

# ENGLISH PLUS

WIR BRINGEN DIE WIRTSCHAFT INS KLASSENZIMMER

## BUSINESS PROFILES

## TOPIC

# BUSINESS PROFILES



## Contents

### 1 Economic sectors

*Economic sectors*

### 2 I'm lovin' it

*Business profile: Fast food flipped into a Kroc of gold  
McDonald's launches 'quality Happy Meal' ad to reassure parents*

### 3 Trends, graphs & figures

*U.S. Stock Markets Have Lost Less Than Most Other Nations*

## Students will

- ⇒ learn about the difference between economic sectors
- ⇒ acquire special vocabulary related to the subject
- ⇒ work on the difference between a public and a private sector organization
- ⇒ classify companies into economic sectors
- ⇒ research into Austrian companies
- ⇒ revise phrases to express liking and disliking
- ⇒ discuss brands, logos and slogans
- ⇒ do research into the departments and functional areas of McDonald's
- ⇒ prepare different presentations, using visual devices
- ⇒ learn about and do their own SWOT analysis
- ⇒ learn about different diagrams and how they can be employed
- ⇒ describe and interpret trends, graphs and figures
- ⇒ revise words and phrases of movement

**1 ECONOMIC SECTORS**

**1A** The economy may be classified into different subdivisions called *sectors*. Read through the following text to learn more about economic sectors and how they may be distinguished.



**ECONOMIC SECTORS**

**1) Based on stage in production chain**

When classified based on the stage in the production chain, there are three major sectors in modern economies:

- **Primary sector:** Involves the extraction and production of raw materials, such as corn, coal, wood and iron.
- **Secondary sector:** Involves the transformation of raw or intermediate materials into goods e.g. manufacturing steel into cars, or textiles into clothing.
- **Tertiary sector:** Involves the provision of services to consumers and businesses, such as baby-sitting, cinema and banking.

**2) Based on ownership**

Based on ownership, the economy may be subdivided into:

- **Public sector:** that part of economic and administrative life that deals with the delivery of goods and services by and for the government.
- **Private sector:** that part of the economy which is both run for private profit and is not controlled by the state.
- **Voluntary sector (also non-profit sector):** the sphere of social activity undertaken by organizations that are non-profit and non-governmental.

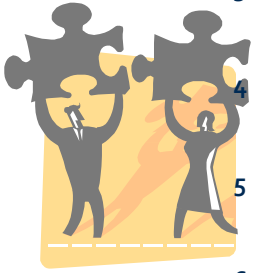
*Text adapted from [http://en.wikipedia.org/wiki/Economic\\_sector](http://en.wikipedia.org/wiki/Economic_sector)*



**1B** Match the following English expressions with the definitions given below and try to find their German equivalents.

commerce – consumer goods – primary sector – private sector – producer goods – public sector – raw material – secondary sector – service – tertiary sector

**1** ..... the area of an economy that is .....  
concerned with providing services

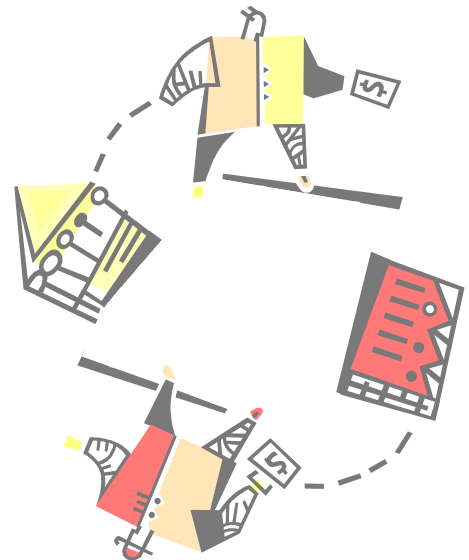


- 2 ..... material in its natural state .....
- 3 ..... industries and services run by the state .....
- 4 ..... the area of an economy that is concerned with obtaining raw materials .....
- 5 ..... industries and services run by private profit-making enterprises .....
- 6 ..... the area of an economy that is concerned with turning raw materials into finished goods .....
- 7 ..... the buying and selling of goods and services .....
- 8 ..... goods used in the production of other goods .....
- 9 ..... useful work that does not produce goods .....
- 10 ..... goods that satisfy human wants directly .....

Source: Häusler-Greenfield, Pat; Häusler, Klaus. *Getting through in business*. Schulbuchverlag Hölder Pichler Tempsky.

**1C Get together with a partner and look at the definitions of the primary, secondary and tertiary sector again. Then see if you can answer the following questions.**

- 1 **Where does a fisher belong?**
  - primary sector
  - secondary sector
  - tertiary sector
- 2 **Find and mark all people engaged in the tertiary sector.**
  - Bank clerk
  - Miner
  - Lorry driver
  - Shop assistant
  - Construction worker





5 Which of the following jobs are part of the primary sector?

- Building
- Distribution
- Farming
- Drilling
- Utilities
- Forestry

Adapted from: Häusler-Greenfield, Pat; Häusler, Klaus. *Getting through in business*. Schulbuchverlag Hölder Pichler Tempsky.



1D

Use the correct terms from the text in 1A to complete the sentences.

- 1 A coal miner and a fisherman are workers in the ..... sector.
- 2 Examples of ..... sector activities range from delivering social security and administering urban planning to organizing national defences.
- 3 With a growing number of non-profit organizations focused on social services – the environment, education and other unmet needs throughout society – the ..... sector is increasingly central to the health and well-being of society.
- 4 A builder and a dressmaker would be workers in the ..... sector.
- 5 The ..... sector focuses on the needs of the shareholders.
- 6 The ..... sector is also called the third sector, in reference to the public sector and the private sector.
- 7 A shopkeeper and an accountant would be workers in the ..... sector.
- 8 The ..... sector employs the majority of the workforce in some countries. However, in some other countries such as the People's Republic of China, the ..... sector employs most of the workers.

1E

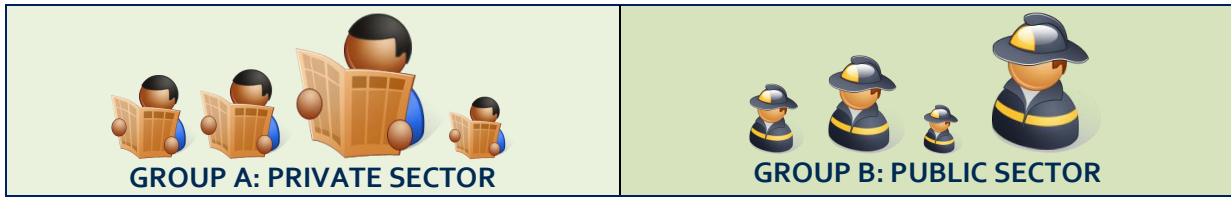
Get together in research teams of 3-4 students and work on ONE of the following questions, i.e. either (a), (b) or (c). Different research teams should work on different questions.

- a) Which activities in the primary sector are important in Austria? Where are they carried out?
- b) Check up on secondary production in your town or area. What kind of manufacturing or construction are located there? Are there any installations concerned with utilities in your neighbourhood?
- c) Find at least three local providers of services and say what they do.



Present the result of your group work to the rest of the class in a 5 minutes presentation. Also make use of visual devices to support your presentation.

**1F** The class is split into two groups, with one group focusing on the private sector and the other group focusing on the public sector.



In your respective groups, prepare a comprehensive definition of the sector you are dealing with. Make use of reference books or the Internet. Then discuss the following questions:

- Who are the key 'representatives' of your sector (e.g., sole traders, franchises in private sector; government, local authorities in public sector)?
- Outline the range of business offered by your sector (e.g., roads, waste disposal, etc. in public sector)
- What are the key objectives of private sector business / public sector activity?

Think about whether you want to split up your group and focus on the different tasks in smaller teams.

Together, prepare a short presentation of your respective sector (10 mins). Present the results of your discussion to the rest of the class by using visual devices (e.g., power point presentation).

After your presentations, work together in class and compare the results of each group. Try to agree on a common list of key objectives for both public and private sector organizations.

Finally, think about whether, and if so how, the links between private and public sector business activity could lead to conflict in terms of meeting these objectives.

**1G** Think of an Austrian company of your choice but keep your choice secret. Then write a brief description of your company using the words from the box. You can use these words in any order. Be careful not to include information that makes it too easy to identify your company.

sector	field of activity	main products/services competitors
--------	-------------------	------------------------------------



.....

.....

.....

.....





1H Look at the following box providing phrases which are used to express liking, disliking and preferring.

Language Box		
liking	I don't mind ... I rather like ... I really enjoy... I love... I'm keen on... I'm mad about...	... getting my hands dirty. ... talking to people. ... cooking. ... working with numbers. ... being my own boss. ... computers.
disliking	I'm not so keen on... I don't like... I hate... I can't stand... I loathe...	... running my own business. ... getting up early. ... working under pressure. ... sitting all day. ... doing the same thing each day.
preferring	I'd much rather... I'd prefer...	... work in open air. ... an office job to cutting wood.

Source: Häusler-Greenfield, Pat; Häusler, Klaus. *Getting through in business.* Schulbuchverlag Hölder Pichler Tempsky.



a) First, complete the sentences below, indicating your personal preferences.

- 1 I really enjoy .....
- 2 I'm mad about .....
- 3 I don't mind .....
- 4 I hate .....
- 5 I'm not so keen on .....
- 6 I'd much rather .....
- 7 I prefer .....

b) Then prepare a short talk in which you describe in which sector of the economy you would like to work one day (Organic farming? Industry? Tourism? etc.). Would you prefer to work in the public or private sector? Give reasons for your choice and make use of the phrases above.



Perform your talk in front of the class.



- c) Do you know anybody (relatives, friends, etc.) who has radically changed his/her career? Why did they do so? Was it successful? How easy was it to do?

Discuss your examples in class.



2 I'M LOVIN' IT

2A In our globalized world, brands play an important role. Look at the following logos and write down three adjectives that you associate with each of them.



Compare your ideas with a partner and agree on two characteristics for each brand. Also write down three sentences describing the companies represented by the logos. Be prepared to present your results to the rest of your class.



.....

.....

.....

2B Choose any brand you are particularly interested in. Use the Internet to find out where it comes from, which other products or services the company offers and how international they are.

Prepare a short report about the brand and the company of your choice (70-100 words).

2C Read through the following text which is taken from a particular company's website. Can you guess which company it is?

... is the leading global foodservice retailer with more than 30,000 local restaurants serving 52 million people in more than 100 countries each day. More than 70 % of [...] restaurants worldwide are owned and operated by independent local men and women.

... is one of the world's most well-known and valuable brands and holds a leading share in the globally branded quick service restaurant segment of the informal eating-out market in virtually every country in which we do business.

With the help of a dictionary, find out and try to define what the following terms taken from the text above mean. Also try to identify equivalents in your first language.

	Definition	Translation
retailer	a person or business that sells goods to the public	Einzelhändler
foodservice		



2E Read through the following article about McDonald's history. Then look at the statements below and decide whether they are true (T) or false (F). Correct the false statements.



Telegraph.co.uk

## Business profile: Fast food flipped into a Kroc of gold

By Edward de Bono

Last Updated: 12:06AM BST 23 Aug 2007

<http://www.telegraph.co.uk/finance/2953188/Business-profile-Fast-food-flipped-into-a-Kroc-of-gold.html>



Ray Kroc was born in Oak Park, Illinois, on 5 October 1902. He knocked about as a child and spent time playing the piano for a living.

In 1922 he landed a job selling paper cups for the Lily-Tulip Cup Company. When one of his customers,

Earl Prince, showed him the Prince Multimixer he had invented, Kroc switched companies and for the next 17 years sold mixers nationally.

He was comfortably off and thinking about retirement when in 1954 he walked into a hamburger joint in San Bernardino, California.

What impressed Kroc about Dick and Mac McDonald's restaurant, apart from the queues down the street, was the way they ran their business. There was a limited menu with cheap prices. To limit cleaning the brothers dispensed plastic utensils and paper napkins. There were eight five-milkshake mixers churning out 40 shakes at a time.

Kroc concluded that fast food along the lines of the McDonald's brothers' place was the next restaurant revolution. He persuaded the brothers to license their name to him. In return, they received a percentage of the sales for each franchise Kroc created.

Kroc standardised the size of the burgers he would sell in the fledgling McDonald's chain and the amount of onions served with each. He built a laboratory in Chicago to research French fries.

Kroc opened the first McDonald's restaurant in Des Plaines, Illinois, in 1955. Others quickly followed. Kroc enforced strict standards. He was such a stickler for quality, service and consistency that he nearly bankrupted himself in the early years.

He saved himself through a bit of financial engineering. He began buying the land where restaurants were to be located and leasing it to franchisees. This manoeuvre put him solidly in the black.

In 1961 Kroc bought out the McDonald brothers for \$2.7m - one of the great bargains of all time. He expanded his chain and began advertising heavily. He introduced Ronald McDonald as a marketing gimmick in 1965. In a short while, more children in the US knew Ronald's name than that of the President.

Kroc took his company public in 1965. This put him on the road to becoming one of the first billionaires. His wealth affected him little. He continued to spend his time ensuring McDonald's franchisees maintained his high standards.

One indulgence was the purchase of a major league baseball team, the San Diego Padres, in 1974. He died in 1984 aged 81 in San Diego, California.

Kroc caught a wave. In the 1950s and 1960s much of the US was going suburban. The nation's love affair with the automobile intensified. Kroc provided an increasingly mobile nation with fast, cheap, convenient food.

This model is now a global one. The pros and cons of fast food has become a heated political issue across the world, but the industry is now one of the world's largest.



**2F** Look through the article in 2E again for words which are defined as follows. Also write down what they combine with in the article.

profile	a description of sb/sth that gives useful information	business profile
	a place where people meet to eat, drink, dance, etc., especially one that is cheap	
	a great change in conditions, ways of working, beliefs, etc. that affects large numbers of people	
	the activity of applying scientific knowledge	
	an unusual trick or unnecessary device that is intended to attract attention or to persuade people to buy sth	
	a tool that is used in the house	

**2G** The mixed-up letters below make words that describe departments or functional areas inside a company. Put the letters in the right order.

aunmh srreceuse	
earkmngti	
fcenian	
lipcbu reaslonti	
stoumerc sceevri	
elalg	
doronptiuc	
rrcsehae and dvpelontmee	

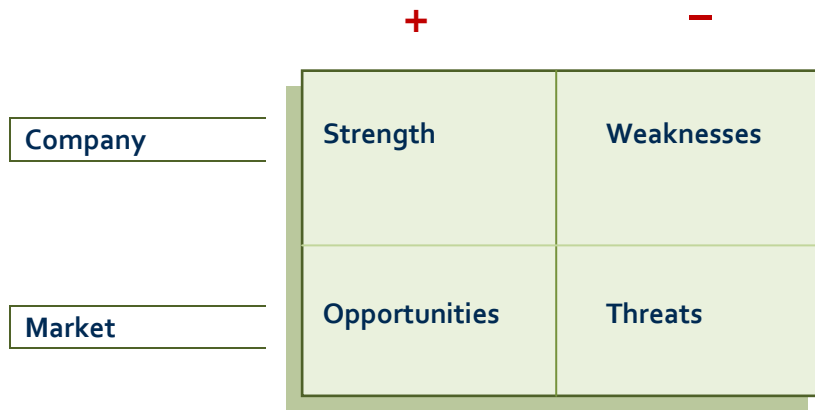


**2H** Split your class into different groups each focusing on one of the eight functional areas mentioned in 2G. Find out as much as you can about these specific areas inside McDonald's. The company's website <http://www.mcdonalds.com/> and also the information provided at Biz/ed <http://www.bized.co.uk/compfact/mcdonalds/mcindex.htm> might be useful for your research.



Present your findings to the rest of the class in no more than 10 minutes. Make use of visual devices to support your presentation.

21 A SWOT analysis is a common way in business to get a very quick 'snapshot' of a company and its market. In doing a SWOT analysis, you identify a company's strengths (=strong points), weaknesses (=weak points), opportunities (=future chances) and threats (=future dangers).



a) The following phrases are typical items in a SWOT analysis. Use the words in the box to complete the phrases below.

slowdown	market growing	channel	competitors	brand
top	process	small	technology	
	good	new	consumer	

**STRENGTHS**

- 1 good ..... share
- 2 experience of ..... management
- 3 efficient manufacturing .....
- 4 good ..... image
- 5 ..... distribution channel

**WEAKNESSES**

- 1 ..... market share
- 2 high levels of debt
- 3 lack of modern .....
- 4 poor distribution .....

**OPPORTUNITIES**

- 1 possible ..... markets
- 2 ..... economy
- 3 developments in technology

**THREATS**

- 1 ..... in economy
- 2 success in existing competitors
- 3 new .....
- 4 changing ..... taste

b) Get together with a partner and do a quick SWOT analysis of McDonald's yourselves. Find at least two items for each box, that is for the company's strong and weak points, future chances as well as dangers.

Present your ideas to the rest of the class and write up all your ideas on the board. Discuss your findings together with your teacher in class.





2J McDonald's is one of the most prevalent fast food advertisers. There have been many McDonald's advertising campaigns and slogans over the years. To date, McDonald's has used 23 different slogans in US advertising, as well as a few other slogans for select countries and regions. Some of them are listed in the following:

- **Global**

- *Things that make you go 'mmmm'* (2007)
- *"I'm lovin' it"* (Current)

- **Austria**

- *Everytime a good time* (1999-2003)
- *I'm lovin' it* (2003-present)

- **Germany**

- *Das etwas andere Restaurant* (The something different restaurant - 1971)
- *Essen mit Spass* (Eating with fun - 1978)
- *Gut, dass es McDonald's gibt* (Well that McDonald's exist - 1982)
- *Der Platz wo Du gern bist, weil man gut isst* (The place where you like to be because you eat well - 1987)
- *Ich liebe es* (I'm lovin' it - 2003)



- **New Zealand**

- *McDonald's for breakfast, it's a great start to your day* (1990's)
- *It's Mac Time* (late 1990)
- *That's our tucker* (1990's & 2005)
- *Proud to be part of the change* (2006 - Present)

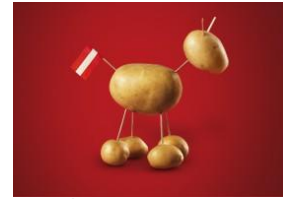
- **Netherlands**

- *Ze zei meneer tegen me.* (she called me Sir!)
- *Je mag hier met je handjes eten* (You can eat with your hands here!)
- *Gek op Mac* (Crazy about Mac)

Get together in groups of 3-4 students and study the different McDonald's slogans. Discuss the following questions:

I'm lovin' it

- What is their main message?
- How do the slogans differ from one another?
- Choose one slogan you like best and one slogan you like least and give reasons for your choice.
- Why are there different slogans for different countries and regions?
- Why are there German slogans for Germany but English slogans for Austria?



Be prepared to present the results of your discussion to the rest of the class.



2K Read through the following article and complete the sentences below in your own words using the information provided in the article.

**guardian.co.uk**

### McDonald's launches 'quality Happy Meals' ad to reassure parents

Mark Sweeny

Monday June 30 2008 07:14 BST

<http://www.guardian.co.uk/media/2008/jun/30/advertising>

McDonald's is to launch its first TV campaign aimed at reassuring parents that only high-quality beef, chicken and potatoes are used in its Happy Meals.

The £5m campaign marks the first time McDonald's, a company used to being vilified for its product range, has attempted to develop a long-term strategy to talk to parents about the quality and provenance of the ingredients in its food.

The McDonald's ad, by agency Leo Burnett, features families working together in fields through the seasons planting flowers that grow into images of a cow, a chicken and a sack of potatoes.

A voiceover states: "We work together with farmers to ensure that only whole cuts of British and Irish beef, top-quality potatoes and farm-assured white chicken breast go into our Happy Meals. That's what makes McDonald's."

The campaign will also include advertising throughout its UK restaurant chain and a digital campaign, developed by Avenue A Razorfish, will

include a website where people can find out more about its UK business operation.

Jill McDonald, chief marketing officer for McDonald's northern Europe, said one aim of the ad was to be a "myth-buster".

But McDonald added that she expected some criticism as the Happy Meal is a target for health campaigners.

"We have grown in confidence and we have to be visible and transparent about who we are and what we do," she said.

"Part of that is putting our head above the parapet, and I would be surprised if someone didn't say something [negative]."

The campaign focuses on beef, chicken and potatoes because hamburgers, McNuggets and French fries are the most popular choices in Happy Meals.

McDonald added that the company had focused on the Happy Meal because it was the "nub of a lot

of concerns, and interest, from mums" about product provenance.

She said "family business", including sales of Happy Meals, accounted for about a third of the company's UK sales.

Health campaigners targeted McDonald's for its alleged role in child obesity.

Campaigners criticised the McDonald's Happy Meal marketing tie-up with the Shrek 3 film last year, although the company defended the campaign by saying it linked the film's characters with healthy products such as carrot sticks.

McDonald said the Happy Meal quality and provenance campaign would, in time, be extended to other product ranges and even other parts of the business.

The fast food retailer vertically controls its supply chain, drawing accusations of global exploitation.

But the company is keen to point out this means it has end-to-end knowledge on the origins of ingredients. The UK operation sources more than 70% of its food from Britain and Ireland.

McDonald's has also been keen to highlight that it has changed its image over the years, with initiatives including reducing salt and sugar in its products, introducing salads and striking a coffee deal with the Rainforest Alliance.

Around 75% of the products that can be included in a Happy Meal conform to Ofcom's restrictions on the TV advertising of foods high in fat, salt and sugar to children.

- 1 The 'Quality Happy Meal' campaign intends to .....
- 2 The Happy Meal ad shows .....
- 3 The website accompanying the campaign offers people .....
- 4 McDonald's initially focuses on the Happy Meal, and not any other products, because .....
- 5 The Happy Meal is a target for health campaigners because .....
- 6 More than 70% of McDonald's food in the UK .....



2L The following pairs of words have been copied from the article in 2K, but their second parts got mixed up. Get the pairs right again and locate them in the article about McDonald's Happy Meal campaign.

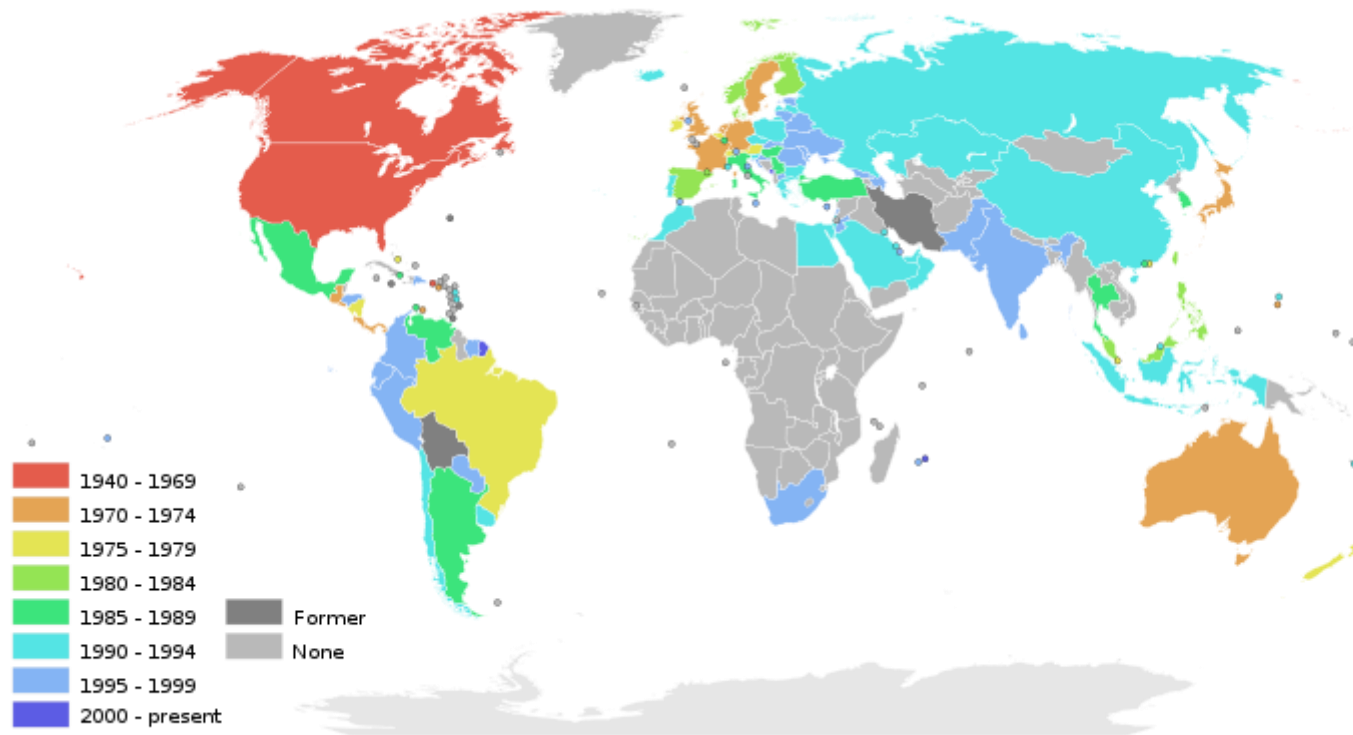
TV <b>buster</b>	←	business <b>tie-up</b>
product <b>obesity</b>		myth <b>campaign</b>
long-term <b>provenance</b>		child <b>range</b>
marketing <b>chain</b>		marketing <b>operation</b>
product <b>strategy</b>		supply <b>officer</b>

2M The following verbs are taken from the article about McDonald's Happy Meal campaign. Locate them in the article and match them with the correct definition.

to reassure	to vilify	to attempt	to launch
to target	to account for	to feature	to source sth



- 1 ..... to have an important part in sth
- 2 ..... to make an effort or try to do sth, especially sth difficult
- 3 ..... to aim an attack or a criticism at sb/sth
- 4 ..... to get sth from a particular place
- 5 ..... to say or do sth that makes sb less frightened or worried
- 6 ..... to be a particular amount or part of sth
- 7 ..... to make a product available to the public for the first time
- 8 ..... to say or write unpleasant things about sb/sth so that other people will have a low opinion of them



A map showing every country with at least one McDonald's restaurant

2N McDonald's has become emblematic of globalization, sometimes referred as the "McDonaldization" of society. Write a brief comment on this parallel between globalization and "McDonaldization" (70-100 words).

It is up to you to choose the format of this comment: It can be a letter (e.g., to a friend, a letter to the editor), an advertising text, a newspaper article, a fairy tale, a poem, etc. How can you best get your message across?

.....

.....

.....

.....

.....

.....

.....

.....

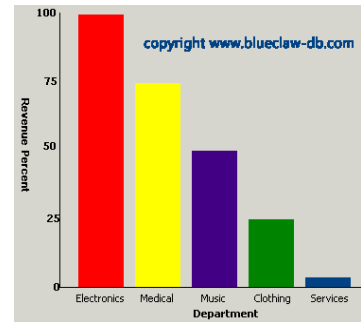
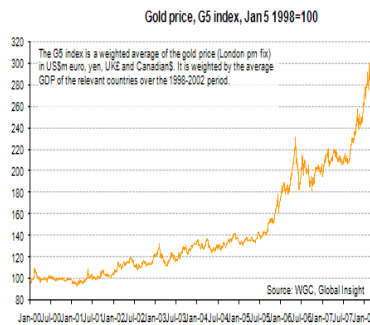
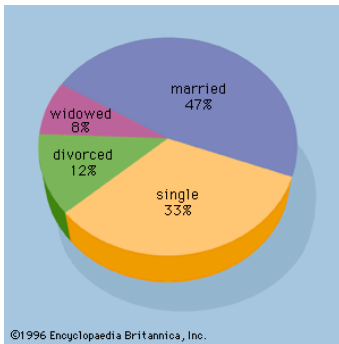
.....

.....

### 3 TRENDS, GRAPHS AND FIGURES

3A A chart is a diagram that makes information easier to understand by showing how two or more sets of data are related.

Guess which of the examples below is a *graph*, a *pie chart* or a *bar chart* and fill in the correct terms.



Then fill in the correct terms in the following definitions:

- 1 A ..... is a diagram that makes information easier to understand by showing how two or more sets of data are related. It is divided into **columns**.
- 2 A ..... is a diagram, usually, a line or curve, which shows how two or more sets of numbers or measurements are related. The names of the **axes** on a graph are ..... the vertical axis and the horizontal axis. The vertical axis is sometimes called the y-axis, and the horizontal axis is sometimes called the x-axis.
- 3 A ..... is a circle divided into segments. It is usually used to show percentages.

Apated from Norris, Susan; Brewster, E.M.; Koch, Inge. 2006. *Best shots for Business. Case studies, Scenarios*. Wien: Braumüller.

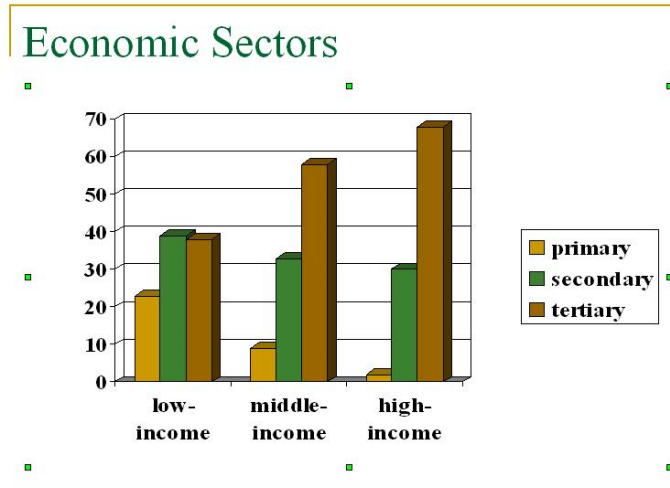
3B Tastes are different and young people know exactly what they like or do not like.

Work together with a partner and carry out a class survey about fast food restaurants. Ask at least five colleagues about their tastes. Choose the exact topic and question of your survey yourself (e.g., different burgers, restaurant chains, etc.).

Then show your findings in a chart and present it to the rest of the class.

3C Get together with a partner and look at the chart below. Discuss the following questions:

- What does the figure illustrate?
- What do the different axes refer to?
- What kind of relationship is highlighted by the graph?



Source: [http://upload.wikimedia.org/wikipedia/commons/c/c6/Economic\\_sectors\\_and\\_income.JPG](http://upload.wikimedia.org/wikipedia/commons/c/c6/Economic_sectors_and_income.JPG)

Then look at the following sentences describing the chart above. First, connect the parts in column A with the ones in column B. Then put them into the right order to produce one meaningful paragraph.

Column A	Column B
The primary sector is	of raw materials into manufactured goods.
The less developed countries	a country's economy made up by different sectors.
The tertiary sector is the provision of services	tend to have less of their economy made up of primary and secondary sectors.
This figure illustrates the percentages of	emphasis on tertiary sectors.
The secondary sector is the conversion	the extraction of raw materials.
Instead there is more	rather than manufacture of goods.
The figure illustrates that countries with higher levels of socio-economic development	exhibit the inverse pattern.



3D In any text describing graphs or trends more generally, there will be verbs and nouns of movement. Read through the following article about the U.S. Stock Markets and highlight all terms of movement (e.g., to plunge) as well as highs and lows (e.g., top). Ask your teacher for words that you do not know or look them up in a dictionary.

---

Compare your results with a partner and discuss them with your teacher.



The New York Times

Off the charts

## U.S. Stock Markets Have Lost Less Than Most Other Nations'

By Floyd Norris

Published: September 19, 2008

<http://www.nytimes.com/2008/09/20/business/economy/20charts.html?fta=y>

IF you put all your money into American stocks this year, congratulations. You may have lost money, but you have also done better than investors in almost any other stock market around the world.

This was the year of the bear, at least until Friday's worldwide recovery. But the bear was tamer in the United States than in almost any other country.



The accompanying chart shows the performance this year of the Standard & Poor's Global Broad Stock Market indexes. Those indexes, which include nearly every stock traded in 52 markets around the world, showed losses in 51 of the countries through Thursday. Complete Friday results were not available at press time.

The best performer was Jordan, which was up less than 1 percent. Morocco was second, with a loss of just 2.8 percent.

In third place, outperforming every major stock market in the world, was the United States. The decline of 16.4 percent from the end of 2007 was improved greatly by the rally on Thursday, which came after prices had plunged the previous day. But the United States was near the top even before that recovery in prices.

The big losers include some of the developing markets that until late last year had seemed invincible, and had drawn in buyers from around the

world. Share prices in Russia, which had soared along with oil prices, came crashing down, though they shot up on Friday.

Russia and the United States came to similar conclusions on what to do about the problem of falling prices. Russia announced plans for its government to support the stock market. The United States indicated it would find a way for the government to take over the bad loans that were causing banks to fail and driving down share prices.

China and India were also among the big losers, after rising rapidly for years. Those two countries have been vying for leadership as the most attractive large emerging market. But this year each has lost nearly half of its stock market value. India fell earlier, but China has declined more in recent months.

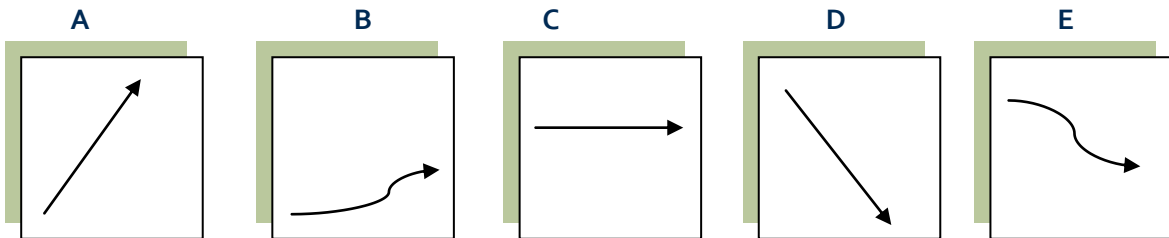
In the current quarter, the worries expressed on Wall Street and in Washington have been so great that it is hard to believe the United States, with a decline of just over 5 percent, had done better than every other market, even before Friday.

The worldwide declines may show that financial markets are interconnected in ways that had never been thought likely before. As the financial crisis grew, firms with illiquid mortgage securities have raised cash where they could, and that included selling stocks around the world.

In addition, it is not clear that the world's economies have "decoupled" from the United States and will continue to grow even if there is an American recession. It appears that recessions may be under way in Europe and Japan, and markets there have suffered. The emerging markets that prospered from exports may face problems if demand falls in most of the major countries that are their customers.

3E You can also use the verbs of movement below to describe trends, graphs and figures. Together with a partner, look at them and categorize them according to the figures A – E.

	<i>rocket</i>	<i>be unchanged</i>		<i>slump</i>	<i>raise</i>
<i>rise</i>		<i>expand</i>			<i>plummet</i>
		<i>go down</i>	<i>fall</i>	<i>level off</i>	<i>cut</i>
<i>decrease</i>				<i>jump</i>	<i>take off</i>
<i>reduce</i>	<i>lower</i>		<i>crash</i>		<i>stay the same</i>
	<i>drop</i>	<i>soar</i>	<i>be flat</i>		<i>increase</i>
<i>go up</i>	<i>collapse</i>		<i>level out</i>	<i>grow</i>	<i>climb</i>



.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



3F

Often verbs of movement are qualified with adverbs, such as *slowly* or *quickly*. Fill in the missing letters in the adverbs below by using the information provided in the brackets.

1 ra.....ly (very quickly)

5 gr.....ly (slowly, over a long period of time)

2 sl.....ly (a little)

6 si.....ly (in a large and noticeable way)

3 sh.....ly (suddenly and by a large amount)

7 qu.....ly (fast)

4 sl.....ly (not quickly)

8 st.....ily (constantly)



3G

The *-ing* form of many verbs can be used as an adjective, e.g., *an increasing demand* for oil. Make adjectives from the verbs in the box.



expand	grow	rise	shrink	soar
--------	------	------	--------	------

1 a ..... budget (decreasing in size)

2 an ..... business (increasing in size)

3 a ..... problem (increasing over a long period)

4 ..... inflation (increasing)

5 ..... costs (reaching a very high level)

Source: Emmerson, Paul. 2007. *Business English Handbook Advanced*. Oxford: Macmillan.

Then form sentences using the adjectives above.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....





3H

Find the nouns for the verbs listed below. Be aware that sometimes the form is the same.

- |   |               |   |                |
|---|---------------|---|----------------|
| 1 | recover ..... | 5 | improve .....  |
| 2 | rise .....    | 6 | cut .....      |
| 3 | grow .....    | 7 | increase ..... |
| 4 | fall .....    | 8 | reduce .....   |



3I

Rewrite the following sentences by using adjectives and nouns instead of adverbs and verbs.

1 Prices rose **steadily** last year.  
 There was a .....steady rise..... in prices last year.

2 The economy **improved slightly**.  
 .....

3 Costs need to be **reduced substantially**.  
 .....

4 Profits are expected to **grow exponentially**.  
 .....

5 We managed to **cut** our costs **drastically**.  
 .....

6 Sales **increased significantly** in this period.  
 .....



3J The interpretation of graphs may be crucial for business decisions. You can use the vocabulary you have already acquired to interpret all different kinds of charts.

Choose a graph you like from an article on the Internet or in print. Your graph can be about a company (sales, profits, costs, etc.) or a country (inflation, unemployment, house prices, etc.). Prepare a short presentation of the statistical material by using the vocabulary learned.



3K Imagine you are working at the marketing department of your practice firm and your boss has asked you to interpret some company statistics for the next internal meeting. You are given the figures below and are asked to represent them in a chart. Choose the most suitable form and prepare it.

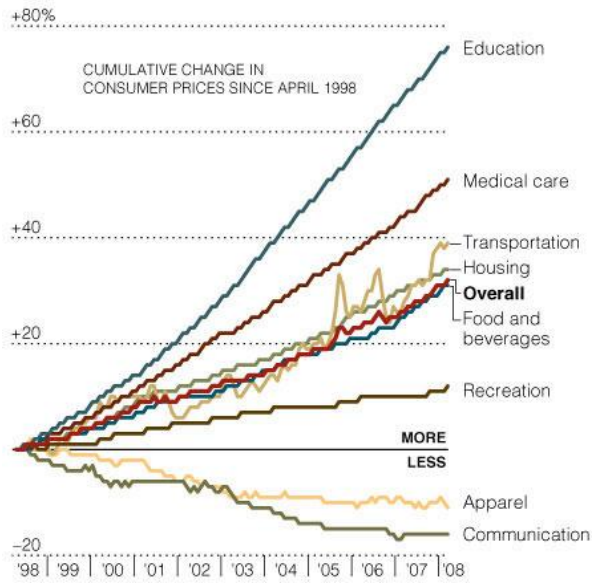
Then present and interpret the chart in front of your fellow students who act as your colleagues at the company and can also ask questions. Make sure you are prepared to answer them.

Name of product/service	Number of sales	
	2007	2008
A	1340	799
B	-	365
C	240	856
D	730	755

3L Write a short report for a consumer magazine based on the graph below. You may choose the format of your report yourself.

### Not Everything Is More Expensive

The cost of some types of goods and services has soared over the last decade. But prices in other areas have been held in check or even declined.



Energy is part of housing (heating) and transportation (gasoline).

Source: Bureau of Labor Statistics

THE NEW YORK TIMES

Source: [http://www.nytimes.com/imagepages/2008/05/07/business/20080507\\_LEONHARDT\\_GRAPHIC.html](http://www.nytimes.com/imagepages/2008/05/07/business/20080507_LEONHARDT_GRAPHIC.html)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**ANSWERS**



- 1B** 1 tertiary sector/Dienstleistungssektor, sekundärer Sektor, 2 raw material/Rohstoff, 3 public sector/öffentlicher Sektor, 4 primary sector/Urproduktion, primärer Sektor, 5 private sector/Privatwirtschaft, 6 secondary sector/Fertigungsindustrie, sekundärer Sektor, 7 commerce/Handel im weiteren Sinn, 8 producer goods/Produktionsgüter, 9 service/Dienstleistung, 10 consumer goods/Konsumgüter
- 1C** 1 primary sector, 2 Bank clerk, Lorry driver, Shop assistant, 3 -, 4 An engineering firm supplying a car, 5 Farming, Drilling, Forestry
- 1D** 1 primary – 2 public – 3 voluntary/non-profit – 4 secondary – 5 private – 6 voluntary - 7 tertiary – 8 private, public
- 2E** 1F, 2T, 3F, 4T, 5T, 6F, 7T, 8F, 9F
- 2F** profile - business profile, joint – hamburger joint, revolution – restaurant revolution, engineering – financial engineering, gimmick – marketing gimmick, utensils - plastic utensils
- 2G** 1 Human resources, 2 Marketing, 3 Finance, 4 Public relations, 5 Customer service, 6 Legal, 7 Production, 8 Research and development
- 2I** Strengths: 1 good market share, 2 experience of top management, 3 efficient manufacturing process, 4 good brand image, 5 good distribution channel
- Opportunities: 1 possible new markets, 2 growing economy, 3 developments in technology
- Weaknesses: 1 small market share, 2 high levels of debt, 3 lack of modern technology, 4 poor distribution channel
- Threats: 1 slowdown in economy, 2 success in existing competitors, 3 new competitors, 4 changing consumer tastes
- 2L** TV campaign - myth buster, product range - child obesity, long-term strategy - product provenance, marketing officer - supply chain, business operation - marketing tie-up
- 2M** 1 to feature, 2 to attempt, 3 to target, 4 to source sth, 5 to reassure, 6 to account for, 7 to launch, 8 to vilify
- 3A** 1 pie chart, 2 graph, 3 bar chart
- 3C** This figure illustrates the percentages of a country's economy made up by different sectors. The primary sector is the extraction of raw materials. The secondary sector is the conversion of raw materials into manufactured goods. The tertiary sector is the provision of services rather than manufacture of goods. The figure illustrates that countries with higher levels of socio-economic development tend to have less of their economy made up of primary and secondary sectors. Instead there is more emphasis on tertiary sectors. The less developed countries exhibit the inverse pattern.

- 3E** A: jump, rocket, soar, take off; B: go up, increase, rise, raise, climb, grow, expand; C: stay the same, be flat, be unchanged, level off, level out; D: plummet, collapse, crash, slump; E: go down, decrease, fall, drop, reduce, lower, cut, shrink
- 3F** 1. rapidly (very quickly), 2. slightly (a little), 3. sharply (suddenly and by a large amount), 4. slowly (not quickly), 5. gradually (slowly, over a long period of time), 6. significantly (in a large and noticeable way), 7. quickly (fast), 8. steadily (constantly)
- 3G** 1 shrinking, 2 expanding, 3 growing, 4 rising, 5 soaring
- 3H** 1 recovery, 2 rise, 3 growth, 4 fall, 5 improvement, 6 cut, 7 increase, 8 reduction
- 3I** 1 steady rise, 2 slight improvement, 3 substantial reduction, 4 exponential growth, 5 drastic cut, 6 significant increase



## AWS-NEUERSCHEINUNGEN

### ■ Medienpakete

- Wirtschaftsdienstleistungen
- Tourismus und Freizeitwirtschaft (ab Dezember)

**AWS-Aktion: Bestellen Sie zwei Medienpakete zum Preis von einem zu 10 Euro!**

### ■ VolkswirtschaftPLUS

- Finanzmärkte

### ■ EnglishPLUS

- Money
- Negotiating
- Business profiles

### ■ FrançaisPLUS

- Profile d'entreprises

- **Ländersteckbriefe** (im Rahmen der „go international“-Initiative erstellt) Informationen über Wirtschaft, Gesellschaft und Jugendkultur in 21 Ländern.

### ■ goes international – best practice

Firmenporträts, die zeigen, mit welchen Strategien österreichische Unternehmen das Motto „go international“ erfolgreich umsetzen, ergänzt mit didaktischen Aufgaben (getrennt nach Sekundarstufe 1 und 2).

Alle Materialien stehen auf der AWS-Website  
[wko.at/aws](http://wko.at/aws) zum Gratis-Download zur Verfügung.



WIR BRINGEN DIE WIRTSCHAFT INS KLASSENZIMMER



Die AWS ist Partner  
des **Bildungscluster-Büros**.

#### IMPRESSUM

*Eigentümer, Herausgeber und Verleger:*  
Arbeitsgemeinschaft Wirtschaft und Schule (AWS)

Wiedner Hauptstraße 63, 1045 Wien, Postfach 109  
Telefon: 05 90 900 4071, Fax: 05 90 900 118189  
E-Mail: [aws@wko.at](mailto:aws@wko.at), Web: [wko.at/aws](http://wko.at/aws)

*Geschäftsführer:* Mag. Josef Wallner  
*Redaktion:* Mag. Josef Wallner, Gudrun Dietrich  
*Autorin:* Mag. Angelika Breitender  
*Gestaltung:* [www.designag.at](http://www.designag.at)

*Diese Aktuelle Unterlage wird gefördert von der  
„Go International“-Initiative der Wirtschaftskammer  
Österreich und des Bundesministeriums für  
Wirtschaft und Arbeit.*