

## BUSINESSES



### OVERVIEW

- **Reading:**  
*One Furniture Store Fits All*
- **Language Work:**  
*Noun (1)*
- **Skills:**  
*Dealing with Numbers*
- **Applied Writing:**  
*Comparison and Contrast Paragraph*

## Getting Ready

Before reading, answer these questions.

1. What do you know about IKEA?

\_\_\_\_\_

2. Does IKEA have stores in your country?

\_\_\_\_\_

3. What sorts of people go shopping there?

\_\_\_\_\_

4. What should be taken into account if a company wants to expand their business to other countries?

\_\_\_\_\_

5. Do an expanding company need to change its regulation?

\_\_\_\_\_

## Word Power

A. The text below gives a definition and brief explanation of what a contract is. Complete it with words or expressions from the box.

accepted	express	reward	voided
agreement	implied	signed	writing
breach	intention	stated	damages
consideration	obligations	sue	verbally
contractual liability	offer	under seal	terms

A contract can be defined as 'an \_\_\_\_\_ between two or more parties to create legal \_\_\_\_\_ between them'. Some contracts are made '\_\_\_\_\_': in other words, they are \_\_\_\_\_ and sealed (stamped) by the parties involved. Most contracts are made \_\_\_\_\_ or in \_\_\_\_\_. The essential elements of a contract are: (a) that an \_\_\_\_\_ made by one party should be \_\_\_\_\_ by the other; (b) \_\_\_\_\_ (the price in money, goods or some other \_\_\_\_\_, paid by one party in exchange for another party agreeing to do something); (c) the \_\_\_\_\_ to create legal relations. The \_\_\_\_\_ of a contract may be \_\_\_\_\_ (clearly stated) or \_\_\_\_\_ (not clearly \_\_\_\_\_ in the contract,

but generally understood). A \_\_\_\_\_ of contract by one party of their \_\_\_\_\_ entitles the other party to \_\_\_\_\_ for \_\_\_\_\_ or, in some cases, to seek specific performance. In such circumstances, the contract may be \_\_\_\_\_ (in other words, it becomes *invalid*).

**B. Look at the paragraphs in the boxes and answer the questions that follow them.**

**PARAGRAPH 1**

This contract is binding, and we expect all the parts involved (both clients and suppliers) to abide by the terms and conditions stated in sections 3a - 37g on pages 1 - 17.

1. One of the underlined words/expressions in the above sentence is wrong. Identify and correct it.
2. TRUE or FALSE: A contract which is *binding* is flexible and can be changed at any time.
3. Which of these words/expressions could replace *abide by*:  
a) choose            b) agree with            c) obey            d) change

**PARAGRAPH 2**

The contract was originally verbal, but we've finally managed to get the company to give us something on paper. They say that this contract is un-negotiable, but maybe we can persuade them to amend some of the details before we sign on the dotted line.

1. One of the underlined words/expressions in the above sentence is wrong. Identify and correct it.
2. TRUE or FALSE: The speaker thinks it might be possible for small changes to be made to the contract before she signs it.
3. Rearrange the letters in **bold** to make four words which have the same meaning as *verbal* in this situation.  
**rola            kosnep            plidemi            etodnurdso**

## Reading Passage

Get as much information as possible from the text.

### Text 1

## One Furniture Store Fits All

*By: Nicholas George*



While multinationals are encouraged to follow Coca-Cola's lead and 'think global act local', Anders Dahlvig, chief executive of Ikea, the world's largest home furnisher, sees no need to tailor Ikea stores to local markets. 'Whether we are in China, Russia, Manhattan, or London, people buy the same things. We have the same range everywhere—we do not adapt to local markets,' says Mr. Dahlvig. He believes the group will double its sales in the next five years, adding 60 60 70 new stores worldwide and expanding many of its existing 139.

'Our strategy is concentrate on existing markets, grow them and penetrate them further', he says. It is a strategy that recognises that even in its largest markets, the UK and Germany, market share is still probably less than 5 percent. (Europe is by far the biggest market, with 80 percent of sales, followed by North America with 17 percent and Asia with 3 percent.)

But the strategy also reflects Ikea's need to consolidate its position in the newer Russia and Chinese markets. 'Both Russia and China have enormous potential for us. A lot of people with limited means—that is perfect for our concept,' he says.

*Taken from: The Financial Times – Market Leader*

**A. Match numbers (1 – 6) to what they refer to (a – f)**

- |                        |  |
|------------------------|--|
| 1. 60 to 70            | a. The total number of Ikea stores now   |
| 2. 139                 | b. The number of stores that Ikea will add worldwide over the next five years  |
| 3. Less than 5 percent | c. Ikea's probable share of the overall furniture market in the UK and Germany |
| 4. 80 percent          | d. Ikea's sales in North America as a percentage of its total sales            |
| 5. 17 percent          | e. Ikea's sales in Asia as a percentage of its total sales                     |
| 6. 3 percent           | f. Ikea's sales in Europe as a percentage of its total sales                   |

**B. Use the correct form of words from the article to complete the statement about companies and markets.**








1. A company that sells the same things everywhere does not \_\_\_\_\_ its products to each market: it does not a \_\_\_\_\_ to its markets.
2. A company that attracts new customers to a market \_\_\_\_\_ this market.
3. A company that sells more in a market where it already sells its products \_\_\_\_\_ the market further and \_\_\_\_\_ its position.

**C. Many companies enlarge their businesses to other countries. After knowing about how IKEA do their business in other countries, you need to compare it with the well-known fast-food restaurant, McDonald's. Notice the differences between both companies.**

Text 2

## McDonald's Serves What in London?!!

### *The Outrageous Double Standard in Fast Food*

	U.K.	U.S.A
<b>McDonald's</b>	Organic Milk in Happy Meal	 Monsanto Milk in Happy Meal
	 <b>FREE</b>	 151% more sugar in Pepperoni Lovers Pizza
	Turkey & Ham Sandwich Less Sugar	 56% more sugar
	No caramel coloring level IV	 58% more sugar in Pumpkin Spice Latte
	Bigger donut with less sugar	 52% more sugar

**FOOD BABE** #FoodBabeArmy Get More Info at FoodBabe.com

If you've ever been to the U.K., you might notice that the fast food restaurants over there are a little bit different, and slightly healthier than they are here. In the past, I wrote about how it's a common practice for food companies (everyone from Betty Crocker to Pringles to Quaker Oats) to reformulate their products with safer ingredients overseas, while they continue to sell us inferior products with unhealthy ingredients here in the States. If you walk into any McDonald's in the U.K. you'll find organic milk available for children in their Happy Meals, and no chocolate milk. Just think about that for a minute.

McDonald's also serves organic milk with their porridge (oatmeal), coffee and tea! You'll also find healthier items, like pineapple and carrot sticks that you won't find at any McDonald's in the U.S. – also without preservatives. Their fries aren't cooked in oil that contains TBHQ (a derivative of butane) or the anti-foaming agent dimethylpolysiloxane (an ingredient in silly putty) like they are here. Isn't it funny that the oil in the U.K. seems to work just fine without these ingredients?

Pull through the Taco Bell drive-thru and you won't be able to order Cinnabon desserts and big Mt. Dew Baja Blast Frozen drinks because these super sugary "treats" simply aren't available. If you dine at Pizza Hut, you'll get to take advantage of a free unlimited salad bar full of fresh vegetables (like they used to have in the United States but discontinued). I'm not saying everything is healthy in these restaurants, because it's certainly not – but,

it's definitely different than what we've got going on here in the U.S. Not only are their ingredients different, but they are serving up completely different ingredients and menu choices. One startling thing I noticed is that many of the menu items in the U.K. contain far less sugar than the versions that they serve us in the U.S.

*Taken from: foodbabe.com*

**D. Based on the information from the author, answer these questions.**

1. Does McDonald's serve different menu in countries all over the world?  
\_\_\_\_\_
2. What is the main difference between McDonald's menu in USA and UK?  
\_\_\_\_\_
3. Why did the author claim that the menu in USA is inferior?  
\_\_\_\_\_
4. Does the author like sweet food or drink? Provide the sentence supporting your answer.  
\_\_\_\_\_
5. What can be concluded from the last paragraph?  
\_\_\_\_\_

**E. Define the terms based on the information in the text. Then, put the words in sentence.**

1. Inferior                   :  
\_\_\_\_\_
2. Reformulate           :  
\_\_\_\_\_
3. Sugary                   :  
\_\_\_\_\_
4. Organic                 :  
\_\_\_\_\_
5. Salad bar               :  
\_\_\_\_\_

## NOUNS (1)

You knew already that *noun* in Bahasa Indonesia is *kata benda*. However, do you know that *nouns* are varied? Since it may take too many spaces, we will present it separately for your best understanding in several chapters discussing about Variation of Nouns.

### One-Word Nouns

Noun endings: people who do things/people who come from places

1. We use some words only as nouns: e.g. *desk, hat, tree, girl*, etc.
2. However, we often make nouns from other words by adding different endings or suffixes (*imbuhan di akhir kata*) and sometimes making other small changes. For example, if we add *-er* to a verb like *play*, we get the noun *player*, if we add *-ity* to the adjective *active*, we get the noun *activity*. There is no easy rule to tell us which endings to use to make nouns.
3. Typical endings which make nouns:  
**people who do things:** *actor, assistant, driver, engineer, pianist*.  
**people who come from places:** *Athenian, Milanese, Roman, British*.

### Nouns Formed from Verbs, Adjectives, Other Nouns

1. Some nouns have the same form as verbs: *act, attempt, blame, book, call, copy, cost, dance, fear, help, joke, kiss, laugh, try, vote, wish*.
2. Typical endings which make nouns from:
  - **verbs:** *acceptance, agreement, arrival, behavior, discovery, knowledge*.
  - **adjectives:** *absence, activity, anxiety, constancy, happiness*.
  - **other nouns:** *brotherhood, kingdom, lunacy, mouthful*.

And note *-ing* forms used as nouns: *I've given your shirt an ironing*.

**A. Give the nouns which describe people who do things or who come from places. Use these noun endings: *-an, -ant, -ar, -er, -ian, -ist, -or*. Some are used more than once.**

1. He *acts* very well. He's a good actor
2. Don't *beg*! You're not a \_\_\_\_\_
3. I can't play the *piano*. I'm not a \_\_\_\_\_
4. She *drives* well. She's a good \_\_\_\_\_
5. I'm from *America*. I'm an \_\_\_\_\_



6. Manuel *assists* me. He's my \_\_\_\_\_
7. Daniel is from *China*. He's a \_\_\_\_\_
8. Giring has a good *vocal*. He is currently a \_\_\_\_\_ in Nidji Band.
9. She always tells *lies*. She's such a \_\_\_\_\_
10. Anna is studying *history*. She will be the best \_\_\_\_\_
11. Deddy Corbuzier plays many kinds of magic. He's a talented \_\_\_\_\_

**B. Give the nouns derived from verbs, adjectives, or other nouns. Use these noun endings: *-age, -hood, -ation, -ion, -ful, -ence, -ency, -ness, -al, -(er)y, -ism, -ity, -ing*.**

1. I *decided* this. It was my *decision*
2. Don't be so *anxious*. Control your \_\_\_\_\_
3. Ann is a *socialist*. She believes in \_\_\_\_\_
4. We all want to be *happy*. We all seek for \_\_\_\_\_
5. We all *agree*. We are all in \_\_\_\_\_
6. I *warned* you. I gave you enough \_\_\_\_\_
7. Can you *explain* it? Is there an \_\_\_\_\_?
8. Don't *argue*. I don't want to hear any \_\_\_\_\_
9. I *refused* their offer. My \_\_\_\_\_ is final.
10. I was a *child* then. That was in my \_\_\_\_\_
11. She is *absent*. Can you explain her \_\_\_\_\_?

**C. Refer to the words in brackets and put in the right nouns.**



**COMPUTER TANTRUMS**

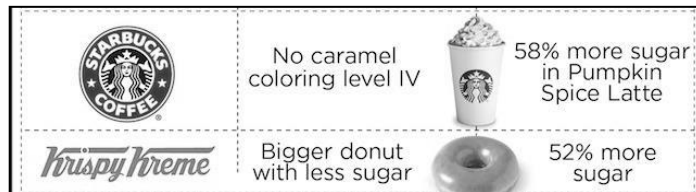
A clever computer built at Imperial College, London, often suffers from (bore) \_\_\_\_\_. The computer was built to find out about human (communicate) \_\_\_\_\_. The computer acquired a simple vocabulary in the same way as babies do: through (babble) \_\_\_\_\_. It is common (know) \_\_\_\_\_ that when babies babble, it is (prepare) \_\_\_\_\_ for speech. When babies make sounds like real words, they are encouraged to remember them. With (encourage) \_\_\_\_\_ from their parents, babies quickly build up their vocabulary. In the same way, the clever computer learnt to use real words. For example, it learnt to identify

a black cat. It was then shown a white cat to test how good it was at (recognize) \_\_\_\_\_. It refused to cooperate because the (solve) \_\_\_\_\_ to the problem was too easy. At first this (refuse) \_\_\_\_\_ puzzled scientists, but then they

decided the computer was having a tantrum. “It just sits there and goes on strike,” a (science) \_\_\_\_\_ said. “These clever computers must also be taught good (behave) \_\_\_\_\_.”

**Speak Up!**

**A. Look at a part of picture presented in Text 2. Can you make it into sentences? How do you change the number into words?**



For example:

Starbucks in UK has 58% more sugar than that in US.

Krispy Kreme in UK contains 52% more sugar but smaller size of donut.

58% →

52% →

Most students probably will be confused or take seconds to say the numbers in words. Their head will be full of, “What should I say this?”, “Is this right?”, “Oh No, numbers!”, or worse, they will just say it in their own language.

**B. Before learning deeper about numbers, translate these numbers into words.**

- a) 160
- b) 52%
- c) 3,5
- d) 2/3
- e) Rp. 193.450

**USEFUL LANGUAGE**

**DEALING WITH NUMBERS**

We cannot be separated from numbers in our daily life. Prizes, discount, percentage, score are just some examples of how number does matter in our life. From now on, don't keep avoiding sentences with numbers because you will learn about it. Let's start from the simplest thing.

**Large Numbers**

0

*Oh* (British English)

*Zero* (American English)

320 Three hundred and twenty (BrE)  
Three hundred twenty (AmE)

912.757.250

→ 912 Nine hundred and twelve million,  
→ 757 Seven hundred and fifty-seven  
thousand,  
→ 250 Two hundred and fifty.

Taken from: Market Leader

### Fractions

$\frac{1}{2}$  = a half

$\frac{1}{4}$  = a quarter

$\frac{5}{7}$  = five-sevenths

$\frac{2}{5}$  = two-fifths

Taken from: Market Leader

### Decimals and Percentages

1,25 = one point two five

0,754 = zero point seven five four (AmE), or  
point seven five four (BrE/AmE)

65% = sixty-five per cent

Taken from: Market Leader

- C. Now, review your answer in section B. Correct it if you make mistakes.
- D. You always get report on your GPA (Grade Point Average) or IP (*Indeks Prestasi*) at the end of semester. Can you mention your GPA from the first semester until the last semester? Apply what you have learned from the table.
- E. Find partner. All you have to do:
- ✓ Prepare five small pieces of paper (around 4x4 cm).
  - ✓ Write any number on each. It can be basic numbers, fractions, percentage, or decimals. Then, fold it.
  - ✓ Collect the papers and take turn guessing. Pick a paper and show it to your partner and let him/her say the number in words.

COMPARISON AND CONTRAST PARAGRAPH

<b>McDonald's French Fries</b>	
United States	United Kingdom
<p><b>Ingredients:</b> Potatoes, Vegetable Oil (Canola Oil, Hydrogenated Soybean Oil, Natural Beef Flavor [Wheat And Milk Derivatives]*, Citric Acid [Preservative]), Dextrose, Sodium Acid Pyrophosphate (Maintain Color), Salt. Prepared In Vegetable Oil (Canola Oil, Corn Oil, Soybean Oil, Hydrogenated Soybean Oil With TBHQ And Citric Acid Added To Preserve Freshness). <b>Dimethylpolysiloxane</b> Added As An Antifoaming Agent.</p>	<p><b>Ingredients:</b> Potatoes, Vegetable Oil (Sunflower, Rapeseed), Dextrose (only added at beginning of season). Prepared in the restaurants using a non-hydrogenated vegetable oil. Salt is added after cooking.</p> <p style="text-align: right;"><b>FOODBABE.COM</b></p>

- A. Notice that there are similarities and differences between McDonald's product sold in US and UK.
- B. Write 2 to 3 paragraphs about the information presented in the table. Use additional paper if necessary.

\_\_\_\_\_ [TITLE]

McDonald's is one of the biggest franchise restaurants all over the world. Some of its menus are quite familiar for fast-food lovers, say *French Fries*. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Although it is similar as it seems, *French Fries* in US and UK is somewhat different. The big differences lay on its ingredients. In US, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In conclusion, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I recommend that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_