



Series Editor: Terry Phillips
Robin Matheson

English for
**AGRIBUSINESS
AND AGRICULTURE**

in Higher Education Studies
Course Book



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Introduction

English for Agribusiness and Agriculture is designed for students who plan to take an agribusiness or agriculture course entirely or partly in English. The principal aim of *English for Agribusiness and Agriculture* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

English for Agribusiness and Agriculture comprises:

- this student Course Book, including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

English for Agribusiness and Agriculture has 12 units, each of which is based on a different aspect of agribusiness. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between four and six hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.0.

For a list of other titles in this series, see www.garneteducation.com

Book map

Unit	Topics
1 Agriculture and business Listening · Speaking	<ul style="list-style-type: none"> defining agribusiness ethics the origins of agribusiness
2 Foundations of modern agriculture Reading · Writing	<ul style="list-style-type: none"> agricultural advances through the ages key agriculturalists
3 Soil, land and the environment Listening · Speaking	<ul style="list-style-type: none"> food security, self-sufficiency and land use soil quality organic farming methods
4 Technology and agribusiness Reading · Writing	<ul style="list-style-type: none"> technological change: positive and negative consequences using IT for research
5 Agribusiness marketing Listening · Speaking	<ul style="list-style-type: none"> definitions of marketing types of market market research
6 Products and strategies Reading · Writing	<ul style="list-style-type: none"> product life cycles the marketing mix
7 The effective production manager Listening · Speaking	<ul style="list-style-type: none"> job description the qualities needed by a production manager the importance of scheduling
8 Rural economies and financial management Reading · Writing	<ul style="list-style-type: none"> agribusiness in the 'free market' concepts in agri-economics adaptive management techniques
9 Managing financial accounts Listening · Speaking	<ul style="list-style-type: none"> documentation: profit and loss accounts and balance sheets management accountancy methods cash flow statements
10 Food safety Reading · Writing	<ul style="list-style-type: none"> food hygiene food safety regulations case study: a proactive approach to food safety
11 The future of farming Listening · Speaking	<ul style="list-style-type: none"> EU agricultural policy agribusiness strategy in the 21st century the impact of environmental issues
12 The good agribusiness Reading · Writing	<ul style="list-style-type: none"> company performance: SWOT analysis managing change case study: responding to external factors

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> words from general English with a special meaning in agribusiness and agriculture prefixes and suffixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content from the introduction understanding lecture organization choosing an appropriate form of notes making lecture notes <p>Speaking</p> <ul style="list-style-type: none"> speaking from notes 	1
<ul style="list-style-type: none"> English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive 	<p>Reading</p> <ul style="list-style-type: none"> using research questions to focus on relevant information in a text using topic sentences to get an overview of the text <p>Writing</p> <ul style="list-style-type: none"> writing topic sentences summarizing a text 	2
<ul style="list-style-type: none"> stress patterns in multi-syllable words prefixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content making lecture notes using different information sources <p>Speaking</p> <ul style="list-style-type: none"> reporting research findings formulating questions asking for information 	3
<ul style="list-style-type: none"> computer jargon abbreviations and acronyms discourse and stance markers verb and noun suffixes 	<p>Reading</p> <ul style="list-style-type: none"> identifying topic development within a paragraph using the Internet effectively evaluating Internet search results <p>Writing</p> <ul style="list-style-type: none"> reporting research findings 	4
<ul style="list-style-type: none"> word sets: synonyms, antonyms, etc. the language of trends common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding 'signpost language' in lectures using symbols and abbreviations in note-taking <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar 	5
<ul style="list-style-type: none"> synonyms, replacement subjects, etc., for sentence-level paraphrasing 	<p>Reading</p> <ul style="list-style-type: none"> locating key information in complex sentences <p>Writing</p> <ul style="list-style-type: none"> reporting findings from other sources: paraphrasing writing complex sentences 	6
<ul style="list-style-type: none"> compound nouns fixed phrases from agribusiness fixed phrases from academic English common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding speaker emphasis <p>Speaking</p> <ul style="list-style-type: none"> asking for clarification responding to queries and requests for clarification 	7
<ul style="list-style-type: none"> synonyms nouns from verbs definitions common 'direction' verbs in essay titles (<i>discuss, analyze, evaluate, etc.</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding dependent clauses with passives <p>Writing</p> <ul style="list-style-type: none"> paraphrasing expanding notes into complex sentences recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument writing essay plans writing essays 	8
<ul style="list-style-type: none"> fixed phrases from agribusiness fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> using the Cornell note-taking system recognizing digressions in lectures <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar referring to other people's ideas in a seminar 	9
<ul style="list-style-type: none"> 'neutral' and 'marked' words fixed phrases from agribusiness fixed phrases from academic English 	<p>Reading</p> <ul style="list-style-type: none"> recognizing the writer's stance and level of confidence or tentativeness inferring implicit ideas <p>Writing</p> <ul style="list-style-type: none"> writing situation–problem–solution–evaluation essays using direct quotations compiling a bibliography/reference list 	10
<ul style="list-style-type: none"> words/phrases used to link ideas (<i>moreover, as a result, etc.</i>) stress patterns in noun phrases and compounds fixed phrases from academic English words/phrases related to environmental issues 	<p>Listening</p> <ul style="list-style-type: none"> recognizing the speaker's stance writing up notes in full <p>Speaking</p> <ul style="list-style-type: none"> building an argument in a seminar agreeing/disagreeing 	11
<ul style="list-style-type: none"> verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>) linking words/phrases conveying contrast (<i>whereas, result (consequently), reasons (due to), etc.</i>) words for quantities (<i>a significant minority</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding how ideas in a text are linked <p>Writing</p> <ul style="list-style-type: none"> deciding whether to use direct quotation or paraphrase incorporating quotations writing research reports writing effective introductions/conclusions 	12

1 AGRICULTURE AND BUSINESS

1.1 Vocabulary

guessing words in context • prefixes and suffixes

A Read the sentences. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in agricultural or agribusiness English? Change the form if necessary (e.g., change an adjective into a noun).

- 1 She has nice **hands**. She hasn't done much hard work.
- 2 If you want to use the torch, you'll need to buy a new **battery**.
- 3 It's usually best to be **direct** and honest, and tell people what you think.
- 4 The real challenge for Europe is to encourage a spirit of **cooperation** between nations.
- 5 Children normally start **primary** school in the UK when they are five years old.
- 6 I am colour blind and I find it very difficult to tell the difference between the colours **green** and red.
- 7 All exam courses can be **intensive**, but the final year of a degree is the hardest work of all.
- 8 I like **variety** in my life. If I do the same thing for too long I get bored.
- 9 I like to wear a hat in summer to protect my **head** from the sun.
- 10 Try not to leave dirty **footprints** on the floor. I just washed it!

B Read part of a magazine interview with Robert Townsend, the owner of a small farm. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.



I started as a skilled _____. We were _____ producers selling raw materials. We had 70 _____ of dairy cattle and some arable land. I enjoyed the life. I developed an interest in _____ farming methods and started _____ sales from the farm gate, including vegetables and eggs, free-range, not _____. But there were more and more regulations, plus competition from _____ farming, and all these new crop _____ made it difficult. Now I'm back where I want to be. I have a dozen cattle and I'm part of a small manufacturing _____. The process is all organic and we are reducing our carbon _____ every year!

C Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

a cooperative immature inbred
interconnected non-organic outbred
over-cultivated renewable self-sufficiency
underdeveloped upland

D Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b alternative complexity consumer
cruelty ethical genetic healthy
inventor location natural
producer secondary stewardship
sugarless sustainable

E Use words from this page to discuss the pictures on the opposite page.




1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Agribusiness and Agriculture Faculty of Hadford University. The title of your first lecture is *What is agribusiness?*


- 1 Write a definition of agribusiness.
- 2 What other ideas will be in this lecture? Make some notes.

See Skills bank


B  Listen to Part 1 of the talk. What does the lecturer say about agribusiness? Tick the best choice.


- 1 Agribusinesses are non-commercial businesses. _____
- 2 Agribusiness is made up of two words or concepts. _____
- 3 Agribusinesses mainly produce animal products. _____
- 4 Agribusinesses are only concerned with selling. _____

C In Part 2 of the talk, the lecturer talks about DPM.

- 1 Look at the slide at the bottom right of this page. What are the four main departments of DPM?
- 2 What sort of things happen in each area?
- 3  Listen and check your ideas.
- 4 What will the lecturer talk about next?

D In Part 3 of the talk, the lecturer describes different ways of analyzing agribusinesses.

- 1 How can you analyze an agribusiness?
- 2  Listen and check your ideas.

E  In the final part of the talk, the lecturer talks about ethical agribusiness. Listen and mark each word in the box with Y for 'yes' if the word or phrase relates to an ethical agribusiness or N for 'no' if it does not.

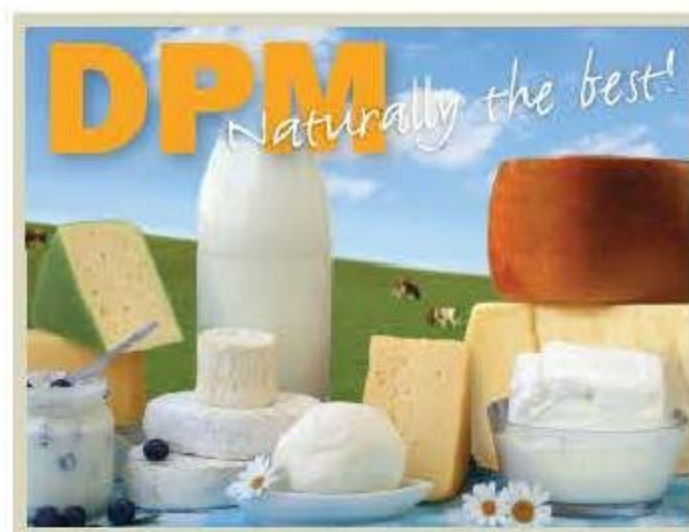
holistic _____ farmers' market _____ fair trade _____
 vegetable box _____ banking _____
 beauty without cruelty _____ conventional _____
 free-range _____ factory _____ industrial _____

F Write a definition of an ethical agribusiness. Use words from Exercise E.

G Draw two boxes. Write down ten words and concepts you associate with an ethical agribusiness in one box. Then do the same for a conventional agribusiness.

H Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?



1.3 Extending skills

lecture organization • choosing the best form of notes

A What can an agribusiness ...

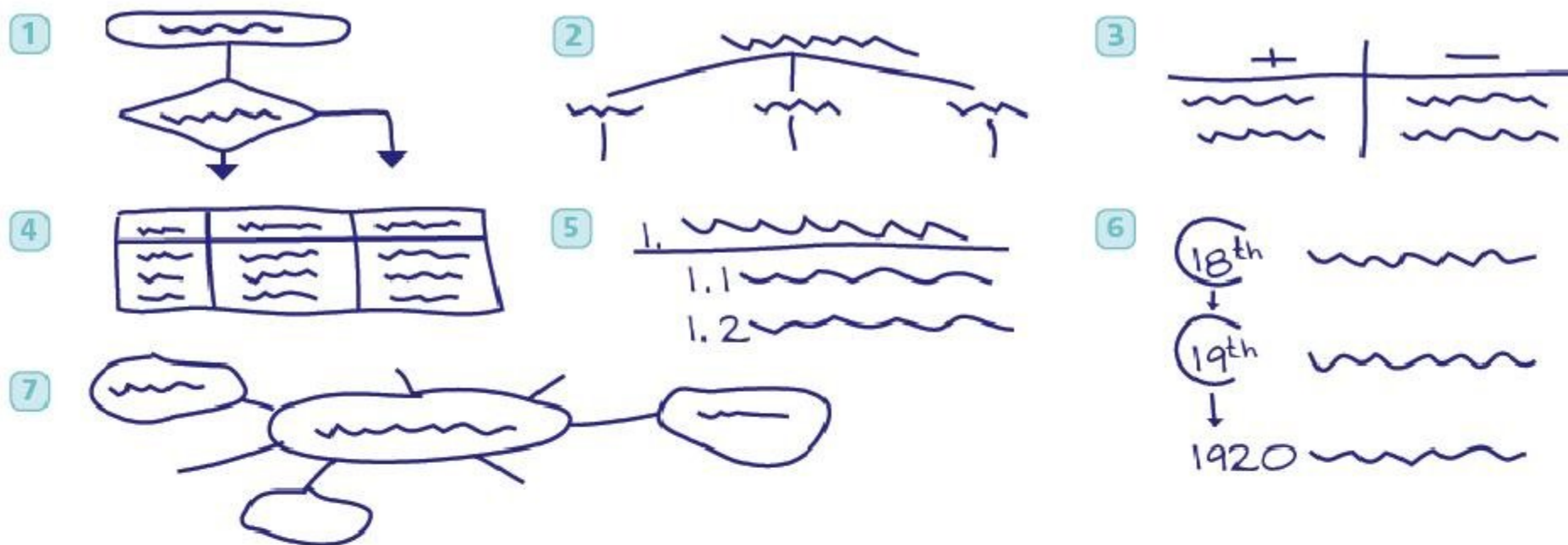
- | | | |
|-----------|-------------|--------------|
| 1 test? | 4 sell? | 7 diversify? |
| 2 employ? | 5 identify? | 8 cut? |
| 3 supply? | 6 develop? | 9 drive? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | |
|--|--------------------------|
| 1 question and <input type="checkbox"/> i | a contrast |
| 2 problem and <input type="checkbox"/> | b definition |
| 3 classification and <input type="checkbox"/> | c disadvantages |
| 4 advantages and <input type="checkbox"/> | d effect |
| 5 comparison and <input type="checkbox"/> | e events |
| 6 cause and <input type="checkbox"/> | f supporting information |
| 7 sequence of <input type="checkbox"/> | g process |
| 8 stages of a <input type="checkbox"/> | h solution |
| 9 theories or opinions then <input type="checkbox"/> | i answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flowchart headings and notes spidergram table timeline two columns

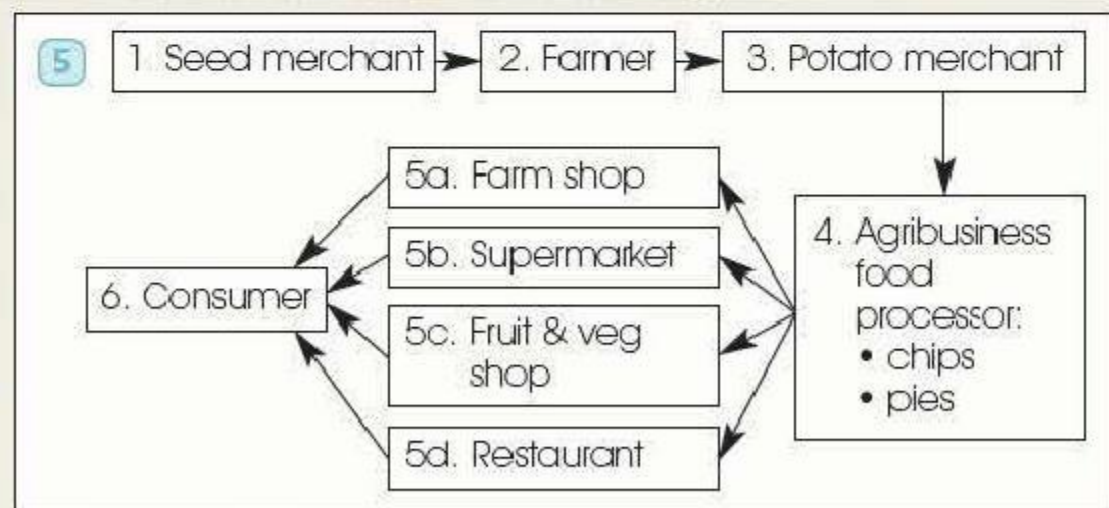
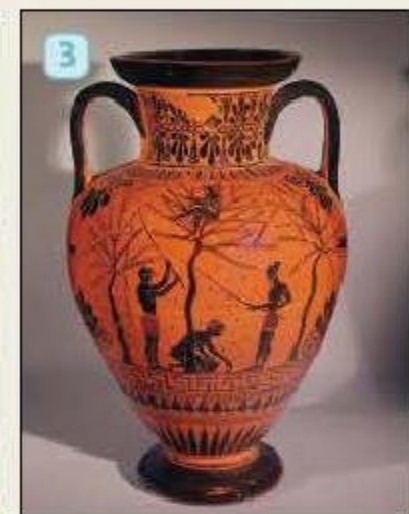
**D** Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use the same method more than once in your answers.**E** Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.**Example:**

You hear: *Today, we're going to talk about agribusinesses, which fall into three types or economic sectors.*

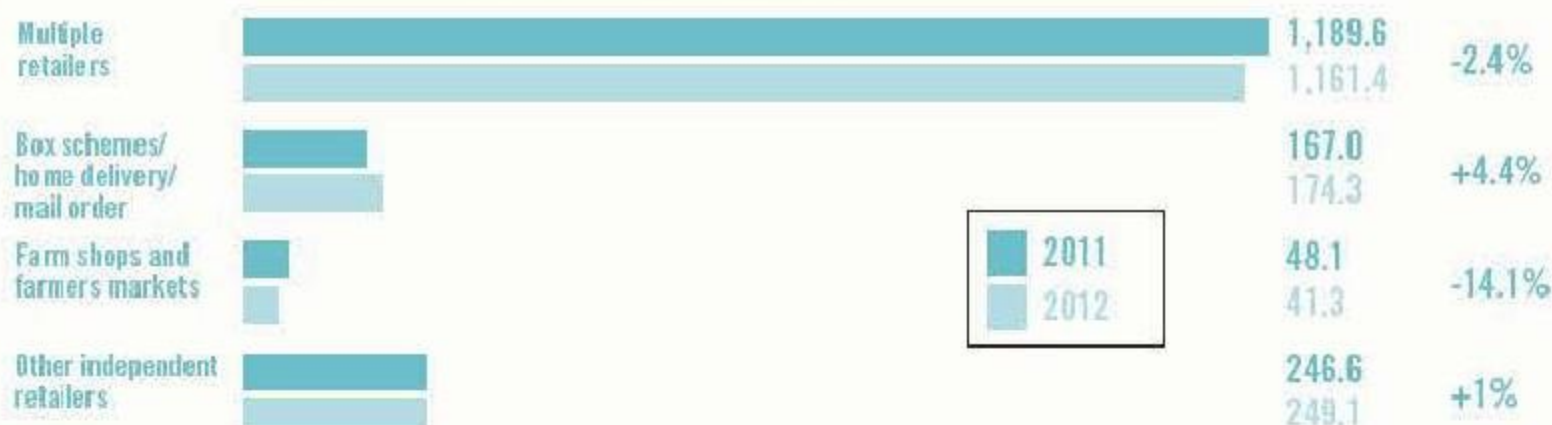
You choose: *tree diagram*

1.4 Extending skills

making notes • speaking from notes



6 Retailers' share of the organic market (£ millions)



Source: Organic Market report, Soil Association, 2013, www.soilassociation.org

A Study the pictures. What do pictures 1–6 show? Use words from the box.

protest origins complex organic statistics industrial

B Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

D Listen to the next part of each lecture. Complete your notes.

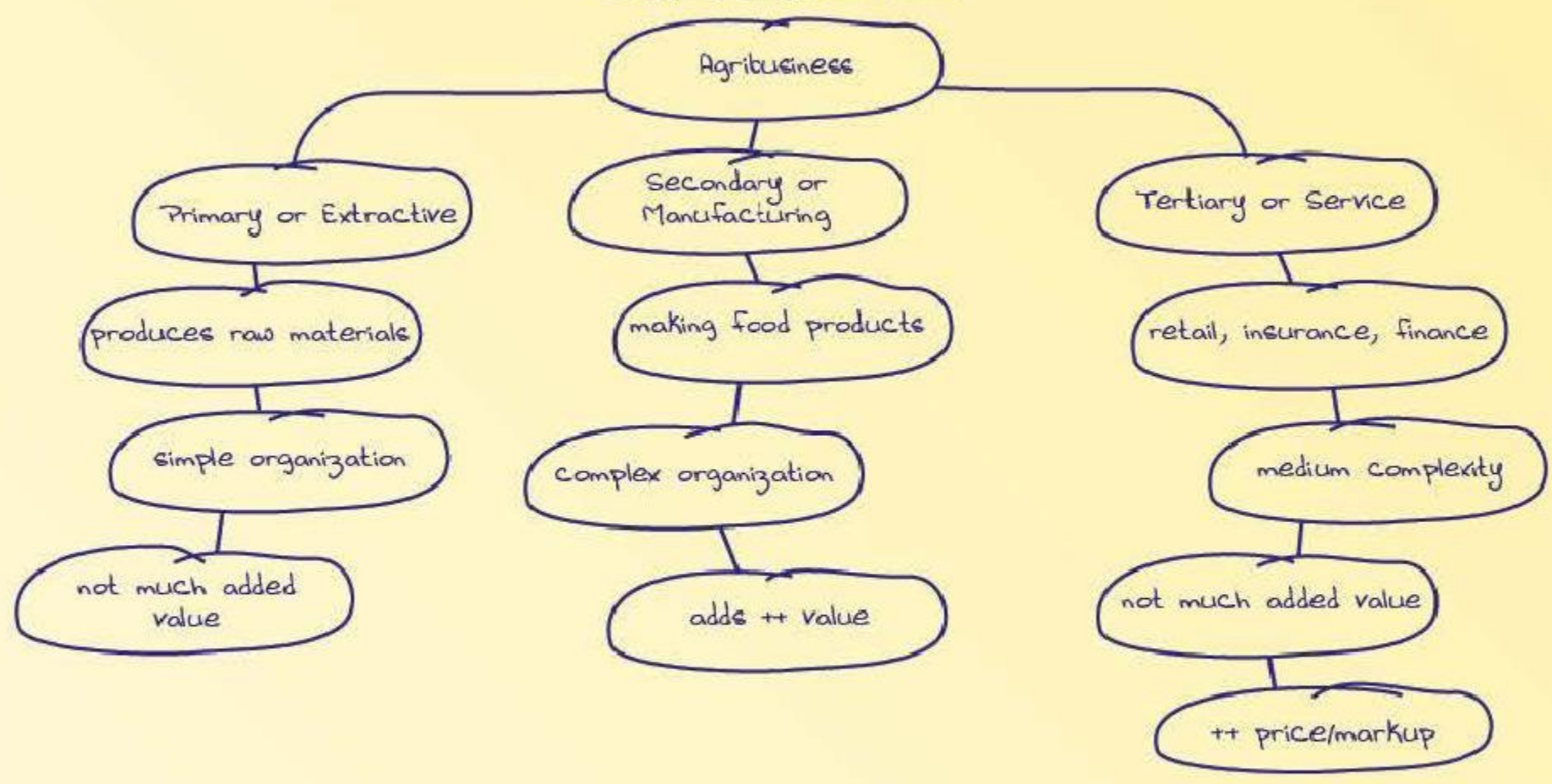
E Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

F Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.

1

Types of agribusiness



2

What is an ethical agribusiness?

The business

- sustainability
- people
- stakeholders, community

The supply chain

- organic producers, animal welfare
- local suppliers, carbon footprint
- fair trade

3

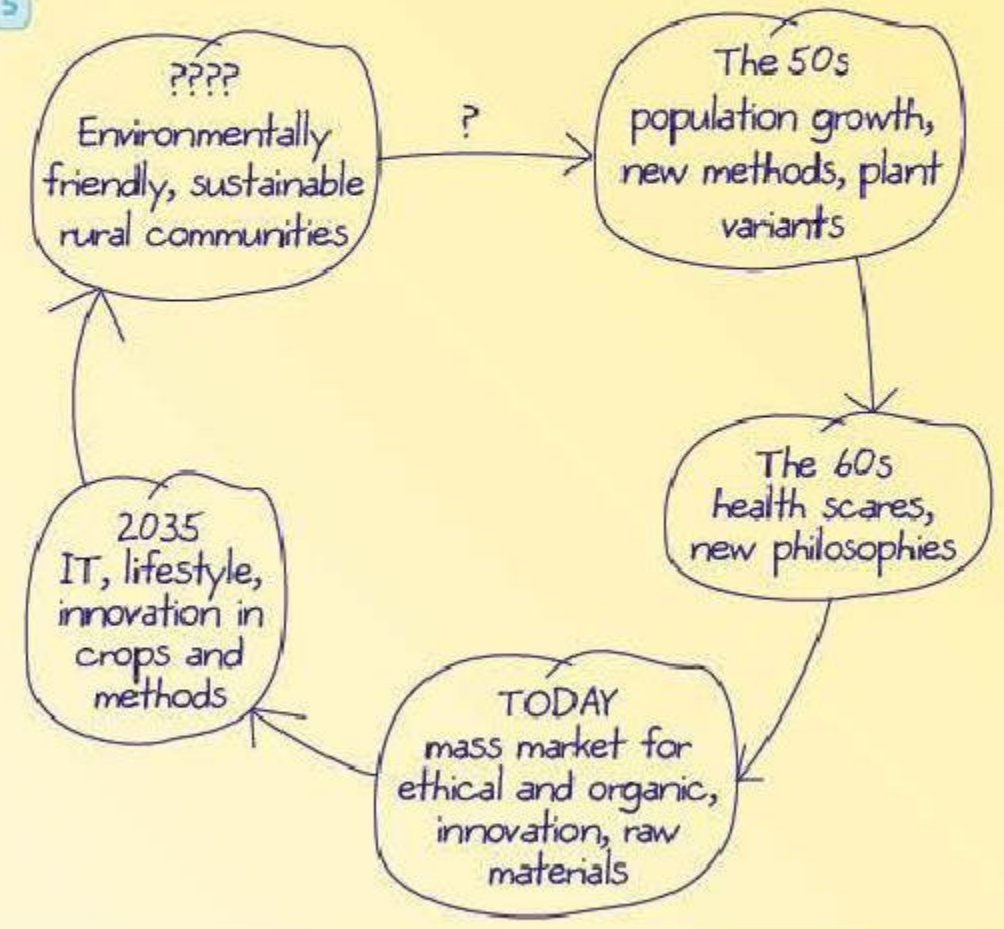


4

Origins of agribusiness

pre-7000 BC	evidence of cattle herding
7000 BC-6200 BC	cultivation of barley
6200 BC-5000 BC	irrigation, wheat and cotton
5200 BC-4900 BC	major development of farming central Europe
4000 BC-2000 BC	horses and ploughs, tea and windmills
100 BC-AD 650	processed sugar, coffee

5



Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in agriculture and agribusiness.

Examples:

clean, coat, hand

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

The market is a place where people buy and sell things. So the target market must mean the group of people who might want to buy a particular product.

Removing prefixes

A **prefix** = letters at the **start** of a word.

A prefix changes the meaning of a word.

Examples:

cooperation – operating together

disinfect – get rid of infection

If you don't recognize a word, think:

Is there a prefix? Remove it. Do you recognize the word now? What does the prefix mean? Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end** of a word.

A suffix sometimes changes the **part of speech** of the word.

Examples:

genetic → gene = adjective → noun

treat → treatment = verb → noun

A suffix sometimes changes the meaning **in a predictable way**.

Examples:

forest + er – a person who is employed to work in a forest

season + al – describes, for example, a crop that is specific to a season

fat + ness – the amount of fat on an animal

If you don't recognize a word, think:

Is there a suffix? Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.

Skills bank

Making the most of lectures**Before a lecture ...****Plan**

- Find out the topic of the lecture.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...**Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

advantages and disadvantages	→	two-column table
cause and effect	→	spidergram
classification and definition	→	tree diagram/spidergram
comparison and contrast	→	table
facts and figures	→	table
sequence of events	→	timeline
stages of a process	→	flowchart
question and answer	→	headings and notes

Speaking from notes

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.

2 FOUNDATIONS OF MODERN AGRICULTURE

2.1 Vocabulary

using an English–English dictionary

A How can an English–English dictionary help you understand and produce spoken and written English?

B Study the dictionary extract on the opposite page.

- 1 Why are the two words (top left and top right) important?
- 2 How many meanings does *fence* have? What about *factotum*?
- 3 Why does the word *fell* appear twice in **bold**?
- 4 What do we call someone who cultivates the land?
- 5 Where is the main stress on *fumigation*? What about *fallow*?
- 6 What is the pronunciation of *t* in each bold word in this extract?
- 7 What is the pronunciation of *o* in each bold word in this extract?
- 8 What part of speech is *fawn*?
- 9 Which is correct? *My apple trees produce/fruit a lot of apples*. Explain your answer.
- 10 In which country would you expect to find a job as a *factor*?

C Look at the bold words in the dictionary extract on the opposite page.

- 1 What order are they in?
- 2 Write the words in the blue box in the same order.

crop ditch drill cultivate
hedge rotate
market shed process till
desert stock

D Look at the top of this double page from an English–English dictionary.

- 1 Which word from box a will appear on these pages?
- 2 Think of words before and after some of the other words in box a.



E Look up the red words in the blue box.

- 1 How many meanings can you find for each word?
- 2 Which words are both a noun and a verb? What kind of verbs are they?
- 3 What kind of noun is each one?
- 4 How are the words used in agribusiness/agriculture?

F Look up the green words in the blue box.

- 1 Where is the stress in each word?
- 2 What is the sound of the underlined letter(s) in each word?
- 3 How are the words used in agriculture?

G Test each other on the words from Exercises E and F. Give the dictionary definition of one of the words. Can your partner guess which word you are defining?

H Discuss the pictures on the opposite page using words from this lesson.

factor

factor /'fæktər/ *n* [C] 1. an agent managing estates for another person (Scot.) 2. [C] in maths, one of two or more numbers which result in a given quantity when multiplied: *3 and 9 are factors of 27.*

factotum /fæk'tɒtəm/ *n* [C] a person employed to do a range of different types of work for their employer

fallow¹ /'fæləʊ/ *adj* uncultivated for a period of time

fallow² /'fæləʊ/ *n* fields that have not been sown with crops for a year or more; **green fallow** *n* fallow where crops such as turnips are used to clean the land

farm¹ /fɑ:m/ *n* [C] land, usually including fields and buildings, used for growing crops and breeding and raising animals – **farmer** /'fɑ:mər/ *n*. [C] a person who tends or cultivates the land attached to a farm;

farmyard /'fɑ:mjɑ:rd/ *n* [C] enclosure or yard attached to a farmhouse; **farmhand** /fɑ:mhænd/ *n* [C] worker on a farm

farm² /fɑ:m/ *v* [I] [T] to carry on the business of a farmer

fawn¹ /fɔ:n/ *n* [C] 1. a young deer

fawn² /fɔ:n/ *v* [I] to use praise and flattery to get someone's attention: *They fawned over the new neighbour.*

fumigation

fawn³ /fɔ:n/ *adj* the colour of a young deer

fell¹ /fel/ *n* [C] hill or area of high ground often used by local people for grazing cattle, sheep or horses

fell² /fel/ *v* [T] to cut down a tree or bring a person down in a fight: *the machine is capable of felling ten trees an hour.*

fence¹ /fens/ *n* [C] 1. wooden or metal barrier enclosing a piece of open land or a property 2. [C] a person who receives stolen goods and sells them to others

fence² /fens/ *v* [T] to carry out the act of enclosing a piece of land or a field with wire or wood or other material

fruit¹ /fru:t/ *n* [C] 1. an edible part of a plant formed after flowering

fruit² /fru:t/ *v* [I] to produce fruit: *some trees fruit in early autumn.*

fumigate /'fju:migeɪt/ *v* [T] to kill microorganisms or insects using a chemical compound that becomes a gas or smoke when heated

fumigation /fju:mɪ'geɪʃən/ *n* [C] disinfection of plants, crops or buildings by means of gas or smoke



2.2 Reading

using research questions

A What are the greatest agricultural advances of all time?

B Study the results of the Hadford University student survey on the right.

- 1 Define each agricultural achievement.
- 2 How did each achievement change human life?
- 3 Which is the greatest achievement?

C You are going to read a text. What should you do before you read a text in detail? *See Skills bank*

D This text is about changes in agriculture in recent centuries.

- 1 Think of some research questions before you read.
- 2 Compare your questions with those in the Hadford University assignment on this page.

E Study these topic sentences from the text and answer the questions below.

In the 1750s, a number of factors began to change agriculture in Britain.

Firstly, from 1750, there were growing population levels sustained by self-sufficiency in food.

Secondly, productivity rose after 1750, even though the proportion of the population employed in agriculture dropped consistently.

This period of rapid change is called the Agrarian or Agricultural Revolution and it came about for different reasons.

The Enclosures were important in encouraging the growth of larger, more efficient farms.

Some, but not all, of the revolutionary ideas originated in England.

There is general agreement that the century from 1750 was one of *revolution*, not *evolution*.

- 1 What period in history is the text about?
- 2 Where do you expect to find the answer to each question in the Hadford University assignment? Write 1, 2 or 3 next to the topic sentence.
- 3 What do you expect to find in the other paragraphs?

F Read the text on the opposite page and check your ideas. *See Skills bank*

Top 10 agricultural advances

- harvesting of seeds
- four-course crop rotation
- invention of the plough
- automated milking parlour
- modern fertilizers
- development of selective breeding
- introduction of irrigation
- invention of the combine harvester
- GM foods
- CAP (Common Agricultural Policy)

Student survey, Hadford University Department of Agribusiness and Agriculture, 2012



HADFORD University

Faculty: Agribusiness and Agriculture

Assignment

Do some research into key events in agriculture. Make notes to answer these questions:

- 1 Why is the period from 1750 to 1850 described as a 'revolution'?
- 2 What was the main benefit of the CAP?
- 3 How do you think the changes affected the lives of people in rural communities in England?

1750 to 1850: Agricultural revolution or evolution?

In the 1750s, a number of factors began to change agriculture in England. One of these factors was the urgent need to feed a growing population. People disagree about the changes that took place. Some believe that they were completely new. Others argue that they were a continuation of a process that had started much earlier. However, there are two reasons for saying that events in this period comprised a revolution in agriculture.

Firstly, from 1750, there were growing population levels sustained by self-sufficiency in food. The population at this point was approximately 6 million. This was a level probably achieved twice before in England's history. However, in previous periods, growth in population to this level had been followed by a corresponding decline. This was largely because agriculture at the time could not sustain the extra numbers. But after 1750, the population continued to grow, reaching nearly 17 million by 1850. This time, food production grew at a sufficient rate to maintain this level of population.

Secondly, productivity rose after 1750, even though the proportion of the population employed in agriculture dropped consistently. There were fewer people working on the land, but they were producing more food. This was due to increases in the amount of land under cultivation and the intensification of its use. In 1850, with the population at record levels, agriculture employed only 22 per cent of the workforce. This is the lowest percentage in English history, and a lower percentage than any of England's European competitors.

This period of rapid change is called the Agrarian or Agricultural Revolution and it came about for different reasons. Social changes were one factor in starting and sustaining the Revolution. For example, the Enclosure Laws led to many ordinary people losing their right to use common land for grazing their animals. Landowners used the laws to increase their access to the land for their own use. The Enclosures, as they are known, were bitterly resented by many and are still contentious today.



The Enclosures were important in encouraging the growth of larger, more efficient farms. Of course, many ordinary people were forced to leave rural areas as a result. But there is no doubt that life for ordinary people was very hard anyway during this period. And the cities must have offered many poor farm labourers and their families an attractive alternative, with new types of jobs and better wages.

Some, but not all, of the revolutionary ideas originated in England. However, some were imported from Holland and Denmark and developed in East Anglia. They fall roughly into four categories. The first relates to the science of agriculture and includes innovations such as crop rotation and improvements to soil quality. The second comprises the technological developments and new machines that began to spread quickly. Thirdly, word of mouth was important to assure the rapid spread of new practices from East Anglia to the rest of the country. Finally, new stock breeding techniques were significant. These involved the use of only the best animals. They led to the availability of better blood lines, higher productivity and survival rates, and greater profits. This, in turn, led to more investment in farming.

There is general agreement that the century from 1750 to 1850 was one of *revolution*, not *evolution*. There is substantial evidence that the period was a turning point. Agriculture in England moved from a low-intensity system to a high-intensity system, which was based on arable crops. The template for our modern agricultural industry was established.

2.3 Extending skills

paragraph structure • topic sentences • summarizing

A Study the words in box a. They are all used in some form in the text in Lesson 2.2.

- 1 Give two common meanings of each word.
- 2 Check with your dictionary.

a rate land hard type
rotation spread template

B Study the words in box b. They are all from the text in Lesson 2.2.

- 1 What is the base word in each case? What part of speech is the base word?
- 2 Does the prefix/suffix change the part of speech?
- 3 How does the prefix/suffix change the meaning of the base word?

b enclosure encourage
imported technological
assure availability

C Look back at the topic sentences from the text in Lesson 2.2 (Exercise E, page 16). Don't look at the text on page 17. What information comes after each topic sentence? Suggest possible content.

Example:

There is general agreement that the century from 1750 to 1850 was one of *revolution*, not *evolution*.
Evidence for this statement will follow the topic sentence.

D Write a summary of the text on page 17. Paraphrase the topic sentences. Add extra information and examples. **See Skills bank**

2.4 Extending skills

using research questions • writing topic sentences • summarizing

A What are the most important advancements in agriculture from Lesson 2.2?

B The lecturer has asked you to do some research into *landmarks in agriculture*.

- 1 What do you understand by the term?
- 2 Think of good research questions before you read the text on the opposite page.
- 3 Look quickly at the text on the opposite page. What is the best way to record information while you are reading?

C Study the text on the opposite page.

- 1 **Highlight** the topic sentences.
- 2 Read each topic sentence. What will you find in the rest of the paragraph?
- 3 Which paragraph(s) will probably answer each research question? Read those paragraphs and make notes.
- 4 Have you got all the information you need? If not, read other paragraphs.

D Use the Internet to research one of the most important advancements in agriculture from the list in Lesson 2.2.

- 1 Make notes.
- 2 Write a series of topic sentences which summarize your findings.
- 3 Report back to the other students. Read out each topic sentence, then add extra details.

Landmarks in agriculture

From the 1750s onwards, farming productivity was improved in a number of ways. These improvements were numerous developments in the techniques which farmers employed to increase productivity. They had an impact on the lives of the rural workforce and on the wider economy and social life of England.

A small number of key individuals, who became known as 'agriculturalists', started many of the changes. There is some argument over which of them contributed most. The group brought new expertise, and shared an interest in the development of agriculture and a commitment to change. They tend to fall into three categories. First, there were men like Robert Bakewell who developed the science of farming. Jethro Tull was typical of a second group who improved the technology. Finally, Arthur Young pioneered the use of publicity.

Lord 'Turnip' Townshend introduced the Norfolk four-course crop rotation system to England. Under his system, farmers rotated wheat, turnips, barley and clover annually. The turnips were used as a cleansing crop. Clover replaced the nutrients in the soil. Turnips and clover were used for animal fodder, enabling farmers to feed animals over the winter. This meant fresh meat all year. Townshend also introduced a method called 'marling' to increase productivity where topsoil is mixed with sandy soil to give better cropping.

Jethro Tull is well known today, though many of the innovations he proposed were not implemented in his lifetime. His contributions include a horse-powered seed drill. This replaced a system where workers distributed seeds by hand, with a machine that used a rotating cylinder. The seed drill distributed the seeds into ploughed furrows, and closed the furrows.

Robert Bakewell pioneered selective breeding, using simple and effective methods. He bred from the best animal. His methods created the Leicester Longwool sheep and the Dishley Longhorn cow. He used record keeping to ensure good health and this became the template for breeders. The Collings brothers used his ideas as a basis to breed Durham Shorthorn cattle, which combined high milk yields and lean meat.

Innovation was crucial to the Agricultural Revolution, but people were also needed to spread the word. Arthur Young and Thomas Coke were examples of early agricultural propagandists. They both recognized the need to establish good channels of communication but they used contrasting methods. Young edited a journal and was Secretary of the Board of Agriculture. He spread the message. Coke was a Norfolk landowner who used his own farm to demonstrate the benefits of change. His tenant farmers were offered leases of 20 to 40 years and were encouraged to try new methods. He organized regular events on his estate to demonstrate these methods.

It is difficult to identify the most influential innovation. Periods of rapid and dramatic change tend to be characterized by a range of events and influences. The period from 1750 to 1850 is a good example.

Using your English–English dictionary

This kind of dictionary helps you actually learn English.

Using headwords and parts of speech

1 Find the correct **headword**.

These **bold** words in a dictionary are in alphabetical order. Look at the words on the top left and top right of the double page. Find a word which comes just before and after your word.

2 Find the correct **meaning**.

If there are different meanings of the word, they appear in a numbered list. Look at all the meanings before you choose the correct one in context.

3 Find the correct **part of speech**.

Sometimes the same headword appears more than once, followed by a small number. This means the word has more than one part of speech, e.g., *n* and *v*. Work out the part of speech before you look up a word.

Clues:

- Nouns come after articles (*a/an/the*) or adjectives.
- Verbs come after nouns or pronouns.

Learning to pronounce words

The symbols after the headword show you how to pronounce the word.

Learn these symbols (the key is usually at the front or the back of the dictionary).

The little line in the symbols shows you how to stress the word.

Example:

agriculture /'ægrɪkʌltʃəɪ/ but *agricultural* /ægrɪ'kʌltʃərəl/

Learning to use words correctly in context

Nouns can be **countable** or **uncountable**. This information is important for using articles and verb forms (e.g., *is/are*) correctly. Look for the symbol [C] or [U].

Some verbs need an object. They are **transitive**. Some verbs don't need an object. They are **intransitive**. This information is important for making good sentences. Look for the symbol [T] or [I].

Some words can be spelt in **British English** (e.g., *colour, centre*) or **American English** (e.g., *color, center*). Choose the correct spelling for the text you are working on.

Skills bank

Doing reading research**Before you start reading ...**

- Think of research questions. In other words, ask yourself: *What must I find out from my research?*
- Look at headings, sub-headings, illustrations. Look for patterns or variations in presentation, e.g., a series of dates; words in **bold** or *italic* script. Think: *What information do they give me?*
- Decide how to record information from your reading. Choose one or more methods of note-taking. **See Unit 1 Skills bank**

While you are reading ...

- **Highlight** the topic sentences.
- Think: *Which paragraph(s) will probably give me the answer to my research questions?*
- Read these paragraph(s) first.
- Make notes.

After reading ...

- Think: *Did the text answer all my research questions?*
- If the answer is no, look at other paragraphs to see if the information is there.

Using topic sentences to summarize

The topic sentences of a text normally make a good basis for a summary. Follow this procedure:

- Locate the topic sentences.
- Paraphrase them – in other words, rewrite them in your own words so that the meaning is the same. Do not simply copy them. (This is a form of plagiarism.)
- Add supporting information – once again, in your own words.

Example:

Topic sentence	<i>A small number of key individuals, who became known as 'agriculturalists', started many of the changes.</i>
Paraphrase of topic sentence	<i>A variety of changes were led by a small group called the 'agriculturalists'.</i>
Supporting information and examples (summarized)	<i>Three different groups led change respectively in the science, technology and publicizing of agriculture.</i>

- Check your summary. Check that the ideas flow logically. Check spelling and grammar. If your summary is short, it may be just one paragraph. Divide a longer summary into paragraphs.

3 SOIL, LAND AND THE ENVIRONMENT

3.1 Vocabulary

stress within words • prefixes

A Discuss these questions.

- 1 What do we mean by the term *food security*?
- 2 What do we mean by the term *self-sufficiency*?
- 3 How do changes in peoples' lifestyles result in changes in agriculture?

B Study the pictures on the opposite page.

- 1 What does each picture show? Talk about each picture using a word from box a. (You will not need all the words.)
- 2 How do social and environmental factors affect food security?

a affordable alternative
balance climate
commodity destroy
disruption drought energy
growth lifestyle nutritious
shortage sufficient

C Look at the words in box a.

- 1 Underline the stressed syllable in each word.
- 2 Which word has the same stress pattern as *locally*?
- 3 Sort the other words into groups according to their stress patterns.

D Complete each sentence with words from box a.

- 1 Food needs to be _____ and _____.
- 2 The aim is for everyone to have _____ quantities of food.
- 3 One way to measure food security is to look at the _____ between raw agricultural products like corn and processed food imports, like biscuits.
- 4 There's general agreement that _____ change is one of the major factors for food security.
- 5 Periods of surplus are often followed by years when there is a _____.
- 6 We can use the word _____ to describe raw materials such as milk, cereals and fresh fruit.
- 7 Transport strikes often cause _____ to food supplies.
- 8 _____ factors could include new trends in what people like to eat and drink.

E Study the words in box b. Find the prefix and try to work out the meaning in each case.

b deforest inject disinfect self-seeding endanger multicrop
depopulate inbred discolour self-pollinate enclose multi-horned
decompose intake disbud self-feed enrich multinational

F Complete each sentence with a word from box b. Change the form if necessary.

- 1 The rate of growth of an animal usually depends on the _____ of nutritious foods.
- 2 _____ sheep can have up to six horns.
- 3 Farmers use manufactured fertilizers to _____ the land.
- 4 The use of technology has led to a reduction in jobs and the _____ of rural areas.
- 5 Modern dairy farms not only employ _____ techniques, they use self-milking machines too.
- 6 You can give the drug as a food supplement or you can _____ it.



3.2 Listening

preparing for a lecture • predicting lecture content • making notes

A Study the handout from a lecture about food sufficiency.

- 1 What do you expect to learn in this lecture? Make a list of points.
- 2 Check the pronunciation of the words in the diagrams with other students or with a dictionary.
- 3 Write down other key words you expect to hear.
- 4 How are you going to prepare for this lecture?

B Listen to Part 1 of the lecture.

- 1 What exactly is the lecturer going to talk about today?
- 2 What reason does the lecturer give for why this topic is important?
- 3 What is a good way to organize notes for this lecture?

C Listen to Part 2 of the lecture.

- 1 What are the two questions the lecturer refers to?
- 2 What are the three As?
- 3 What is the meaning of *commodity* in this context?
- 4 What sort of actions will help ensure access to food in the future?
- 5 What do you expect to hear in the next part of the lecture?

D Listen to Part 3 of the lecture.

- 1 How could you write notes for this part?
- 2 The lecturer talks about *finding a balance*. What does this mean?

E Listen to Part 4 of the lecture.

- 1 The lecturer says there is consensus about two critical issues we all face. What are the two issues?
- 2 What is the research task?

F Listen and say whether these sentences are true or false according to the lecture.

- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

G What does Figure 1 show? Discuss:

- 1 the chart itself
- 2 the differences in levels of fluctuation
- 3 how a chart for students' own countries would differ



Finding a balance

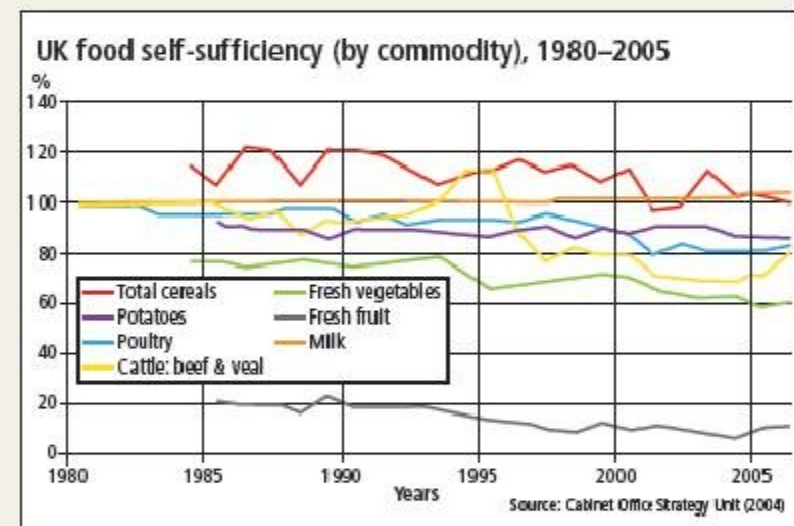


Figure 1: UK self-sufficiency, 1980–2005

	2000	'01	'02	'03	'04	'05	'06	'07	'08
potato-growing area (hectares)	165	165	158	145	149	137	140	140	144
production as % of UK use	88	81	84	81	81	85	88	82	82

Figure 2: Potatoes: hectares vs. UK need, 2000–2008

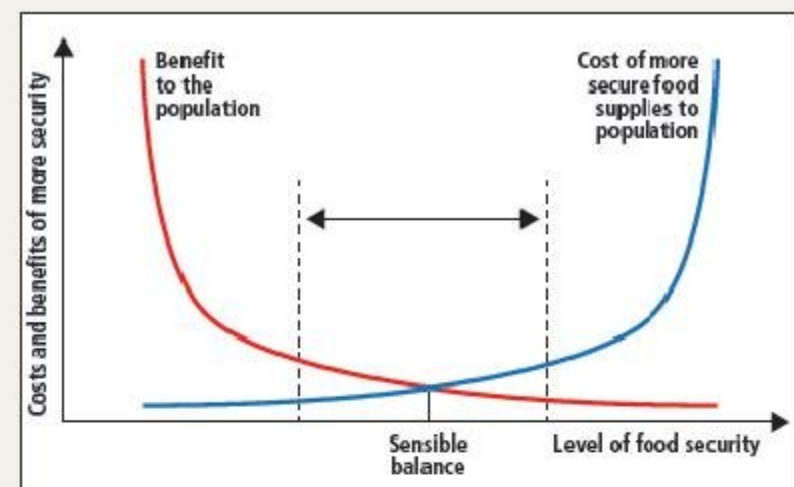



Figure 3: Finding a balance

3.3 Extending skills

stress within words • using information sources • reporting findings

A  Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:

You hear: 1 vi /vaɪ/ You write:

arable	_____	control	_____	increase	_____
affordability	_____	crisis	_____	malnutrition	_____
agriculture	_____	development	_____	necessity	_____
available	_____	emigrate	_____	physical	_____
balance	_____	environment	<u>1</u>	susceptible	_____
consensus	_____	factor	_____	sustainable	_____

B Where is the stress in each multi-syllable word in Exercise A?

- 1 Mark the main stress.
- 2 Practise saying each word.

C Work in pairs or groups. Define one of the words in Exercise A. The other student(s) must find and say the correct word.

D Look at the spidergram on the right. Imagine you are the campaign manager for 'Cut Carbon, Buy Local' in your town.

- 1 Which media would be best for communicating with different demographics?
- 2 What criteria would affect your choice of the medium?
- 3 Are there any other media you could use?



Medium	Potential target	Why?
local newspaper	older people; business people; families; house parents	high % of target group; cost; good 'fit' with campaign message and values

E Before you attend a lecture, you should do some research.

- 1 How could you research the lecture topics on the right?
- 2 What information should you record?
- 3 How could you record the information?



HADFORD University

Faculty: Agriculture and Agribusiness

- 1 The Soil Association
- 2 European policies on organic farming
- 3 Organic certification
- 4 World trade in commodities

F You are going to do some research on a particular lecture topic. You must find:

- 1 a dictionary definition
- 2 an encyclopedia explanation
- 3 a useful Internet site

Student A

- Do some research on the history of the organic movement in the US.
- Tell your partner about your findings.


Student B

- Do some research on the history of the World Trade Organization.
- Tell your partner about your findings.

3.4 Extending skills

asking for information • reporting information

A You are going to listen to a continuation of the lecture in Lesson 3.2.


- 1 Make a list of points from that lecture.
- 2 What is the lecturer going to talk about today? (Clue: Lesson 3.2 research task)
- 3  Listen to the end of the last lecture again and check your ideas.
- 4 Report your findings from the research task in Lesson 3.3 (Exercise F).

B Look at the slides for today's lecture on the opposite page.



- 1 What is shown in Slide 1?
- 2 What is shown in Slide 2?
- 3 What is the purpose of these documents?

C  Listen to Part 1 of today's lecture.

- 1 The lecturer mentions two important *values* that we are familiar with. What are they?
- 2 What is the value that people are not generally aware of?
- 3 What is a good way to make notes from this lecture? Prepare a page in your notebook.

D  Listen to Part 2 of the lecture. Make notes. If necessary, ask other students for information.

E How will the lecturer finish the lecture?

- 1  Listen to the beginning of Part 3 and check your ideas.
- 2  Now listen to the rest of the lecture. Make notes. If necessary, ask other students for information.

F Match the verbs and definitions.

- | | |
|--|---|
| 1 motivate <input checked="" type="checkbox"/> | a recognize and name a particular person or thing |
| 2 promote <input type="checkbox"/> | b accomplish some purpose |
| 3 persuade <input type="checkbox"/> | c give an answer |
| 4 achieve <input type="checkbox"/> | d give a higher rank; to encourage |
| 5 enable <input type="checkbox"/> | e give something to an intended recipient |
| 6 deliver <input type="checkbox"/> | f get somebody to do something by urging |
| 7 respond <input type="checkbox"/> | g make possible or authorize |
| 8 identify <input type="checkbox"/> | h encourage someone towards a goal |

G SW Eco-Associates (SWEA), discussed in Exercise B, is a professional partnership business offering consultancy services to agribusinesses. The company is new, but has a growing reputation for helping businesses to improve profits by putting good environmental principles into practice. SWEA wants to raise its profile and increase turnover.

- 1 Create a one-sentence mission statement for its website.
- 2 Imagine you want to join SWEA on a one-year internship as part of a degree course in Public Relations and Agribusiness Marketing. Write some notes, setting out what you can offer the company and what you want to get from your internship.
- 3 Work with a partner. Imagine one of you is one of the senior consultants at SWEA, while the other is applying for the one-year internship. The consultant will ask the applicant about his or her abilities and aims.

The screenshot shows a web browser window titled 'SW Eco-Associates'. The website has a green header with the 'SWEA SW ECO-ASSOCIATES' logo. Below the header is a navigation menu with buttons for 'WELCOME', 'AIMS AND OBJECTIVES', 'SERVICES', 'PEOPLE', 'CONTACT US', and 'PPFICING'. The 'AIMS AND OBJECTIVES' page is active, displaying the following content:

Aims and Objectives:
Our aim is to help you improve your business performance by:

- promoting efficient organic farming and food production methods
- increasing biodiversity
- protecting habitats and landscape
- reducing waste
- rationalizing distribution
- encouraging teamwork

Slide 1

The slide features the SWEA logo in the top right corner. The main content is a press release titled 'Getting Your EcoBusiness Noticed'.

Press Release
Getting Your EcoBusiness Noticed

Environmental issues are top of the current news agenda and companies are very keen to be seen as 'green'. Most professionals will not be deceived by 'Greenwash'. The marketing strategy for your products and services needs to be clear and purposeful. It needs to reflect your principles. There is a conference in the region next month entitled 'Getting the Green Message Right', which could help your business. It features contributions from a range of experts in the fields of EcoMarketing and Public Relations. Firstly, you will get help to raise the profile of your products. Secondly, you will receive advice on getting your 'green stories' reported in the media. Lastly, you'll learn how to identify and target different types of media to reach specific audiences. And the good news is that the conference is free for local businesses, so contact James on james@swea.com, here at SWEA, to reserve your place.

Slide 2

Stress within words

Nouns, verbs, adjectives and adverbs are called **content words** because they carry the meaning.

One-syllable words

Some content words have **one syllable** or sound. This is always stressed.

Examples: 'egg, 'farm, 'wheat, 'crop

Two-syllable words

Some content words have **two syllables**. Two-syllable nouns and adjectives are often stressed on the first syllable. Two-syllable verbs are often stressed on the second syllable.

Examples:

Nouns:	'farmyard, 'beetroot, 'chicken
Adjectives:	'global, 'crucial, 'rural
Verbs:	pro'mote, de'cide, a'ffect

Exceptions:

Nouns:	re'ward, e'ffect, ma'chine
Adjectives:	u'nique, se'cure
Verbs:	'challenge

Multi-syllable words

Some content words have **three or more syllables**. Multi-syllable words are normally stressed three syllables from the end.

Examples:

Ooo oOoo ooOoo

This is true for most words ending in:

~ize/~ise	'minimize, 'advertise
~sis	a'nalysis
~ate	co'mmunicate, 'deviate
~ify	di'versify, 'satisfy
~ical	geo'graphical, geo'physical
~ity	edi'bility, permea'bility
~ular	par'ticular, 'popular
~al	bac'terial, hor'monal
~ology	bacteri'ology
~cy	con'servancy, e'fficiency

Exceptions:

Multi-syllable words ending in the following letters are normally stressed two syllables from the end.

~ic	a'cidic, eco'nomiC, in'trinsic
~ion	cooper'ation, de'struction,
~ent	co'herent, e'fficient
~tial	po'tential, super'ficial

Skills bank

Getting information from other people**From the lecturer**

We can sometimes ask a lecturer questions at the end of a lecture. Introduce each question in a polite or tentative way.

Examples:

Could you please go over the bit about blight again?

I didn't quite understand what you said about self-sufficiency.

I wonder if you could repeat the figures on climate change?

Would you mind giving the source of that quotation again?

From other students

It is a good idea to ask other students after a lecture for information to complete your notes.

Examples:

What did the lecturer say about the Soil Association?

Why did she talk about the costs and benefits of food security?

When did she say the Irish famine took place?

I didn't get the bit about social impacts.

Be polite!

In some situations, it can sound impolite to ask people a direct question. We may add a polite introduction.

Examples:

Does the Soil Association offer certification?

→ *Do you know if the Soil Association offers certification?*

What does 'carbon footprint' mean?

→ (polite) *Can you remember what 'carbon footprint' means?*

What is the conference about?

→ (polite) *Could you tell me something about the aims of the conference?*

Reporting information to other people

We often have to report research findings to a tutor or other students in a seminar.

Make sure you can give:

- sources – books, articles, writers, publication dates
- quotes – in the writer's own words
- summary findings – in your own words

4 TECHNOLOGY AND AGRIBUSINESS

4.1 Vocabulary

computer jargon • abbreviations and acronyms • verb and noun suffixes

A Study the words and phrases in box a.

- 1 Which words or phrases relate to computers and the Internet? Which relate to books and libraries? Find two groups of words.
- 2 Find pairs of words and phrases with similar meanings, one from each group.
- 3 Check your ideas with the first part of *The Computer Jargon Buster* on the opposite page.

B Complete the instructions for using the Learning Resource Centre with words or phrases from box a.

C Study the abbreviations and acronyms in box b.

- 1 How do you say each one?
- 2 Divide them into two groups:
 - abbreviations
 - acronyms

See *Vocabulary bank*

b CAL DVD HTML HTTP
ISP LCD PIN ROM URL
USB WAN WWW

D Test each other on the items in Exercise C.

- 1 What do the letters stand for in each case?
- 2 What do they mean?
- 3 Check your ideas with the second part of *The Computer Jargon Buster* on the opposite page.

E Study the nouns in box c.

- 1 Make a verb from each noun.
- 2 Make another noun from the verb.

c class computer digit
identify machine

books browse/search catalogue
close cross-reference database
electronic resources exit/log off hyperlink
index library log in/log on look up
menu open page search engine
table of contents web page world wide web



Learning Resource Centre

Instructions for use:

If you want to access web pages on the _____, you must first _____ to the university Intranet with your username and password. You can use any _____ but the default is Google. _____ for web pages by typing one or more keywords* in the search box and clicking on **Search**, or pressing **Enter**. When the results appear, click on a _____ (highlighted in blue) to go to the web page. Click on **Back** to return to the results listing. You can also use the university _____ of learning resources. Click on **Business Resources** on the main _____.

* A 'keyword' is different from a 'key word', which means a word that tells you about the main idea or subject of something.

The Computer Jargon Buster

There are many common words used about books and libraries which are translated into jargon words when we talk about using computers and the Internet for similar functions.

books	electronic resources
index	search engine
cross-reference	hyperlink
catalogue	database
library	World Wide Web
table of contents	menu
look up	browse/search
page	web page
open	log in/log on
close	exit/log off

There are many abbreviations and acronyms in computing. Learn some useful ones.

Abbr./Acr.	What it stands for	What it means
CAL	computer-assisted learning	using computers to help you learn
DVD	digital versatile disk	a disk for storing data, including sound and pictures
HTML	hypertext markup language	a way to write documents so they can be displayed on a website
HTTP	hypertext transfer protocol	a set of rules for transferring files on the WWW, usually included at the beginning of a website address (e.g., http://www...)
ISP	Internet service provider	a company that enables access to the Internet
LCD	liquid crystal display	the kind of screen you get on many laptops
PIN	personal identification number	a collection of numbers or letters which are used like a password to identify someone
ROM	read-only memory	a type of permanent computer or disk memory that stores information that can be read or used but not changed
URL	uniform resource locator	a website address, e.g., http://www.garneteducation.com
USB	universal serial bus	a standard way to connect things like printers and scanners to a computer
WAN	wide area network	a way of connecting computers in different places, often very far apart
WWW	world wide web	a huge collection of documents that are connected by hypertext links and can be accessed through the Internet

A Discuss these questions.

- 1 What has been the most important technological development for agribusiness in the last 50 years?
- 2 How can computers help to reduce agribusiness costs?

B Look at the title of the text on the opposite page.

- 1 What will the text be about?
- 2 In what ways can new technology cause problems at work? Make a list.
- 3 Write some questions that you would like the text to answer.

C Work in pairs. Look at pictures 1, 2 and 3.

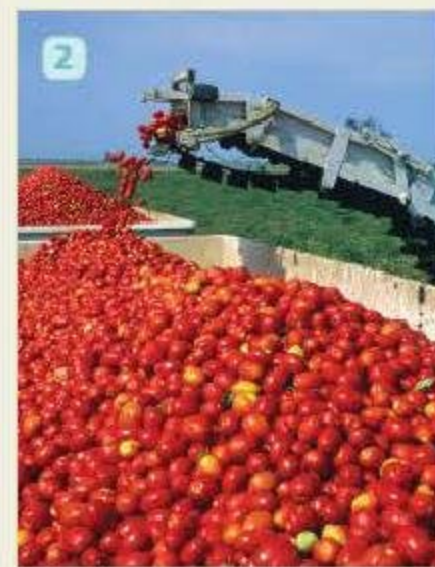
- 1 Choose a picture. Describe it. Can your partner guess which one it is?
- 2 What do the pictures show?

D One student wrote some ideas about new technology before reading the text on the opposite page. Write **A** (I agree), **D** (I disagree) or **?** (I'm not sure) next to the ideas about opportunities and threats on the right.**E** Look carefully at the topic sentences in the text on the opposite page.

- 1 Identify the topic and the comment about the topic. *See Skills bank*
- 2 What do you think each paragraph will be about?

F Read the text carefully. Were your questions from Exercise B answered?**G** Does the writer of the text agree or disagree with the ideas in Exercise D? Which ideas are not mentioned?**H** Study the notes a student made in the margin of the text on the opposite page.

- 1 What ideas are in the other paragraphs? Write some key words.
- 2 Which words introduce new ideas in each paragraph? *See Skills bank*

Opportunities/threats

New technology changes society. _____

New technology means people lose their jobs. _____

New technology makes life better for everyone. _____

Everyone likes new technology. _____

Information technology means more, not better, information. _____

Developments in information technology are taking place too fast. _____

Agribusinesses which don't keep up with the latest developments will fail. _____

In agribusinesses, people are more important than technology. _____

The new revolution?

Although we live in a time of rapid technological change, new technologies have been having an impact on agribusinesses and agriculture for centuries. Technology has been a key aspect of the industry from the time of the Industrial Revolution onwards. For example, in the 18th century, the United Kingdom was responsible for inventions that contributed significantly to the industrialization of farming in Europe. New technologies gave rise to farm machines that increased productivity. This in turn changed agriculture and society, enabling countries to meet the needs of growing populations.

example
result of
tech.

New technologies have also always brought with them both opportunities and threats. During the Industrial Revolution in England, farmers and land owners who recognized these new opportunities often became rich. The lives of some of their workers also improved. Unfortunately, change can sometimes bring negative consequences as well. The increased industrialization of farming has tended to lead to small farms being forced out of business. Those that remain often struggle to earn enough to live on.

Another example of technology impacting on agribusiness is industrial salmon farming. Stocks of wild fish have been significantly reduced by overfishing. Some entrepreneurs have seen the potential of farming salmon. They have used new technologies to keep and feed salmon and control pests and diseases in fish farms. But this has had an impact on traditional salmon fisheries and other stakeholders. Clearly, those opposing the development of alternative methods have good reasons to fear the loss of traditional jobs. But there is a positive side to the debate. The new technologies and methods of farming have evolved. They have also reduced the cost of buying salmon for millions of consumers. This in turn has increased the demand for salmon, which has created new job opportunities in the fish farming sector.

change
problems +
benefits

The revolution of the 20th and 21st centuries has been in information technology. Wine producers have recently devoted a lot of attention to organic and biodynamic viticulture, and have been using information technology to help them grow crops in a more environmentally friendly way. This involves using technology to reduce the need for pesticides and weed killers. Weather stations in the vineyard feed data back to a computer that predicts when the risk of pests or diseases is highest. Chemicals are used only when required. In addition, growers complement these interventions by introducing wasps and ladybirds to eliminate pests.

The use of computers is widespread among agribusinesses. Food producers commonly use bar codes to provide information about where the product originated. Agribusinesses use the Internet to market their produce and a growing number of people buy food products online. Online sales are having a major impact on the retail sector. One benefit is that small specialist producers can build market share. This, in turn, is encouraging diversity and traditional crafts. New communication technologies aren't all good news, of course. Companies have to invest to maintain competitive IT systems and in people who have the skills to use them. You can, of course, have the cleverest computers in the world, but if you don't have someone with skills adapted to new ways of using them, the business will struggle to benefit. Charles Darwin said that species that survive are usually not the smartest or the strongest, but the ones most responsive to change. He would probably agree that this applies to agribusinesses as well.

4.3 Extending skills

using the Internet effectively

A Discuss these questions.

- 1 You want to research the topic of farm management. Where would you look for the information? Why?
- 2 What keywords would you use to make this search? Why?

B Your search produces 50 results. How can you select the most useful ones without reading all of them? Look at the list of criteria on the right and put a tick or '?'.

C You want to research the following. Choose up to four keywords or phrases for each search.

- 1 the ideas of Wendell Berry
- 2 how agribusinesses implement technological change
- 3 IT-based systems for monitoring food traceability in the UK
- 4 key agricultural inventions of the 20th century

D Go to a computer and try out your chosen keywords.

Criteria for choosing to read a result

- It contains all of my keywords. _____
- The document comes from a journal. _____
- It is in the first ten. _____
- It has this year's date. _____
- It is a large document. _____
- The website address ends in .org _____
- The website address ends in .edu _____
- The website address contains .ac _____
- It is a PDF file. _____
- It refers to agribusiness. _____
- It refers to a person I don't know. _____
- It refers to an agribusiness I know (of). _____

4.4 Extending skills

analyzing Internet search results • reporting research findings

A What information is contained in the results listing of a search engine?

- 1 Make a list.
- 2 Check with the results listings on the opposite page.

B Scan the results listings. Answer these questions.

- 1 What keywords were entered?
- 2 Why was *journal* used as a keyword? Why is it not in inverted commas?

C Answer these questions.

- 1 Which results contain abbreviations or acronyms?
- 2 Where is each website address?
- 3 Which are PDF documents?
- 4 Why are some words highlighted?
- 5 Which results refer to journals?
- 6 Which result refers to ecology?
- 7 Which sites are .org?
- 8 Which site belongs to a university?
- 9 Which result has a link to an academic staff member's site?
- 10 Which results have all the keywords?

D Continue your research on farm management by entering the keywords into a search engine and accessing three of the results.

- 1 Make notes.
- 2 Compare your findings with other students.

E Choose the most interesting result. Write a paragraph about the information you discovered. Develop the topic within the paragraph with discourse markers and stance markers.

Google [Web](#) [Images](#) [Groups](#) [News](#) [Froogle](#) [Maps](#) [more »](#) [Sign in](#)

Journal "farm management" 2010 [Advanced Search](#)
[Preferences](#)

Web Results 1 - 10 for [journal "farm management" 2010](#). (0.21 seconds)

- 1 [Journal of Farm Management : Rural Science *explore](#)
<http://rural-science.co.uk/land/agriculture/farming/journal-of-farm-management/>
Journal of Farm Management admin | Jan 19, 2010 | Comments 0. Journal of Farm Management. J. Farm Manag. 13(10), Autumn 2009 ...
- 2 [Japanese Journal of Farm Management](#)
http://fmsj.ac.affrc.go.jp/eng/journal/indices_en.html
14 Oct 2010 ... "Japanese Journal of Farm Management". Volume 48 [No.1, Jun. 2010 | No.2, Sep. 2010 – New! | No.3, Dec. 2010 | No.4, Mar. ...
- 3 [Farm management and economic analyses of leopard conservation in ...](#)
<http://onlinelibrary.wiley.com/doi/10.1111/j.1469-1795.2010.00364.../abstract>
by AB Stein - 2010 - [Related articles](#)
23 Apr 2010 ... Stein, A. B., Fuller, T. K., Damery, D. T., Sievert, L. and Marker, L. L. (2010), Farm management and economic analyses of leopard ...
- 4 [Roger Cutting - Staff details](#)
www.plymouth.ac.uk/staff/rcutting
Cutting, R. & Garrett, B. (2010) Using Web 2.0 Technologies to Develop International ... The Journal of Farm Management Vol 13, No. 5 p351-361 ...
- 5 [The Farm Management Society of Japan](#)
http://fmsj.ac.affrc.go.jp/eng/index_en.html
14 Oct 2010 ... 2010/01/13: Update of Contents of "Japanese Journal of Farm Management" (Vol.47 No.3). 2010/01/05: Change User Name of E-mail address for ...
- 6 [farm management \(agriculture\): Farm management in developing ...](#)
www.britannica.com/.../farm-management/.../Farm-management-in-developing-countries
farm management. (2010). In Encyclopædia Britannica. Retrieved November 08, 2010, ... Irish Veterinary Journal, January 2009. From the nursery. ...
- 7 [Journal of International Farm Management](#)
www.ifmaonline.org/pages/index.php?main_id=49
The Journal of International Farm Management commenced publication, as Farm Management International, in 1985. In 1992 the Journal assumed its current title ...
- 8 [From Farm Management to Agricultural and Applied Economics: The ...](#) by MA Boland - 2010 - [Related articles](#)
<http://aapp.oxfordjournals.org/content/32/3/456.full.pdf+html>
The Author(s) 2010. Published by Oxford University Press, ... For permissions, please email: journals.permissions@oxfordjournals.org. ...
- 9 [Farm management choice can benefit fungi key to healthy ecosystems](#)
www.sciencedaily.com/releases/2010/09/100913191823.htm
13 Sep 2010 ... Farm Management Choice Can Benefit Fungi Key to Healthy Ecosystems. ScienceDaily (Sep. 16, 2010) – Farming practices have a significant ...
- 10 [\[PDF\] Review of Farm Management Information Systems - Nature and ...](#)
www.sciencepub.net/newyork/.../14_2010_Review_ny0305_87_95....
File Format: PDF/Adobe Acrobat - Quick View
by P Salami - [Related articles](#)
9 Nov 2009 – [New York Science Journal 2010;3(5):87-95]. (ISSN 1554 – 0200). Key words: Farm Management Information Systems; FMIS; GIS; IT; MIS. 1. Introduction

Understanding abbreviations and acronyms

An **abbreviation** is a shorter version of something. For example, PC /pi:si:/ is an abbreviation for *personal computer*.

An **acronym** is similar to an abbreviation, but it is pronounced as a word. For example, CAL /kæl/ is an acronym for *computer-assisted learning*.

We normally write an abbreviation or acronym with **capital letters**, although the full words have lower case letters. However, there are exceptions, such as *www*, which is often written with lower case letters.

We **pronounce** the vowel letters in **abbreviations** in this way:

A	/eɪ/
E	/i:/
I	/ɪ/
O	/əʊ/
U	/ju:/

We normally **pronounce** the vowel letters in **acronyms** in this way:

A	/æ/
E	/e/
I	/ɪ/
O	/ɒ/
U	/ʌ/

Common suffixes

Suffixes for verbs

There are some common verb suffixes. They make nouns into verbs. The meaning is basically *make + noun*.

Examples:

~ize	<i>computerize, mechanize, digitize</i>
~(i)fy	<i>classify, identify, specify</i>
~ate	<i>motivate, innovate, stimulate</i>
~en	<i>shorten, lengthen, strengthen</i>

Suffixes for nouns

Many nouns are made by adding a suffix to a verb.

This means:

- You can identify many nouns from the suffix.
- You can often discover the verb by removing the suffix. Sometimes you have to make changes to the end of the verb.

Examples:

Verb	Suffix	Noun	Notes
<i>produce</i>	~tion	<i>production</i>	remove e
<i>perform</i>	~nce	<i>performance</i>	add a or e
<i>manufacture</i>	~ing	<i>manufacturing</i>	remove e
<i>coordinate</i>	~ion	<i>coordination</i>	remove e
<i>qualify</i>	~ication	<i>qualification</i>	change y to i

Skills bank

Developing ideas in a paragraph**Introducing the topic**

In a text, a **new paragraph** indicates the start of a **new topic**.

The topic is given in the **topic sentence**, which is at or near the beginning of the paragraph. The topic sentence gives the **topic**, and also makes a **comment** about the topic.

Example:

New technologies have been having an impact on agribusinesses and agriculture for centuries.

The **topic** is the *impact of new technologies on agribusinesses and agriculture*.

The **comment** is that this *impact* has been *for centuries*.

The sentences that follow then expand or explain the topic sentence.

Example:

For example, in the 18th century, the United Kingdom was responsible for inventions that contributed significantly to the industrialization of farming in Europe.

Developing the topic

A paragraph is normally about the same basic topic (the 'unity' principle).

However, within a paragraph, ideas often **develop** beyond the initial comment.

This development is often shown by

- a **discourse marker**: *but, however, etc.*
- a **stance marker**: *unfortunately, etc.*

Examples:

But, there is a positive side to the debate.

Unfortunately, change can sometimes bring negative consequences as well.

Discourse markers generally make a connection between the previous information and what comes next. They mainly introduce **contrasts** or **additional information**.

Stance markers show the **attitude** of the writer to the information, i.e., whether he/she is surprised, pleased, unhappy, etc., about the information.

Recording and reporting findings

When you do research, record information about the source. Refer to the source when you report your findings.

Examples:

Potritt (2005) states that ...

As Goldsmith suggests in his 2001 article in *The Ecologist*, ...

According to Ruth Rama in her book entitled *Multinational Agribusiness*, ...

As the writer of the article on *guardian.co.uk* (March 4, 2012) says, ...

You should give the full information about the source in your reference list or bibliography. For more information about this, **see Unit 10 Skills bank**

5 AGRIBUSINESS MARKETING

5.1 Vocabulary

word sets • synonyms, antonyms, etc. • describing trends

- A** Look at the pictures on the opposite page.
- 1 Divide them into mainstream and spin-off agriproducts.
 - 2 What sort of people or businesses use or buy each type?

- B** Study the words in box a.
- 1 Find pairs of words with similar meanings.
 - 2 What part of speech is each word?

a activity advertising aim business buy
company consumer customer goods
main meet needs principal products
promotion purchase requirements
retail outlet satisfy shop target task

- C** Study the Hadford University handout on this page.
Find pairs of blue words with similar meanings.

- D** Study the words in box b.
- 1 Find pairs of opposites.
 - 2 Add more words to make a set.
 - 3 Give a name to each word set.

b careful conventional elderly female
impulsive low-income male manual married
professional single trendy wealthy young

- E** Work with a partner.
- 1 Choose a type of agriproduct on the opposite page. Describe its target market. Use words from box b.
 - 2 Your partner should guess which one or ones you are talking about.

- F** In 2006, Hadfield Council began a project to develop the local forest as a recreation area including a new education centre.
- 1 Look at Figures 1 and 2 on the next page. What do they show?
 - 2 What trends can you identify?

- G** Study the description of Figure 1 on this page. Write one word in each space.

- H** Look at Figures 1 and 2 again. You have a 20-room hotel near Hadford Forest. Think of ways you might use the changes indicated to grow your business.



Faculty: Agriculture and Agribusiness

Lecture: Introduction to marketing

Marketing is not ...

- ... the same as advertising. This is only a small **part** of marketing.
- ... just about selling. There are many other related activities which are **involved**.

So what is it?

There are four main **aspects**, known as the 'marketing mix' – also **called** the Four Ps – to which companies must pay attention.

- 1 The Product – must meet the needs of the consumers.
- 2 Promotion – there are several **methods** of promoting a product, including advertising, special offers, mailing and sponsorship.
- 3 The Price – this depends on the financial objectives, as well as the **kind** of consumer being aimed at.
- 4 The Place – where do people buy the products? This **concerns** both **means** of distribution and **type** of retail outlet, including online.

Figure 1 shows the number of people visiting Hadford Forest _____ quite _____ between 2005 and 2009. The number of people visiting to walk their dogs _____ sharply as a proportion of the _____ and levelled _____ from 2008. If the trends _____, then overall visitor numbers will continue to _____ steadily. New activities will _____ faster and _____ comparison, the number of traditional visitors will drop _____ proportionately.

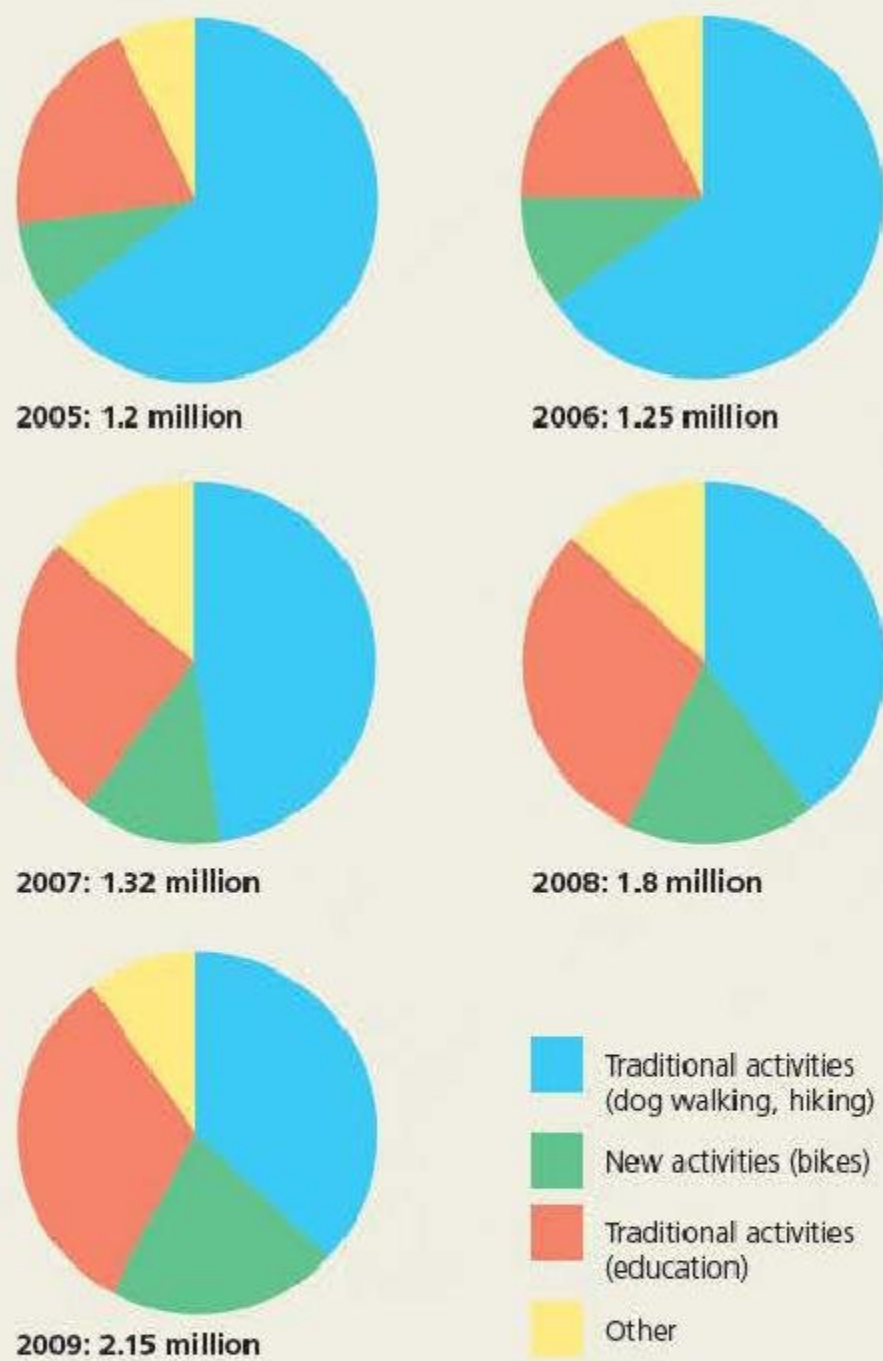


Figure 1

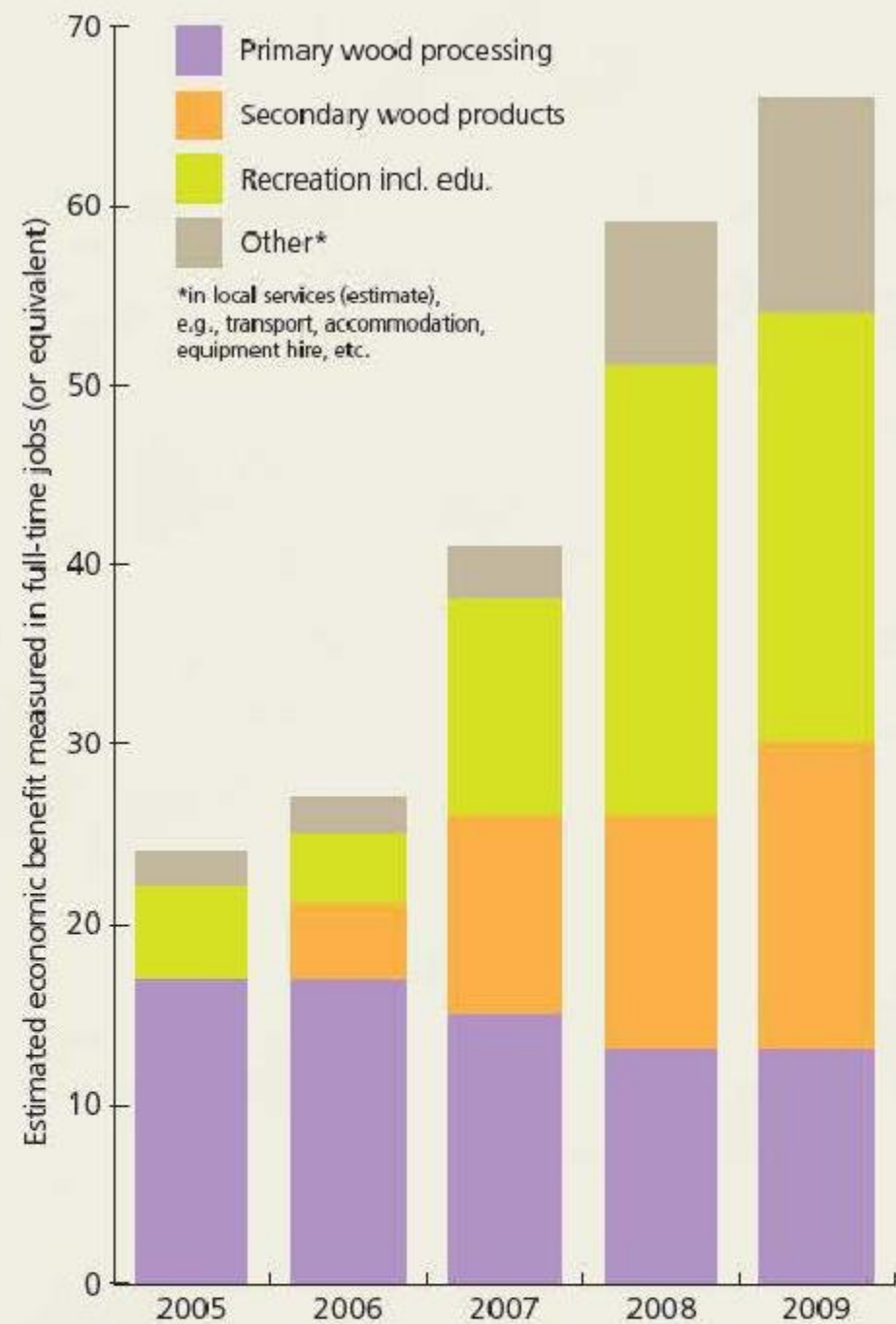



Figure 2

5.2 Listening

lecture organization • 'signpost' language

A You are going to hear a lecture about key concepts in marketing.


Look at the lecture slides. What will the lecturer talk about? Make a list of points.

B  Listen to Part 1 of the lecture. How will the lecture be organized? Number these topics.


- market research _____
- definition of marketing _____
- types of market _____
- importance of marketing _____
- basic characteristics of markets _____

C Study the topics in Exercise B.

- 1 Write some key words for each topic.
- 2 How do slides 1–4 relate to the topics?
- 3 What is a good way to make notes?
- 4 Make an outline for your notes.

D  Listen to Part 2 of the lecture.

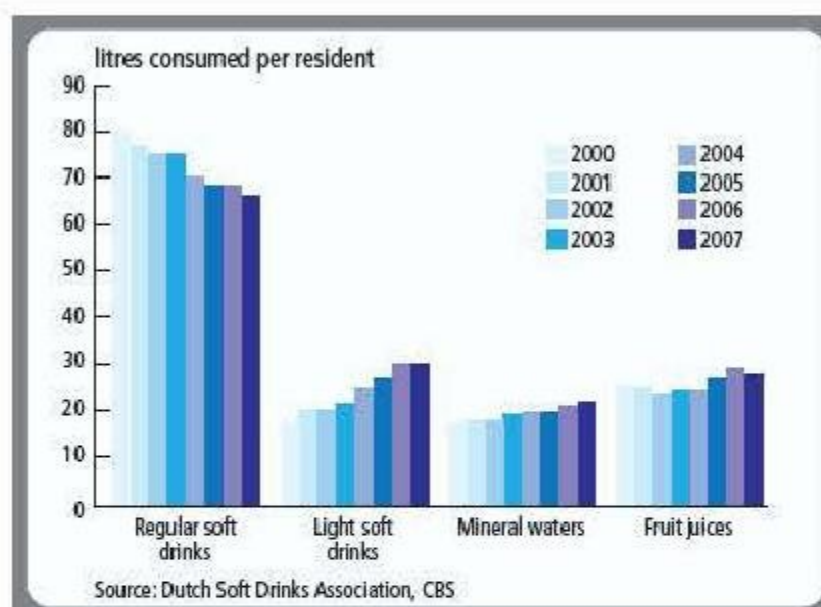
- 1 Add information to your outline notes.
- 2 Which of the topics in Exercise B are discussed? In what order?
- 3 What are veg boxes an example of?

E  Listen to Part 3 of the lecture. Make notes.

- 1 Which topics in Exercise B are mentioned?
- 2 Which topic has not been mentioned?
- 3 Give two ways in which we can measure if a company markets itself successfully.
- 4 Give two types of market.

F The lecturer used these words and phrases. Match synonyms.

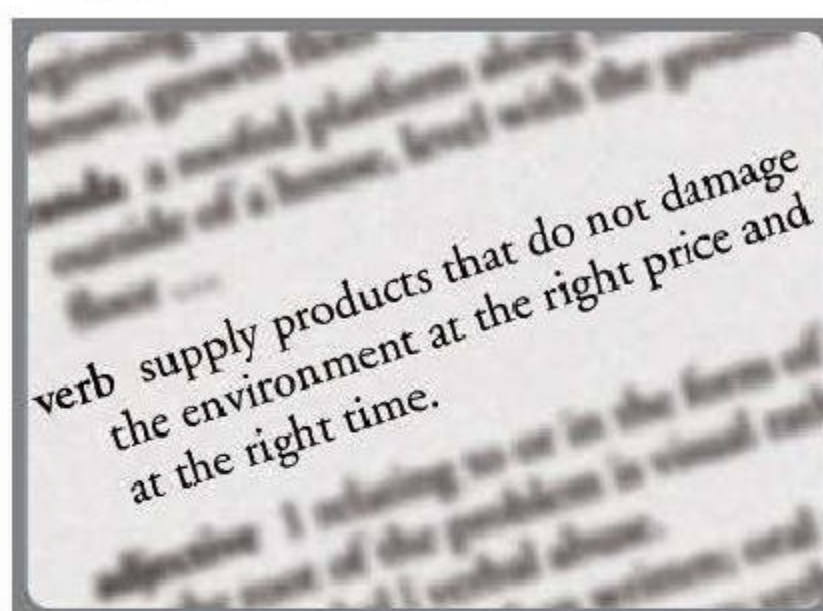
- | | |
|---|-----------------------|
| 1 key concept <input type="checkbox"/> | a identify |
| 2 know, find out <input type="checkbox"/> | b a narrow category |
| 3 market leader <input type="checkbox"/> | c accurate data |
| 4 aimed at <input type="checkbox"/> | d important point |
| 5 a small part <input type="checkbox"/> | e a top-selling brand |
| 6 mass <input type="checkbox"/> | f suitable for |
| 7 good information <input type="checkbox"/> | g huge |



Slide 1



Slide 2



Slide 3



Slide 4

5.3 Extending skills

note-taking symbols • stress within words • lecture language

A Look at the student notes on the right. They are from the lecture in Lesson 5.2.

- 1 What do the symbols and abbreviations mean?
- 2 The notes contain some mistakes. Find and correct them.
- 3 Make the corrected notes into a spidergram.

B Listen to the final part of the lecture.

- 1 Complete your notes.
- 2 Why does the lecturer have to stop?
- 3 What is the research task?

C Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example: You hear: *1 sem /sem/*

You write:

analyze	_____	incredibly	_____
anticipate	_____	overview	_____
assignment	_____	seminar	<u>1</u>
category	_____	strategy	_____
characteristics	_____	successful	_____
identify	_____	variety	_____

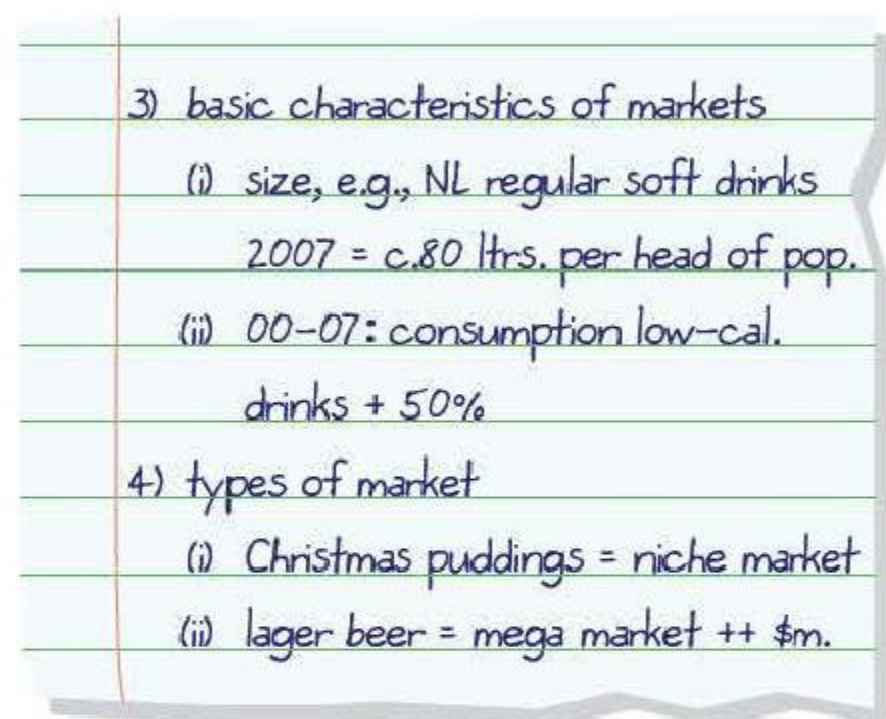
D Study the lecture extracts on the right.

- 1 Think of a word for each space.
- 2 Listen and check your ideas.
- 3 Match words or phrases from the blue box with words or phrases from the completed lecture extract.
- 4 Think of other words or phrases with similar meanings.

as I was saying basically clearly
crucial in fact in other words
obviously of course possibly
probably some people say
that is to say we can see that

E Discuss the research task set by the lecturer.

- 1 What kind of information should you find?
- 2 What do you already know?
- 3 Where can you find more information?



_____, marketing is
_____ the most important
aspect of management.

So, it _____ that marketing must
ensure that a business can satisfy customers'
needs.

What I _____ is, they anticipate
consumers' requirements.

_____, successful marketing is
about having accurate data.

Anyway, er ... to return to the main

_____ ...

It's _____ to identify
basic characteristics of the market.


_____, it is the aim of all
companies to become the market leader.

5.4 Extending skills

making effective contributions to a seminar

A Study the diagram on the opposite page.

- 1 What does it show?
- 2 Where do you think the information has come from?

B  Listen to some extracts from a seminar about market mapping.

- 1 What is wrong with the contribution of the last speaker in each case? Choose from the following:
 - the student doesn't explain the relevance
 - it is irrelevant
 - the student interrupts
 - the student doesn't contribute anything to the discussion
 - it is not polite
- 2 What exactly does the student say, in each case?
- 3 What should the student say or do, in each case?

C  Listen to some more extracts from the same seminar.

- 1 How does the second speaker make an effective contribution in each case? Choose from the following:

He/she ...

- brings the discussion back to the main point
 - brings in another speaker
 - asks for clarification
 - links when not sure the contribution is new
 - paraphrases to check understanding
 - gives specific examples to explain a point
 - links when not sure the contribution is relevant
 - disagrees politely with a previous speaker
 - links to a previous speaker
- 2 What exactly does the student say, in each case?
 - 3 What other ways do you know of saying the same things?

D Make a table of **Dos** (helpful ways) and **Don'ts** (unhelpful ways) of contributing to seminar discussions.

Do	Don't
ask politely for information	demand information from other students

E Work in groups.

- 1 The teacher will ask you to look at product group A or B on the opposite page. Study your products.
- 2 How can you put your products on market maps? Think laterally about the different parameters or axes you want to use. Try to experiment!
- 3 Conduct a seminar. One or two people should act as observers.

F Report on your discussion and present your market map, giving reasons for your decisions.

G Work in groups of four. Each person should research and discuss one of the four main types of market research.

- Student A: find out about *secondary research* (information on page 104)
- Student B: find out about *primary research* (information on page 102)
- Student C: find out about *quantitative research* (information on page 104)
- Student D: find out about *qualitative research* (information on page 102)

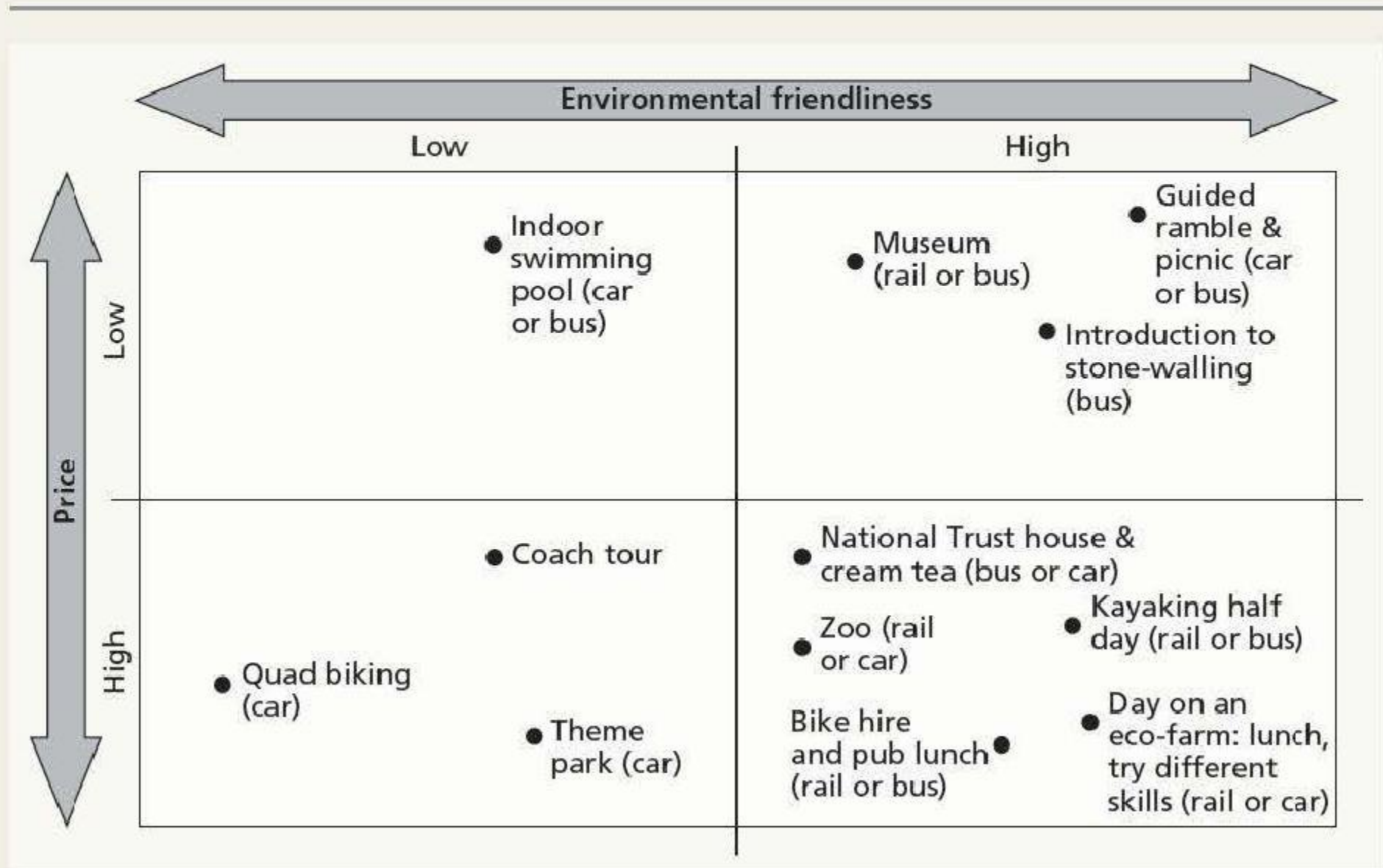
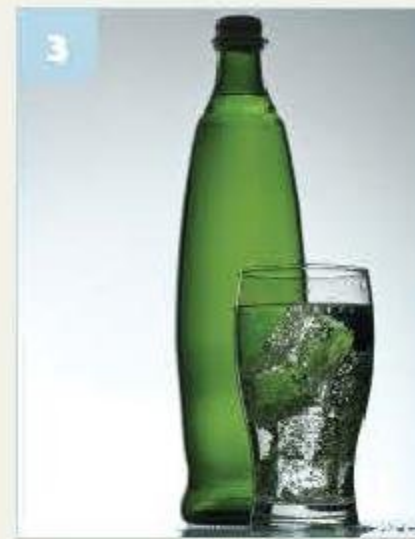
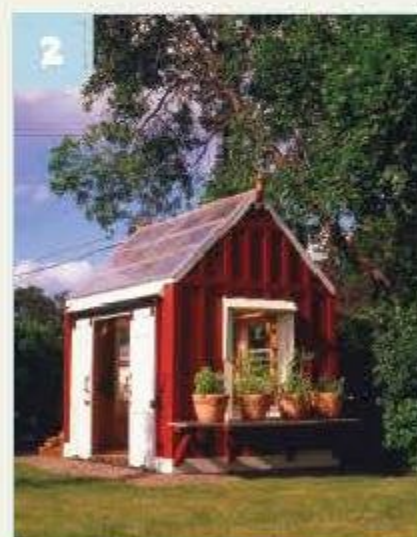


Figure 1: Market map for the eco-farm spin-off venture and competing regional 'learning' attractions

A Drinks



B Wooden garden buildings



Vocabulary sets

It is a good idea to learn words which go together. Why?

- It is easier to remember the words.
- You will have alternative words to use when paraphrasing research findings.
- It is not good style to repeat the same word often, so writers, and sometimes speakers, make use of words from the same set to avoid repetition.

You can create a vocabulary set with:

synonyms	words with similar meanings, e.g., <i>products/goods/items</i>
antonyms	words with opposite meanings, e.g., <i>male/female</i>
hypernyms	a general word for a set of words, e.g., <i>foodstuff = bread, peas, milk, etc.</i>
linked words	<i>e.g., young, teenage, in his/her 20s, middle-aged, old</i>

Describing trends

You can use a variety of phrases to discuss trends and statistics.

Examples:

Go up	No change	Go down	Adverbs
<i>rise increase grow improve soar</i>	<i>stay the same remain at ... doesn't change is unchanged</i>	<i>fall decrease decline worsen drop plunge plummet</i>	<i>slightly gradually steadily significantly sharply dramatically</i>

Stance

Speakers often use certain words and phrases to show how they feel about what they are saying. Common stance words are:

adverbs	<i>arguably naturally unfortunately</i>
phrases	<i>of course, ... it's essential to/that ... we might say that ...</i>

In many cases, different stance words and phrases are used in spoken and written language.

Spoken	Written
<i>another thing</i>	<i>additionally</i>
<i>it seems</i>	<i>evidently</i>
<i>unfortunately</i>	<i>regrettably</i>
<i>believe</i>	<i>contend</i>

Skills bank

Signpost language in a lecture

At the beginning of a lecture, a speaker will usually outline the talk. To help listeners understand the order of topics, the speaker will use phrases such as:

To start with, I'll talk about ...

Then I'll discuss ...

After that, we'll look at ...

I'll finish by giving a summary of ...

During the lecture, the speaker may:

indicate a new topic	<i>Moving on (from this) ...</i>
say the same thing in a different way	<i>What I mean is, ... That is to say, ... To put it another way, ...</i>
return to the main point	<i>Where was I? Oh, yes. To return to the main point ... As I was saying ...</i>

Seminar language

The discussion leader may:

ask for information	<i>What did you learn about ...? Can you explain ...? Can you tell me a bit more about ...?</i>
ask for opinions	<i>What do you make of ...? This is interesting, isn't it?</i>
bring in other speakers	<i>What do you think, Majed? What's your opinion, Evie?</i>

Participants should:

be polite when disagreeing	<i>Actually, I don't quite agree ...</i>
make relevant contributions	<i>That reminds me ...</i>
give examples to explain a point	<i>I can give an example of that.</i>

Participants may:

agree with the previous speaker	<i>I agree, and that's why ... That's true, so I think ... You're absolutely right, which is why ...</i>
disagree with the previous speaker	<i>I don't think I agree with that. In my opinion, ... I'm not sure that's true. I think ...</i>
link to a previous speaker	<i>As Jack said earlier, ... Going back to what Leila said a while ago ...</i>
ask for clarification	<i>Could you say more about ...?</i>
paraphrase to check understanding	<i>So what you're saying is ...</i>
refer back to establish relevance	<i>Just going back to ...</i>

Participants may not be sure if a contribution is new or relevant:

I'm sorry. Has anybody made the point that ...?

I don't know if this is relevant, but ...

6 PRODUCTS AND STRATEGIES

6.1 Vocabulary

paraphrasing at sentence level

A Study the words in the blue box.

- 1 Copy and complete the table. Put the words in one or more boxes, in each case.
- 2 Add affixes to make words for the empty boxes. (Some will not be possible.)
- 3 What is the special meaning of each word in marketing and agribusiness?
- 4 Find a synonym for each word in the box.
- 5 Group the words in the blue box according to their stress pattern.

attraction core cost cycle design
 extend feature field grade
 growth key margin mature mix
 proposal segment stabilize stage

Noun	Verb	Adjective
cost	cost	

B Study Figures 1 and 2 opposite. Discuss these questions using words from Exercise A.

- 1 What do Figures 1 and 2 show?
- 2 What happens at each stage of the product life cycles to:
 - sales?
 - unit costs?
 - cash flow?

C Student A has written about the product life cycle in Figure 1, but there are some mistakes. Change the blue words so the sentences are true.

D Student B has also written about the product life cycle. Match each sentence with a corrected sentence from Exercise C.

E Look at Figure 3 opposite. Would graph line A or B fit the 10-year sales cycle of these two products better, and if so, why?

- a new farmhouse B&B business
- a new model of tractor

F Choose one of these products.

- an organic face cream for men
 - a new organic crop spray
- 1 Draw its probable product life cycle.
 - 2 Write some sentences to describe the life cycle of your product.
 - 3 Give your sentences to your partner. Your partner should try to guess which product you have described.
 - 4 Rewrite your partner's sentences with the same meaning.

Student A

- 1 Cash flow is **positive** during the development phase.
- 2 In the **development** phase, unit costs are high.
- 3 Cash flow becomes positive in the **growth** phase.
- 4 **Decreasing** sales mean that unit costs are reduced.
- 5 Sales are at their peak once the market has **declined**.
- 6 Sales may start to **rise** when the market reaches saturation.

Student B

- a It is not until the maturity phase is reached that cash flow is no longer negative.
- b Peak sales figures are achieved at the maturity phase.
- c While the product is being designed and trialled, there are many expenses but no income.
- d There may be a reduction in business if there are too many competitors.
- e It costs a lot to produce each unit early in the cycle.
- f Once the products start to sell, the company can make them more cheaply.

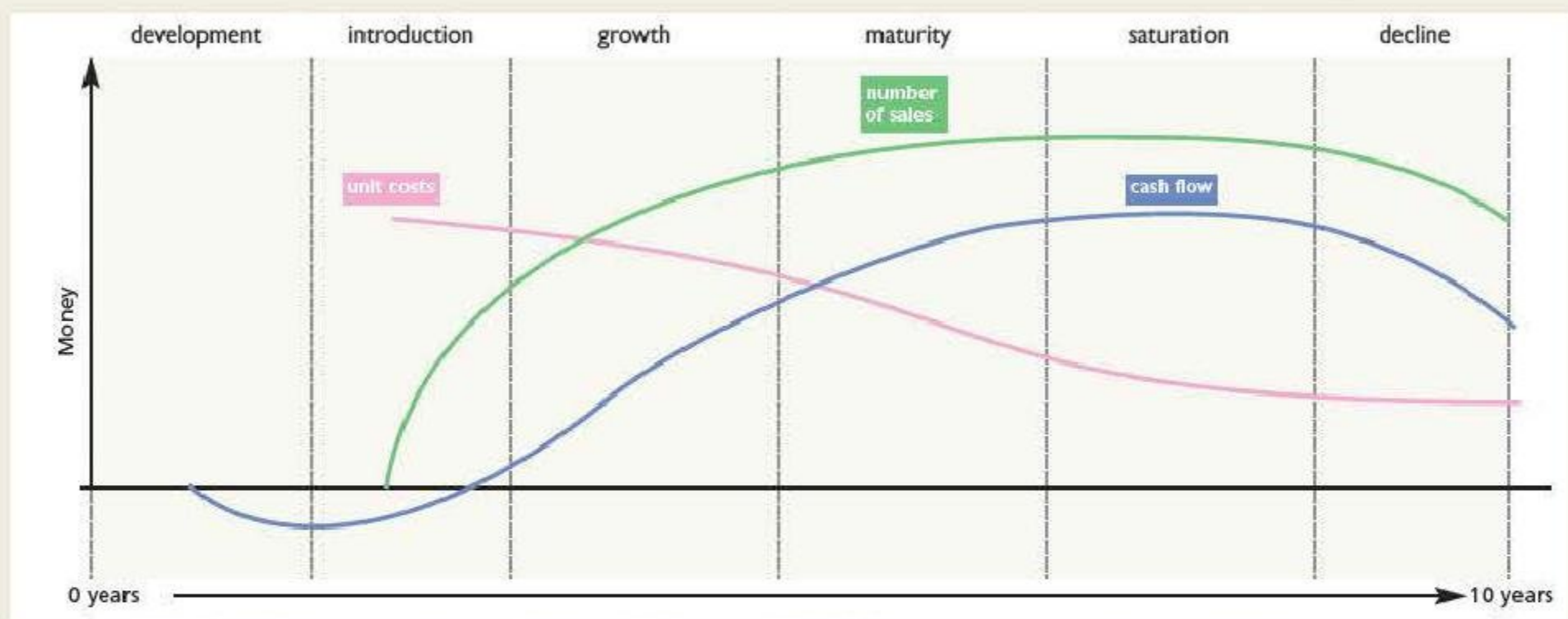


Figure 1: Life cycle of a new flavour 'farmhouse' yoghurt

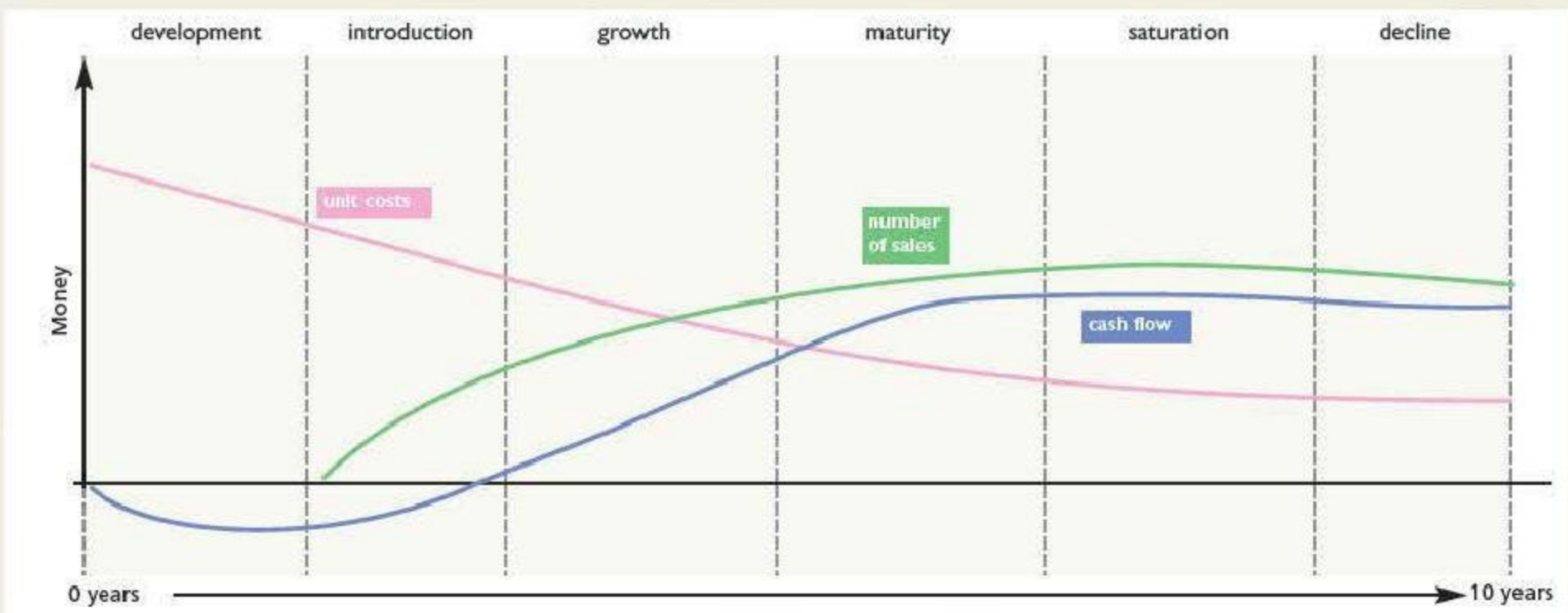


Figure 2: Life cycle of new variant wheat

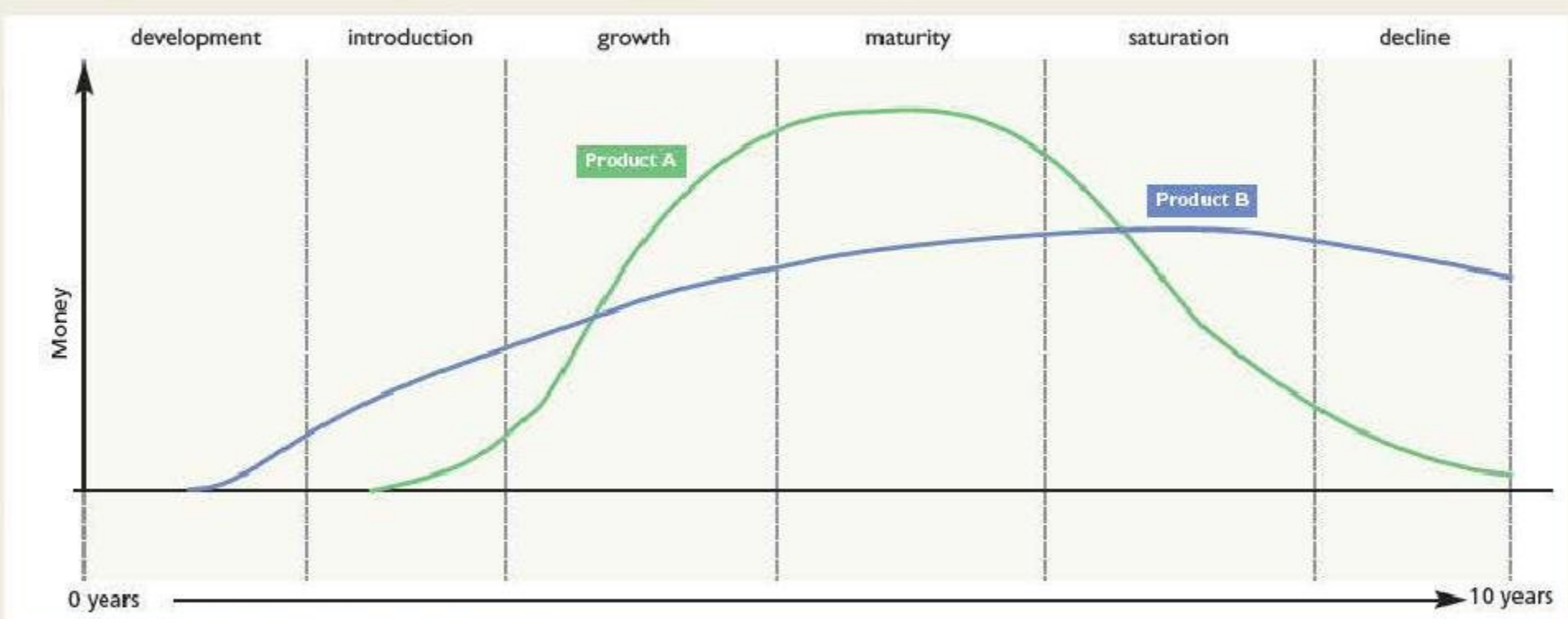


Figure 3: Contrasting sales cycles

A Discuss these questions.

- 1 What do companies need to know about their products?
- 2 How many ways of analyzing a product are there?

B Study Figure 1.

- 1 Imagine you are a mixed farm, dairy and arable. Give an example of a product that might be included in 'product development'.
- 2 What sort of agriproduct would you use a market penetration strategy for?
- 3 How could you diversify away from traditional dairy and arable activities and products to exploit new and more radical opportunities?
- 4 You currently sell your products using traditional wholesalers. In what ways could you innovate your marketing to increase your income and profitability selling the same range of products?

	Existing products	New products
Existing markets	market penetration	product development
New markets	market development	diversification

Figure 1: Ansoff Matrix

C Look at the photo, the title, the introduction and the first sentence of each paragraph on the opposite page.

- 1 What will the text be about?
- 2 Using your ideas from Exercise A, B and C1, write some research questions.

D Read the text. Does it answer your questions?**E** Study the **highlighted** sentences in the text. Find and underline the subject, verb and object or complement in each sentence. *See Skills bank***F** Two students paraphrased part of the text.

- 1 Which part of the text are these paraphrases of?
- 2 Which paraphrase is better? Why?

Student A

Applecart has therefore demonstrated its commercial promise.

However, agri-tourism is fairly new and Applecart must not make judgements based on conventional tourism.

Luckily, Applecart weighed up the situation and took a positive approach.

Philippe and Anna consulted a marketing consultant who, from the beginning, showed them new methods of analyzing their situation.

Student B

Thus, there is no doubt that Applecart's business has the potential to turn a profit.

It would be dangerous for Applecart to base business decisions solely on examples from conventional tourism, given that agribusiness is quite a new field.

Applecart decided to meet the challenges of the market head on, after considering all the options.

A marketing specialist introduced Philippe and Anna to many new ways of looking at the market.

G Work in groups. Write a paraphrase of a different part of the text. *See Vocabulary bank*

Understand your product for business success!

Central to the marketing mix is the agriproduct itself. A company must understand the potential of its product in order to build a marketing strategy. There are many ways a product can be analyzed, with varying beneficial impacts. One way is by looking at the psychological benefits it offers. Another is by analyzing the product life cycle. A third could be by using analytical tools such as the Ansoff Matrix.



Applecourt Farm is a traditional agribusiness that has diversified into agritourism products. Its decision was instinctive not analytical, but before talking about analysis, let us be clear what we mean by an 'agri-tourism product'. One definition is that it is a product or merchandise created by a mainstream agricultural business for the tourism market. Applecourt remains a mixed farm with a beautiful farmhouse and outbuildings at its core. Its owners, Philippe and Anna, quite recently diversified into providing B&B packages. They have quickly established a good reputation with the family market for their B&B product. They offer a place to stay, offering double beds, en suite bathrooms, full English breakfasts – examples of functional or concrete features, delivering functional benefits: comfort and nourishment.

Applecourt depends on the Internet for its marketing. Its website communicates not just traditional features, but the psychological benefits of a visit to Applecourt. How does it achieve this? It has a video presentation of the farm which identifies and highlights the feel-good factors: images of home baking, sunshine, animals and friendly hosts. Applecourt is an organic producer, which is advantageous and well highlighted. The basic information has been augmented to communicate intangible as well as tangible features: Applecourt's functional features – nice rooms, healthy food, service and environment, are exploited to communicate something extra, the psychological benefits. This special mix of functional and psychological benefits and features appears to be an important characteristic of this growth sector and a key factor in visitors' decision to purchase.

Applecourt has proven commercial potential, therefore. But having created its agriproduct and had some early success, it needs to be aware of factors that could affect future success, such as the product life cycle. Put simply, understanding the product life cycle enables an agribusiness to reduce risk, plan finances and manage cash flow. Tourism products generally tend to have quite long life cycles, with slow development and growth, and a

long maturity and steady decline. But agritourism is relatively new and Applecourt must not become complacent or make assumptions based on traditional tourism. The importance of this was highlighted when visitor numbers and inflow of funds began to fall recently. Fortunately, it assessed its situation and took a proactive approach. Philippe and Anna called in a marketing consultant who, from the start, introduced them to new ways of analyzing their situation. One of the tools the consultant used was the Ansoff Matrix, (reproduced in Figure 1, opposite).

An Ansoff Matrix assumes four strategies for achieving growth. The first strategy is market penetration, where the business targets growth with existing products in its current market segment to gain market share. The second is market development: creating growth by targeting existing products on new market segments. Product development and product diversification are the third and fourth strategies. If we look at our example, Applecourt is currently upgrading its website to further optimize the psychological benefits of its existing B&B, as well as rebranding, repackaging and enhancing the product to target a new market – retired people in the 'shoulder periods' between the high and low seasons – before it is relaunched next year, with the changes delivering an expected 25% increase in visitors. It is diversifying and preparing to market its soft drinks and cheeses for the local market. It was established at the outset that successful companies need to understand their markets and their products. With minimal outside input, Applecourt recognized it needed to understand all aspects of its product and market better to build a sustainable and profitable business. It has begun that process, establishing an effective marketing strategy using the three methods mentioned, and taking the first steps towards a product portfolio to improve the flow of funds and protect against the risk to a single-product business. So the message for sustainable business success is 'analyze and plan!' And Applecourt heard it.

6.3 Extending skills

understanding complex sentences

- A** Study the words in box a from the text in Lesson 6.2. (Note that their form may be different in the text.)
- 1 What part of speech are they in the text?
 - 2 Find one or more words in the text with a similar meaning to each word.
- B** Complete the summary with words from Exercise A.
- C** Study the words in box b.
- 1 What is each base word and its agribusiness meaning?
 - 2 How does the affix change the part of speech?
 - 3 What is the meaning in the text in Lesson 6.2?
- D** Study sentences A–E on the opposite page.
- 1 Copy and complete Table 1. Put the parts of each sentence in the correct box.
 - 2 Rewrite the main part of each sentence, changing the verb from active to passive or vice versa.
- E** Look at the 'Other verbs' column in Table 1.
- 1 How are the clauses linked to the main part of the sentence?
 - 2 In sentences A–C, what does each relative pronoun refer to?
 - 3 Make the clauses into complete sentences.

a analyze merchandise identify
tangible exploit characteristic
cash enhance outset

Companies need to _____
their products in order to _____
opportunities. All _____
offer(s) different types of benefit from
the _____ to the intangible.
Understanding a product and being able
to _____ its _____
helps a company make good decisions at
the _____, decisions such as
which market to target and when to invest
_____ to _____
the product.

b central beneficial advantageous
augmented rebranding repackaging
relaunched minimal profitable

6.4 Extending skills

writing complex sentences

- A** Make one sentence for each box on the right, using the method given in red. Include the words in blue. Write all the sentences as one paragraph.
- B** Study the notes on the opposite page which a student made about a case study. Write up the case study. Include the ideas from Exercise A.
- 1 Divide the notes into sections to make suitable paragraphs. Where should the paragraph in Exercise A go?
 - 2 Decide which ideas are suitable topic sentences for the paragraphs. Which idea can you use as a topic sentence for the paragraph in Exercise A?
 - 3 Make full sentences from the notes, joining ideas where possible to make one continuous text.

Leading supermarkets made agreements with farmers.
Farmers agreed to exclusive deals.
relative, passive **From the 1970s**

Farmers agreed to meet strict quality guidelines.
Farmers agreed to grade their produce.
passive, ellipsis **In these deals**

Customers had year-round access to fresh vegetables and fruit.
Customers benefited from cut prices.
Customers had guaranteed quality standards.
relative, passive, ellipsis **In addition**

Supermarkets secured and enhanced the supply chain.
Supermarkets increased their profits.
participle **As a result**

- A** In the UK, the name of the farm cereal which was previously called 'Fruitflakes' was changed to 'Toasted Fruit'.
- B** Three of the many ways in which a product may be evaluated will be described here.
- C** You can eat products like this at any time of the day, which is very convenient, and that has played a major part in the expansion of the breakfast cereal market.
- D** As well as understanding its target markets, an agribusiness must be fully aware of the qualities of its products.
- E** Having taken these steps as part of a strategy for achieving growth, the company has seen excellent results.

Table 1: Breaking a complex sentence into constituent parts

	Main S	Main V	Main O/C	Other V + S/O/C	Adv. phrases
A	the name (of the farm cereal)	was changed	(to) 'Toasted Fruit'	which was called 'Fruitflakes'	In the UK, previously
B					

Marketing strategy in a developing market: A case study - supermarket fruit and vegetables

- existing product - develop a competitive advantage - how?
- good e.g. of this situation = supermarket sales and UK producers
- supermarkets saw benefits
- housewives → hard to change habits > do research
- ∴ existing greengrocers = challenge
- in UK fresh produce 1970: underdeveloped
- e.g.s of strategies used (Ansoff):
 - discounts
 - keep existing customers
 - awareness of quality and freshness
- + existing but underdeveloped product > ++ for supermarkets
- supermarkets 1970s = Tesco's > challenge = (customer + supplier) >
- engage farmers > manage supply side
- persuade farmers add ++ value
- persuade > quality assurance + quantity
 - = secure supply chain < t/o + profit
- result agreements > agriproducers > enhance raw material on farm etc. >
- exclusive, long term deals tie supplier + supermarket
- deals incl. ++ 'added value'; processing 'on the farm'
- quality assurance/minimum standards enforceable
- > supplier farms featured in marketing > animal welfare highlighted etc.
 - = new deal for customers = supermarkets dominate Fr+Veg retail = benefits??

Reporting findings

You cannot use another writer's words unless you directly quote. Instead, you must restate or **paraphrase**.

There are several useful ways to do this:

use a synonym of a word or phrase	<i>costs</i> → <i>expenses</i> <i>in the introduction phase</i> → <i>early in the cycle</i>
change negative to positive and vice versa	<i>sales declined</i> → <i>sales didn't increase</i>
use a replacement subject	<i>sales may decline</i> → <i>there may be a decline in sales</i>
change from active to passive or vice versa	<i>the company can make products more cheaply</i> → <i>products can be made more cheaply</i>
change the order of information	<i>in the introduction phase, unit costs are high</i> → <i>it costs a lot to produce each unit early in the cycle</i>

When reporting findings from one source, you should use all the methods above.

Example:

Original text	<i>Cash flow is negative during the product's development phase.</i>
Report	<i>While the product is being designed and trialled, there are many expenses but no income.</i>

Important

When paraphrasing, you should aim to make sure that 90% of the words you use are different from the original. It is not enough to change only a few vocabulary items: this will result in plagiarism.

Example:

Original text	<i>If sales start to fall, does this indicate a decline phase?</i>
Plagiarism	<i>If sales drop, does this mean a decline phase?</i>

Skills bank

Finding the main information

Sentences in academic and technical texts are often very long.

Example:

*Following the publication by Houghton and Mifflin of Rachel Carson's book Silent Spring, some of those **theorists** looking at the use of pesticides in agriculture **substantially changed** their **ideas** concerning the relative benefits of pesticide use compared with the costs in terms of the destruction of the natural environment.*

You often don't have to understand every word, but you must **identify the subject, the verb and the object**, if there is one.

For example, in the sentence above, we find:

subject = *theorists*

verb = *changed*

object = *ideas*

Remember!

You must then find **the main words which modify** the subject, the verb and the object or complement.

In the sentence above we find:

Which theorists? = some of those looking at the use of pesticides in agriculture

How changed? = substantially

What ideas? = ones concerning the relative benefits of pesticide use compared with the costs in terms of the destruction of the natural environment

Ellipsis

Sometimes, if the meaning is clear, words are implied rather than actually given in the text.

Examples:

There were relatively few alternatives (which were) considered by the supermarkets.

The supermarkets enforced strict contractual agreements on the farmers and (the supermarkets enforced strict contractual agreements) on the producers.

7 THE EFFECTIVE PRODUCTION MANAGER

7.1 Vocabulary

compound nouns • fixed phrases

A Study the words in box a.

- Match nouns in column 1 with nouns in column 2 to make compound nouns.
- Which word in each phrase has the strongest stress?

a	1	2
	campaign dairy	assurance business
	farming food	chain design
	growing production	manufacture
	quality supply	method process
	transport	product systems

B Study the phrases in box b.

- Complete each phrase with one word.
- Is each phrase followed by:
 - a noun (including gerund)?
 - subject + verb?
 - an infinitive?
- What is each phrase used for?

b according ... as shown ... as well ...
 in addition ... key ... in order ...
 in such a way ... in the case ...
 regarded ... the use ...

C Look at the pictures on the opposite page showing aspects of the work of Utterly Chutney's production manager. What is happening at each stage?

D Read extracts A–E on the right. They are from a leaflet about stages in a project to increase production.

- Match each extract with a picture on the opposite page.
- Complete each sentence with one or more phrases from box b.

E Look at the fishbone diagram on the opposite page. What does it show?

F Read the text under the fishbone diagram. Match the phrases in box c with the highlighted phrases in the handout. (Not all the phrases are used.)

G A similar company, the Chutney Company, is recruiting a production manager. Complete the memo from the managing director setting out priority areas, using phrases from boxes b and c.

A _____ to traditional wisdom, quality is hard to define, but our experts know it when they taste it!

B In today's highly competitive marketplace, the design and packaging of our products is _____ the key to success.

C _____ of the right, organic raw materials is essential _____ to ensure that the product not only tastes good, but does you good!

D _____ in the picture, increasing our production often means creating new storage systems _____ as investment in new plant and machinery, such as these forklifts, and _____ to investing in upskilling employees.

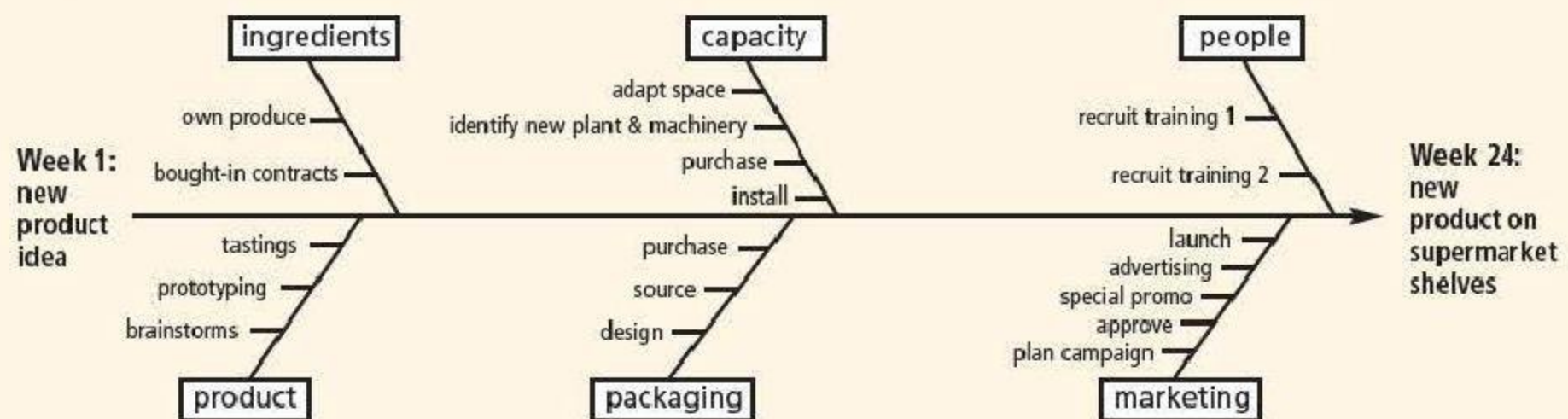
E _____ of a project involving changes to working practices, we aim to engage with staff _____ that they are engaged at every stage of the process.

c a number of a variety of
 at the same time bear in mind
 based on deal with
 from the point of view of
 the beginning of the development of
 the putting in place

What we have to _____ is that this is going to be a challenging job. _____ my experience, I think they will need to focus first on _____ key areas. Firstly, _____ to raise our profile further, we need help in the development of our product quality. Secondly, _____ by our staff turnover, we are _____ as a good employer, and the new production manager needs to reinforce this by _____ a staff development strategy.



Fishbone diagram: planning the critical path



A fishbone or Ishikawa diagram is a useful planning tool for scheduling, especially for production projects. It allows a production manager to handle the planning of a project where it is critical that different activities happen in the correct order. For example, this diagram shows the evolution of the production process to meet seasonal demand. The start of the process involves several different activities which can take place in the same time frame. Then, using the information, detailed specifications are formulated. Simultaneously, the production manager begins the process of preparing the site and communicating with the workforce, using various channels, including personal letters and training workshops.

7.2 Listening

fixed phrases • sequencing information in sentences

A You are going to hear the lecture outlined in the slide on the right. Write three questions you would like answered.

B Listen to Part 1 of the lecture.

- 1 What is the lecturer going to talk about today? Write *yes*, *no* or *not mentioned*.
 - managing waste _____
 - the supply chain _____
 - environmental impact _____
 - communication _____
 - Japanese methods _____
 - scheduling _____
- 2 How might the attitude to waste be different in an ethical and a conventional agribusiness?

C Listen to Part 2 of the lecture.

- 1 Make notes in an appropriate form.
- 2 What is another word for *functions*?
- 3 What does the lecturer compare the production manager's job to? Explain why.
- 4 Were your questions in Exercise A answered?

D Match each phrase in the first column of the table on the right with the type of information that can follow.

E Listen to Part 3 of the lecture.

- 1 Makes notes on the information that comes after the phrases in Exercise D.
- 2 Were your questions in Exercise A answered?

F Listen for sentences 1–4 in Part 4 of the lecture. Which sentence (a or b) follows in each case? Why? *See Skills bank*

- 1 The production manager may work on an existing system for production and quality control purposes.
 - a In an established system, he or she will need technical expertise and good analytical skills.
 - b He or she will need technical expertise and good analytical skills to work in an established system.
- 2 If a production manager is going to be effective, he or she will need to inspire confidence.
 - a If the production manager can't create confidence in the workforce, he or she won't excel.
 - b For a workforce to excel it requires confidence.
- 3 Flexibility is an essential quality for the production manager.
 - a Flexibility is important because it enables the production manager to deal with breakdowns, strikes and market fluctuations.
 - b What's important about flexibility is that it enables the production manager to deal with breakdowns, strikes and market fluctuations.
- 4 The way improvements are measured will be different depending on the company.
 - a And companies measure success through growth and improved profits to different extents.
 - b And what's different depends on the extent to which the company considers growth and improved profits as a measure of success.

HADFORD University

Faculty: Agribusiness and Agriculture
The effective production manager (Lecture 1)


Lecture overview

- General principles
- Key responsibilities
- Personal qualities
- Importance of scheduling

Fixed phrase	Followed by ...
1 An important concept (is) ...	a different way to think about the topic
2 What do I mean by ... ?	a hypothetical example
3 say	an idea or topic that the lecturer wants to discuss
4 ... the point is ...	a comment about a 'given' or a subject already in discussion
5 ... in financial terms, ...	a key statement or idea
6 Looking at it another way, ...	an explanation of a word or phrase
7 What I'm referring to is ...	there is a financial point to be made
8 apart from ...	a concluding comment giving a result of something
9 ... as you can see, ...	connected point(s)
10 ... in this way ...	a new topic or point

7.3 Extending skills

stress within words • fixed phrases • giving sentences a special focus

A  Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:

You hear: 1 di /di/

You write:

biodiversity _____

financial _____

renewable _____

biomass _____

genetically _____

rotate _____

ferment _____


hydroponics _____

scheduling _____

fertilize _____

insemination _____

traditional 1

B  Listen to the final part of the lecture from Lesson 7.2.

- 1 Complete the notes on the right by adding a symbol in each space.
- 2 What research task(s) are students asked to do?

C Study the phrases from the lecture in the blue box. For which of the following purposes did the lecturer use each phrase?

- to introduce a new topic
- to emphasize a major point
- to add a point
- to finish a list
- to give an example
- to restate

D Rewrite these sentences to give a special focus. Begin with the words in brackets.

- 1 Production needs to be planned. (*It*)
- 2 Kelley and Walker developed this project modelling technique in the 1950s in America. (*It*)
- 3 The production manager can't control events in the external environment. (*What*)
- 4 The advantage of Critical Path Analysis is that it acts as a checklist to ensure that actions are taken at the correct time and in the correct sequence to deliver the planned result. (*Two sentences. First = 'It'; second = 'The reason'*)
- 5 Critical Path Analysis is a technique for examining the stages in a production process, and ensuring that they interrelate correctly. (*The advantage of CPA is that*)

See Skills bank

E Choose one section of the lecture. Refer to your notes and give a spoken summary. Use the fixed phrases and ways of giving special focus that you have looked at.

F Work with a partner.

- 1 Make a fishbone diagram for an activity, project or process.
- 2 Present your diagram to another pair. Practise using fixed phrases and ways of giving special focus.

See Vocabulary bank and Skills bank.

1. Planning production _____
 painstaking _____ factors, _____
 rainfall _____ shortfall in _____
 produce; as a result, need to buy
 in tomatoes _____ other suppliers'
 shortages, _____ problems

2. Good scheduling _____
 interrelationship _____ CPA _____
 invaluable tool
 advantages of CPA _____ checklist
 of actions:
 correct time _____ correct sequence
 lean production process _____
 traditional assembly line

3. Production _____ needs good
 planning


et cetera
 In other words, ...
 Let's take ...
 Let me put it another way.
 Not to mention the fact that ...
 Plus there's the fact that ...
 The fact of the matter is, ...
 You've probably heard of ...

7.4 Extending skills


making effective contributions to a seminar

A Look at the map on the opposite page.

- 1 What does it show?
- 2 Where would you find the map?
- 3 What additional information is available?


B  Listen to the first extract from a seminar about a new business venture.

- 1 What question will the students discuss?
- 2 Why was Sorda Estates' announcement surprising?

C  Listen to Extract 2 of the seminar. Are these sentences true or false?

- 1 Sorda's real business is selling fuels. _____
- 2 The project is good for everyone. _____
- 3 There is adequate housing locally. _____
- 4 This is purely a social project. _____
- 5 The production manager needs special qualities. _____

D Study tasks a–d below and the phrases in the blue box.

- 1 Write **a**, **b**, **c** or **d** next to each phrase to show its use.
 - a introducing
 - b asking for clarification
 - c agreeing/disagreeing
 - d clarifying
- 2  Listen to Extract 2 again to check your answers.

E Work in groups to research some of the topics that the Sorda Estates production manager will need to be familiar with.

- Student A: read about *eco-communities* on page 102.
- Student B: read about *biomass fuels* on page 104.
- Student C: read about *co-housing projects* on page 102.
- Student D: read about *cooperatives* on page 104.

After reading the notes, report back orally to your group. Use fixed phrases to ask for and give clarification.

F Work in groups. Choose one of the products or services shown in the photographs on the opposite page.

- 1 Decide whether it could form part of the Sorda Estates experiment in future.
- 2 Report to the class on your discussion, giving reasons for your decisions.

I'd like to make two points. First, ... _____

Can you expand on that? _____

The point is ... _____

What's your second point? _____

My second point is that ... _____

Yes, but ... _____

I don't agree with that because ... _____

Sorry, but what are we talking about, exactly? _____

My question is ... _____

I'd just like to say that ... _____

In what way? _____

What I'm trying to say is ... _____

Can you give me an example? _____

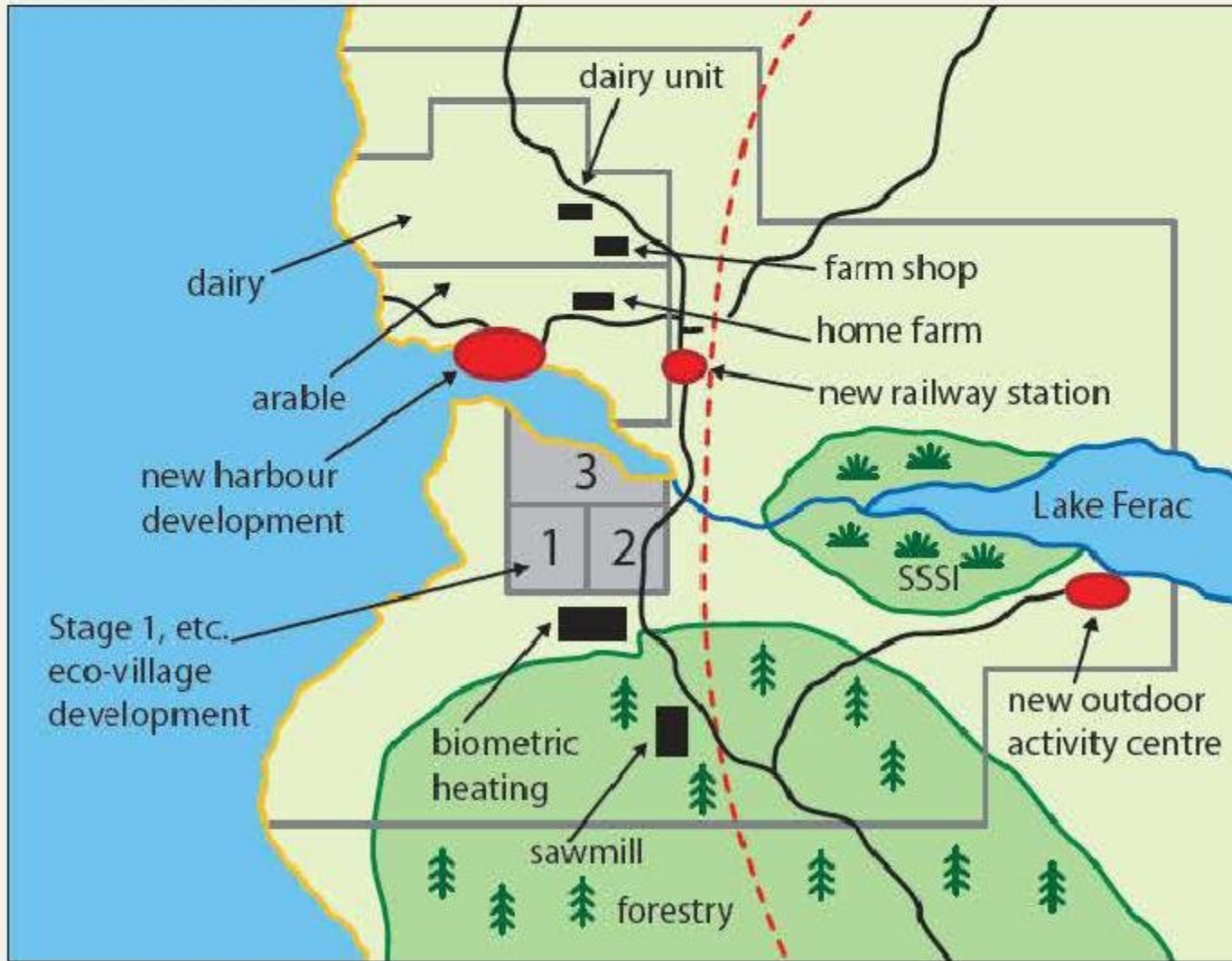
Look at it this way. _____

Absolutely. _____



Map Tourism SSSI Careers Contacts

SORDA BAY MAP



clothing manufacture



horticulture



fish farming



adventure holidays



gas exploration

Recognizing fixed phrases from agribusiness (1)

There are many fixed phrases in the field of agribusiness.

Examples:

Phrase	Meaning in the discipline
<i>project manager</i>	person trained to prepare and deliver projects
<i>Critical Path Analysis</i>	examination of the stages that most products go through and how they interrelate
<i>agribusiness management</i>	all the aspects involved in managing an agribusiness
<i>contract crop</i>	a crop grown to a customer's order

Keep a list of fixed phrases used in agribusiness and remind yourself regularly of the meaning.

Recognizing fixed phrases from academic English (1)

There are also a large number of fixed phrases which are commonly used in academic and technical English in general.

Examples:

Phrase	What comes next?
<i>As we have seen ...</i>	a reminder of previous information
<i>An important concept is ...</i>	one of the basic points underlying the topic
<i>As you can see, ...</i>	a reference to an illustration OR a logical conclusion from previous information
<i>As shown in ...</i>	a reference to a diagram or table
<i>... in such a way that ...</i>	a result of something
<i>In addition to (X, Y)</i>	X = reminder of last point, Y = new point
<i>As well as (X, Y)</i>	
<i>In the case of ...</i>	a reference to a particular topic or, more often, sub topic
<i>At the same time, ...</i>	an action or idea which must be considered alongside another action or idea
<i>... based on ...</i>	a piece of research, a theory, an idea
<i>Bear in mind (that) ...</i>	key information which helps to explain (or limit in some way) previous information
<i>The point is ...</i>	the basic information underlying an explanation
<i>in order to (do X, Y)</i>	X = objective, Y = necessary actions/conditions
<i>In financial terms, ...</i>	the cost of something previously mentioned
<i>In other words, ...</i>	the same information put in a different way
<i>Looking at it another way, ...</i>	
<i>In this way ...</i>	a result from previous information
<i>Say ...</i>	an example
<i>What do I mean by (X)?</i>	an explanation of X

Make sure you know what kind of information comes next.

Skills bank

'Given' and 'new' information in sentences

In English, we can put important information at the beginning or at the end of a sentence. There are two types of important information.

- 1 Information which the listener or reader already knows, from general knowledge or from previous information in the text. This can be called 'given' information. It normally goes at the beginning of the sentence.
- 2 Information which is new in this text. This can be called 'new' information. It normally goes at the end of a sentence.

Example:

In Lesson 7.2, the lecturer is talking about production management and managers, so production managers in general = given information.

Given	New
<i>If a production manager is going to be effective,</i>	<i>they will need to inspire <u>confidence</u>.</i>
<i>If they can't create <u>confidence</u> in the workforce,</i>	<i>they won't excel.</i>

Giving sentences a special focus

We sometimes change the normal word order to emphasize a particular point, e.g., a person, an object, a time.

Examples:

Normal sentence	<i>Ishikawa invented the fishbone diagram in the 1960s ...</i>
Focusing on person	<i>It was Ishikawa who invented ...</i>
Focusing on object	<i>It was the fishbone diagram which Ishikawa invented ...</i>
Focusing on time	<i>It was in the 1960s that Ishikawa ...</i>

Introducing new information

We can use special structures to introduce a new topic.

Examples:

Production management is my subject today.

→ *What I am going to talk about today is production management.*

Analytical skills are very important.

→ *What are very important are analytical skills.*

External factors cause problems.

→ *The reasons for the problems are external factors.*

Poor leadership can mean commercial failure.

→ *The result of poor leadership can be commercial failure.*

Clarifying points

When we are speaking, we often have to clarify points. There are many expressions which we can use.

Examples:

Let me put it another way ...

What I'm trying to say is ...

Look at it this way ...

The point/thing is ...

8 RURAL ECONOMIES AND FINANCIAL MANAGEMENT

8.1 Vocabulary

synonyms • nouns from verbs • paraphrasing

- A** Look at the items in box a and decide which factor will have the biggest impact on rural economies in the next 30 years.
- B** Look at the pictures and graph on the opposite page.
- In pictures A–E, how can each economic activity contribute to the rural economy?
 - Look at the graph and quotation in F. Do you agree with Lord Layard's statement? Explain why.
- C** Look up each noun in box b in a dictionary.
- Is it countable, uncountable or both?
 - What is its meaning in economics?
 - What is a good synonym?
 - What useful grammatical information can you find?
- D** Study the two lists of verbs in box c.
- Match the verbs with similar meanings.
 - Make nouns from the verbs if possible.
- E** Look at the Hadford University handout.
- How does the writer restate each section heading within the paragraph?
 - Find synonyms for the blue words and phrases. Use a dictionary if necessary.
 - Rewrite each sentence to make paraphrases of the texts. Use:
 - synonyms you have found yourself
 - synonyms from Exercise C
 - the nouns you made in Exercise D
 - passives where possible
 - any other words that are necessary
- Example:**
 A free market is a market mainly without economic intervention.
 → *An unregulated market is one where governments do not impose controls.*
- F** Study the pictures on the opposite page again. Should there be a free market for each of the activities or should the government intervene? Explain your answer.

a climate education EU legislation
IT population transport

b cost consumption evidence
market progress recycling spending
subvention vision waste

c	1	2
	apportion	say
	associate	maintain
	break	guide
	decrease	allocate
	exploit	interrupt
	increase	use
	state	grow
	steer	fall
	sustain	relate



Concepts in agri-economics

A Free markets

A **free** market is a market **mainly** without economic intervention. There are no **regulations** put on by government **except** to enforce ownership and **contracts**. It is the opposite of a **controlled** market.

B Command economy

In a controlled or command economy, **governments** tend to **intervene** and **set** prices, as well as quotas, for production.

C New economic models

New macro-economic models have **emerged**. They are geared **towards** achieving **outcomes** that are important to society and which can be **sustained** by the planet's **finite** resources. They work towards **progress** rather than profit.

Types of human economic activity



Catering



Transport



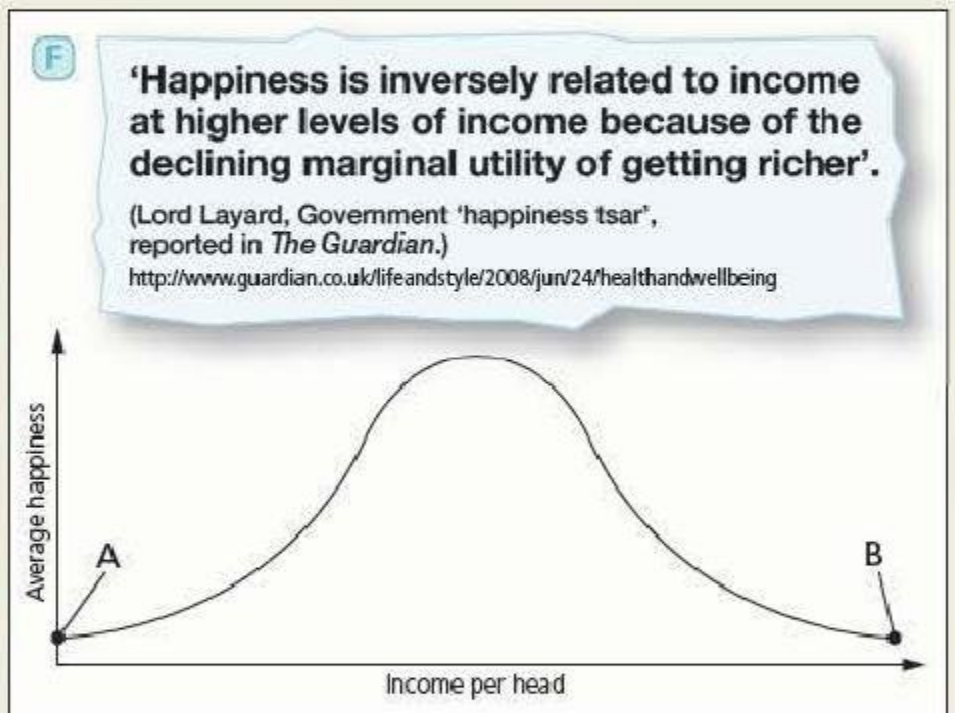
Hotels



Ranching



Finance and banking



8.2 Reading

recognizing essay types • understanding complex sentences with passives • defining terms

A Look at the agribusiness activities in the blue box.

- 1 Which do you think thrive in a free market?
- 2 Which activities need a controlled economy?
- 3 What other economic models can you think of?

brewing conventional farming forestry
IT consulting organic farming public relations

B Look at the four essay types on the right.

- 1 What should the writer do in each type?
- 2 Match each essay type with one of the questions below the slide (A–D).
- 3 What topics should be covered in each essay question?



There are four main essay types in economics:

- descriptive
- analytical
- comparison
- argument

C Read the title of the text on the opposite page and the first sentence of each paragraph.

- 1 What will the text be about?
- 2 Choose one of the essay questions in Exercise B. Write four research questions which will help you to find information for your essay.

A Describe the factors in the external economic environment that agribusinesses need to be aware of. Choose one factor and explain how it might impact on an organic farm.

B 'Not all agribusinesses do well in a free market economy.' To what extent do you agree with this statement?

C Explain why good financial management is important to small as well as large agribusinesses.

D What are the advantages and disadvantages of an adaptive financial management strategy for a rural agribusiness?

D Read the text.

- 1 Using your own words, make notes from the text on information for your essay question.
- 2 Work with another person who has chosen the same essay question as you. Compare your notes.

E Study the highlighted sentences in the text.

- 1 Underline all the subjects and their verbs.
- 2 Which is the main subject and verb for each sentence?

F Study the table on the right.

- 1 Match each word or phrase with its meaning.
- 2 Phrases 2–5 appear in the text. Underline the words or phrases in the text which the writer uses to give the definitions.

See *Vocabulary bank*

Word/phrase	Meaning
1 free market economy	economic policy that believes in regulating the market
2 adaptive management techniques	analysis that highlights the relationship between elements
3 systems thinking approach	financial strategy that sees the business as an organism
4 whole-farm strategy	economy governed by supply and demand
5 LIFE	a way of running a business where rapid change is a given
6 controlled economy	a source of funding to encourage change

Change and the rural economy

(or Financial management and organic farming)

The modern rural economy in the UK tends to be characterized by constant and accelerating change. A good financial manager needs strategies for the internal and external business environment that reflect this reality, and reflects the fact that there tends to be a very close link between the individual agribusiness success and the resilience of the local rural economy.

The financial manager of an organic farm – a typical, modern agribusiness or economic unit – has key responsibilities. In smaller farms, these responsibilities are usually taken on by the farm manager, a secretary or an accountant. More and more farming businesses are tending to adopt a whole-farm strategy for managing the internal business environment: in other words, treating the business as an organism, focusing not on one crop or activity, for example, but the interrelationship between all activities. This strategy reflects a systems thinking approach (separate parts affect each other within a whole), a key concept in modern business management thinking.

The successful financial manager also ensures funds are in place when needed. In a changing external environment, adaptive management techniques, which highlight design, management and monitoring of the financial strategy on an ongoing basis, can have an advantage. The core process involves testing assumptions, adapting the plan and learning lessons for the future on an ongoing basis – 24/7. A combination of whole-farm and adaptive management techniques means that risks are reduced and opportunities for securing income are maximized on a systematic basis. The combination constitutes a very practical ('learning by doing') way of managing finances and a more holistic approach appropriate to the sector.

Organic farming can deliver higher levels of profitability than conventional systems, because of what is called the 'organic premium'. The organic premium means that higher prices can be charged for products which cost less to produce. However, an organic farm, by definition, works closely with nature and natural systems. Issues in the external business environment can have a major and negative impact. These issues include naturally occurring events such as droughts and floods. Other issues can have a positive effect or negative effect. These issues include changes in the legal framework that affect the way government intervenes in the rural economy, including changes

to laws relating to: how water and land is exploited for business and households; how competition is regulated by government in strategically important agribusiness sectors of the rural economy; how the effects of global warming can be offset by encouragement of a change to organic and sustainable farming methods.

Another good example is the new land and water use initiative which is being introduced by the European Economic Area (EEA) – the body responsible for environmental protection in Europe. It shows how interventionist policies and changes in legislation can have an impact on the agribusiness economy. Of course, the quality and availability of land and water are directly related to the financial health of a farm business, whether it is a conventional agribusiness or an organic one. This can be politically significant when it impacts on food security, for example.

The Water Framework Directive (WFD) promotes sustainable water use; that is, it encourages action to reduce pollution and counteract the effects of floods and droughts. Faced with climate change, many of the areas from which agribusinesses draw water – we call these 'catchments' – are suffering from the effect of increased demand. Governments today tend to recognize the importance of this type of resource, not only for the rural economy, but for the wider global economy.

Like the WFD, LIFE, or the EU's Environment and Eco-Innovation Programme, supports environmental and nature conservation projects. Funding streams, such as 'Payments for Ecosystem Services' (PES), could offer grant funding to the agribusinesses sector benefitting individual businesses, communities and the rural economy as a whole. The financial manager who uses whole-farm strategy and adaptive management and other systems-based techniques, may identify and exploit such subventions – especially in a challenging economic environment. And this will ensure sustainable success for their business and a sustainable rural economy.

8.3 Extending skills

passives in dependent clauses • essay plans

- A** Find the words in the blue box in the text in Lesson 8.2.
- 1 What part of speech is each word?
 - 2 Think of another word which could be used in place of the word in the text. Use your dictionary if necessary.

constant adopt techniques core
conventional drought framework
intervenes counteract catchment

- B** Study sentences A–D.
- 1 Identify the dependent clause.
 - 2 Copy the table under the sentences and write the parts of each dependent clause in the table.
 - 3 Rewrite the sentence using an active construction.

Example:

A. *These schemes involve income opportunities which organic farming businesses need to investigate.*

- C** Read the essay plans and extracts on the opposite page.
- 1 Match each plan with an essay title in Lesson 8.2.
 - 2 Which essay is each extract from?
 - 3 Which part of the plan is each extract from?

- A** These schemes involve income opportunities which need to be investigated by organic farming businesses.
- B** An example of the sort of action that may be taken by government is the introduction of a scheme to pay farmers.
- C** The question is how competition is regulated in strategically important agribusiness sectors of the rural economy by governments.
- D** The schemes could offer financial opportunities for the sorts of organic farming businesses which are cited by the author.

Subject	Verb	By whom/what
(income opportunities) which	need to be investigated	by organic farming businesses

- D** Work with a partner.
- 1 Write another paragraph for one of the plans.
 - 2 Exchange paragraphs with another pair. Can they identify where it comes from?

8.4 Extending skills

writing complex sentences • writing essay plans • writing essays

- A** Make complete sentences from these notes. Add words as necessary.

A second - controlled economies - where - governments - intervene - ensure - sectors - economic activities - survive

B certain - types - organic farming businesses - intervention - needed - to grow - prosper - free market

C free markets - controlled markets - differ - important respects

D first - concept - free market - derived from - ideas - Adam Smith - 18th century

E in conclusion - reasonable - to say - situations - government intervention - in economy - necessary?

F examine - typical - organic farm - in - free market - controlled market economy

- B** The sentences in Exercise A are topic sentences for paragraphs in essay B in Lesson 8.2. Put them in the best order for the essay. What is the main topic for each paragraph?
- C** Look at the essay question on the opposite page.
- 1 What kind of essay is this?
 - 2 Do some research and make a plan.
 - 3 Write the essay.

See Skills bank

Essay plans

A

- 1 Introduction: importance of flexibility in rapid changing environment, esp. in rural economy; aims of essay
- 2 Define: adaptive financial management
- 3 List areas which need to be investigated: traditional financial management; organic farming; rural economy; relevant government strategy; regional/national/EU
- 4 Cases - (i) organic vegetable producer; (ii) hemp farming in SW England. What are the opportunities and how does AM enable the business to exploit?
- 5 Conclusion: companies that adopt AM techniques will have better performance/higher survival rate than traditional

B

- 1 Introduction: importance of interventionist policies
- 2 Definition of free market and controlled market
- 3 Where does the concept 'free market' come from? Check Adam Smith; what are the strengths and weaknesses?; what was the economic/social environment like in Adam Smith's time?
- 4 Origins of controlled economy; famous examples: non-benign: Soviet Union; benign: EU; Common Agricultural Policy; New Economics Foundation
- 5 Compare, e.g., organic farm in free market and controlled economy
- 6 Conclusion: free market has major benefits for the consumer and the producer; circumstances such as 'force majeure' - a significant threat to long-term well-being from, e.g., global warming/water pollution/chemical fertilizers = for interventionist policies

Essay extracts

1

Adam Smith, who died in 1790, was a moral philosopher and a leading figure in what came to be known as the Scottish Enlightenment. He is best known for his book entitled 'The Wealth of Nations', in which he argued that in a competitive market, price will have the effect of acting to balance the quantity demanded by consumers and the quantity supplied by producers, resulting in an economic equilibrium of price and quantity. He gave his name to the Adam Smith Institute which remains an influential proponent of free market economics today.

2

Adaptive financial management is a term developed by people working in the field of conservation and conservation projects. Conservation work is often characterized by the complexity of the environment in which the projects take place. Business and management and other disciplines have developed methodologies and techniques for dealing with decision-making where there is a high degree of uncertainty or unpredictability. The terms for these techniques/concepts include 'social learning', 'reflective practice' and 'the learning organization'. The key principle involves making and testing assumptions systematically, so as to enable learning and formulation of strategy - the technique is used in applied science. This approach to management can be described as a form of learning by doing.

Essay question

William Humphries inherited a conventional arable farming business in a conservation area in the South West of England. He decided that the future lay in diversifying and he researched the opportunities for switching 50% of his land to producing hemp - a crop that has a variety of uses including food, clothing and fuel. He concluded that the new business could be very profitable, but that it would need very significant levels of investment. He decided to appoint a financial manager. What sort of skills would you imagine a successful financial manager would use to identify and source the funds needed?

Understanding new words: using definitions

You will often find new words in academic texts. Sometimes you will not be able to understand the text unless you look the word up in a dictionary, but often a technical term will be defined or explained immediately or later in the text.

Look for these indicators:

<i>is or are</i>	<i>'Whole-farm strategy' is basically about ...</i>
brackets	<i>... 'adaptive management techniques' (learning by doing).</i>
<i>or</i>	<i>The financial manager of an organic farm – a typical, modern agribusiness or economic unit – has key responsibilities ...</i>
<i>which</i>	<i>... adaptive management techniques, which highlight ... on an ongoing basis, can have an advantage.</i>
a comma or a dash (–) immediately after the word or phrase	<i>... PES, is the type of funding stream that might be initiated by LIFE, delivering subventions to agribusinesses ...</i> <i>The European Economic Area (EEA) – the body responsible for environmental protection in Europe.</i>
phrases such as <i>that is, in other words</i>	<i>The Water Framework Directive promotes sustainable water use; that is, it encourages action to reduce pollution ...</i> <i>More and more organic farming businesses are tending to adopt a whole-farm strategy for managing the internal business environment: in other words, treating the business as an organism ...</i>

Remember!

When you write assignments, you may want to define words yourself. Learn to use the methods above to give variety to your written work.

Understanding direction verbs in essay titles

Special verbs called **direction verbs** are used in essay titles. Each direction verb indicates a type of essay. You must understand the meaning of these words so you can choose the correct writing plan.

Kind of essay	Direction verbs
Descriptive	<i>State ... Say ... Outline ... Describe ... Summarize ... What is/are ...?</i>
Analytical	<i>Analyze ... Explain ... Comment on ... Examine ... Give reasons for ... Why ...? How ...?</i>
Comparison/evaluation	<i>Compare (and contrast) ... Distinguish between ... Evaluate ... What are the advantages and/or disadvantages of ...?</i>
Argument	<i>Discuss ... Consider ... (Critically) evaluate ... To what extent ...? How far ...?</i>

Skills bank

Choosing the correct writing plan

When you are given a written assignment, you must decide on the best writing plan before you begin to write the outline. Use key words in the essay title to help you choose – see *Vocabulary bank*.

Type of essay – content	Possible structure
<p>Descriptive writing List the most important points of something: e.g., in a narrative, a list of key events in chronological order; a description of key ideas in a theory or from an article you have read. Summarize points in a logical order. Example: <i>Describe the key features of the modern rural economy.</i></p>	<ul style="list-style-type: none"> • introduction • point/event 1 • point/event 2 • point/event 3 • conclusion
<p>Analytical writing List the important points which in your opinion explain the situation. Justify your opinion in each case. Look behind the facts at the how and why, not just what/who/when. Look for and question accepted ideas and assumptions. Example: <i>Explain why we say the rural economy is characterized by change.</i></p>	<ul style="list-style-type: none"> • introduction • definitions • most important point: example/evidence/reason 1 example/evidence/reason 2 etc. • next point: example/evidence/reason 3 example/evidence/reason 4 etc. • conclusion
<p>Comparison/evaluation Decide on and define the aspects to compare two subjects. You may use these aspects as the basis for paragraphing. Evaluate which aspect(s) is/are better or preferable and give reasons/criteria for your judgment. Example: <i>Compare the benefits to the rural economy of a free market and an interventionist approach to economic management.</i></p>	<ul style="list-style-type: none"> • introduction • state and define aspects <i>Either:</i> <ul style="list-style-type: none"> • aspect 1: subject A v. B • aspect 2: subject A v. B <i>Or:</i> <ul style="list-style-type: none"> • subject A: aspect 1, 2, etc. • subject B: aspect 1, 2, etc. etc. • conclusion/evaluation
<p>Argument writing Analyze and/or evaluate, then give your opinion in a thesis statement at the beginning or the end. Show awareness of difficulties and disagreements by mentioning counter-arguments. Support your opinion with evidence. Example: <i>'Leadership is a skill that only comes with experience.'</i> <i>Discuss in the context of the management of agribusinesses.</i></p>	<ul style="list-style-type: none"> • introduction: statement of issue • thesis statement giving opinion • define terms • point 1: explain + evidence • point 2: explain + evidence etc. • conclusion: implications, etc. <p><i>Alternatively:</i></p> <ul style="list-style-type: none"> • introduction: statement of issue • define terms • for: point 1, 2, etc. • against: point 1, 2, etc. • conclusion: statement of opinion

9

MANAGING FINANCIAL ACCOUNTS

9.1 Vocabulary

fixed phrases • financial terms

A Match the words to make fixed phrases.

- | | |
|--------------------------------------|--------------|
| 1 cash <input type="checkbox"/> | a costs |
| 2 green <input type="checkbox"/> | b sales |
| 3 profit <input type="checkbox"/> | c accounting |
| 4 baseline <input type="checkbox"/> | d flow |
| 5 annual <input type="checkbox"/> | e margin |
| 6 economies <input type="checkbox"/> | f volume |
| 7 variable <input type="checkbox"/> | g figures |
| 8 sales <input type="checkbox"/> | h of scale |

B Study the words and phrases in the blue box.

- Complete each phrase in column 2 with a word from column 1.
- Which phrase can you use to:
 - begin talking about several points?
 - talk about a particular example?
 - introduce the first of two ideas?
 - introduce the second of two ideas?
 - focus on the most important point?
 - give a reason for a point?
 - mention an idea?
 - talk about certain circumstances?

C On the opposite page are some stakeholders in the company, West Coffee Company (WCC).

- What is each stakeholder's connection to the company?
- What aspects of the company's finances or business is each stakeholder interested in? Why?
- Match each stakeholder with the correct quote (A–F).
- Replace the words in italics with a phrase from Exercise B.

D Read the extract from the Hadford University handout about company finances on this page.

- Match the blue words in this extract with the definitions on the opposite page.
- Use your dictionary to check words you do not know.

E Complete the table on the right.

1	2
a	... start with
to	... people think
the	on ... other hand
some	to ... extent
many	on ... one hand
this	... crucial point is
that	on ... grounds that
	in ... case like this
	in ... sort of situation



HADFORD University

- **Profit and loss accounts** and **balance sheets** are formal documents which companies must produce to show their performance.
- **Accounting** methods such as cost-benefit analysis help managers to decide whether to invest in a project.
- **Budgets** and **cash flow** are financial methods of control used by most companies to maximize profit and check total **turnover**.
- A company needs to know the value of its **assets**, **equity** or capital in order to make decisions about **investment** for the future.
- A company needs to be able to assess its **profit margins**, **operating costs** and **liabilities** on a regular basis.

Base form	Other related forms	
audit	auditor	audited
credit		
debt		
document		
expensive		
interest		
invest		
liquid		
profit		
vary		



A 'The half-yearly results for WCC were excellent. *When this happens*, we normally expect to see a jump in the share price.'

B 'I'm very happy to buy their products. *Firstly*, they are all fair-trade.'

C 'Working for a fair-trade producer means just as much work, *but* when the company does well, I share in the success.'

D 'They say that bank profits are excessive today. Of course, we *don't agree completely* because as an investment bank we carry the majority of the risk.'

E 'We know that at the moment, exporters are having a difficult time. But *the important thing is* that with this government's policies, things will get better.'

F 'We've been able to invest heavily in the future of the communities where we source coffee beans *because of* sharing in the worldwide increase in demand for coffee.'




Definitions

- A** money spent in running the business, including wages and resources, but excluding tax and interest on loans
- B** putting money or capital into an enterprise or business, with the expectation of profit
- C** the property of a person, company or business
- D** what an individual or a company owes to others
- E** the gross revenue or the total business done by a company or organization
- F** a list giving the amount of money to be spent and the likely revenue for the coming year
- G** ownership – usually a synonym for stock or shares in a company
- H** a percentage measure of profitability, calculated as: net income (or profit)/revenue (or turnover)
- I** a financial statement that summarizes a company's assets, liabilities and net value at a specific point in time
- J** a financial statement that gives the income and expenses incurred during a specific period of time – usually a year; a legal requirement for companies
- K** the money that goes into and out of a company
- L** keeping records of, and interpreting, financial transactions

9.2 Listening

using the Cornell note-taking system

- A** Study the slide on the right. What questions do you think the lecturer will answer?
- B** Listen to Part 1 of the lecture.
- 1 Complete the *Notes* section below.
 - 2 What is the lecturer's story about? Why is it not given in the notes?
 - 3 Complete the *Summary* section.
 - 4 Answer the *Review* questions.
- C** Create a blank Cornell diagram. Listen to Part 2 of the lecture.
- 1 Complete the *Notes* section.
 - 2 Write some *Review* questions.
 - 3 Complete the *Summary* section.
 - 4 Were your questions in Exercise A answered?
- D** Study the phrases in column 1 of the blue box. Listen to some sentences from the lecture. Which type of information in column 2 follows each phrase?



Financial Management (Lecture 1)

- Management accounting – purposes
- Financial accounting – purposes
- Financial accounting – documents


1	2
1 In terms of ...	a developing trend
2 Research has shown that ...	information about a point the speaker will make later
3 It could be argued that ...	an aspect of a topic the speaker wants to focus on
4 As we shall see ...	a statement the speaker agrees with
5 From the point of view of ...	a conclusion
6 Increasingly we find that ...	an idea the speaker may not agree with
7 It's true to say that ...	
8 So it should be clear that ...	

Review	Notes
2 types of accounting are ...?	Accounting in companies: management accounting (MA) and financial accounting (FA)
Importance of finance means ...?	Finance is _____: → standard _____ → companies use both FA + _____
Main purpose of MA ...?	MA 1) _____ planning
Information supplied by ...?	• information given in _____
Aims of MA? (5 specific aims)	• aim is to help company: a) decide how to _____ its money b) decide whether to _____ (e.g.,: to invest in _____, to take on more staff) c) monitor _____ & value of _____ d) predict _____/losses. e) help monitor performance (incl. staff)
Required by law?	2) Not a _____ requirement
Management tool (advantages: why used? by whom?)	3) Internal management mechanism • good _____ • powerful → _____ are based on the data • not useful for _____
<u>Summary</u>	

9.3 Extending skills


recognizing digressions • understanding source references

A Study the words and phrases in box a.

- 1 Mark the stressed syllables.
- 2  Listen and check your answers.
- 3 Which word or phrase in each group has a different stress pattern?

B Study the phrases in box b.


- 1 Do the phrases show a digression (start or end) or a relevant point? Write **D** or **R**.
- 2 Look at the **D** phrases. Do they start or end the digression?

C  Listen to the final part of the lecture from Lesson 9.2.

- 1 Take notes using the Cornell system. Leave spaces if you miss information.
- 2 What topic does the lecturer mention that is different from the main subject?
- 3 Why does the lecturer mention this topic?
- 4 What is your research task?
- 5 Compare your notes in pairs. Fill in any blank spaces.
- 6 Complete the *Review* and *Summary* sections.

- a**
- 1 strategy, customer, investor, turnover, shareholder
 - 2 assets and liabilities, capital investment, financial transaction, operating costs
 - 3 profit and loss, balance sheet, profit margins, cash flow
 - 4 actually, generally, usually, financially, crucially

- b**
- Now, where was I?
It's the first of these points that I'm going to focus on now ...
By the way, ...
So to get back to the main topic ...
I have a little story to tell you ...
If we move on now to ...
You don't need to take notes on this ...
The point of that story was ...
If we turn now to ...
When we look at financial accounting, we'll find ...

D  What information does the lecturer provide about sources? Listen to the extracts and complete the table below.

	Extract 1	Extract 2	Extract 3	Extract 4
Name of writer				
Title and date of source				
Location				
Type of reference				
Relevant to ...?				
Introducing phrase				


E Use your notes to write 75–100 words about financial accounting documents.**F** Work in groups. Study the five types of management accounting documentation in box c. Choose one type you would like to find out more about and then discuss these questions.

- 1 What kind of information will you need to find?
- 2 What ideas do you have already?
- 3 Where can you go to find more information?

- c**
- a cash flow statement
 - a break-even chart
 - a contribution statement
 - a budget
 - an investment appraisal

9.4 Extending skills

making effective contributions to a seminar

- A** Look at the words in the blue box. Identify their stress patterns.
- B** Work in pairs.
Student A: Think of good ways to take part in a seminar.
Student B: Think of bad ways to take part in a seminar.
- C** You are going to hear some students in a seminar. They have been asked to discuss the question: 'Why is management accounting important?'
- 1  Listen to the four seminar extracts. Decide whether each contribution is good or poor.
 - 2 Give reasons for your opinion.
 - 3 Think of some additional information to add to the good contributions.
- D** Work in a group of three or four.
- 1 Discuss the information you found on the management accounting documentation in Lesson 9.3, Exercise F. Agree on the best definition.
 - 2 Discuss how best to present this information.
 - 3 Present a definition and description of your documentation to the whole class.
- E** Study the pictures on this page. What do they show and how do they relate to Mellors' Organic Fruit Drinks?
- F** Study the information on the opposite page. In pairs or groups, discuss the following:
- 1 What does the information show about Mellors' Organic Fruit Drinks?
 - 2 What other information not given here might affect Mellors' Organic Fruit Drinks?
 - 3 Do you think shares in Mellors' Organic Fruit Drinks are a better investment today than in 2008? Tell the class your reasons, saying what they are based on.

analysis assets diagram
documents equity expenditure
salaries shareholders techniques

Organics sales down 20%

It has been a tricky time for the organic sector, with sales of organic products falling by £5.87bn in the last calendar year, as hard-up shoppers cut their spending and major supermarkets move away from premium-range



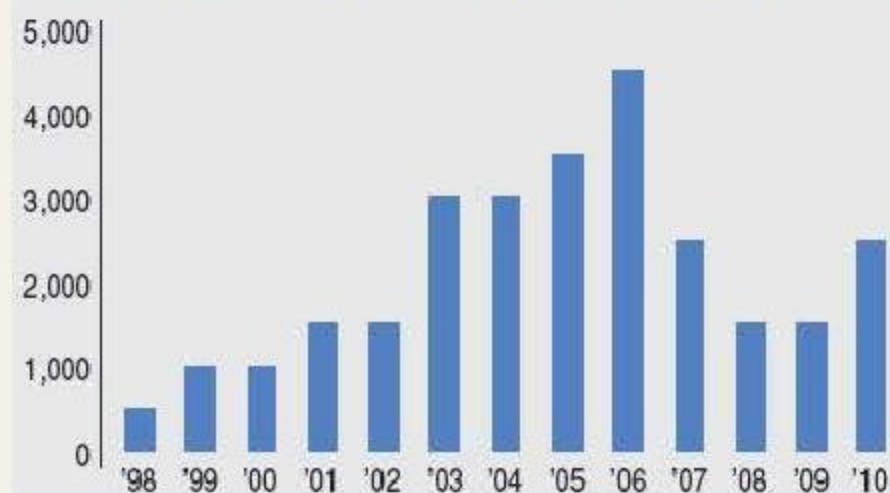
■ Mellors' Organic Fruit Drinks

Mellors' is an organic fruit drink producer founded in 1990 by self-made transport millionaire and philanthropist Dougie Mellors. The company was one of the first to break into supermarkets in 2003, with its prize winning 'English Sparkling Fruit Cordial'. Listed in 2006, the company began to experience problems the following year when the organic market was hit first by the credit crunch and then freak weather. In 2010, the company announced that it had sold a controlling interest to Charlton Foods. At the time, Dougie Mellors was reported as saying 'one door closes, another opens'.

Source: www.foodbusinesstoday.co.uk



Sales of Mellors' Organic Fruit Drinks (£000), 1998–2010



A satisfied customer says:

'I'd never bought a fruit cordial for a family celebration, but a friend gave me a bottle of Mellors' Sparkling and I loved it.'

Mellors' heading in new direction

Market analysts welcomed the news today that Charlton Foods, the restaurants-to-supermarkets conglomerate, is to take a controlling interest in Mellors' Organic Fruit Drinks, the upmarket 'Sparkling Cordial' producers. A spokesman for Mellors' said the move would open up 'fantastic opportunities' for the company, which has struggled to overcome problems caused by the recession and the fall in demand for organic products generally.

Mellors' Organic Fruit Drinks income statement

Year	Revenue (£000 turnover)	Net income (£000 profit)*	Net income (as % of revenue)	Earnings per share (£)**
2010	3,670	411.3	11.19	3.13
2008	3,120	306.1	9.80	2.82
2006	4,450	857.0	19.25	6.71

Definitions

* **Net Income** or profit is the actual income that a company receives after deducting the costs of doing business, i.e., costs of resources and raw materials, salaries, tax and interest payments.

** **Earnings per share** is the net income of a company divided by the total number of shares it has. It is often used as a measure of a company's success.

Recognizing fixed phrases from agribusiness (2)

Make sure you understand these phrases relating to agribusiness financial accounting.

balance sheet

capital investment

cash flow statement

cost-benefit analysis

financial tool

fixed assets

forward planning

internal management mechanism

long-term liabilities

management accounting

financial accounting

net profit

operating costs

profit and loss account

profit margin

shareholders' equity

tax inspector

Recognizing fixed phrases from academic English (2)

Make sure you understand these fixed phrases from general spoken academic English.

As we shall see ...

But the real question is ...

From the point of view of ...

In a case like this, ...

In terms of ...

In the sense that ...

In this sort of situation, ...

That's the reason why ...

Increasingly, we find that ...

It could be argued that ...

It's true to say that ...

Many people think that ...

On the grounds that ...

On the one hand, ...

On the other hand, ...

Research has shown that ...

So it should be clear that ...

To some extent ...

To start with, ...

Skills bank

Using the Cornell note-taking system

There are many ways to take notes from a lecture. One method was developed by Walter Pauk at Cornell University, USA.

The system involves **Five Rs**.

- record** Take notes during the lecture.
- reduce** After the lecture, turn the notes into one- or two-word questions which will help you remember the key information.
- recite** Say the questions and answers aloud.
- reflect** Decide on the best way to summarize the key information in the lecture.
- review** Look again at the key words and the summary (and do this regularly).

Recognizing digressions

Lecturers sometimes move away from the main point in a lecture to tell a story or an anecdote. This is called a **digression**. You must be able to recognize the start and end of digressions in a lecture.

Sometimes a digression is directly relevant to the content of the lecture, sometimes it has some relevance and sometimes, with a poor lecturer, it may be completely irrelevant. Sometimes the lecturer points out the relevance.

Don't worry if you get lost in a digression. Just leave a space in your notes and ask people afterwards.

Recognizing the start	<i>That reminds me ...</i>
	<i>I remember once ...</i>
	<i>By the way, ...</i>
Recognizing the end	<i>Anyway, where was I?</i>
	<i>Back to the point.</i>
	<i>So, as I was saying ...</i>

Understanding the relevance	<i>Of course, the point of that story is ...</i>
	<i>I'm sure you can all see that the story shows ...</i>
	<i>Why did I tell that story? Well, ...</i>

Asking about digressions	<i>What was the point of the story about the ice-cream company?</i>
	<i>Why did the lecturer start talking about note-taking?</i>
	<i>I didn't get the bit about ...</i>

Referring to other people's ideas

We often need to talk about the ideas of other people in a lecture or a tutorial. We normally give the name of the writer and the name of the source. We usually introduce the reference with a phrase; we may quote directly, or we may paraphrase an idea.

Name and introducing phrase	<i>As Baker points out ...</i>
	<i>To quote Baker ...</i>
Where	<i>in Principles of Finance ...</i>
What	<i>we can think of shareholders' equity as ...</i>

10 FOOD SAFETY

10.1 Vocabulary

'neutral' and 'marked' words • expressing confidence/tentativeness

A Study the words in box a.

- 1 Use your dictionary to find out the meanings.
- 2 What part of speech is each word?

a
contaminate hazard hygiene
label notify regulation slaughter
spoil virus

B Read the Hadford University handout.

- 1 Use your dictionary or another source to check the meanings of the highlighted phrases.
- 2 Which are the stressed syllables in each phrase?

C Look at the pictures on the opposite page.

- 1 What do you think is happening in each picture?
- 2 For each picture, talk about the food safety issues. Use the highlighted phrases from Exercise B and words from Exercise A.

D Study the words in box b.

- 1 Check the meanings, parts of speech and stress patterns.
- 2 Put the words into the correct box in the table below, as in the example.

b
brilliant collapse enormous
huge insignificant massive minimal
outstanding plummet plunge
rocket significant slump soar
superb tremendous

Neutral	Marked
rise, increase	rocket, soar
fall, decrease	
big, large	
good	
small	

E Read the memo from the director of High Street Meats to the company's staff.

- 1 Use a marked word in place of each of the blue (neutral) words.
- 2 Look at the red phrases. How strong or confident are they?



Food hygiene inspections

Local councils in the UK are responsible for undertaking food hygiene inspections and carrying out monitoring and sampling of food imports at ports, for example. They tend to prioritize businesses selling spoilable foodstuffs, such as butchers' shops. They also ensure availability of food hygiene training, and monitor things like the workplace smoking ban. In addition, they investigate all notifiable cases of pest infestation or food poisoning.

You may have noticed that cases of food poisoning have risen, according to media reports. It's widely accepted that food scares can damage our sector. However, it's fair to say that while High Street Meats is not a large player, we undoubtedly have an outstanding reputation for quality and good service. Despite our strong reputation, the threat from food scares is not small, so we must be careful not to let our standards fall. As long as we do this, we can be confident that the company will have a good year. I think I can already state that, while there may be a slightly lower than usual year-end bonus, it's unlikely that we will see any further cuts in staffing.



10.2 Reading

identifying stance and level of confidence • inferring implicit ideas

A Study the sentence on the right. Each phrase in box a could go in the space. What effect would each one have on the base meaning? Mark from *** = very confident to * = very tentative.

B Survey the text on the opposite page.

- 1 What will the text be about?
- 2 Write three research questions.

C Read the text. Does it answer your questions?

D Answer these questions.

- 1 What are some ways agribusinesses can access information on food safety?
- 2 Why would small businesses use the Internet?
- 3 What is the key consideration for a food producer?
- 4 What has been the view of politicians about food safety in the past?
- 5 Is it true that newspapers aren't typically interested in food scares?
- 6 Should Downland Foods be concerned about their ability to manage food safety problems?

E Find the phrases in box b in the text. Is the writer *confident* (C) or *tentative* (T) about the information which follows?

F Look at the writer's discussion of outbreaks of food-related diseases in the UK (paragraph 5).

- 1 Underline the marked words.
- 2 What does the choice of these words tell you about the writer's feelings about food safety?
- 3 Find neutral words to use in their place.

G Study the example sentence on the right, and then sentences A and B.

- 1 Divide sentences A and B into small parts, as in the example sentence.
- 2 Underline any joining words (e.g., conjunctions).
- 3 Find the subjects, verbs, objects/complements and adverbial phrases which go together.
- 4 Make several short simple sentences which show the meaning.

The decision to cut food safety inspections last year

the salmonella outbreak.

a probably caused _____
 may have contributed to _____
 was possibly one of the factors which contributed to _____
 could have been a factor which led to _____
 caused _____
 seems to have caused _____

b Obviously ... _____
 Most experts agree that ... _____
 there remains significant evidence of ... _____
 politicians sometimes took the view that ... _____
 According to all available information ... _____
 Recent surveys ... suggest that ... _____
 there is no evidence that ... _____

Example:

The UK | in recent times | has regularly suffered | devastating outbreaks | of food-related diseases | such as | salmonella and foot and mouth.

A

A BSE outbreak in the 1990s caused appalling and widespread suffering to animals as well as farmers, and did immeasurable damage to the UK rural economy.

B

The number of cattle slaughtered soared to over 4 million, while experts estimated that the cost to the UK economy rocketed and 'severely affected an industry that was estimated to be worth £3.2bn a year'.

Food safety first

Most experts agree that a proactive approach to food safety is essential when you are setting up a food-related agribusiness. Obviously, when customers buy a food product, they need to know that it will not harm them. In his book *Eating Animals* (2009), Jonathan Safran Foer asserts that 'not responding is a response – we are equally responsible for what we don't do'. So, how does a new agribusiness go about ensuring food safety?

Downland Foods was an agribusiness start-up four years ago. The owners did their homework. When they created the new company, which combined a traditional agricultural business with food manufacturing, they knew that they needed expert advice on environmental health. They decided to retain a firm of expert consultants to set up their systems as they understood that using outside expertise can be very effective.

In the past, politicians sometimes took the view that food in the UK was safe, and that they were doing all that was needed to protect consumers. But research has continued to indicate a 'rising trend' of animal disease-related health scares in the EU (e.g., Tim Knowles *et al.* 2007), forcing both the government and agribusinesses to change their attitude. So could this affect Downland Foods? According to all available information, when consumers suffer food poisoning as a result of eating a particular product, the impact can be immediate and very damaging. The company responsible is required to notify the environmental health team at their local authority. They in turn will institute immediate Hazard Analysis & Critical Control Point (HACCP) measures, including recalling products and closing production lines. In addition, there will be indirect impact from publicity. Headlines in a national newspaper, proclaiming that '... supermarkets across the country emptied their shelves of hummus yesterday after salmonella was found in dips from one of the UK's main suppliers' (Bell, 2007) can have disastrous results. Food scares make good stories, and publicity like this can cause immediate and irreparable damage. However, agribusinesses like Downland Foods today benefit from better sources of information and support than ever before.

The Food Standards Agency (FSA), an independent government department set up in 2000, is a good example. It has a website offering an information service for agribusinesses (www.food.gov.uk/foodindustry/regulation). It also contains information on an initiative called 'safer food, better business' (SFBB) that can be of particular value for smaller businesses which perhaps cannot retain or employ experts. The information covers everything from bacteria and calibration to safe temperatures and viruses. It also acts as a one-stop shop, with guidance on sources of training for hygiene, labelling, packaging, food hygiene and so on. There are also more traditional alternatives, such as *The A-Z of Food Safety* (Stranks, 2007) which sets out comprehensive food safety-related data.

The key is never be complacent. The UK in recent times has regularly suffered devastating outbreaks of food-related diseases such as salmonella and foot and mouth. And according to Knowles (*op. cit.*), there remains significant evidence of 'the increasing emergence of rare serotypes of food-borne pathogens' in Europe. In other words, a growth in the varieties of specific germs that cause diseases such as bovine spongiform encephalopathy (BSE). A BSE outbreak in the 1990s caused appalling and widespread suffering to animals as well as farmers, and did immeasurable damage to the UK rural economy. The number of cattle slaughtered soared to over 4 million, while experts estimated that the cost to the UK economy rocketed and 'severely affected an industry that was estimated to be worth £3.2bn a year' (Atkinson, 1999). As a result of that outbreak, confidence in the British food industry plummeted, taking years to recover.

Perhaps because of the massive scale of these problems, action has been taken. Recent surveys carried out by the FSA and reported on their website suggest that things are getting better. Given their careful approach, there is no evidence that Downland Foods need to be worried about problems arising from food safety.

10.3 Extending skills

essay types • situation–problem–solution–evaluation essays

- A** Read the three essay questions. What types of essay are they?
- B** Look at text A on the opposite page. Copy and complete Table 1.
- C** Look at text B on the opposite page. Copy and complete Table 2.
- D** Look again at the solutions in Exercise B (Table 1). What are their possible advantages and disadvantages?
- E** Read the title of essay 3 again.
- 1 Make a plan for this essay.
 - 2 Write a topic sentence for each paragraph in the body of the essay.
 - 3 Write a concluding paragraph.

- 1 Compare the methods an agribusiness might use for ensuring the safety of their food products.
- 2 Explain why systems to ensure compliance with food safety regulations are important for the sustainability of an agribusiness.
- 3 Describe, with some actual examples, the ways food safety failures can impact on an agribusiness. Consider how an agribusiness can avoid these sorts of problems.

Table 1

Situation	
Problem	
Solutions	

Table 2

Solution	
Argument for	
Argument against	

10.4 Extending skills

writing complex sentences • references • quotations

- A** Expand these simple sentences. Add extra information. Use the ideas in Lesson 10.3.
- 1 Securing supplier deals with large retailers is difficult.
 - 2 Small producers must prove that they can match the standards of large producers.
 - 3 There is evidence that there are new food safety problems evolving constantly.
 - 4 Zero tolerance is the only acceptable principle for environmental safety.
 - 5 The Internet has revolutionized food safety compliance.

- B** Look at text C on the opposite page. Copy and complete Tables 1–3.

- C** Look at text D on the opposite page.
- 1 Complete a further row of Table 1.
 - 2 How could you write this as a reference?

- D** What do the abbreviations in the blue box mean?

- E** Look back at the text on page 81 (Lesson 10.2) and at text B on the opposite page.

- 1 Find all the research sources (e.g., Engel & MacDonald, 2007).
- 2 Mark the page numbers for the books next to the correct reference in the list (C) on the opposite page.
- 3 What punctuation and formatting is used before and within each direct quote? Why?
- 4 What words are used to introduce each direct quote? Why does the writer choose each word?

Table 1: Referencing books

Author(s)	Place	Date	Publisher

Table 2: Referencing journals

Name of journal	Volume	Pages

Table 3: Referencing websites

Retrieval date	URL

& © cf. ed. Ed(s). et al.
ibid. n.d. op. cit. p. pp. vol.

A

Case Study 1

William Meinberg left his job and set up Devon Iced Tea, producing and selling iced tea to local retailers and pubs. Initially, William did not have sufficient capital to employ a full-time food safety manager. As his business began to expand, the first supermarkets he approached loved his product, but were unwilling to enter into a supplier agreement without in-house

expertise in food safety. William did not despair. He went to his bank and explained the situation, showing them correspondence with the supermarket buyer. The bank agreed to extend a loan, allowing him to employ a food safety expert on a temporary contract and to secure the deal with the supermarket, which in turn meant the new employee could become a permanent member of staff.

B

Governments should continue to make investment in public health a priority. It has been argued that in the UK, '... we generally assume that the food we buy is safe to eat whether we are consuming it at home or eating out.' (Engel & MacDonald, 2007, p. 2). Tesco was quoted recently as saying 'Customers trust us to provide them with safe food of the highest quality ...' (quoted by Brown, 2007) and added '... we would never do anything to jeopardize that trust' (*ibid.*) But there is evidence of '... the increasing emergence of rare serotypes of food-borne pathogens, as well as a rising trend of EU-wide contaminant and animal disease-related food scares' (Knowles *et al.*, 2007, Abstract), which raises serious questions about our current approach to food safety in the EU.

C

References

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D

Safe Food – Good Business

Alan Wakes

Dunphy and Wills

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Recognizing fixed phrases from agribusiness (3)

Make sure you understand these key phrases from agribusiness food safety.

<i>air-borne disease</i>	<i>cross-contamination</i>	<i>HACCP plan</i>	<i>risk assessment</i>
<i>business start-up</i>	<i>food-borne disease</i>	<i>hazard analysis</i>	<i>safe temperatures</i>
<i>contaminated foods</i>	<i>food poisoning</i>	<i>perishable foods</i>	<i>single service items</i>
<i>control measures</i>	<i>food preparation</i>	<i>potentially</i>	
<i>critical limit</i>	<i>freeze dried</i>	<i>hazardous foods</i>	

Recognizing fixed phrases from academic English (3)

Make sure you understand these key phrases from general academic English.

<i>One of the ...</i>	<i>In this sort of situation ...</i>
<i>In some circumstances, ...</i>	<i>It is obvious/clear that ...</i>
<i>Even so, ...</i>	<i>It appears to be the case that ...</i>
<i>... , as follows: ...</i>	<i>The research/A survey found that ...</i>
<i>The writers assert/maintain/conclude/</i>	<i>Research has shown ...</i>
<i>assume/state/agree/suggest that ...</i>	<i>The evidence does not support this idea.</i>

Recognizing levels of confidence in research or information

In an academic context, writers will usually indicate the level of confidence in information they are giving. There is a strong tendency also for writers to be tentative when stating facts.

Examples:

It appears to be the case that ... / This suggests that ... (tentative)

The evidence shows that ... / It is clear that ... (definite/confident)

When you read a 'fact' in a text, look for qualifying words before it, which show the level of confidence.

Recognizing 'marked' words

Many common words in English are 'neutral', i.e., they do not imply any view on the part of the writer or speaker. However, there are often apparent synonyms which are 'marked'. They show attitude, or stance.

Examples:

Cases of food poisoning rose by 10% last year. (neutral)

Cases of food poisoning soared by 10% last year. (marked)

Soared implies that the writer thinks this is a particularly big or fast increase.

When you read a sentence, think: *Is this a neutral word, or is it a marked word? If it is marked, what does this tell me about the writer's attitude to the information?*

When you write a sentence, particularly in paraphrasing, think: *Have I used neutral words or marked words? If I have used marked words, do they show my real attitude/the attitude of the original writer?*

Extend your vocabulary by learning marked words and their exact effect.

Examples:

Neutral	Marked
<i>go up, rise, increase</i>	<i>soar, rocket</i>
<i>go down, fall, decrease</i>	<i>slump, plummet</i>
<i>say, state</i>	<i>assert, maintain, claim, argue, allege</i>
<i>acquire</i>	<i>grab, seize, snatch</i>

Skills bank

Identifying the parts of a long sentence

Long sentences contain many separate parts. You must be able to recognize these parts to understand the sentence as a whole. Mark up a long sentence as follows:

- Locate the subjects, verbs and objects/complements and underline the relevant nouns, verbs and adjectives.
- Put a dividing line:
 - at the end of a phrase which begins a sentence
 - before a phrase at the end of the sentence
 - between clauses
- Put brackets round extra pieces of information.

Example:

In the past, some farmers may have taken the view that food in the UK was safe and the government was doing everything needed to protect consumers.

In the past | some farmers may have taken the view | that food in the UK was safe | and the government was doing everything needed | to protect consumers.

Constructing a long sentence

Begin with a very simple SV(O)(C)(A) sentence and then add extra information.

Example:

	Small agribusinesses		need	help		
<i>As many recent studies have shown,</i>	<i>small agribusinesses</i>	<i>in all agricultural sectors</i>	<i>need</i>	<i>help</i>	<i>of many kinds,</i>	<i>including advice on food safety.</i>

Writing a bibliography/reference list

The APA (American Psychological Association) system is probably the most common in the social sciences. Information should be given as shown in the following source references for a book, an Internet article and a journal article. The final list should be in alphabetical order according to the family name of the writer. See the reference list on page 83 for a model.

Author	Date	Title of book	Place of publication	Publisher
Webb, J. C.	(2009).	<i>Dealing with a food poisoning outbreak.</i>	Bristol:	Shadwick and Marks.

Writer or organization	Date (or 'n.d.')	Title of Internet article	Date of retrieval	Full URL
BBC.	(1999).	<i>What's in a burger?</i>	Retrieved September 3, 2010, from	http://news.bbc.co.uk/1/hi/health/background_briefings/food_safety

Author	Date	Title of article	Title of journal	Volume and page numbers
De Jesus, E. F. O., Franco, R. M., Freitas, M. Q., Henry, F. C., & Silva, F. C.	(2010).	Effect of gamma radiation on frozen turkey breast meat quality.	<i>Journal of Food Safety.</i>	30, 615–634.

More information on referencing (including other systems such as MLA) can be found on: <http://owl.english.purdue.edu/owl/resource/560/01/>

11 THE FUTURE OF FARMING

11.1 Vocabulary

linking ideas

A Look at the diagram on the opposite page.

- 1 Name the five factors.
- 2 Discuss how the example(s) of each factor might influence farming.
- 3 Give more examples of each factor.

B Study the linking words and phrases in box a.

- 1 Put them into two groups for:
 - a discussing reasons and results
 - b building an argument
- 2 Is each linking word used to join ideas:
 - a within a sentence?
 - b between sentences?
- 3 Can you think of similar linking words?
- 4 Put the linking words in question 1b in a suitable order to list points in support of an argument.

C Study the words in box b.

- 1 Sort the words into two groups according to whether they are concerned with *climate and weather* or with *agriculture*.
- 2 In pairs, explain your decisions.
- 3 Are the words nouns, verbs or adjectives? What is the stress pattern of each word?
- 4 What other words or phrases have the same meaning?

D Read the text on the right.

- 1 Complete each space with a word or phrase from box a or box b. Change the form if necessary.
- 2 Can you think of other words or phrases with the same meaning as the blue words?
- 3 Find all the words or phrases in the text clearly connected with *agriculture* and all the words connected with *climate and weather*.
- 4 Match the phrases in the table on the page opposite with a later phrase that refers back to them. One has been done for you.

E Do the general knowledge quiz on the opposite page.

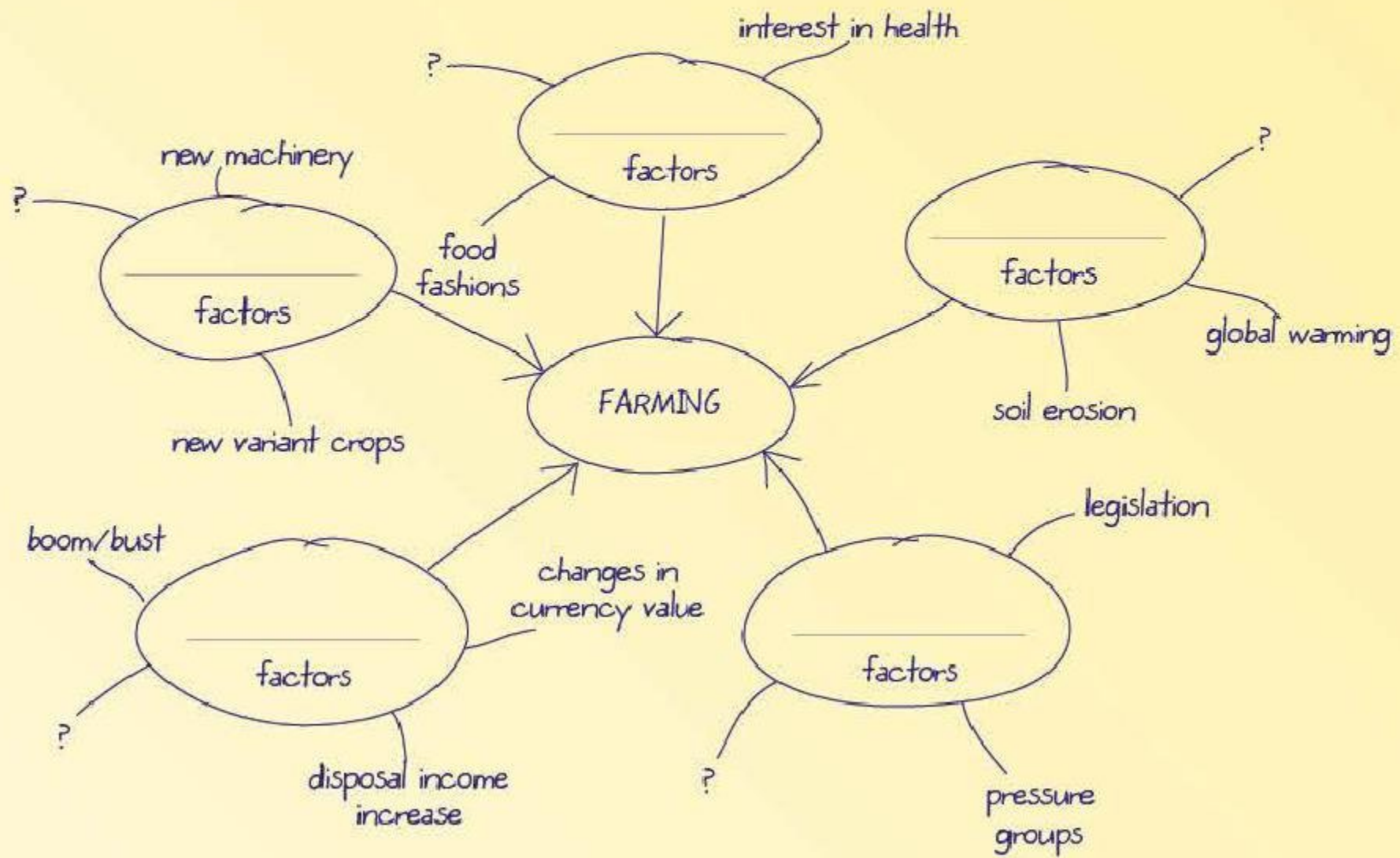
a another point is as a result because
finally firstly for example in addition
moreover one result of this
secondly since so

b access arable difficulties drought
flooding forage grow labourer
livestock machinery moisture
output yields

According to a recent **scientific** report, farms in the UK need to start **adapting** to cope with **reduced** water due to higher temperatures and summers with lower rainfall. _____, there is a **clear** risk of more frequent droughts as well as _____, both of which could lead to falling _____. The information **suggests** that an upland _____ farmer might need to consider bringing animals indoors earlier in the season because of the rainier autumns in this more unpredictable environment. _____, farmers need to look at the consequences for their livestock. The report suggests that there may be a longer _____ period for _____ crops. _____ could be that yields decrease after the early season, meaning farms may need to **preserve** more forage for winter feeding. Not only this, but there is also a warning that for _____ farms in certain elevated or **vulnerable** areas, if there are increased temperatures and a drier summer, _____, there could be problems **establishing** crops because of a lack of _____. _____ that lower precipitation in the summer could mean wetter autumns, which could in turn mean _____ for farmers **accessing** their land. The report advises that this might have a knock-on effect firstly on farm labourers, and _____ on machinery use. What is more, it could encourage more spring **sowing**.

Source: Maxwell, J. (2009). Dealing with the impact of reduced rainfall on farming in the UK. *Hadford University Scientific Journal*, 7, 34–38.

What factors have an impact on farming?



First phrase	Second phrase
a recent scientific report	the information/the report
higher temperatures and summers with lower rainfall	
farms ... need to start adapting	
upland	



General Knowledge Quiz

1 What do these letters stand for?





- EU
- CAP
- WWF
- FAWC
- GM
- PETA
- FAO
- BBC

2 Who or what are these?

- Friends of the Earth
- James E Hansen
- Good Egg Awards
- Facebook
- conservation tillage
- Twitter
- battery
- credit crunch
- United Nations

11.2 Listening

recognizing the speaker's point of view • making notes • writing up notes

- A** You are going to listen to a lecture by a guest speaker in the Agribusiness faculty at Hadford University. Look at the poster on the right.
- 1 What is the lecture going to be about?
 - 2 Decide on how you are going to make notes. Prepare a page in your notebook.
- B**  Listen to Part 1 of the lecture and make notes.
- 1 What is the focus of the lecturer's talk?
 - 2 What are the two main factors that the lecturer will discuss?
 - 3 What examples of these factors does he give?
 - 4 To which factor does each example belong?
- C**  Listen to Part 2 of the lecture and make notes.
- D** Using your notes, answer the questions on the handout on the right.
- E** Refer to the model Cornell notes on page 107.
- 1 Check your answers with the model.
 - 2 Complete the *Review* and *Summary* sections of the Cornell notes.
- F**  The lecturer talks about the doubts some experts have about the grants governments give to farmers for conservation work. Listen again to part of the lecture. Which words tell us whether the information is fact or opinion?
- G**  Study the words and phrases in the blue box. Which type of information below follows each phrase in the blue box? Listen to some sentences from the lecture.
- example
 - restatement
 - statement of source
 - statement of opinion
 - clarification
 - summary of a source
 - two linked points
 - tentative point
 - definite point
- H** Write out one section of your notes in complete sentences.

See Skills bank



Visiting Speaker: Alan Hernandez
11th April 11.00 a.m.

'The future of farming agribusinesses: Key factors in the external environment'

Alan Hernandez will explore factors affecting the future of agriculture.


- 1 What factor did the lecturer discuss first?
- 2 Does he say politics often has a direct or indirect influence on a farming business?
- 3 The speaker talks about a consultation exercise. What was the result?
- 4 What does he contrast the result with?
- 5 Which organization does he say:
 - a helped ban battery eggs from some shops?
 - b uses social networking sites?
 - c campaigns on farm animal rights issues?
 - d campaigns on the fur trade?
- 6 Does the speaker say the agriculture sector in Europe has grown recently?
- 7 Which economic sector does he contrast the agricultural sector with?
- 8 Did food prices decline in 2007–2008?
- 9 Which cereal achieved record production levels in 2008?

- 1 In other words ...
- 2 Let's be clear, ...
- 3 It's worth noting that ...
- 4 ... it's fair to say ...
- 5 That is to say, ...
- 6 ... look no further than ...
- 7 ... by which we mean ...
- 8 ... what they are quite clear was ...
- 9 ... in my view ...
- 10 ... entitled ...
- 11 ... with respect to ...
- 12 ... though ...

11.3 Extending skills


stress in phrases • building an argument

A Study the phrases in box a.

- 1 Mark the stressed syllables in each phrase.
- 2  Listen and check your answers.
- 3 Which phrases have adjective + noun? Which word has the stronger stress in these phrases?

B Look at the topics below.


- intensive farming
- deforestation
- conservation tillage

- 1 What would you like to know about these topics?
- 2 Prepare a page in your notebook to make some notes.
- 3  Listen to the final part of the lecture (Part 3) and make notes. If there is information which you miss, leave a space.
- 4 Compare your notes with someone else. Fill in any blank spaces.

C Answer the questions on the Hadford University handout, using your notes.**D** Study the stages of building an argument (a–f) in box b.

- 1 Put the stages in an appropriate order.
- 2 Match each stage (a–f) with a phrase from box c.

E Look at box b again.

- 1  Listen to a section from the lecture. Make notes on what the lecturer actually says for each stage of the argument (a–f).
- 2 Check your answers to Exercises D and E1.

F Use your notes from this lesson to write 75–100 words about the main points in the final part of the lecture.**G** In groups, discuss the research task set by the lecturer. Talk about these questions:

- 1 What are the two points that he discussed that you need to investigate?
- 2 Which one will you choose?
- 3 What ideas do you already have?
- 4 What kind of information will you need to find?
- 5 Where can you go to find more information?

Report back to the class on your discussion. In Lesson 11.4, you will take part in a seminar on this topic.

a

a significant cause
business opportunities
climate change
critical levels
damage to the environment
environmental issues
global strategy
global warming
habitat destruction
part of the solution



- 1 Is farming contributing to global warming, according to the lecturer?
- 2 How much rich organic matter per year does intensive farming take from the soil?
- 3 What has James E Hansen argued?
- 4 According to the FAO, how much carbon does deforestation in the tropics contribute to the atmosphere?
- 5 Who is credited with pioneering conservation tillage farming methods?
- 6 What is your research task?

b


a giving a counter argument
b giving your opinion
c stating the issue
d supporting the reason with evidence
e rejecting a counter argument
f giving a reason for your opinion

c

It's quite clear that ...
The question is ...
The research has concluded that ...
I'm afraid that just isn't true.
Some people claim ...
The evidence lies in the fact that ...

11.4 Extending skills

stress in phrases • making effective contributions to a seminar

- A** Study the terms in box a.
- 1 Explain the meaning of the terms.
 - 2 Mark the main stress in each term.
- B** Study the words in box b. Match the words in columns 1 and 2 to make phrases.
- C** Study the two pages from the Zerofarm website on the opposite page.
- 1 What do you think the Environmental Stewardship Scheme's mission is?
 - 2 How do the pictures relate to the mission?
- D** Study the phrases in box c.
- 1 What purpose would you use these phrases for in a seminar?
 - 2 Which phrases can you use for linking your new point to a contribution by another speaker?
- E**  Listen to some students taking part in a seminar. They have been asked to discuss ways that farming agribusinesses can help solve environmental problems. While you listen, make a note of:
- 1 the main topic of each extract
 - 2 further details of each topic
- F** Study the two zerofarm.co.uk web pages and discuss these questions.
- 1 What is the main message that zerofarm.co.uk is trying to get across?
 - 2 What might motivate a farm to join the Environmental Stewardship Scheme?
 - 3 If a farm joins the Environmental Stewardship Scheme, what do you think could be:
 - a the benefits?
 - b the risks?
- G** Discuss your research findings on opportunities arising from a global strategy to reduce agriculture's environmental impact.
- One person from the group should report the conclusions of the discussion to the class.

a

biomass waste streams
 global positioning system
 integrated pest management
 extreme weather events
 precision farming technology
 renewable energy generation
 sustainable food production

b	1	2
	climatic	analysis
	energy	aside
	fossil	conditions
	knowledge	farm
	red	fuel
	satellite	imagery
	set	saving
	soil	shortages
	water	tape
	wind	transfer

c

I'd like to start by explaining ...
 To carry on from this first point,
 I want secondly to look at ...
 I don't think that is the main reason.
 That seems like a very good point X
 is making.
 I'm going to expand the topic
 by mentioning ...
 On the other hand, you might want
 to say that ...
 As well as this issue, we can also
 look at a very different issue.
 So to sum up, we can say that ...
 Does anybody have any opinions or
 anything they would like to add?
 I think we need a different viewpoint.
 OK, to continue then ...
 Following on from what X has said ...

A

Making zero environmental impact a reality

Look here for information on:



Improving environmental quality

- [Intelligent Distribution Systems](#)
- [Cleaning air](#)
- [Ozone and fluorinated greenhouse gases](#)
- [Innovations in water recycling](#)
- [Water reclamation systems](#)
- [Managing nutrients](#)
- [Discovering carbon offset](#)
- [Nanotechnology](#)



Environmental stewardship

- [Improving the countryside for wildlife and people](#)





Waste-free farming

- [Using digesters](#)
- [Sources of funding](#)
- [Eco packaging](#)

Historic environments

Why should we care about ancient buildings?

- [Converting traditional farm buildings](#)
- [A zerofarm guide to farming a historic landscape](#)



B

Environmental Stewardship:

providing £400m for farmers and land managers



Stewardship is about multi-functional land use where land is used in an integrated way to help ensure:

- benefits for people
- improvements to the environment
- integration of countryside and communities

Three sources of funding:

- Environmental stewardship
- Energy crops
- Wildlife enhancement

If you would like more information on the opportunities under the Environmental Stewardship Scheme, then request our information pack at info@zerofarm.co.uk

Linking words

We use linking words and phrases to join ideas together in a sequence, to show how the ideas are related.

Some linking words can be used to join independent and dependent clauses in a sentence.

Examples:

Farmers need to start using less water because of higher temperatures and lower rainfall. OR *Because of higher temperatures and lower rainfall, farmers need to start using less water.*

Other linking words join sentences in a text.

Example:

Recently, temperatures have risen and rainfall has decreased. As a result, farmers must reduce the amount of water they use.

When building an argument, it is a good idea to use linking words or phrases to add points.

Examples:

Firstly, ... *Another point is ...* *In addition, ...* *... whereas ...*
For example, ... *Secondly, ...* *Moreover, ...* *Finally, ...*

Using words with similar meanings to refer back in a text

It is a good idea to learn several words with similar or related meanings. We often build cohesion in a text by using different words to refer back to something previously mentioned.

Examples:

First mention	Second mention	Third mention	Fourth mention
<i>upland</i>	<i>high ground</i>	<i>hilly</i>	<i>elevated</i>
<i>produce</i>	<i>foodstuffs</i>	<i>outputs</i>	<i>crops</i>
<i>parts of the world</i>	<i>countries</i>	<i>areas</i>	<i>lands</i>

Recognizing fixed phrases from academic English (4)

In Units 7, 9 and 10, we learnt some key fixed phrases from general academic English. Here are some more to use when speaking.

<i>Don't misunderstand me.</i>	<i>the history of ...</i>
<i>I'm afraid that just isn't true.</i>	<i>the presence of ...</i>
<i>in an attempt to ...</i>	<i>there is a correlation between ... and ...</i>
<i>... is a case in point</i>	<i>to some degree ...</i>
<i>not only that, but ...</i>	<i>to the extent that ...</i>
<i>Some people say ...</i>	<i>What's more, ...</i>
<i>the effect of ...</i>	<i>with respect to ...</i>

Skills bank

Writing out notes in full

When making notes, we use as few words as possible. This means that when we come to write up the notes, we need to pay attention to:

- the use of numbers, letters and symbols for words and ideas, e.g.,
Notes: (a) the EU, e.g., changes to CAP affect UK farmers
*If we take the European Union, **for example**, then changes to the Common Agricultural Policy (CAP) will affect a UK farmer.*
- making sure the grammatical words are put back in, e.g.,
Notes: aims of CAP = pretty much unchanged
*The aims of the CAP, **however**, remained pretty much unchanged.*
- making the implied meanings clear, e.g.,
Notes: no gov./enterprise can ignore pressure groups
*No government or enterprise **in the agribusiness sector today** can ignore the power of pressure groups.*

Building an argument

A common way to build an argument is:

- 1 First, state the issue:

Can we alter people's perception that change in the way we grow food is inevitable?

- 2 Next, give a counter argument:

Research has shown that changing attitudes is extremely difficult.

- 3 Then give your opinion:

In fact, minimizing the environmental cost of growing crops is far from being a new idea.

- 4 Then give evidence for your opinion:

As far back as the mid 1970s environmentalists were reassessing the ecological impact of modern intensive farming.

Linking to a previous point when your contribution is new

When you want to move the discussion in a new direction, introduce your comments with phrases such as:

Following on from what X said, I'd like to talk about ...

I'm going to expand the topic by mentioning ...

As well as (soil erosion), we can also look at a very different sort of issue.

Summarizing a source

When we talk about the ideas of other people in a lecture or a seminar, we often give a summary of the source in a sentence or two.

Examples:

A book by (name of writer) called (name of book) published in (year) gives an explanation of how ...

Briefly, (name of writer) explains how ...

An introduction to (topic) can be found in (name of writer).

12 THE GOOD AGRIBUSINESS

12.1 Vocabulary

referring back • introducing quotations/paraphrases

A Study the words and phrases in box a.

- 1 Is each item associated with the *internal* or *external* environment of an agribusiness? Make two groups.
- 2 Check the stress and pronunciation.
- 3 Make smaller subgroups. Explain your decisions.

B Read text A on the opposite page.

- 1 What is a SWOT analysis?
- 2 Look at the highlighted words. Connect each word to the noun it refers to.
Example: *it* refers to previously mentioned noun (*company*)

C Study the verbs in box b. They can be used to introduce quotations, or paraphrases/summaries.

- 1 Check the meanings of any words you don't know.
- 2 Which verbs have similar meanings?
- 3 Which verbs are **not** followed by *that*?
- 4 When can you use each verb?
Example: *accept* = the writer (reluctantly) thinks this idea from someone else is true

D Read text B on the opposite page. Look at the highlighted sentences.

- 1 What is the purpose of each sentence?
Example: *Employees have to feel involved in the decision-making process* = opinion or recommendation
- 2 In an assignment, should you refer to the highlighted sentences by **quoting directly** or **paraphrasing**?
- 3 Choose an appropriate introductory verb from box b and write out each sentence as a direct quotation or a paraphrase. Add the source references.

E Look at the SWOT analysis of Green Hydroponics on the opposite page.

- 1 Which functional area (HR, marketing, finance, operations) does each point in the *internal* audit refer to?
- 2 Which words from Exercise A apply to the points in the *external* audit?

F How should Green Hydroponics respond to the issues affecting its business?

- 1 Discuss in pairs.
- 2 Write a paragraph giving your recommendations. Include one of your sentences from Exercise D, question 3.

a

audit
marketing strategy
cash flow methane
climate net profit
conservation
operating costs costs
pesticide resistance
drought product range
economic cycle
productivity fixed costs
quality system
growing season subsidy
hurricane sustainability
incentive scheme trends
inflation turnover
interest rates
veterinary services
legislation water scarcity

b

accept agree
argue assert cite
claim concede consider
contend describe
disagree dispute
emphasize illustrate
indicate insist note
observe point out
report show state
suggest



GREEN HYDROPONICS
*is a new business which
helps grow plants without
soil using mineral nutrients.*

A SWOT analysis

When a company's performance is looking poor, it may need to make some changes. However, before the company can do this, it should establish where it is now through a strategic analysis. A commonly used technique for this is the SWOT analysis. In this method, managers carry out an 'external audit' in which they examine their business and economic environment, as well as the market conditions they face, in order to understand the opportunities and threats to the company. Secondly, the organization needs to complete an

'internal audit' in which its strengths and weaknesses are compared with those of the competitors. This means that managers should look at all the functional areas: finance, HR, marketing and operations. The results of such audits are presented in a four-box summary of the business's current strengths and weaknesses, and the opportunities and threats which will affect its future development.

from Jones, M. (2007). *Analysing business performance*. Hadford: Hadford University Press.

B Managing change

^aIf an agribusiness decides to introduce significant changes, the workforce doesn't always respond positively. So managers need to help them see the benefits of any changes. One key point is that ^bemployees have to feel involved in the decision-making process. A good way to do this is to encourage all employees to analyze the way they carry out their responsibilities using a common methodology. Clearly, 'managers must place value on the contributions of staff at all levels, 'from the boardroom to the shop floor'.

^dAs Albert Humphrey, who developed the SWOT analysis technique in the 1960s, asserts:

managers must '... stop thinking that the company is composed of individuals with individual job descriptions and a layer-on-layer authority structure' (Humphrey & Groves, 2003). Only when comments and suggestions have been received from everyone, can the company start to consider its objectives and strategies for the future.

Humphrey, A. & Groves, P. (2003). Turning a downturn into a major upturn. *Finance Today*, July 25

from Pickwell, M. (2006, p. 24). *Introduction to business strategy*. Hadford: Hadford University Press.

Green Hydroponics SWOT analysis

Internal audit	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Expert workforce. • Low advertising costs through use of existing networks and focused marketing. • Good product range. • Located on an industrial estate with easy access to the motorway. 	<ul style="list-style-type: none"> • Cash flow: customers slow to pay. • Profit margins are very narrow. • Key products reaching 'maturity'. • Ageing workforce.
External audit	Opportunities	Threats
	<ul style="list-style-type: none"> • Potential for direct (online) sales. • Possibility for link up with major garden centre chain. • Hydroponic cultivation becoming increasingly popular with city gardeners. • Potential to outsource some manufacturing to China. 	<ul style="list-style-type: none"> • Rent for premises due for review and substantial increase likely. • Competition from cheap imports. • Dependence on narrow customer base. • Expected increase in VAT. • Impact of credit crunch on customer confidence.

- A** Discuss the following questions.
- 1 What do supermarkets expect from a soft fruit supplier?
 - 2 How can soft fruit growers ensure that they are successful?
- B** Survey the text on the opposite page. What will the text be about? Write three questions to which you would like answers.
- C** Read the text. Does it answer your questions?
- D** Number the sentences on the right 1–8 to show the order in which they happened.
- E** For each paragraph:
- 1 Identify the topic sentence.
 - 2 Think of a suitable title.
- F** Look at the underlined words in the text. What do they refer back to?
- G** Study the **highlighted** words and phrases.
- 1 What do they have in common?
 - 2 What linking words or phrases can you use to show:
 - addition?
 - contrast?
 - concession?
 - result?
 - reason?
 - 3 Write the sentences with the **highlighted** items again, using other linking words or phrases with similar meanings.
- H** Read the text on the right. A student has written about Stefan Smith and the sequence of events that led to major change of direction, but the quotations and paraphrases have not been correctly done. Can you spot the mistakes and correct them?
- I** Write a paragraph for a university lecturer, summarizing the strengths of Stefan Smith as a manager based on Wallace's case study. Decide whether you should quote or paraphrase the material from the text.

	Stefan Smith called in consultants.
	HSF secured grants for biodiversity.
	HSF achieved turnover of more than £6 million.
1	Stefan Smith sold his property business.
	Stefan Smith recognized the threat of dependence on a narrow customer base.
	HSF underwent re-engineering.
	HSF committed to becoming carbon neutral.
	HSF received a strategic marketing analysis report.

As Wallace (2010) explains that Stefan Smith was initially very successful after taking over HSF and managed to grow the business steadily. He subsequently realized the threat of dependence on the big supermarkets and a very cost-sensitive product, and recognizing that the company had to change. According to Wallace, she says that Smith took decisive action and commissioned a '*strategic marketing analysis*' (p. 6) from external consultants as part of a comprehensive strategic rethink.

Hadford Soft Fruits *A case study in good strategic management*

By Hillary Wallace

Stefan Smith bought Hadford Soft Fruits (HSF) in the early 1990s after selling his Birmingham property development business. He invested a substantial amount of his own money in
 5 developing the business, gaining market share in the local soft fruit market with products that were mostly produced intensively, under glass. Over the next ten years, Smith grew the business steadily, adding an import/export division and
 10 borrowing £1 million to invest in new buildings and equipment to improve efficiency and productivity. Smith was the first Hadford producer to secure a contract with a major supermarket, which at that time was keen to exploit HSF's offer
 15 to supply soft fruits from March to November.

Within five years, HSF was turning over in excess of £6 million and showing healthy year-on-year growth and profits of £300,000. In order to do this, it was employing 80 people on
 20 its farms, in its transport business and in its new headquarters in Birmingham city centre. Smith was clear about the reasons for their success. His own commitment to hard work, service and fair dealing was mirrored throughout the company.
 25 His products met stringent quality standards at a time when there wasn't the interest in them in this sector that there is today.

However, in the middle of the 1990s, things began to change. The supermarkets, which had
 30 been the mainstay of the business, providing more than 70% of the HSF profits, began to use their buying power to squeeze prices, forcing suppliers into long-term, exclusive contracts. Smith realized the threat of dependence on the big
 35 supermarkets, a narrow customer base and a very cost-sensitive product. Although HSF was successful, with its prize-winning branded soft fruit, it had taken out large loans to fund growth, after which it faced substantial debt servicing and
 40 repayment costs, so these especially meant change was needed.

First of all, HSF commissioned a strategic marketing analysis from a firm of consultants specializing in the agribusiness sector. The report,
 45 including a detailed SWOT analysis, endorsed Smith's concerns, but it also identified new opportunities. Consequently, with this, he was able to go to work with his management team to



produce a radical new strategy for the company. This highlighted three key areas for action:
 50 product diversification, branding and market segmentation. To implement the strategy, HSF initiated a process of re-engineering the business, starting with consensus building around the vision of healthy, high-quality, environmentally friendly
 55 products. While going organic proved too big a risk, the company committed to a pesticide-free policy. It increased the product range through the acquisition of ten acres of rare variety apple and
 60 pear orchards and it began producing its own-brand honey 'Brilliant Fruits' label.

Despite the fact that income from soft fruit sales fell, HSF's profitability had never been better. It secured significant grant funding to support its work encouraging biodiversity in its orchards,
 65 and it used its enhanced reputation to build a retail/farm shop spin-off. By focusing on the premium market, it attracted high-end supermarket business at the same time as using its membership of 'Regional Food and Drink', its
 70 industry-led body, to build a substantial new network of niche retail customers. There is growing competition from local producers, some of whom have learned from HSF, but with a
 75 commitment to becoming carbon neutral within three years, the strategy is to move from radical, breakthrough changes to securing sustained success by a process of continuous improvement (CIP) through a series of incremental steps.

12.3 Extending skills

research reports: introduction, method, conclusion

- A** Study the words in the box.
- 1 Check the pronunciation and grammar.
 - 2 What are their meanings in a research report?
- B** Read the two *Method* paragraphs on the right.
- 1 Copy them into your notebook. Put the verbs in brackets in the correct form.
 - 2 Identify the original research questions, the research methods and other important information.
- C** What are the sections of a research report? What order should they go in?
- D** Read the *Introduction* and *Conclusion* to the report on the opposite page.
- 1 Why was the report undertaken?
 - 2 What action(s) does the report recommend?
 - 3 What are the elements of a good introduction and conclusion?

a
conduct data discussion findings
implication interview interviewee
interviewer limitation method
questionnaire random recommendation
research question respondent results
sample survey undertake

Report A: Method

A telephone survey (*design*) to establish how HSF's products and services were perceived and how HSF (*see*) in relation to other fruit and vegetable suppliers. Calls (*make*) to 100 HSF wholesale customers, of whom 65 (*agree*) to take part. In addition, 15 of the 65 buyers subsequently agreed (*interview*) in depth in a follow-up telephone conversation. All interviewees (*be*) buyers or assistant buyers.

Report B: Method

In order to find out about the product range of successful soft fruit growers and suppliers, a survey of websites (*undertake*) during the second week of July. The 50 companies which (*investigate*) also included market leaders in Spain and the Netherlands.

12.4 Extending skills

research reports: questionnaires, findings, discussion

- A** Describe the data in Figures 1 and 2 from the report.
- B** Look at the first paragraph from the *Findings* section of the report.
- 1 Complete the spaces with quantity phrases. Put the verbs in the correct tense.
 - 2 Write another paragraph, using Figures 1 and 2.
- C** Look at the notes for the *Discussion* part of the report on the opposite page. Write the discussion paragraph.
- D** Cover the *Conclusion* section on the opposite page.
- 1 What should the report writer say in the *Conclusion*? Make some notes.
 - 2 Read the *Conclusion* again and compare.

Findings

Firstly, on the positive side, ... (75%) of the buyers surveyed (*say*) that HSF's services were good or better. Only _____ (20%) (*rate*) them as unsatisfactory. Although 55% of the respondents thought that HSF provided a good range of products, 75% felt it could improve the range. In addition, a _____ majority (80%) (*state*) that reliability over the past five years (*improve*).
Finally, _____ of the respondents (85%) (*remain*) impressed with the helpfulness of the staff.

Introduction

HSF is a highly successful company. However, because it recently underwent a significant period of change as well as growing its customer base substantially, it is important to know what the customers think of the products and the service provided. This report will describe a survey undertaken to measure wholesale customers' attitudes towards HSF. Recommendations will also be made as to how the company can improve its product range.

Conclusion

To conclude, this survey has revealed very high levels of approval for the changes that the company has undergone in recent years. It is clear that HSF has established a strong platform in terms of perceptions of its service standards and products, from which to grow the business further. It is recommended that HSF considers undertaking further diversification of the product range, subject to the necessary sources of finance being established. Failure to implement these recommendations could result in HSF beginning to lose some of its market share.

Report A

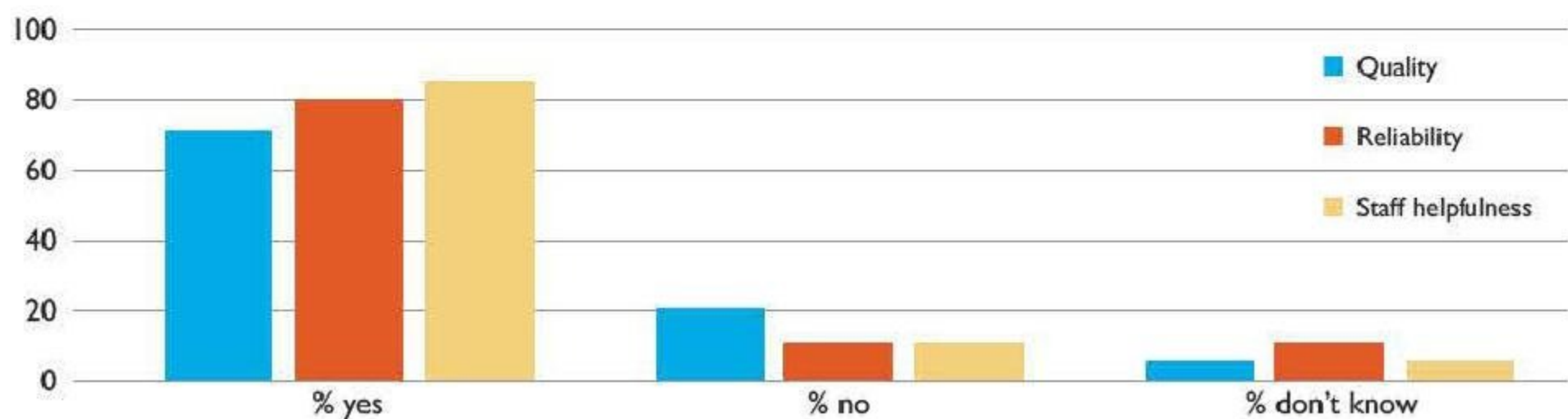


Figure 1: Satisfaction with HSF service quality

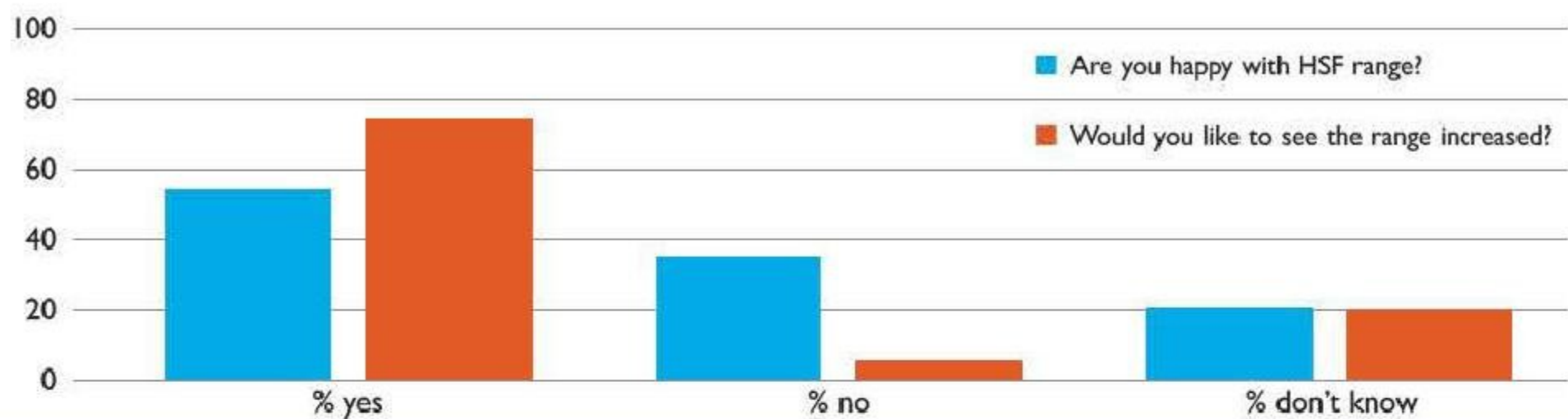


Figure 2: Satisfaction with HSF range of products

Discussion

HSF customer perception = good or excellent

Positives

- quality, customer care, reliability → brand value

Negatives

- range of products → need to increase?

NB: Research limitation: sample number?

Introductory verbs

Choosing the right introductory verb is important. Your choice of introductory verb shows what kind of statement the writer is making.

Example:

Pickwell (2006) argues that everyone should be involved in shaping a company's future.

Your choice of introductory verb also shows what you think of another writer's ideas. This is an important part of academic work.

Example:

Wallace (2010) claims that it was Smith's commitment to hard work that was key to its success.

Verb	The writer ...
<i>agree</i>	thinks this idea from someone else is true
<i>accept, concede</i>	reluctantly thinks this idea from someone else is true
<i>consider, emphasize, note, observe, point out, state, suggest*</i>	is giving his/her opinion
<i>argue, assert, claim, contend, insist</i>	is giving an opinion that others may not agree with
<i>cite</i>	is referring to someone else's ideas
<i>disagree, dispute</i>	thinks an idea is wrong
<i>suggest*</i>	is giving his/her recommendation
<i>describe</i>	is giving a definition/description
<i>illustrate, indicate, show</i>	is explaining, possibly with an example
<i>report</i>	is giving research findings

**suggest* can have two meanings

Linking ideas in a text

Linking words, which join ideas within a sentence or between sentences, convey different meanings.

	Within sentences	Between sentences
Addition (<i>and</i>)	<i>Furthermore, ... In addition, ... Additionally, ...</i>	<i>... and along with too ... together with also ...</i>
Contrast	<i>but, whereas, while</i>	<i>However, In/By contrast, On the other hand</i>
Concession	<i>although, despite/in spite of the fact that</i>	<i>However, At the same time, Nevertheless, Despite/In spite of + noun, Yet</i>
Result	<i>so, so that</i>	<i>So, As a result, Consequently, Therefore</i>
Reason	<i>because, since, as</i>	<i>Because of + noun, Owing to + noun, Due to + noun</i>

Referring to quantities and group sizes in a report

<i>A/An</i>	<i>overwhelming/significant/ slight/insignificant</i>	<i>majority/minority/number</i>	<i>(of + noun)</i>
<i>Over</i>	<i>than</i>	<i>half</i>	
<i>More</i>		<i>a quarter</i>	
<i>Less</i>		<i>a third</i>	
		<i>x %</i>	

Skills bank

Structuring a research report

A research report is an account of some research which has been undertaken to find out about a situation or a phenomenon, e.g., *What do our customers think of our services? What range of services do competitors offer?*

- Introduction introduce topic; background information; reasons for research
- Method research questions; how research was carried out
- Findings/results answers to research questions
- Discussion issues arising from findings; limitations of research
- Conclusion summary of main findings; implications; recommendations; possibilities for further research

Writing introductions and conclusions**Introduction**

- Introduce the topic of the report.
- Give background information.
- Give an outline of the report plan.
Note: No new information; this belongs in the body of the report.

Conclusion

- Summarize the main points in the report without repeating unnecessarily.
- Make some concluding comments such as likely implications or recommendations.
Note: No new information; all the main points should be in the body of the report.

Deciding when to quote and when to paraphrase

When referring to sources, you will need to decide whether to quote directly or to paraphrase/summarize.

- **Quote** when the writer's words are special or show a particularly clever use of language. This is often the case with strongly stated *definitions* or *opinions*.
- **Paraphrase/summarize** descriptions and factual information.

Incorporating quotations

- Use an introductory verb.
- Don't forget the quotation marks.
- Make the quote fit the grammar of the sentence.
- Show any missing words with '...'.
 - Copy the original words exactly.
 - Add emphasis with italics and write '[emphasis added]'.
 - Add words which are not in the original but are necessary to fully understand the quotation out of context. Put the extra word(s) in square brackets.

Do not quote more than one sentence **within the body** of a paragraph. If you want to quote two or three sentences, put a colon and write the quote as indented text, so that it clearly stands out from the body of your essay.

However, think very carefully before you include a long quote. It is usually better to paraphrase in this case.

Additional material

<p>7.4 Student A</p>	<p>Eco-communities</p> <ul style="list-style-type: none">• part of UK government vision• small communities around 20,000 homes• good infrastructure and public transport• low-carbon technology• low-cost housing to encourage young families and first-time homebuyers• BBC news reports on eco-towns: http://news.bbc.co.uk/1/hi/uk/8152985.stm
<p>5.4 Student B</p>	<p>Market research methods: 2 Primary</p> <p>= new info: from (1) people, e.g., customers, retailers; (2) observation, e.g., of shoppers</p> <p>+ info = recent; can ask specific questions (good method for psych. research)</p> <p>– expensive; time-consuming</p>
<p>7.4 Student C</p>	<p>Co-housing projects</p> <ul style="list-style-type: none">• group living, shared common aims and activities + own self-contained accommodation and personal space• set up and run by members for mutual benefit• common space facilitates shared amenities like laundries, heating systems, guest rooms, transport• UK network: http://www.cohousing.org.uk/?q=Map
<p>5.4 Student D</p>	<p>Market research methods: 2.2 Qualitative</p> <p>¹ numbers; usually verbal info; used to find out attitudes, beliefs, etc. Methods inc. interviews, focus groups, etc.</p> <p>+ reveal unknown probs; basis for quant. methods</p> <p>– in groups, opinions easily led by one person; only small numbers / difficult to generalize</p>

5.3 Symbols and abbreviations for notes

Symbols

&, +	and, plus
-	less, minus
±	plus or minus
=	is, equals, is the same as
≈	is approximately equivalent to
≠	is not, is not the same as, doesn't mean, does not equal, is different from
>	is greater than, is more than, is over
<	is less than
→	gives, produces, leads to, results in
←	is given by, is produced by, results from, comes from
↑	rises, increases, grows
↓	falls, decreases, declines
"	ditto (repeats text immediately above)
∴	therefore, so
∵	because, as, since
@	at
C	century, as in 20 th C
§	paragraph
#	number, as in #1
?	this is doubtful

Abbreviations

e.g.	for example
c.	approximately, as in c.1900
cf.	compare
Ch.	chapter
Ed./Eds.	editor(s)
et al.	and the other people (used when referring to a book with more than two authors)
etc.	and all the rest
ff.	and the following, as in p.10ff.
fig.	figure (used when giving a title to a drawing or table)
i.e.	that is, that means, in other words
ibid.	in the same place in the source already mentioned
NB	important
n.d.	no date given
No., no.	number
op. cit.	in the source already mentioned
p.	page
pp.	pages, as in pp.1–10
re.	concerning
ref.	with reference to
viz.	namely
vol.	volume

<p>5.4 Student A</p>	<p>Market research methods: 2 Secondary</p> <p>= info from sources, e.g., books, Internet, trade mags, reports, etc. (i.e., already exists)</p> <p>+ cheap; good overview of market; based on real sales statistics; relatively fast</p> <p>– reports → sometimes expensive; poss. out of date</p>
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<p>7.4 Student B</p>	<p>Biomass fuels</p> <ul style="list-style-type: none"> • anything that can either burn or decompose • other terms are biomass energy or biofuel • 'bio' refers to life • more popular due to the rising costs of fossil fuels • develop own fuels 'at home' • reduces pollution, helps control carbon dioxide emissions • examples: http://wiki.answers.com/Q/Three_examples_of_biomass_fuels
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<p>5.4 Student C</p>	<p>Market research methods: 2.1 Quantitative</p> <p>= statistical info, usually thro' questionnaires</p> <p>+ good for factual info; overview of trends ∴ large nos.</p> <p>– sample <u>must</u> be v. big; people lie ∴ results may ≠ reliable; low response rate for questionnaires</p>
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<p>7.4 Student D</p>	<p>Cooperatives</p> <ul style="list-style-type: none"> • different business organizations have different legal status and rules • for mutual benefit: members control and benefit from the operation • serve members' interests, rather than investors' • based around the concepts of self-help, self-responsibility and self-organization • more stable, caring and responsible employers • greater job satisfaction and variety, encourage a strong work commitment • more responsible to the customer and the community in which they operate • innovative and very competitive businesses, e.g., John Lewis partnership spirit: www.johnlewispartnership.co.uk
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9.3 Definitions of financial documents

Cash flow statement/forecast

Cash flow refers to how much money moves through a company. A cash flow statement shows how much of the cash generated by the business remains after both expenses and elements such as interest or repayment of loans have been paid. A cash flow statement also indicates whether the business will have enough cash to pay its expenses, service its loans, and make a profit.

For a plc, a cash flow statement shows where cash has come from and where cash has been used. So, a *cash flow forecast* is a forecast or prediction of the cash a company expects to receive and pay out during a given time period. It is useful because it can show basic financial details, for example, how a company bank account looks, and it can help to predict, for example, if an overdraft is needed or how well something might sell or what happens if customers do not pay on time.

Break-even chart

Break-even charts are complicated. For a company, the break-even point is the point on a chart indicating the time when something – a product – has broken even, or is no longer costing more money to produce than it makes in revenue. In other words, 'break even' is a general term for not having gained or lost something in a process. To explain how this happens, a break-even analysis, which is a calculation, is carried out. The analysis usually indicates revenue and costs and can show the profits of any product. It also shows how much a company must sell in order to break even on a particular product. The analysis can be shown as a chart.

Contribution statement

Contribution usually refers to the difference between sales revenue and costs such as labour or raw materials. In other words, it looks at the income generated from sales of a product and the various costs of producing goods in order to sell them. If a company sells different products, each of these can be analyzed according to its costs and its ability to produce a profit for the company, i.e., its 'contribution'. (A good example of this is the international drinks holding company Diageo. The company has different brands which sell differently in different markets, e.g., Guinness and Smirnoff.) The term is also sometimes used to mean how much each department or section is able to contribute to the overheads of a company (a useful tool for allocating resources). The statement is the document giving this information.

Budget

A budget is basically a financial plan. The plan refers to how much money you will earn and how much money you will spend and on what. In effect, it is a list of planned income and expenditure. It is used as a way of predicting what will be spent over the next year and it can help control the activities and outgoings (the expenditure) of a business.

Investment appraisal

This analysis is used to help decide whether an investment is worth making for a company, e.g., new buildings or equipment. Capital investments are important for a company and the requirement to invest continues – it is not just at the beginning of a company's life. Whether a company decides to invest or not depends on its objectives and also its cash flow. Again, the calculations are quite complicated, but the principle is a straightforward one. In order to decide whether to invest or not, a company needs to look at or 'appraise' various issues such as expansion, costs, income, cash flow and so on.

11.2 Model Cornell notes

Review

Notes

1 Political factors: e.g., decisions by the World Trade Organization, national election results

(a) European policy, e.g., CAP/recent consultation exercise

- principles unchanged → stable markets
- increase productivity → food supply
- fair standard of living → fair prices

Much influence?

BUT

NB global credit crunch → -20% sales of organic products bought in UK supermarkets!

(b) pressure groups, e.g.,

(i) Compassion in World Farming: egg production → ban battery hens → 'Good Egg' Award → EU bans batteries

(ii) Friends of the Earth: 'Fix the Food Chain' → end deforestation

(iii) RSPB → highlights farming impact on biodiversity → e.g., birdlife

BUT

e.g., BBC programme: questions effectiveness and value for money → biodiversity grants 2009 = £546m → farmland bird population falls 50%: 30 years

2 Economic factors: Given → last 30 years → ++ reduction in agriculture sector: e.g., service sector

BUT

• Productivity ++ increase:

- food price volatility
- food price falls

BUT

• 2007/8: ++ increase in prices:

- pop. growth
- emerging economies → income/consumption growth = ++ demand
- fall in supply → slow yields growth → fuel price inflation

bad weather + trade restrictions ± exchange rate and speculation = ++ agri. commodity prices

New initiatives, e.g., Farm-Africa → reduce neg. impact on vulnerable → focus on pragmatic → low cost → holistic development programmes

Summary

Wordlist

Below is a selection of words from this book that will be of particular use to students of agribusiness and agriculture. Unit numbers are given for each one. Where a word has multiple parts of speech, the part of speech of the word as used in the unit is indicated.

	Unit		Unit		Unit
A		biodiversity	3, 11, 12	conservation	3, 12
access	3	borrowings	9	consultation exercise	11
access (n and v)	4	bovine spongiform encephalopathy (BSE)	10	consume	4, 10
accountancy	9	brainstorming	7	consumer	1, 5
accounting	9	brand (n)	5, 6	consumption	10
accounts	9	breed (n and v)	2	contaminate	4, 10
adaptive management	7	browse	4	contamination	4, 10
adequate	3	budget (n and v)	9	contend	12
adjust	7	build an argument	11	continuous improvement process (CIP)	12
advertising	1, 5	business environment	8	contract (n)	12
affordability	3	C		control	8
agribusiness	1	campaign (n and v)	9, 11	controlled market	7
agriculturalist	2	carbon credit scheme	11	cooperative	1, 7
agriculture	1, 2, 9	carbon dioxide	11	core business	9
agri-food	1	carbon footprint	3	cost (n and v)	3, 6
agri-tourism	1	carbon neutral	12	cost-benefit analysis	9
allocate	7	carbon storage	11	cost-sensitive	12
alternative	1, 4	carrying capacity	8	creative sector	8
analyze	5	case study	12	credit	1, 9
animal welfare	11	cash flow	6, 9	credit crunch	11
annual	9	catastrophic	11	Critical Path Analysis (CPA)	7
apportion	8	category	5	crops	1
assert	12	catering	8	cultivation	2
asset	9	cereal	1	D	
assure	11	charitable sector	11	data	4
audit	9	climatologist	11	data analysis	5
availability	3	clover	2	database	4
award scheme	11	coherent	3	debt	9
B		co-housing	7	decline (n and v)	5, 6, 11
bacteria	10	collate	9	decrease (n and v)	5, 8
bacterial	3	command economy	8	default	4
balance sheet	9	commitment	12	design (n and v)	6
ban	10	commodity	3	direct	1, 9
baseline figures	9	compassion	11	disease	3
battery (adj)	1	concede	12	distribution	7
beetroot	3	concept	7	distribution network	3
benefit	3				

	Unit		Unit		Unit
ditch	2	financial	9	head	1
diversify	1	financial management	8	healthy profit	12
dividend	9	findings	12	helicopter (n and v)	7
document (n and v)	4, 9	finite	8	helicoptering	7
donate	11	fishbone (Ishikawa) diagram	7	helpfulness	12
downstream	9	fluctuation	3	holistic	1
drastically	11	focus group	5	human resources	1
drill (n and v)	2	food-borne	10	hurricane	12
drive up	11	food chain	3	hydroponic	12
drop (n and v)	5	food poisoning	10	hygiene	1, 10
drought	11	food security	3	hyperlink	4
E		Food Standards Agency (FSA)	10	I	
ecomarketing	3	foot and mouth	10	identify	7, 6
economic cycle	12	forklifts	7	immeasurable	10
economic policy	8	forward looking	9	impact	7, 3
economic unit	8	fossil fuels	1, 7, 11	imports	10
effective	2	free market	7	incentive scheme	12
electronic	4	free-range	1	income	9
emerging economies	11	fuel price inflation	11	increase (n and v)	5, 8
empathic skills	7	functions	9	incremental steps	12
enable	3	G		index	4
enclosure	2	geared	8	indicators	3
endorsement	11	gender	5	industrial (adj)	1
ensure	3	gene	1, 3	infinite	8
environmental health	10	genetic	1	infrastructure	7
equity	9	genetic modification	3	input (n)	1
established (adj)	6	given (n)	11	inspections	10
ethical	1	global	3	integrated	6
evaluate	6	global positioning system (GPS)	11	intensive	1
evolution	2	gradual	5	interest	9
exit (v)	1, 4	grant funding	12	interrupt	8
expenditure	9	green accountancy	9	intervene	7
expense	9	greenhouse	3, 7	intervention	7
exploit	8	greenwash	3	interventionist	7
extend	6	growth	1, 2, 5, 8	interview	5
extension	6	H		intranet	4
extractive industry	1	habitat	11	introduce	6, 7
F		habitat destruction	11	inverse	8
factory (adj)	1	hand	1	investment	9
famine	3	hazard	10	investor	9
finance (n and v)	1, 9			irreparable	10

	Unit		Unit		Unit
J		market segmentation	5	oversee	7
joint venture	12	market share	5, 6, 12	P	
K		market trading	8	packaging	10
key word	4	market trends	5	pallet	7
L		marketing	1	paraphrase	12
labelling	10	marketing mix (n)	5	password	4
launch (n and adj)	6	mass market	5	pathogens	10
leadership	12	mature (adj and v)	6	peak (n, v and adj)	6
lease (n and v)	12	maturity	6	per head	8
legal obligations	9	media	3, 4	pesticide free	12
legislation	12	menu	4	pesticide resistance	12
lender	9	merchandise	6	phase	6, 7
level (n)	6, 7	methane	12	portfolio	6
level off	6	micro-economic	8	position (n and v)	6
liabilities	9	micro-manager	7	potato blight	3
life cycle	6	microorganism	10	precision farming	11
Lifecycle Assessment (LCA)	7	minimize	7	premises	12
life-span	6	minority	12	premium quality	7
liquid	9	model (n, v and adj)	6	pressure group	11
liquidity	9	multifunctional	11	primary research	5
listeria	10	mutual	7	principle	3
livestock	1	N		procedures	10
local authority	10	necessity	3	process (n and v)	2, 7
log in/log on	4	net profit	9	producer	1
log off	4	network (n and v)	2, 7	product	5
login (n)	4	niche market	5	production manager	7
losses	3, 9	notifiable	10	professional	5
M		notify	10	profit (n)	6
macro-economic	8	nutritious	3	profit margin	6, 9
mailing	5	O		profitability	9
majority	9, 12	occupation	7	profitable	6, 9
make (n)	5	offence	10	proliferate	2
malnutrition	3	on-the-job training	10	promote	3
Management Information System (MIS)	9	operating costs	9	promotion	5
manual	5	operations	1, 7	propagandist	2
manufacturing	1, 7	optimum	3	public relations	3
marginal	8	organic	1	Q	
market (n)	1, 9	organism	8	quality assurance	7
market economy	8	outbreak	10	quantitative research	5
market leader	5	outperform	5	questionnaire	5, 12
market research	5	output (n)	1	R	
		overdraft	9	radical	11

	Unit		Unit		Unit
raise awareness	11	sector	1	sustainability	1
random sample	12	seed	2	systems thinking	7
rapid	8	selective	2	T	
ratio	3	self-sufficiency	3	target (n and v)	5
raw materials	1	serotypes	10	target market	5
rebrand	6	service industry	1	technologist	2
record keeping	9	share	9	technology	4
reduction	11	shareholder	1, 9	temporary	11
reflective skills	7	shortage	3	tenant	2
register	4	shortfall	11	till	11
regulations	8, 10	Site of Special Scientific Interest (SSSI)	7	tolerance	10
relaunch	6	skilled	5	transparency	12
relax	11	slowdown	11	tree felling	11
reliable	5	socio-economic status	5	trend	3, 11
repackage	6	soft fruit	12	trends	12
research and development (R&D)	1	software	4	trial (n and v)	6
resilience	7	soil quality	3	turnips	2
resource (n)	1	special offer	5	turnover	9
respondent	12	speculation	11	U	
response rate	5	spoilable	10	under glass	12
revenue	9	spoiled	10	under licence	9
revolution	2	sponsor (adj)	6	unhygienic	10
rigorous	10	sponsorship	5	unit cost	6
rise (n and v)	5	stabilize	6, 11	unskilled	5
rotate	2	stable (adj)	6	username/ID	4
rotation	2	stake	9	utility	8
S		stakeholder	1	V	
safety	10	stalks	11	variable	9
SAGE	9	standard	9	variant	1
sales figures	6	starvation	3	variety	1
salmonella	10	statistical trends	5	veterinary services	12
sample (n and v)	5	statutory duties	9	W	
sampling	10	steady (adj)	5	water scarcity	12
satisfy (demand)	5	stewardship	1, 11	web page	4
saturate	6	stock (n and v)	2	wheat	2
saturation	6	storage	7	whole farm strategy	7
scare	10	strategy	5	widespread	2
sceptic	11	substantial	12	win-win situation	11
scheduling	7	subvention	8	workplace	10
search (n and v)	4	supply and demand	8	Y	
search engine	4	supply chain	1	yield (n and v)	2

Transcripts

Unit 1, Lesson 2, Exercise B 1.1

Part 1

Good morning, everyone, and welcome to the Faculty of Agribusiness and Agriculture. I'd like to start today by asking the question: What do we mean by the term 'agribusiness'? Well, let's start with the name.

OK. Agribusiness is a combination of two words or 'concepts': 'agriculture' and 'business'. If you look it up, the dictionary will define a business as 'an organization that makes and sells goods or services to people' or something similar to those words. And the same dictionary will define agriculture as 'the making and selling of food and goods by farming'. Both definitions mention 'selling' and we are going to focus on commercial agribusinesses on this course.

Unit 1, Lesson 2, Exercise C 1.2

Part 2

We often hear the term 'agribusiness' used to describe large-scale or industrial farming operations. And words like 'large scale' and 'industrial' are often associated with negative trends in farming, for example overuse of chemical fertilizers and the damage it causes to the environment.

So, yes, it is important to be aware of these views. However, on this course we will use 'agribusiness' as a neutral term. When we talk about agribusiness, we will be talking about a food- or agriculture-related business run on conventional lines. In other words, a business which is managed by a team of specialist managers.

Now let's take a typical agribusiness, a dairy product manufacturer, to help us define some of the features of an agribusiness. And let's call it DPM, an acronym for Dairy Product Manufacturer.

First things first, DPM, our manufacturing agribusiness, employs 100 people and the company is run on conventional lines. What does that mean? Well, one important point is that DPM is a limited company. That means that the owners of the company are protected from the risk of losing their personal assets – their property or money – if the business fails.

So DPM is a conventional agribusiness with a conventional structure. It has four main departments

or business functions, and each department is run by specialist managers.

DPM has four departments and three main product lines. First, they make cheeses. Second, they make butter and spreads. And finally, they also make desserts, or what we sometimes call 'puddings'. Each of the products has its own management team. So, for example, the team responsible for making cheese has a quality expert, and the quality expert also belongs to the marketing department. We call this type of organization a 'matrix' organization. I'll talk more about different types of business organizations later in the course.

The first of the four departments is the Research and Development department. The R and D department, as it's known, is responsible for testing products, for inventing new products and for researching new and better types of raw materials.

The second department is Operations. The key responsibility for the department is making sure that the production process is efficient and the product meets quality standards. Operations includes health and safety and food hygiene, as well as packaging.

Sales and Marketing is the third department. Their responsibilities include liaising with the customers to ensure DPM makes products that customers and consumers want. They work closely with Research and Development to provide market research and help define new products. They look after advertising and they include a team of specialist sales people.

And fourthly, to ensure that the company has the money it needs to operate, there is the Finance Department. They take charge of making budgets, controlling costs and providing financial data so that the managing director, or MD, can make good decisions.

There is a strategic or senior management made up of department heads and an MD. Sometimes they are called the Chief Executive Officer, or CEO, meaning the person with the authority to make high-level decisions. Finally, the departments are supported by specialist functions such as IT, HR and Admin.

You'll have noticed, I'm sure, that I've been talking about what people *do* in agribusiness, and this gives us an idea about how to answer our original question: What do we mean by the term 'agribusiness'? So now perhaps we should ask a

slightly different question: What does an agribusiness do? In other words, we are asking: What are the activities that an agribusiness organization engages in?

Unit 1, Lesson 2, Exercise D 1.3

Part 3

A farm supplies DPM with milk. The farm is, of course, an agribusiness too, like DPM. But this agribusiness has a simple organizational structure by comparison with DPM. It has one major function and that is production. The farm owner is the manager. He has responsibility for strategy. He also handles negotiations with the bank to ensure the business has the finance it needs. He deals with the customers and ensures that services such as veterinary services are available when needed. The farm employs a skilled herdsman and two other unskilled farm labourers. The farm is administered from an office run on a part-time basis by the owner's wife.

So we can define an agribusiness as either a complex business or a simple business. In fact, we can analyze and define businesses generally in this way. Let's look at another framework.

Food and agriculture is what we call a 'business sector'. We can define agribusinesses according to their economic sector too. The dairy farm belongs to the 'primary' business economic sector with things like mining, because its purpose is to produce raw materials. The secondary sector is made up of manufacturing and processing businesses. There are also tertiary and quaternary sectors, but we'll come to these later.

So we can define an agribusiness as complex or simple, as a primary or secondary sector business, or as forming part of the food and agriculture business sector. We can also define an agribusiness by its size.

Under the EU framework, a business with fewer than 10 employees is defined as a 'microbusiness'. With 10 to 50 employees it is a 'small business', and with 50 to 250 employees we call it a 'medium-sized business'. Small and medium-sized businesses or enterprises are often called 'SMEs'.

Unit 1, Lesson 2, Exercise E 1.4

Part 4

In food and agriculture in particular, we can also analyze and define a business in terms of what we call its 'philosophy'. There has been a big growth

in consumer demand for organic products in recent years. Some agribusinesses make the choice to use organic raw materials to meet this demand. Similarly, some agribusinesses label their products as *fair trade*. These agribusinesses make a decision based on beliefs. We can describe them as 'ethical' businesses.

We use the word 'ethical' in general English to mean that something fits in a system of beliefs about what is right and wrong. In agribusiness, *ethical* is associated with things like the organic movement and the 'fair trade' movement. When we use *organic* to describe a farm, we mean the farmer has made a decision to avoid use of artificial fertilizers or pesticides. When we use the term 'fair trade' about a product, we mean that the producer has a commitment to ensure the workers are treated fairly. In both cases, the producer and the farmer have made a decision that reflects their beliefs or ethics. This means caring for every part of the supply chain, including any animals, and recognizing all the people who have an interest in the business. This includes the people employed by the business. It also means the people who buy their products or who live in the local community.

Ethical businesses make decisions based on a philosophy, in contrast with mainstream companies, which tend to make decisions based on commercial interest and profit. We call these 'conventional' businesses. Conventional businesses have become aware of the importance of ethics in the marketplace and are tending to diversify into more ethical products.

Twenty years ago, supermarket food departments tended to be typical conventional agribusinesses. It was unusual, for example, to find a supermarket selling organic meat products or free-range chickens. Today, supermarkets are the biggest sellers by volume of ethical products. That doesn't mean that, for example, they sell only organic or free-range chicken or other meat products, or what we call 'green' products. It means that you will find a range of products on offer. These will include meat produced using factory methods, as well as meat produced according to strict ethical rules. They will include coffee produced on conventional commercial plantations in South America or Africa, but also coffee which has the designation 'fair trade'.

And it is not just the food section where you will find the choice of ethical products alongside conventional ones. Cosmetics are a very important part of the secondary agribusiness sector. Today,

more and more people make their choices based on cost and quality on the one hand, and philosophical and moral principles on the other. We are all familiar now with the chains of shops that have sprung up in the last 30 years which specialize in organic beauty products. These, in turn, have influenced the conventional retailers so that it has become normal to find organic products in our supermarkets. In the same way, the 'beauty without cruelty' movement has been successful in persuading consumers to refuse cosmetics that use animals for testing. In both cases, we are switching from conventional to ethical choices and products.

Unit 1, Lesson 3, Exercise E 1.5

Introduction 1

Right, as I have said, there are different ways to define or categorize an agribusiness. One way is by looking at what it produces and how it produces it. Today, we're going to talk about agribusinesses, which fall into three types or economic sectors. I'd like to look at each of these in turn and try and identify the features we can associate with them.

Introduction 2

Today, I'd like to look at a different way of describing an agribusiness. And I want to explore the idea of business philosophy. We can do this by taking as our heading the idea of an ethical agribusiness, and then breaking that general concept down into the sort of questions we need to ask the business.

Introduction 3

Today, I'd like to look at a way to analyze an agribusiness further and in more depth. I'm going to use our sausage manufacturer again and put this, if you like, at the centre of our process. Then, I'm going to look at four different questions of equal importance. I want to see if we can connect the audit of an agribusiness philosophy to an examination of the business using a conventional analytic tool, the SWOT analysis. A SWOT analysis examines a business by looking at its strengths and weaknesses, and its opportunities and threats.

Introduction 4

Right, we've looked in some depth at why agribusinesses are different from mainstream businesses and we've looked at different sectors of the agribusiness economy. I would like today to talk a little about the origins of farming and agribusinesses and try and pinpoint some of the key developments, of the last nine centuries.

Introduction 5

We have talked about agribusinesses and we've looked at the very early origins of agriculture and agribusiness. Today, I'd like to look into the future. Let's imagine a time where the agriculture and food sector returns to where it began. Let's imagine a rural economy where there are local communities with high-quality, small-scale agribusinesses.

Unit 1, Lesson 4, Exercise D 1.6

Lecture 1

A primary or 'extractive' business produces raw materials. Farming is a typical primary activity. The dairy farmer 'extracts' the milk and sells it directly to consumers or to processors.

A farm is a relatively 'simple' business. We will talk more about what we mean by terms like 'simple' and 'complex'. Let's take a farm, South Farm Estates, with a turnover of, say, £1 million. We call the farm a primary or extractive business. A farm, even a large farm, has a fairly simple organizational structure. It tends to employ mainly unskilled labour. The workforce increases and decreases depending on the season. It uses the same core team of a manager and one or two skilled employees. If it supplies a supermarket with carrots, for example, the farm will probably process or sort them, but it isn't their job to add value to the raw material.

Compare that with a dairy products manufacturer, a secondary type of agribusiness. I'm going to give it a name, an acronym: 'DPM'. I want to talk about this company again.

DPM buys milk from the farm. They transform or process it into a new product. Their activities increase the value of the raw material a lot – they add value. DPM has a turnover of £3 million, but it has a complex organization. It has a number of distinct specialist departments and specialist managers.

OK. So we have primary and secondary agribusiness types. One is simple and one complex. One doesn't add significant value to the product; the other does. Now we come to the tertiary or service sector. This includes businesses such as insurance companies that specialize in agriculture. It also includes retailers, supermarkets, specialist food shops and shops selling agricultural products such as beauty products. I want to take a small retail chain selling food and other agribusiness products with a turnover somewhere between the

other two. The chain will need managers with a range of skills. Let's call their organization 'medium complexity'. They employ more unskilled workers per manager than DPM, but fewer than the dairy farm. They don't add value to the product which DPM supplies. They increase the price or 'mark up' because they have high costs – the shops, staff, energy bills. They also have a bigger product range than either of the other two – they are more diverse businesses from that perspective.

Unit 1, Lesson 4, Exercise D 1.7

Lecture 2

Philosophy and ethics are very important for the agribusiness sector. Why? Well, consumers tend to care a lot about the ingredients in their food; that is, what is in their food. And more and more today, consumers are not just concerned whether it is safe and healthy. Consumers want to know that they are buying an ethical product.

What do we mean when we say that an agribusiness is 'ethical'? It's hard to sum up in a sentence, but we can test if an agribusiness is ethical by using an audit – a formal questionnaire. Let's use our dairy product manufacture, DPM, again, as an example.

An ethical or green audit must be 'holistic'. That means we need to know every aspect of the business itself, as well as every aspect of its supply chain. The supply chain means all the businesses involved in supplying the raw materials and other materials – the 'inputs' that go to make the product.

The audit has two key, interconnected objectives. First, it has to verify that DPM meets sustainable criteria in the way it runs its business. Second, it must verify that all parts of the supply chain meet the same standards and respect the animals and people involved in making its products in the UK or other countries. And what does 'sustainable' mean? It means that the agribusiness makes its products to meet today's needs, without compromising or harming the needs of future generations – a key concept on this course!

So, starting with DPM, an auditor checks that the company has policies to look after and develop their workforce, who are key stakeholders. They check they have policies to take care of other stakeholders, such as the local community and customers. They expect the company to have policies to minimize any impact on the environment.

The audit will then check that the same policies apply in all parts of the supply chain. They'll check that suppliers meet recognized organic and animal welfare standards. Very importantly, they'll look at DPM's carbon footprint. You'll have heard of the term 'air miles' I expect. Establishing how many miles by air a product travels before you buy it is a way of focusing attention on environmental impact. It's part of checking that the company sources its ingredients and raw materials locally, where possible, to minimize the use of fossil fuels. And if a supplier is non-UK, they will check that they work to fair trade guidelines.

Unit 1, Lesson 4, Exercise D 1.8

Lecture 3

There are many business analysis tools. Two of the best known are PEST and SWOT. PEST is an acronym standing for Political, Economic, Social and Technological. We use it to analyze the external environment of a business. SWOT stands for Strengths, Weaknesses, Opportunities and Threats, and looks at the business and how it works internally. Most business plans include a SWOT analysis.

Let's take an agribusiness called the Ethical Farming Company (EFC) and we'll assume it meets the requirements of our ethical audit. Let's now do a more conventional analysis and look at strengths, weaknesses, opportunities and threats.

First the strengths: EFC has a good reputation, it has good cash flow, a good customer base and its profits have grown consistently over the last five years. The owner is sure that profits are linked to the fact that it's known as an ethical business with good organic products. There is evidence that these products are more profitable than conventional ones.

Now move round one step to weaknesses. The first thing I should say is that a 'strength' can appear as a 'weakness' too. So the fact that this is an organic agribusiness could be a potential weakness. Why? Well, in bad economic times, consumers who usually buy an organic product, even if it costs more, may choose a cheaper alternative. The limited number of products could be a weakness. And maybe EFC aren't as good at marketing as they could be.

OK, now opportunities. The ethical/organic link is a positive, because although organic products normally cost more, it seems the market for these products is set to grow and the opportunities for selling new products will grow too. Another key point is that

supermarkets and food chains are tending to sell more organic and ethical products today.

Finally, what about threats? Well, there are many linked to the things we have discussed. For example, economic problems and an increase in competition. One special threat is from bad publicity. That could be related to a case of food poisoning locally, for example. But an ethical agribusiness is committed to long-term sustainability and good business policies. The philosophy will help protect it from many of the threats that could affect conventional rivals.

Unit 1, Lesson 4, Exercise D 1.9

Lecture 4

The first evidence of systematic wheat production that we have dates back eleven and a half centuries, to around 9500 BC. For the next 2,000 years, there is evidence of cattle herding, but little else that we can call 'agribusiness'.

Around 7000 BC, we saw the beginning of a period of relative growth in the domestication of animals and crops. The earliest evidence of barley cultivation dates back to 7069 BC. Around the same period, cattle were domesticated in Turkey. Between 6200 BC and 5000 BC, irrigation was being used and inhabitants of the Indus Valley moved from growing wheat to cotton and sugar crops. People were growing rice in India.

The first major development of farming in Europe probably started between 5200 BC and 4900 BC. The communities of central Europe were probably the first to import domesticated animals and plants from central Asia into Europe.

Between 4000 BC and 2000 BC, there was a major leap forward. Horses and ploughs were used for the first time. In this period, tea was discovered and people began to use windmills. The invention of windmills seems to be evidence of the development of systematic food processing.

From 100 BC to AD 665, people acquired skills in processing sugar and the cultivation of crops in rows. This period is what is known as the Agricultural Revolution in the Arab World, and coincided with the discovery of coffee.

Unit 1, Lesson 4, Exercise D 1.10

Lecture 5

Agribusiness and agriculture has, in the last 50 years, tended to shift its emphasis. Firstly, from an emphasis on conventional methods and mass

production of foodstuffs. Secondly, to a period of emphasis on ethical and 'green' methods. Finally, to a more balanced approach today. The new approach aims to balance quantity with quality.

If we begin in the 1950s in the UK, we had a situation where the emphasis was on increasing production and 'outputs'. We can identify a number of factors or 'drivers'. There was the need to feed a rapidly growing population. And this was achieved by the development of new, high-yield crop strains and the use of efficient, industrial farming methods.

In the 1960s, there was a reaction to the idea that quantity was the most important thing. There were two main reasons for this. Firstly, people were frightened by the health scares linked to excessive use of chemicals on the land. Secondly, new, more ethical, philosophies began to become popular. These philosophies challenged the idea of industrial farming.

Today, we are seeing a new paradigm or 'model'. There are two reasons for this. Firstly, because conventional agribusinesses see a mass market for ethical products. Secondly, because new farming methods are starting to cut the cost of producing more ethical products.

What will the drivers be about 20 years from now, in 2035? Well, biotechnology will make it easier to produce more crops and better quality crops. Information technology will enable growth of online marketing. This will allow small producers to find new markets and establish sustainable commercial enterprises. People will tend to be more interested in improving the quality of their lives, not just their income. Will this encourage people back to rural areas, maybe? This could mean a regeneration of environmentally friendly, sustainable rural communities.

And would that take us back to where we started 100 years before? Perhaps!

Unit 3, Lesson 2, Exercise B 1.11

Part 1

Good morning, everybody. Today, I'm going to look at some related issues. Firstly, I'm going to talk about the key question and main points relating to food security. Then, I'm going to talk about the key question of self-sufficiency and I'll then be giving additional relevant information and trying to draw conclusions. OK. The first thing to say is, food security is not about being safe from stealing or attack. Food security is about having

access to safe and nutritious food. The UK government has recently focused on food security and land use because of the global food price rises that took place between 2006 and 2008. Self-sufficiency is one aspect of food security. Self-sufficiency means meeting your own country's food needs without help from other countries. Self-sufficiency and food security are connected to land use. And land use – the way we use land to produce the food we need – is closely linked to issues such as organic farming and soil quality, which I'll be talking about in the next lecture. Food security is important because it involves all aspects of the agribusiness sector and the food chain. There are two key questions a country like the UK must ask about food security. First, how much food does the UK actually need to produce? Second, what are the factors the UK needs to consider to ensure food security in the future?

Unit 3, Lesson 2, Exercise C 1.12

Part 2

OK. The first question is this, how much food does a country like the UK need to produce to be 'secure'? Let's use a *commodity* as an example – that is, a substance sold in very large quantities, such as potatoes. Potatoes were first introduced into the UK in the late 1400s. They've been a staple part of the UK diet ever since. Let's take an example of their importance from history. Ireland in the 1800s was dependent on potatoes for its food security. Most of the population in Ireland used at least some of their land to grow potatoes. But potatoes are susceptible to diseases. Potato blight, one of the worst of the diseases, caused terrible famine in Ireland in the mid-1800s. As a result of the potato blight, a million people died of starvation, and the same number left Ireland. What do we learn from this? Ireland was not *food secure*. Let's compare this with the UK today. Potatoes are still a staple food. If we take the period 2001–2008, the UK produced roughly 80 per cent of the potatoes it needed. Interestingly, in the same period, the amount of land used to grow potatoes dropped by more than 10 per cent. But the UK had no significant problem with the shortfall. New techniques in disease control and improved strains – types of disease-resistant seed potatoes – increased productivity. At the same time, people had money to spend on alternatives to potatoes, such as pasta and rice. As a result, the UK probably has a higher level of general food security than in the past, although the UK is not self-sufficient in potatoes.

OK, let's look at question two. What are the factors the UK needs to consider to ensure food security in the future? There are three aspects to this question which we need to consider. First there is *availability*, next there is *access* and finally *affordability*. OK, let's start with availability. Availability is about whether there is *enough* nutritious, healthy food, and whether the supply is secure. Access is about getting the food we have to the people who need it. And affordability is about whether the people who need it have enough money to buy the food.

Let's look at availability in more detail. Let's think about potatoes again. If we want to ensure availability without increasing land use, we need to increase productivity. That means, as I've said, using strains that resist disease and deliver higher yields per hectare. And that means, in turn, investing in research and development, the science of farming. It also means investing in training the people involved in farming to ensure we have a skilled workforce. And we need, in the long term, to promote sustainable farming methods that help ensure healthy crops and food today without compromising our ability to meet our needs tomorrow.

So, what about access to supplies of potatoes? Well, the UK, for example, has a good distribution and retail network. The important thing is to think about how to make distribution more sustainable and secure. That includes improving industrial relations to avoid the threat of strikes. It means encouraging people to source their food locally to reduce the carbon footprint. It also means helping developing countries improve productivity to ensure alternative supplies. The more countries that can supply the products we all need, the more food secure all nations and communities become. And these measures will tend to impact on the price or affordability of potatoes.

There is growing consensus that food security isn't about one country's self-sufficiency. It's a *global* issue. Food security in the UK is linked to food security in every other country in the developed, and also in the developing, world. It's all about balance.

Unit 3, Lesson 2, Exercise D 1.13

Part 3

Developing countries have a very different approach compared with the approach in *developed* countries. In developing countries, food security is used to describe the challenges of providing people with sufficient food to eat. And

with more than 850 million people in the world classified as 'living in hunger', food security in developing countries is a critical issue.

As we've seen, in the developed world, food security is about choices and finding a balance. And there are several elements which must balance. Firstly, the amount of food we produce ourselves and the amount we import. Secondly, the land we use for agriculture and the land we use for building. We must also think about the balance between the benefits and the cost to society of food security; for example, the risk of climate change and the cost of action to prevent it.

So, we have the 'three As' – availability, access and affordability – and in developed countries we assume that we can choose how we balance these things against the cost to our population. But for the developing world, food security is not about balancing costs and benefits. There are no choices. It is most often about simply finding ways to ensure an adequate supply of nutritious, healthy food, by any possible means. There are no spare resources to help build strategies to deal with emergencies that arise from, for example, the effects of climate change on raw material production. Dealing with climate change is not an option or choice; it's a matter of survival. Choice is, in reality, limited or non-existent. And one reason for this tends to be that developing countries do not receive a fair return or income, in return for the commodities and products they produce, in the current global economy. This means they are not able to invest in modernizing their agriculture and agribusiness sector – in developing a sustainable food economy. In developing nations, indicators of food security therefore tend to be about very simple factors such as the proportion of their populations' income spent on food and on levels of malnutrition and hunger. These are the things that decide if the country's food supply is secure, and if its people will live or die when their economies are hit by any new or unforeseen problem caused by natural cycles or global warming.

Unit 3, Lesson 2, Exercise E 1.14

Part 4

OK, so there is growing consensus that food security means different things depending on where you live, but food security *is* a global challenge. There is also a growing consensus that there are two issues we all face which are critical for a secure food future. The first concerns the impact of climate

change on global food production, and the question is: What can we do to reduce this? The second issue is about the way our global community currently favours the interests of developed countries at the expense of developing ones. And the issue here is how we move towards a fairer global economy so that countries in the developing world receive a fair price for their agricultural products and labour so they can invest in modernizing their agriculture and agribusiness sector.

Right. That's it for today. Next time I want to look at why *organic* principles are important for food security. And, in particular, I want to look at the issue of soil quality and how it relates to the topics we have discussed today. So don't forget to do some research on this topic before you come.

Unit 3, Lesson 2 Exercise F 1.15

- 1 Food prices rose sharply between 2006 and 2008.
- 2 The Irish potato famine took place in the 1700s.
- 3 The UK uses less land to grow potatoes now than in 2001.
- 4 Developing countries see food security in the same way as developed ones.
- 5 Fewer than 300 million people are classified as living in hunger.
- 6 Self-sufficiency means meeting others' needs as well as your own.

Unit 3, Lesson 3, Exercise A 1.16

- 1 en'vironment
- 2 'arable
- 3 ne'cessity
- 4 malnu'trition
- 5 con'sensus
- 6 'increase
- 7 de'velopment
- 8 su'stainable
- 9 'balance
- 10 con'trol
- 11 'physical
- 12 su'sceptible
- 13 a'vailable
- 14 'emigrate

- 15 'crisis
- 16 affor'da'bility
- 17 'factor
- 18 'agriculture

Unit 3, Lesson 4, Exercise C 1.17

Part 1

In the last lecture, we talked about food security. Today, I'd like to look at what we mean by 'organic principles' and 'soil quality' and how these relate to food security. Most people understand the value of soil quality in assuring the long-term sustainability of an agricultural system. Most people also understand its value in ensuring a healthy supply of food for the population. Perhaps a lot of people are *not* aware of the value of soil quality in reducing carbon emissions and combating global warming.

Unit 3, Lesson 4, Exercise D 1.18

Part 2

Soil quality is closely linked to food production. It is fundamental to a successful agribusiness sector. UN research indicates that more than 3 billion acres of agricultural land – an area larger than China and India put together – has been damaged by human actions in the last 60 years. These include deforestation, creation of industrial-scale farms involving the removal of hedgerows and the overuse of agrochemicals, with the attendant loss of the insects and other organisms that help maintain soil quality. And the average soil erosion rates – that is, the amount of soil lost annually – in Europe are estimated to exceed the average rate of soil formation, the amount of soil 'put back'. In other words, we are losing more soil than we are able to create.

The UK government wants to stop this process, and encourage agribusinesses to work to protect and improve soil quality. One of their strategies is to get agribusinesses to sell organic products and to get consumers to buy them. And to avoid people cheating, that means we need products that are *certified* as organic. What does certification mean in practice, then? A certified product has to be made from raw materials or ingredients grown on organic soil using only organic farming methods. I'll say that again, a certified product must be made from materials or ingredients grown on organic soil and using organic farming methods only. To ensure the process of certification, the government works

with a number of organic certification bodies, or 'CBs'. Certification covers five agribusiness sectors. These sectors are livestock, arable, horticulture, food processing and forestry. If we take livestock as an example, then certification includes primary sector agribusinesses in these categories: beef cattle, dairy cattle, pigs, sheep, and poultry for meat and eggs. So, if you are an agribusiness that makes *organic* products that use eggs, you must make sure your egg supplier is certified. That means that the chickens that lay your eggs are reared on organic land and eat only organic food. They can't eat chicken food made from non-organic cereal, for example. They must have labels showing where they came from if they're organic. And you must ensure that at least 95 per cent of your finished product ingredients are organic. Then you can sell your product as 'organic'.

OK, that's one part of a strategy for sustainability. Now, before I finish, I mentioned that soil has a very important role to play in two other ways.

Unit 3, Lesson 4, Exercise E 1.19

Part 3

Yes, soil really has a very important part to play, not only in providing the medium for growing good quality, healthy agri-products, but also in helping to reduce global warming. The key point is that good organic soil *captures* carbon much more efficiently than soil that has been farmed non-organically. And I want to give you a couple of statistics which I think make the point.

Recent research indicates that if all UK farmland was farmed using organic methods, then something like 3 million more tonnes of carbon would be absorbed by the soil each year. That is the equivalent to taking 1 million cars off the road in the UK. The other statistic I want to quote is that globally, if we switch to organic farming methods, we'll not only improve the quality of the food we produce, but we'll cut more than 10 per cent of our global greenhouse gas emissions.

Unit 5, Lesson 2, Exercise B 1.20

Part 1

Good morning, everyone. This morning, I want to begin the topic of agribusiness marketing. In this first talk, I'm going to give you an overview of a few key concepts. We'll look at other aspects of food and agricultural products marketing in the next few lectures. Also, in your seminars and assignments, you'll be able to cover all the

important points in more detail. OK, so ... er ... let's see – yes – to start with, we need to think about what marketing is. In other words, why *do* agribusinesses need to market themselves? And secondly, why is marketing such an important part of building a successful enterprise? After that, we're going to look at market research because agribusinesses, like all types of business, need good information on which to base decisions and build a marketing strategy. Part of this is about analyzing, so next I'm going to discuss the characteristics of markets. Then I'll finish by mentioning some different types of markets.

Unit 5, Lesson 2, Exercise D 1.21

Part 2

So let's consider a moment what marketing is and why it's important – why many people believe that marketing is potentially *the* critical factor in determining if an agribusiness will succeed or not. The Chartered Institute of Marketing talks about identifying, anticipating and satisfying customer requirements profitably in its definition. So the company must not only identify the customers' current needs correctly, but also predict or anticipate them. This enables the company to meet the customer's needs. The veg box distributor is an example I often think about from the area where I live. The company began as a conventional farming business selling products wholesale. When wholesale prices for vegetables dropped and profits started to fall a few years ago, they took a gamble and went into farm-gate sales. One or two local customers said that was great, but they wanted them to deliver their vegetables, and from that small beginning a major new retailing activity grew up. Anyway, er ... to return to the main point, like those farmers, every company, ethical or conventional, wants to build sustainable, profitable income. And good marketing – predicting what people want, accurately, and then making sure the product or service meets the need – is what competitive, successful business is all about.

Unit 5, Lesson 2, Exercise E 1.22

Part 3

OK, so, in theory, good marketing means knowing your customer so you can meet their needs. And in practice? Well, there are two things the marketing expert has to provide as a basis for ensuring their business meets customer needs correctly. First, they provide excellent and in-depth information about

the market or markets for the company's products or services. And they need this so that, secondly, they can identify the correct *type* of market for their product. What do I mean by market 'types'? Well, 'mass' and 'niche' markets are two classic examples. Let's take an agribusiness, Cuckmere Valley Organics (CVO), and an agribusiness making a well-known brand of cheap lemonade. CVO makes organic soft drinks using traditional methods from a small rural village. The lemonade company produces industrial quantities of its product from a factory near Birmingham. The lemonade producer targets supermarkets and food chains: high volume, a *mass* market. CVO might also target supermarkets, but their marketing experts will probably have identified a different type of market: higher margins, small volume and the 'specialist foods' areas of the supermarkets – a *niche* market. Right then, but let's assume that CVO wants to grow their business by developing an export capability. Here is where the marketing team have to use that other expertise – data gathering and analysis. And their data on the Netherlands and Belgium indicates they are a potential market for low-calorie, healthy soft drinks. As the slide shows, consumption of soft drinks in the Netherlands reached around 30 litres per head of population in 2007. And trends towards healthier living are growing demand for low-calorie drinks – like CVO's. In fact, since 2000, the consumption of low-calorie, or light, drinks increased by nearly 75 per cent. So, er ... where was I? Oh yes, so if we are thinking niche markets, then the Netherlands looks a very interesting prospect because the data indicates an existing niche market there. And why interesting? Well, because there is existing demand for products similar to the organic producer, but the demand is growing and it could offer CVO the opportunity to move from a niche marketing operation to a mass marketing operation. And whatever niche companies may say about their intentions and principles, good businesses all tend to dream about becoming market leaders in a mass market – but I probably shouldn't say that!

Unit 5, Lesson 3, Exercise B 1.23

Part 4

So, how does the marketer get the necessary information? By research, obviously. There are several ways to categorize market research. Let me see ... one way is to distinguish between primary and secondary research. Another important distinction is between qualitative and quantitative

research. However ... oh, dear ... sadly, I see that we've run out of time. This means that I'll have to ask *you* to do some research. I'd like you to find out what is meant by the four types of research I've just mentioned; that is, primary and secondary research, and qualitative and quantitative research. We'll discuss what you've found out next time I see you.

Unit 5, Lesson 3, Exercise C 🎧 1.24

- 1 'seminar
- 2 'overview
- 3 a'ssignment
- 4 'strategy
- 5 characte'ristics
- 6 suc'cessful
- 7 an'ticipate
- 8 'analyze
- 9 in'credibly
- 10 i'dentify
- 11 'category
- 12 va'riety

Unit 5, Lesson 3, Exercise D 🎧 1.25

Actually, marketing is arguably *the* most important aspect of management.

So, it follows that marketing must ensure that a business can satisfy customers' needs ...

What I mean is, they anticipate consumers' requirements.

Fundamentally, successful marketing is about having accurate data.

Anyway, er ... to return to the main point, ...

It's essential to identify basic characteristics of the market ...

Naturally, it is the aim of all companies to become the market leader ...

Unit 5, Lesson 4, Exercise B 🎧 1.26

Extract 1

LECTURER: Right, Leila and Majed, what did you find out about market mapping?

LEILA: Well, first of all we checked out the attractions in the region using the Internet. Then we visited the local tourist information centre.

MAJED: I went to the cinema yesterday evening.

Extract 2

LECTURER: And what else did you do?

LEILA: We talked to the manager. She was quite helpful.

MAJED: You're joking! She spent most of her time dealing with visitors.

Extract 3

LECTURER: Leila, can you give us an explanation of your market map?

LEILA: Well, yes, it has a vertical and a horizontal axis: attraction price versus how environmentally friendly it is.

LECTURER: What do the rest of you make of this? Evie, what about you?

EVIE: Well, erm ... I'm not sure really.

Extract 4

LECTURER: Majed, can you explain how you decided where to place the different attractions on the map?

MAJED: Well, yes, we wanted a simple picture so we used the information the attractions put up on their sites and this told us clearly how they fitted the map.

JACK: So it's secondary.

Extract 5

LECTURER: What do you mean by 'secondary', Jack?

JACK: I mean it's an example of secondary research. They did two things – they asked someone for information and then ...

EVIE: Actually, that's primary.

Unit 5, Lesson 4, Exercise C 🎧 1.27

Extract 6

LECTURER: Let's go back to this diagram for the moment to see how it can help with segmentation. First of all, tell us about the dimensions you chose.

LEILA: Well, price was easy, but the parents of a student here have a farm. They are trying out some radical new ideas. They gave us the idea of the environmental criteria. Didn't they, Majed?

MAJED: Absolutely. That seemed an interesting dimension – not the usual.

Extract 7

MAJED: The people who run the eco-farm are interested in the pricing, but they're also really concerned about how their business impacts locally on the environment.

JACK: Sorry, I don't follow. Could you explain why that's important for a business?

MAJED: Well, they depend on their local communities – they're stakeholders. It makes sense.

Extract 8

EVIE: But does this information help them improve profits?

LEILA: Well, if you look at the Sunday papers, for example, green tourism is big business, so I guess they'd say it does help profits, wouldn't they Majed?

Extract 9

MAJED: Yes, businesses need to be aware of what's going on in the world.

JACK: If I understand you correctly, you're saying that even if they're very specialist and target a niche market, these businesses could use the methods conventional companies use.

MAJED: Yes, that's right.

Extract 10

LECTURER: This is all very interesting, isn't it?

EVIE: Yes, but if we go back to the diagram, it's actually quite simple and logical.

LEILA: Correct!

Extract 11

JACK: I still think the whole idea is silly. Does anyone take a bus for a day out?

MAJED: Actually, we discovered that more and more people do, especially older people.

Extract 12

LECTURER: So what do you think is the most important point about the diagram?

EVIE: As Majed said earlier, they help to show a business where it is.

Extract 13

LECTURER: Any other ideas?

JACK: I'm sorry. Has anybody made the point that the information comes from the attractions themselves?

LECTURER: Yes, actually. Majed did say that earlier, but it's an important point.

Extract 14

LECTURER: So are there different things you could do with the map next time?

EVIE: I don't know if this is relevant, but you could combine the price and environment and then look at visitor background, for example.

LECTURER: Yes, that's interesting. Perhaps that is another way to segment.

Unit 7, Lesson 2, Exercise B 2.1

Part 1

Good morning, everyone. What I'm going to talk about today is one of the key questions for an agribusiness: What makes an effective production manager? To put it another way: What does a typical job description for an effective production manager involve? Bearing in mind, of course, that the production manager's job is different depending on the type of company. The large traditional food manufacturer may look at things like waste from the point of view of minimizing cost. In the case of the small ethical food producer, which we'll be looking at an example of later, the production manager's priority may be minimizing environmental impact. What I mean is that a production manager for a small ethical company may focus on waste in the whole supply chain. Anyway, we're not going to look at supply chain now, I mean today.

OK, now, um ... in later lectures we will be considering how companies, um ... a variety of companies, manage costs at the same time as ... I mean in such a way as to reflect their principles. Today, however, we're going to deal with what the effective production manager does.

Unit 7, Lesson 2, Exercise C 2.2

Part 2

As we have seen, the production manager's job can be very different depending on the type of agribusiness manufacturer they work for. As we know, producing food products or other agriproducts is not the same as managing an agriservice business such as an IT consultancy. I'll be talking about a day in the life of a production manager later, but their general responsibilities include scheduling things like materials and delivery, and planning budgets and capacity for current and new products and services, as well as allocating resources such as human resources and equipment. And, of course, they monitor costs such as production, labour, materials and

distribution. The production manager's job in both manufacturing and service agribusinesses is similar in some ways to the job of a ... er ... film producer, for example. He or she plans and schedules new film projects, is responsible for budgets and resources, and manages teams and day-to-day activities, tracking progress and monitoring labour and material costs. In other words, he or she makes the instant decisions and adjustments to the process which ensure that everything from raw material supplies to distribution is working effectively within budget.

Unit 7, Lesson 2, Exercise E 🎧 2.3

Part 3

OK, so the production manager's role is key and an important concept for the job is *complexity*, as we've heard earlier in the course. What do I mean by 'complexity' here? Well, say the agribusiness is an ethical business and is committed to green business principles, then the point is that every part of the process must reflect this. This also creates another layer of complexity in financial terms. So a decision on an imported raw material has to take account not just of price and availability, but whether the producer adheres to fair trade policies and organic principles. Looking at it another way, and to help illustrate more clearly, I want you to think about the case of a chutney manufacturing business, Utterly Chutney. Let's look at an important monitoring technique the production manager is going to use in this premium quality, organic agribusiness. What I'm referring to is the life cycle assessment process – the LCA.

OK, say the main ingredient of the chutney is tomatoes and the company produces its own tomatoes under glass. The production manager is responsible for selecting the growing method. The tomatoes can be grown in soil outside or in greenhouses under glass. There could be a significant difference between the results of one and the results of the other. The production manager must then make decisions about the sort of processing, including identifying the machinery needed and ensuring that it is in place in time for harvest. And of course, apart from liaising on an ongoing basis with other managers, he or she has to ensure that the staff are in place, motivated and trained to the standard needed for their roles. Plus he or she will ensure that the quality of the product is correct before carrying out any work to oversee the process of ensuring that the product reaches the customers.

Now, as he or she is working for an ethical, organic business, the production manager will also be involved on a daily basis in minimizing waste and impact on the environment, putting in place strategies for composting biodegradable waste – biomass. Secondly, he or she must ensure that an efficient transport system will be a priority too. So, as you can see, the LCA – which is already complex – becomes, in this way, even more so.

Unit 7, Lesson 2, Exercise F 🎧 2.4

Part 4

Now ... er ... let me see ... oh dear, we're running short of time. Anyway, never mind, I want to say something about the *personal* qualities required of an effective production manager.

The production manager may work on an existing system for production and quality control purposes. In an established system, he or she will need technical expertise and good analytical skills. The production manager will need to be patient and not make recommendations until he or she has gathered enough information. In the process, he or she will have to develop good, trusting relationships with the people working for him or her. If a production manager is going to be effective, he or she will need to inspire confidence. If the production manager can't create confidence in the workforce, he or she won't excel.

Flexibility is an essential quality for the production manager. What's important about flexibility is that it enables the production manager to deal with breakdowns, strikes and market fluctuations. And if the production manager doesn't have a flexible approach, he or she won't adjust to changing situations. He or she may be based on the production floor, but it will be important for him or her not to get too involved in micro-managing the production process. Micro-managing – taking care of small everyday details – is the responsibility of lower management levels. The production manager needs to have the ability to 'helicopter' – to see the whole picture.

Their main target is to ensure improvements in the performance of the business. The way improvements are measured will be different depending on the company. And what's different depends on the extent to which the company considers growth and improved profits to be a measure of success. Organizations like the chutney business will certainly put a high value on the quality of their products and their reputation as a responsible company. The production manager will

need to be able to interpret the policies of their company and synthesize the results of his or her analysis in effective day-to-day strategies. The production manager gets satisfaction from tangible results. And to achieve these, he or she will need to communicate with colleagues and managers at all levels and in different departments and also with suppliers and customers.

I suppose one of the main qualities that every production manager needs is the ability to take criticism. There will always be times when they're going to make unpopular decisions. People will often resent the things they want to do at first, but if the production manager is good at the job, he or she will win them over. It's about a very practical sort of leadership – the most important quality a production manager brings to the role.

Unit 7, Lesson 3, Exercise A 2.5

- 1 tra'ditional
- 2 'fertilize
- 3 hydro'ponics
- 4 biodi'versity
- 5 'scheduling
- 6 insemi'nation
- 7 ge'netically
- 8 re'newable
- 9 fer'ment
- 10 'biomass
- 11 fi'nancial
- 12 ro'tate

Unit 7, Lesson 3, Exercise B 2.6

Part 5

I'm going to finish by looking back at the factory environment and a vital part of the management process, which is scheduling.

Now, planning production is a very painstaking process. The reason is that planning decisions are based on a range of different factors – not to mention the fact that many are outside the production manager's control. Let's take chutney makers as an example. If they have a shortfall in produce because of a prolonged period without rain, they may have to buy in tomatoes. The production manager can't control that. Plus there's the fact that other suppliers may also be experiencing a shortage, which will cause

additional problems because it may increase demand and exacerbate shortages.

OK. Where was I? Oh, yes ... So scheduling means working out the key production timetable in relation to other processes. You've probably heard of 'Critical Path Analysis'. Kelley and Walker developed this project modelling technique in the 1950s in America. Critical Path Analysis is a technique for examining the stages in a production process, and ensuring that they interrelate correctly. The advantage of Critical Path Analysis is that it acts as a checklist to ensure that actions are taken at the correct time and in the correct sequence to deliver the planned result. It doesn't matter whether you're managing a lean production process – a more modern and creative system – or the traditional assembly line pioneered by Henry Ford. You need a clear framework for both, and although it was more than 50 years ago that Critical Path was introduced, it is still an invaluable tool and used widely today.

Good planning must permeate every part of the manufacturing agribusiness's activities and processes. That's the message. Let me put it another way ... production needs to be planned.

Oh, I nearly forgot to mention your research topics. OK, well, what's very important for any business is innovation – the ability of a business to think laterally and find new directions. So I'd like you to find out what an agribusiness needs in order to achieve successful innovation.

Unit 7, Lesson 4, Exercise B 2.7

Extract 1

Now, as we said earlier, a production manager needs to be able to think laterally, come up with new solutions and learn new skills. This is part of what makes a production manager effective, particularly in a forward-looking agribusiness. I suggested you look at the Sorda Estates case study. Sorda is a traditional dairy and arable farming business which six months ago surprised a lot of people when it announced the opening of the first phase of a ground-breaking, carbon-neutral housing project. What was the motivation to do this? And does the production manager need different skills for the new venture? Let's have some ideas.

Unit 7, Lesson 4, Exercise C 2.8

Extract 2

JACK: Well. I'd like to make two points. First, I think it's important to point out that the real business

for Sorda is selling biomass fuels to generate energy for the new houses.

LEILA: Can you expand on that, Jack?

JACK: Certainly, Leila. Sorda are obviously going to profit, short term, from building and selling the new houses. But they'll benefit long term from supplying the fuel needed.

LEILA: So?

JACK: So the point is that it's a 'win-win' situation for them.

LECTURER: OK. So, what's your second point, Jack?

JACK: I was coming to that! My second point is that they're also developing a range of dairy products. They're going to have a source of low-cost housing to help attract the workers they'll need to employ for the new dairy business.

LEILA: Yes, but the workers could have found housing anyway.

MAJED: Actually, I don't agree with that, Leila, because, from looking at the background to the project, affordable housing is a big problem in that area.

EVIE: Sorry, but what are we talking about, exactly? Is this a social project or a business?

LEILA: Well, I guess my question is: Does it need to be one or the other? I'm not sure. Anyway, I'd just like to say that, according to what I've read in the case study, the production manager would have to be pretty exceptional.

EVIE: In what way?

LEILA: Well, the original farm business – the mixed farm – was very traditional. Even when they started producing dairy products, it wasn't a complex agribusiness.

EVIE: I'm not sure what you're getting at. Does he, or she for that matter, have to build houses?

LEILA: No, but what I'm trying to say is, even if you look at the planning of the new project, there are a lot of different, interrelated elements that he or she needs some knowledge of.

EVIE: Nope, I'm still not clear. Can you give me an example, Leila?

LEILA: OK. Look at it this way. Sorda decide that they are going to replace a brownfield site – some redundant farm buildings – with houses. But the estate includes areas of special scientific interest. And they're going to make this a carbon-neutral eco-project. That means, for one thing, they're going to build the new 'village' round a biomass boiler and source the wood chips it uses from their

own low-grade timber. And then they'll use the same technology in a new, purpose-built agrimanufacturing unit.

MAJED: OK, I'm with you now! So the production manager does need a good range of skills then!

LECTURER: Absolutely! And the Estates Board are interested in developing the food business as part of a cooperative. The production manager has to understand all these elements and make sure they are all planned for.

MAJED: Yes, that's right, but I'd just like to add something. I said earlier that housing is a problem and employment is also a problem and so is fuel poverty – people are having real trouble paying for their fuel in rural areas. So the project *is* complicated, but if the production manager is effective, he or she will have the advantage of working on a scheme which is really coherent. I mean, it doesn't just solve one problem and create others.

Unit 9, Lesson 2, Exercise B 2.9

Part 1

Good morning, everyone. I'm going to talk to you this morning in some more detail about two key aspects of agribusiness financial management: financial accounting and management accounting. OK, first of all, it is important to point out that in the EU, for example, about 95 per cent of agribusinesses are micro-businesses. As we've seen, a micro-agribusiness tends to have a financial manager who combines all the finance functions, and in farm businesses, the farm manager performs the role of financial manager. We're going to look first at what we mean by management accountancy, then what we mean by financial accountancy, in the context of a medium or large agribusiness. I'll also touch briefly on the treasury function and on green accountancy, and then, before I finish, I'll give you a summary of the differences between financial and management accountancy.

Before I begin, I have a little story to tell you. As a young trainee manager, I worked for an agribusiness producing speciality ice-creams – Home Farm Ices, or HFI for short. The boss had been marketing manager for a large agribusiness, and decided to move to the country and start his own enterprise. HFI was very successful initially, with good sales and rapid income growth. Unfortunately, the boss wasn't as good at finances as he was at marketing. He didn't have proper financial systems in place and so he didn't realize that if he took

overheads and finance costs into account, he was actually making a loss on over 50 per cent of his lines. After three years, HFI didn't have enough money to pay its taxes or its raw materials supplier, and its bank was threatening to call in its overdraft – effectively, to close the company.

The point of the story? Well, it's not just bad businesses that end up in trouble. A lot of potentially very good businesses do too, and the problems often start with the financial management ... or lack of it. Right ... to get back to the main part of my lecture.

Now to start with, as we have already noticed, it's pretty clear that, in order to be successful, companies need to pay particular attention to finance and financial matters. In doing this, they make use of some fairly standard financial tools. In fact, as we will see, companies adopt a number of methods to help them to manage and control their finances. But I suppose the first point to note is that a major difference can be made between management accounting, or MA, and financial accounting, or FA. It's the first of these that I'm going to focus on now, although it's worth pointing out here that, in terms of finance and financial planning and monitoring, companies use both kinds of accounting to help them measure and plan their activities.

To illustrate the topic, I want to look at a larger enterprise. West Coffee Company (WCC) was established in the 1980s to trade in coffee – buying and selling on the international market. Today, they have stakes in agribusinesses producing raw materials in Kenya and Brazil. They retain their core business, but over time they have diversified downstream, and by downstream we mean new products created from their core product. So they've produced a range of instant coffees, for example, which they sell either under licence in supermarkets across Europe or under their brand name of 'Supra' coffee. Now, before we look at WCC and the way they organize their finance and accounting department, it's important to say that the company accountant today is a key member of the management team and will be expected to have good communication and interpersonal skills.

OK, so to start with, let's take a few moments to consider the role of management accounting. What is management accounting supposed to do? Research has shown that there are three important aspects of management accounting. It could be argued that these three aspects also exist for financial accounting. But, as we shall see here, these tend to have a different emphasis – I'll come back shortly and look at similarities and differences.

The first important point to note here is that management accounting deals with the forward planning aspect of business; that is to say, with how a company is *going* to perform, rather than concentrating on how well or how badly it has performed in the past. So, from the point of view of the senior management team at WCC, it's fair to say that they depend on their management accountant to interpret the data from the financial accountants. In addition, they need him or her to provide a Management Information System (MIS), which keeps the focus of decisions on profits. The MIS at West Coffee Company uses annual budgets – monthly reports enabling managers to decide how to spend money, and to know whether WCC will need to borrow money in the future if they want to invest in new machinery or pay for expansion in the short term, for example. The management accountant also helps monitor cash flows and the value of investments, and predicts future profits or losses. For a company like WCC, where changes in the external environment such as an increase in the price of coffee globally can be critical, increasingly we find that they use this predicting – this future-oriented – role of management accounting as an internal management tool. It helps to monitor the performance of divisions or separate units of the company.

So as we can see, management accounting is also used extensively to control and predict financial aspects. Just to recap for a moment, as we have seen, these aspects cover a lot of different areas, but two good examples here would be a company's borrowing – how much it needs to borrow – and its profitability – that is, how likely it is to be able to make a profit in the future. It's true to say that a lot of aspects of a company can be measured by using management accounting approaches and that's the reason why they use them. Even staff performance, for instance, can be measured by some management accounting techniques.

The second major point, in relation to management accounting, is that unlike financial accounting, management accounting is not strictly essential. What I mean, in other words, is that there isn't a statutory or *legal* requirement for a company to employ a management accountant. When we look at financial accounting, we'll find that there are some legal requirements which a company must adhere to. However, as far as management accounting is concerned, that isn't the case. WCC can decide whether they want to use management accounting techniques, employ people such as management accountants and so on, or not.

Thirdly, as an internal company management mechanism, management accounting is generally considered to be good practice. As a result, companies like WCC tend to make full use of management accounting. Crucially, because management accounting is able to look at various different parts or units of the company as required, and because it can provide financial data inside a company for managers to use, it is a powerful management tool. The power of management accounting within this context – the internal one – lies in the fact that decisions can be made inside a company, based on the data and conclusions which come from management accounting techniques. So it should be clear that management accounting is very useful for a company. It should also be clear that management accounting is not a great deal of use to outsiders – it is used only within a company. On the other hand, let's turn now to financial accounting ...

Unit 9, Lesson 2, Exercise C 2.10

Part 2

Let's turn now to financial accounting. As we have seen, management accounting looks forward, but financial accounting is much more concerned with the past and with what has already taken place financially. We're talking here, of course, about the UK, and you may want to compare it with what happens in your own countries, but here, specific documents are required in financial accounting, usually in the form of a company balance sheet and a profit and loss account. It will often also show assets and liabilities, and will provide a cash flow statement. Thus financial accounting shows how the business has performed over a specific period of time. It will also, as an additional function, describe the assets and liabilities of a company and – quite important, this – it will give a 'snapshot' view of the company's financial strengths and weaknesses over this period. And we also need to remember the fact that unlike management accounting, companies do not have a choice over financial accounting. All registered companies must provide a financial report in a particular form. In the UK and the USA, for example, this is a legal requirement and is monitored against professional standards such as GAAP, which stands for Generally Accepted Accounting Principles. Accounts have to be checked or 'audited' as this is known, and this checking must be done by independent accountants, provided in a standard format – for example, the balance sheet. The results must be

sent to shareholders and to a legal registry, which in the UK is called Companies House. There are agreed standards and principles that financial accounting must use to provide this information, and if any illegal practices are discovered, then this can result in serious charges against company directors. If you want a good example of how this can happen and the problems it can cause, consider the Enron scandal. Enron was the biggest power company in the USA at the time of the scandal. Senior company officials were found to have been hiding the debts of the parent company in other companies. The whole question of accounting practices was opened up, and both the directors and the accountancy firm of Arthur Andersen were prosecuted. So the real question behind financial accounting is: Is a company doing what it needs to do within the law?

Now, where was I? Oh yes, right, I was talking about the importance of the regulation of financial accounting – which is, of course, not the same with management accounting.

Yes, and a further important point about financial accounting is that it deals with the whole company, rather than just some bits or sections of it. Also, it is useful for external observers. This means that lots of different people – for example, investors, potential shareholders, customers and financial analysts, as well as bankers and the tax man – can all see how well or badly a company has done over the past year or more.

So, what exactly have we looked at this morning? Well, to sum up, we need to understand the major differences between management accounting and financial accounting happen in three distinct ways, although it is fair to say that these three different ways are also connected! Firstly, financial accounting tends to look at the past, whereas management accounting is much more concerned with the present and future. Secondly, financial accounting is part of the legal regulations that companies must observe, while management accounting is – in a sense – optional. In other words, a company can choose whether to have management accountants or not, although many now do. A third major difference is that management accounting deals largely with internal matters, while the results of financial accounting are available to outsiders. These three main differences between management accounting and financial accounting are also reflected in the kind of documentation which is provided for accounting purposes ...

Unit 9, Lesson 2, Exercise D 🎧 2.11

- 1 ... in terms of finance and financial planning and monitoring, companies use both kinds of accounting to help them measure and plan their activities.
- 2 Research has shown that there are three important aspects of management accounting.
- 3 It could be argued that these three aspects also exist for financial accounting.
- 4 But, as we shall see here, these tend to have a different emphasis – I'll come back shortly and look at similarities and differences.
- 5 So, from the point of view of the senior management team at WCC, it's fair to say that they depend on their management accountant to interpret the data from the financial accountants. In addition, they need him or her to provide a Management Information System, or MIS, which keeps the focus of decisions on profits.
- 6 For a company like WCC, where changes in the external environment such as an increase in the price of coffee globally can be critical, increasingly we find that they use this predicting – this future-oriented – role of management accounting as an internal management tool.
- 7 It's true to say that a lot of aspects of a company can be measured by using management accounting approaches.
- 8 So it should be clear that management accounting is very useful for a company.

Unit 9, Lesson 3, Exercise A 🎧 2.12

- 1 'strategy, 'customer, in'vestor, 'turnover, 'shareholder
- 2 'assets and lia'bilities, 'capital in'vestment, fin'ancial trans'action, 'operating cost
- 3 'profit and 'loss, 'balance sheet, 'profit margins, 'cash flow
- 4 'actually, 'generally, 'usually, fi'nancially, 'crucially

Unit 9, Lesson 3, Exercise C 🎧 2.13

Part 3

OK, so moving on to think about financial documents. OK, it's important to remember here that the three major distinctions that we described

between management accounting and financial accounting are reflected in the sort of documentation which is provided for accounting purposes. Today, I'm going to look at the three types of document which are typically associated with financial accounting: balance sheets, profit and loss accounts, and cash flow statements.

Let's start with the baseline document: the balance sheet. OK, so we already know that companies are required by law to produce this document – that is, it is a statutory requirement. So let's look in a bit more detail at the balance sheet and the sections you will find in it. If you look at any balance sheet, you will see that it is normally divided into three main sections, and the three main pieces of information you find about the company are as follows.

Number one is their assets. That is, what they own and how much it's worth; assets include their factories and vehicles. Number two is a summary of the liabilities of a company, which if you like is the opposite of the assets. Liabilities, as we have already seen, are what the company owes to others. The company has a bank loan which attracts interest, and it also owes money to suppliers. Thirdly, and this is the final main piece of information on the balance sheet, we find the owner's equity or shareholders' equity. 'Shareholders' equity' is defined as the amount of money the company has raised through shares. In other words, this is the money which is helping to finance the company. For some companies, the amount of share equity is not very large, relatively, but with other companies, it can be enormous: for example, before BP started to have problems as a result of the Louisiana oil spill, its stockholder equity exceeded \$100 billion. As Baker points out in *Principles of Business Finance*, one of your core texts – the 2nd edition was published in 2002 – we can think of shareholders' equity as total assets minus total liabilities; but you don't need to worry about that at this stage.

OK, so now we can see that these three sections or parts of the balance sheet – the assets, the liabilities and the shareholders' equity – together can provide shareholders and others with a good, accurate picture of the company. To quote Baker, 'At a specific point in time, these three parts of a balance sheet can give investors an idea about what the company has – that is, what it owns – as well as describing its debts or what it owes.' It also describes, as we have seen, the amount of money which has been invested by the shareholders, and which, therefore, the company is able to use.

By the way, I see that a number of you are using the Cornell note-taking system. That's excellent. Do you all know about Cornell? No? Right, well, I suggest you look at *How to study in college* by Walter Pauk, the 10th edition, published in 2010. It's very helpful, and it should be in the university library. I'm sure that you all know the importance of taking good notes – and this system is particularly useful.

So to get back to the main topic ... looking at the diagram on the slide, we can see that some other documentation is required for financial accounting. The second element is the profit and loss account, or P and L account, which can tell us if the company is financially healthy, and perhaps also whether it is being managed well. One definition of the P&L account given by *thefreedictionary.com* on the web is: 'An account compiled at the end of an accounting period to show gross and net profit or loss.' Typically, this account shows, for example, the cost of sales, which if it's taken away from the sales income, gives us the gross profit. You then deduct other items of expenditure, such as salaries, or rent, and you are left with a net profit, or perhaps a loss! By the way, in the US, a profit and loss account is known as an 'income statement'.

Now, the third element of financial accounting – that's the cash flow statement – is slightly different because it is not always necessary. To be more precise, this third element is only required when a company is a 'plc' – that's a public limited company – whose shares can be traded or bought and sold on the stock exchange. So, to summarize briefly: this particular part of the accounting process, the cash flow statement, answers questions about how the company was able to find the cash to finance its recent activities; for example, whether this money came from inside or from outside the company.

Now, I think that's all I'm going to say for the moment on the basic parts of financial accounting documentation. Are there any questions so far? No, good. Now, when I see you in tutorials, we'll look in more detail at management accounting. In the meantime, I'm going to set you a research task. Right, now listen carefully ... your task is to find out about the different documents that are used in management accounting. I'd like you to work in groups of four. Each group should find out about the various management accounting documents that are used and report back on your findings.

Unit 9 Lesson 3, Exercise D 2.14

Extract 1

As Baker points out in *Principles of Business Finance*, one of your core texts – the 2nd edition was published in 2002 – we can think of shareholders' equity as total assets minus total liabilities; but you don't need to worry about that at this stage.

Extract 2

By the way, I see that a number of you are using the Cornell note-taking system. That's excellent. Do you all know about Cornell? No? Right, well, I suggest you look at *How to study in college* by Walter Pauk, the 10th edition, published in 2010. It's very helpful, and it should be in the university library.

Extract 3

The second element is the profit and loss account, or P and L account, which can tell us if the company is financially healthy, and perhaps also whether it is being managed well. One definition of the P&L account given by *thefreedictionary.com* on the web is: 'An account compiled at the end of an accounting period to show gross and net profit or loss.'

Extract 4

OK, so now we can see that these three sections or parts of the balance sheet – the assets, the liabilities and the shareholders' equity – together can provide shareholders and others with a good, accurate picture of the company. To quote Baker, 'At a specific point in time; these three parts of a balance sheet can give investors an idea about what the company has – that is, what it owns – as well as describing its debts or what it owes.'

Unit 9 Lesson 4, Exercise C 2.15

Extract 1

It seems quite clear that management accounting is a very useful way of controlling what happens in a company. Let's look at three basic advantages: firstly, management accountants can show where the strengths and weaknesses are in a company; secondly, it's possible to look at a wide range of different types of performance in different sections or units of a company; and thirdly, pretty important this, ...

Extract 2

... erm, I think one big difference is management accounting. This is very important. It's possible ... er ... we can see how this is very important. So let's

look at the chart and ... oh, sorry, that's the wrong chart, just a minute ... right, so here is some difference between financial and management ... er ... you can see I think, this difference ... do you have any questions about this chart? ...

Extract 3

We could ask the question: How much does it cost to use an accountant? Usually, this is very expensive but it is necessary. If you use an accountant, you can get a good balance sheet. Then you can show the customers how well the company is performing. On the other hand, a good accountant is also very important for the public. In many countries, including the UK, you have to have a balance sheet for the public, and this balance sheet is the basic sheet for the whole company. Here, we must look also at the profit and loss account because that is ...

Extract 4

So, this main difference – the fact that unlike financial accounting, which is public, management accounting is an internal mechanism. This difference shows us one of the main functions of management accounting. In fact, we could say that this summarizes the main importance of this type of accounting, and it also explains why more and more companies are using management accounting methods to improve their efficiency. If we look at the chart I've prepared here, we can see the main areas that management accounting will be looking at. For example, if we examine in a bit more detail the section called Cash Flow Forecasting, we can see that this can be a very effective method for a company to examine its profitability. Another area is ...

Unit 11, Lesson 2, Exercise B 2.16

Part 1

Good morning. My name is Alan Hernandez and I'm a specialist in agricultural business strategy. It's a pleasure to be here today. I'm going to examine some of the external factors that will affect the future of agriculture. In other words, I'll look at some of the outside influences that affect farming agribusinesses in a country like the UK today.

Let's be clear, I don't want to suggest that there aren't a lot of *internal* issues that affect a farming agribusiness. We know that companies need to be concerned with the way they manage their operations and finance. But there are issues at a national and international level which have a significant impact on business decisions. To some

extent, each farming business will be affected in a different way, but it is clear that all farming agribusinesses will have to be aware of changes in inflation and interest rates, and the impact on their markets of new competitors in developing countries. Not only that, but they also need to be aware of changes in legislation and public opinion in the areas where they operate. So to try and make sure we keep the discussion of *external* pressures on agricultural business reasonably simple, I'm going to summarize some of the key points to do with first political, then economic, factors.

Unit 11, Lesson 2, Exercise C 2.17

Part 2

To start with, then: political influences on farming. Whether it is decisions by the World Trade Organization or national election results, politics has a key and often indirect – as well as direct – influence on a farming business. If we take the European Union for example, then changes to the Common Agricultural Policy, or CAP, will affect a UK farmer – but how? Will changes in the CAP encourage the growth of small farm businesses? Will changes in the CAP favour sustainable farming or industrial farming in the European Union, or both? The answers will impact on the performance of a farming business in the UK, positively or negatively. Farmers need to understand the issues.

So, let's stay with the example of the EU and the CAP. The CAP recently underwent a consultation exercise which produced some radical thinking. The aims of the CAP, however, remained pretty much unchanged. It has a number of priorities. Firstly, its aim is to increase productivity. Secondly, it ensures a fair standard of living for the agricultural community. Thirdly, it works to stabilize markets and assure food supply. And finally, very importantly, it is responsible for ensuring reasonable prices for the consumer. The results were: not much change. In the same period, it's worth noting that there's been a major and global *credit crunch*. And it's fair to say the result has been a 20 per cent fall in the sale of organic products in supermarkets in the UK.

Are economic pressures more powerful then? Well, no, they're just different, perhaps.

And staying with political pressures on a farm business, another example is the pressure group. That is to say, those organizations whose job it is to influence government policy. Let's be clear, no government or enterprise in the agribusiness sector today can ignore the power of the pressure

group. As an example, we need look no further than egg production. Because until quite recently, the vast majority of the eggs we bought were still produced in 'batteries', by which we mean huge sheds where chickens are packed in small wire cages to produce the maximum number of eggs at the minimum unit cost. Compassion in World Farming and other pressure groups mounted a highly effective campaign, including the Good Egg Awards scheme, raising awareness of what they are quite clear was an unnecessary and cruel method of farming. The resulting public backlash led to the EU banning batteries from 2012. It also led directly to companies like McDonald's and Sainsbury's supermarket refusing to use or sell eggs produced using these methods. Not as significant as the impact of global recession, but significant nonetheless, I'm sure you'll agree.

There are many other pressure groups dedicated to improving the treatment of farm animals. Most of these are charitable organizations. People for the Ethical Treatment of Animals – or PETA as it's known – claims to be the largest animal rights group in the world. It tends to concentrate on specific issues such as factory farming and the fur trade. However, pressure groups aren't all in the charitable sector. The Farm Animal Welfare Committee (FAWC), a case in point, is an expert committee funded by the UK government to provide advice on the welfare of farmed animals – another sort of pressure group.

Friends of the Earth, which was founded in 1969, is a high-profile organization – 90 per cent funded by individual donations – working on global campaigns such as 'Fix the Food Chain'. Amongst other things, this highlights the threat caused by clearing rainforests to make room for soy production. And the Royal Society for the Protection of Birds (RSPB) has long been instrumental in highlighting issues such as the effects of modern farming methods on biodiversity, helping persuade governments to give farmers a financial incentive to protect bird habitats. Because, biodiversity, as we know, has an impact on agriculture. Interestingly, the major global pressure groups such as the World Wildlife Fund (WWF) are now more and more harnessing the enormous power of social networking sites. The name WWF is associated with protecting wild animals, but with campaigns like their One Planet Future and using sites like Facebook and Twitter, they are increasingly active in the mainstream sustainability debate.

It's important to be aware that farms aren't simply machines, producing the raw materials we

eat. They rely on things like rainfall, sunshine and good-quality soil. And as stewards of our landscape and natural heritage, they are held to account by governments and consumers. What's more, concerns about the effect of modern farming practices on birdlife and bees, for example, are important to the people who pay taxes, as well as the people who donate to pressure groups like the RSPB. So, they influence governments who allocate taxpayers' money to support conservation and pro-environment actions.

Not everyone, of course, supports these actions. Some experts say that such funding does not, in fact, represent a good investment of taxpayers' money. I have to say, in my view, they may have a point. An excellent recent BBC investigative programme entitled *The Price of Britain's Disappearing Wildlife* raised some very interesting issues. In the programme, with respect to effectiveness and value for the taxpayer's money, it was explained that the government invests heavily in biodiversity grants for farmers. For example, they gave £546 million in biodiversity grants in 2009 to farmers to encourage wildlife. Actually, though some farms have seen an increase in birdlife, overall the farmland bird population has experienced a 50 per cent *fall* in the last 30 years despite this high level of investment by the taxpayer.

Be that as it may, we can see clearly that the effect of politics on the sector is particularly important, given the globalization of markets.

Now let's move on from politics and look at some of the economic influences on the sector. It is well known that in Europe, there has been a huge reduction in the agriculture sector compared with other sectors of the economy such as the service sector, over the last century. Productivity, in contrast, has increased dramatically. As a result, while food prices in Europe have been volatile over the last 30 years, overall, in general, there has been a fall in the cost of food. In 2007, however, this trend was broken. Prices increased suddenly, reaching exceptional levels in early 2008. The impact on economies globally has been significant. The increase in prices resulted from a number of economic factors. There is a correlation between global population growth, rising incomes, consumption in emerging economies, and the development of new markets and the increase in demand. And, at the same time, global supply has been under pressure for some time due to a slowdown in the growth of food crop yields and fuel price inflation, which impacted on agricultural commodity prices. In 2007, these underlying problems were exacerbated by temporary

problems, such as shortfalls caused by bad weather, the imposition of trade restrictions, exchange rates and speculation in the markets, as well as the loss of agricultural land to non-food crops including biofuels, driving up agricultural commodity prices.

After 2008, however, the economic environment changed again. Agricultural commodity prices fell with wheat production, for example, reaching record levels in 2008, leading to a decline in wheat prices. Weather conditions were also more favourable: energy prices came down, the export restrictions imposed earlier were lifted, and the EU itself relaxed rules on production while at the same time providing developing countries with help to alleviate the worst impact of shortages.

So if we assume that economic pressures can have a devastating effect on the sector, can we reduce the worst impacts on the most vulnerable, at least? Well, looking to the future, there are initiatives that suggest this may be so. Charities like Farm Africa, for example, who focus on training and support for poor communities in East Africa, help families work themselves out of poverty through improved ways to manage their crops, livestock, forests and access to water. Charities like this offer a pragmatic, low-cost approach, based on finding what works, and applying this knowledge.

Unit 11, Lesson 2, Exercise F 2.18

Not everyone, of course, supports these actions. Some experts say that such funding does not, in fact, represent a good investment of taxpayers' money. I have to say, in my view, they may have a point. An excellent recent BBC investigative programme entitled *The Price of Britain's Disappearing Wildlife* raised some very interesting issues. In the programme, with respect to effectiveness and value for the taxpayer's money, it was explained that the government invests heavily in biodiversity grants for farmers. For example, they gave £546 million in biodiversity grants in 2009 to farmers to encourage wildlife. Actually, though some farms have seen an increase in birdlife, overall the farmland bird population has experienced a 50% per cent *fall* in the last 30 years despite this high level of investment by the taxpayer.

Unit 11, Lesson 2, Exercise G 2.19

Extract 1

I'm going to examine some of the external factors that affect the future of agriculture. In other words, I'll look at some of the outside influences that affect farming agribusinesses in a country like the UK.

Extract 2

Let's be clear, I don't want to suggest that there aren't a lot of *internal* issues that affect a farming agribusiness ...

Extract 3

The results were: not much change. In the same period, by contrast, it's worth noting that there's been a major and global *credit crunch*.

Extract 4

And it's fair to say the result has been a 20 per cent fall in the sale of organic products in supermarkets in the UK.

Extract 5

And staying with political pressures on a farm business, another example is the pressure group. That is to say, those organizations whose job it is to influence government policy.

Extract 6

As an example, we need look no further than egg production.

Extract 7

Because until quite recently, the vast majority of the eggs we bought were still produced in 'batteries', by which we mean huge sheds where chickens are packed in small wire cages to produce the maximum number of eggs at the minimum unit cost.

Extract 8

Compassion in World Farming and other pressure groups mounted a highly effective campaign, including the Good Egg Awards scheme, raising awareness of what they are quite clear was an unnecessary and cruel method of farming.

Extract 9

I have to say, in my view, they may have a point.

Extract 10

An excellent recent BBC investigative programme entitled *The Price of Britain's Disappearing Wildlife* raised some very interesting issues.

Extract 11

In the programme, with respect to effectiveness and value for the taxpayer's money, it was explained that the government invests heavily in biodiversity grants for farmers.

Extract 12

Actually, though some farms have seen an increase in birdlife, overall the farmland bird population has experienced a 50 per cent *fall* in the last 30 years despite this high level of investment by the taxpayer.

Unit 11, Lesson 3, Exercise A  **2.20**

a sig'nificant 'cause

'business oppor'tunities

'climate 'change

'critical 'levels

'damage to the en'vironment

environ'mental 'issues

'global 'strategy

'global 'warming

'habitat de'struction

'part of the so'lution

Unit 11, Lesson 3, Exercise B  **2.21****Part 3**

Looking again at the effect of environmental issues on agricultural businesses, of course there is no industry that is more directly affected by environmental change than farming. So how serious are the problems for the future of farming? Well, first of all, there is no doubt that we are seeing significant changes in the natural environment, most catastrophically in the developing world. But the real question is: Is farming contributing to these changes and can farming help? Some people in agriculture claim that it is nothing to do with them. I'm afraid that whether you look at global warming or habitat destruction or loss of biodiversity, that view is simply not credible. For example, research has suggested that intensive farming currently takes something like 20 tons of rich organic matter out of every hectare every year, leading to a release of carbon into the atmosphere where it contributes to climate change. The evidence is contained in the research of climatologists like James E Hansen, who has argued that human activity is now a greater cause of global warming than natural climatological events. The result of activities like burning fossil fuels and deforestation means that we have pushed carbon dioxide concentrations in the atmosphere to critical levels.

So if agriculture is a significant cause of the environmental problems we face, then what is the

future of farming and how can it become part of the solution? Well first of all, let's be clear that not everyone is convinced of the science. There are sceptics who believe the changes we are seeing to our climate, for example, are not the result of man's activities. However, they are in a minority.

If we accept agriculture is responsible for damage to the environment, we can identify a number of areas where we could change and improve things. Each year, somewhere in the region of 33 million acres of forest globally is cut down, according to the Food and Agriculture Organization, or FAO, of the United Nations. Tree felling in the tropics contributes 1.5 billion metric tons of carbon to the atmosphere annually. That's 20 per cent of man-made greenhouse gas emissions. It is clear that the future of farming must include a strategy to promote sustainable forestry and eliminate the clearing of forests, in particular the dwindling rain forests, to make way for non-sustainable forms of agriculture.

What else can farming do? Well, there's interest in the so-called conservation tillage farming methods pioneered by Edward Faulkner in the 1940s. This is a way of farming which involves leaving unharvested crop remains in the field – you don't plough or disturb them. This encourages carbon storage. It can lead to a short-term fall in yields. But it has a double benefit because it increases the amount of carbon retained in the soil and reduces fuel costs for the farmer by taking away the need to harvest the stalks with tractors. It won't solve global warming, but it might help.

Of course, I am looking here at issues to do with the environment from the perspective of the *threat* they pose to agriculture and agribusinesses. There is a view that, in the future, farming businesses could benefit from opportunities created by things like the move away from fossil fuels. Carbon credit schemes, for example, are opening up new business opportunities. And mainstream, as well as alternative, agricultural economists are arguing that moving away from farming animals to growing and eating more vegetables and fruit will not only deliver a beneficial impact on global warming, but lead to a 'win-win' situation with farming businesses improving long-term profitability. Not particularly radical ideas, but they may prove important, given the scale of the challenge.

OK. Now I'm going to set you a task involving some of the points I've raised. Firstly, I'd like you to investigate areas of farming and related agribusinesses that might be affected by a new global strategy designed to reduce agriculture's

impact on the environment. I'd like you to start by looking at the sort of changes needed to make their processes more environmentally friendly. Secondly I'd like you to think about whether these changes could benefit farming businesses in the future or damage them by reducing productivity and profitability.

Unit 11, Lesson 3, Exercise E 2.22

But the real question is: Is farming contributing to these changes and can farming help? Some people in agriculture claim that it is nothing to do with them. I'm afraid that whether you look at global warming or habitat destruction or loss of biodiversity, that view is simply not credible. For example, research has suggested that intensive farming currently takes something like 20 tons of rich organic matter out of every hectare every year, leading to a release of carbon into the atmosphere where it contributes to climate change. The evidence is contained in the research of climatologists like James E Hansen, who has argued that human activity is now a greater cause of global warming than natural climatological events. The result of activities like burning fossil fuels and deforestation means that we have pushed carbon dioxide concentrations in the atmosphere to critical levels.

Unit 11, Lesson 4, Exercise E 2.23

Extract 1

MAJED: The lecturer we listened to last week introduced some interesting issues. In my part of the seminar, I'd like to build on what he said and talk about the way some farms have responded to the problem of species loss and the impact this could have on pollination of plants, for example. What researchers are discovering is that a lot of the bee population are in danger of disappearing in the UK. This could lead to a situation where farmers have to pollinate their crops by hand. It might sound like science fiction, but it's happening in parts of China, and apart from the problem of losing valuable species forever, the additional cost could be as much as £1.5 billion. I'd like to talk about some of the schemes where farms have been successful in providing habitat for birds and insects within their arable systems and the benefits they're having.

Extract 2

EVIE: OK, following on from what Majed has said, I'd like to bring in some ideas I've been reading about to do with encouraging people to eat more

vegetables. I know it's fairly off the wall, but in the US for example, more than half the agricultural land is used for growing animal feed. And it takes something like seven pounds of animal feed to produce a pound of beef. For chickens, the figure is under one and a half pounds of feed. A lot of deforestation in recent years has been carried out to clear land for beef production. If we ate less meat, then we would see a reduction in the amount of land needed to fulfil our food needs. Perhaps this land could then be used instead for producing biofuels or for recreation. Farmers potentially don't need to lose out: In New Zealand, the government has been running something called a 'carbon trading scheme' where farmers are given credits which they can sell to businesses to offset their carbon emissions – it's a sort of tax on business, but the farmers gain. In 2008, forests grown for carbon credits totalled about 3,500 hectares, but that is expected to rise to 30,000. And this new industry is offsetting some of the problems caused by a decline in sheep prices, and it's benefitting the environment.

Extract 3

JACK: Right, that seems like a very good point Evie is making. I'm going to expand the topic by mentioning another fairly radical but important area to do with the future of farming, and that's urban agriculture. It's not clear how realistic this is, but Seattle, for example, has recently begun a campaign to encourage food production in parts of the city which were previously designated for housing or commercial use only. This isn't about encouraging farms to start up in the city – it's more about encouraging integration of food production. But there are also experiments going on in other places to see if 'vertical farms' are viable, that's farms which are constructed like multi-storey car parks, where the aim is to reduce energy and land use and increase productivity.

Extract 4

LEILA: Well, I'd like to start by explaining some more conventional strategies, where I think we're going to make the biggest impact. In the UK, a significant number of farms are now generating income from renewable energy – wind turbines and biomass crops, such as hemp. But it's important to make the point that actually, if you grow hemp using modern, intensive methods, you run the risk of causing the sort of soil erosion that we've identified as one of the key issues for the future of farming. To carry on from this first point, I want secondly to look at some more radical ideas. For example, Bruce McCarl is an American

agricultural economist who has highlighted the potential benefits of vegetarianism, in terms of optimizing the use of our cultivated land and reducing farming's carbon footprint. It might be a drastic solution, but when it's linked to the move towards efficient, local supply chains, greater numbers of vegetarian consumers represent a sound commercial opportunity for a lot of farmers, particularly organic farmers.

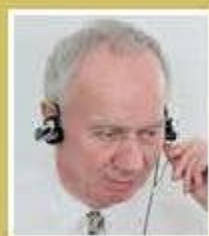
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