official studies substantiate that people who work at home are more motivated than their colleagues at the office.

5. The Internet can also help people who cannot go out to find friends in the real life because they are disabled. But they can chat with other people via the Internet. Sometimes it is also easier for shy people to chat with a person they do not know.

6. Additionally, another big advantage of the Internet is the easy access to information. Online reference books and dictionaries replace the real bookshop or the library. It is again cheaper to search for information on the Internet than buying a book. The Internet contains a lot of information which is renewed and up-dated. Moreover, you can read the daily newspapers from all over the world, sometimes for free. In addition, most newspaper sites have an archive in which you can search for old articles.

7. The Internet is also a big “advertising company” A lot of enterprises have a homepage with ads and support opportunities. To stay competitive in international economy corporations must open themselves to information and new ideas. Issues must be presented quickly with visual aids.

8. Obviously, technology promises more and more information for less and less effort. As we hear these promises, we must balance faith in technology with faith in ourselves. Wisdom and insight often come not from keeping up-to-date or compiling facts, but from quiet reflection. What we hold most valuable – things like morality and compassion – can be found only within us. While embracing the future, we can remain loyal to our unchanging humanity.

(Source: text adapted from <http://newroom.cisco.com>)

(One possible suggestion for the title: *The Impact of The Internet on Our Daily Life*; can you find some others?)

### The Article / The Gerund

Notice the use of the article – definite, indefinite, zero – in the following sentences:

“But **a** question arises here” (par. 3)

“**The** Internet is also...” (par. 7)

“... **Ø** information for less and less **Ø** technology promises more and more **Ø** effort” (par. 8)

### The Article

#### The Indefinite Article

**Form:** a, an

**Used:** only with countables (not to be used with uncountables!)

He has an interesting job.

She is a secretary.

#### The Definite Article

**Form:** the

**Used with:** countable nouns – singular and plural (the chair/ the chairs); uncountable nouns (the rain, the news)

He is the man I told you about.

#### The Zero Article: Ø

Used:

with abstractions: Ø Fear is dangerous.

with proper names: I will meet Ø Tom tomorrow.

with nouns of material: I like Ø silver.

### ***Phrases with indefinite/ definite/ zero article***

#### **indefinite:**

*to indicate frequency, speed, cost:* once a month, 20 km an hour, \$2 a pound

*in exclamations:* What a shame! What a pity! What a mess!

#### **Definite:**

*With the meaning “only one”:* the Parliament, the police, the zoo

*for nationalities:* the Romanians, the British

+ *adjectives, to indicate a class:* the rich, the poor

*for regions, mountain ranges, oceans, seas:* the Carpathians, the Black Sea

*for hotels, restaurants, pubs, theatres, cinemas:* The Continental, The National Theatre

#### **Ø**

*for institutions (used for their main purpose) – schools, hospitals, churches, universities:* I go to school. The school is far away.

*for names of meals:* Let's have dinner. (The dinner was good.)

*for cities, countries, continents:* Bucharest, France, Europe (but: the USA, the UK)

*for mountains and lakes:* Mount Everest, Lake Michigan

*for streets:* East Street

### **The Gerund**

Look at the examples:

It is cheaper to search for info on the Internet than **buying** a book. (par. 6)

Wisdom comes not from **keeping** up-to-date or **compiling** facts. (par. 8)

Form:

Present gerund: short infinitive + ing: reading, writing, buying

Perfect gerund: having + past participle: having read, having written, having bought

Used after:

*verbs*: begin, start, go on, keep on, stop, leave off, give up, finish: He started working.

attempt, try, intend, can't help: I can't help arguing.

to avoid, delay, put off, postpone, excuse, want, need, mind: Avoid buying cigarettes.

*adverbs*: like, worth: It's worth going.

think of/ persist in/ rely on/ depend on/ thank for/ prevent from/ insist on/ succeed in/ etc.

*adjective or past participles*: fond of, tired of, used to

*nouns + of*: hope, intention, difficulty, necessity, possibility, habit, idea, risk, method, way, custom

**Insert the correct form of the article – definite, indefinite, zero – in the following texts:**

A. There are 1. ...people who do not read 2. ... paper in 3. ... morning anymore. They are reading 4. ... e-paper. Even in the morning they are sitting in front of 5. ... computer and not talking to each other while drinking 6. ... cup of tea. In 7. ... future there will be more and more e-papers and 8. ... newspapers will disappear. Some are beginning to talk to their computer (Come on, let's work!) but they are not able to talk to each other anymore. While chatting on 9. ... Internet you are frequently using 10. ... abbreviations, incomplete sentences and so on. This leads to speaking disabilities in everyday life.

B. 1 ... top managers of 2 ... corporation are appointed or dismissed by 3 ... corporation's board of 4 ... directors, which represents 5 ... stockholders' interests. However, in 6 ... practice, 7...board of directors is often made up of 8 ... people who were nominated by 9...top managers of 10 ... company. 11 ... members of 12 ... board of 13...directors are elected by 14...majority of 15 ... voting stockholders, but 16...most stockholders vote for 17 ... nominees recommended by 18 ... current board members. 19 ... stockholders can also vote by proxy – 20 ... process in which they authorize someone else, usually 21 ... current board, to decide how to vote for them.

***Presenting and supporting opinions***

**asking for opinions**

**What are your feelings on this?**

<b>To one person</b>	<b>To a group of people</b>
What are your views on....?	Any reaction to that?
What are your feelings about...?	Has anybody any strong feeling about / views on that?
What do you think of ....?	What's the general view on / feeling about that?
What's your opinion about that?	Has anybody any comments to make?

**giving opinions**

<b>Strong</b>	<b>Neutral</b>	<b>Tentative</b>
I'm sure that	I think/ believe that...	It seems to me that....
I'm convinced that	As I see it.....	I'm inclined to think that...
I feel quite sure that	From a financial point of view...	My inclination would be to...
It's perfectly clear to me that...	The way I see it is that....	I tend to favour the view that...



### III. Unit 3. Management

1. The Industrial Revolution began in the eighteenth century and transformed the job of manager from owner-manager to professional, salaried manager. Prior to industrialization, the United States was predominantly an agricultural society. The production of manufactured goods was still in the handicraft stage and consisted of household manufacturing, small shops, and local mills. The inventions, machines, and processes of the Industrial Revolution transformed business and management. With the industrial innovations in factory-produced goods, transportation, and distribution, big business came into being. New ideas and techniques were required for managing these large-scale corporate enterprises.

2. Today, business and management continue to be transformed by high technology. In order to keep pace with the increased speed and complexity of business, new means of calculating, sorting and processing information were invented. An interesting description of the modern era is the Information Age that describes the general use of technology to transmit information.

Managers realized that they could profit from immediate knowledge of relevant information.

3. Organizations are two or more people working together in a structured, formal environment to achieve common goals. Managers provide guidance, implementation, and coordination so those organizational goals can be reached. The modern manager coaches employees of the organization to develop teamwork, which effectively fulfills their needs and achieves organizational objectives. The traditional autocratic organization with its hierarchical system of management and an overbearing "boss" that forces performance out of people is no longer needed. The modern manager provides an atmosphere of empowerment by letting workers make decisions and inspiring people to boost productivity.

**employees are coached  
to develop teamwork**



4. In order to perform the functions of management and to assume multiple roles, managers must be skilled. Robert Katz identified three managerial skills that are essential to successful management: technical, human, and conceptual. **Technical skill** involves process or technique knowledge and proficiency. Managers use the processes, techniques and tools of a specific area. **Human skill** involves the ability to interact effectively with people. Managers interact and cooperate with employees. **Conceptual skill** involves the formulation of ideas. Managers understand abstract relationships, develop ideas, and solve problems creatively. Thus, technical skill deals with things, human skill concerns people, and conceptual skill has to do with ideas.

## Public Management

Public management considers that government and non-profit administration resembles private-sector management in some important ways. As such, there are management tools appropriate in public and in private domains, tools that maximize efficiency and effectiveness. This contrasts with the study of public administration, which emphasizes the social and cultural drivers of government that many contend (e.g. Graham T. Allison and Charles Goodsell) make it different from the private sector.

Study and teaching about public management are widely practiced in developed nations. Such credentials as the Master of Public Administration degree offer training decision making relevant to the public good using public infrastructure.

The public manager will deal with critical infrastructure that directly and obviously affects quality of life.

Trust in public managers, and the large sums spent at their behest, make them subject to many more conflict of interest and ethics guidelines in most nations.

Many entities study public management in particular, in various countries, including:

In the US, the American Society for Public Administration

In Canada, the Institute of Public Administration of Canada, the Observatoire de l'Administration publique, and various projects of the Federation of Canadian Municipalities and Infrastructure Canada

In the UK, the UK local democracy project and London Health Observatory  
In France, the École nationale d'administration

In Germany, the Hertie School of Governance, Germany's leading professional school for public policy, as well as Zeppelin University.

Public management compares, through government performance auditing, the efficiency and effectiveness of two or more governments.

## **Strategic Planning and Management**

One interpretation of the major activities in strategic planning activities is that it includes:

### 1. Strategic Analysis

This activity can include conducting some sort of scan, or review, of the organization's environment (for example, of the political, social, economic and technical environment). Planners carefully consider various driving forces in the environment, for example, increasing competition, changing demographics, etc. Planners also look at the various strengths, weaknesses, opportunities and threats (an acronym for this activity is SWOT) regarding the organization.

(Some people take this wide look around after they've identified or updated their mission statement, vision statement, values statement, etc. These statements are briefly described below. Other people conduct the analysis before reviewing the statements.)

(Note that in the past, organizations usually referred to the phrase "long-range planning". More recently, planners use the phrase "strategic planning". This new phrase is meant to capture the strategic (comprehensive, thoughtful, well-placed) nature of this type of planning.)

### 2. Setting Strategic Direction

Planners carefully come to conclusions about what the organization must do as a result of the major issues and opportunities facing the organization. These conclusions include what overall accomplishments (or strategic goals) the organization should achieve, and the overall methods (or strategies) to achieve the accomplishments. Goals should be designed and worded as much as possible to be specific, measurable, acceptable to those working to achieve the goals, realistic, timely, extending the capabilities of those working to achieve the goals, and rewarding to them, as well. (An acronym for these criteria is "SMARTER".)

At some point in the strategic planning process (sometimes in the activity of setting the strategic direction), planners usually identify or update what might be called the strategic "philosophy". This includes identifying or updating the organization's mission, vision and/or values statements. Mission statements are brief written descriptions of the purpose of the

organization. Mission statements vary in nature from very brief to quite comprehensive, and including having a specific purpose statement that is part of the overall mission statement. Many people consider the values statement and vision statement to be part of the mission statement. New businesses (for-profit or nonprofit) often work with a state agency to formally register their new business, for example, as a corporation, association, etc. This registration usually includes declaring a mission statement in their charter (or constitution, articles of incorporation, etc.).

It seems that vision and values statements are increasingly used. Vision statements are usually a compelling description of how the organization will or should operate at some point in the future and of how customers or clients are benefitting from the organization's products and services. Values statements list the overall priorities in how the organization will operate. Some people focus the values statement on moral values. Moral values are values that suggest overall priorities in how people ought to act in the world, for example, integrity, honesty, respect, etc. Other people include operational values which suggest overall priorities for the organization, for example, to expand marketshare, increase efficiency, etc. (Some people would claim that these operational values are really strategic goals. Don't get hung up on wording for now.)

### 3. Action Planning

Action planning is carefully laying out how the strategic goals will be accomplished. Action planning often includes specifying objectives, or specific results, with each strategic goal. Therefore, reaching a strategic goal typically involves accomplishing a set of objectives along the way -- in that sense, an objective is still a goal, but on a smaller scale.

Often, each objective is associated with a tactic, which is one of the methods needed to reach an objective. Therefore, implementing a strategy typically involves implementing a set of tactics along the way -- in that sense, a tactic is still a strategy, but on a smaller scale.

Action planning also includes specifying responsibilities and timelines with each objective, or who needs to do what and by when. It should also include methods to monitor and evaluate the plan, which includes knowing how the organization will know who has done what and by when.

It's common to develop an annual plan (sometimes called the operational plan or management plan), which includes the strategic goals, strategies, objectives, responsibilities and

timelines that should be done in the coming year. Often, organizations will develop plans for each major function, division department, etc., and call these work plans.

Usually, budgets are included in the strategic and annual plan, and with work plans. Budgets specify the money needed for the resources that are necessary to implement the annual plan. Budgets also depict how the money will be spent, for example, for human resources, equipment, materials, etc.

(Note there are several different kinds of budgets. Operating budgets are usually budgets associated with major activities over the coming year. Project budgets are associated with major projects, for example, constructing a building, developing a new program or product line, etc. Cash budgets depict where cash will be spent over some near term, for example, over the next three months (this is very useful in order to know if you can afford bills that must be paid soon. Capital budgets are associated with operating some major asset, for example, a building, automobiles, furniture, computers, etc.

***The Adjective and the Adverb******The Adjective***

Consider the following expressions from the text “Silence A Hidden Business Tool” and notice the use of adjectives and adverbs:

“important detail”, “oriented tasks”, “complex issues”, “vital initiative”, “greater knowledge”

“You’ll get it done faster”, “Remain still and silent”, “to better understand”

Look for some other adjectives and adverbs in the text.

***The Positive degree***

*rich; expensive*

***The Comparative Degree***

Of equality: (almost) as rich as

Of inferiority: Not so/ as big as, less rich than, less expensive than, much less expensive than

Of superiority: Richer than, far/ slightly richer than, more expensive than, much more expensive than

***The Superlative***

Relative: The richest, the most expensive

Absolute: very rich/ expensive

Of inferiority: the least rich/ expensive

Ways of intensifying the comparison:

by repetition: It gets darker and darker.

with: far, still, ever, much, a great deal,.....:The event has even greater significance than he thought.

“the + comparative ... the + comparative”: The sooner, the better.

with: extremely, terribly, exceedingly, quite: It is an extremely attractive salary.

with: far, by far: It’s far more interesting than we thought.

***The Irregular Comparison of Adjectives***

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
much	more	the most
many	more	the most
little	less	the least
late	later	the latest (in time)
late	the latter (the last from two)	the last (in a sequence)
far	farther	the farthest (in space)
far	further (additional)	the furthest (abstract)
old	older	the oldest
old	elder (attributively)	the eldest

***The Adverb***

Form: *adjective + ly*

Rapid –rapidly, quick – quickly, simple - simply

Careful-carefully, faithful – faithfully

*adv. + ward(s):* backward(s), eastward(s), .....

*noun+ long:* headlong, sidelong,.....

*Formed by composition:* Somewhere, meantime, beforehand, midway.....

***Identical adverbs and adjectives***

Adjective	Adverb	Example
fast	fast	The fast car races fast.
long	long	After such a long meeting, will you stay here long?
much	much	He doesn't eat much because we don't have much bread.
little	little	He speaks little because there is little time left.
low	low	A low price toy plane flies low.

***Make the difference:***

hard work: He works *hard* (very much). He *hardly* works (he does almost nothing).

high mountain: The plane flies *high*. The report was *highly* (very) useful for us.

new colleague:

light parcel: I travel *light* (without luggage). Don't judge her *lightly* (superficially).

Short letter: He shut up *short* (all of a sudden). We will return *shortly* (very soon).

Use the dictionary and build correct sentences for the next two:

Quick/ quickly

Loud/ loudly

### ***Comparison of adverbs***

A.

Soon – sooner – soonest

Fast – faster – fastest

B.

Correctly – more correctly – most correctly

Comfortably – more comfortably – the most comfortably

### ***Irregular forms of comparison***

Well – better – best

Badly – worse – worst

Much – more – most

Little – less – least

Far – farther/ further – farthest/ furthest

Near – nearer – nearest/ next

Late – later – latest

### **Types of adverbs:**

Adverbs of Manner: + ly: happily, easily, angrily, truly, sensibly, reasonably, comfortably, automatically, beautifully, carefully, secretly, severely // hard, fast, well Their place is after the verb.

Adverbs of time/ frequency: Now, yesterday, still, yet, already, early, late, soon, recently, lately (=recently), afterwards, lately, soon, yesterday, since Monday, on Thursday; ever, never, often,



always (before the main verb). Adverb phrases of time can start with: since, for, at once, until, then.

Their place is: at the beginning/ end of sentence (now, yesterday, soon); between Subject and Predicate: I usually write memos.; between the auxiliary and the verb: They have never met him.

Adverbs of place: here, there, away, abroad, south, below, upstairs, next to, close to, anywhere, everywhere, at home

Their place is after the verb.

Adverbs of degree: fairly, hardly, just, quite, really, very, extremely

Their place is before the adjective or adverb they modify: They really should stop arguing.

Sentence adverbs: actually, anyway, of course – they indicate what we feel about a whole sentence: Actually, he is a good manager.

*The order of adverbs*: manner, place, time: They worked hard on the project yesterday.

The position in the sentence:

Between S and P:

After the verb to be, when this is the main verb of the sentence:

After the first auxiliary, modal or link verb:

They often visit us. They are always late. Businessmen have always tried to be successful.

*Prepositions used in adverbial phrases*: throughout, during, in, for, since

e.g.: She was ill throughout the holiday.

I'll go to Paris in July.

I've played the violin for five years.

### **Adjectives and adverbs that make stronger sentences**

Adjectives: absolute, complete, real, total: The meeting was a complete success/ a total disaster.

Adverbs: absolutely, completely, totally: I completely agree with him.

Very, extremely: He is extremely known in his field.

Really: It's a really big success.

**Adjectives and adverbs that make weaker sentences**

fairly, quite, pretty, slightly: The results were slightly appreciated by the committee. He is quite a good negotiator.

**A. Fill in the gaps with the appropriate adjectives and adverbs:**

How to communicate 1. ... in the Digital Age Technology can be a 2. ... blessing and a 3. ... curse. In some 4. ... ways, it 5. ... speeds up the communication process, but in other ways, it 6. ... slows it down. We are 7. ... inundated with so many communication tools – fax, electronic mail, teleconferencing, postal mail, interoffice mail, voice mail, and others – that oftentimes we sacrifice face-to-face interaction for expediency. This 8. ... lack of “connectedness” can cause 9. ... communication breakdowns and produce 10. ... stress .

Consult the list: severe, unpleasant, painful, obvious, effectively, tremendous, gentle, irreversibly, hopelessly, continuously.

**B. Read the following text about Gillian Thomson; there are some words missing but you will find them at the end of each paragraph: find their right location in the text.**

1. Gillian Thomson is the a.) ... and director of The Protocol School of Palm Beach <sup>TM</sup>. She served six years as the b.) ... officer and c.)... director of public d.)... for The Breakers – a five-star, luxury e.) ... in Palm Beach, Florida. She has held f.) ... positions with Sea World of Florida, the Walt Disney World Dolphin Hotel, and Northwest Airlines.

**protocol, founder, management, relations, assistant, resort**

2. The Protocol School of Palm a.) ... <sup>TM</sup> is Florida’s leading b.) ... and protocol company. c.) ... are customized to help you d.) ... your self-confidence, heighten your communication e.) ..., outshine your competition and increase your f.) .... Our goal is to entertain, educate, motivate and g.) ... the needs of today’s leaders.

**enhance, beach, etiquette, seminars, meet, bottom line, skills**

3. Gillian Thomson is a frequent a.) ... to numerous trade and business publications and is the editor-in-chief of the Protocol Post – an b.) ... new sletter for c.) ... executives. She was recently

d.) ... “Business Associate of the Year” by the American e.) ... Women’s Association of Palm Beach and is a f.) ... member of Palm Beach County’s Civility Committee.

**savvy, awarded, contributor, business, electronic, founding**

4. Ms. Thomson has a a.) ... of Science b.) ... in telecommunication from The University of Florida. Furthermore, she is a c.) ... and associate of The Protocol School of Washington where she d.) ... public relations, marketing and business etiquette to the e.) .... A member of the National Speaker’s Association, she is f.) ... to combating incivility in society while g.) ... courtesy, respect and integrity. In highly competitive markets where many companies offer similar h.) ... and products at similar costs, how you i.) ... your customers may be as important to your company’s success as the quality or j.) ... of your product. When you possess good manners, it puts your clients and customers at k.) ..., increases customer satisfaction, and positively affects your company’s bottom line.

**consultants, graduate, price, devoted, degree, treat, bachelor, teaches, promoting, ease, services**

## Functions



### Describing trends:

#### - intensifiers and softeners:

fractionally higher

marginally lower

slightly higher

a little lower

somewhat lower

considerably higher

substantially lower

a great deal higher

far lower

much lower

dramatically lower

e.g. Sales were slightly lower..... Productivity was dramatically higher....  
 Sales dropped slightly There was a dramatic increase in productivity  
 There was a slight drop in sales.... Productivity rose dramatically....

**- Rates of change**

e.g. Sales rose **dramatically/ sharply/ rapidly**.

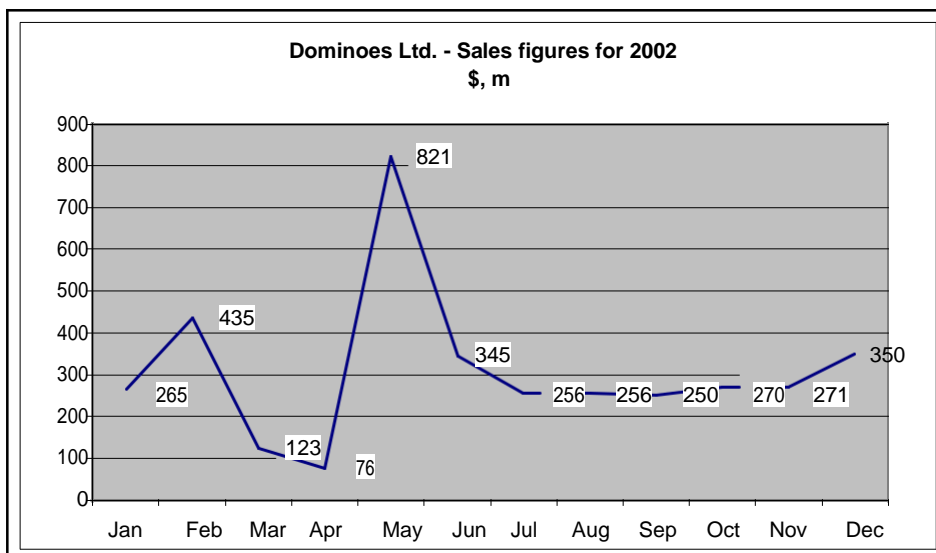
There was a **gradual/ steady** fall in population.

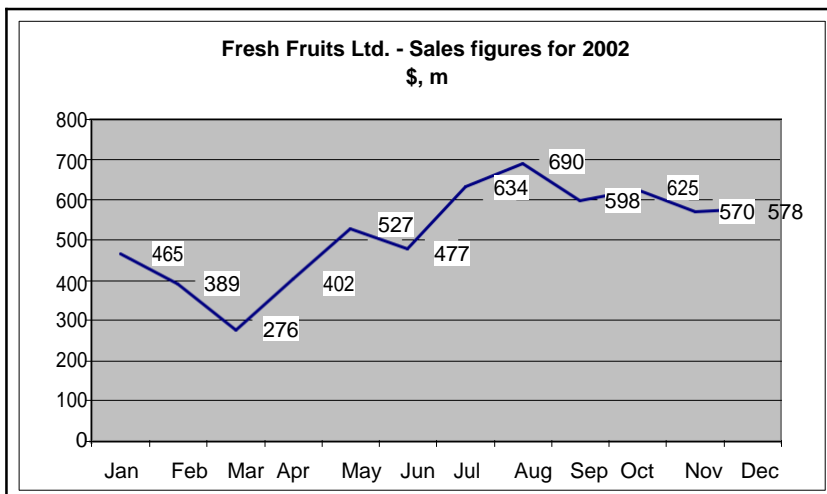
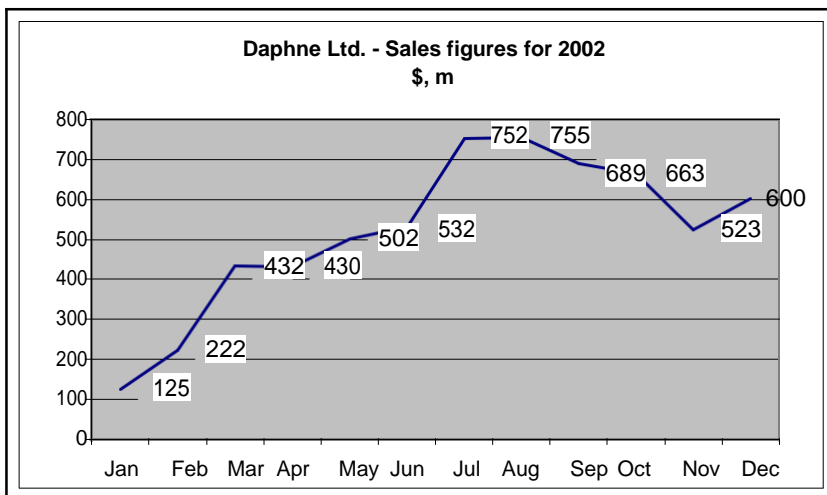
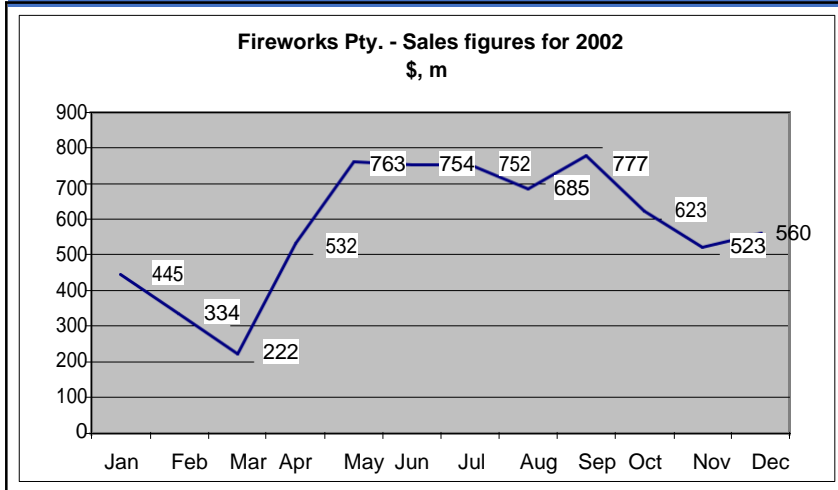
**- comparison**

<b>Higher than</b>	<b>much lower</b>	<b>far lower than</b>
Larger than	a great deal lower	a little lower than
The highest	rather better than	
Compared to	considerably better than	
The lowest	slightly higher than	

**Pair work**

Look at the following graphs. Take turns in describing them to your partner. Use the expressions suggested above.





**The Genitive**

Consider the following examples:

“the owner’s liability” (par. 2)

“The nation’s farms” (par. 3)

“the number of partnerships” (par. 4)

“the key feature of corporations” (par. 6)

*'s / of* in the examples above indicates the Genitive

Look for some other examples with the same problem in paragraphs 7 and 8.

The Genitive indicates possession.

**Types of Genitive*****The Synthetic Genitive: 's***

Used with:

*persons*: Roger’s suitcase

*abstractions*: economics’ importance

*measurements*: a mile’s distance; five minutes’ time, today’s meeting

*nouns indicating natural phenomena*: the night’s silence

*nouns indicating continents, countries, cities*: Africa’s animals, Romania’s agriculture,  
London’s traffic

*nouns such as*: the sun, the moon, the earth, car, ship, boat, vessel, body, mind, science: the  
ship’s commander, the sun’s light

*time*: yesterday’s film

Note: the nouns: *house, shop, store, office, cathedral* are usually omitted after nouns at synthetic genitive: St. Paul’s (cathedral) is a historical monument. // One can buy bread at the baker’s (shop).

***The Analytic Genitive: of***

Used with:

*all kinds of nouns*: the decrease of the income

*names of material*: the shine of gold

*expressions of quantity*: a lump of sugar

*full containers*: a glass of water

*inanimate things*: the windows of the house

### ***The Implicit Genitive***

Used with:

*scientific terms*: economy laws

*titles*: The European Union Parliament, The United Nations Organisation

## **Functions**

### **Presenting information**

I'm going to talk about....

First of all, let's look at.....

After that.....

As you can see from the bar graph.....

Now, if we turn to..... Now, turning to.....

Finally , let's look at.....

In conclusion..... So, to conclude.....

### ***Prepositions***

#### **Form; type:**

Simple: over, to, by, at, under etc.

Derived: beside, between, before etc.

Compound: upon, within, into etc.

Complex: instead of, because of, up to, according to etc.

Prepositional phrases: in front of, in spite of, on behalf of, with respect to etc.

*Mark some of their lexical contexts:*

verbs + prepositions: borrow sth. from, deal with, introduce someone to, laugh about sth., laugh at someone, lend sth. to, pay for, wait for, apologize to/ for, argue about, ask someone about/ for, complain about, confess to, explain sth. to, negotiate with, talk about/ to, thank someone for, believe in, dream about, hope for, worry about

adjectives + prepositions: amused at/ by/ about, excited about, good at, interested in, kind of/ to, nice to/ of/ about, pleased with, proud of, afraid of, anxious about, frightened of, scared of, terrified of, ashamed of, bad at, bored with/ by, critical of, disappointed in, fed up with/ about, suspicious of, upset about, worried about, amazed at/ by, angry at/ with, annoyed at/ by/ about, surprised at/ by, different from, full of, engaged to, identical to, married to, responsible for, similar to, sure about, used to

nouns + prepositions: advantage of, addiction to, connection with/ between, damage to, disadvantage of, exception to/ of, increase in, reaction to, sympathy for, cheque for, friend of, invitation to, photograph of, recipe for, reply to, witness to

### ***Prepositions in time and place phrases***

At:

time: at noon/ dawn/ five

place: at 22 Trafalgar Square/ at York

In:

time: in the morning/ in the afternoon/ in the evening/ in spring/ in May/ in 2003

place: in America, in England, in New York, in .....S      treet

On:

time: on Sunday/ on the 22<sup>nd</sup> of June

place: on Fifth Avenue



*Prepositions + gerund*: capable of, charged with, begin by etc.

**Use the correct prepositions:**

A. The meeting is scheduled 1. ... noon because Mr. Tett is 2. ... a hurry. The exhibition is planned to be opened 3. ... a fortnight, that is 4. ... 1 June. 5. ... the end of the month Tom has to finish his report 6. ... the new product since this is the main topic our managing director will talk 7. ... 8. ... the opening of the exhibition. He is a bit excited, since 9. .... 200 guests are invited, 10. ... all over the world. He has no reason to be scared 11. ... because he is 12. ... the best five specialists 13. ... the world that have connection 14. ... this important issue. Mainly, he was upset 15. ... whether he would have enough time for the presentation.

B. Mining and oil companies are good sources 1. ... discovering and getting foreign jobs. Experienced miners can be almost sure 2. ... obtaining a job 3. ... South Africa provided they enter as immigrants. Even though pay is made 4. ... sterling 5. ... local rates, it is sufficient 6. ... a good standard 7. ... living 8. ... SA. Moreover, there is no hard work attached 9. ... mining here since all physical labour is performed 10. ... crews 11. ... native boys. This explains why no labouring or unskilled jobs are available 12. ... foreign mines – only experienced mine foremen and engineers are wanted.

***Relative pronouns. Indefinite Pronouns/Adjectives. Demonstrative pronouns and adjectives***

**Relative pronouns**

Read the following examples and look for others in the text:

someone **who** owns (par. 1)

... **which** are specialized (par. 1)

the corporation **whose** stock is traded (par. 1)

... corporation **that** wants (par. 2)

... bonds **which** are... (par. 3)

**Who/ whom (who)/ whose**: used for persons:

The secretary **who** wrote that report was fired.

The secretary *whose* report was bad was fired.

The secretary *whom* (*who*) you know was fired.

**Which:** used for things

The report *which* you read was a bad report.

The report *whose* content was boring was written by Mary.

**That:** used both for persons and things

The secretary *that* wrote the report.....

The report *that* you read.....

**Indefinite Pronouns/ Adjectives: *Some, any, no***

Read the following examples:

***Some*** companies pay... (par. 2)

... to pay off ***any*** bonds it has issued before ***any*** money is returned...(par. 3)

***some*** of the profits... (par. 4)

***Some:*** pronoun or adjective

Used: in *affirmative* sentences: We have to visit *some* subsidiaries. (adj.) They must also visit *some*. (pron.)

***Any:*** pronoun or adjective

Used:

in *negative* sentences: He hasn't *any* work to do.

after *hardly, scarcely, barely*: There are barely *any* suggestions to be made in this matter.

in *interrogative* sentences: Does he have *any* chance to win?

*to express doubt*; after *if*: If he meets *any* of you, he will surely help you.

To express ' *no particular one* ', ' *practically every* ' : *Any* suggestion you have may help.

***No:*** adjective

Used: in *affirmative* sentences, to express *negative meaning*: There are *no* bankruptcies to be mentioned.

***Some/ any/ no/ every + thing// body// one:*** something, somebody/ someone.....

Other indefinite pronouns: *each, all, another, (the) other(s), little, much, few, many, one, either (of), neither (of)*

**Observation:** The indefinite pronouns anybody/ anyone, anything, everybody/ everyone, everything, nobody/ no one, nothing, somebody/ someone, something: used with the verb in the *singular*

### **Demonstrative pronouns and adjectives**

some of *those* profits... (par. 4)

*that* option will reduce...(par. 2)

Find the other demonstrative pronouns/ adjectives from the text and underline them.

#### ***This/ that***

#### ***These/ those***

This book here is different from that book there. (adj) I take this and not that. (pron.)

These people here will meet those people there. (adj.) These are engineers and those are businessmen. (pron.)

#### ***Such***

Used in the following structures:

*such* + *a/an* + *noun*: such a business/ such an office.....

*such* + *noun (pl.)*: Such products are.....

*such* + *noun (pl.)* + *as*: You have to consider such conditions as.....

### **Complete the following sentences using:**

some, any, no

suitable relative/ demonstrative pronouns/ adjectives

Be careful: although there are some other words too, that fit into the blank spaces, you must use only the required pronouns/ adjectives

The man 1. ... is waiting next to 2. ... car is my business partner. 3. ... say about him that he is the greatest specialist in car marketing from our company. There is 4. ... difficult problem 5. ... he can(not) find a solution for. When the company faces tough situations he raises his hand in the middle of 6. ... meeting and he asks 7. ... question he is famous for: Can I be of 8. ... help? 9. ... 10. ... don't know him, would think he is mocking, but we all know the fact 11. ... he speaks as seriously as he can. Nobody is offended by 12. ... way of behaving since we can rely on him in 13. ... serious case 14. ... appears. I don't know 15. ... idea was to hire him but he/ she did a good job.

### ***The tense system: Present Simple vs. Present Continuous***

Compare:

*Human resources management **works** in close collaboration with senior executives.*

*(permanent situation)*

*Jane **is working** for Mr. Jones this week because his secretary is on holiday.*

*(temporary situation)*

### ***Present Simple***

Form: short infinitive; 3<sup>rd</sup> pers. sg: + s; ? do/ does(3<sup>rd</sup> pers. sg.); - don't/ doesn't He writes. Does he write? Yes, he does/ No, he doesn't.

It indicates:

- habitual actions/ regular, repeated actions: He goes to work at 7 every morning.
- general truths, permanent situations: The sun shines.
- planned future actions, performed according to a schedule: The train leaves at 8 o'clock.

Specific adverbs: every day/ month/ year..., often, usually, always, never

### ***Present Continuous***

Form: to be (in the present) + verb + -ing

It indicates:

- an action happening now: I am reading now.

- an action happening in a limited period of time, a temporary situation: I am writing the paper today.
- an arrangement in the near future: We are visiting them next week.
- complaints about bad habits: Why are you always interrupting?

**! STATE VERBS ARE NOT normally used in the continuous form:**

- verbs of perception: see, hear, smell, feel, notice, recognize
- verbs of emotion: want, refuse, forgive, wish, like, hate, dislike, prefer
- verbs of mental activities: think, understand, know, mean, believe, suppose, remember, forget, realize
- verbs of possession: have, own, possess, belong
- verbs of appearance/ seeming: seem, signify, appear (= to seem), contain, consist, keep (= to continue), concern, matter
- the auxiliaries; exception: to have = to eat: I am having lunch.

Their progressive meaning is suggested by using **CAN** in front of some of them: I can hear. He can see.

**Find the mistakes in the following sentences and correct them.**

1. We work in your office till they finish painting ours.
2. Our firm is usually getting in touch with customers by mail.
3. Their company does not do very well these days.
4. Since we all work in the same office, we are spending most of our time together.
5. They want to know if the price is including VAT.
6. Human resources policy is giving consideration to various internal and external factors.
7. At present our CEOs try to establish the priorities for the further development of the firm.
8. What do you think this job is involving?
9. Are you realizing that if we don't apply the new procedure in due course we will suffer great profit losses?
10. Most managers are not able to attend the meeting because they are having flu.
11. I know that the competition is tough this year, but we survive on the market.
12. We sell our shares in the company. Do you want to buy them?
13. While Sarah is on holiday, Tracy handles her work as a secretary.
14. To be honest, I am doubting whether you will be able to succeed in this move.
15. You shouldn't pay any attention to the new manager. He is just sarcastic again.

***The tense system: Past Simple vs. Past Continuous*****Simple Past**

Form:

Regular verbs: - ed: worked, dropped, played, tried

Irregular verbs: 2<sup>nd</sup> form: see, saw; write, wrote; buy, bought

Interrogative: Did he buy?

Negative: did not/ didn't

It indicates:

- a past, finished action, having no connection with the present: He told me to be punctual. When I was 20 I lived in London.
- An action performed in the past: We met two weeks ago.
- a past habit: He played football twice a week. = He used to play... = He would play.....

Specific adverbs: yesterday, last week/ month/ year..., two days/ months/ years....ago, when

**Past Continuous/Progressive**

Form: to be (in the past tense) + verb + -ing

I was running.

Was I running?

Yes, I was. No, I wasn't.

It indicates:

- past actions in progress: I was writing when he entered the room.
- gradual development: It was getting cold.
- Parallel actions in the past, one of which is in development: We listened to the radio while we were having lunch.
- A gradual action, interrupted by a past, momentary action: I was writing when he entered.

- An action continuing, especially after the time it was expected to finish: At ten I was still reading.

Specific adverbs: at...o' clock, at that time, this time yesterday, this time last month...

### **!!! Simple and Progressive Past**

while, as, when, whenever introduce the Past Progressive:

While/ as I was crossing the street, I saw him.

When I was talking to him, she came in.

They listened carefully whenever he was delivering a speech.

### **Choose the correct tense in the following sentences:**

1. *When the manager arrived he noticed/was noticing that the secretary had left.*
2. *I was trying/tried to get in touch with your secretary all day yesterday but I couldn't.*
3. *He typed/was typing the contract when his boss came/was coming in.*
4. *What did you do/were you doing yesterday as I tried/was trying to get through to you?*
5. *At that time he worked/was working in a pharmaceutical company.*
6. *I realised/was realising that somebody was ringing me up/rang me up as I was going/went into the conference room.*
7. *My secretary did not understand/was not understanding how the new computer programme was working/worked.*
8. *It was only later that I found out/was finding out there was somebody who knew/was knowing that she spent/was spending time in prison at the time for tax evasion.*
9. *As nobody watched/was watching, it was easy for me to conduct the transaction my way.*
10. *He was going/went on his business trip to France when her plane crashed/was crashing.*

## IV. Human Resources in Administration

Consider the following questions:

1. Where can you find information about job vacancies?
2. What information do companies generally give when they advertise for vacancies?
3. What are the steps that one has to take in order to apply for a job?
4. What are your expectations when looking for a job?
5. Should people accept any employment conditions simply because they are unemployed? Why?

### The tense system: Present Perfect Simple

The verbs in bold in the following sentence are in the Present Perfect tense.

*You **have just graduated** (preferably in business administration) at university level or you **have already worked** for several years at a consumer goods producer (cosmetics experience is beneficial).*

Form: to have (in the present) + the Past Participle

I have seen her. /Have I seen her?/ Yes, I have. No, I haven't.

It indicates:

- action begun in the past that continues in the present: I have known him for two years.

Specific adverbs: for, (ever) since, all day, often, seldom, ever, never always, yet

- past action with results in the present: He has broken his leg.

Specific adverbs: already, recently, lately, so far, till now, up to now, up to the present,

- just finished action: He has just entered. Have you seen him yet? Specific adverbs: just, yet, already

- an action that has been completed: They have repaired the fax.



**Choose the correct tense (Past Simple, Present Perfect Simple) of the verbs given in brackets to fill in the blanks in the following sentences:**

1. Our company (to buy) ten new computers last month.
2. They (not hear) from their business partner since last summer.
3. Jane (attend) a seminar on recruitment techniques yesterday.
4. It is the first time that we (find) the right person for the job.
5. She (work) as a marketing assistant for twenty years, that is between 1960 and 1990.
6. He already (send) three letters of application to three different companies.
7. How many times you (apply) for a job?
8. When (come) the new manager to this factory?
9. Until recently nobody (know) how to operate the new security system in the office.
10. When the executive (arrive) we (feel) very confident of the company's success.

**Writing.** Describe your favourite job in approximately 300 words. Give reasons in support of your choice.

## **CVs and letters of application**

1. What information do you think you have to give in a curriculum vitae?
2. What is the role of the letter of application?
3. To what extent do the CV and the letter of application represent one's suitability for a certain position?
4. What aspects referring to your private life are of real interest to your potential employer?
5. What personal quality do you consider to recommend you as a potential reliable employee?

### **The most common contents of a CV include:**

Personal Details

Skills and Career Summary

Key Achievements

Qualifications

Career History

Don't forget: The ultimate test of YOUR CV is whether it meets the needs of the person making the buying decision, and whether YOU feel comfortable with its content and style.

## **CURRICULUM VITAE**

---

### **PERSONAL DETAILS**

Name:

Date of birth:

Nationality:

Marital status:

Address:

Telephone:

### **EDUCATION/QUALIFICATIONS**

(you can mention your education course periods in descending order; you may want to mention outstanding achievements during each period)

### **PROFESSIONAL EXPERIENCE/WORK HISTORY/WORK EXPERIENCE**

(you can mention your employment periods in descending order; you may want to mention outstanding achievements during each period)

### **ADDITIONAL SKILLS**

(mention any training courses or periods of part-time employment that you consider relevant)

### **INTERESTS**

(mention your favourite pastime activities, organisations or associations that you may belong to especially if they are in a field relevant to the position you are applying for)

### **REFERENCES**

(give two or three names of persons who have known you for some time and can recommend you for the job)



b) Consider the following advice on writing a letter of application (also called covering letter).

The letter of application introduces you and your CV to a recruitment consultant or potential employer. Such a letter should contain three distinct parts:

### **Introduction and statement of source**

### **Statement of relevance to role advertised**

### **Conclusion**

#### ***Introduction and Statement of Source***

The first section should clearly state the source of the advertisement, ie the newspaper name, Internet or other source, the date that it was advertised, the job number and reference number, if provided.

Examples of the first paragraph in a letter of application are:

*"I am writing to express my interest in applying for the role of Sales Manager, advertised in The Times on 13 May, 2000, Reference number MX/67845."*

Or

*"Following our recent conversation, I am writing to express my interest in the position of Architect that was advertised on your Internet site on 13 February, 2000."*

The purpose of this first paragraph is to clearly put you in the running for the job you have applied for. Busy recruiters recruit a number of positions with similar titles at the same time, and advertise these on similar dates. The first paragraph should give you a fighting chance for the job by at least getting your application into the right pile.

#### ***Statement of Relevance to Advertised Role***

The second section of your letter of application should clarify why you are an appropriate candidate for this particular job. In preparing to write the second section, you should read the advertisement clearly and identify the selection criteria articulated in the advertisement. You should also be guided by conversations that you have had with recruitment consultants or company recruiters, so that you clearly understand what they think is important in the role. They often give you extra clues that are not in the advertised media. How you express this section is up to you. For example, you might be more comfortable with the succinct:

*"I believe I am ideally suited to this role because I have over 15 years experience in sales, tertiary qualifications, managed accounts in excess of £10,000 etc, etc"*

or you may prefer bullet-point form, for example:

*"I believe I am ideally suited to this role because:*

*I have 15 years experience in sales*

*I have tertiary qualifications in sales and marketing*

*I have managed accounts well in excess of £10,000"*

### **Concluding Section**

In concluding your letter, express your interest in the job and provide any particular contact details that may be unique, for example:

*"I look forward to discussing this application with you in the near future. I can be contacted on XXX or alternatively, XXX during work hours."*

Another example might be:

*"I look forward to discussing this application with you in greater detail in the near future and will be available for interview at a mutually convenient time."*

([www.contentmonster.co.uk/Job\\_hunting](http://www.contentmonster.co.uk/Job_hunting))

**The tense system: Present Perfect Continuous*****Present Perfect Continuous/ Progressive***

Form: to be (in the present perfect) + verb + ing:

He has been writing for two hours. Has he been writing?/ Yes, he has. No, he hasn't.

**It indicates:**

- an action or situation in progress (and not the completion of that action): I have been reading the book.
- Temporary actions or situations: I've been living in London (for two years).
- Actions in the recent past we know about because of a present evidence: You are wet. You have been walking in the rain.
- Actions indicating 'how long' something has been going on: How long have you been playing chess?

If you want to emphasize *a situation in progress* and not its *completion* present perfect progressive can be used with verbs like: see, hear, look, taste, smell, want, realize, remember:  
I've been wanting to meet you for ages.

But

If you want to emphasize the completion of the action, present perfect is used: I've always wanted a good computer.

- there are verbs that suggest an action in progress by their meaning: live, rain, sit, study, wait, work (they can be used both with the present perfect simple and the present perfect progressive, with little difference in meaning): He has worked/ has been working in this office for two years.

**Choose the correct form of the verb in the following sentences:**

1. This morning our secretary has written/has been writing more than twenty letters to our suppliers.
2. I have been applying/have applied for various jobs since September.
3. They have been trying/have tried to attract them into a profitable partnership for a very long time, but with little success.
4. Our production manager has made/has been making the same mistake again.
5. How many times have you brought up/have you been bringing up the issue of working overtime in a production meeting?
6. Sales figures have improved/have been improving lately.
7. He has answered/has been answering the phone since 10 o'clock. That's why he is so tired.
8. We haven't seen/haven't been seeing our partner since the end of July.
9. The candidate hasn't said/hasn't been saying a word about his qualifications yet.
10. Why haven't we thought/haven't we been thinking of this solution earlier? It could have saved us.

## The interview

Consider the following questions:

1. What is the role of the job interview?
2. How much attention should one pay to appearance when attending a job interview?
3. Why is the presence of a psychologist useful in an interviewing team?
4. How can you fight stress during a job interview?
5. What questions do you expect to be asked in a job interview?

## Reading

### *Job interview Advice*

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Before your interview, find out everything you can about the company (read their annual report which can be obtained by telephoning them). Re-read your application, thinking through your own career and the questions they might ask you. You should try to anticipate the general questions which they will ask and also prepare some questions to ask them.

To do well at the interview you will need to convince the interviewer you are technically qualified to do the job. You will also need to show that you are sufficiently motivated to get the job done well and that you will fit in with the company's organisational structure and the team in which you will work.

You should dress smartly for the interview and should leave home earlier than you need to on the day of the interview – you may be delayed by traffic or for other reasons. Be courteous to all employees of the company. At the interview itself you must be positive about yourself and your abilities – but do not waffle.

When you are being interviewed it is very important that you give out the right signals. You should always look attentive – so do not slouch in your chair. Never lie to anyone in an interview, your body language and tone of voice or the words you use will probably give you away – classic body language giveaways include scratching your nose and not looking directly at the other person when you are speaking to them.

If you have a moustache you may want to consider shaving it off – people with moustaches can be perceived as being aggressive. You can always grow it again once you have got the job.

([http://www.contentmonster.co.uk/Job\\_hunting](http://www.contentmonster.co.uk/Job_hunting))

**The Subjunctive****Form:**

**Synthetic:** present subjunctive: identical with the short infinitive: be, have, work....

It indicates:

- a possible action: It is necessary that you be here. It is important that the president inform the investors...
- expressions: Suffice it to say.... So be it!

**Synthetic:** past subjunctive: identical with the past tense simple

It indicates:

- an action contrary to reality: I wish I were a doctor. (but I'm not) It's time you went home. She behaved as if she were the headmaster.

It is used after:

- if, if only, as if, as though
- wish (to indicate regret, an unreal fact)

**!!!!!!!!!!!!!! The synthetic subjunctive is rarely used.**

**Analytical:**

Form:

Should/ would/ may/ might/ could + short infinitive

Should/ would/ may/ might/ could + perfect infinitive

It indicates:

- hypothetical facts/actions (suppositions, doubts, conditions, concessions, purposes): They took the airplane so that they might arrive in time.
- A less probable condition: If he should succeed, I will be happy.
- In negative purpose sentences, after lest, for fear, in case: They paid for fear they shouldn't get the merchandise.

It is used with:

- impersonal expressions: it is advisable/ important/ essential/ desirable/ possible/ likely/ probable/ strange/ unusual/ impossible/ (un)fortunate/, remarkable, surprising: It is important that the chairman should call the meeting.
- it is/ was a pity/ shame/ surprise/ wonder: It was a pity (that) they should be fired.

- the nouns: idea, hint, thought, reason, supposition: The idea that they should be present annoyed her.
- the verbs: command, order, demand, insist, request, suggest, propose, arrange, offer, agree, settle: They requested the goods should be delivered fast.
- adjectives: to be + glad, anxious, pleased, sorry: I was glad that he should graduate this summer.
- After: although, though, whatever, however, no matter: He will win whatever he should do. // so that: They phoned so that I wouldn't be taken by surprise. I took the money so that they could buy the firm.

**Put the verbs in brackets in an appropriate form, depending on the subjunctive patterns required by the context:**

1. My boss suggested I ... (look for) another job.
2. I insist they ... (make) all the required arrangement for the upcoming conference.
3. We really wish you ... (do) us the favour of not disclosing our bank account to the press last week.
4. If only my secretary ... (work) right now!
5. The resources manager wishes you ... (not behave) like this at press conferences again.
6. My advice is that you ... (apply for) the post of superintendent.
7. It is essential that our company ... (employ) a larger number of staff.
8. At the conference he spoke as though he ... (know) about our plan before.
9. Supposing you ... (not be told) about this job offer, what would you have done?
10. It's odd that such a small number of people ... (apply for) the job.
11. Certain candidates are behaving as if they ... (not see) a computer before.
12. The recruitment officers wish that you ... (include) more details on your CV.
13. We think it is time that you ... (seek) employment elsewhere.
14. The initial arrangement that we ... (publish) some promotional leaflets for the vacancies we have in this department was unfortunately unfeasible.
15. Suppose you ... (be given) this job; would you seek promotion soon?



*Appendix – List of Irregular Verbs*

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
arise	arose	arisen
awake	awoke	awoken ( <i>US also</i> awaked)
be	was/were	been
bear	bore	borne ( <i>US also</i> born)
beat	beat	beaten ( <i>US also</i> beat)
become	became	become
begin	began	begun
behold	beheld	beheld
belie	belied	belied
bend	bent	bent
bet	bet, betted	bet, betted
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
bless	blessed, blest	blessed, blest
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast ( <i>US also</i> broadcasted)	broadcast ( <i>US also</i> broadcasted)
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come

ENGLISH FOR PUBLIC ADMINISTRATION, 1ST YEAR

cost	cost, costed	cost, costed
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, ( <i>US also dove</i> )	dived
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt, dwelled	dwelt, dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade, forbad	forbidden
forecast	forecasted, forecast	forecasted, forecast
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, ( <i>US also</i> gotten)
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted, knit	knitted, ( <i>US also</i> knit)
know	knew	known
lead	led	led
learn	learned, ( <i>UK also</i> learnt)	learned, ( <i>UK also</i> learnt)
leave	left	left
lend	lent	lent
let	let	let
lie	lay, lied	lain, lied

light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	mean	meant
meet	met	met
mislead	misled	misled
misspell	misspelled, (UK also misspelt)	misspelled, (UK also misspelt)
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mown, mowed
overcome	overcame	overcome
overdraw	overdrew	overdrawn
oversee	oversaw	overseen
overtake	overtook	overtaken
overthrow	overthrew	overthrown

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
overwrite	overwrote	overwritten
partake	partook	partaken
pay	paid	paid
plead	pleaded, ( <i>US also</i> pled)	pleaded, ( <i>US also</i> pled)
preset	preset	preset
prove	proved	proved, proven
put	put	put
quit	quit, quitted	quit, quitted
read /ri d/	read /red/	read /red/
rewrite	rewrote	rewritten
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn, ( <i>US also</i> sawed)
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoe	shod, ( <i>US also</i> shoed)	shod, ( <i>US also</i> shoed)
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sink	sank	sunk
sit	sat	sat

slay	slew, slayed	slain
sleep	slept	slept
slide	slid	slid
smell	smelled, ( <i>UK also smelt</i> )	smelled, ( <i>UK also smelt</i> )
sneak	sneaked, ( <i>US also snuck</i> )	sneaked, ( <i>US also snuck</i> )
sow	sowed	sown, sowed
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spell	spelled, ( <i>UK also spelt</i> )	spelled, ( <i>UK also spelt</i> )
spend	spent	spent
spill	spilled, ( <i>UK also spilt</i> )	spilled, ( <i>UK also spilt</i> )
spin	spun	spun
spit	spat, ( <i>US also spit</i> )	spat, ( <i>US also spit</i> )
split	split	split

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
spoil	spoiled, spoilt	spoiled, spoilt
spotlight	spotlighted, spotlit	spotlighted, spotlit
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, ( <i>US also</i> stunk)	stunk
strike	struck	struck, ( <i>US also</i> stricken)
string	strung	strung
strive	strove, strived	striven, strived
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived, ( <i>US also</i> throve)	thrived, ( <i>US also</i> thriven)
throw	threw	thrown
thrust	thrust	thrust
tread	trod, ( <i>US also</i> treaded)	trodden, ( <i>US also</i> trod)
undergo	underwent	undergone
underwrite	underwrote	underwritten
understand	understood	understood
undertake	undertook	undertaken
undo	undid	undone
unwind	unwound	unwound
uphold	upheld	upheld
upset	upset	upset

wake	woke	woken
wear	wore	worn
weave	wove, weaved	woven, weaved
wed	wedded, wed	wedded, wed
weep	wept	wept
wet	wet, wetted	wet, wetted
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
write	wrote	written



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The passive voice (pp. 263-268)

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Units 11-12 (pp. 59-70)

***Michael Vince – Intermediate Language Practice***

Units 17 – 18 (pp. 64-71)

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May and can for permission and possibility (pp. 128-133)

Can and be able for ability (pp. 134-136)

Ought, should, must, have to, need for obligation (pp. 137-146)

Must, have, will and should for deduction and assumption (pp. 147-149)