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DARIYA DZIUBA

NEWSLETTER #9



BUSINESS SUCCESS STORY

25/09/2009

SOME CONDITIONS OF PARTICIPATION

You are welcome to join our "Business English Tips" group. In the group you will be able to communicate with other people who learn English. You will share your ideas about learning and also study something new. To make the participation more complete, I invite you to take part in the discussions and, of course, work on the newsletter during the two weeks you have.

Here are some tips of participation in the discussions:



Be polite



Answer the questions directly and post only relevant information



Check your post before sending it (please don't reply to the e-mails. Create a new message when answering the discussion question from your e-mail address)



Be understanding and accept other people's positions



Remember that we all study, so don't correct or laugh at any mistakes



Enjoy the opportunity you have



P.S. I will be very glad if you could tell other people about this newsletter. It's free, it's professional and it's about English. I'm sure that a lot of people will be glad to use this opportunity. To invite your friends join our newsletter, please, ask them to write to the following e-mail address: info@enrucafe.com

BUSINESS SUCCESS STORY

"A business absolutely devoted to service will have only one worry about profits. They will be embarrassingly large."

Henry Ford

In this newsletter we will touch Past Simple. Also we are going to speak about Henry Ford, one of the most famous innovators in the car industry. As usually you will learn some tips on business writing and some other information which can help you become a better speaker of English.

Enjoy working on the newsletter; remember to tell your friends about it. You will receive the next portion of English in two weeks.

Good luck!

Dariya Dziuba

GRAMMAR: Past Simple

Past Simple is a very convenient tense when you want to tell about your or other people's past. Below, please, look at the situations when we can use Past Simple.

- We use Past Simple when we talk about some **completed actions that happened in the past**. These expressions can help us understand that the action happened in the past and it was completed: **ago, in 1991, at 4 o'clock, last year, in my childhood, yesterday, when** etc. For example:
 - √ I **didn't go** to school when I **was** 4.
 - √ They **came** to see her yesterday.
 - √ This story **happened** long time ago.
- We should use Past Simple when we speak about **actions we regularly did in the past**. It was our habit. For example:
 - √ I often **went** to the cinema last year.
 - √ We always **used** British Airways when we **went** to Egypt.
 - √ **Did you read** much when you **were** a child?
- You can also use Past Simple when you tell a story in the past. In such stories you usually describe some actions that happened in a sequence one after another. For example:
 - √ I **took** out my key, **opened** the door, **entered** the flat and **took** off my coat.
 - √ She **poured** some water into the kettle, **turned** it on and **sat** on the stool to wait until the water **boiled**.
 - √ She **got** up, **came** to the window and **opened** it letting the fresh air in.

How Past Simple's formed.

AFFIRMATIVE. Active form of the verb (passive will be discussed after we deal with all tenses in the newsletters).

All verbs are divided into two categories:

- *Regular verbs*
- *Irregular verbs*

Regular Verbs

To make a verb in Past Simple just add ending **-ed** to the infinitive of the verb. You use the same form after *I/we/you/they/he/she/it* etc. Please pay attention at the changes that happen when we add ending **-ed** to the verb:

- If a verb ends with **y** after a consonant, remember to change **y** into **i**. *Example: study – studied, try – tried. But: play – played* (because there's no consonant before y).
- If a verb has one vowel and one consonant after it, double the consonant. *Example: hop – hopped, stop – stopped.*
- If a verb ends with a mute "e" ("e" that we don't read), this letter drops out. *Example: bake – baked; create – created.*

Attention! If you add **-ed** after the sounds / **t** / and / **d** / read the ending as / **id** /. In the rest cases read

it as / d / after vowels and voiced consonant sounds: / m /, / b /, / n /, / ŋ /, / g /, / l /, / z /, / ð /, / v /, / w /, / r /, / ʒ /, / dʒ / or as / t / after voiceless consonant sounds: / p /, / s /, / θ /, / f /, / k /, / h /, / tʃ /.

Irregular Verbs

Irregular verbs have old forms of Past Simple. That is why it is only possible to learn them by heart. One great site where you can find irregular verbs with the pictures that illustrate them is by this link: <http://www.theirregularverbs.com/verbPage.php?page=1&language=spanish> or you can download podcasts that contain "listen-and-repeat" audio with irregular verbs (you can download an MP3 audio from the site, listen, repeat and remember the verbs with its help) from the site: <http://www.manythings.org/repeat/> I am sure that in the Internet you can find a variety of other sites that contain irregular verbs' lists or different activities that may help you learn these verb forms. Find the most suitable site for you and study the irregular verbs at your pace. Remember that in Past Simple we use the second column of the irregular verbs' table.

Almost all irregular verbs are used the same way with both singular and plural nouns. However, the verb "be" is differently used with them:

- I/he/she/it/singular – **was**
- We/you/they/plural – **were**

Example:

- I **was** a young girl in 1991.
- His wife **was** very angry when he came home.
- They **were** his best friends.
- Our horses **were** hungry and we gave them some food.

All the other verbs do not have any difference either with singular or with plural nouns.

NEGATIVE SENTENCES.

With all verbs except "be" (was/were) use the auxiliary verb "did" with "not" to form negative sentences. Remember that you can contract the full form: did not = didn't.

Important information. When you use **did** use the **main verb** in its **infinitive** form. *Example:*

- ✓ We **didn't want** to speak to him.
- ✓ They **didn't let** us in.
- ✓ She **didn't like** the garden.
- ✓ He **didn't invest** his money.

With the verb "be": use "not" after **was** or **were** to form negative sentences. Remember that you can contract the full forms: was not = wasn't; were not = weren't. *Example:*

- ✓ Their ideas **weren't** important but we decided to listen to them.
- ✓ Her advice **wasn't** the best one but it was useful.
- ✓ We **weren't** here last year.
- ✓ He **wasn't** very friendly with us.

INTERROGATIVE SENTENCES.

When you want to form questions with all verbs except "be", put "did" before the subject of the sentence.

Important information. When you use **did**, use the **main verb** in its **infinitive** form. *Example:*

- ✓ **Did you drink** much coffee yesterday?
- ✓ **Did you pay** all your debts?
- ✓ **Did she wear** her beautiful evening dress at the party?
- ✓ **Did they tell** you why they came?

With the verb "be" form questions by putting it before the subject (in the necessary form). *Example:*

- ✓ When **were** you at home yesterday?
- ✓ Where **were** your parents at 6 o'clock?
- ✓ What **was** her job?
- ✓ How old **was** he?
- ✓ **Was** he a good person?

Exercise 1. Put the verbs in the correct form.*

1. That _____ (be) a disastrous meeting.
2. _____ the question? (understand/you)
3. She _____ (not/tell) me a word but I _____ (be) sure she was very angry.
4. They _____ (tell) me a long story about their past lives.
5. Why _____ me back? (not/you/call) I was waiting for your call all evening yesterday!
6. She _____ (not/recognize) me when we _____ (meet) yesterday.
7. What _____ (he/tell) you? What _____ (he/want) to know about?
8. It _____ (be) a cold and very long day.
9. Sometimes I _____ (catch) a taxi and _____ (go) to the cinema.
10. She never _____ (print) out any information. She _____ (keep) everything on her computer.
11. We _____ (worry) very much about our friends who _____ (want) to see us.
12. _____ (you/hear) about the airplane crash? It _____ (be) horrible. 100 people _____ (die)!
13. She _____ (not/think) about possible problems with the enterprise.
14. They _____ (think) it was very difficult to save the company. But they _____ (decide) to try.
15. She _____ (buy) a new computer and a computer desk.
16. The plane _____ (arrive) at the airport and the passengers _____ (take) their things and _____ (get) off the plane. They _____ (go) into the arrivals' hall and _____ (meet) friends, relatives or business partners who were waiting for them.
17. That _____ (be) a very interesting film but I _____ (have) to watch till eleven at night. It _____ (be) horrible!
18. We _____ (not/like) his story about the traffic jam. We _____ (understand) that he _____ (be) late because of some other reason.
19. She _____ (find) out that many people from our office _____ (study) at the same university.
20. It _____ (be) late when the meeting _____ (start) and it _____ (be) even later when we _____ (leave) the building.

HINTS ON BUSINESS WRITING: How to write a fax

Though we often use e-mails in our business communication, faxes still remain very popular means of correspondence. As any documents, it creates an image of your company and to appear professional you should know how the faxes should look like.

General fax tips

- Use page with plain white background
- Use black text color
- Use a large font size (12pt or larger)
- Use a portrait page layout
- Use a standard page size
- Use simple high contrast graphics
- Use a fax cover page

Layout

When writing faxes you should follow the standard format. Include these components into your fax to make it as professional as possible:

- Letterhead

- Name of the person/people you want to receive the fax
- Name of the person/people sending the fax
- Sender's fax number
- Date
- Total number of pages
- Opening
- Body the fax
- Closing
- Signature

Sample fax

Manuela Berthold
167 Western Avenue
Brighton, WC8 7G1
Tel: 12903547

TO: SportsForever , Sales Department
FROM: Manuela Berthold
FAX NUMBER: 12903547
SUBJECT: walking sticks
DATE: 1 October 2004
PAGE(S): 1

I would like to buy 20 pairs of walking sticks at your shop. Please reserve them for me and I will come to collect them Monday next week, on 4 October. If there are any problems, please let me know.

Kind regards

Manuela Berthold

USEFUL EXPRESSIONS: Business Proverbs and Sayings

- All things must pass.
- An ounce of prevention is worth a pound of cure.
- Appearances are deceptive.
- April showers bring May flowers.
- As iron sharpens iron, so one man sharpens another.
- As soon as a man is born, he begins to die.
- As you make your bed so must you lie on it.
- As you sow, so shall you reap.
- Ask me no questions, I'll tell you no lies.
- Attack is the best form of defense.

TEXT TO READ AND THINK ABOUT: HENRY FORD

"People can have the Model T
in
any colour – so long as it's
black."

Affordable Cars

A Michigan man who envisioned making automobiles for all Americans created one of the great American industrial success stories with assembly lines and workers' incentives.

**Late Bloomer**

While Henry Ford was not the first to attempt the production of low-cost, reliable automobiles, he was the first to make cars affordable to average Americans. Born into a family of Michigan farmers in 1863, Ford quickly developed a dislike for farm labor. As a mechanically-inclined young man, he built and drove racing cars. It was not until he was forty years of age that he incorporated the Ford Motor Company in Detroit.

The People's Car

In 1908, the Ford Company unveiled the Model T, a four-cylinder, 20-horsepower car that cost between \$825 and \$850 (c. \$15,500-\$16,000 in 2003 dollars). Developing an assembly line mode of production, Ford was able to decrease the price eight years later to \$345-\$360. Ford's output grew from just over 32,000 cars in 1910 to nearly 735,000 cars in 1916. His Highland Park and River Rouge factories would become famous for their low-cost, standardized mass production. Obsessed with wasted worker motions, Ford divided labor into small, specialized tasks, and installed conveyor belts to carry parts into the assembly lines in 1912. The system became one continuous, moving chain by 1914. Ford was said to have been inspired by the animal "disassembly" line of Chicago's meatpacking operations. These production techniques further lowered unit production costs and allowed Ford to thrive.

**Something for Workers**

Workers disliked these trends toward repetitive, machine-like work, and many of them quit. Ford shocked Detroit in 1914 by initiating the \$5, eight-hour day. It was an instant doubling of pay, at least, and for less work. Thousands of aspirants showed up at Ford, ready to work under the newly generous terms. By the end of the Model T's run in 1927, fifteen million had been built and sold.

Better Lives

The assembly line raised the standard of living for American families and contributed to the rise of the American consumer economy after World War I. By the time of his death in 1947, Ford had been mythologized on an international scale. In the end, Ford was an innovator who changed the nation, but failed to evolve his views with the rapidly changing times.

Source: http://www.pbs.org/wgbh/theymadeamerica/whomade/ford_hi.html

VOCABULARY TO THE TEXT

1. **affordable** (adjective) – something you can allow to buy
2. **envision** (verb) – see, imagine
3. **assembly lines** (adjective + noun) - an arrangement of workers, machines, and equipment in which the product being produced passes from operation to operation until completed

4. **incentive** (noun) - initiative
5. **bloomer** (noun) - a person who achieves full maturity and competence (late bloomer)
6. **attempt** (verb) – to try
7. **reliable** (adjective) – something or someone you can trust
8. **labor** (noun) – work
9. **incorporate** (verb) – to create a legal form of a corporation
10. **unveil** (verb) – reveal, open, show, unclose
11. **horsepower** (noun) – it's a technical term that shows how powerful your car is
12. **output** (noun) - result
13. **obsess** (verb) – to be focused on something with high intensity
14. **install** (verb) – introduce, put
15. **conveyor belts** (noun + noun) – a line of a conveyor used in mass production
16. **meatpacking** (noun) – packing of meat
17. **thrive** (verb) – to grow quickly, to become successful
18. **quit** (verb) - leave
19. **contribute** (verb) – to give, supply
20. **scale** (noun) - a certain relative or proportionate size

***Answers to the exercises.**

Exercise 1.

1. That was a disastrous meeting.
2. Did you understand the question?
3. She didn't tell me a word but I was sure she was very angry.
4. They told me a long story about their past lives.
5. Why didn't you call me back? I was waiting for your call all evening yesterday!
6. She didn't recognize me when we met yesterday.
7. What did he tell you? What did he want to know about?
8. It was a cold and very long day.
9. Sometimes I caught a taxi and went to the cinema.
10. She never printed out any information. She kept everything on her computer.
11. We worried very much about our friends who wanted to see us.
12. Did you hear about the airplane crash? It was horrible. 100 people died!
13. She didn't think about possible problems with the enterprise.
14. They thought it was very difficult to save the company. But they decided to try.
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16. The plane arrived at the airport and the passengers took their things and got off the plane. They went into the arrivals' hall and met friends, relatives or business partners who were waiting for them.
17. That was a very interesting film but I had to watch till eleven at night. It was horrible!
18. We didn't like his story about the traffic jam. We understood that he was late because of some other reason.
19. She found out that many people from our office studied at the same university.
20. It was late when the meeting started and it was even later when we left the building.

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