

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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ENGLISH FOR MANAGERS
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UNIT I.Choosing a career

★ Introduction

I. Look at the word cloud and guess the topic of today's lesson.



II. Discuss these questions.

- 1) Do you have a career plan?
- 2) What is your desired position in five years?
- 3) Do you prefer to work for yourself or work for a company during your career?
- 4) What kind of business or organization do you work for?
- 5) In which location do you typically spend the majority of your workday? Is it at your desk, in meetings, or elsewhere?
- 6) How much of your time is spent working on your own, with colleagues or with clients?

III. Please match each activity to its corresponding area of work (a-g) in pairs.
Which area would you like to work in, and why?

| | |
|---|-----------------------------------|
| 1. making/manufacturing things | a) Sales and Marketing |
| 2. being in charge of people and running the organisation | b) Finance |
| 3. selling products or services | c) Management |
| 4. dealing with clients/consumers | d) Human Resources (HR) |
| 5. working with figures | e) Production |
| 6. dealing with employees and training | f) Research and Development (R&D) |
| 7. investigating and testing | g) Customer Service |

IV. To advance in your career, select the four most crucial tips from the following list. Discuss your ideas with a group What should you do to get ahead in your career?

1. Develop a strong professional network
2. Continuously upgrade your skills and knowledge
3. Seek out challenging assignments and projects
4. Set clear goals and create a career development plan
5. Build effective communication and interpersonal skills
6. Demonstrate a strong work ethic and dedication
7. Change companies often.
8. Attend all meetings.
9. Go to your company's social functions.
10. Be energetic and enthusiastic at all times.
11. Find an experienced person to give you help and advice.

★ Focus Vocabulary



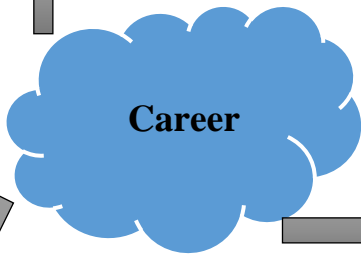
What if success in your career is less about so much on how much money you make, or how many houses you own, and more about how fulfilled you are? Have you ever stopped to wonder what exactly career success means to you?

1..means..

- a lifelong process of improving your skills and doing meaningful work
- a profession or chosen line of work
- includes everything related to you do for a living
- your career development,
- includes your choice or profession and advancement

2..is important for those who want to...

- improve their efficiency
- be a lifelong learner
- a long-term plan based on your passions and goals



3 ..involves..

- setting priorities
- usually training and development
- work you do and are compensated for

5. Good... helps you to.

- keep up with the pace of daily life
- set aside enough time for your hobbies
- find your calling

6. Bad...leads to...

having more stress and pressure

feeling overwhelmed

failing to achieve the right balance between work and relaxation

“Many people quit looking for work when they find a job”. —Steven Wright, US comedian

“Find out what you like doing best, and get someone to pay you for doing it”.—Katharine Whitehorn.

I. Please match phrases to its correct meaning.

| | |
|-------------------------|--|
| A. career move | a) chances to start/improve your career |
| B. career break | b) ideas you have for your future career |
| C. career plan | c) an action you take to progress in your career |
| D. career path | d) a period of time away from your job to, for example, look after your children |
| E. career ladder | e) a series of levels or steps in your working life |
| F. career opportunities | f) the direction your working life takes |

I. CD (1.1-1.3) Listen to three individuals discussing their careers. Determine which person is just starting their career, which person is in the middle of their career, and which person is nearing the end of their career.

II. CD (1.1-1.3) Listen once more. Identify which phrases each person uses when discussing their careers in Exercise A. Additionally, consider which experiences you believe are shared among them.

III. Fill in each sentence by selecting a word from the provided box. The words may be used multiple times.

business job living work profession vocation trade career
occupation line post / position appointment engagement

- Please state your age, address, and _____ in the space below.
- Mark makes his _____ working as a journalist.
- There are a lot more women in the legal _____.
- She was offered the _____ of ambassador in Belarus.
- The scandal destroyed his _____ in publishing.
- As a teacher she feels she has finally found her _____.
- The cost of _____ has risen greatly over the recent years.
- They can't come out tonight. They've got too much _____ to do.
- Stop interfering! This is none of your _____.
- Kate has a very good _____ in an international company.
- I wish I had your _____ it sounds really interesting.
- I didn't realize we were in the same _____ of business.
- Most of the men worked in skilled _____ such as carpentry or printing.

IV. Complete the sentences below with the verbs in the box. Use a dictionary to help you.

climb decide have make offer take

1. Employees in large multinationals have excellent career opportunities if they are willing to travel.
 2. Some people _____ a career break to do something adventurous like sailing round the world or going trekking in India.
 3. One way to _____ a career move is to join a small but rapidly growing company.
 4. Certain companies _____ career opportunities to the long-term unemployed or to people without formal qualifications.
 5. Ambitious people often _____ on a career plan while they are still at university.
 6. In some industries it can take a long time to _____ the career ladder.
- V. a. Which of these jobs can you see in the pictures:**

JOBS

1



- estate agent • lawyer • flight attendant
- mechanic • engineer • stockbroker
- firefighter • medical researcher
- au pair • gardener • fashion designer
- tour guide • florist • sales assistant
- builder • plumber • electrician

3



4



5



b. Which of the jobs: are done indoors/outdoors? have career prospects? are well-paid/poorly-paid? have flexible hours? need a degree? need the most training?

c. What would you like to do for a living? Why? Tell the class. Complete the jobs adverbs. Use these words.

THE JOB ADVERTS

**FLEXIBLE/EXPERIENCE/QUALIFICATIONS / ENCLOSING /FULL-TIME
/REFERENCES /SALARY /ARRANGE**

A.

AU PAIR NEEDED FOR HELP WITH 7-YEAR-OLD BOY AND LIGHT HOUSEWORK.
NO1)_____NEEDED BUT
MUST BE ABLE TO
PROVIDE2)_____.CONTACT MRS HISLOP
ON 0209 568 9832 AFTER 6 PM.



B.

3)_____SALES ASSISTANT REQUIRED FOR
LARGE DEPARTMENT STORE, MUST
HAVE4)_____IN FASHION RETAIL.
MONTHLY5)_____ PAYABLE.PLEASE APPLY TO
PERSONNEL DEPARTMENT, PO BOX
2048,CROYDON6)_____CV.



C.

WE NEED A PART-TIME GARDENER WITH
7)_____ WORKING HOURS TO HELP WITH OUR
LARGE GARDEN. TWO REFERENCES REQUIRED.
PLEASE CALL 9167420637 (MORNINGS ONLY) TO
8)_____AN INTERVIEW.



VI. There is no doubt that a job interview is a crucial step in finding employment. Let's watch a video about Liz, who has recently been her job search and is undergoing an interview. Then we discuss how people today find employment. https://vk.com/video-105912285_456239608

| | | | | | |
|---|---|--|-----------------------------------|-----------------------|----------------|
| 1. What does Liz fill out when she gets a job? | <i>анкету</i> <i>резюме</i> <i>заявление(письмо-заявка)</i> <i>эссе</i> | questionnaire | CV(Curriculum Vitae) | letter of application | essay |
| 2. What does Liz do after receiving an invitation for an interview? | <i>надеть элегантный костюм, белую рубашку, яркие красные туфли</i> <i>надеть спортивный костюм</i> <i>собраться на вечеринку</i> <i>позвонить родителям</i> | put on a smart suit with a white shirt and shiny red shoes put on | put on track suit | going to a party | call parents |
| 3. Which questions were asked to Liz during the interview? | <i>предыдущий опыт работы</i> <i>навыки полученные на предыдущем месте работы</i> <i>о здоровье</i> <i>о религии</i> | previous work experience | skills acquired at a previous job | about health | about religion |

VII. Choose the best word to complete sentences.

1 Kate decided on her *career move / plan* when she was in his first year of university.

- 2 Bob hopes to make *a living / course* doing freelance.
- 3 His company has a training program me that offers career *opportunities / breaks* to students who have just graduated from university.
- 4 He was very happy with *the bonus / progress* he got last year.
- 5 If you want to climb the career *plan / ladder*, you should work very hard.
- 6 Liz was very pleased when he earned his *first job / commission*.
- 7 He is ready to make a career *opportunity / move*, he's applying for jobs with other companies.
- 8 Mark did *a mistake / her best* when he completed his job application.
- 9 Some companies help their employees take a career *path / break* by giving them a few months off without pay.
- 10 Max was 70 years old when he took early *retirement / a pension*.
- 11 Liz didn't follow the usual career *ladder / path* for the CEO of a marketing firm. She started out working as a primary-school teacher
- 12 Helen never felt happy working *overtime / extra*
- 13 She earns €1000 per year / *flexitime* in her new accounting job.

VIII. Translate into Russian

1. Oliver was very ambitious and wanted to become a successful businessman.
2. Jack career plan was to start in a small company and then work for a larger company.
3. The job needs having an interest in sales and marketing.
4. The financed department of the company has come up with a budget for the new project.
5. In banking as in every other business good management is very important.
6. The administration and personnel department of the company is very well organized.
7. HP is increasing production of its popular line of laptop computers.
8. The Research and Development department of our company has brought out a new project.
9. Jerry shows respect to his superiors at work.
10. Only 5 people attended the meeting.

IX. Fill in the gaps with the following words:

goals, ahead, move, bonus, making, work, retirement, taking, mistakes.

1. Some ambitious people plan their next career __ as soon as they get their first job.
2. Our negotiators are _ very good progress in the talks with the Russian company.
3. Kate is ___ some time off next month to visit her daughter in Britain.
4. Jacob _____ kept making terrible _____ at work. His boss said he was incompetent, and gave him a sack.
5. If you reach your sales target set every month, you will probably earn a __.
6. Few people want to _ anti-social hours even if they don't have children.
7. Changing companies often is not a good idea if you want to get _ in your career.
8. After working hard all her life, Mash decided to take early ___ travel around the world.

★ Reading

DISCUSSION 1

Discuss these questions.

1. What motivated your decision to pursue a career in management?
2. Are you inclined towards employment with a company or running your own business?
3. In your opinion, what attributes contribute to effective managerial skills? Among the following characteristics, which four do you consider the most significant? Do you believe any qualities should be included in this list?

A. being decisive: able to make quick decisions

B. being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on.

C. being friendly and sociable

D. being able to communicate with people

E. being logical, rational and analytical

F. being able to motivate and inspire and lead people

G. being authoritative: able to give orders

H. being competent: knowing one's job perfectly, as well as the work of one's subordinates

I. having good ideas

I. Read the article below.

TEXT 1

MANAGER



What does it mean to be a manager? Initially, one might think of a manager as someone who issues directives to others, and while that holds some truth, management encompasses much more. It necessitates a grasp of economics and business principles. The role of a manager has evolved significantly over the past few decades. In the past, a business manager's primary objective was to ensure the company's

functionality and profitability. However, in today's context, a manager must also consider the broader environmental factors that impact the company's operations. It is crucial for managers to possess a solid understanding of management principles and evaluate the prevailing challenges within the overall economic, political, and social system.

Regardless of the managerial level, there are four general functions that characterize

any managerial system: planning, organizing, directing, and controlling. Managers are entrusted with decision-making and are directly responsible for overseeing individuals within an organization. They establish objectives and determine the necessary actions to achieve them. By effectively communicating these objectives, managers empower those responsible for various tasks. Ultimately, managers are expected to achieve results, albeit through the efforts of their teams.

Certain fundamental characteristics apply to managers across various organizations. These include diligently engaging in a range of activities, a preference for hands-on tasks, and fostering direct personal relationships. Top-level managers oversee other managers, selecting and training them, as well as devising and assessing their operational strategies. Management is an arduous undertaking, as there is always much to be accomplished within limited time constraints.

While managerial tasks can be analyzed and categorized, management itself is not purely scientific; it is a skill rooted in human interaction. While intuition and instinct are valuable, there are specific management skills that must be acquired through learning. Some individuals exhibit natural aptitude for management, while others struggle to put management techniques into practice. Some possess technical proficiency but lack innovative ideas. In addition to superior technical and managerial skills, an exceptional manager must possess a combination of desirable personal qualities such as adaptability, independence, and leadership. This is why outstanding managers are relatively scarce.

Various terms like "director," "administrator," and "president" are used interchangeably with "manager." The term "manager" is more commonly employed in for-profit organizations, while others find wider usage in government and non-profit entities such as universities, hospitals, and social work agencies.

In a private company, typically, there is only one director, whereas a public company must have at least two directors. A corporation is governed by a board of directors elected by shareholders. Among the directors, one is appointed as the managing director, responsible for the company's day-to-day operations. Assistant general managers may also be present in some companies, and many directors have deputies. Larger companies have multiple department managers who report to the managing director. These departments may include positions such as chief manager, sales manager, marketing manager, and others. Career opportunities in management are generally found in three main areas: people management, marketing management, and financial management.

COMPREHENSION

I. Say if the sentences are true or false.

1. Typically, a private company is required to have a minimum of two directors.
2. Exceptional managers are quite common in the professional sphere.
3. Managing is a challenging task due to the extensive workload and limited time available.
4. The term "director" is more commonly used in organizations focused on generating profits.

5. Managerial skills and superior technical expertise are the primary qualities expected from a manager, with no other essential traits.
6. At the start of the 21st century, the primary objective of a business manager was to analyze the operational environment of the organization and understand the prevailing issues within the broader economic, political, social, and environmental systems of society.
7. A corporation is led by a board of directors, elected by the shareholders.
8. Managers are individuals entrusted with the responsibility of formulating and implementing decisions within a system.
9. The role of a manager today is not identical to what it was a century ago.

II. What is a manager responsible for?



WORD STUDY

I. Match the words with their definitions.

| | |
|--|--|
| <ol style="list-style-type: none"> 1. manager 2. deputy 3. chairman 4. board of directors 5. shareholder 6. customer 7. investor 8. supplier | <ol style="list-style-type: none"> a) someone, especially a man, who is in charge of a meeting or directs the work of a committee or an organization b) the owner of one or more shares in a company c) a person who buys d) a person who directs or manages an organization, industry, shop, etc. e) a company or person that provides a particular product f) a person appointed to act on behalf of or represent another g) a group of persons chosen to govern the affairs of a corporation or other large institution h) someone who gives money to a company, business, or bank in order to get a profit |
|--|--|

II. Find the opposites to the words on the right.

| | |
|---------------|--------------|
| knowledge | usual |
| profit | common |
| complex | ignorance |
| skill | minor |
| outstanding | loss |
| rare | the same |
| profit-making | incompetence |
| chief | obsolete |
| superior | simple |
| different | public |
| modern | inferior |

DISCUSSION 2

Here are statements that closely represent your beliefs about work, read the statements and choose one and express your opinion.

1. Everyone in an organization is capable of being creative.
2. Work is as inherent and natural as play or rest.
3. People are not inherently lazy and will engage in work
4. People prefer to follow orders and instructions.
5. Work is as natural as play or rest.

DISCUSSION 3

Congratulations on securing a job interview! To perform well in an interview, it's essential to prepare in advance. The employer is interested in getting to know you better, so you can expect questions about yourself. Here are the rephrased questions:

| | |
|---|--|
| What are my areas of expertise? What are my strengths and positive qualities? Why am I interested in this job? What are my hobbies or interests outside of work? | Can you tell me about my family background? What activities do I enjoy and why? What tasks or responsibilities do I dislike and why? |
|---|--|

II. Read the article.

TEXT 2



MASTERING THE ART OF SUCCESSFUL JOB INTERVIEWS

Introduction: Job interviews are crucial stages in the hiring process, where applicants have the opportunity to showcase their skills, experiences, and personality to potential employers. Known for its significant impact on a candidate's job prospects, the interview demands careful preparation and a strategic approach. This article explores the key elements of a successful job interview, providing insights and tips to help applicants navigate this critical step towards securing their dream job.

Research and Preparation: One of the fundamental pillars of interview success lies in thorough research and preparation. Candidates should invest time and effort in understanding the company they are applying to, its mission, values, products, and recent developments. Familiarizing oneself with the industry trends and competitors is also essential. Such knowledge demonstrates genuine interest and enthusiasm and helps candidates tailor their responses to align with the organization's objectives.

Understanding the Job Requirements: To impress interviewers, candidates must possess a comprehensive understanding of the job requirements and responsibilities. Carefully reviewing the job description allows applicants to identify the key skills, qualifications, and attributes sought by the employer. By highlighting relevant experiences and accomplishments that demonstrate their suitability for the role, candidates can showcase their potential value to the organization.

Showcasing Transferable Skills: Transferable skills are valuable assets that can be applied across various industries and roles. During an interview, candidates should emphasize their transferable skills that align with the job requirements. These may include effective communication, problem-solving abilities, teamwork, adaptability, and leadership. Illustrating how these skills have been successfully utilized in

previous professional or personal experiences can provide interviewers with valuable insights into the candidate's capabilities.

Behavioral Questions and STAR Technique: Behavioral questions are commonly used in interviews to assess a candidate's past behaviors and predict future performance. The STAR technique (Situation, Task, Action, Result) is a useful framework for structuring responses to behavioral questions. By describing the situation or challenge, clarifying the tasks involved, explaining the actions taken, and highlighting the achieved results, candidates can provide concise and impactful responses that showcase their skills and achievements.

Active Listening and Effective Communication: Strong communication skills are essential in any job. During an interview, candidates must actively listen to the interviewer's questions, ensuring a clear understanding before formulating their responses. It is crucial to maintain a positive and confident demeanor while speaking clearly and concisely. Avoiding jargon, using examples, and providing specific details can help convey ideas effectively.

Asking Thoughtful Questions: Interviewers often conclude the session by inviting candidates to ask questions. This presents an opportunity for applicants to demonstrate their genuine interest in the company and the role. Asking thoughtful and well-researched questions about the company culture, future projects, or opportunities for professional growth showcases enthusiasm and engagement. However, it is advisable to avoid asking questions related to salary and benefits during the initial interview stages.

Follow-up and Gratitude: After the interview, sending a thank-you email or note to the interviewer is a simple yet impactful gesture. Expressing gratitude for their time and reiterating interest in the position leaves a positive impression and demonstrates professionalism. If provided, this is also an opportunity to address any points that were not adequately covered during the interview or to provide additional information that may enhance the candidate's application.

Mastering the art of successful job interviews requires careful preparation, effective communication, and a strategic approach. By researching the company, understanding the job requirements, highlighting transferable skills, utilizing the STAR technique, actively listening, asking thoughtful questions, and following up with gratitude, candidates can significantly increase their chances of standing out among the competition. A well-executed interview can lead to the next step in one's career journey and pave the way for a rewarding professional future

DISCUSSION 4

I. Discuss with your partner.

1. What is 'unemployment'? What are the reasons for it?
2. How do you see the consequences of it?

II. Read the article.

TEXT 3 **UNEMPLOYMENT**



Unemployment is a pervasive issue that affects individuals, communities, and entire nations. It occurs when individuals who are willing and able to work are unable to find suitable employment opportunities. High levels of unemployment have detrimental effects on economies, social cohesion, and individual well-being. This article will delve into the causes and impacts of unemployment while exploring

potential solutions to address this pressing concern.

Causes of Unemployment:

Economic Recession: Economic downturns often result in reduced business activity, leading to layoffs and downsizing.

Technological Advancements: Automation and advancements in technology can replace human labor, resulting in job displacement.

Globalization: Increased competition from low-wage countries may lead to the outsourcing of jobs, particularly in manufacturing industries.

Structural Changes: Changes in industry structure or shifts in consumer demand can render certain skills or occupations obsolete, leaving individuals unemployed.

Impacts of Unemployment:

Economic Consequences: Unemployment leads to reduced consumer spending and tax revenues, negatively impacting economic growth.

Poverty and Inequality: Unemployment can push individuals and families into poverty, exacerbating income inequality within societies.

Mental and Physical Health Issues: Unemployment often leads to stress, anxiety, and depression, affecting the overall well-being of individuals.

Social Unrest: High levels of unemployment can lead to social unrest, as frustrated individuals may engage in protests or criminal activities.

Potential Solutions:

Education and Skills Training: Providing access to quality education and vocational training equips individuals with the skills needed for emerging industries, reducing unemployment rates.

Economic Diversification: Governments can promote diversification in industries and support entrepreneurship to create new job opportunities.

Labor Market Flexibility: Policies that encourage flexibility in the labor market, such as reducing strict employment regulations, can promote job creation and attract investments.

Public-Private Partnerships: Collaboration between the public and private sectors can facilitate job creation initiatives, such as infrastructure projects or industry-specific training programs.

Social Safety Nets: Implementing comprehensive social safety nets, including unemployment benefits, healthcare, and job placement services, can provide support to those who are unemployed.

Promoting Innovation: Governments can foster an environment conducive to innovation and research, encouraging the growth of high-skilled jobs and new industries.

Conclusion: Unemployment remains a critical challenge for societies worldwide, with far-reaching impacts on individuals and economies. By understanding the causes and effects of unemployment, policymakers, businesses, and communities can work together to implement effective solutions. Investing in education, promoting economic diversification, fostering labor market flexibility, and providing social safety nets are crucial steps towards mitigating the adverse effects of unemployment and creating a more inclusive and prosperous future for all.

TRANSLATION

Translate the following passage into English.

Безработица является одной из значительных проблем, с которыми сталкиваются общества. Её оценка неоднозначна, так как она имеет как положительные, так и отрицательные аспекты. С одной стороны, безработное состояние может предоставить людям время и возможность найти работу, подходящую их навыкам и интересам. С другой стороны, оно может привести к необходимости искать незаконные способы заработка.

Последствия безработицы весьма серьезны. Прежде всего, отсутствие заработка может создать финансовые трудности и негативно сказаться на жизненном уровне людей. Кроме того, длительное время без работы может привести к потере профессиональных навыков и подрыву чувства собственного достоинства. В результате разочарования в поиске высокооплачиваемой

работы, некоторые люди могут соглашаться на сомнительные предложения трудоустройства. Безработица также может стимулировать рост преступности в обществе.

Если безработица становится длительной, она вызывает серьезные социальные и психологические проблемы, как для безработного, так и для его семьи. Это может включать снижение самооценки, ухудшение физического и психического здоровья, конфликты внутри семьи, а также социальную изоляцию и исключение из общества.

★ Grammar

I. Put the words in the right word order and then translate sentences into Russian:

0. new/can/four/Our/fluently/divisional/languages/speak/manager/fluently.
Our new divisional manager can speak four languages fluently.
1. meeting/you/next/come/the/Can/to/week?
2. come/next/I/to/meeting/the/can/week.
3. I/come/the/next/be able to/meeting/to/won't/week.
4. meeting/that/the/couldn't/last/Sorry/to/come/I/week.
5. to come/Sorry/that/I/the/meeting/to/wasn't able/last/week.
6. we/can/What/do?
7. directly/to/hope/I/fly/to be able to/Dusseldorf.
8. Mr Reiner/to/speak/I/was able to/yesterday.
9. The hotel/could/Ok, /I/was a lot of/from/hear/but/noise/the street.
10. on Lake Lemman/take/was/I/a/can/trip/I/when/boat/in/was able to/Geneva.

II. Translate into English:

1. Боюсь, что в данный момент не могу тебе помочь.
2. Недумаю, что я смогу прийти на собрание.
3. Переговоры провалились, потому что мы не смогли договориться о цене.
4. После шестичасов переговоров, мы наконец-то смогли добиться успеха.
5. Если вы сможете сделать заказ сегодня, мы сможем отправить заказ пятницу.
6. Я считаю португальский язык очень трудным. Я могу понимать его, но не могу говорить на нем.
7. Извините, но я не смогу встретиться с вами на следующей неделе, но возможно смогу через неделю.
8. А: Вы сможете пойти на обучающий семинар? Б: нет, я не смогу – я очень занят.
9. Извините, я не смогу прийти на ваше выступление вчера. Мне пришлось решать проблемы.
10. Я думал, что опоздаю на самолет, но я смогу приехать в аэропорт вовремя.
11. Когда _____ был _____ молодым, я мог бегать несколько километров, не чувствуя усталости.
12. Ей удалось найти хорошую работу, несмотря на то, что у нее нет образования.

III. Match situations with questions

| | |
|-----------------------|--|
| Making a request | Would you like a coffee? |
| Asking for permission | Would you like me to carry your coffee for you? |
| Offering help | Would you like to come with us for a coffee? |
| Offering something | Could you get me a cup of coffee from the canteen? |
| Inviting somebody | Can I have some sugar? |

IV. Translate into English:

- 1) Не поможет ли мне донести эти коробки, пожалуйста?
- 2) Не хотите ли есть супа?
- 3) Могу я задать Вам личный вопрос?
- 4) Извините, не могли бы Вы мне сказать, какая эта улица?
- 5) Могу ли я открыть окно?
- 6) Не могли бы Вы здесь поставить подпись?
- 7) Можем мы Вас подвезти до города?
- 8) Не хотите ли, чтобы я Вам помог?
- 9) Могу я здесь сесть?
- 10) Могу я взять твою машину на выходные?

V. Work in pairs. Student A is an interviewer and Student B is an interviewee.

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

Then switch roles

| Student A | Student B |
|--|---|
| <ul style="list-style-type: none"> • Offer tea or coffee. • Find out Student B's ability to: <ol style="list-style-type: none"> 1. speak any languages; 2. use Excel, PowerPoint or Publisher; 3. drive. | <p>Ask Student B:</p> <ol style="list-style-type: none"> 1 to tell you about themselves; 2 for the best number to contact them on tomorrow; 3 to repeat the number; 4 if they would like to work abroad; 5 if there are any hours, they wouldn't be able to work |

VI. Complete each conversation with can, could and would. Use each word once in each conversation.

A: _____ I help you?

B: Yes. My name's Heinz Wagner. I'm here to see Martina López.

A: She'll be right out _____ you like a cup of coffee or tea?

B: No, thanks. But you tell me where the men's room is, please?

A: My cousin _____ speak French and German by the time she was five, and now she speaks Russian and Greek as well.

B: Do you think she _____ like to learn any more languages? ***

A: _____ you like to ask any more questions about Fabian?

B: Yes _____ he drives? Does he have a licence?

A: I'm not sure. I _____ phone him and ask him.

VII. Telephoning (Modal verbs) How to make a business phone call in English?

Making the business call. A business call has three main stages: introduction, middle bulk and an ending summary of the call.

1. Start the call by introducing yourself or reminding the person you are calling about who you are.
2. Confirm if the person you are calling is ready to talk. If not, try to arrange a time to call back when they are available.
3. Clearly state the reason for your call. Stay focused and avoid engaging in irrelevant conversation.
4. End the call by expressing gratitude for the other person's time. If necessary, schedule another call and wish them a great day ahead.

Role-play this situation

1. *Student A - a caller:* You need to postpone an important internal meeting with the HR manager, scheduled for Friday at 9. You are supposed to discuss a new team building program.
2. *Student B - a telephonist:* You get an internal call from someone wishing to speak to the head of human resources. Unfortunately, she/he is in a meeting until lunchtime. Get more information and take a message.
3. *Student C - a receiver:* You are the head of Human Resources. You get a message from a colleague who wants to postpone a meeting arranged for Friday at 9. Call back, set a new date and time and find out about a new team building program.



USEFUL TELEPHONE PHRASES

| | |
|--|---|
| Opening a call | Hello/Good morning/Good afternoon This is (your name)from (your company's name) ... It's (name) |
| Explaining the reasonfor the call | I am calling on behalf of Mr/Mrs/Ms (name) I'm calling about I wanted to ask about Are you the right person to ask? |
| Asking for the person | Can I speak to (name), please? May I speak to (name), please? I would like to speak to (name) please. I am trying to contact(name). |
| Taking a call | (name) speaking. (Company name). How can I help you? |
| Asking for more information | Excuse me, who is calling? I am sorry, who is speaking? Where are you callingfrom? Are you sure you have the right number? |
| Ask the speaker to wait | Just a moment, please. Could you wait for a moment,please? Could hold on a second, please? Can you hold the line, please? The line is busy. |
| Transferring a call | Thank you for holding. I'll put you through. I'll connect you now/I'm connecting you now |





USEFUL TELEPHONE PHRASES

| | |
|---|---|
| <p>Connection problems</p> | <ul style="list-style-type: none"> • Could you repeat that, please? • I'm afraid I can't hear you. • Can you speak up a bit, please? • Could you speak a little bit more slowly? • I am sorry, I didn't catch that. Could you repeat that again, please? |
| <p>How to reply when someone is not available.</p> | <ul style="list-style-type: none"> • I'm afraid (name) is not available at the moment. • I'm afraid the line is engaged. Could you call back later? • I'm afraid he/she is in a meeting at the moment. • Mrs (name) is out at the moment. |
| <p>Take a message</p> | <ul style="list-style-type: none"> • Would you like to leave a message? • Could I take a message? <p>Would like him/herto call you back?</p> |
| <p>Leave a message</p> | <ul style="list-style-type: none"> • Can I leave a message, please? • Could you give him/her a message, please? • Can you tell him/her that I called? <p>Could you ask him/her to call me back, please?</p> |
| <p>Suggesting a meeting</p> | <ul style="list-style-type: none"> • Do you have time to meet next week? • I was wondering if you might have time to meet next week. <p>It would give us the chance to talk about...</p> |
| <p>Suggestion times and places</p> | <ul style="list-style-type: none"> • When would suit you? • Where would you like to meet? • Would Monday be OK for you? • How about ...? <p>Shall we say 10 o'clock in my office?</p> |





USEFUL TELEPHONE PHRASES

| | |
|--------------------------------------|--|
| <p>Reacting to suggestion</p> | <ul style="list-style-type: none"> • I just need to check my diary. • I think that would be possible. <p>Yes, that would be good for me.</p> |
| <p>Changing arrangements</p> | <ul style="list-style-type: none"> • I'm calling about our meeting tomorrow. • I wanted to ask you if we could meet a bit earlier/postpone our meeting. <p>I was wondering if we could reschedule our appointment.</p> |
| <p>Asking for information</p> | <ul style="list-style-type: none"> • Could you give me a few details? <p>What about ...?</p> |
| <p>Interrupting</p> | <ul style="list-style-type: none"> • Yes, but can I just say something? • Well, yes, that might be true, but <p>Can I just come in here?</p> |
| <p>Reacting to proposals</p> | <ul style="list-style-type: none"> • That sounds very reasonable. • We could probably work with that. • That depends. <p>I don't think that would be possible</p> |
| <p>Ending the call</p> | <ul style="list-style-type: none"> • Thank you very much for your help. • Thanks for calling. <p>Thank you for your time</p> |



Telephone Summary

| DO | |
|---|------------------------------|
| ➤ plan the call thoroughly, have clear objectives | ➤ call if you are unprepared |
| ➤ send an e-mail before you call when necessary | ➤ assume your respondent |
| ➤ anticipate what the other person will say, prepare your responses. | ➤ lose control if someone |
| ➤ have all necessary information at hand. | ➤ forget that you represent |
| ➤ refer to this book for essential phrases. | ➤ waste time |
| ➤ e-mail ahead to allow the person time to prepare. | ➤ pretend to understand |
| ➤ smile when you phone. Be polite and agreeable. | ➤ assume the person has |
| ➤ check that your respondent is free to talk. | ➤ interrupt |
| ➤ be efficient. You are representing your company | ➤ rely on your memory for |
| ➤ use questions to identify key issues | ➤ forget to write down |
| ➤ be concise. Time is money. | ➤ put the receiver down to |
| ➤ listen actively. Confirm regularly that you understand. | |
| ➤ stand up. It gives you more authority | |
| ➤ speak clearly and slowly | |
| ➤ allow people to finish what they are saying. | |
| ➤ handle complaints politely. | |
| ➤ avoid complex language. | |
| ➤ check that the other person understands. | |
| ➤ take notes during a call. Write them up afterwards. | |
| ➤ send a follow-up e-mail to confirm. | |
| ➤ finish with a positive phrase | |

XII Choose between the Present Simple and Present Continuous.

1. We always sit/are sitting for hours without saying a word.
2. Kate is keeping/keeps her room tidy as a rule.
3. Don't ask me what spinach is tasting/tastes like. I've never tried it.
4. Marry is applying/applies this ointment every other day.
5. They are seeing/see each other only occasionally.
6. Next month they sign/are signing the contract.
7. Could you turn off the television? Nobody watches/is watching it now.
8. How do you get/are you getting to your office?
9. The water in this lake seldom is freezing/freezes in winter.
10. Water doesn't exist/isn't existing on the Moon.

XII Choose the appropriate adverbial of time.

1. Bob always stays at the office (since/till) six o'clock.
2. Sveta makes strawberry jam (every year/ recently). -
3. It's freezing hard (for a long time/now).
4. People (continually/traditionally) prepare coloured eggs at Easter.
5. They are having some financial difficulties (lately/now).
6. I'm feeling rather run down (recently/at present), doctor.
7. Liza (rarely/usually) reads a lot and is extremely well-informed.
8. The firm is looking for people with experience (lately/now).
9. I don't go swimming very much (as a rule/now and again).
10. The new collage opens (at once/next week).



XIV. Open the brackets using the Present Simple or the Present Continuous tense-forms.

1. Have you got a light? - Sorry, I (not/smoke).
2. My husband has never been to France. He (plan) to go there next summer.
3. Your bike is so clean. How often you (wash) it?
4. Pupils often (think) that exams (be) a nuisance.
5. John seldom (tell) the truth. You can't believe everything he (say).
6. You (understand) what he (talk) about?
7. She (look) like her father.
8. The porridge (taste) good.
9. Your sister (be) a student now? - Yes, he (study) at the University.
10. She (play) the piano better than Liz.



UNIT II. Selling

★ Introduction



Do you enjoy shopping? Do you shop online?

Which of the following have you bought online? Why?

- books and magazines
- holidays
- groceries
- jewellery
- designer clothes
- CDs
- travel/concert tickets
- perfume

Some people prefer not to buy goods and services online. Why?

What aspects of shopping do you enjoy? What aspects do you dislike?

When was your most recent visit to the following retail establishments, and what items did you purchase?

II. CD (1.25-1.27) Listen to the conversations of three individuals discussing their shopping habits and answer the following questions:

What are their preferences and dislikes regarding shopping?

Which shopper's habits and preferences align most closely with your own?

★ Focus Vocabulary

I. Match the words

| | |
|-------------------------|---|
| 1. to offer a discount | a. получить деньги за товар/возврат |
| 2. cooling off period | b. гарантия возврата денег |
| 3. to get a refund | c. способ оплаты |
| 4. money back guarantee | d. данные кредитной карты |
| 5. to dispatch goods | e. беспроцентный кредит |
| 6. method of payment | f. отменить заказ |
| 7. expiry date | g. доставлять товары |
| 8. credit card details | h. гарантийное и постгарантийное обслуживание |

| | |
|----------------------------|--|
| 9. to buy in bulk | і. период, в течение которого клиент может вернуть товар/услугу и получить назад |
| 10. interest-free credit | ј. вернуть товар |
| 11. to cancel an order | к. покупать оптом |
| 12. after-sales service | л. быть в наличии/не быть в наличии |
| 13. to return goods | м. предлагать скидку |
| 14. to be in/out of stock | н. хранить на складе |
| 15. to keep in a warehouse | о. дата окончания срока действия |

II. Translate into Russian

- The customers are promised to dispatch the goods within a week of our order.
- We are offered a 10% discount if we buy in bulk.
- The company guarantees that it will refund our money if we are not fully satisfied with its service.
- Goods are kept in a warehouse until ready for delivery.
- A good after-sales service is just as important as the product itself.
- Peugeot will extend interest-free loans of up to 48 months if the buyer comes up with a down payment of at least 20%.
- Check the expiry date on the packet.
- The customer is given the right to cancel the service during the cooling-off period.
- Everything in the catalogue comes with a money-back guarantee.
- The buyer asked the seller to return the goods under the terms of the contract.

★ Reading

DISCUSSION 1

Please indicate which of the following statements about online shopping you agree with:

- "Stay home and shop online. You're too pretty to have to look for a parking space."
- "I love ordering things online because when they arrive it's like a present to me from me."
- "It's hard to find things that won't sell online."
- "I love shopping but I only really have time to do it online."
- "I don't feel bad about online shopping at work. It's the only place where I can spend money while I make it."

I. Read the articles below.

TEXT 1

PROS AND CONS OF ONLINE SHOPPING

Online shopping has become increasingly popular in recent years due to its convenience and accessibility. It allows consumers to purchase products from the

comfort of their own homes and has gained immense popularity worldwide. However, like any other form of shopping, online shopping has its positives and negatives. In this article, we will explore the advantages and disadvantages of online shopping, that you to better understand its risks and benefits.

Online shopping offers numerous benefits to customers. With the widespread use of the Internet, people from all parts of the world can now access online shopping platforms. It provides convenience, as consumers can browse and purchase products anytime and anywhere. This eliminates the need to physically visit stores, saving time and effort. Additionally, online shopping often offers a wider range of products compared to brick-and-mortar stores, allowing customers to find exactly what they are looking for. Furthermore, online retailers frequently offer discounts, promotions, and exclusive deals, making it an attractive option for budget-conscious shoppers.

Despite its advantages, online shopping also has some drawbacks. One of the main concerns is the inability to physically inspect and try on products before making a purchase. This can lead to dissatisfaction if the item received does not match the customer's expectations. Moreover, there is a risk of fraud and security breaches when providing personal and financial information online. Although reputable online retailers implement security measures, it is essential for consumers to remain vigilant and cautious while sharing sensitive data. Additionally, delivery delays, shipping costs, and the possibility of receiving damaged or incorrect items are potential disadvantages of online shopping.

Online shopping has become increasingly popular due to its convenience and accessibility. It offers a wide range of products, time-saving options, and attractive discounts. However, customers should be aware of the potential risks associated with online shopping, such as the inability to physically examine products, security concerns, and potential delivery issues. By understanding the advantages and disadvantages of online shopping, consumers can make informed decisions and maximize the benefits while minimizing the risks.

Advantages

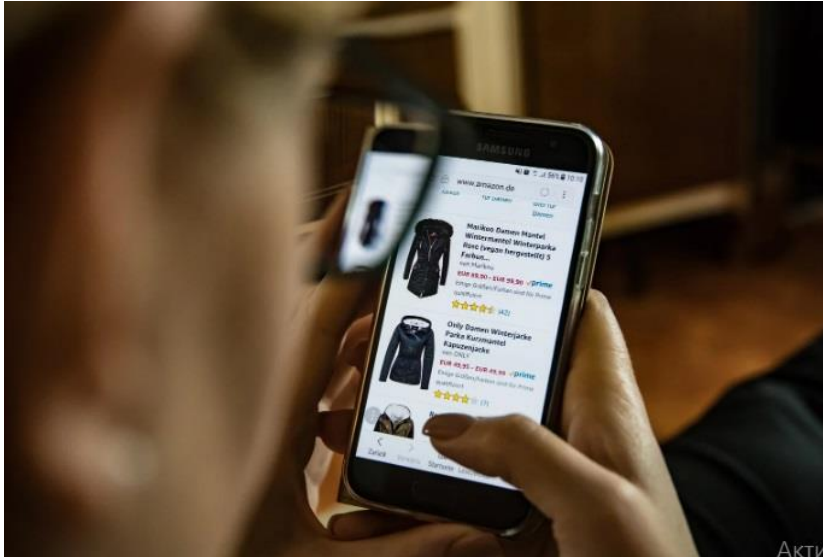
Online shopping offers the convenience of purchasing items from the comfort of your own home, eliminating the need to visit physical stores or malls. All you have to do is browse a website, search for the desired product, and make a purchase with just a click. The product will then be delivered to your doorstep, making the process easy and hassle-free. Another advantage is the flexibility it provides, as online stores are open 24/7, allowing you to shop whenever it suits you.

One of the main benefits of online shopping is the wide variety of products available. Instead of visiting multiple stores to find different options, online platforms offer a vast selection of products in one place. This makes it easier to compare features and prices, helping you make informed purchasing decisions.

Moreover, online shopping often presents special discount schemes to attract customers. Taking advantage of these offers can save you a significant amount of money. Additionally, shopping online allows you to avoid aggressive salespeople who may pressure you into buying products you don't need or want.

Overall, online shopping offers convenience, variety, easy product comparison, potential savings, and a more relaxed shopping experience compared to traditional in-store shopping.

Disadvantages



One disadvantage is the time gap between making a payment and receiving the product. Unlike in physical stores, you cannot try out the product before purchasing it, which may be a preference for many people. Additionally, high shipping costs can significantly increase the total expenditure, especially

if the product is being shipped from another country, leading to additional taxes. Another concern is the security of payment methods. With the rise in security issues, using debit or credit cards for online payments can be risky. It's crucial to ensure that the payment gateway is secure before making a purchase. Furthermore, there is always a possibility of product damage during shipping. If the product arrives damaged, it may take several days to receive a replacement, or the company may not offer a replacement at all. The convenience of online shopping can be problematic for shopaholics, as it may tempt them to make impulsive purchases, leading to unnecessary expenditure. Billing errors are also more common in online shopping, and resolving such issues can be a lengthy process that requires patience and time. It's important to note that online shopping often requires a debit or credit card for payment, and only a few websites provide the option of paying in cash or by check upon delivery. If you are new to online shopping, it is advisable to seek tips for safe online shopping from friends or relatives who have prior experience. Ultimately, it is essential to weigh the pros and cons and make an informed decision about whether online shopping is right for you.

TEXT 2



ECOMMERCE SELLING AND BUYING PRODUCTS ONLINE

The internet has become the primary source of information in today's world. People rely on it to search for various types of information, engage in activities like email and chat, and even spend money on online transactions. E-commerce, which involves buying and selling products online, has gained immense popularity. Many individuals participate in e-commerce daily, either as

sellers or buyers. The most common form of e-commerce is purchasing products or services from online stores. Businesses now have their own e-commerce websites where they showcase their offerings and customers can browse, gather information, and make purchases. The entire process takes place online, from placing orders to making payments, and the products are delivered within a specified timeframe.

To effectively sell their products, every company needs to establish an e-commerce website. This requires an appropriate e-commerce web design that attracts more visitors to the site and encourages them to make purchases. A well-designed e-commerce website should be powerful enough to convert visitors into customers. Additionally, there are also online platforms solely dedicated to e-commerce, where people from around the world can sell their products or services. These platforms charge a small percentage of the sold item as their fee. Since these sites are highly popular, sellers don't have to worry about driving traffic to their products.

It is widely acknowledged that the success of an e-commerce website heavily depends on its web design. A well-executed e-commerce web design not only attracts visitors but also converts them into buyers. Its significance should not be underestimated.

Furthermore, a good e-commerce web design goes beyond aesthetics and user experience. It should incorporate essential features such as easy navigation, clear product categorization, intuitive search functionality, and secure payment gateways. The design should also prioritize mobile responsiveness to cater to the growing number of users accessing the internet through smartphones and tablets.

In addition to design, effective product descriptions, high-quality product images, and customer reviews play a crucial role in influencing purchasing decisions. These elements help build trust and credibility, reassuring potential buyers about the quality and reliability of the products or services.

DISCUSSION 2

You work for a magazine that provides information about products and other issues relevant to consumers. It is your job to evaluate and compare products and prepare reports about them.

With your team:

1. Select the products that you want to compare.
2. Research and describe the features of your chosen products.
3. Describe the benefits of the products for the consumer.
4. Find out if it is possible to buy these products online.
5. Determine the cost of buying these products online as compared with a regular store.
6. Discuss the benefits of both types of shopping.
7. Present your findings to the rest of the class.

MONEY

DISCUSSION 3

In group discussions, please state whether you agree or disagree with the following statements and provide your reasons:

1. The existence of the wealthy is dependent on the existence of the impoverished.
2. The government has a responsibility to provide support for homeless and economically disadvantaged individuals.
3. The solution to poverty lies in the act of sharing.
4. Poverty encompasses more than just the lack of food; it also involves the absence of affection.

DISCUSSION 4

1. What are the primary functions of money in an economy?
2. How has the concept and form of money evolved throughout history?
3. What are the advantages and disadvantages of using a digital currency like Bitcoin?
4. How does inflation impact the value of money and the overall economy?
5. What role do central banks play in managing a country's money supply?
6. What are some potential risks and challenges associated with the widespread adoption of digital currencies?
7. How does the exchange rate between different currencies affect international trade and investment?
8. What factors contribute to the value of a country's currency in the foreign exchange market?
9. How can individuals effectively manage their personal finances and make wise financial decisions?
10. In what ways does the concept of money influence social and economic inequality within societies?

TEXT 3

WHAT IS MONEY?

Commodity Money: Commodity money has intrinsic value derived from the material it is made of, such as gold or silver. It has both monetary and commodity value, making it desirable for trade.

Fiat Money: Fiat money has no intrinsic value and is not backed by a physical commodity. Its value is derived from government decree or legal tender laws, which require its acceptance as a form of payment. Most modern currencies, including the US dollar and the euro, are fiat currencies.

Digital Money: With technological advancements, digital currencies have gained popularity. Cryptocurrencies, such as Bitcoin and Ethereum, operate on decentralized networks using cryptographic protocols. They offer secure and efficient transactions, challenging traditional financial systems.

Money and the Global Economy: Money plays a crucial role in the global economy, facilitating international trade and investment. Exchange rates between different currencies determine the relative value of money across nations. Central banks, like the Federal Reserve in the United States or the European Central Bank, regulate the money supply and interest rates to manage inflation, stabilize economies, and promote economic growth.

The Importance of Monetary Policy: Monetary policy refers to the actions undertaken by central banks to control the money supply and interest rates within an economy. By adjusting these factors, central banks can influence inflation, economic growth, and employment levels. Through tools such as open market operations, reserve requirements, and interest rate changes, central banks can expand or contract the money supply to maintain price stability and promote economic stability.

Inflation and Deflation: One of the significant challenges related to money is managing inflation and deflation. Inflation occurs when there is a sustained increase in the general price level of goods and services over time. It erodes the purchasing power of money, reducing the value of savings and income. Central banks aim to keep inflation within a target range to maintain price stability and prevent economic distortions.

Conversely, deflation refers to a sustained decrease in the general price level. While it may seem beneficial as prices decrease, deflation can hinder economic growth. It can discourage spending as consumers anticipate further price reductions, leading to decreased business investment and a slowdown in economic activity. Central banks employ monetary policies to counter deflationary pressures and stimulate economic activity when necessary.

The Rise of Digital Currencies: In recent years, digital currencies, particularly cryptocurrencies, have gained considerable attention. Operating on decentralized networks known as blockchains, cryptocurrencies offer unique features such as transparency, security, and potential anonymity. They enable peer-to-peer transactions without the need for intermediaries, making cross-border transactions faster and more efficient.

Bitcoin, the first and most well-known cryptocurrency, introduced the concept of a decentralized digital currency. Since then, numerous other cryptocurrencies, including Ethereum, Ripple, and Litecoin, have emerged. These digital currencies have created new possibilities for financial innovation, including smart contracts, decentralized finance (DeFi), and non-fungible tokens (NFTs).

While digital currencies offer exciting possibilities, their adoption and regulation pose challenges. Governments and regulatory bodies worldwide are grappling with issues such as consumer protection, money laundering, and the stability of financial systems. As the technology evolves, finding the right balance between innovation and regulation will be crucial for the widespread acceptance and integration of digital currencies into the global monetary landscape.

Conclusion: Money is a fundamental pillar of modern economies, serving as a medium of exchange, a store of value, and a unit of account. Its evolution from simple bartering to sophisticated digital currencies reflects the progress of human civilization. Central banks and monetary policies play a vital role in maintaining stability, managing inflation, and promoting economic growth. As digital currencies continue to gain prominence, they offer exciting possibilities and challenges for the future of money. Understanding the nature and functions of money empowers individuals and societies to navigate the complex world of finance and make informed decisions.

TEXT 4

IMPORTANT CHARACTERISTICS OF MONEY

Money is a fundamental concept in modern economies, serving as a medium of exchange, a unit of account, and a store of value. It enables the smooth functioning of economic transactions and facilitates economic growth. To fulfill these roles effectively, money must possess certain essential characteristics. In this article, we will explore the key characteristics of money and understand why they are crucial for a well-functioning monetary system.

Medium of Exchange: One of the primary functions of money is to serve as a medium of exchange. It should be widely accepted in transactions for goods and services. Money eliminates the need for bartering, enabling efficient trade by providing a universally recognized and trusted means of exchange. By accepting money, sellers can store value and easily exchange it for other goods or services of their choice, promoting economic activity.

Unit of Account: Money serves as a unit of account, providing a standard measure for valuing goods, services, assets, and debts. It allows for easy comparison and pricing of different items in a consistent and standardized manner. By using a common unit of account, individuals, businesses, and governments can assess the relative value and make informed decisions about production, consumption, investment, and taxation.

Store of Value: Money should act as a reliable store of value over time. It should maintain its purchasing power and preserve wealth. People should have confidence that the value of money will not erode significantly over time due to inflation or other economic factors. A stable and trustworthy currency ensures that individuals can save money for the future, invest in assets, and plan for long-term financial goals.

Divisibility: Money should be easily divisible into smaller units without losing its value. This characteristic enables the precise pricing of goods and services and facilitates transactions of various sizes. Divisibility allows for flexibility in economic exchanges, accommodating both small and large-scale transactions. Money that lacks divisibility may hinder economic activity and impede the efficient allocation of resources.

Portability: Money must be easily transportable, allowing for convenient and secure transactions. It should be compact, lightweight, and easily carried from one place to another. Portability ensures that money can be exchanged without significant logistical challenges, enabling seamless trade and commerce across regions and countries.

Durability: Money should be durable and able to withstand repeated use without significant deterioration. It should retain its physical integrity and remain intact during circulation. Durability ensures that money can be used repeatedly over an extended period, maintaining its value and usability. Fragile or easily perishable forms of money would pose practical challenges and undermine its effectiveness.

Fungibility: Money should be fungible, meaning that each unit of currency is interchangeable and indistinguishable from another unit of the same denomination. This characteristic ensures that all units of money are equal in value and can be freely exchanged. Fungibility allows for seamless transactions, as any unit of money can be used to settle debts or make purchases without any differentiation in value.

Acceptability: Money must be universally accepted as a form of payment for goods, services, and debts. It should be recognized and trusted by individuals, businesses, and institutions within a given economic system. Acceptability ensures that money can be used for transactions across a wide range of participants, promoting economic integration and efficiency.

Scarcity: Money should possess an element of scarcity to maintain its value. If money were overly abundant, it would lead to inflation and diminish its purchasing power. By maintaining a controlled supply, money retains its value and encourages responsible economic behavior, such as saving and investment.

Legal and Regulatory Framework: Money requires a legal and regulatory framework to establish its legitimacy and enforce its use. Governments and regulatory bodies play a vital role in establishing and maintaining the integrity of money through legislation, monetary policy, and oversight. This framework ensures trust, stability, and confidence in the monetary system.

Conclusion: The characteristics of money are crucial for its successful functioning as a medium of exchange, unit of account, and store of value. By

embodying these essential traits, money facilitates economic transactions, promotes economic stability, and underpins the smooth functioning of economies. As financial systems evolve, it is essential to uphold these characteristics, whether in physical or digital forms of money, to ensure trust, efficiency, and confidence in financial transactions. Understanding the significance of these characteristics allows us to appreciate the importance of money as a foundational component of our modern economies.

WORD STUDY

The word "cash" is uncountable. How much cash do you have on you? Please select the appropriate definition for the following vocabulary items related to the word "cash" using the explanatory dictionaries.

1. cash flow is

- a) the conversion rate between currencies;
- b) money which is immediately available;
- c) movement of money into and out of business.

2. petty cash is

- a) small denomination coins;
- b) money held in a business to cover small expenses;
- c) pocket money given to children.

3. cash dispenser is

- a) someone who spends money;
- b) machine in or outside a bank from which you can get money with a card;
- c) device used to sort out money.

4. cash register is

- a) machine used in shops to record the money;
- b) a special book where you keep the record of money coming in and getting out;
- c) person who records money in a bank.

5. cash-and-carry is

- a) method to pay for the transport of goods;
- b) large shop where goods are paid at cheaper prices and removed by customers;
- c) money you receive for delivering the goods.



I. Read the conversation. Choose the correct modal verb.

A: Hello! What's your name, please?

B: My name's Helen.

A: How do you feel you must, you can and you may in your daily activities, Helen?

B: Well, it depends on the day and on the activities.

A: What do you mean?

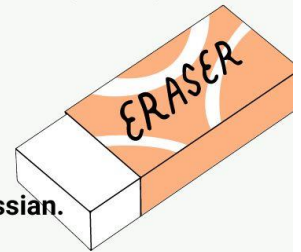
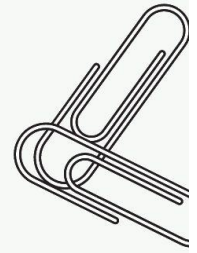
B: On weekdays, I feel I must, sometimes I may and most often I can. On Sundays, I feel I may, but sometimes I feel I must again. And I can or I can't.

A: Oh, but still what do you mean by that?

B: On weekdays I have 3-4 classes. I (must / may) get up at 7 o'clock. I (must / may) take some meal and (must / can) leave home. I (should / can) get to the University on foot, but I seldom do it. I (shouldn't / mustn't) be late. I (am able to / must) come at 8.30, so I take a bus to get on time. I (must/may) be active in class. I (can / must) stay in the University till.

At 12.00 we (may / need) have lunch. I want to become an economist, so I (must / may) do all this. On Sunday I (am to / may) do whatever I like. I (am allowed to / may) sleep late if I like. I (should / may) stay at home, or go to the cinema. I feel I must on Sundays too. I feel that I (will / must) do my homework and I say that I can do it.

A: Oh, I see. Thanks so much, Helen!



II. Put the words in the right word order and then translate sentences into Russian.

1. months / new / are / product / six / we / a / launching / in.

2. customers / sales / to / the / are / our / closer / resources

3. year / investing / this / you / in / money / are / more.

4. have / businesses / employees / 98 percent / of / 20 / U.S. / less / than.

5. don't / fulltime / want / hire / all / companies / to / staff.

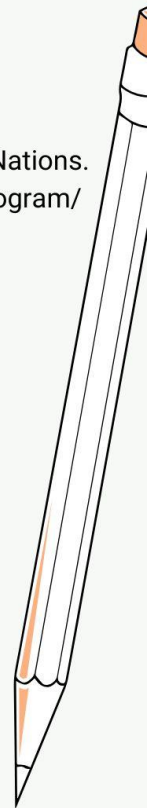
6. celebrate / founded / September 27 / we / World Tourism Day / by / on / the / United Nations.

7. says / Federal Communications Commission / can't / newly-approved / 9 / in / Lifeline program / companies / participate / in / the.

8. goods / economy / an / production / distribution / the / area / a / is / and / of / consumption / services / an / of / and.

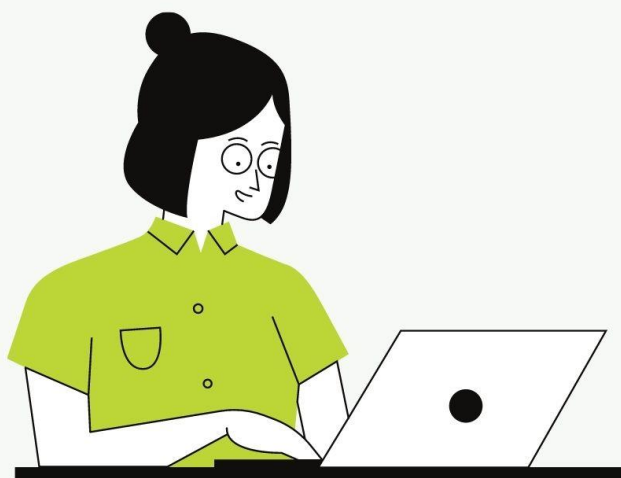
9. most / this / the / what / sector / companies / in / are / profitable?

10. companies / survey / conducted / result / professional / a / is / the / by / of / IT / this.



III. Open the brackets using Present Simple or Present Continuous.

1. They rarely ... out by more than a dozen machines a year (buy).
2. At the moment, they for the presentation (prepare).
3. When two or more partners ... the firm, they are usually called partners (control).
4. What project you on now (work)?
5. They always ... your silly questions (ask)!
6. Poor service and frequent delays often ... an airline's reputation (harm)
7. Our computers...well at the moment (not/to sell)
8. It only... our department two days to prepare the annual report (take).
9. Which market segments. they usually (target)?
10. He...the testing of some new machines this week (supervise).



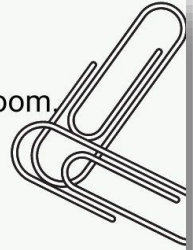
IV. Choose between the Past Simple and Past Continuous tense-forms.

Thomas Edison started/was starting work on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he built/ was building himself a little laboratory in the luggage van where he could carry out experiments when he didn't sell/ wasn't selling things to passengers. Another thing that he occupied/was occupying himself with was reading. Rejoined a library and read/was reading every single book in it.

One day, when he waited/was waiting at a station he noticed/was noticing a small boy who played/was playing by the track, unaware that a train approached/was approaching. Edison ran/was running out and grabbed/was grabbing the child just in time. The child's father was so grateful that he offered/ was offering to teach Edison to be a telegraph operator. Edison accepted the offer and soon he had/was having regular lessons. After a year, he was good enough to get a job in the telegraph office. He continued to read and experiment, whenever he had/was having time. At twenty-one he left/was leaving the telegraph office to devote all his time to be an inventor. He went/was going to invent the electric light bulb, the photograph and the movie camera.

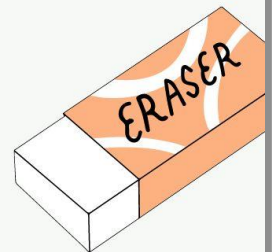
V. Choose the suitable adverb.

1. Everyone was talking but stopped (then/the moment) Mr Gray entered the room.
2. I lived in London (until/by the time) I was 20.
3. (While/Once) I was chewing a piece of meat, my tooth fell out.
4. Jhon always let me know (at the time/whenever) he was going to be late.
5. Now, Mr Smith, what were you doing (between/by) ten and ten thirty last night?
6. It wasn't (until/up to) last year that they could afford to buy a car.
7. I was sitting at my report (by 5p.m./at 5p.m.).
8. (When/While) I got to the cinema Jack was waiting for me.
9. He was drinking quite a lot (these days/those days).
10. (When/During) I was shopping I met Bob, my sister's boy-friend.



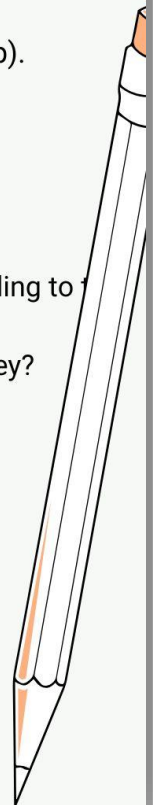
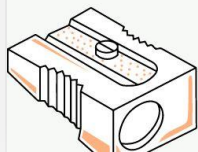
VI. Open the brackets putting the verbs in the Past Simple or the Past Continuous tense-forms.

1. When the door-bell (ring) he (stand) up and (go) to the door.
2. It (rain) hard this morning when I (wake up).
3. While I (have) breakfast this morning, my sister (phone) from Mexico.
4. When I (see) his face, I (realize) my mistake.
5. I (take) my umbrella because it (rain).
6. Yesterday morning he (wake up) late and (miss) his breakfast.
7. When he (work) in the garden he (hurt) his knee.
8. Kate (wait) for the bus when I (see) her.
9. I (look) out of the window and (see) that it (snow) hard.
10. When the parents (come) from the theatre yesterday evening, the children (sleep).



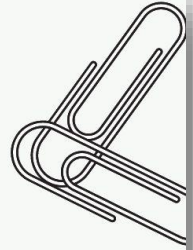
VII. Choose between the Present Perfect and the Past Simple tense-forms.

1. Hello, Mr... er ... Mr - I'm sorry, *forgot/have forgotten* your name.
2. News just came in/*has just come in* of an earthquake in Southern Mangrovia. According to first reports the quake *struck/has struck* just after midnight last night.
3. Alice bought/*has bought* a new car. - Really? Where did she *get/has she got* the money?
4. I have often *wondered/often wondered* what he does for a living.
5. He *was/has been ill* before Christmas, but he *has been/ was* fine since then.
6. Things *have been/were* difficult since Sharon has lost/ lost her job.
7. Paul *was/has been keen* on music since childhood.
8. Did you two *meet/Have you two met* before? David, this is Ann.
9. *Did you see/Have you seen* Jane by any chance? There's a letter for her.
10. This is the only occasion that I have *seen/saw* him wearing a tie.



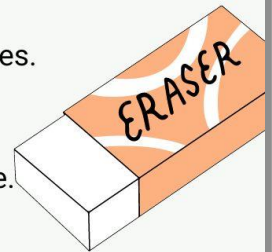
VIII. Choose the appropriate adverbial of time.

1. I can't remember when/how long I have had this CD player.
2. Have you eaten asparagus before/already!
3. Did you live here in/since 1995?
4. I always got up at six lately/in those days.
5. She fell asleep an hour ago/for an hour.
6. I haven't paid for my ticket still/yet.
7. We've known each other since/for many years.
8. They haven't seen Carol since/for last year.
9. Actually I had dinner with Paul last night/lately.
10. Tire other clay/Lately Nick received a parcel from home.



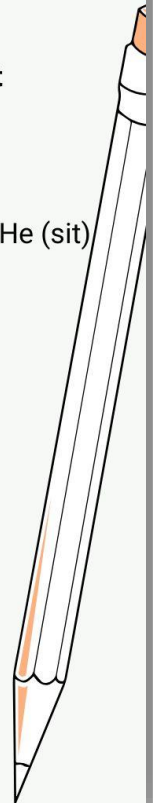
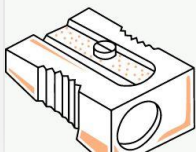
IX. Open the brackets using the Present Perfect or the Past Simple tense-forms.

1. I (shout) at them and they (run) away.
2. What's the best film you ever (see)!
3. Simon is not at home. He (go) to a football match.
4. It was such a wonderful performance that we (applaud) for fifteen minutes.
5. Why do you look so sad? Anything (happen)!
6. Jaime lives in Venezuela; he never (see) snow.
7. I (not/wake) at 7 o'clock yesterday, because my mother (not/be) at home.
8. Anyone (see) my dictionary? I can't find it.
9. A lot of rain (fall) last week.
10. When I (get) home late yesterday evening my dad (be) very angry.



X. Open the brackets using the Present Perfect Continuous/ Present Perfect/Present Simple/Present Continuous tense-forms.

1. How long he (live) in Manchester? - All his life. He was born there.
2. Mr. Woods (not/feel) well for over a month.
3. Look. Can you see Simon over there? - He (sit) in the corner. - Yes. He (wait) for Jack. He (sit) here since two o'clock.
4. They (be) in London now. They (live) there for the last six months.
5. I (learn) Spanish since last year.
6. How many driving lessons you (have) lately?
7. They (repair) the road all this week, but they (not/finish) it yet.
8. Where you (be)! I (wait) for you for over an hour.
9. I (type) this report since yesterday and I'm only halfway through.
10. Your mum is still in the kitchen. She (cook) all the morning. - Yes. We (expect) guests tonight.



UNIT III. Marketing

★ Introduction

I. Discuss the questions

1. Of the advertisements that you saw on your way here today, which caught your attention most?
2. What elements of an advertisement appeal to you- image? color? language? design? humor?

II. Look at the following advertisements and write phrases from the ads in the appropriate categories (appearance, choice, durability, after-sale service/protection, feelings, quality, appealing features, price/cost).

JAMET INDUSTRY
COMPUTER PRINTER
Sale

- Smart Scanner
- Smart Printer
- Fax Machine
- Photocopy Machine

\$750

ORDER NOW
+123-456-7890
reallygreatsite.com

COMPUTERS SINCE 2019
QUARK COMPUTER
TODAY'S SALE 900\$

ON SALE

- Lightweight
- Faster processor 10% off
- 14-in screen
- 1 yr. mfg.warranty

CONTACT US
+123-456-7890

SPORT SHOES
BIG SALE

ALL SPORTS SHOES
REDUCED (20% OFF)

III. In pairs, answer these questions about the advertisements.

1. What products/services are these advertisements trying to sell?

2. What age group(s) and socioeconomic group(s) are they aimed at?

3. How effective do you find the advertisements?

IV. In pairs, discuss other advertisements that you have seen recently that caught your attention. Use expressions from the box to help you if you wish.

This ad appeals to me because.....I like the graphics and.....
 It gives me a sense of.....I find it attractive because of.....
 It makes me think of.....

★ **Focus Vocabulary**

I. Match the words to their definitions.

| | |
|---------------------|--|
| 1. product | 1) the cost to the buyer of goods or services |
| 2. price | 2) informing customers about products and persuading them |
| 3. promotion | 3) where goods or services are available |
| 4. place | 4) goods or services |

II. For each group of words below (1-5):

- fill the missing vowels to complete the word partnership;
- match each of the three-word partnership to the correct definition (a-c)

| | | |
|------------|-------------|---|
| 1 market | research | a) the percentage of sales a company has |
| | s_gm_nt | b) information about what customers want and need |
| | sh_re | c) a group of customers of similar age, income level and social group |
| 2 consumer | b_h_v_____r | a) description of a typical customer |
| | pr_f_l_ | b) where and how people buy things |
| | g_ds | c) things people buy for their own use |
| 3 product | l_nch | a) introduction of a product to the market |
| | l_f_cycl_ | b) length of time people |

| | | |
|---------------|----------|---|
| | | continue to buy a product |
| | r_ng_ | c)set of products made by a company |
| 4 sales | f_r_c_st | a)how much a company wants to sell in a period |
| | f_g_r_s | b)how much a company thinks it will sell in a period |
| | t_rg_t | c)numbers showing how much a company has sold in a period |
| 5 advertising | c_mp_gn | a)a business which advises companies on advertising and makes ads |
| | b_dg_t | b)an amount of money available for advertising during a particular period |
| | _g_ncy | c)a programme of advertising activities over a period, with particular aims |

III. CD (2.15) Mark the stress on the word partnerships in Exercise II. Listen and check your answers.

Example: 'market re 'search

IV. CD (2.11-2.14) Listen to four consumers talking about different products. Decide which of the four Ps each speaker is discussing: product ,price, promotion or place.

V. Choose a well-know brand for each of these categories. For each brand, think about the questions

| | |
|---|---|
| <ul style="list-style-type: none"> • car/motorbike (BMW, Mercedes) | <ul style="list-style-type: none"> • food/drink |
| <ul style="list-style-type: none"> • mobile phone/ camera | <ul style="list-style-type: none"> • magazine/newspaper |
| <ul style="list-style-type: none"> • clothing/perfume | <ul style="list-style-type: none"> • computer/electronic goods |

1) What is the product range of the brand? (*The range includes cars, vans and trucks.*)

2) Which market segment is it aimed at in your country?

3) What is a typical consumers profile for the brand? Include the following (*age, gender, job, income level, interests, other products the consumer might buy*)

★ Reading

DISCUSSION 1

I. Discuss these questions.

1. What images spring to mind when you hear the word ‘marketing’?
2. Would you like to work in marketing?
3. What marketing tactics do you think are very successful?

II. Read the article.

TEXT 1

MARKETING

Marketing plays a pivotal role in the success of any business. A well-crafted marketing strategy can help companies identify and seize opportunities, effectively target their audience, develop competitive products, establish the right pricing strategies, and promote their offerings through appropriate channels. To achieve these goals, a successful marketing strategy should comprise several key components that work together to propel a business towards success. In this article, we will delve into these essential components and explore how they contribute to the overall effectiveness of a marketing strategy.

Market Analysis and Opportunity Identification: A successful marketing strategy begins with a thorough market analysis. This involves researching and understanding the industry landscape, identifying consumer needs and preferences, and evaluating potential market opportunities. By gaining insights into market trends, competitors, and customer behavior, businesses can identify gaps in the market and tailor their offerings to meet customer demands effectively.

Target Audience Segmentation: Knowing your target audience is crucial for developing a successful marketing strategy. By segmenting the market based on demographic, psychographic, and behavioral factors, businesses can create personalized marketing messages that resonate with specific customer groups. Understanding the unique needs and preferences of different segments allows for more targeted marketing efforts, leading to higher customer engagement and conversion rates.

Marketing Mix Development: The marketing mix, also known as the "Four Ps" (Product, Price, Place, Promotion), forms the core of a marketing strategy. Each element of the marketing mix plays a vital role in creating value for customers and achieving business objectives.

a) **Product:** Developing a compelling product or service that meets customer needs is essential. A successful marketing strategy involves creating a differentiated offering that stands out in the market and provides unique benefits to customers.

b) Price: Pricing strategies should align with customer expectations and market dynamics. By considering factors such as production costs, competitor pricing, and perceived value, businesses can set optimal prices that maximize profitability while remaining attractive to customers.

c) Place: Choosing the right distribution channels and ensuring the availability of products in the right locations are crucial. Effective distribution strategies ensure that products reach customers conveniently, providing a seamless buying experience.

d) Promotion: Promotional activities encompass advertising, public relations, sales promotions, and other communication strategies. By selecting the most appropriate channels and crafting persuasive messages, businesses can raise awareness, generate interest, and ultimately drive sales.

Threat Analysis and Mitigation: While focusing on market opportunities is crucial, businesses must also consider potential threats. Identifying and assessing external factors that could impact operations, such as emerging competitors, changing market trends, or economic conditions, is vital for mitigating risks. Successful marketing strategies incorporate contingency plans and adapt to changing circumstances, leveraging threats as opportunities for growth and innovation.

Implementation and Evaluation: A marketing strategy is only as effective as its implementation. Businesses must execute their plans meticulously, aligning resources, assigning responsibilities, and monitoring progress. Regular evaluation of marketing efforts against predefined metrics allows for ongoing optimization and refinement. By analyzing results and making data-driven decisions, businesses can fine-tune their strategies, capitalizing on successes and addressing areas that require improvement.

Conclusion: A successful marketing strategy encompasses a holistic approach that considers market analysis, audience segmentation, the marketing mix, threat analysis, and effective implementation. By integrating these key components, businesses can create a cohesive and well-rounded marketing strategy that drives growth, enhances customer satisfaction, and ultimately contributes to the overall success of the organization. Embracing these components as the foundation of marketing initiatives empowers businesses to navigate challenges, seize opportunities, and establish a strong competitive advantage in the dynamic marketplace.

TEXT 2 **MARKETING MIX**

People who are considering starting a business, regardless of its size, should acquire knowledge in the field of marketing. Marketing plays a vital role in the success of a business, with a primary focus on satisfying customers, delivering quality, and creating consumer value. One of the most widely employed strategies in marketing is



the Marketing Mix, also known as the 4Ps: price, place, product, and promotion. The marketing mix refers to a set of controllable tactical marketing tools—product, price, place, and promotion—that a company combines to achieve the desired response from the target market.

The concept is straightforward. Think about another common mixture - a cake mixture. All cakes include eggs, milk, flour, and sugar. However, you can change the final cake by adjusting the quantities of these ingredients. For a sweeter cake, add more sugar!

It's the same with the marketing mix. The offering you present to your customers can be modified by varying the elements of the mix. For a high-end brand, increase the emphasis on promotion and reduce the importance placed on price. Now let's examine the components of the marketing mix in more detail.

Product: A product is something that a business owner sells to their target customers. It can be a physical item or a service. When creating a product, factors like design, quality, packaging, features, after-sales service, and customer support should be taken into consideration. Before starting a business, it's important to research the market and understand the demands and needs of your potential customers. Additionally, providing warranty, service, and support is crucial.

Place: Place refers to the activities a company undertakes to make its products available to customers. It involves the distribution channels or intermediaries that help move goods or services from the manufacturer/service provider to the end user. This can include the physical location of your business, distributors, storefronts, online presence, and logistics.

Price: Price is the amount of money customers have to pay to purchase a product or service. Setting the right price involves considering factors like discounts, credit options, cash or credit purchases, and efficient manufacturing processes to reduce costs. Marketers aim to increase the perceived value of their products or services to buyers or consumers.

Promotion: Promotion encompasses all the activities marketers undertake to inform consumers about their products and encourage them to make a purchase. It involves various methods such as direct marketing, sales promotion, advertising, and personal selling. Understanding your target market and their perspective is important in motivating them to choose your business. Advertising, publicity, and public relations are essential for keeping your product or service ahead of competitors.

The 4 Ps of Marketing are valuable in starting a business as they help you avoid common marketing mistakes and increase the chances of success. It's crucial to acquire the necessary knowledge and skills to effectively implement these principles in your venture.

DISCUSSION 2

I. Discuss these questions in small groups.

1. Who in your group is wearing clothes or shoes of a well-known brand?
2. Why are these brands popular?
3. What is the difference between a logo, a brand, and a trademark? Think of examples of each.

TEXT 3

I. Read the article below. Look at the following words and symbols and answer the questions.

1. Which of these symbols do you recognize?
2. Are these words and symbols logos, brands, or trademarks?
3. What adjectives would you use to the products associated with these logos, brands, or trademarks?

CONSEPT OF MARKETING

Product

Adidas has a wide variety of products that they sell. They sell athletic shoes, casual shoes, Apparel, sports equipment, and have begun to sell body fragrances. Adidas also bought out Reebok (who sells the same types of products) in 2005 for 3.8



billion dollars. Adidas also owns Taylormade and these Adidas Reebok and Taylormade together are called the Adidas group



Price

Adidas products are generally cheaper than Nike products, however, pricing can be directly proportional to the type of technology used in the product. Although Adidas' pricing is lower than Nike's it is still higher than companies such as Reebok and Under Armour and I would consider them exclusively priced. Adidas does discount as well.



Place

You can buy Adidas products in many places such as Target, Walmart, Dicks Sporting Goods, Dunhams, and all other sporting goods stores. You can also get Adidas products online at their website, Eastbay and many other sports retailers. Adidas' headquarters is in Herzogenaurach, which is in Bavaria, Germany. Adidas' production sites are located in Germany(1), Sweden(1), Finland(1) USA(4), Canada(5), China(1), and Japan(1). Adidas works with more than 1,070 independent factories from around the world who manufacture their products in 67 countries



Promotion

Adidas promotes its company in many ways, including advertisements, sponsoring professional athletes and professional sports teams, they also have television commercials. Adidas also promotes itself through personal selling by having workers answer questions and explain products in their many stores around the world.



TRANSLATION

Исследователи рынка занимаются выявлением потенциальных клиентов, т.е. людей, которые, по их мнению, будут покупать определенный товар. Основная цель маркетингового исследования заключается в определении оптимальной комбинации маркетинговых элементов. После тщательного анализа каждого из четырех компонентов маркетинговой программы разрабатывается стратегия маркетинговых мероприятий. Если маркетолог выполнил свою работу хорошо и правильно определил потребности покупателя, создал привлекательный продукт, установил конкурентоспособную цену, нашел удобные каналы

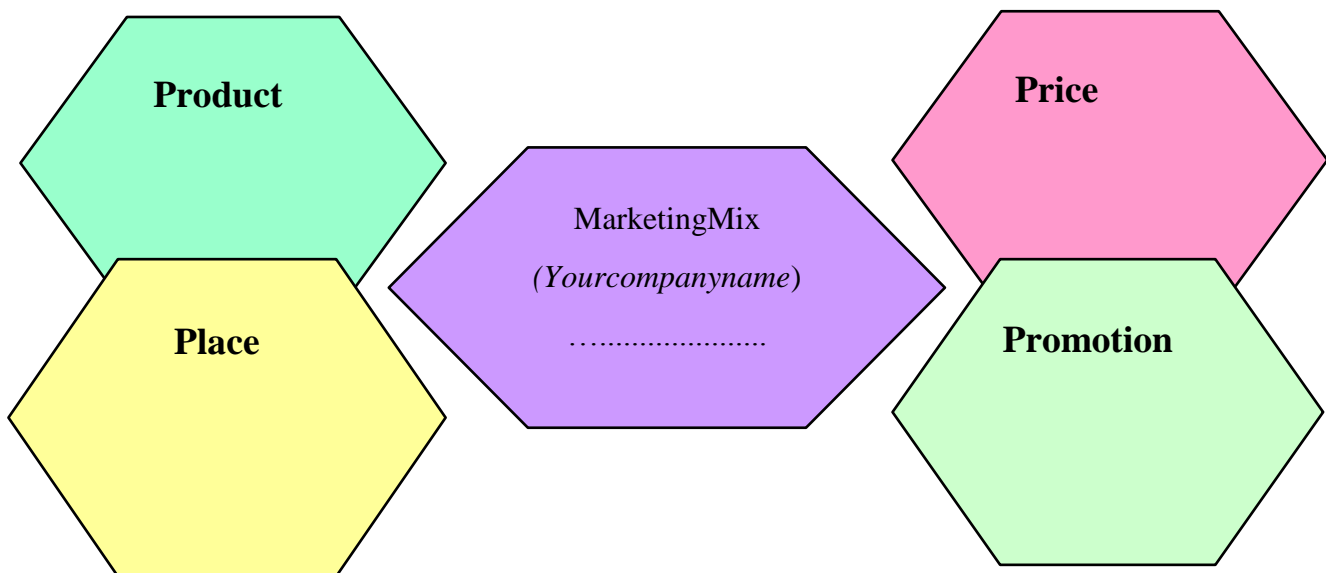
распределения и продвижения товара, то такой продукт будет успешно продаваться.

DISCUSSION 3

Put steps of successful marketing in the right order, fill in this chart with your own components, prepare and give a speech based on your firm's marketing mix analysis.

You have embarked on a new small-business venture, and congratulations on that! However, for your product or service to thrive, it must be the right product, sold at the right time, to the right customer, in the right market. While it may initially seem straightforward—create a desirable product, place it where potential customers frequently visit, price it appropriately based on the value it offers, and ensure it aligns with customers' buying preferences—it actually entails a great deal of hard work. You need to invest time in understanding what customers truly want, identifying their shopping habits, determining how to produce the item at an appealing price point, and synchronizing all these factors to meet customers' demands at the opportune moment. So, where do you begin?

To ensure the success of your product, it is crucial to have a personal and emotional commitment to its triumph. Once you have a specific product or service in mind, your journey starts with conducting a thorough analysis. One of the most well-known models that can assist you in this process is the 4Ps of Marketing. This model enables you to define your marketing strategies in terms of Product, Place, Price, and Promotion (as mentioned in the previous text). Incorporating this model into your planning process for the new venture will prove beneficial.





MARKETING MIX

Here are some questions that will help you understand and define each of the four elements

Product/Service

- What does the customer want from the product /service? What needs does it satisfy?
- What features does it have to meet these needs?
- How and where will the customer use it?
- What does it look like? How will customers experience it?
- What is it to be called?
- How is it differentiated versus your competitors?


Place

- Where do buyers look for your product or service?
- If they look in a store, what kind? A specialist boutique or in a supermarket, or both? Or online? Or direct, via a catalogue?

Price

- What is the value of the product or service to the buyer?
- What discounts should be offered to trade customers, or to other specific segments of your market?
- How will your price compare with your competitors?

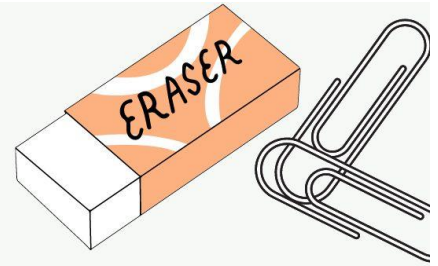
Promotion

- Will you reach your audience by advertising online, in the press, on TV, on radio, or on billboards?
 - When is the best time to promote? Is there seasonality in the market?
 - How do your competitors do their promotions? And how does that influence your choice of promotional activity?
- 

★ Grammar

I. Open the brackets using the appropriate passive forms.

1. The Tower of London formerly (use) as a prison.
2. Progress (make) every day in the world of science.
3. He saw that the table (push) into the corner.
4. Empty bottles must (throw away), the sooner the better.
5. Photographs (take) after the ceremony.
6. I never (speak to) like that before.
7. Ann (show) how to bath a baby by her elder sister.
8. A big battle (fight) here 200 years ago.
9. These books must not (take) away from the reading-room.
10. Milk (use) for making butter and cheese.
10. In some countries women still (deny) the right to vote.

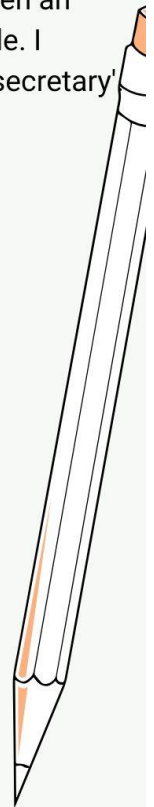
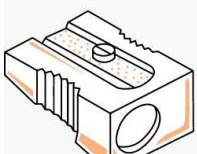


II. Practice on the use of the various tense-forms in the active/passive voice

Bernard and Francis Basset (be) brothers. They (live) in Paris and (work) with new sounds and shapes for making music. But they always (not/do) this, though; for a long time Bernard (manage) a factory and Francis (run) a business in Argentina. Then about 30 years ago they (take) their savings and (begin) the work they (do) now. First they (learn) about how classical musical instruments (make). And since that time they (begin) inventing their own musical instruments. Now their lives (be) quite varied. They still (invent) new instruments; but Bernard recently (start) working with children as well. He (help) them to discover music without having to read written notes. He and Francis sometimes (travel) too giving concerts on their instruments or setting up exhibitions. Bernard's main complaint? The telephone. 'When an artist (work)', he said, 'and he (have) to run to the telephone, something (break) inside. I (agree) with the sculptor who once (say) that freedom for an artist (mean) having a secretary'.

III. Practise the use of articles. ('a/an' or 'the')

1. ... student must use his ID card to be admitted to ... library.
2. If ... person expects to play ... guitar well, he must be willing to practice often.
3. Ann looked everywhere for ... badminton net. It was in ... attic.
4. Who do you suppose was at ... meeting?
5. ... woman who is giving ... speech is ... university teacher.
6. Do you know ... white-haired man who is feeding ... pigeons?
7. What do you think of ... discussion that followed ... meeting?
8. ... melon is ripe, juicy and has ... sweet taste.
9. Unless ... rain stops ... picnic will be held under pavilion.
10. Can you hold ... lid down so I can lock ... suitcase?



UNIT IV. Managing People

★ Introduction

I. What makes a good manager? Choose the 5 most important personal qualities.

(Optimistic, determined, innovative, responsible, self-motivated, confident, creative, committed, humane, supportive)

II. If you are managing people, what other personal qualities do you need?

★ Focus Vocabulary

I. Match the verbs to the prepositions and phrases.

| | |
|---------------|---|
| 1 respond | a) in their employees' abilities. |
| 2 listen | b) to a deputy as often as possible. |
| 3 deal | c) to employees' concerns promptly. |
| 4 believe | d) with colleagues clearly. |
| 5 delegate | e) with problems quickly. |
| 6 communicate | f) in regular training courses for employees. |
| 7 invest | g) to all suggestions from staff. |

II. Which do you think are the 5 most important qualities in Exercise II?

III. Some verbs combine with more than one preposition. Say whether these combine with someone, something or both.

| | |
|--|-----------------------------------|
| 1. a) report to someone b) report on | 4 a) agree with b) agree on |
| 2. a) apologise for b) apologise to | 5 a) argue about b) argue with |
| 3. a) talk to b) talk about | |

IV. Complete these sentences with suitable prepositions.

- I agreed. **with** her that we need to change our marketing strategy.
- I talk _____ my boss every Monday at our regular meeting.
- We argued _____ next year's budget for over an hour.
- He apologised _____ losing his temper.
- We talk _____ our financial problems for a long time.
- The Finance Director argued _____ our Managing Director over profit sharing.
- I apologised _____ Paula for giving her the wrong figures.
- Can we agree _____ the date of our next meeting?

★ Reading

I. Read the article below.

TEXT 1

SHARE THE POWER (by Stefan Stem)

John Smythe, from Engage for Change consultancy, provides two scenarios to illustrate employee engagement. In the first situation, Ruby is invited to a morning meeting titled "Help our recovery." The invitation acknowledges the company's poor performance and the lack of additional funding from the parent company. However, it emphasizes open communication and invites Ruby and her colleagues to take ownership with management to address the crisis. They are given a two-month timetable to find achievable cost savings without harming key areas of the business. During this process, employees are asked three important questions: What would they do if they had a free hand in their day job? If they were directors of the company? If they had to propose significant changes? This approach ensures employees feel involved in the decision-making process, avoiding demotivation.

The alternative scenario involves Geraldine, who is invited to a "cascade briefing." Rumors suggest a lack of communication and difficulty in finding directors within the company. During the briefing, a PowerPoint presentation reveals the dire state of the business and focuses solely on restructuring and efficiency plans, without mentioning any new business opportunities. Geraldine and her colleagues feel like victims rather than active participants. This experience leaves them in shock, with no sense of engagement or value.

John Smythe highlights that none of us would report feeling engaged or valued in an experience similar to Geraldine's.

COMPREHENSION

I. Discuss the following points.

when you have felt most engaged and most valued at work, or in a sports team, or in your daily life;

the best way to communicate bad news;

any other theories of managing people that you know.

TEXT 2

MyBestBoss–StoriesoftheGreatestBossesofAllTime

There are numerous stories about bad bosses, but it's important to acknowledge the good ones too. Recently, readers shared their experiences of the best bosses they ever had. Here are five remarkable managers highlighted by the respondents:

1. Office Politics Mentor: One respondent praised their first boss who actively involved them in handling phone calls, explaining the underlying office politics and preparing them for similar situations. While offering support, the boss expected independent problem-solving and demanded results. They also provided resources for self-improvement and strategy adjustment.
2. Empathetic Leader: Another respondent admired their early-career boss who maintained reasonable workloads, provided constructive feedback, and interacted with employees, colleagues, professionals, and clients in a polite and professional manner. This boss demonstrated empathy even when dealing

with problematic employees. Surprisingly, a fired employee expressed admiration and respect, acknowledging the fair and respectful treatment received.

3. Supportive Advocate: A boss advocated for a promotion for one respondent and, when the employer overlooked them, guided them to recognize it was time to move on. When the respondent submitted their resignation, the boss responded with pride and encouragement.
4. Fair Decision-Making: The current bosses of one respondent were commended for their handling of decision-making processes that may not please everyone. They sought input from relevant parties, maintained transparency when possible, addressed confidentiality issues, communicated decisions clearly, remained open to feedback, and were willing to revisit decisions if necessary. Their approach fostered a culture where dissenting opinions were welcomed, decisions were made, and progress was achieved.
5. Inspirational Team Leader: The first boss of another respondent aimed to surround themselves with exceptional individuals and encouraged them to utilize their strengths beyond their job descriptions. Working under this boss instilled a sense of capability, intelligence, and belonging to a team. Although not universally liked, the boss inspired loyalty and confidence without resorting to empty praise or superficial gestures. They made employees feel valued, and their genuine appreciation created an enduring loyalty.

These stories highlight the impact of great bosses, who mentor, empathize, support, make fair decisions, and inspire their teams. Their exceptional leadership fosters a positive work culture and earns the loyalty and admiration of their employees.

TEXT 3

Skills and competencies necessary for successful managers

Effective management is essential for the success of any organization. Managers play a pivotal role in guiding teams, making strategic decisions, and achieving business objectives. To excel in their roles, managers need to possess a diverse set of skills and competencies that enable them to navigate complex challenges, inspire their teams, and drive results. In this article, we will explore the key skills and competencies necessary for successful managers.

Leadership Skills: Leadership is at the core of effective management. Managers should be able to provide a clear vision, set goals, and inspire their teams to achieve them. They should possess strong communication skills to articulate their vision and provide guidance. Additionally, managers should be adept at motivating and empowering their team members, fostering a positive and collaborative work environment.

Communication and Interpersonal Skills: Effective communication is vital for managers to convey information, delegate tasks, provide feedback, and resolve conflicts. Managers should be skilled in both verbal and written communication, adapting their style to different audiences. Furthermore, strong interpersonal skills

enable managers to build relationships, collaborate effectively, and navigate diverse perspectives within the organization.

Decision-Making and Problem-Solving Abilities: Managers frequently encounter complex situations that require quick and effective decision-making. They should be able to analyze information, evaluate alternatives, and make informed decisions under pressure. Problem-solving skills are equally important, as managers need to identify issues, generate creative solutions, and implement effective strategies to overcome challenges.

Strategic Thinking: Successful managers possess the ability to think strategically and align their actions with the organization's long-term goals. They should understand the market dynamics, anticipate future trends, and proactively identify opportunities for growth and improvement. Strategic thinking allows managers to make informed decisions, allocate resources efficiently, and drive the organization towards sustainable success.

Emotional Intelligence: Emotional intelligence refers to the ability to recognize and manage one's emotions and understand and empathize with others. Managers with high emotional intelligence can effectively lead and motivate their teams, build strong relationships, and navigate conflicts with empathy and tact. They can also adapt their management style to the needs and preferences of individual team members, fostering a positive and inclusive work environment.

Adaptability and Resilience: In today's dynamic business environment, managers need to be adaptable and resilient. They should embrace change, be open to new ideas, and lead their teams through transitions effectively. Resilient managers can handle setbacks, learn from failures, and bounce back stronger. They foster a culture of continuous improvement and encourage their teams to embrace change as opportunities for growth.

Financial and Business Acumen: Successful managers should possess a solid understanding of financial and business principles. They should be able to interpret financial statements, analyze key performance indicators, and make data-driven decisions. Business acumen enables managers to align their actions with the organization's financial goals, understand market dynamics, and identify strategic opportunities.

Conclusion: To be effective managers, individuals need to develop and enhance a wide range of skills and competencies. Leadership, communication, decision-making, strategic thinking, emotional intelligence, adaptability, resilience, financial acumen, and business understanding are among the essential skills and competencies necessary for successful managers. Continual learning, self-improvement, and practical application of these skills are key to becoming effective and influential leaders who drive organizational success.

I. Answer the following questions:

1. Who is Robert L. Katz?
2. What are management skills?
3. What do general skills include?

★ Grammar

I. Choose the correct pronoun.

1 Bob is one of (our, us, ours) best pupils. 2. It isn't (my, mine) bag. I've left (my, me, mine) at home. 3. I've just waxed the floor. Don't walk on (itself, it, its) yet. 4. Let (they, them, their) read the story again. 5. Will you tell (we, us, our) about Great Britain? 6. Is this Mary's scarf? No, it is (me, my, mine). 7. (Your, you, yours) house is not far from (our, us, ours). 8. Whose cigarettes are these? They may be (our, ours) cigarettes. Oh, yes, they are (our, ours). 9. (Our, ours) car is faster than (their, theirs). 10. A friend of (you, yours, your) came to see (we, us, ours) yesterday.

II. Complete the following sentences with someone (somebody), anyone (anybody), something, anything, nobody (no one), nothing, somewhere, anywhere, nowhere.

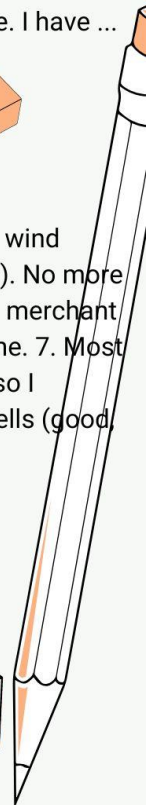
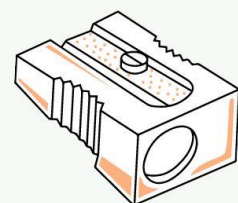
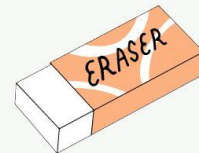
1. It's too dark here. I can't see 2. Can I do ... for you? 3. They went... at all during the holiday. 4. It was very disappointing. Absolutely ... happened. 5. I want to tell you 6. Did you turn the oven off? I think I can smell... burning. 7. It was quiet in the room.... said anything. 8. Has ... seen Paul today? 9. Was there ... interesting in the paper yesterday? 10. ... likes to stay in town on a hot day. 11. Everyone was listening to the guide. ... said anything. 12. Speak louder. I don't hear 13. Is ... going to see the house today? 14. Are you going ... today? - No, I am not going... today. I am too tired. 15.... understood the rule and the teacher had to explain it again. 16. I know ... at all. 17. I can't add ... to what I've said. 18. There is ... waiting for you in the lobby. 19. I don't want... to eat. 20. He looked at my pictures but didn't say

III. Complete the sentences with little, few, a little, a few.

1. There was very ... snow that winter. 2. When she sold her house she only took ... furniture with her and ... personal possessions. 3. Very ... people know about it. 4. John has too much money and too ... sense. 5. I'd like to ask you ... questions. 6. He's got a lot of stamps in his collection but his brother has 7. He worked hard but achieved 8. He is not sociable. He has ... friends. 9. I enjoy my life here. I have ... friends and we have a lot of fun together. 10. I saw Tom only ... days ago.

IV. Choose the correct variant.

1. The floor looks (clean, cleanly). 2. The plane landed (safe, safely) on the runway. 3. When the wind started to blow I grew (anxious, anxiously). 4. This list of names appears (complete, completely). No more names need to be added. 5. The crowd yelled (wild, wildly) when the team scored a goal. 6. The merchant looked (honest, honestly), but she wasn't. When I got home I discovered that she had cheated me. 7. Most of the students did (well, good) on their tests. 8. The contract offer sounded (fair, fairly) to me, so I accepted the job. 9. Jim felt (terrible/terribly) about forgetting his son's birthday. 10. A rose smells (good, well). 11. As dawn approached, the sky became (light, lightly).



UNIT V. Products

★ Introduction

I. Match the words.

| | |
|------------|-------------------|
| invent | Рынок |
| develop | делать, создавать |
| make | Изобретать |
| distribute | Продавать |
| improve | Улучшать |
| market | Товар |
| sell | развивать |
| buy | распространять |
| improve | покупать |

II. Discussing some of your favorite products, (I appreciate items that combine functionality, innovation, and quality. One of my favorite products is a high-end smartphone. I like it because it offers a seamless user experience, advanced features, and a sleek design. It reflects my interest in technology, staying connected, and being up-to-date with the latest advancements. Additionally, I value products that promote sustainability, such as a reusable water bottle made from recycled materials. It demonstrates my commitment to reducing waste and being environmentally conscious).

III. Here are my opinions on the statements:

1. It is better to pay a bit more for products made in your own country. I partially agree with this statement. While supporting local industries and preserving jobs within one's own country is important, it should not be the sole criterion for purchasing decisions. Factors such as quality, value for money, and ethical production practices should also be considered.
2. 'Organic', 'energy-saving' or 'green' products are overpriced and often not as good as the alternatives. I disagree with this statement. While it is true that some environmentally-friendly products may have a higher price tag, it is not always the case. Moreover, the benefits of such products, such as reduced environmental impact and healthier living, often outweigh the additional cost. Many organic or energy-saving products have proven to be just as good, if not better, than their conventional counterparts.
3. Companies spend far too much on launching and promoting new products. It depends on the specific circumstances. Launching and promoting new products is essential for businesses to stay competitive and attract customers. However, excessive spending without a solid marketing strategy or if it neglects other important aspects of the business can be wasteful. It's important for companies to strike a balance and allocate resources wisely.
4. Multinationals that manufacture in developing countries help the world economy. This statement can be seen from different perspectives. On one hand, multinationals investing and manufacturing in developing countries can

contribute to job creation, economic growth, and technology transfer, which can be beneficial for the world economy. On the other hand, concerns regarding labor exploitation, environmental impact, and wealth distribution need to be addressed. Responsible business practices and fair trade are crucial to ensuring a positive impact.

- Modern technology-based products do not improve people's lives. I strongly disagree with this statement. Modern technology-based products have revolutionized various aspects of our lives, from communication and information access to healthcare, productivity, and entertainment. They have enhanced convenience, efficiency, and connectivity. However, it is important to use technology responsibly and strike a balance between the benefits and potential drawbacks it may have on our well-being and society.

★ Focus Vocabulary

I. Think of a product that matches each word.

Attractive/comfortable/economical/efficient/expensive/fashionable/healthy/practical/pure/ reliable /safe

Complete this chart with adjectives with the opposite meanings

| in | un | im |
|----|--------------|----|
| | unattractive | |

II. Complete the sentences below with the words from the box

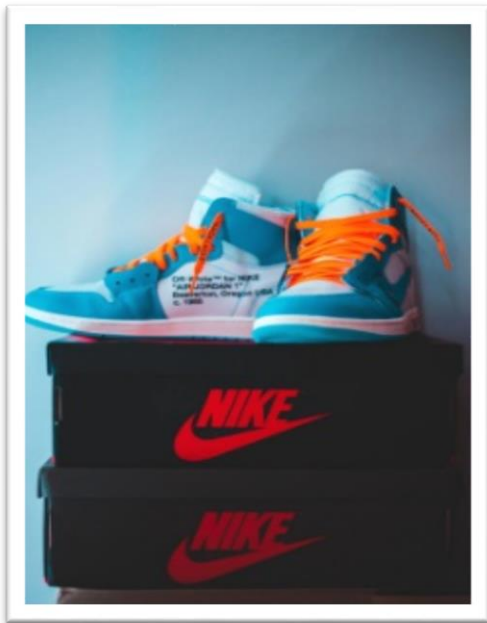
best hard high high, high long well

- IBM manufactures **high**-tech computer products.
- Timberland makes a range of _____wearing footwear.
- Hermed produces _____-quality fashion accessories.
- Coca-Cola and Pepsico both developed _____-selling soft drinks.
- Duracell sells _____-lasting alkaline batteries.
- Levi jeans are a _____-made clothing product.
- Ferrari make _____performance sports cars.

III. Use the adjectives in Exercise III. to describe other companies and products.

Look at the pictures.





★ Reading

I. Readthetext.

TEXT 1

Manufacturing

When we talk about business, we often tend to think of tangible products that are physical and visible, such as computers or cars. We may also associate business with primary goods like coal or agricultural products. However, in most advanced economies, the manufacturing sector now represents a smaller portion of the overall economy. For example, in the United States, manufacturing accounts for only 17 percent of the economy.

The manufacturing industry has undergone significant changes and transformations, adopting more efficient and streamlined processes. Techniques such as just-in-time (JIT) ordering and total quality management (TQM) have become increasingly prevalent. These practices have been influenced by Japanese manufacturing methods and have played a crucial role in improving operational efficiency and product quality.

Just-in-time ordering is a strategy that focuses on minimizing inventory and delivering materials or components to the production line precisely when they are needed. This approach helps reduce storage costs, minimize waste, and improve overall production efficiency.

Total quality management, on the other hand, emphasizes the importance of quality control throughout all stages of the manufacturing process. It involves continuous monitoring, evaluation, and improvement of product quality, as well as the involvement of all employees in maintaining high standards.

These Japanese-inspired manufacturing practices have had a significant impact on businesses worldwide. By adopting JIT and TQM techniques, companies can optimize their operations, reduce costs, enhance productivity, and deliver higher quality products to the market. As a result, the manufacturing sector has become more efficient and competitive, even as its relative contribution to the overall economy has decreased in advanced economies.

There remains an ongoing debate about whether manufacturing is essential for economic survival and prosperity. Nonetheless, many people feel a sense of lament when a factory shuts down in a "traditional" industry, as there is a perception of greater authenticity in the work carried out in a car manufacturing plant compared to a call center (even though the latter may be selling intangible products like mortgages). However, the car plant indirectly generates additional employment opportunities, such as at the component manufacturers supplying it.

Our identities are partly shaped by the products we own and use, regardless of their country of origin. Different parts of the world exhibit varying stages of product consumption and perception. Newly industrialized countries, particularly in Asia, are witnessing a rising number of individuals who can now afford consumer durables like washing machines, resulting in significant profits for companies in this sector. In Western countries, the market for televisions or washing machines primarily revolves around replacements. In such a scenario, design, brand, and image become crucial factors. Previously exclusive products, such as certain luxury car brands, are becoming increasingly accessible, compelling manufacturers to stay ahead of the competition to prevent their brands from being perceived as commonplace.

While products from the 1950s may have possessed more style, modern products are technologically superior. Although consumers may express concerns about built-in obsolescence and unnecessary complexity with excessive features that go unused, manufacturers have begun considering these aspects and have simplified user interfaces. Moreover, consumers can now easily access and compare information about different products. Consumerism has become a formidable force that manufacturers must increasingly take into account.

TEXT 2

What is better? Whose side are you on?

Read these texts. Organize a role play (some students could be investors, manufacturers or customers/ 2 students for Coca-Cola Company/2 students for Pepsi-Cola Company). Companies' representatives start the meetings speaking about their histories, advantages and disadvantages (if they have). Search for additional information in the Internet. Investors, manufacturers and customers ask questions.

PRODUCTS

Text1



Coca-Cola was initially invented in 1885 by Dr. John Pemberton in Columbus, Georgia. Using a three-legged kettle, he created a non-alcoholic, carbonated beverage that contained cocaine and caffeine derived from the Kola nut. On May 8, 1886, the original drink was first sold at Jacob's Pharmacy in Atlanta, Georgia. Initially marketed as an elixir, it was believed to have curative properties for various ailments, including morphine addiction, impotence, headaches, and digestive issues.

In 1887, Asa Candler, a pharmacist, purchased the formula from John Pemberton for \$2,300. Within a decade, Coca-Cola became one of the most popular fountain drinks. It's important to note that initially, three different companies sold various versions of the soft drink. However, due to legal disputes, internal conflicts, acquisitions, and forgery, a second Coca-Cola company was established in 1892, which is the same Coca-Cola Company that exists today.

Text2



В августе 1898 года Калев Брэдхем, фармацевт из Нью-Берна, разработал рецепт сиропа из орехов колы и ванили. Он утверждал, что эта смесь способствует правильному пищеварению и действует подобно ферменту пепсину, который содержится в желудочном соке. Изначально этот сироп, разбавленный водой, рекламировался как лекарственное средство и назывался просто "напиток Брэда". Однако к 1903 году он был переименован в "Pepsi-Cola" (далее будем называть его "Пепси") и завоевал популярность.

"Пепси" был изобретен спустя 12 лет после создания его основного конкурента - Coca-Cola. Заметно, что "Пепси" всегда конкурировал с "старшим братом" и никогда не сдавался без боя. В 1903 году Брэдхем зарегистрировал товарный знак "Пепси-Кола" и запустил первую рекламную кампанию. Компания гордится тем, что "Пепси-Кола" стала первым западным товаром массового спроса в СССР.

TEXT 3

Brands

The distinction between a brand and a product is often a topic of curiosity. In the realm of marketing, products and brands are not synonymous. While products are general in nature, brands possess a unique identity. Brand identity encompasses more than just the physical attributes of a product; it encompasses the psychological associations we have developed with it. Esteemed brands establish a personal connection with consumers, evoking feelings of confidence, empowerment, health, and happiness. Brands represent promises, and people make purchases based on their beliefs.

Brands possess unique selling points (USPs) that differentiate them from competitors. For example, Barbie was the first doll to portray a young woman's appearance, while Levi jeans distinguished themselves with a metal rivet feature. Although imitators abound, "me-too" products generally fail to achieve the same success as their predecessors.

Those who claim that competitors are of no concern are mistaken. Competent managers need to have a comprehensive understanding of how to position their brand effectively in relation to the competition. This involves considering various factors such as price, product quality, and consumer perception. It is essential for managers to establish a strong connection between the brand's values and the targeted consumers, creating a meaningful and relatable brand image.

In the case of global brands, adapting messages and products to different countries or even within a single market becomes crucial. An example of this is Coca-Cola, which tailors its beverages to suit the preferences of specific regions. For instance, in Japan, they produce a sweeter version compared to the one sold in the US. Similarly, McDonald's caters to the Japanese preference for beef with higher fat content, and they have even made adjustments like changing Ronald McDonald's name to Donald to accommodate linguistic differences.

Understanding the concept of the product life cycle is also important in brand management. Products go through various stages, starting with the launch, development, growth, maturity, decline, and eventual discontinuation. However, a well-managed brand can maintain its longevity by adapting and evolving with the market. Brand managers act as caretakers, ensuring the brand remains healthy and relevant over time.

One way to ensure the brand's continued success is by identifying new market segments, particularly as products reach maturity. Coca-Cola, for example, has introduced numerous variants and flavors to cater to different consumer preferences and expand their market reach.

By understanding which stage of the product life cycle the brand is in, managers can determine the right time to introduce line extensions or pursue relaunches with added-value features. In the automotive industry, for example, newer car models often come with standard features like air conditioning or undergo

facelifts to stay updated in terms of design while maintaining reliable engine components.

Overall, effective brand management involves strategic positioning, adaptation to different markets, and continuous innovation to ensure the brand remains competitive and resonates with consumers throughout its life cycle.

★ Grammar

I. Use the correct form of the adjectives in brackets.

1. Health and happiness are (*important*) than money. 2. I prefer this armchair. It's (*comfortable*) than the other one. 3. The hotel was surprisingly cheap. I expected it to be much (*expensive*). 4. She is a very intelligent student. She is (*intelli-gent*) student in our school. 5. This hat is too small for me. I need a (*big*) size. 6. The station wasn't as (*near*) as I had expected. 7. Her illness was (*serious*) than we at first thought. 8. It's (*funny*) story I've ever heard. 9. My salary isn't so (*high*) as yours. 10. This furniture is too expensive for me. I would like to buy (*cheap*) furniture. 11. It's too noisy here. Can we go somewhere (*quiet*)? 12. He is (*famous*) singer in the country. 13. A big car is (*expensive*) to run than a small car. 14. I'm getting too old. This job is for a (*young*) man. 15. Children nowadays seem to be much (*noisy*) than they used to be.

II. Use the correct form of the adjectives in brackets.

1. Who was (*late*) person to leave the building yesterday? 2. (*Near*) train for Cardiff leaves in an hour. 3. They realized their plan without (*far*) difficulties. 4. Nell is three years (*old*) than her husband. 5. Her (*old*) brother is a well-known pianist. 6. The car was parked in (*far*) corner of the yard. 7. You will get (*far*) instructions in a few days. 8. It's (*bad*) weather we've had for a long time. 9. Can you tell me the way to (*near*) post office? 10. Hilda is (*old*) in the family. 11. What do you think of his (*late*) play? I like it much (*good*) than his (*late*) one. 12. I'm looking forward to his (*near*) letter. 13. Who's (*good*) footballer in the team? 14. She's actually a good deal (*old*) than she looks. 15. My (*old*) daughter does nearly all the housework.

III. Use the correct form of the adverbs in brackets.

1. It's becoming (*hard*) and (*liard*) to find a job. 2. Your work isn't very good. I'm sure you can do (*well*) than this. 3. You're standing too near the camera. Can you move a bit (*far*) away? 4. Martin drove (*slowly*) than usual. 5. We have to walk (*fast*) than this if we want to catch the train. 6. This word is (*widely*) used in spoken English than in written. 7. Let me ask him. I know him (*well*) than you do. 8. Jim did (*badly*) in his examination than he had hoped. 9. Could you speak a bit (*distinctly*), please? 10. I don't play tennis much now. I used to play (*often*). 11. We should run (*fast*) if we want to catch the bus. 12. The Earth goes round the sun (*quickly*) than the Jupiter. 13. If you want to pass your exams, you should do your homework (*regularly*). 14. David plays football and tennis much (*well*) than last year. 15. She always arrives at work much (*early*) than anyone else.

IV. Complete the sentences with the correct prepositions.

1. We have a nice flat... the centre of Moscow. 2. Shall we meet... your place? 3. There are a lot of places of interest ... this part of the city. 4. I found this baby bird ... the foot of a tree. 5. I usually sit... this armchair. It's very comfortable. 6. I couldn't see much ... the theatre. There was a fat man sitting ... me. 7. It can be dangerous when children play football ... the street. 8. Coffee will be served ... the dining-room. 9. Scotland lies ... the north of England. 10. What's going on ... the corner of the street? 11. I won't be ... home tomorrow. I'll be ... Ann's. 12. The Alps are ... the south of Europe. 13. The train was ... the platform. 14. They waited _ the station for a long time. 15. Don't you remember Jane? She's the girl we met... Oxford Street last week.





V. Complete the following sentences with the correct prepositions.

1. What is he afraid ...? 2. If you are interested ... literature you may join our literary society. 3. Kate is very good ... English. 4. Is she still afraid... darkness? 5. My mother was angry ... me for my bad behaviour. 6. The Welsh are very proud ... their language. 7. Ann is fond ... her younger brother. 8. Do you think your teachers had much influence ... you? 9. Paul is getting anxious ... his future career. 10. Hurry up or you'll be late ... the plane. 11. Jane is 16 and she speaks two foreign languages. Her parents are very proud ... her. 12. He is used ... getting up early. 13. Many people are fond ... winter sports. 14. The manager was satisfied ... Bill's work and offered him a pay rise. 15. He is interested ... foreign languages.

ГРАММАТИЧЕСКИЙ СРАВОЧНИК

ACTIVE VOICE

Действительный залог

| INDEFINITE | CONTINUOUS | PERFECT | PERFECT CONTINUOUS |
|---|--|---|--|
|  |  |  |  |
| V/ Vs I write. <i>Я пишу(часто).</i> | am is+ Ving are I am writing. <i>Я пишу(сейчас).</i> | have +Ved /V3 has I have written. <i>Я написал(уже, только что).</i> | have +been+ Ving as I have been writing. <i>Я пишу(уже час, с 2-х часов).</i> |
| Ved/V2 I write. Я написал(вчера). | was +Ving were I was writing. <i>Я писал (вчера, в 3 часа, когда он вошел).</i> | had+Ved/V3 I had written. <i>Я написал(вчера часа, к 3-м часам, до того)</i> | had+been+Ving I had been writing. <i>Я писал (уже 2 часа, к тому времени)</i> |
| FUTURE will+V I'll write. <i>Я напишу</i> | will+ be+ Ving I'll be writing. <i>Я буду писать</i> | will+have+Ved/V3 I'll have written. Я напишу (завтра, к 3 часам, до того, | will+have+been+Ving I'll have been writing. Я буду писать (завтра, уже 2 часа, к тому времени, когда |

| | Present | Past | Future |
|----------------------|---|---|---|
| Simple (факт) | Вспомогательный глагол: do/ does Окончание: -, -s Формула: V(+s) +I work / He writes - I do not work / He doesn't write ? Do I work? / Does he write? | Вспомогательный глагол: did Окончание: -ed, - Формула: V2 +I worked / He wrote - I did not work / He didn't write ? Did I work? / Did he write? | Вспомогательный глагол: will/ shall Окончание: - Формула: will/shall+V +I will work / He will write - I won't work / He won't write ? Will I work? / Will he write? |

| | | | |
|--|--|---|---|
| Слова-маркеры | always / never, usually, often / seldom, some-times, everyday / once a week | yesterday / two days ago, last week (night / month / year) / in 1980 / when I was a child... | tomorrow/next week/month / year; soon, in two days/ months... – через 2 дня... |
| Continuous (процесс) | Вспомогательный глагол: be (is/ am/ are) Окончание: - ing Формула: Am/is/are+ Ving + I am/ He is working – I am not / He is not working ? Am I/ Is he working? | Вспомогательный глагол: was/ were Окончание: - ing Формула: was/ were+ Ving + I was / We were working – I was not/ We weren't working ? Was I / Were we working? | Вспомогательный глагол: willbe/ shallbe Окончание: - ing Формула: will/shall+be+ Ving + I/ He will be working – I / He won't be working ? Will I/ he be working? |
| Слова-маркеры | now, at the moment, still – все еще | at 7 o'clock / then / this time last week / when | at 7 o'clock / at this moment next week ... |
| Perfect (результат) | Вспомогательный глагол: have/ has Окончание: - ed Формула: have/has+V3 + I have / He has worked – I have / He has not worked ? Have I / Has he worked? | Вспомогательный глагол: had Окончание: - ed Формула: had+V3 + I / He had worked – I / He had not worked ? Had I / he worked? | Вспомогательный глагол: will/ shallhave Окончание: - ed Формула: will/shall+have+V3 + I will have worked – I won't have worked ? Will I have worked? |
| Слова-маркеры | just/already/yet/ever/never / recently / lately / today/this week | предлог by (к) , другое прошедшее действие | by 7 o'clock/ by the end of the week |
| Perfect Continuous (длительность и завершенность) | Вспомогательный глагол: have/ hasbeen Окончание: - ing Формула: have/has+been+ Ving + I have He has been working – I have/He has not been working ? Have I/Has he been working? | Вспомогательный глагол: hadbeen Окончание: - ing Формула: hadbeen+ Ving + I/He had been working – I / he had not been working ? Had I/he been working? | Вспомогательный глагол: will/ shallhavebeen Окончание: - ing Формула: will/shall+ have been + Ving + I / he will have been working – I/he won't have been working ? Will I have been working ? |
| Слова-маркеры | for/since, How long...? | for/since, How long...? | for/since |

VOCABULARY

UNIT 1 Choosing a career

| Words | Translation |
|------------------------------|--|
| Ability | способность, возможность (делать что-л.) |
| Academic background | образование |
| Accountant | бухгалтер |
| Achievement | достижение, успех |
| Adaptable | легко приспособляемый |
| Advertising | реклама; рекламный бизнес |
| Agenda | программа (работы), план (мероприятий); повестка дня (собраний) |
| Aim/ target/ goal/ objective | намерение, цель |
| Applicant/ Candidate | кандидат, кандидатура, претендент |
| Application form | бланк, форма заявления; заявление |
| Appointment | назначение (на должность, место); должность, место (невыборные) |
| Career | карьера; успех |
| Challenging/ challenge | сложная задача, проблема |
| Colleague | коллега, сослуживец |
| Committed | приверженный (чему-л.) |
| Competitive | конкурентоспособный |
| Confident | уверенный в (чём-л.) |
| Constant | неизменный; постоянный, непрерывный |
| Current | текущий, современный; действительный; действующий (о законах, документах) |
| Customer/ consumer | покупатель; потребитель |
| CV (Curriculum Vitae) | краткая биография, резюме |
| Deadline | срок окончания какой-л. работы, завершения проекта, конечный срок |
| Deal | сделка, соглашение, договор |
| Demand | (v) требовать; (n) требование, запрос |
| Department | отдел |
| Effective | действенный, результативный, эффективный; действующий, имеющий силу (о законе и т. п.) |
| Efficient | рациональный, целесообразный; квалифицированный (о человеке) |
| Experienced | знающий, опытный; квалифицированный |
| Finance | финансы, доходы, деньги, бюджет |
| Full-time job | работа полный рабочий день, полная занятость |
| Headquarters | штаб-квартира, головной офис, главное управление (компании, организации) |

| | |
|-------------------------------|---|
| Human Resources | персонал, кадры, штат служащих (предприятия, учреждения) |
| Incompetent | некомпетентный, несведущий; неспособный; неумелый |
| Interpersonal skills | навыки межличностных отношений |
| Long-term | долгосрочный; длительный, долговременный |
| Management | правление; заведование, руководство, менеджмент |
| Managing Director | директор-распорядитель, управляющий, главный менеджер, финансовый директор |
| Outgoing/easy-going, sociable | дружелюбный, коммуникабельный, общительный |
| PA (personal Assistant) | личный секретарь |
| Part-time job | работа, предполагающая неполную занятость; работа на полставки |
| Personal | личный; персональный |
| Personnel /staff | персонал, кадры (предприятия, учреждения) |
| PR (public relations) | а) связи с общественностью, отношения с общественностью б) пиар, реклама |
| Premises | владение; помещение; здание (с прилегающей к нему территорией) |
| Previous | предыдущий |
| Profile | профиль; сведения из биографии |
| Promotion | продвижение по службе |
| Recruitment | набор (кадров) , наём (сотрудников) |
| Reliable | надежный |
| Research and Development | научно-исследовательские и опытно-конструкторские работы |
| Salary/ wages/payment | заработная плата |
| Sales revenue | доход от продаж |
| Senior (manager) | старший (по положению, званию) |
| Short-term | краткосрочный |
| Skill | умение |
| Solution | решение |
| Staff turnover | текучесть персонала |
| Subsidiary | дочерний (о компании) |

UNIT 2 Selling

| Words | Translation |
|---------------------|---|
| Accommodation | помещение |
| According to | в соответствии с, согласно, по |
| After sales service | обслуживание после продажи |
| Agenda | 1) программа (работы) , план (мероприятий) 2) повестка дня (собрания) |
| Appeal | призыв |
| Arrangement | приведение в порядок; классификация |

| | |
|-------------------------|--|
| Available | доступный |
| Average | средний |
| Bargain (n, v) | соглашение, договорённость; торговая сделка; торговаться |
| Book cover | переплет |
| Brief | сводка, резюме |
| Business correspondence | деловая переписка |
| Cash | деньги |
| cash flow | движение наличных средств |
| petty cash | деньги на мелкие расходы |
| cash dispenser | банкомат |
| cash register | кассовый аппарат |
| cash-and-carry | оплата товара наличными |
| cash cow | надёжный источник денег |
| cash discount | скидка при уплате наличными |
| cash desk | расчётная касса (в магазине) |
| Certain | точный, определённый |
| Complicated | запутанный; трудный для понимания |
| Confident | уверенный |
| Consumer | потребитель |
| Cooling off period | «Время, чтобы остыть и обдумать» |
| Credit card details | Информация кредитной карточки |
| Customer | покупатель |
| Cyberspace | киберпространство, созданный компьютером виртуальный мир |
| Delivery (~service) | доставка |
| Destination | место назначения, пункт назначения |
| Discount | скидка |
| Earnings | заработанные деньги, заработок, прибыль |
| E-commerce | электронная торговля, торговля через Интернет |
| Emergency | непредвиденный случай; авария |
| Enquiry | запрос, справка, наведение справок |
| Error | заблуждение; оплошность, ошибка |
| Essential | внутренне присущий; важнейший |
| Experience (v, n) | испытывать, знать по опыту; опыт |
| Expiry date | срок годности, срок хранения |
| Fee | вознаграждение, гонорар (за какие-либо услуги) |
| Fixed amount | фиксированное количество |
| Further (information) | дальнейший, добавочный |
| Goods | товары |
| In advance | заблаговременно, заранее |
| Insurance | страхование |
| Interest-free credit | беспроцентный кредит |

| | |
|-------------------------------------|--|
| Item | отдельный предмет |
| Joint venture | совместное предприятие |
| Layout | планировка, план, расположение |
| Low-budget (adj.) | недорогой |
| Method of payment | способ оплаты, форма платежа |
| Money back guarantee | гарантия возврата денег |
| Objective/ aim/ target/ goal | цель |
| On condition (that) | состояние "включено" |
| Order (n, v) | порядок; приказывать |
| Packaging | упаковка |
| Per hour | в час |
| Prepaid card | дебетовая карточка |
| Priority | первенство, преимущество, приоритет |
| Productive | производительный; продуктивный, эффективный |
| Profit/profitable | выгода/ приносить пользу, выгоду, прибыль/ прибыльный |
| Prohibition | запрет |
| Query (n, v) | вопрос; осведомляться |
| Range/ to extend the range | ряд/ увеличивать ряд |
| Reasonable | разумный, благоразумный; рациональный |
| Receipt | квитанция |
| Refund | возвращение (денег) ; возмещение (расходов, убытков) |
| Reliable | надёжный; верный, испытанный |
| Representative | образец; представитель |
| Request | просьба; требование (вежливое) |
| Retailer | розничный торговец |
| Safe/ secure | безопасный |
| Sale | продажа |
| Schedule | список |
| Stock | запас/ассортимент (товаров) |
| Storage | база, склад, хранилище |
| The Board of Directors | совет директоров |
| To achieve | добиваться, достигать |
| To acknowledge | сознавать; допускать, признавать |
| To allow | позволять, разрешать |
| To appeal to | ссылаться |
| To arrange | приводить в порядок; организовывать |
| To attract smb's attention | привлекать чьё-либо внимание |
| To be in stock/ to be out of stock/ | иметься/не иметься в наличии |
| To be satisfied with | быть удовлетворенным чем-либо |
| To buy in bulk | покупать оптом |

| | |
|---|---|
| To buy/to sell online | покупать/ продавать по средствам сети Интернет |
| To cancel an order | отменить заказ |
| To change one's mind | передумать, изменить решение |
| To charge | загружать |
| To claim | ребовать; предъявлять требования; заявлять о своих правах на что-л. |
| To confirm | подтверждать |
| To contact smb | связываться с |
| To control/to get out of control | контролировать/ выйти из-под контроля |
| To deal with | иметь дело с |
| To deliver | доставлять |
| To demand | требовать, нуждаться |
| To differ | отличаться |
| To dispatch | посылать; отсылать, отправлять по назначению |
| To do business with smb | вести бизнес с кем-либо |
| To download | загружать, скачивать (по каналу связи) |
| To estimate | оценивать |
| To exchange | обменивать; меняться |
| To face (~a problem) | сталкиваться с проблемой |
| To go into liquidation | обанкротиться |
| To have accessto | иметь доступ |
| To have negotiations/ to negotiate/a negotiator | вести переговоры |
| To hesitate | колебаться; сомневаться |
| To increase | возрастать, увеличиваться |
| To make a good impression on smb | производить хорошее впечатление |
| To offer | предлагать |
| To offer/ to give a discount | предоставить скидку |
| To pay attention to | обратить внимание на |
| To pay in advance | заплатить (предупредить) заранее |
| To pay with a credit card | платить кредитной картой |
| To place an order with a company | подавать заказ в компанию |
| To point out | указывать; показывать; обращать (чьё-л.) внимание |
| To provide | снабжать |
| To purchase | покупать |
| To reach an agreement | достигнуть соглашения |
| To reduce | понижать, сокращать, уменьшать |
| To refund | возвращать (деньги) , возмещать (расходы, убытки) |
| To reply | отвечать |
| To require | требовать |
| To run out of cash | истратить все наличные деньги |

| | |
|-------------------------------------|--|
| To sell the goods over the internet | продавать товар по средствам сети Интернет |
| To set up | устанавливать, ставить |
| To ship | перевозить (груз, товар); поставлять на рынок (товары) |
| To solve problems | разрешать проблему |
| To spring up | возникать |
| To summarize | суммировать, резюмировать |
| To supply | снабжать (чем-л.) , поставлять; доставлять |
| To thrive/ thrive/ thriven | преуспевать, процветать |
| Transfer | перемещение |
| Tricky | хитрый, ловкий |
| Urgent | срочный |
| Warehouse | товарный склад |
| Website | веб-сайт |
| Wholesale dealer | оптовый торговец |
| Wide range | широкий диапазон/ ассортимент |

UNIT 3 Marketing

| Words | Translation |
|-------------------------------|---|
| Advertisement / advert/ ad | реклама |
| Advertising agency | рекламное агентство |
| Advertising budget | рекламный бюджет (смета расходов фирмы на рекламу) |
| Advertising campaign | рекламная кампания (комплекс рекламных и сопутствующих мероприятий, осуществляемых с целью продвижения товара на рынке и стимулирования продаж) |
| Amount | Сумма |
| Available | доступный; имеющийся в распоряжении, наличный |
| Belief | вера; доверие; убеждение |
| Brand | торговая марка, бренд |
| Brand value | реальная стоимость акций бренда на рынке |
| Budget | бюджет; финансовая смета |
| Certain | точный, определённый |
| Choice | Выбор |
| Competing brands | конкурирующая марка, марка конкурента |
| Competitive advantage | конкурентное преимущество/отличие |
| Competitor/ competition | конкуренторевнование, состязание/ конкурс; конкурсное испытание |
| Conscious (fashion, health ~) | сознательный, осознанный |
| Considerable | значительный; важный, заслуживающий внимания, существенный |
| Consumer | Потребитель |
| Consumer behaviour | поведение потребителей |

| | |
|--|--|
| Consumer goods | потребительские товары, товары народного потребления |
| Consumer profile = a kind of picture of the typical customer | рофиль потребителя (основные демографические и психографические характеристики потребителя конкретного товара: пол, возраст, уровень дохода, поведенческие характеристики) |
| Creative | созидательный, творческий |
| Customer | покупатель; потребитель; заказчик; клиент |
| Customer loyalty | приверженность потребителей (какому-л. виду товара) |
| Decline (n, v) | падение, спад; уменьшаться, идти на убыль |
| Definition | пределение, формулирование (процесс) ; дефиниция, формулировка |
| Delay (n, v) | задержка, приостановка; откладывать; отсрочивать |
| Desire (n, v) | желание; испытывать сильное желание, жаждать, мечтать, очень хотеть |
| Dispatch (n, v) | отправка, отправление, отсылка (курьера, почты); отправка, отправление, отсылка (курьера, почты) |
| Existence | Существование |
| Expenses/ costs | расходы, издержки |
| Experience (n, v) | опыт; испытывать, знать по опыту |
| Failure | неудавшееся дело, неудача, неуспех, провал |
| Fair | порядочный, честный, справедливый; законный |
| Feature | особенность, характерная черта |
| Income level | уровень дохода |
| Incredibly | невероятно; маловероятно |
| Initially | в начальной стадии, в начале; в исходном положении |
| Label | ярлык, этикетка, наклейка, бирка |
| Likely | вероятный, возможный |
| Luxury | богатство, пышность, роскошь |
| Market | рынок (сбыта) ; сбыт; спрос |
| Market niche | рыночная ниша |
| Market research | маркетинговое исследование |
| Market segment | сегмент рынка, сектор рынка, рыночный сегмент |
| Market share | доля на рынке |
| Marketing campaign | маркетинговая компания |
| Marketing mix | комплекс маркетинга |
| Meaningful | выразительный, многозначительный |
| Memorable | незабвенный, (досто)памятный, незабываемый |
| Necessity | необходимость, настоятельная потребность |
| Particular | редкий, особенный, специфический |
| Per capita | на человека, на душу населения |
| Percentage | процент; процентное отношение; процентное содержание |

| | |
|--|---|
| Powerful | влиятельный, могущественный, действенный |
| Price | Цена |
| Product | продукт; продукция; выработка, изделие |
| Product availability | наличие товара (присутствие необходимого товара в магазине или на складе) |
| Product launch | выпуск новых товаров на рынок |
| Product life cycle | жизненный цикл продукта |
| Product range | номенклатура выпускаемых изделий |
| Production costs | заводская себестоимость; издержки производства |
| Profitable | полезный; благоприятный |
| Promise (n, v) | Обещание, перспектива, проекция; обещать, давать обещание, подавать надежды |
| Promotion | продвижение по службе; повышение в звании; производство в чин |
| Publicity (extensive ~, wide ~, ~ agent) | гласность, публичность |
| Purchase (n, v) | покупка; закупка, купля; покупать, закупать (приобретать что-л. за деньги) |
| Quality | Качество |
| Recognizable | легко узнаваемый; распознаваемый |
| Sales | объем продаж, объем сбыта, товарооборот |
| Sales figures | данные об объеме продаж, доходе от продаж |
| Sales forecast | прогноз сбыта, прогноз продаж (оценка ожидаемого объема продаж в натуральных и стоимостных показателях) |
| Sales leaflet | рекламно-коммерческая листовка, рекламный листок |
| Sales target | план продаж [|
| Strap line = slogan | лозунг, призыв; девиз |
| To achieve/ to reach | добиваться, достигать |
| To advertise on TV, on Internet | рекламировать по телевидению, в интернете |
| To appeal to | Ссылаться |
| To associate with | ассоциировать, связывать с (кем-л. / чем-л.) |
| To be a failure | не иметь успеха |
| To be worth doing smth. | заслуживающий того, чтобы что-либо сделать |
| To believe | Верить |
| To belong to | быть собственностью |
| To carry out market research | осуществлять маркетинговое исследование |
| To choose | Выбирать |
| To concentrate on | сосредоточить(-ся) на |
| To continue – discontinue | продолжать – не продолжать |
| To decrease | уменьшаться, убывать, сокращаться |
| To define | характеризовать; определять, устанавливать |
| To determine | пределять, устанавливать |

| | |
|---|--|
| To distinguish from | отличать от |
| To establish a brand | основывать бренд |
| To expect smb to do | надеяться, что кто-либо сделает что-либо |
| To extend the range | расширять диапазон |
| To find out | знать, разузнать, выяснить; понять; раскрыть (обман, тайну) |
| To increase | возрастать, увеличиваться; расти; усиливаться |
| To involve | привлекать, вовлекать, втягивать |
| To keep up with the demand | удовлетворять спрос в достаточном количестве |
| To launch a new product | выпускать новый продукт |
| To launch an advertising campaign | запускать рекламную кампанию |
| To make ads | создавать рекламы |
| To make a product available to the public | делать продукцию доступной для общества |
| To manufacture/ to produce | производить, изготавливать; выделять, обрабатывать, перерабатывать/производить, выпускать; вырабатывать; изготавливать |
| To mean | намереваться, иметь в виду |
| To overspend | тратить слишком много; сорить деньгами |
| To pay extra for | доплачивать за |
| To queue up | стоять в очереди |
| To recognise | знавать, опознавать, осознавать |
| To reflect | Отражать |
| To reinforce | укреплять, усиливать |
| To rely on smb | надеяться на кого-либо |
| To result in | кончаться (чем-л.) , иметь результатом |
| To retail | продавать в розницу |
| To spend money on smth | тратить деньги на что-либо |
| To submit to | поддаться чему-либо |
| To withdraw | отодвигать, отдёргивать; отнимать |
| Usual – unusual | быкновенный, обычный – необыкновенный, необычный |
| Value | ценность, важность; стоимость |
| Volume of sales | объем продаж |
| With regard to | относительно; в отношении; что касается |
| Word of mouth | молва; сарафанное радио |

UNIT 4 Managing People

| | |
|---------------------------------|---|
| absenteeism | невыход на работу (прогул) |
| act | действовать |
| agree on | договориться о |
| agree with | согласиться с |
| apologise for | принести извинения за |
| apologise to | принести извинения к.л. |
| appreciate | ценить |
| argue about | спорить о |
| argue with | спорить с |
| availability | доступность (доступ) |
| be aware of smth | знать о |
| be good at | иметь способность к чему-либо; хорошо уметь делать |
| believe in | верить в |
| bow | кланяться |
| build coalition | создавать коалицию |
| business card | визитка |
| chairman | председатель |
| chat about | болтать о |
| communicate with | общаться с |
| competitor | конкурент |
| credibility | надежность |
| deal with (<i>problems</i>) | иметь дело с (<i>справляться; решать проблемы</i>) |
| decision | решение |
| delegate to a deputy | передавать полномочия заместителю |
| display caring attitude towards | демонстрировать подход, основанный на заботе о ком-либо |
| draw on the experience | основываться на опыте |
| eat out | есть вне дома (в ресторане, кафе и т.д.) |
| effective communication | эффективное общение |
| employees' concerns | беспокойство работников |
| enduring | постоянный, выдержанный временем |
| engender a commitment | вызывать заинтересованность (порождать обязательства) |
| enquiry | запрос |
| entrepreneurial spirit | предпринимательская жилка (предпринимательский дух) |
| environmental and social issues | экологические и социальные вопросы |
| essential | важный |
| executive | руководитель |
| feel jet-lagged | переживать нарушение суточного ритма |
| flexibility | гибкость, уступчивость |
| focus on | сосредоточить внимание на чем-либо |
| follow-up | продолжать действовать |
| foremost | передовой, первый, самый главный |
| genuine concern for people | подлинная забота о людях |

| | |
|------------------------|----------------------------------|
| giveacall | позвонить |
| giveorders | отдаватьприказы |
| goal-scorer | авторгола |
| goup | повышаться |
| havealotofcontacts | иметьмногоконтактов |
| havebeliefin | иметьубеждениевчем-либо |
| haveconfidence | бытьуверенным |
| havenoexcusefor | неиметьоправдания |
| holdon! | стой!подожди!(разг.) |
| hospitality | гостеприимство |
| hug | обнимать |
| immediate | незамедлительный,срочный |
| investintraining | вкладыватьденьгивобучение |
| involvement | вовлеченность |
| join...fordinner | присоединитьсязаобедом |
| judgepeople'sabilities | оцениватьспособностилюдей |
| lackofexperience | нехваткаопыта |
| listento | слушать |
| loyalty | преданность |
| makeaprofit | получатьприбыль |
| makedifference | иметьзначение |
| makesuggestions | делатьпредположения(предложения) |
| makeupofsmth | составитьизк.-л. |
| manufacturer | производитель(изготовитель) |
| mention | упоминать |
| monitor(verb) | контролировать(управлять) |
| mutual consideration | взаимноеуважение |
| (not)tobegoodwith | быть(не)владахсчем-либо |
| over-confident | самонадеянный |
| overdo | переусердствовать |
| pastime | времяпрепровождение |
| persuasive | убедительный |
| personalqualities | личностныекачества |
| peryear | вгод |
| pioneer | первопроходец,инициатор |
| placeemphasison | делаякцентначем-либо |
| planahead | планироватьзаранее |
| playsquash | игратьвсквош |
| plentyofexperience | многоопыта |
| praisefor | похвалитьза |
| practicalaid | реальная(практическая)помощь |
| providesupport | предоставлятьподдержку |
| qualitycontrol | контролькачества |
| reachanobjective | достичьцели |
| reasonableprice | разумнаяцена |
| reducetheamountofsmth | уменьшитьколичествоч.-л. |
| reflect | размышлять |

| | |
|---------------------|----------------------------------|
| reporton | докладыватьо |
| reportto | подчинятьсяк.-л. |
| respondto | реагироватьначто-либо,отзываться |
| retailstore | магазинрозничнойторговли |
| satisfaction | удовлетворение |
| sicknesslevel | уровеньзаболеваемости |
| skills | навыки |
| sparetime | свободноевремя |
| specializein | специализироватьсяначем-либо |
| staffwelfare | благополучиесотрудников |
| standback | отступить |
| statesman | государственныйдеятель |
| substantial | солидный,существенный |
| superficial | поверхностный |
| supply | поставлять(поставка) |
| support | поддержка |
| talkabout | говоритьо |
| talkto | говоритьс |
| trainingcourse | учебныйкурс |
| treatpeople | относитьсяклюдям |
| underpromise | связанныйсловом |
| unionrepresentative | представительпрофсоюза |
| urgently | срочно |
| visibility | видимость,визуальнаядоступность |
| weakness | слабость |
| well-written | хорошо написанный |

UNIT 5 Products

| | |
|----------------------|----------------------------|
| addvalue | добавитьстоимость |
| allegedbenefits | предполагаемаявыгода |
| allinvain | все напрасно |
| arrange | организовывать |
| arrogant | высокомерный |
| association | ассоциация |
| attitudeto | отношениекчему-то/кому-то |
| attractive | привлекательный |
| awake | бодрствующий |
| awful | ужасный |
| bar | брикет,плитка(шоколада) |
| beverage | напиток |
| buy | покупать |
| caffeine-loadedberry | Содержащаякофеинягода |
| capitalize | использоватьдлясвоейвыгоды |
| celebrity | знаменитость |
| chainstore | сетевоймагазин |
| challenge | проблема,испытание |
| closeto | близко |
| coal | уголь |
| consistency | последовательность |

| | |
|-------------------------|---------------------------------------|
| contain | содержать |
| copper | медь |
| credibility | надежность |
| customerloyalty | верностьпотребителей |
| dealwith | иметьделосчем-то/кем-то |
| design | разрабатывать |
| destination | местоназначения |
| destroy | разрушать |
| develop | развивать |
| dimensions | измерения |
| discontinue(v) | прекратить |
| dissolved | Растворенный,растворимый |
| distinguish | различать |
| distribute | распространять |
| documentfeeder | устройстводляподачиоригиналадокумента |
| economical | рентабельный |
| efficiently | эффективно |
| emphasizing | подчеркивая,обращаявнимание |
| energy-givingquality | Бодрящеекачество |
| environmentallyfriendly | безвредныйдляокружающейсреды |
| establish | устанавливать |
| examined | изученный |
| exception | исключение |
| exploit | исследовать |
| flexible | гибкий |
| float | плавать |
| freetrial | демонстрационнаяверсия |
| ginseng | женьшень |
| ground | измельченный |
| highlight | выделятьособенно |
| high-tech | высокиетехнологии |
| householdgoods | предметыдомашнегообихода |
| improve | улучшать |
| initially | изначально |
| invent | изобретать |
| involve | вовлекать |
| kitchenware | кухоннаяпосуда |
| launch | запускать |
| lifecycle | жизненныйцикл |
| lightup | осветить |
| long-lasting | длительный |
| long-wearing | ноский |
| make | делать,создавать |
| manufacture | производить |
| market | рынок |
| measure | мера |
| modify | изменять |
| mountainrange | горнаяцепь |
| obstacles | препятствия |

| | |
|----------------------|--|
| poverty | бедность |
| pride | гордость |
| product | товар |
| promote | продвигать |
| record | отчет |
| refine | очищать |
| regrets | сожаления |
| robust | здравый |
| rotate | сменять друг друга |
| secure future | безопасное будущее |
| sell | продавать |
| semiconductor | полупроводник |
| smoothly | гладко |
| spend | тратить/проводить(время) |
| stimulator | стимулирующее вещество; антидепрессант |
| stylish | стильный |
| toast | жарить |
| test | испытывать |
| tested | проверенный |
| trace | след |
| unique selling point | уникально торговое предложение |
| user-friendly | легкий в использовании |
| venture | предприятие |
| wellies | резиновые сапоги |
| wholeheartedly | всем сердцем, всецело, полностью |

КОНТРОЛЬНАЯ РАБОТА

Progress Test



1 Match a word from A and B and complete sentences 1–10. Use each word from A twice.

| | |
|---|--|
| A advertising / consumer / market / product / sales | B behaviour / budget / campaign / forecast / launch / lifecycle / profile / research / segment / targets |
|---|--|

1 The _____ is the length of time people continue to buy a particular product.

2 _____ showed very good potential for marketing the magazine to executives in the age range 25–35.

3 A _____ is simply a description of a typical customer.

4 Our company has established its brand name through a multi-million multi-media _____

5 The introduction of a product to the market is called the _____

6 Family and friends are a major factor in _____. They really influence what people buy, where and how.

7 A _____ is a group of customers of similar age and income level.

8 I don't think cutting our _____ by half is a good idea. Our campaigns are highly successful and always generate huge profits in the long term.

9 Our representatives are under a lot of pressure to meet their _____

10 I'm afraid I can only make a pessimistic _____ for February and March.

2 Re-order the words to make questions.

11 much advertising do how on spend you ?

12 does endorsement mean what ?

13 strengths and are company's weaknesses what your ?

14 range did extend product their they when ?

15 is team leading sales who your ?

3 Complete each question with an appropriate word.

- 16 _____ your market share increases last year?
17 _____ kind of products do footballers endorse?
18 _____ they doing any market research at the moment?
19 _____ of these two products is more successful?
20 _____ you met our new manager?
21 _____ often do you launch a new product?
22 _____ Kaori phoned recently?

4 Complete this excerpt from a telephone conversation with the questions from the box.

Would you like them to do the marketing? / Could you give me a few details? / Did you say 5%? / Have you finished your report? / Why? / How about our market share? / How are things? / What do you think of 'Eureka!'?

A: Hi, Vladi. Raul here. (23) _____

B: Fine, thanks. Quite busy, in fact.

A: (24) _____

B: Almost. But I can tell you the figures I have are looking extremely good.

A: Excellent. (25) _____

B: Sure. Overall sales are up 15%. Our new soft drinks are up 12%, and our mineral water is doing just as well.

A: That sounds good. (26) _____

B: Well, we've increased it by 2.5%.

A: Sorry, I didn't catch that. (27)

B: No. 2.5%. But I think it might go up by five over the next quarter.

A: That would be great. By the way, there's something else I wanted to ask you. (28) _____

B: Oh, the new advertising agency. I think they're really good. (29)

A: I was thinking about the new energy drink that we're launching next month.

B: Right. (30) _____

A: Exactly. I want something less traditional for this new product.

B: In that case I think it's a good idea to contact them. They've got a very creative team, with lots of imaginative ideas.

5 Complete each sentence with a verb from the box.

believe / deal / delegate / invest / respond

1 We _____ a lot in training courses for our employees. We know it's money well spent.

2 Our new manager can _____ with problems very effectively.

3 Don't try to do everything on your own. You should _____ tasks to your assistant more often.

4 Our previous manager didn't even try to _____ to our concerns.

5 When your employees feel that you _____ in their abilities, they often start to perform better.

6 Complete each sentence with a preposition from the box.

10 Match phrases 25–30 to responses a–e. Write your answers here:

25 _____ 26 _____ 27 _____ 28 _____ 29 _____ 30 _____

- 25 What do you usually do in the evenings?
26 Would you like to come with us to the theatre tonight?
27 Goodbye, Li. All the best.
28 I'm glad you enjoyed the tour.
29 Can you tell me about any interesting places to visit?
30 Thanks very much for your hospitality.
a Bye, Lucas. And thanks again for everything.
b You are very welcome. I hope you can come again soon.
c I like to spend time with my children. Sometimes I watch TV.
d I certainly did. It was wonderful. Thank you so much!
e It's very kind of you, but another time perhaps. I'm quite tired.
f The old town is very pretty. And you must see Liberty Square.

11. Complete the missing adjectives in these sentences about products. Each adjective is in two parts and two letters are given.

- 1 Sony and Panasonic make l_____ -l_____ batteries.
2 Louis Vuitton bags are w_____ -m_____ products.
3 HP manufactures h_____ -t_____ computer products.
4 Wrangler makes jeans that are both fashionable and h_____ -
w_____.
5 Estée Lauder and L'Oréal have both developed b_____ -s_____ cosmetics.
6 Rolex and Tissot produce h_____ -q_____ watches.

12. Complete these sentences with the correct form of a verb from the box.

modify / discontinue / promote / distribute

- 7 I'm afraid this product is no longer available. In fact, the whole range has been _____ .
8 We have always _____ our products through several wholesale companies.
9 Sales of the RPX3 have increased considerably since we _____ it slightly three months ago.
10 Their new soft drink was aggressively _____ and marketed.

13. Complete each sentence with a verb in the passive form.

- 11 We will launch our new range next summer.
Our new range _____ next summer.
12 They have not tested the new medicine yet.
The new medicine _____ yet.
13 They designed this new sports car in Japan.
This new sports car _____ in Japan.
14 We cannot ship the goods until they receive payment.
The goods _____ until we receive payment.
15 We are redesigning our website.
Our website _____ .
16 Millions of people use our toiletries every day.

Our toiletries _____ by millions of people every day.

14. Complete the sentences with passive forms of the verbs in brackets.

17 The new office furniture _____ (deliver) yesterday.

18 There wouldn't be so many complaints all the time if the goods _____ (pack) more carefully.

19 All our documents _____ (translate) into Spanish and English, and this always makes our work easier.

20 If the machine breaks down again, our new chocolates _____ (not / produce) in time.

15. Complete this product presentation. The first letter of each missing word is given.

So, ladies and gentlemen, (21) t_____ is our new product. As you can see, it's robust and elegant. It's (22) m_____ of steel and plastic and (23) w_____ only 1.6 kilos. In addition, it (24) c_____ in a wide range of colours. Now, let me (25) t_____ you about its other selling points. It has several special (26) f_____. You have already noticed its very small (27) s_____, only 22 centimetres long and 5 centimetres wide. This, of course, makes it (28) i_____ for travelling. Finally, it has the added (29) a_____ of being very reasonably priced. Now, would anyone like to ask a (30) q_____?

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