

Leaving Certificate

Business Studies

People in Business

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Learning Support	Vocabulary, key terms working with text and writing text	Pages 3-11, 14-18
Language Support	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-18
Subject class	Key vocabulary	Pages 3-11
Learning focus	Using Business Studies textbooks and accessing curriculum content and learning activities.	
Levels for Language Support students	Students' English-language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>The Business Leaving Certificate</i> by John F. O'Sullivan.	
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Using this unit

Learning support, language support and mainstream subject class

The sections *Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for **Learning Support**.

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for **Language Support** classes.

Focus on vocabulary, *Focus on reading* and *Focus on writing* are suitable for use in **Learning Support**, **Language Support** and **subject classes**.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the section *People in Business* of the Leaving Certificate Business curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

People

employee
employer
consumer
investor
entrepreneur
operative
retailer
director
seller
buyer
worker
providers
customer
officer
stakeholder
producers

Business

firm
management
insurance
premises
profit
credit
goods
services

Conflict - consumer and retailer

ombudsman
dispute
redress
claim
Small Claims Court
compensation
Act
guarantee
purchase

Conflict - employer and employee

mediation
resolution
protection
legislation
picketing
disputes
ICTU
unfair dismissal
conciliation
arbitration
equality
discrimination
bargaining
complaint
negotiation
enforceable
unfairly
Rights
Commissioner
legislative
competitive
trade union
Labour Court
Labour Relations
Commission
industrial relations
codes of practice
parties

Contract

contract
agreement
breach
acceptance
capacity
binding
grounds
consideration

Recruitment and Employment

offer

promotion
pay
wages
advertising
terminated
terms and conditions

Data Protection Act

data
enforcement
notices
data controller
data processor

Other terms

relationship
recommendations
remedies
hire
intention
status
purpose
orientation
Co.
procedures
quality

Adjectives

misleading
false
legal
reasonable

Verbs

may (verb)
to complain
to resolve
to sue
to issue
to investigate

NAME: _____ DATE: _____
Leaving Certificate BUSINESS: People in Business

Vocabulary file for the topic
People in Business

Word	Meaning	Page(s) in my textbook	Note
relationships			
stakeholder			
investor			
supplier			
producer			
consumer			
employer			
manager			
employee			
trade union			



NAME: _____ DATE: _____
Leaving Certificate BUSINESS: People in Business

Word	Meaning	Page(s) in my textbook	Note
cooperation			
competition			
contract			
consideration			
warranty			
breach			
conflict resolution			
legislative			
Act			
hire purchase			
industrial relations			



NAME: _____ DATE: _____
Leaving Certificate BUSINESS: People in Business

Word	Meaning	Page(s) in my textbook	Note
collective bargaining			
dispute			
negotiation			
picketing			
code of practice			
Labour Court			
discrimination			
harassment			
redress			
Data Protection Act			



Introduction

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Buying and selling goods

Problems in the workplace

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



All students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: _____ DATE: _____
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Language Level: B1
 Individual / pair

Focus on vocabulary

1. Word building (People, and Consumer and Retailer)

Complete as much of the grid as possible. There may not be words for every space. Use your dictionary or textbook if necessary.

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
product			
remedy			
supply			
legislation			
enforcement			

2. Identifying vocabulary

Buying and selling goods and services are important aspects of business. Circle the words or terms in the box that relate to these activities. Look through your textbook if you are not sure.

after-sales service	weather	sample
aeroplane	consumer	reading
retailer	advertising	homework
animals	unsolicited goods	price
refund	visitor	contract
		mountain
		kitchen
		supplier

What do these words mean in this topic?

parties _____

faulty _____



3. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions. Look at your textbook if you need help.

Column A	Column B
to have a stake in	ending a problem or difficulty
resolving a conflict	an invitation to a person to make an offer for something
interest groups	a negative relationship between an entrepreneur and investor/consumer and producer/two producers/employer and employee
competitive relationship	cancelling a contract so that each party is at the same position they were in before the contract was made
invitation to treat	a group or organization with particular aims and ideas which tries to influence the government's decision-making
rescinding a contract	to have a share or financial involvement in something like a business or enterprise

4. Completing sentences

Choose the best word or phrase to complete the sentences below. Put a), b) or c) in the space.

- 1) A valid contract must have agreement between the _____.
a) goods **b) premises** **c) parties**
- 2) Interest groups try to _____ government or business organisations.
a) influence **b) complain** **c) organise**
- 3) A trade union _____ employees.
a) represents **b) disagrees with** **c) argues with**
- 4) An offer is open until it is _____.
a) written **b) terminated** **c) heard**
- 5) A warranty is a term in a _____.
a) letter **b) booklet** **c) contract**

5. Word building (Conflict Resolution)

Complete as much of the grid as possible. There may not be words for every space. Use your dictionary or textbook if necessary.

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
negotiation			
investigation			
harassment			
intervention			
promotion			

6. Identifying vocabulary



Conflict Resolution is solving problems and disputes in business. Circle the words or terms in the box that relate to **problems in the workplace** and the ways that these are **resolved**. Look through your textbook if you are not sure.

	sports		picketing
Equality Authority			
world	discrimination		people
official dispute	reinstatement	warfare	arbitration
	broadband		
Labour Court		unfair dismissal	
electricity	balloting	reading	negotiation

What do these words mean in this topic?

legislative _____

proactive _____



7. Matching

The expressions below are all related to **Conflict Resolution**.
 Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions. Look at your text book if you need help.

Column A	Column B
to seek the approval of the social partners	protected from legal action
immunity from prosecution	a set of rules or standards agreed by a group of people
code of practice	an agreement which cannot be stopped or avoided
legally binding	taking action to make sure that there are equal opportunities (e.g. employing women or people over 50)
positive action	government, employers, employees, farmers and community organisations
	to try to get people to agree to something

8. Completing sentences

Choose the best word or phrase to complete the sentences below. Put a), b) or c) in the space.

- 1) If industrial relations are good, workers will be _____.
a) miserable b) motivated c) poor
- 2) The result of collective bargaining is an _____.
a) agreement b) party c) conference
- 3) _____ National agreements are negotiated between the social _____.
a) security b) workers c) partners
- 4) The union has a secret _____ to decide on an official dispute.
a) ballot b) meeting c) email
- 5) Employees are _____ when they walk up and down outside the workplace during a strike.
a) meeting b) exercising c) picketing

Language Level: B1
Individual / pair

Focus on grammar

9. The Passive

Read the sentences below and see the difference between the active and passive forms.

	Active	Passive
a)	His company provides the services.	The services are provided by his company.
b)	He ordered goods from the shop.	The goods were ordered by him.
c)	The employees wrote a letter.	A letter was written by the employees

Note the important things about the Passive form:

1. The Passive has two parts - the verb **to be** + a **Past Participle**
2. In the Passive form the emphasis of the sentence changes – see a) where *company* in the active sentence changes to *services* in the passive form.
3. Most passives are followed by a preposition – *by his company*
4. You must be very careful with irregular verbs because the past participle will change. See c) wrote (past tense) becomes written (past participle).

Turn the following sentences into Passives.

1. They bought the goods after seeing a sample.

2. The two parties cancelled the contract.

3. The company advertised their new goods.

4. After discussions they created a new relationship.

5. The ombudsman investigates complaints.

6. The salesperson describes the goods to the consumer.



10. Words with prepositions

The words in the sentences below are followed by a preposition. Write the correct preposition in the space. Check your text-book or dictionary if you are not sure.

- a) There are procedures _____ making claims.
- b) You should know the period _____ guarantee.
- c) He got a full refund _____ the money paid for the computer.
- d) The aim _____ the Act is to protect consumers.
- e) It is wrong to give misleading indications _____ price.
- f) The claim applies _____ some of the goods.
- g) The Small Claims Registrar deals _____ customer claims that are less than €2000.
- h) Legislation helps _____ dealing with conflict between people.
- i) There are many reasons _____ joining a trade union.
- j) The union seeks the approval _____ members.

11. Countable and uncountable nouns

A countable noun can be singular or plural, for example *a desk - twenty desks*
A countable noun is used with a singular or plural verb, for example
The desk is ... The desks are ...

An uncountable noun

- has **no plural form**.
- is always used with a **singular verb**.
- **cannot be used** with *each, every, several* or *many*.

Put a suitable verb into the gaps in these sentences.

- 1) Technology _____ very important in business today. (to be)
- 2) The parties _____ meeting later today. (to be)
- 3) Conciliation _____ used to help solve conflicts. (to be)
- 4) There _____ no evidence of a dispute. (to be)
- 5) There _____ picketers outside the factory. (to be)
- 6) The Labour Court _____ appeals. (to hear)



Language Level: B1 / B2 Individual / pair
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Focus on reading

12. Read the text below quickly and underline the words and phrases that describe and explain the role of stakeholders.

Stakeholders

A stakeholder is an individual or a group of people who are involved and play a part in the operation of a business and who affect and are affected by how a business is run and by its decisions and performance.

All stakeholders have a direct interest in a business. Stakeholders depend on each other: A decision by one stakeholder can affect other stakeholders.

13. Read the text below carefully.

Consumers

Consumers are vitally important to business as they make up the market to which goods and services are sold. Consumers dictate the pattern of business activity. The business must pay particular attention to meeting the needs of consumers, otherwise they will purchase elsewhere and the business will decline.

Maintaining good consumer relationships leads to brand loyalty with repeat consumer purchases. To be successful a business must be consumer-orientated because of the fast-changing business environment.

Now read the following statements and indicate with a tick (✓) whether they are True or False.

	True	False
Consumers are a very important part of the business world.		
Business dictates what consumers should do.		
If consumers are not satisfied they will buy goods or services from another company.		
Brand loyalty means that consumers take their business to another brand.		
Businesses must include consumers when they are planning for the future.		
The world of business changes slowly.		



14. Trade Unions, Interest Groups and Trade Associations

A trade union is an organisation that represents employees. It protects and furthers their interests and improves their bargaining power with employers.

Trade unions are not themselves part of businesses, but they influence how firms operate.

Interest groups are groups that wish to influence the political and decision-making process but are not part of the political structure of the country.

Interest groups attempt to influence government and businesses to further the interests of their members. They aim to have their views taken into account when decisions are made. Such influence on government can occur directly by lobbying politicians, local representatives, etc. to take action and pass laws that favour their members.

A trade association is an organisation set up to represent the interests of all firms in an industry. They often lobby government on behalf of the industry and usually have significant access to politicians.

Read the following statements and put a tick (✓) in the correct column(s) to show what trade unions, interest groups and trade associations do.

	Trade Unions	Interest Groups	Trade Associations
These put pressure on employers.			
These try to influence the political process.			
These protect people working in companies and organisations.			
These represent all firms in a particular industry or sector.			
These have access to politicians.			
These are not part of the political structure of the country.			

Put the terms from the box below into the following sentences:

- 1) A trade association is _____ to represent all firms in an industry.
- 2) A business association speaks _____ business.
- 3) Interest groups want to have their views _____.
- 4) Interest groups want government to _____ and pass laws.

taken into account	set up	take action	on behalf of
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15. Ombudsman for Public Bodies

Ombudsman means 'representative of the people'. If a member of the public is dissatisfied with the service received from certain public bodies and has been unsuccessful in efforts to sort out the problem with the body concerned they can seek the help of the ombudsman.

The ombudsman's office also deals with complaints from people who feel that they have been unfairly treated in their dealings with those bodies.

The person must make every effort to try to sort out the problem with the public body concerned. It is only if their attempts fail that they should contact the ombudsman. The complaint must be made within twelve months of the incident.

The ombudsman is impartial and completely independent of the government. When investigating a complaint the ombudsman has a legal right to all information about a complaint. The ombudsman will first try to negotiate a settlement and if this is not possible he/she will recommend a solution. Recommendations are not binding on either party to the complaint.

Read the text carefully and find the correct statement below. There is one correct answer for each question. Circle the correct answer

- 1) The ombudsman tries to solve problems for
a) people working in government departments. b) members of the public.
- 2) A person should try to solve a problem
a) after they have been to the ombudsman. b) before going to the ombudsman.
- 3) The ombudsman is
a) controlled by the government. b) independent of government.
- 4) Recommendations from the ombudsman
a) are not binding. b) are legally binding.

16. Reading to find the main points

Read the statements below:

- | | | |
|--|------------------------------|-----------------------------|
| a) Goods should do what they are bought to do | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) The seller does not care why you buy something. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Safety is not an issue. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d) Food should be suitable for eating. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Now read this extract quickly then go back and tick Yes if the statement is correct or No if it is incorrect.

Goods should be fit for their purpose. This might include the normal purpose that such goods are used for, or it could be some particular purpose made known to the seller at the time of purchase. For example, washing machines should wash, cars should provide transport, lawnmowers should cut grass, food should be edible, electrical appliances should be safe.

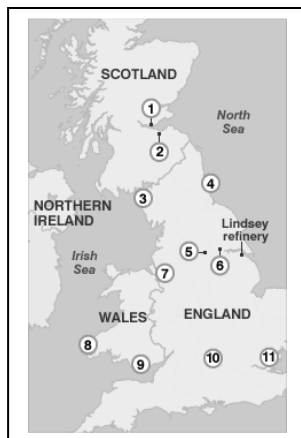


Language Level: B1 / B2
Pair writing

Focus on writing

17. Refinery dispute talks adjourned

Talks with contractors aimed at ending the bitter dispute over the sacking of 647 workers at Lindsey oil refinery have been adjourned until Thursday.



Union leaders are demanding the staff are reinstated and want guarantees that those who have taken part in sympathy strikes would not be victimised.

Total, owner of the North Lincolnshire site, is at the meeting to observe.

Some 3,000 workers at construction sites round the UK have walked out in support of the sacked workers.

The Lindsey workers first withdrew their labour on 11 June in protest at a sub-contractor axing 51 jobs while another employer on the site was hiring people.

Just over a week later, Total announced that 647 construction workers had been sacked for taking part in unofficial strikes.

Since then, walkouts have taken place at Lindsey and at other sites around the UK in sympathy with the sacked workers.

On Tuesday, about 1,000 men demonstrated at the gates of the oil refinery, waving placards saying "Total injustice" and "say no to the death of the construction industry".

The first meeting of unions and management since the sackings began at 1600 BST on Tuesday in London.

The sacked workers had been employed on a project known as HDS-3 to build a new site alongside the existing Lindsey plant.

Total fears the unofficial strikes have set the project back by months and as a result will cost an extra 100 million euros (£85m).

There have also been concerns that the row could jeopardise the long-term future of the plant and the jobs that come with it. (BBC News)

Working with your partner:

- Read the article taken from the BBC news.
- Underline the key details.
- Re-write a summary of the text in your own words. Your summary should be approximately 60 words.

Plan your summary:

Main topic: _____

Point 1: _____

Point 2: _____

Point 3: _____

Point 4: _____

Point 5: _____

Now write six sentences which summarise the main points of this article.

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Individual / pair

Focus on writing

18 Read this piece of text:

A secret ballot of members must be held before industrial action can take place. One week's notice must be given to the employer involved in the dispute before industrial action can begin. The trade union may lose its negotiating licence if this procedure is not adhered to. If a secret ballot takes place and if workers engage in industrial action they are legally protected from being sued by their employer for any loss arising from their action.

You are the shop steward* in the place where you work. You have had discussions with the management about safety in work. The discussions have not been satisfactory. You are going to speak to your colleagues at a meeting.

*a worker elected by workers in a factory or business to represent them in discussions with the management

Write what you will say to them.

Include the following points:

- Remind the workers about the problem (safety)
- Tell them about the meeting with management
- Explain why you are not satisfied
- Tell your colleagues that industrial action is possible
- Explain that you must hold a secret ballot
- Explain the information from the text above

Answer Key

Focus on vocabulary

1. Word building (People and Consumer and Retailer)

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
product	producer	productive	to produce
remedy		remedial	to remedy
supply	supplier		to supply
legislation	legislator	legislative	to legislate
enforcement	enforcer	enforced	to enforce

2. Identifying vocabulary

after-sales service	weather	sample	
aeroplane		consumer	reading
retailer	advertising	homework	supplier
animals	unsolicited goods	kitchen	
refund	visitor	price	mountain
	contract		

parties = people involved in an official arrangement, argument, or similar situation

faulty = something that is not perfectly made or does not work correctly

3. Matching

Column A	Column B
to have a stake in	to have a share or financial involvement in something like a business or enterprise
resolving a conflict	ending a problem or difficulty
interest groups	a group or organization with particular aims and ideas which tries to influence the government's decision-making
competitive relationship	This is a negative relationship between an entrepreneur and investor/consumer and producer/two producers/employer and employee.
invitation to treat	an invitation to a person to make an offer for something
rescinding a contract	cancelling a contract so that each party is at the same position they were in before the contract was made

4. Completing sentences

- 1) c
- 2) a
- 3) a
- 4) b
- 5) c

5. Word building (Conflict resolution)

Noun – object / action /situation	Person / people	Adjective	Verb(s) 1) verb form of the noun 2) verb typically used with this noun
negotiation	negotiator	negotiated	to negotiate
investigation	investigator	investigative	to investigate
harassment		harassed	to harass
intervention		interventionist	to intervene
promotion	promoter	promoted	to promote

6. Identifying vocabulary

Equality Authority	sports	picketing
world	discrimination	people
official dispute	reinstatement	warfare
Labour Court	broadband	arbitration
electricity	balloting	unfair dismissal
		reading
		negotiation

legislative = relating to the law of the country

proactive = taking action by making change, not just reacting to problems

7. Matching

Column A	Column B
to seek the approval of the social partners	to try to get people to agree to something government, employers, employees, farmers and community organisations
immunity from prosecution	protected from legal action
code of practice	a set of rules or standards agreed by a group of people
legally binding	an agreement which cannot be stopped or avoided
positive action	taking action to make sure that there are equal opportunities (e.g. employing women or people over 50)

8. Completing sentences

- 1) b
- 2) a
- 3) c
- 4) a
- 5) c

Focus on grammar

9. The Passive

1. The goods were bought after seeing a sample.
2. The contract was cancelled by the two parties.
3. The new goods were advertised by the company.
4. A new relationship was created after discussions.
5. Complaints are investigated by the ombudsman.
6. Goods are described to the consumer by the salesperson.

10. Words with prepositions

- a) There are procedures for making claims.
- b) You should know the period **of** guarantee.
- c) He got a full refund **of** the money paid for the computer.
- d) The aim **of** the Act is to protect consumers.
- e) It is wrong to give misleading indications of price.
- f) The claim applies **to** some of the goods.
- g) The Small Claims Registrar deals **with** customer claims that are less than €2000.
- h) Legislation helps **in** dealing with conflict between people.
- i) There are many reasons **for** joining a trade union.
- j) The union seeks the approval **of** members.

11. Countable and uncountable nouns

- 1) Technology **is** very important in business today.
- 2) The parties **are** meeting later today.
- 3) Conciliation **is** used to help solve conflicts.
- 4) There **is** no evidence of a dispute.
- 5) There **are** picketers outside the factory.
- 6) The Labour Court **hears** appeals.

Focus on reading

12. Stakeholders

A stakeholder is an individual or a group of people who are involved and play a part in the operation of a business and who affect and are affected by how a business is run and by its decisions and performance.

All stakeholders have a direct interest in a business. Stakeholders depend on each other: A decision by one stakeholder can affect other stakeholders.

13. Consumers

	True	False
Consumers are a very important part of the business world.	√	
Business dictates what consumers should do.		√
If consumers are not satisfied they will buy goods or services from another company.	√	
Brand loyalty means that consumers take their business to another brand.		√
Businesses must include consumers when they are planning for the future.	√	
The world of business changes slowly.		√

14. Trade Unions, Interest Groups and Trade Associations

	Trade Unions	Interest Groups	Trade Associations
These put pressure on employers.	√		
These try to influence the political process.		√	√
These protect people working in companies and organisations.	√		
These represent all firms in a particular industry or sector.			√
These have access to politicians.		√	√
These are not part of the political structure of the country.	√	√	√

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- 1) A trade association is **set up** to represent all firms in an industry.
- 2) A business association speaks **on behalf of** business.
- 3) Interest groups want to have their views **taken into account**.
- 4) Interest groups want government to **take action** and pass laws.

15. Ombudsman for Public Bodies

- 1) b
- 2) b
- 3) b
- 4) a

16.

- a) Yes ✓
- b) No ✓
- c) No ✓
- d) Yes ✓