

# **EXPORT ENGLISH**

An intermediate course of business English  
based on the radio series by Clive Moffat

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**SUSAN NORMAN**

English by Radio and Television,  
British Broadcasting Corporation,  
London  
World Publishing Corporation,  
Beijing

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**To John**

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# **Introduction**

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The story is about Jayal Motors, a small family firm which produces and sells mopeds. It is situated in Zana, a provincial town in Zuritania. Zuritania is an English-speaking developing country and its capital city is Dabu. Jayal Motors' main rivals on the home market are Barratt & Sons.

In the course of the story, Jayal Motors consider exporting to an industrial nation called Industria. The capital of Industria is Centreville and its currency is Industria pounds. The currency used in Zuritania is the utile.

The people who appear in the story are:

<b>Tom Jayal:</b>	The founder and Managing Director of Jayal Motors
<b>Paul Osman:</b>	The Sales Manager of Jayal Motors and Tom's son-in-law
<b>Tara Osman:</b>	Paul's wife and Tom's daughter
<b>Jack Lom:</b>	The Production Manager of Jayal Motors
<b>Tim Hasram:</b>	He becomes Paul's assistant in the Sales Department at Jayal Motors
<b>Diana Ling:</b>	A secretary at Jayal Motors
<b>Taki Kamal:</b>	The Manager of the Commercial Credit Bank. The bank owns 10% of the shares in Jayal Motors
<b>Christopher Mayo:</b>	He works in the Export Development Office (the EDO) in Dabu
<b>Carl Sindon:</b>	The Commercial Attaché at the Zuritanian Embassy in Centreville
<b>Adam Fortesquieu:</b>	An import agent in Industria
<b>Eve Sorrell:</b>	Fortesquieu's assistant
<b>Bill Cornell:</b>	A moped retailer who owns a string of shops in Centreville
<b>Ann:</b>	Carl Sindon's secretary
<b>Sarah:</b>	Fortesquieu's secretary

# About this book

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*Export English* is based on the story of Jayal Motors, a small firm in a developing country. The book is not a grammatically structured course, but aims to teach and practise the language of business and commerce. It is for students who already have some knowledge of English and who want to extend and practise this knowledge in a commercial context. It has been written with the self-study student in mind, but it can also be used productively for classwork. The businessman will find plenty of opportunities to improve his English, while students who are new to business will also learn a great deal of basic commercial practice.

The book is divided into ten episodes made up of the following parts:

**Programmed unit:** The programmed units are short passages on different areas of commercial practice. They incorporate commercial vocabulary, most of which has been taken from the taped story. The programmed units are a way of learning new vocabulary, they are not a test.

**Suggested approach** – Read through the whole passage once to get an idea of the general meaning. Then go back to the beginning and fill in the gaps as you read through the passage for a second time. All the words you fill in have appeared previously in the text, although they might have been in a slightly different form:

e.g. To sell goods is to market them. A company which m . . . . . goods is a m . . . . . company and the place where goods are sold is a m . . . . .

(Answers: markets/marketing/market).

Check through your answers with the key on the right. In words where the stress is particularly difficult or important, it is marked in the key.

e.g. compe'tition, com'petitor.


NB The programmed units teach basic commercial practice as well as vocabulary. We have followed British commercial practice where we have had to be specific to a country.

**Glossary:** The glossary is a selection of words and phrases from the taped story which might be unfamiliar to the student (often because they are colloquialisms, idioms or because they have a specific meaning in this context). The explanations refer to the meaning of the words as they are used in the story.

**Listening comprehension:** This section is the on-going story of Jayal Motors which is recorded on cassette (there is an introduction to the story and the characters at the beginning of the book). There is an introduction to each scene to help the student understand the story, and the true/false questions should help him judge his overall comprehension of each episode. The questions at the end of the listening section are designed to focus attention on the main commercial issues which arise in the story.

The tapescripts are included in the answer section at the back of the book, but it is recommended that the student listens to the cassette without looking at the tapescript. If a student has particular listening problems he might find it helpful to work through the other sections in each episode first and then come back to the listening comprehension.

**Exercises:** The exercises all arise from the taped story, and focus on grammatical structures, pronunciation points and specific listening skills as well as further areas of commercial practice and vocabulary. The word puzzles are designed to teach more vocabulary: the words are given in context in a document or short text and the clues give a definition.

The cassette symbol  indicates the exercises which are recorded on cassette immediately after the listening comprehension in each episode. There is no gap on the tape between the question or prompt and the answer, which means the student must press the 'pause' or 'stop' button on his cassette machine to give himself time to answer. The student should try to do these recorded exercises without looking at the book, in order to improve his listening skill.

The final exercises of each episode concentrate on different areas of written work which arise in the course of business. The aim of these exercises is to help the student understand commercial correspondence and documentation and improve your own written work.

There are also two other sections in the book:

**Answers:** The answers to the listening comprehension and exercises include explanations where they are appropriate, which are particularly helpful to the student working alone. An asterisk (\*) indicates that this is not the only possible answer to a question. The story tapescript is also included in this section.

**Word list:** This is a list of all the vocabulary which is defined in the programmed units, glossaries and vocabulary exercises with a page reference to guide the student to the appropriate definition.

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

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

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## Programmed unit: **TRADING**

Fill in the gaps in this passage with words which have already appeared in the text. The answers are given in order in the column on the right.

A company is also called a firm or a business. While it is producing goods or trading, it is said to be in business. A f..... which is just starting up is going into b..... and a company which stops operating goes out of b..... If a c..... gets bigger, it expands. The expansion of a f..... means it can produce more goods or sell more of its products.

firm  
business  
business  
company  
firm

A manufacturer (or manufacturing company) p..... goods. The goods it makes are its p..... When a manufacturing company e....., it usually increases production. If one year it produces 100 tonnes and the next year it p..... 110 tonnes, it has increased p..... by 10%.

pro'duces  
'products  
expands  
produces  
pro'duction

A company which sells goods in large quantities (in bulk) is called a wholesale distributor (or wholesaler). A company or person buying goods in b..... (or w.....) and selling them in small quantities is a retailer. Most local shops are r..... and sell goods r.....

bulk  
wholesale  
retailers  
retail

Two or more companies which sell or manufacture the same product are competitors (or rivals). They are in competition and they compete for customers. In order to sell more goods than its r....., a company must be competitive. It is important to keep ahead of the c..... by selling at c..... prices. If one company has an advantage over its c..... (for example a cheaper or better product) it gives them an edge on the market.

rivals  
compe'tition  
com'petitive  
com'petitors

An area where there is a demand for certain goods is called a **m . . . . .**. A company which **m . . . . .** (sells) goods locally caters for the **l . . . . .** market. Goods sold in the same country as they are produced are sold on the home (or domestic) **m . . . . .**. A company which sells goods abroad is an exporter. An **e . . . . .** (or export company) sells goods on the international (or overseas) **m . . . . .**. The goods it **e . . . . .** are called **e . . . . .**. A company which starts selling goods **o . . . . .** is said to go into exporting (or to go into the **e . . . . .** business). An importer buys goods abroad and **i . . . . .** them into his own country. The goods are then called **i . . . . .** and the process of **i . . . . .** is called importation.

market  
markets  
local  
market  
ex'porter  
market  
ex'ports  
'exports  
overseas  
'export/ex'porting  
im'ports  
'imports  
im'porting

## GLOSSARY

Make sure you know these words before you listen to the story on the tape.  
NB The glossary gives the meaning of the word as it appears in the story.

*sth.* = something

*so.* = someone

*coll.* = colloquial

*here* = the meaning as used in the passage

**a project**  
**a shareholder**

work on a specific subject

so. who holds shares in a company, so. who has invested in a company

**a giant**  
**out of date**  
**to swallow up**  
**know-how**  
**to be in debt**  
**tax revenue**

(*here*) a large company

old fashioned, not modern

(*coll.*) to take over, to take control of (a smaller firm)

expertise, special knowledge

to owe money

money all businesses and private individuals must pay to the government on their earnings (often just called tax)

**to win so. over to sth.**

to convince so. about sth.

**a moped**

a bicycle with a small engine, a small motorbike (of a machine) running at maximum efficiency

**tuned to perfection**

(*coll.*) very good

**a winner**

**extended credit terms**

arrangement where buyer receives goods

immediately but pays for them at a later date

**tied up**

(of money) cannot be used for other purposes

to go frantic  
the accounts  
a chat  
to give sth. a go  
a forwarding agent

in-tray, out-tray  
Government Auditors' office

juicy bits  
to hold your own

to build costs into the price

import controls

to push up  
a feasibility study  
the board

to do sth. in great haste  
statement of a company's financial affairs  
a friendly talk  
to try sth.  
so. who handles the transportation and  
documentation of exported goods on behalf of the  
exporting company  
containers for incoming and outgoing mail  
government office where company financial  
accounts are stored  
(coll.) shocking or controversial information  
to keep your strong position, to do well against  
competition  
to charge a high enough price to cover all the  
producer's costs  
government controls on imported goods, e.g. to stop  
the importation of goods which are produced in the  
country  
(of prices) to increase, to make higher  
a piece of research to see if sth. is commercially viable  
the directors of a company

## Listening comprehension: **HOME COMING**

Listen to the story on the tape. Then say if the following statements are true or false.

**Scene 1** Jayal Motors is the name of a small company which produces and sells mopeds. It is situated in Zana, a provincial town in Zuritania. Paul Osman, the Sales Manager, has just been on a business course in Dabu, the capital city of Zuritania. His wife, Tara, meets him at the station. Tara's father is Tom Jayal, the founder of Jayal Motors.

1. Tara was at the station before Paul's train arrived.
2. Paul has been away for more than a month.
3. Tara has just had a baby.
4. Tara is a shareholder in Jayal Motors.
5. Paul thinks Jayal Motors should take over another firm.
6. Paul thinks Jayal Motors need to grow bigger.
7. Paul says exporting will make Jayal Motors more competitive.
8. Tara says Jayal Motors are short of money.

**1**

**Scene 2** Barratt & Sons are a rival company to Jayal Motors. Paul and Tara are continuing their conversation at home. Later Paul goes to see Jack Lom, the Production Manager at Jayal Motors, and they both go to the office where they see Diana, a secretary at Jayal Motors.

1. Tom Jayal expected Paul to return on Monday.
2. Jack Lom is in his office at Jayal Motors.
3. The new bike is lighter than previous models.
4. Barratts are a retailer.
5. Jayal Motors offer extended credit to their retailers.
6. Tom Jayal did not show anyone the letter from the tax revenue people.
7. Jayal Motors have exported bikes before.
8. Jayal Motors deliver bikes to shops 5,000 miles away.

**Scene 3** Paul Osman and Jack Lom are in Tom Jayal's office at Jayal Motors.

1. The bank holds the firm's original accounts.
2. Jack thinks Diana's friend might have stolen some papers from Jayal Motors.
3. Paul wants to persuade Jack that Jayal Motors should export bikes.
4. Paul thinks Jayal Motors should stop selling on the home market.
5. Zuritania imposes import controls which protect Jayal Motors.
6. Jayal Motors can charge higher prices for their bikes in Industria.
7. Jack is absolutely sure Jayal Motors will be successful in the export field.
8. Jack agrees to support Paul at the board meeting.

**Answer these questions about the whole episode.**

1. What are Paul's four main reasons for wanting to export?
2. What are Tara's two objections to exporting?
3. What are Jack's four main objections to exporting?
4. Why does Jack decide to support Paul?

# EXERCISES

1

## Exercise 1 Look/sound/feel/taste/smell

See if you remember these sentences from the tape:

*Pregnant women look beautiful.*

*You sounded very excited.*

*Let me tell you what the course was like.*

When we describe things, we can use:

*look/sound/feel/taste/smell* + adjective

*look/sound/feel/taste/smell* + *like* + noun

e.g. How does it taste? (delicious) *It tastes delicious.*

What did it taste like? (chocolate) *It tasted like chocolate.*

Now give answers to the following in the same way.

- |  |                                       |
|--|---------------------------------------|
| 1. What does it sound like? (a typewriter) | 5. How do I look tonight? (beautiful) |
| 2. How do they smell? (very sweet)         | 6. How did it taste? (salty)          |
| 3. How are you feeling? (tired)            | 7. How does it sound? (awful)         |
| 4. Who does she look like? (me)            | 8. What does it smell like? (smoke)   |



## Exercise 2 Question tags

Look at the way Paul asks a question:

*This isn't a joke, is it?*

When we are uncertain about something, we can add a question tag to make a sentence into a question:

Positive sentence + negative question tag

Negative sentence + positive question tag

e.g. You live here. *You live here, don't you?*  
You don't live here. *You don't live here, do you?*

Listen to the tape and make these sentences into questions in the same way. Try to do the exercise without looking at the book.

- |  |                                     |
|--|-------------------------------------|
| 1. You aren't serious.                       | 5. You're not leaving Jayal Motors. |
| 2. He can't really expect us to believe him. | 6. You think it's true.             |
| 3. That's not Diana getting into that car.   | 7. He won't tell anyone.            |
| 4. She's been to India.                      | 8. They'd spoken to him before.     |



# 1

## Exercise 3 Present perfect tense + yet/already

Notice that Tara asks:

*Has the 8.15 arrived from Dabu yet?*

Look at these sentences:

The train/leave? *Has the train left yet?* Question + *yet*

The train/not leave. *The train hasn't left yet.* Negative + *yet*

The train/leave. *The train's already left.* Positive + *already*

Using the words below, write questions, negative sentences or positive sentences, using the present perfect tense and *yet* or *already*.

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. I/not send/invoices.    | 5. We/invite/directors.         |
| 2. She/type/report?        | 6. Retailers/not receive/goods. |
| 3. You/see/new model?      | 7. They/not order/stationery.   |
| 4. I/do/feasibility study. | 8. You/eat?                     |

## Exercise 4 Train timetable

Read the description of the Dabu-Kali train service and fill in the timetable:

Trains leave Dabu at 15 and 50 minutes past every hour. The first is a stopping train and the second a through train (it does not stop at Gozo or Zana). In the mornings there is also a slow train at 08.25 and 09.25. The through train is a fast train which takes 4 hours 20 minutes to reach Kali. The slow train takes 1 hour from Dabu to Gozo and 2 hours 15 minutes from Gozo to Zana. The whole journey from Dabu to Kali on the slow train takes 4 hours 40 minutes.

DABU dep.	GOZO dep.	ZANA dep.	KALI arr.
08.15			
	09.15		
		11.40	
			14.16

- Paul caught the 8.15 from Dabu. What time did Tara meet him at the station?
- How long is the train journey from Zana to Kali?
- You are in Zana and you must be at a meeting in Kali at 2.15 pm. The meeting place is 5 minutes from the station. Which train will you catch?

## A memo

1

Paul found this memo on his desk when he went into the office on Monday morning. Read the memo and do the exercises afterwards.

Jayal  
Motors

### INTERNAL MEMORANDUM

TO: Paul Osman  
FROM: Tom Jayal  
DATE: 6 March 1981  
RE: Office security

While you were away we received a letter from the tax revenue office which suggested we were evading tax. I am meeting Taki Kamal from the bank on Monday to look into the matter, as we could be in a very serious situation.

This letter highlighted another problem which has been worrying me for some time. When I looked for last year's accounts to check the tax situation, I couldn't find them. Perhaps you have moved them for some reason? If so, could you let me have them as soon as possible, please. If not, however, there is a strong possibility that they have been taken by someone.

I know that in the case of the accounts this is not too serious because anyone can see a copy at the Government Auditors' office, but we do have other papers which are highly confidential and which we would not want our competitors to see. Even though we are a small firm, I think we should be much more careful about locking away confidential papers, while also making sure that they are available for authorized personnel to see.

Perhaps you and I could have a chat about this with Jack when you get back?

Tom

cc Jack Lom

7