

Белорусский национальный технический университет

Факультет Маркетинга, менеджмента, предпринимательства

Кафедра Современные европейские языки

СОГЛАСОВАННО

СОГЛАСОВАННО

Заведующая кафедрой

Декан факультета

А.И. Сорокина

А.М. Темичев

_____2016

_____2016

**УЧЕБНО МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО УЧЕБНОЙ
ДИСЦИПЛИНЕ**

«Основы маркетинга на английском языке»

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Березовская Марина Владимировна

Рассмотрено и утверждено

На заседании совета факультета маркетинга, менеджмента,
предпринимательства

17.10.2016г., протокол № 2

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Электронный учебно-методический комплекс по дисциплине «Основы маркетинга на английском языке» предназначен для студентов специальности 1-26 02 03 Маркетинг очной формы получения высшего образования, а так же для преподавателей кафедры «Современные европейские языки» БНТУ с целью проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

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Перечень материалов

Учебно-методический комплекс.

Пояснительная записка

Электронный учебно-методический комплекс по дисциплине «Основы маркетинга на английском языке» составлен в соответствии с основными положениями Кодекса Республики Беларусь об образовании: от 13 января 2011г., № 243-3, Республиканской программы «Иностранные языки» от 29.01.1998 г. №129, Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, в плане идеологической и воспитательной работы БНТУ и других государственных программах, нормативно-правовых, инструктивно-методических документах, определяющих приоритетные направления идеологии белорусского государства.

Данный ЭУМК представляет собой программный комплекс по дисциплине «Основы маркетинга на английском языке», назначение которого состоит в обеспечении непрерывности и полноты процесса обучения основам маркетинга на английском языке.

Разработанный ЭУМК способствует созданию условий для формирования нравственно зрелой, интеллектуально развитой личности обучающегося, которой присущи социальная активность, гражданская ответственность и патриотизм, приверженность к университетским ценностям и традициям, стремление к профессиональному самосовершенствованию, активному участию в экономической и социально-культурной жизни страны.

Содержание учебно-методического комплекса включают в себя: учебную рабочую программу дисциплины, теоретический и практический разделы, блок контроля знаний, а также справочные материалы (лексический минимум по теме).

В содержании теоретического раздела ЭУМК представлены материалы для изучения по учебной дисциплине «Основы маркетинга на английском языке», в составе которых грамматика английского языка и упражнения для закрепления грамматических навыков, в объеме, предусмотренном учебным планом по дисциплине.

Практический раздел ЭУМК включает в себя: текстовые материалы с заданиями грамматического и лексического характера, обучающие и тренировочные упражнения для самостоятельной работы как репродуктивного, так и творческого уровня.

Блок контроля содержит лексико-грамматические тесты, итоговые контрольные работы, а также предметно-тематическое содержание экзамена по дисциплине. Данный блок обеспечивает возможность самоконтроля обучающегося, его текущие и итоговые аттестации.

Учебно-методический комплекс по дисциплине «Основы маркетинга на английском языке» предназначен для студентов очной формы получения высшего образования, а также преподавателей БНТУ кафедры современные европейские языки, с целью проведения как аудиторных практических занятий, так и организации самостоятельной работы студентов.

Оглавление

1. Учебная программа по дисциплине.
 - Пояснительная записка
 - Содержание дисциплины
 - Начальный уровень владения иностранным языком
 - Средний уровень владения иностранным языком
 - Продвинутый уровень владения иностранным языком
 - Учебно-методическая карта дисциплины
 - Начальный уровень владения иностранным языком
 - Средний уровень владения иностранным языком
 - Продвинутый уровень владения иностранным языком
 - Информационно-методическая часть
 - Список литературы
 - Средства диагностики
 - Методы и технологии обучения
 - Организация самостоятельной работы студентов
2. Теоретический раздел.
 - Начальный уровень владения иностранным языком
 - Present Simple
 - Present Continuous
 - Present Simple or Present Continuous
 - Future Forms: To be going to, Will
 - Modal Verbs: Should, Could, Would
 - Средний уровень владения иностранным языком
 - Future Plans: future Simple, be going to, shall, Future Continuous, Present Simple, Present Continuous.
 - Reported Speech.
 - Продвинутый уровень владения иностранным языком
 - Modal Verbs: must, have to, should
 - Indirect questions and statement
3. Практический раздел.
 - Начальный уровень владения иностранным языком
 - Средний уровень владения иностранным языком
 - Продвинутый уровень владения иностранным языком
4. Раздел контроля знаний.
 - Начальный уровень владения иностранным языком
 - Средний уровень владения иностранным языком
 - Продвинутый уровень владения иностранным языком
5. Вспомогательный раздел.
 - Начальный уровень владения иностранным языком
 - Средний уровень владения иностранным языком
 - Продвинутый уровень владения иностранным языком

Белорусский национальный технический университет

УТВЕРЖДАЮ

Проректор по учебной работе,
экономической и финансовой деятельности
Белорусского национального технического университета

_____ Г.А. Вершина

«__» _____ г.

Регистрационный № УД- _____/р.

Основы маркетинга (на английском языке)

Учебная программа для специальности
1-26 02 03 Маркетинг

Факультет маркетинга, менеджмента, предпринимательства

Кафедра «Современные европейские языки»

Курсы 2

Семестр 3, 4

Практические (семинарские)
занятия 140

Всего аудиторных часов
по дисциплине 140

Всего часов
по дисциплине 260
Зачёт 3, 4

Форма получения
высшего образования - дневная

Составили: А.И. Сорокина, канд. пед. наук, доцент; А.Г. Кунец,
преподаватель

2014г.

Учебная программа составлена на основе учебной программы БНТУ
«Основы маркетинга (на английском языке)», утв. «____»_____, рег.
№_____

Рассмотрена и рекомендована к утверждению кафедрой «Современные
европейские языки» Белорусского национального технического университета
(протокол №_____ от _____ г.)

Заведующая кафедрой _____ А. И. Сорокина

Одобрена и рекомендована к утверждению методической комиссией
факультета маркетинга, менеджмента, предпринимательства Белорусского
национального технического университета (протокол №_____
от _____ г.)

Председатель методической комиссии _____ А.А. Коган

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа «Основы маркетинга (на английском языке)» разработана для специальности 1-26 02 03 «Маркетинг» для высших учебных заведений.

Главная цель обучения иностранным языкам – формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Достижение главной цели предполагает комплексную реализацию следующих задач:

- познавательной, позволяющей сформировать представление об образе мира как целостной многоуровневой системе (этнической, языковой, социокультурной и т.п.); уровне материальной и духовной культуры; системе ценностей (религиозно-философских, эстетических и нравственных); особенностях профессиональной деятельности в соизучаемых странах;
- развивающей, обеспечивающей речемыслительные и коммуникативные способности, развитие памяти, внимания, воображения, формирование потребности к самостоятельной познавательной деятельности, критическому мышлению и рефлексии;
- воспитательной, связанной с формированием общечеловеческих, общенациональных и личностных ценностей, таких как гуманистическое мировоззрение, уважение к другим культурам, патриотизм, нравственность, культура общения;
- практической, предполагающей овладение иноязычным общением в единстве всех его компетенций (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), функций (этикетной, познавательной, регулятивной, ценностно-ориентационной) и форм (устной и письменной), что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности в рамках определённой программой предметно-тематического содержания, а также овладения технологиями языкового самообразования.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний национально-культурной специфике стран изучаемого языка и связанных с этих умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств. Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

В результате освоения учебной дисциплины «Основы маркетинга (на английском языке)» студент должен знать:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);
- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;
- историю и культуру стран изучаемого языка;

уметь:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;
- письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;
- составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т. п.;
- воспринимать на слух иноязычную речь в естественном темпе (аутентичные монологические и диалогические тексты, в том числе профессионально ориентированные), с разной полнотой и точностью понимания их содержания;
- владеть всеми видами чтения (изучающее, ознакомительное, просмотровое, поисковое), предполагающими разную степень понимания прочитанного;
- продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного и профессионального общения, перечисленным в настоящей программе;
- резюмировать полученную информацию;
- аргументированно представлять свою точку зрения по описанным фактам и событиям, делать выводы;
- вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета;
- обмениваться профессиональной и непрофессиональной информацией с собеседником, выражая согласие/несогласие, сомнение, удивление, просьбу, совет; предложение и т. п.;
- участвовать в дискуссии по теме/проблеме;
- аргументированно отстаивать свою точку зрения;
- сочетать диалогическую и монологическую формы речи;

- выполнять письменные задания к прослушанному, увиденному, прочитанному, логично и аргументировано излагать свои мысли, соблюдая стилистические и жанровые особенности;
 - владеть навыками составления частного и делового письма, правильно использовать соответствующие реквизиты и формулы письменного общения;
 - реферировать и аннотировать профессионально ориентированные и общенаучные тексты с учетом разной степени смысловой компрессии;
- приобрести навыки:
- ведения деловой корреспонденции на иностранном языке;
 - межкультурного общения;
 - чтения литературы по специальности.

Освоение образовательной программы по дисциплине «Основы маркетинга (на английском языке)» должно обеспечить формирование следующих компетенций:

- АК-4. Уметь работать самостоятельно.
- АК-8. Владеть навыками устной и письменной коммуникации.
- СЛК-3. Владеть способностью к межличностным коммуникациям.
- СЛК-6. Уметь работать в команде.
- ПК-9. Проводить деловые совещания и переговоры, переписку с зарубежными партнерами, готовить распоряжения, проекты приказов, планов мероприятий и контрактов.

Согласно учебному плану УВО на изучение дисциплины отведено всего 260 ч., в том числе 140 ч. аудиторных занятий, из них практические занятия - 140 ч.

Распределение аудиторных часов по семестрам приведено в таблице 1.

семестр	лекции	Лабораторные занятия	Практические занятия	Итоговый контроль знаний
3	-	-	72	Диф.зачет
4	-	-	68	Диф.зачет

СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Тема 1. Ты и компания

Ты и компания. Структура компании. Успешность компании. Презентация компании.

Тема 2. Интернет-торговля

Электронная коммерция. Создание сайта. Секреты продаж товаров в он-лайн. Планы на будущее.

Тема 3. Культура компании

Культура компании. Культура ведения бизнеса. Умение вести и участвовать в переговорах.

Средний уровень владения иностранным языком

Тема 1. Планирование

Идея планирования. Секреты хорошего планирования. Планирование для развития экономики. Совещания.

Тема 2. Управление персоналом

Качества и умения отличного менеджера по управлению персоналом. Проблемы межкультурного общения в компании. Корпоративное поведение. Интервьюирование.

Продвинутый уровень владения иностранным языком

Тема 1. Культурные различия

Важность понимания социокультурных особенностей зарубежных стран и знакомство с особенностями различных культур для успешного ведения бизнеса. Рекомендации по ведению бизнеса за рубежом.

Тема 2. Наем персонала

Общее представление о характере профессиональной деятельности специалиста и ее социокультурные особенности в соизучаемых странах. Функции отдела кадров. Процедура принятия на работу. Проблемы, связанные с трудоустройством и подбором персонала. Создание условий для успешной работы сотрудников компании.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
семестр 3									
1	Companies		50						
	Discussion								
1.1	Successful companies		10				Activity file Resource bank	[1,4]	

1.2	Different aims to expand internationally		5			Activity file Resource bank	[1,4]	
1.3	Describing companies		5			Audio script	[1]	
1.4	A happy company		10			Text bank	[1,4]	
1.5	The road to success		5			Text bank	[1,4]	
	Language work							
1.6	Present continuous Present simple or present continuous		10			Grammar reference	[1,2]	
	Revision		5					Test
2	The web		22					
	Discussion							
2.1	Using the Internet		8			Activity file Resource bank	[1,4]	
2.2	Plans for the future		8			Activity file Resource bank	[1,4]	
2.3	Online business		6			Activity file Resource bank	[1,4]	
	Итого за семестр		72					диф.зачет
семестр 4								
2.4	Website effectiveness consultant		4			Audio script	[1,7]	
2.5	Shopping online		4			Text bank	[1,4]	
2.6	Online advertising		4			Text bank	[1,4]	
	Language work							
2.7	Internet terms Time expressions		4			Grammar reference	[1,7]	
2.8	Talking about future plans (present continuous and going to) <i>will</i>		4			Grammar reference	[1,7]	
	Revision		4				[1,2,4]	Test
3	Cultures		44					
	Discussion							
3.1	Company cultures		6			Activity file Resource bank	[1,2]	
3.2	Cultural mistakes		6			Activity file Resource bank	[1,2]	
3.3	Cross-cultural awareness		6			Activity file Resource bank	[1,2]	
3.4	Cultural problems for managers		6			Text bank		
	Language work							

3.5	Company cultures		6				Grammar reference	[1,2,4]		
3.6	Should/ shouldn't Could/ couldn't		6				Grammar reference	[1,2,4]		
	Revision		6					[1,2,4]	диф. зачет	
	Итого за семестр		68							
	Всего аудиторн. часов	140								

Средний уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
семестр 3									
1	Planning		72					[1,2,4]	
	Discussion								
1.1	Planning		8				Activity file Resource bank		
1.2	Ways to plan		8				Activity file Resource bank		
1.3	The secret of good planning		8				Audio script	[1,2]	
1.4	Planning for economic development		8						
1.5	Expansion plans		8				Text bank	[1,2]	
1.6	Survival problems		8				Text bank	[1,2]	
	Language work							[1,2]	
1.7	Words for talking about planning		8				Grammar reference	[1,2]	
1.8	Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)		8				Grammar reference		
	Revision		8					[1,2,4]	Ди ф. зачет
	Итого за семестр		72						
семестр 4									
2	Managing people		68					[1,2,4]	
	Discussion							[1,2,4]	

2.1	Qualities and skills of a good manager		8				Activity file Resource bank		
2.2	Young managers		8				Activity file Resource bank		
2.3	Skills of socializing and entertaining		10				Audio script		
2.4	Giving staff more freedom		8				Text bank	[1,2]	
2.5	Improving the work environment		8				Text bank	[1,2]	
	Language work							[1,2]	
2.6	Verbs and prepositions		10				Grammar reference	[1,2]	
2.7	Reported speech		8				Grammar reference	[1,2]	
	Revision		8						Ди ф. зач ет
	Итого за семестр		68						
	Всего аудиторн. часов					140			

Продвинутый уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний Лекции
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
семестр 3									
1	Cultures		72						
	Discussion								
1.1	The importance of cultural awareness in business		8				Activity file Resource bank	[1,4]	
1.2	Advice for doing business across cultures		8				Activity file Resource bank	[1,4]	
1.3	Cultural difficulties in business		8					[1,4]	
1.4	The importance of a trainer in cultural awareness		8				Audio script	[1,7]	
1.5	Cultures and outsourcing		8				Text bank	[1,4]	
1.6	US and European business cultures		8				Text bank	[1,4]	

	Language work							
1.7	Idioms for talking about business relationships		8				Grammar reference	[1,2]
1.8	Modals of advice, obligation and necessity		8				Grammar reference	[1,2]
	Revision		8					диф. зачет
	Итого за семестр		72					
семестр 4								
2	Employment		68					
	Discussion							
2.1	The most important qualities for getting a job		8				Activity file Resource bank	[1,4]
2.2	Best and worst experiences at work		8				Activity file Resource bank	[1,3,4]
2.3	Retaining good staff		10				Activity file Resource bank	[1,4]
2.4	The recruitment process		8				Audio script	[1,7]
2.5	Asking for a rise		8				Text bank	[1,5]
2.6	Spending the company's money		8				Text bank	[1,4]
2.7	Managing meetings		8					
	Language work							
2.8	Words to describe the recruitment process and personal character		4				Grammar reference	[1,2,8]
2.9	Indirect questions and statements		4				Grammar reference	[1,2,8]
	Revision		2					диф. зачет
	Итого за семестр		68					
	Всего аудиторн. часов				140			

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

Список литературы

Основная литература

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2. McCarthy, M. English Vocabulary in Use (Upper Intermediate and Advanced) / M. McCarthy, F. O'Dell. - Cambridge University Press, 1998.
3. Vince, M. Intermediate Language Practice / M. Vince. - Macmillan Publishers Limited. 1998.
4. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997.

Дополнительная литература

1. Vince, M. First Certificate language Practice. / M. Vince. - Heinemann. Macmillan Publishers Limited, 1996.
2. Business Review. Published by Philip Allan Updates Market Place, Deddington, Oxfordshire OX 15 0SE.
3. Revell, J. Advanced Listening / J. Revell, B. Breary. - Oxford University Press, 1998.
4. Jones, L. New Progress to First Certificate. / L. Jones. - CUP, 2001.
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Средства диагностики

Оценка уровня знаний студента производится по десятибалльной шкале в соответствии с критериями, утвержденными Министерством образования Республики Беларусь.

Для оценки достижений студента используется следующий диагностический инструментарий:

- устный и письменный опрос во время практических занятий;
- проведение текущих контрольных работ (заданий) по отдельным темам;
- защита выполненных на практических занятиях индивидуальных заданий;
- перевод текста с русского языка на английский язык;
- проведение текущих контрольных опросов по отдельным темам
- подготовка презентаций на иностранном языке;
- тесты и тестовые задания;
- сдача диф.зачета по дисциплине.

Методы и технологии обучения

В числе эффективных педагогических технологий, способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

- технологии проблемно-модульного обучения;
- технологии учебно-исследовательской деятельности;
- проектные технологии;
- коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);
- метод кейсов (анализ ситуации);
- игровые технологии, в рамках которых студенты участвуют в ролевых, имитационных играх и др. на английском языке.

Для управления учебным процессом и организации контрольно-оценочной деятельности педагогам рекомендуется использовать рейтинговые, кредитно-модульные системы оценки учебной и исследовательской деятельности студентов, вариативные модели управляемой самостоятельной работы, учебно-методические комплексы.

В целях формирования современных социально-личностных и социально-профессиональных компетенций выпускника вуза целесообразно внедрять в практику проведения семинарских и практических занятий методики активного обучения, дискуссионные формы и т.п.

В числе современных технологий, направленных на самореализацию личности, рекомендуется использовать:

- проектную технологию, представляющую самостоятельную, долгосрочную групповую работу по теме-проблеме, выбранную самими студентами, включающую поиск, отбор и организацию информации. В процессе работы над проектом речевое иноязычное общение «вплетено в интеллектуально-эмоциональный контекст другой деятельности»;
- кейс-технологию, основу которой составляют осмысление, критический анализ и решение конкретных социальных проблем. Кейс-технология позволяет организовать обучение английским языком, ориентированное на развитие способности студентов решать определенные жизненные ситуации, важные повседневные проблемы, с которыми они непосредственно сталкиваются в жизни;
- симуляцию, которая применительна к профессиональной лексике, представляет собой подражательное, разыгранное воспроизведение межличностных контактов, организованных вокруг проблемной деловой ситуации, максимально приближенной к реальной;
- технологию обучения в сотрудничестве, предполагающую создание условий для активной совместной учебной деятельности студентов в разных учебных ситуациях. Это обучение в процессе общения студентов друг с другом и с преподавателем при наличии общей цели и индивидуальной ответственности каждого члена группы за собственный вклад в общее дело, за выполнение общего задания;
- технологию дебатов, представляющую собой полемический диалог, проходящий по определенному сценарию и имеющий целью убеждение третьей стороны – судей или аудитории;
- компьютерные технологии, предполагающие широкое использование интернет-ресурсов и мультимедийных обучающих программ. Компьютерные технологии позволяют интенсифицировать и активизировать учебно-познавательную деятельность студентов, эффективно организовать и спланировать самостоятельную работу, совершенствовать контрольно-оценочные функции (компьютерное тестирование).

Организация самостоятельной работы студентов

В ходе организации самостоятельной работы студентов преподаватель осуществляет контроль при подготовке всех стадий презентаций. Студенты осуществляют поиск дополнительной информации в Интернете по темам занятий.

Компьютерные программы, электронные учебно-методические пособия

№ п/п	Наименование ЭИ	Автор	Регистрационный номер
1	Complex Business English Tests for Pre-Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Конагорова Т.Н., Сорокина А.И., Перепечко Н.Н.	ЭИ БНТУ/ФММП95-1.2010
2	Complex Business English Tests for Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-2.2010
3	Business Interests. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Гамбалеvская О.А., Попова И.А.	ЭИ БНТУ/ФММП95-4.2010
4	Texts for discussion. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Осипенко Е.А., Томашук А.С.	ЭИ БНТУ/ФММП95-5.2011 Личевская
5	Business reader. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-6.2011 Личевская
6	Business Grammar (for pre-intermediate students). Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Поварехо И.А., Попова И.А., Якшук Н.П.	ЭИ БНТУ/ФММП95-7.2011 Личевская
7	Read and Reflect. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Храмцова М.В.	БНТУ/ФММП95-8.2011
8	Учебно-методическое пособие «Перевод технических текстов: грамматические и лексические трудности»	Перепечко Н.Н. Конагорова Т.Н	БНТУ/ ФММП95-9.2011

Теоретический раздел

Грамматика

Начальный уровень изучения иностранного языка

1. Present Simple
2. Present Continuous
3. Present Simple or Present Continuous
4. Future Forms
5. To be going to
6. Will
7. Modal Verbs
8. Should
9. Could
10. Would

PRESENT SIMPLE

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

I take the train to the office.

The train to Berlin leaves every hour.

John sleeps eight hours every night during the week.

2. For facts.

The President of The USA lives in The White House.

A dog has four legs.

We come from Switzerland.

3. For habits.

I get up early every day.

Carol brushes her teeth twice a day.

They travel to their country house every weekend.

4. For things that are always / generally true.

It rains a lot in winter.

The Queen of England lives in Buckingham Palace.

They speak English at work.

Verb Conjugation & Spelling

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

go – goes

catch – catches

wash – washes

kiss – kisses

fix – fixes

buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

marry – marries

study – studies

carry – carries

worry – worries

NOTE: For verbs that end in a vowel + Y, we just add -S.

play – plays

enjoy – enjoys

say – says

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT To Be and Modal verbs (can, might, should etc.).

Affirmative: You speak French.

Negative: You don't speak French.

You will see that we add don't between the subject and the verb. We use Don't when the subject is I, you, we or they.

Affirmative: He speaks German.

Negative: He doesn't speak German.

When the subject is he, she or it, we add doesn't between the subject and the verb to make a negative sentence. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I don't like meat = I do not like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using Don't or Doesn't.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like	cereal for breakfast

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Negative Sentences with Don't and Doesn't:

You don't speak Arabic.

John doesn't speak Italian.

We don't have time for a rest.

It doesn't move.

They don't want to go to the party.

She doesn't like fish.

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

Affirmative: You speak English.

Question: Do you speak English?

You will see that we add DO at the beginning of the affirmative sentence to make it a question. We use Do when the subject is I, you, we or they.

Affirmative: He speaks French.

Question: Does he speak French?

When the subject is he, she or it, we add DOES at the beginning to make the affirmative sentence a question. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We DON'T use Do or Does in questions that have the verb To Be or Modal Verbs (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?

Does	he / she / it	want	a new bike?
------	---------------	------	-------------

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

Do you need a dictionary?

Does Mary need a dictionary?

Do we have a meeting now?

Does it rain a lot in winter?

Do they want to go to the party?

Does he like pizza?

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer(Affirmative)	Short Answer(Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't
Does he like chocolate?	Yes, he does.	No, he doesn't.

However, if a question word such as who, when, where, why, which or how is used in the question, you can not use the short answers above to respond to the question.

PRESENT CONTINUOUS

To form a sentence in the Present Continuous, you have to: know the proper conjugation of the auxiliary verb .

Declarative Sentences

Person	Singular	Plural
First	I am	We are
Second	You are	You are
Third	He/she/it is	They are

add the "ing" suffix to the verb (to form the present participle of the verb). Examples:

try + ing = trying

go + ing = going

Contracted forms (more)

I + am = I'm

is + not = isn't

are + not = aren't

he + is = he's

she + is = she's

it + is= it's

Subject		IS/ARE		Verb + ING
e.g. he, she, a dog, etc.	+		+	e.g. walking, going, taking, etc.

Examples

I am reading a book.

They are swimming in the sea.

I am having my first driving lesson this week.

He's studying to become lawyer one day

She is always asking me stupid questions.

Questions

IS/ARE	+	Subject	+	Verb + ING
		e.g. he, she, a dog, etc.		e.g. walking, going, taking, etc.

Examples

Is she eating my cake now?
 Are they having the party on Friday or Saturday?
 Are you meeting David today?
 Is Mary having breakfast now?

Negative Sentences

Subject				Verb + ING
e.g. he, she, a dog, etc.	+	IS NOT / ARE NOT	+	e.g. walking, going, taking, etc.

Examples

He isn't joking.
 We aren't waiting for my uncle.
 He is not going to school tomorrow.

Use

The Present Continuous is mainly used to express the idea that something is happening at the moment of speaking. The Present Continuous also describes activities generally in progress (not at the moment). Another use of the tense is to talk about temporary actions or future plans.

1: Present Actions

Most often, we use the Present Continuous tense to talk about actions happening at the moment of speaking.
 He is eating a dinner.
 Mary is talking with her friends.
 They are swimming in the pool.

There is a certain group of verbs that usually does not appear in the Continuous form. They are called Stative (State) Verbs, and if used in the Continuous form, they have a different meaning.

Non-action Verbs	
Use of senses	see, hear, smell, taste, sound, seem, appear, look, feel
Mental state	know, believe, understand, doubt, feel (= have an opinion), suppose, think (= have an opinion), imagine, realise, remember, recognise, forget, see (= understand), want, wish, understand
Emotional State	like, love, prefer, desire, hate, dislike, detest, want
Communicating & causing reactions	(dis)agree, appear, look (= seem), mean, seem, surprise, impress, promise
Other	be, need, cost, contain, consist, wish, keep, belong, concern, matter, include, own, owe, weigh (= have weight), fit, have (= possess), depend

Examples:

I think you look pretty today. meaning: Opinion
 I'm thinking of moving to San Francisco. meaning: Act of thinking

2: Temporary Actions

This tense is also used for activities continuing only for a limited period of time.
 I'm riding a bike to get to work because my car is broken. Temporary Action (His car will soon be repaired)
 They are not talking with each other after the last argument. Temporary Action (They will soon make up)
 Mary is working at McDonald's. Temporary Action (She is working there only during the summer holidays)

3: Longer Actions in Progress

We also use the Present Continuous when we are in the middle of doing something time-consuming (i.e. something that takes time to complete). An example of such an activity is writing a book, saving money or studying for an exam.
 They are working hard to earn money.
 I am training to become a professional footballer.
 Mike is studying hard to become a doctor.
 Elizabeth is currently writing a children's book titled I am the World.

4: Future (Personal) Arrangements and Plans

Sometimes we use the Present Continuous to show that something is planned and will be done in the near future.

I'm meeting Katie in the evening.

He's flying to Rome in September.

We're not going anywhere tomorrow.

5: Tendencies and Trends

This tense is also used for expressing tendencies or trends.

Our country is getting richer.

The Internet is becoming less of a novelty.

The Universe is expanding.

6: Irritation or Anger

And the last use of this tense is to express irritation or anger over somebody or something in the present with adverbs such as: always, continually or constantly.

She is continually complaining about everything!

Johny is always asking stupid questions!

My boss is constantly criticising me!

PRESENT SIMPLE OR PRESENT CONTINUOUS

1. A significant difference between these two tenses is we use the simple present tense for things that are permanent or are in general and the present progressive tense for things that may change or are temporary.

Compare:

Permanent	Temporary
Simon lives in Birmingham.	Simon is living with his friends for now.
James smokes.	James is smoking in the kitchen.
We walk to work.	We're walking in the park.
I speak English.	I am speaking English right now.

2. Verbs that we don't use in the Continuous Tense

Another difference is that there are some verbs in English that we don't use in the progressive tense.

These include:

Belong - Cost - Hate - Have (possession) - Hear - Know - Like - Love - Need - Own - Remember - Seem - Smell - Understand - Want

3. Different Meanings

In questions the same verb can change the meaning depending on if it is in the present or the present progressive tense.

Differences in meaning of verb

Statement	Meaning
What do you do?	What is your job?
What are you doing?	What are you doing at the moment?
What do you read?	What do you like to read?
What are you reading?	What are you reading right now?

TALKING ABOUT THE FUTURE: GOING TO/ WILL

To be going to

Going to is not a tense. It is a special structure that we use to talk about the future.

going to is used in talking about intentions. (An intention is a plan for the future that you have already thought about.)

The structure of going to is:

subject	+	be	+	going	+	to-infinitive
---------	---	----	---	-------	---	---------------

The verb be is conjugated. Look at these examples:

subject	be		going	to-infinitive	
I	am	not	going	to buy	a new car.
I	'm		going	to go	swimming.

He	is		going	to take	the exam.
It	is		going	to rain.	
Are	you		going	to paint	the house?

How do we use going to?

1. going to for intention

We use going to when we have the intention to do something before we speak. We have already made a decision before speaking. Look at these examples:

Jo has won the lottery. He says he's going to buy a Porsche.

We're not going to paint our bedroom tomorrow.

When are you going to go on holiday?

In these examples, we had an intention or plan before speaking. The decision was made before speaking.

2. going to for prediction

We often use going to to make a prediction about the future. Our prediction is based on present evidence. We are saying what we think will happen. Here are some examples:

The sky is very black. It's going to snow.

It's 8.30! You're going to miss your train!

I crashed the company car. My boss isn't going to be very happy!

In these examples, the present situation (black sky, the time, damaged car) gives us a good idea of what is going to happen.

Will

We normally use WILL to speak about the future. It is always combined with another verb.

Since WILL is classified as a modal verb (like can, would, could, should) it has the same characteristics:

It does not change in the third person (i.e. he, she, it)

It is always combined with another verb in the base form (i.e. without 'to')

We don't use it with 'Do' in questions or negatives.

Examples of Will:

I will go to the cinema tonight.

He will play tennis tomorrow.

She will be happy with her exam results.

They will take the bus to the South next week.

When to use WILL

We use WILL in the following circumstances:

1. For things that we decide to do now. (Rapid Decisions)

This is when you make a decision at that moment, in a spontaneous way.

I'll call a taxi for you.

I think we'll go right now. (I just decided this right now)

Which one? Um, I will have the chicken sandwich please.

2. When we think or believe something about the future. (Prediction)

This can be based on personal judgement or opinion.

The President will not be re-elected at the next election.

I think it will rain later so take an umbrella with you.

I think you will find the movie interesting.

Notice how you often use "I think..." before the subject + will.

3. To make an offer, a promise or a threat.

You look tired. I'll finish the dishes for you.

I will do my best to help you.

If you say anything I will kill you!

I will have it ready by tomorrow.

I'll drive you to work if you want.

Don't worry, I won't tell anyone. (won't = will not)

4. For a habit that is a predictable behaviour

My daughter will fall asleep as soon as she is put into bed.

He will give up if he starts losing. He always does that.

5. You use WON'T when someone refuses to do something.

I told him to clean his room but he won't do it.

She won't listen to anything I say.

Negative Sentences with WILL

In the negative, we add NOT to the end of WILL and not to the main verb. (= will not)

Examples:

I will not be in the office tomorrow. (correct)

I will be not in the office tomorrow. (Incorrect)

They will not stay here. (correct)

They will stay not here. (Incorrect)

Contractions

It is possible to use contractions in both positive and negative sentences.

With positive contractions WILL becomes 'LL and is joined to the subject:

Positive Contraction

I will	I'll
You will	you'll
He will	he'll
She will	she'll
It will	it'll
We will	we'll
You will	you'll
They will	they'll

With negative contractions, will not becomes won't:

Negative Contraction

I will not	I won't
You will not	you won't
He will not	he won't
She will not	she won't
It will not	it won't
We will not	we won't
You will not	you won't
They will not	they won't

Questions

To form a question using WILL, we reverse the order of the subject and WILL:

Question

Will	he	be	here tomorrow?	
WILL	Subject		Verb	

Future tenses

There are several different ways in English that you can talk about the future. This page is an introduction to the most important ones:

- Predictions/statements of fact
- Intentions
- Arrangements
- Scheduled events

1. Predictions/statements of fact

The auxiliary verb **will** is used in making predictions or simple statements of fact about the future.

The sun will rise at 6.30 tomorrow.

Lunch break today will be 10 minutes longer than usual.

In the year 2050 all students will have their own computers in school.

If you help me, I will help you.

Do you think she will come soon?

*You won't pass your exams if you don't start working harder.
I know my parents won't let me go to the party.
Will it snow for Christmas?
I know she's sick, but will she be back in school tomorrow?*

2. Intentions

The auxiliary verb **going to** is used in talking about intentions. (An intention is a plan for the future that you have already thought about.)

*We're going to buy a new car next month.
I'm going to work in a bank when I leave school.
In the new year I'm going to stop eating so much junk.
He's not going to go to the dance. He's got too much work.
I'm not going to watch TV until my science project is finished.
Are you going to play basketball after school?
What are you going to have for lunch today?*

Note: going to is often used in the past tense to talk about an unfulfilled intention. Examples: I was going to study for my grammar test, but I had no time. / He was going to call you, but he couldn't find his mobile phone. / My grandmother was going to visit us, but she fell and broke her arm.

3. Arrangements

The **present continuous** tense is used in talking about arrangements. (An arrangement is a plan for the future that you have already thought about and discussed with someone else.)

*I'm meeting my mother at the airport tomorrow.
Our grandparents are visiting us this Christmas.
Sorry, I can't stay after school today; I'm playing tennis with Jun-Sik.
My sister's going to the dentist tomorrow.
I'm not returning home for the holidays, so I can come to your party after all!
Are you doing anything on Sunday morning?
Do you know if he is going to the dance with Maiko next week?*

4. Scheduled events

The **present simple** tense is usually used to refer to future events that are scheduled (and outside of our control).

*Hurry up! The train departs in 10 minutes.
I leave Frankfurt at 5 o'clock in the morning and arrive in New York at midnight the next day.
She has an appointment with the headmaster after school today.
There's no need to hurry. The train doesn't leave for another 30 minutes.
When does the meeting begin?*

MODAL VERBS

The modal verbs include can, must, may, might, will, would, should. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	to express ability	I can speak a little Russian.
can	to request permission	Can I open the window?
may	to express possibility	I may be home late.
may	to request permission	May I sit down, please?
must	to express obligation	I must go now.
must	to express strong belief	She must be over 90 years old.
should	to give advice	You should stop smoking.
would	to request or offer	Would you like a cup of tea?

would in if-sentences If I were you, I would say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals must and can need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

Past simple Sorry I'm late. I had to finish my math test.

Present perfect She's had to return to Korea at short notice.

Future You'll have to work hard if you want to pass the exams.

Infinitive I don't want to have to go.

Past simple I couldn't/wasn't able to walk until I was 3 years old.

Present perfect I haven't been able to solve this problem. Can you help?

Future I'm not sure if I will be able to come to your party.

Infinitive I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: Must I come? or: He shouldn't smoke.

Should

1. To give advice, a recommendation or a suggestion

This is to say that it is the right thing to do or the correct thing.

Does your tooth still hurt? You should make an appointment with the dentist.

I think you should study for the test so that you don't fail.

Your hair is too long. You should get a haircut.

You really should go to the new restaurant on Main Street.

2. Expresses that a situation is likely in the present

Mary should be at home by now. Give her a call.

He should have the letter by now. I sent it a couple of weeks ago.

3. Expresses that a situation is likely in the future (prediction)

They should win the game because they are a much better team.

I posted the cheque yesterday so it should arrive this week.

It should be fine tomorrow.

4. Expresses an obligation that is not as strong as Must.

Sometimes Should is used instead of Must to make rules, orders or instructions sound more polite. This may appear more frequently on formal notices or on information sheets.

On hearing the fire alarm, hotel guests should leave their room immediately.

Passengers should check in at least 2 hours before departure time.

You should never lie to your doctor.

You should pay more attention in class.

You should be at work before 9.

All of the above example sentences can have must instead of should making the obligation stronger and less polite.

5. Was expected in the past but didn't happen (should + have + past participle)

This expresses the idea that the subject did not fulfill their obligation in the past or did not act responsibly.

You should have given your boss the report yesterday when he asked for it.

I should have studied more but I was too tired.

6. Not fulfilling an obligation (should + be + verb-ing)

This expresses the idea that the subject is not fulfilling their obligation or is not acting sensibly.

You should be wearing your seatbelt. (The person isn't wearing one right now)

We should be studying for the test. (We are not studying right now and we should)

7. Sometimes should is replaced by ought to without a change in meaning. Note that ought to sounds more formal and is used less frequently.

You ought to study more. (= you should study more)

He ought to go home. (= He should go home)

They ought to stop doing that. (= They should stop doing that)

Shouldn't

We use *shouldn't* to advise not to do something, usually because it is bad or wrong to do.

You shouldn't throw your litter onto the street.

We shouldn't leave without saying goodbye.

He shouldn't play with those wires if he doesn't know what he is doing.

Are you tired? You shouldn't work so much.

You shouldn't talk like that to your grandmother.

Structure of should

The basic structure for should is:

subject	+	auxiliary should	verb	+	main verb
---------	---	---------------------	------	---	-----------

Note that:

The auxiliary verb *should* is invariable. There is only one form: *should*

The main verb is usually in the base form (He *should* go).

Look at the basic structure again, with positive, negative and question sentences:

	subject	auxiliary should	not	main verb base
+	He	should		work
-	you	should	not	go
?	Should	we		help?

Could

Could is an auxiliary verb, a modal auxiliary verb. We use *could* to:

talk about past possibility or ability

make requests

Structure of *could*

subject	+	auxiliary could	verb	+	main verb
---------	---	--------------------	------	---	-----------

The main verb is always the bare infinitive (infinitive without to).

	subject	auxiliary verb could	Main verb
+	My grandmother	could	swim
-	She	Could not	walk
?	Could	Your grandmother	swim

Use of could

could for past possibility or ability

We use *could* to talk about what was possible in the past, what we were able or free to do:

I could swim when I was 5 years old.

My grandmother could speak seven languages.

When we arrived home, we could not open the door. (...couldn't open the door.)

Could you understand what he was saying?

We use *I* (positive) and *couldn't* (negative) for general ability in the past. But when we talk about one special occasion in the past, we use *be able to* (positive) and *couldn't* (negative). Look at these examples:

past	
general	specific occasion
My grandmother could speak Spanish.	A man fell into the river yesterday. The police were able to save him.
My grandmother couldn't speak Spanish.	A man fell into the river yesterday. The police couldn't save him.

could for requests

We often use *could* in a question to ask somebody to do something. The use of *could* in this way is fairly polite (formal):

Could you tell me where the bank is, please?

Could you send me a catalogue, please?

We use could and couldn't as the past tense of can/can't:

To talk about ability:

I could run very fast when I was younger.

She couldn't get a job anywhere.

To say that something was possible or impossible:

Our teacher could be very strict when we were at school. [= Some teachers were very strict.]

People could starve in those days. [= People sometimes starved.]

You couldn't use computers in the nineteenth century.

To make a polite request:

Could I go now please?

Could you lend me a dictionary please?

To make a polite offer:

Could I give you a lift?

I could carry that for you.

We use could have: to show that something is possible now or was possible at some time in the past:

It's ten o'clock. They could have arrived now.

They could have arrived hours ago.

Would

Modal verbs - would

Would is an interesting modal with numerous functions. For example, it is used to make polite offers or requests: *Would you like some more tea?* or *Would you help me please?* It is often used to express wishes: *I wish you wouldn't keep tapping your pencil on the table.* It is frequently found in indirect speech as in the following: *She said she would call you as soon as she got back.* And it is very common in conditional sentences such as *I would go if I had the time* or *She wouldn't have been so angry if you had asked her first.*

But would also has its own special problems. Look at the following sentences and decide first whether the sentence is possible or not. If it is possible, say what it means; and if it is not possible, express the meaning in correct English.

We use will:

to talk about the future – to say what we believe will happen

to talk about what people want to do or are willing to do

to make promises and offers

would is the past tense form of will. Because it is a past tense it is used:

to talk about the past.

to talk about hypotheses – things that are imagined rather than true.

for politeness.

Beliefs

1. We use will

to say what we believe will happen in the future:

We'll be late.

We will have to take the train.

2. We use would as the past tense of will:

to say what we believed would happen:

I thought I would be late so I would have to take the train.

3. Offers and promises

We use I will or We will to make offers and promises:

I'll give you a lift home after the party.

We will come and see you next week.

4. Willingness

to talk about what people want to do or are willing to do:

We'll see you tomorrow.

Perhaps dad will lend me the car.

5. We use *would* as the past tense of *will*:

to talk about what people wanted to do or were willing to do:

We had a terrible night. The baby wouldn't go to sleep. He kept waking up and crying.

Dad wouldn't lend me the car, so we had to take the train.

6. to talk about something that we did often in the past because we wanted to do it:

When they were children they used to spend their holidays at their grandmother's at the seaside. They would get up early every morning and they'd have a quick breakfast then they would run across the road to the beach.

Conditionals

1. We use *will* in conditionals with *if* and *unless* to say what we think will happen in the future or present:

I'll give her a call if I can find her number.

You won't get in unless you have a ticket.

2. We use *would* to talk about hypotheses, about something which is possible but not real:

to talk about the result or effect of a possible situation:

It would be very expensive to stay in a hotel.

in conditionals with words like *if* and *what if*. In these sentences the main verb is usually in the past tense:

I would give her a call if I could find her number.

If I had the money I'd buy a new car.

You would lose weight if you took more exercise.

If he got a new job he would probably make more money.

What if he lost his job. What would happen then?

3. We use conditionals to give advice:

Dan will help you if you ask him.

Past tenses are more polite:

Dan would help you if you asked him.

Phrases with would:

would you..., would you mind (not) -ing, for requests:

Would you carry this for me please?

Would you mind carrying this?

Would you mind not telling him that?

would you like ...; would you like to ..., for offers and invitations:

Would you like to come round to morrow?

Would you like another drink?

I would like ...; I'd like ... (you)(to) ..., to say what we want or what we want to do:

I'd like that one please.

I'd like to go home now.

I'd rather... (I would rather) to say what we prefer:

I'd rather have that one.

I'd rather go home now.

I would think, I would imagine, I'd guess, to give an opinion when we are not sure or when we want to be polite:

It's very difficult I would imagine.

I would think that's the right answer.

Средний уровень владения иностранным языком

1. Future Plans: future Simple, be going to, shall, Future Continuous, Present Simple, Present Continuous.
2. Reported Speech.

FUTURE PLANS

The future can be expressed in several ways in English. Here are the different possibilities:

1. Future Simple: will + base form of the verb
2. Be Going To: am, is, are + going to + base form of the verb
3. Shall: Shall + subject + base form of the verb?
4. Future Progressive: will be + verbing
5. Present Simple and Present Progressive with Future Meaning

Time expressions in the Future Tense

There are several time expressions that are used in all of the different forms of the future tense. They are generally used at the end of the sentence or question. The most common are: tomorrow, next week (Sunday/month/year), in two days (weeks, months years), the day after tomorrow.

Future Simple: Will + Base Form of the Verb

This form is used to:

1. Describe a simple action in the future:

She'll write the e-mail after lunch.

Alice won't help us decorate for the party.

2. Make a prediction or give a warning:

Don't lift that. You'll hurt yourself

If you don't finish the bid, the boss won't give you a raise.

3. Make a spontaneous decision:

You dropped your purse. I'll get it.

subject	Positive will	Negative won't	Rest of the sentence
<i>I / You / We / They</i>	<i>will</i>	<i>Won't</i>	<i>see</i>
<i>He / She / It</i>	<i>will</i>	<i>Won't</i>	<i>see</i>

Contractions

In general, use the contracted forms of the pronoun + will:

I will > I'll / he will > he'll / she will > she'll / you will > you'll / we will > we'll / they will > they'll

Ex. I'll see you tomorrow. / You'll get the answer by post.

Try to use the short form won't instead of will not

Ex. I won't see you tomorrow.

Save the long forms for when you want to create emphasis in spoken English or when writing formal texts.

Ex. You will not do that again! / His hypothesis will not stand up to their criticism.

Yes/No Questions in the Future Simple

To create a question that will be answered with a yes or no, use Will (or Won't) + subject + base form of the verb.

Will	subject	base form of the verb	rest of sentence
Will (Won't)	<i>I / You / We / They</i> <i>He / She / It</i>	<i>send</i>	<i>that fax for me</i>

Will Dave burn the CD for you?

Won't the girls be late for the party?

Wh- Questions in the Future Simple

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.

To form a Wh-question use: Wh-word + will (or won't) + subject + base form of the verb.

Wh word	Will	subject	base form of the verb	rest of sentence
What	<i>wii</i>	<i>you</i>	<i>tell</i>	<i>him</i>
Why	<i>Won't</i>	<i>he</i>	<i>send</i>	<i>The letter</i>

When will he give you an answer?

Why won't you tell him the truth?

Future – Be Going To

We usually use am, is or are + going to + the base form of the verb to talk about actions in the future that have already been decided on.

subject	To be going to		verb	Rest of the sentence
	positive	negative		
I	Am going to	Am not going to	buy	some clothes tomorrow
He / She / It	is	Is not		
You / We / They	are	Are not		

Dan's going to take the order over to the customer.

The girls are going to sing 'Amazing Grace' now.

They aren't going to buy the house.

I am not going to make dinner tonight. We're going out to a restaurant.

Yes/No Questions – Be going to

To ask a question that will be answered with either a yes or no, start with Am, Is or Are (or isn't/aren't for negative questions), then choose a subject (the person or thing doing the action), followed by going to + the base form of the verb.

Am I going to feel bad about my decision?

Is he going to watch the film tonight?

Are you going to participate in the race tomorrow?

Wh-Questions – Be Going To

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that will be doing the action), going to and the base form of the verb.

How much is the computer going to cost?

Why aren't you going to buy that car?

Future: Shall

Shall is used with the subjects I and we to make suggestions or to offer to do something for someone. It is always used in the form of a question.

shall	subject	verb	Rest of the sentence
Shall	I/we	send	Out for pizza

Shall we go for a walk?

Shall I help you with that?

The use of shall to mean will is formal English and is not commonly used today.

Future Progressive (Continuous) – will + be + verbing

Spelling Tip

Verbing (Present Participle)

Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking

For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding

For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying

For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > begging, begin > beginning. However: enter > entering (last syllable is not stressed)

We use will/won't + be + verbing (present participle) when we know that an action will be in progress at some time in the future or to describe something that has been pre-arranged.

subject	Will/won't +be+verb-ing		Rest of the sentence
	Positive	Negative	
I / You / We / They He / She / It	will be waiting	won't be waiting	For you

Don't phone me before 12:00. I will be meeting with a client.

You can take my car tomorrow. I won't be using it.

This time next year, we will be living in our new home.
Yes/No Questions in the Future Progressive (Continuous)

To ask a question that will be answered with either a yes or no, start with Will or Won't, then choose your subject (the person or thing that will be doing the action), followed by be + verbing (present participle).

Will/won't	subject	Be+verb-ing	Rest of the sentence
Will	I he / she / it	be exhibiting	at the show next month
Won't	you / we / they	be coming	to the wedding on Sunday

Will Allen be participating in the science fair next week ?

Won't you be visiting your mother when I'm in town?

Wh-Questions in the Future Progressive (Continuous)

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how,

To create a wh-question, start with the wh-word, then will +the subject (a person or thing that is doing the action), followed by be + the ing (present participle) form of the verb.

Where will he be waiting for me?

How will you be travelling to the exhibition?

Present Simple and Present Progressive with Future Meaning

The present simple tense may be used to express the future in order to talk about plans in the near future.

Her bus leaves at 6:00 Tuesday morning.

The present progressive tense may be used to express the future especially when you want to talk about plans arranged in advance. It is common to use it with verbs of movement.

I'm turning in my History assignment tomorrow morning.

Tag Questions in the Future Tense

Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure the person you're talking to understood what you meant or to emphasize what you said.

They're formed by using a positive sentence in the future tense forms and adding an appropriate auxiliary (helping) and a pronoun (I, you, we, they, he, she, it) and a question mark.

John will call her tomorrow, won't he?

All those girls will be sitting quietly, won't they?

You're coming over tonight, aren't you?

That bee is going to sting me, isn't it?

You may also add a positive tag when you're using a negative sentence.

Carey won't report me, will she?

The kids aren't going to play soccer tomorrow, are they?

You're not working tomorrow, are you?

REPORTED SPEECH

Reported speech means that someone's words (direct speech) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type.

Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work. For comparison, the examples in the material below are given in pairs: the first sentence in each pair is in direct speech, and the second sentence is the same sentence in indirect speech.

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

Direct speech: *"I like ice cream".*

Reported speech: *She says (that) she likes ice cream.*

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

Direct speech: *"I like ice cream"*.

Reported speech: *She said (that) she liked ice cream.*

Tense Direct Speech Reported Speech

present simple	"I like ice cream"	She said (that) she liked ice cream.
present continuous	"I am living in London"	She said (that) she was living in London.
past simple	"I bought a car"	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	"I was walking along the street"	She said (that) she had been walking along the street.
present perfect	"I haven't seen Julie"	She said (that) she hadn't seen Julie.
past perfect*	"I had taken English lessons before"	She said (that) she had taken English lessons before.
will	"I'll see you later"	She said (that) she would see me later.
would*	"I would help, but.."	She said (that) she would help but...
can	"I can speak perfect English"	She said (that) she could speak perfect English.
could*	"I could swim when I was four"	She said (that) she could swim when she was four.
shall	"I shall come later"	She said (that) she would come later.
should*	"I should call my mother"	She said (that) she should call her mother
might*	"I might be late"	She said (that) she might be late
must	"I must study at the weekend"	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

Direct speech: *"The sky is blue"*.

Reported speech: *She said (that) the sky is/was blue.*

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

Reported Questions

Direct speech: *"Where do you live?"*

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence.

Direct speech: *"Where do you live?"*

Reported speech: *She asked me where I lived.*

The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

Direct speech: "where is Julie?"

Reported speech: *She asked me where Julie was.*

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
"Where is the Post Office, please?"	She asked me where the Post Office was.
"What are you doing?"	She asked me what I was doing.
"Who was that fantastic man?"	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use 'if':

Direct speech: "Do you like chocolate?"

Reported speech: *She asked me if I liked chocolate.*

Here are a few more examples:

Direct Question

Do you love me?"

Have you ever been to Mexico?"

Are you living here?"

Reported Question

He asked me if I loved him.

She asked me if I had ever been to Mexico.

She asked me if I was living here.

Reported Requests

Direct speech: "Close the window, please"

Or: "Could you close the window please?"

Or: "Would you mind closing the window please?"

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use 'ask me + to + infinitive':

Reported speech: *She asked me to close the window.*

Here are a few more examples:

Direct Request	Reported Request
"Please help me".	She asked me to help her.
"Please don't smoke".	She asked me not to smoke.
"Could you bring my book tonight?"	She asked me to bring her book that night.
"Could you pass the milk, please?"	She asked me to pass the milk.
"Would you mind coming early tomorrow?"	She asked me to come early the next day.

To report a negative request, use 'not':

Direct speech: "Please don't be late."

Reported speech: *She asked us not to be late.*

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

Direct speech: "Sit down!"

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

Reported speech: *She told me to sit down.*

Direct Order	Reported Order
"Go to bed!"	He told the child to go to bed.
"Don't worry!"	He told her not to worry.
"Be on time!"	He told me to be on time.
"Don't smoke!"	He told us not to smoke.

Time Expressions with Reported Speech

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

It's Monday. Julie says "I'm leaving today".

If I tell someone on Monday, I say "Julie said she was leaving today".

If I tell someone on Tuesday, I say "Julie said she was leaving yesterday".

If I tell someone on Wednesday, I say "Julie said she was leaving on Monday".

If I tell someone a month later, I say "Julie said she was leaving that day".

So, there's no easy conversion. You really have to think about when the direct speech was said.

Here's a table of some possible conversions:

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

Продвинутый уровень владения иностранным языком

1. Modal Verbs: must, have to, should
2. Indirect questions and statement

Modal Verbs of obligation/necessity/advice

The modal verbs include can, must, may, might, will, would, should. They are used with other verbs to express ability, obligation, possibility, and so on.

Necessity: must, have to, have got to, need

The word "necessity" is a general term used for describing the main meaning of the modal verb MUST and its substitutes HAVE TO, HAVE GOT TO, NEED. The modal verb MUST expresses strong necessity to do something, with such shades of meaning as necessity, obligation, duty, responsibility, requirement. The phrase HAVE TO is the most common substitute for MUST in the meaning "necessity".

Modal verb MUST

The modal verb MUST in the meaning "strong necessity" forms only the present tense. The future is expressed by the present tense with the help of the context and adverbs or adverbial phrases indicating the future time, for example, "tomorrow, soon, next week, in an hour".

She must obey the rules.

If he wants to go to England, he must obtain a visa first.

He must pay the bills today.

People must eat to live.

This patient must stay in bed for at least two weeks.

I must help him with his report.

You must see this film. It's very good.

MUST in the meaning "strong necessity" does not have the past form. The substitute phrase HAD TO (necessity) is typically used instead of MUST in the past tense, with a little change in meaning.

Natasha must go to the bank today. (strong necessity)

She has to go to the bank today. (necessity)

Victor had to go to the bank yesterday. (necessity, with the following meaning: It was necessary for him to go to the bank yesterday, and he went there.)

Modal verb MUST and its substitute HAVE TO

MUST is stronger, stricter, and more categorical than HAVE TO. MUST implies that the action expressed by the infinitive is absolutely necessary. HAVE TO in the meaning "necessity" is used in affirmative statements and questions in the present, past, and future. Negative questions with HAVE TO are also possible in this meaning.

The verb HAVE TO is used in both formal and informal English in speech and writing, and many native speakers use HAVE TO instead of MUST in many cases, especially in American English.

He must write a report. (strong necessity)

He has to write a report. (necessity)

He must finish his report tomorrow. (strong necessity)

He has to finish it tomorrow. (necessity)

He will have to finish his report tomorrow. (necessity)

He had to rewrite several pages of the report yesterday.

Does he have to write his report today? – Yes, he does.

Doesn't he have to finish his report today? – No, he doesn't.

Will he have to finish his report tomorrow? – Yes, he will.

Didn't he have to rewrite several pages yesterday? – Yes, he did.

In some cases the difference between MUST and HAVE TO is bigger than "strong necessity" versus "necessity". MUST shows that the speaker thinks that the action specified by the main verb is necessary to do, and it's the right thing to do (i.e., the speaker expresses personal opinion), while HAVE TO just states the fact that this action is necessary. Compare these sentences:

Children must go to school. (It's obligatory, and it's the right thing to do.)

Children have to go to school. (It's obligatory.)

I must help him. (It's necessary, and it's the right thing to do.)

I have to help him. (It's necessary.)

You must read this article. It is very interesting.

You have to read this article. We are going to discuss it in class.

Note: MUST and SHOULD

The modal verb SHOULD can be used instead of MUST if the speaker wants to sound less categorical.

You must do it today. (strong necessity, obligation)

You should do it today. (advice, recommendation)

You must tell the boss about it. (strong necessity, obligation)

You should tell the boss about it. (advice, recommendation)

Substitute phrase HAVE GOT TO

The substitute phrase HAVE GOT TO is used mostly in conversational English. HAVE GOT TO has only the present tense form and expresses necessity to do something in the present and future, mostly in affirmative statements, though negative questions are also possible. HAVE TO is often used instead of HAVE GOT TO in questions.

I've got to go.

I've got to see her immediately.

He's got to exercise more. He's putting on weight.

Haven't you got to finish your report today? – Yes, I have. No, I haven't. / Don't you have to finish your report today? – Yes, I do. No, I don't.

The phrase HAVE GOT TO does not have the past form, so HAD TO is typically used instead of it in the past.

The verb NEED

The verb NEED is frequently used with a noun object after it: I need help; we need bread and cheese; he needs money. With an infinitive, NEED expresses necessity to do something and can be used as a less categorical substitute for MUST.

I need to see you.

He needs to exercise more.

Do we need to buy bread and cheese? – Yes, we do. No, we don't.

Absence of necessity

Absence of necessity is usually expressed by HAVE TO in the negative.

I don't have to go to work today. It is Saturday.

She doesn't have to go to the store. The refrigerator is full of food.

You don't have to give me an answer now. Talk it over with your family first.

He doesn't have to go to the museum with us, but it might be interesting for him too.

He didn't have to study yesterday, so he went to the movies with us.

He won't have to explain anything to us.

Absence of necessity can be expressed by NEED in the negative. The verb NEED in the negative is generally used as a main verb in the construction "don't need to". But sometimes NEED in the negative

is used as a modal verb (i.e., needn't). The infinitive after the modal verb "needn't" is used without the particle "to". Compare these sentences:

I don't need to go to the store today.

We don't need to wash our car. It's not dirty.

She doesn't need to worry. Everything will be all right. (NEED as a main verb)

She needn't worry. Everything will be all right. (modal verb "needn't")

You don't need to shout. I can hear you well. (NEED as a main verb)

You needn't shout. I can hear you well. (modal verb "needn't")

Note: "Must not" does not have the meaning "absence of necessity". "Must not" and its contraction "mustn't" express strong necessity NOT to do something. This meaning of MUST in the negative is often called "prohibition".

Recommendations

Use MUST in the meaning "strong necessity" in the present and future. Replace MUST with HAD TO for "necessity" in the past. In a number of cases you can replace MUST with HAVE TO (necessity) or SHOULD (advice) if you want to sound less categorical. Use "don't have to; don't need to" if there is no necessity to do something.

Present	Positive	Negative
have to / don't have to	strong obligation (possibly from outside) Children have to go to school. (sometimes 'have got to')	no obligation I don't have to work on Sundays. You don't have to eat anything you don't like.
must / mustn't	strong obligation (possibly based on the speaker's opinion) I must study today.	negative obligation You mustn't smoke here.
should / shouldn't	mild obligation or advice You should save some money.	mild negative obligation or advice You shouldn't smoke so much.

Past	Positive	Negative
had to / didn't have to	obligation in the past I had to wear a school uniform when I was a child.	no obligation in the past We didn't have to go to school on Saturdays.
must*	changes to 'had to'	
should have + pp / shouldn't have + pp	a past action which didn't happen: the advice / regret is too late You should have gone to bed earlier, now you have missed the train.	a past action which didn't happen: the advice / regret is too late You shouldn't have taken that job., it was a bad idea.

* Remember 'must have done' is a modal verb of deduction or speculation, not obligation in the past. For example: Julie must have left. Her coat's not here.

Should

1. To give advice, a recommendation or a suggestion

This is to say that it is the right thing to do or the correct thing.

Does your tooth still hurt? You should make an appointment with the dentist.

I think you should study for the test so that you don't fail.

Your hair is too long. You should get a haircut.

You really should go to the new restaurant on Main Street.

2. Expresses that a situation is likely in the present

Mary should be at home by now. Give her a call.

He should have the letter by now. I sent it a couple of weeks ago.

3. Expresses that a situation is likely in the future (prediction)

They should win the game because they are a much better team.

I posted the cheque yesterday so it should arrive this week.

It should be fine tomorrow.

4. Expresses an obligation that is not as strong as Must.

Sometimes Should is used instead of Must to make rules, orders or instructions sound more polite. This may appear more frequently on formal notices or on information sheets.

On hearing the fire alarm, hotel guests should leave their room immediately.

Passengers should check in at least 2 hours before departure time.

You should never lie to your doctor.

You should pay more attention in class.

You should be at work before 9.

All of the above example sentences can have must instead of should making the obligation stronger and less polite.

5. Was expected in the past but didn't happen (should + have + past participle)

This expresses the idea that the subject did not fulfill their obligation in the past or did not act responsibly.

You should have given your boss the report yesterday when he asked for it.

I should have studied more but I was too tired.

6. Not fulfilling an obligation (should + be + verb-ing)

This expresses the idea that the subject is not fulfilling their obligation or is not acting sensibly.

You should be wearing your seatbelt. (The person isn't wearing one right now)

We should be studying for the test. (We are not studying right now and we should)

7. Sometimes should is replaced by ought to without a change in meaning. Note that ought to sounds more formal and is used less frequently.

You ought to study more. (= you should study more)

He ought to go home. (= He should go home)

They ought to stop doing that. (= They should stop doing that)

Shouldn't

We use shouldn't to advise not to do something, usually because it is bad or wrong to do.

You shouldn't throw your litter onto the street.

We shouldn't leave without saying goodbye.

He shouldn't play with those wires if he doesn't know what he is doing.

Are you tired? You shouldn't work so much.

You shouldn't talk like that to your grandmother.

Indirect questions and statements

Reported speech means that someone's words (direct speech) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type.

Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work. For comparison, the examples in the material below are given in pairs: the first sentence in each pair is in direct speech, and the second sentence is the same sentence in indirect speech.

If the verb in the main clause is in the present or in the future, the sequence of tenses in reported speech shouldn't be a problem because the tense in the subordinate clause doesn't change. But note that word order in subordinate clauses of reported questions (indirect questions) is that of a statement. The conjunctions "if, whether" are used in reported general questions, while reported special questions keep as conjunctions those interrogative words (what, who, when, where, why, how) which they had in questions in direct speech.

He says, "I want to go there with you." – He says that he wants to go there with us.

He says, "I haven't seen her today." – He says that he hasn't seen her today.

He asks, "Does she live in this house?" – He asks whether she lives in this house.

He asks, "When will she come back?" – He asks when she will come back.

Past tense in the main clause and the changes it requires

If the verb in the main clause is used in the past tense (usually, the simple past of the verbs "say, tell, ask, answer"), the verb in the object subordinate clause in indirect speech should also be used in one of the past tenses.

Generally speaking, the tenses in object clauses change in the following way: the simple present is changed to the simple past; the present continuous is changed to the past continuous; the present perfect is changed to the past perfect; the present perfect continuous is changed to the past perfect continuous; the simple past is changed to the past perfect; the past continuous is changed to the past perfect continuous; the past perfect and past perfect continuous remain unchanged; the future tenses are changed to the future in the past (i.e., "will" is changed to "would").

In addition, when you change sentences from direct speech to indirect speech, it is often necessary to replace some pronouns and adverbs in the subordinate clause.

Personal pronouns change depending on the sense of the sentence, and the demonstrative pronouns "this, these" are changed to "that, those".

Anna said, "I know your sister." – Anna told me that she knew my sister. Anna told him that she knew his sister.

She said, "I know this man." – She said that she knew that man.

Adverbs of time and place that are usually replaced

"today" is replaced with "(on) that day";

"this morning, this afternoon, tonight" are replaced with "that morning, that afternoon, that night";

"now" is replaced with "then";

"tomorrow" is replaced with "the following day";

"next week, next month" are replaced with "the following week, the following month";

"in a few days" is replaced with "a few days later";

"yesterday" is replaced with "the day before";

"last week, last month" are replaced with "the week before, the month before";

"three days ago, a week ago" are replaced with "three days before, a week before";

"here" is replaced with "there".

Exception from the rule

If a general truth is expressed in the object subordinate clause, the present tense is normally used in the subordinate clause despite the fact that the past tense is used in the main clause.

The teacher said that water boils at 100 degrees Celsius.

The teacher said that water freezes at 32 degrees Fahrenheit.

Departure from the rules of the sequence of tenses

The above-mentioned changes in the subordinate clause (if the verb in the main clause is in the past tense) are required by the rules of the sequence of tenses, but the changes also depend on the context and do not take place in all cases. Compare:

He said, "I will visit her tomorrow."

He said that he would visit her the following day. (If "tomorrow" was in the past at the moment of speaking, it is replaced with "the following day".)

He said that he would visit her tomorrow. (If "tomorrow" was still in the future at the moment of speaking, it stays in the sentence as "tomorrow".)

He said that he went to the park yesterday. (If "yesterday" was still "yesterday" at the time of speaking, the simple past and "yesterday" remain unchanged.)

She said, "I like this town."

She told me that she liked that town. (The speaker is in some other town at the moment of speaking.)

She told me that she liked this town. (The speaker is in this town at the moment of speaking.)

In those cases where it is necessary to keep the expressions indicating specific time in the past in the subordinate clause (for example, yesterday, last year, a month ago, in 1995), the simple past usually remains unchanged in the subordinate clause. This is also true of the other object clauses, not only of those in reported speech.

I knew that she left for Tokyo two weeks ago.

I was sure that he came back last month.

He said, "I visited Paris in 1995." – He said that he visited Paris in 1995.

He said, "I was watching TV when the telephone rang." – He said that he was watching TV when the telephone rang.

In some cases, the simple past may remain unchanged in the subordinate clause if a completed action in the past is meant.

She said that Mike told / had told her about it.

He said that he bought / had bought a car at that car dealership.

He said that he built / had built a house for his son.

He said that he didn't find / hadn't found them.

In everyday speech, if the speaker feels that the action in the subordinate clause is still relevant to the present, the present tense may be used in the subordinate clause despite the fact that the past tense is used in the main clause.

Anna said that she feels tired. Let's go home.

He wrote in his letter that he is going to see Dr. Crosby tomorrow, so we will be able to find him at the clinic.

She repeated several times that she wants to talk to you tonight. Do you know what it is about?

Language learners should follow the rules of the sequence of tenses strictly, especially in formal speech and writing and in various oral and written tests of English.

Examples of indirect speech in different types of sentences

The examples below show how different types of sentences in direct speech are changed to indirect speech if the verb in the main clause is in the past tense.

Statements

She said, "I live here." – She said that she lived there.

She said, "I am writing a letter now." – She told me that she was writing a letter then.

She said, "I have already written three letters." – She said that she had already written three letters.

He said, "They will be disappointed when they learn that she has sold her house." – He said that they would be disappointed when they learned that she had sold her house.

He said, "She was fired last week." – He said that she had been fired the week before.

General questions

He asked, "Do you know this man?" – He asked me whether I knew that man.

She asked him, "Have you finished your work?" – She asked him if he had finished his work.

He asked her, "Did you go there alone?" – He asked her whether she had gone there alone.

He asked, "Did you go to Spain in 2005?" – He asked whether she went to Spain in 2005.

Special questions

He asked, "What's the matter?" – He asked what the matter was.

He asked me, "What are you doing?" – He asked me what I was doing.

He asked her, "How long have you been in Moscow?" – He asked her how long she had been in Moscow.

I asked, "When did you visit New York?" – I asked him when he visited New York.

Commands

She said, "Go to your room." – She told me to go to my room.

She said, "Buy some bread, please." – She asked me to buy some bread.

He ordered, "Stay where you are!" – He ordered them to stay where they were.

Suggestions

He said, "Let's go to the lake." – He suggested that we go to the lake. / He suggested going to the lake.

She said, "Why don't you watch a movie?" – She suggested that we watch a movie. / She suggested watching a movie.

Sentences with modal verbs

Modal verbs in the subordinate clause agree with the past verb in the main clause in the following way: "can" is changed to "could", "may" is changed to "might", "will" is changed to "would". "Must" is usually replaced with "had to" but may remain unchanged in some cases. "Could, might, ought to, should, would" do not change.

She said, "I can't find your book." – She said that she couldn't find my book.

She said, "I must go to the bank." – She told me that she had to go to the bank.

She said, "He may refuse to do it." – She said that he might refuse to do it.

She said, "You should call him." – She said that I should call him.

Практический раздел
Начальный уровень изучения иностранного языка
I. Грамматические упражнения.

Present Simple / Present Continuous

Present Simple

Change the verb into the correct form

1. I usually (go) to school.
2. They (visit) us often.
3. You (play) basketball once a week.
4. Tom (work) every day.
5. He always (tell) us funny stories.
6. She never (help) me with that!
7. Martha and Kevin (swim) twice a week.
8. In this club people usually (dance) a lot.
9. Linda (take care) of her sister.
10. John rarely (leave) the country.
11. We (live) in the city most of the year.
12. Lorie (travel) to Paris every Sunday.
13. I (bake) cookies twice a month.
14. You always (teach) me new things.
15. She (help) the kids of the neighborhood.

Change the verb into the correct form:

1. London (be) in England.
2. The summer (be) hot.
3. She
(drive) very well.
4. They (open) the store at 8:00.
5. Linda (be) a very pretty girl.
6. I (have) several jobs.
7. Water (boil) at 100 degrees.
8. Water (freeze) at 0 degrees.
9. My sister (speak) English.
10. He (have) a big apartment.
11. A triangle (have) three corners.
12. My birthday (be) in June.
13. Books (have) pages.
14. Dogs (be) good friends.
15. I (work) hard.

Present Continuous

Change the verb into the correct form:

1. Anna (rest) right now.
2. I (talk) on the phone at this moment.
3. Bella (cook) dinner now.
4. They (help) the teacher right now.
5. He (run) very fast!
6. Julia (bake) a chocolate cake at the moment.
7. I (have) fun!
8. You (dance) very nicely.
9. They (answer) all the questions.

10. John (eat) Salad, and I am eating fish.
11. Marta (drive), and Chris is sleeping (sleep).
12. It (rain).
13. I (write) my homework.
14. We (work) on the new show right now.
15. Kate (lie) in bed now.

Change the verb into the correct form:

1. We (renovate) our house this week.
2. She (paint) her room today.
3. I (write) a book these days.
4. They (try) to sell their car.
5. You (look) good today.
6. He (study) to be a lawyer.
7. This table (break) apart.
8. Oliver (help) me with my homework these days.
9. Luke (become) more and more handsome.
10. I (work) on my accent.
11. You (change) your work place.
12. She (have) a hard time.
13. This month we (stay) with my Sister.
14. Eva (look) for a roommate.
15. They (study) Spanish this summer.

Complete the sentences with the Present Simple or Present Continuous

1. The girl in the picture (play) the guitar.
2. My dog's not dangerous. He (not bite) .
3. Why you (wear) sunglasses? It rain!
4. You can turn off the radio. I (not listen) to it.
5. I (need) to go to the bank. I (not have) any money.
6. Be careful! The baby (put) that pencil in her mouth!
7. — you usually (cook) at weekends?
— No, we normally (eat) out.
8. — What you (do) here?
— I (meet) Emma. Look, there she is.

Complete the sentences with Present Simple or Present Continuous of the verbs in boxes

We are studying

- What are you doing ?
- I (watch) this film. It's a musical.
- But you (not like) musicals!
- I know, I usually (hate) them. But this one is really good. you (want) to watch it?
- Not right now, Susie's here and we (study) for our English test.
- A test?
- Yes, we (have) a test every Friday.
- you (use) this computer now?
- No, the boss (wait) for me in the other office. Why?
- Because I (need) to use it.
- What's wrong with your computer?
- It (not work) at the moment and I (want) to send an e-mail.
- OK.

Read the museum guide's description of the painting. Write the verbs in the present continuous.

As you can see, it (rain) in this picture and most of the people (carry) umbrellas. The two children on the right are the artist's daughters. They (play) with a ball, and their mother (the artist's wife) (watch) them closely. On the left of the picture, a young man and a woman (sit) at a cafe table. They (not/talk) , but I (think) they're happy together. In the middle of the picture is a woman. She (not/smile), I and she doesn't have an umbrella. What she/do? Maybe she (wait) for her boyfriend, and she (think). "He's late, and I (get) cold and wet". Do you like this page?

Complete the sentences with the present simple or present continuous form of the verbs in the box

Don't turn off the TV! I'm watching it.

travel, get, go, need, study

- 1.They_____ to Africa every summer.
- 2.I have an exam tomorrow, so I _____ hard.
- 3.Jack often _____ the train to work.
- 4.— Where _____ you ?
— To play tennis.
- 5.I _____ to use the computer now!

Future Forms

Cross out the wrong form

- 1.My husband (wife) is doing / does yoga today.
- 2.It is going to rain / raining tomorrow.
- 3.My friends are going to go / go away this weekend.
- 4.I am meeting / meet my best friend this evening.
- 5.I am not going to go / don't go to Paris this summer.
- 6.I am going to work / work this evening.

Look at Luke's diary. Write the questions and the answers. Use the Present Continuous.

MONDAY	Dinner with Anna
TUESDAY	Dentist 11.30 a.m.
WEDNESDAY	Work 4.00-8.00 p.m.
THURSDAY	Meet Chris to study
FRIDAY	Final exam 10.00 a.m. Party at Frank's 8.00 p.m
SATURDAY	Go shopping — buy Mum's present
SUNDAY	Meet Mum at the airport

1. What / do on Sunday?
2. What / do on Friday morning?
3. have dinner with Anna on Monday?
4. When / go to the dentist?
5. What / do on Friday night?
6. What / do on Saturday?
7. When / work ?
8. meet Chris on Thursday?

Complete the text with the present continuous form of the verbs in boxes

Welcome to Bond House, home of the best activity holidays in the country. Let me tell you what we have planned for you in the next few days. On Monday morning you (go) sailing. Then in the afternoon, I (take) you on a bicycle tour of the surrounding area. You need to rest well on Monday evening because the following morning we (climb) to the top of Oak Ridge! After that, there has been a change of plan: you (not windsurf) as it says on your timetable, we (have) a football tournament. That will be fun, I'm sure. Then on Wednesday morning we (go) to a mountain village called Palmo. Thursday is your final day with us and I (plan) a surprise activity for you. Do you like this page?

Look at the phrases

1. They'll be late.
2. You'll break your leg.
3. It won't last.
4. He won't pay you back.
5. You won't understand a word.
6. You won't find a parking space.
7. They'll lose.
8. You'll miss it.

Answer the questions

Do the sentences refer to the present or the future?

What are the full words in the contractions 'll and won't?

Complete the sentences and the questions with will/won't.

Use contractions where you can.

1. (—) they / win.
2. (?) the meeting / be long?
3. (—) he / get the job.
4. (?) you / see him at the party?
5. (+) it / be impossible to park.
6. (—) you / like the film.
7. (+) she / love the chocolates we bought her.

Complete the predictions with will/won't

- 1.— She's going to live in France for a year.
— She (come) back speaking French fluently.
- 2.— I broke one of my mum's best glasses.
— She (be) furious.
- 3.— We're going to get tickets for the concert tonight.
— They (be) very expensive.
- 4.— The teacher isn't going to be here tomorrow.
— Great! So we (not have) the exam!
- 5.— My brother's going to sell his flat in London.
— He (get) a lot of money for it.
- 6.— I'm going to stop smoking.
— You (feel) much healthier.
- 7.— She's going to buy another mobile phone.
— She (___) probably (to lose) it, just like the other two.
- 8.— My son has a degree in Computer Science.
— I'm sure he (get) a good job.
- 9.— I'm going on a walking holiday in Scotland.
— It (rain) every day.
- 10.— I'm taking my driving test tomorrow.
— Don't worry. You (pass).
- 11.— I'm going to see Terminator 3 tonight.
— You (not like) it. It's very violent.

Listen to your teacher's sentences. Guess the correct response using one of the phrases below. Begin with I'll, I won't or Shall I?

1. buy/card
2. turn on/light?
3. answer
4. lend
5. open/window?

6. not tell anybody
7. help
8. close

You say

It's Paul's birthday tomorrow.

It's very dark in here.

The phone's ringing.

I don't have any money.

It's very hot in here.

It's a secret.

I can't do my homework.

You left the door open.

Response

I'll buy him a card.

Shall I turn on the light?

I'll answer it.

I'll lend you some.

Shall I open the window?

I won't tell anybody.

I'll help you.

I'll close it.

Complete the gaps with will or be going to. Use infinitive of the words in boxes.

1.— What are Mike's plans for the summer?

— Well, first he (stay) with a friend in Italy, and then he (travel) round France and Spain.

2.— Here's my phone number.

— Thanks. I (call) you tomorrow morning.

3.— How much is this sweater?

— 24,94.

— Fine. I (take) it.

4.— What you (do) tonight?

— I (stay) at home. I have to study.

5.— Have you decided what to do on Saturday night?

— Yes, we have tickets for the theatre and after that we (have) dinner at that new Italian restaurant.

6.— I've had a terrible day today.

— Sit down, I (make) you a cup of tea.

7.— My parents are away this weekend, so I (have) a party.

— Great! I (bring) some food.

8.— Would you like fruit juice or mineral water?

— I (have) an orange juice please.

9.— you (stay) here tonight?

— No. I (catch) the last train home. I have a return ticket.

Write sentences using the prompts. Use Shall I / I'll / I won't.

1. I/turn off the air-conditioning?

2. I/not drive fast.

3. I/buy another one.

4. I/call the police?

5. I/have the chicken.

Put the verbs into the correct form (will, going to, simple present or present progressive).

1. I love London. I (probably / go) will probably go there next year.

2. Our train (leave) at 4:47.

3. What (wear / you) at the party tonight?

4. I haven't made up my mind yet. But I think I (find) something nice in my mum's wardrobe.

5. This is my last day here. I (go) back to England tomorrow.

6. Hurry up! The conference (begin) in 20 minutes.

7. My horoscope says that I (meet) an old friend this week.

8. Look at these big black clouds! It (rain) .

9. Here is the weather forecast. Tomorrow (be) dry and sunny.

10. What does a blonde say when she sees a banana skin lying just a few metres in front of her? -
Oh dear! I (slip) !

Modal Verbs

Choose the best modal for each sentence.

Teacher, _____ explain this grammar to me again, please?

- ? could you
- ? you may
- ? you will

Charlotte, _____ send me the document by email?

- ? You could
- ? Would you please
- ? Would please you

Student: _____ help me with my homework, please?

Teacher: Of course!

- ? Could you please
- ? Could you
- ? May you

Teacher: Marco, _____ erase the blackboard for me?

Marco: _____, teacher.

- ? you can / Of course
- ? you will / Yes, certainly
- ? Would you please / Yes, of course

A: _____ you show me how to use this computer software?

B: _____. How can I help?

- ? Can / I'd be glad to
- ? Could / I would happy to
- ? Can / I be glad to

Sandy, _____ photocopy these letters right away?

- ? can you
- ? may you
- ? do you can

Choose the correct option for each sentence.

At a restaurant

A: What order?

B: I ... the fried chicken.

A: rice or potatoes?

B: Potatoes, please.

A: What kind of potatoes ... ? Baked or french fries?

B: I ... french fries.

A: OK. And what ... drink?

B: I guess I ... a cup of coffee.

A: ... anything else?

B: No, that is all for now, thanks.

What ... order?

- ? would you like to
- ? you would like
- ? you would like to

I ... the fried chicken.

- ? wouldn't like
- ? 'd like
- ? 'd not like

... rice or potatoes?

- ? You would like
- ? Would you like

? Would you like to
 What kind of potatoes ...?
 ? you would like
 ? you'd like to
 ? would you like
 I ... french fries.
 ? 'd like
 ? would like
 ? would like to
 OK. And what ... drink?
 ? would you like
 ? you would like to
 ? would you like to
 I guess I ... a cup of coffee.
 ? would like to
 ? 'd like
 ? 'd like to
 ... anything else?
 ? You would like
 ? Would you like
 ? Would you like to

Verbs - will or would

Read the sentences and decide whether the gap should be filled with 'will' or 'would'.

_____ you mind closing the door ?
 Will Would
 Maybe I _____ speak to her.
 Will would
 We _____ see what happens tomorrow.
 Will would
 What _____ you like to eat?
 Will would
 If I see her I _____ let her know.
 Will would
 She _____ speak to me, she was so upset.
 won't wouldn't
 I promise I _____ tell anyone.
 won't wouldn't
 She thought she _____ be late, so she took a taxi.
 Will would
 When I was in the army, we _____ get up at 5.30 a.m.
 Will would
 Come on. You _____ need much, just a change of clothes.
 won't wouldn't

Requests

Choose the most appropriate answer for expressing the idea specified in parentheses.

1. I speak to Mr. Smith, please? (Formal polite request)
 Can
 May
 Would
 Would you mind if
2. you open the window, please? It's hot in here. (Polite request)
 Could

Couldn't

Won't

Wouldn't

3. buying two loaves of bread on your way home? (Polite request)

Could you

Will you

Would you

Would you mind

4. Would you mind if I your dictionary for an hour or so? (Polite request)

borrowed

will borrow

would borrow

5. Would you mind if I come to your party? (Asking for permission)

didn't

won't

wouldn't

6. Mrs. Redding, lend me two hundred dollars till next week, please? (Polite request)

can't you

could you

do you mind

would you mind

7. Would you mind here? I have a headache. (Polite request)

not to smoke

not smoke

no smoking

not smoking

8. Betty, help me with this grammar exercise, please? (Informal request)

can you

can't you

won't you

do you mind

9. Could I use your cell phone, please? – Sorry, you . (Permission not given)

can't

couldn't

mustn't

won't

10. Could I stay here for a while? – Yes, you . (Permission given)

could

can

will

must

Possibility

Choose the most appropriate answer to express possibility that is NOT very strong.

1. He be able to help you.

may

must

should

will

2. She have to sell her car and other belongings to pay her debts.

will

will probably

might

would

3. Where is Anna? – I don't know. She _____ be at the swimming pool or in the park.
 could
 should
 must
 has to
4. It _____ be as easy as you think.
 can't
 couldn't
 might not
 must not
5. Don't ring the doorbell when you get there. Maria's little baby _____ sleeping.
 must be
 should be
 may be
 may not be
6. How did the robbers get in? – We don't know yet. The old woman _____ to lock the door.
 might forget
 could forget
 might have forgotten
 must have forgotten
7. I called her but there was no answer. She _____ left for New York already.
 may have
 must have
 should have
 has probably
8. When can I see him? _____ come back before six today?
 May he
 Might he
 Would he
 Is he likely to
9. I wonder who wrote that letter. _____ Jim have written it?
 May
 Might
 Could
 Is it possible that
10. He said that he _____ go to Italy in June or July.
 can
 should
 might
 would

Chose should or shouldn't.

- You _____ be so selfish.
 I don't think you _____ smoke so much.
 You _____ exercise more.
 I think you _____ try to speak to her.
 You are overweight. You _____ go on a diet.
 Where _____ we park our car?
 You _____ never speak to your mother like this.
 The kids _____ spend so much time in front of the TV.
 _____ I tell her the truth or should I say nothing?
 I think we _____ reserve our holiday in advance.

For each sentence, write either should or shouldn't in the box.

You _____ leave your shoes here or people will trip over them.
You _____ turn the TV down. Your aunt is trying to work in the kitchen.
If your foot is still causing you problems, you _____ call my friend Jane. She's a chiroprapist.
Why did you say that? You _____ think before opening your mouth!
You _____ take so much cash abroad with you. You take the risk of losing it and having to go without.
Your mother is furious with you. You _____ clean up your room more often.
Have you seen the state of the neighbor's front garden? They _____ let it get so messy.
Don't let Misty up on the sofa like that! You _____ tell him to keep off the furniture.

Use should / shouldn't / mustn't

1. We _____ invite the Nortons to our party. They are nice people.
2. Young children _____ stay at home on their own.
3. Before you go to the dentist's, you brush your teeth.
4. You smoke in bed!
5. You shut the windows because it is raining.
6. You forget her birthday again.
7. You go to the theatre when you are in Vienna. It's great.
8. They tell her about John's accident. She could break down.
9. You cross the street when the traffic lights are red.
10. The doctor told Charlie that he drink too much alcohol.
11. My mum thinks I spend so much money on clothes.
12. "Twilight" is a really great book. You read it soon.
13. The teacher said to me, "You get up earlier because you are late again!"
14. You tell lies!
15. You drive the car. You are only thirteen!

Complete the list of suggestions for "Trick or treat".

Write: should or shouldn't in the gaps:

1. You
wear a Halloween costume.
2. You
play really mean tricks on people.
3. You
wear black clothes at night.
4. You
take a bag with you for sweets.
5. You
go on your own.
6. You
stay out very late.
7. You
always go with friends.
8. You
always tell an adult where you are going.

Средний уровень владения иностранным языком

1. Future Plans: future Simple, be going to, shall, Future Continuous, Present Simple, Present Continuous.
2. Reported Speech.

Cross out the wrong form

1. My husband (wife) is doing / does yoga today.

2. It is going to rain / raining tomorrow.
3. My friends are going to go / go away this weekend.
4. I am meeting / meet my best friend this evening.
5. I am not going to go / don't go to Paris this summer.
6. I am going to work / work this evening.

Make notes of what you are going to do at these times

Ask your teacher about his/her plans at these times. Answer your teacher's questions. Are you going to do the same things?

After class.

Tonight.

Tomorrow.

On Saturday.

Next week.

Next year.

Complete the sentences and the questions with will/won't.

Use contractions where you can.

1. (—) they / win.
2. (?) the meeting / be long ?
3. (—) he / get the job.
4. (?) you / see him at the party ?
5. (+) it / be impossible to park.
6. (—) you / like the film.
7. (+) she / love the chocolates we bought her.

Discuss the questions with your teacher

1. Do you think you'll...
2. go somewhere exciting for your next holiday?
3. pass your next exam?
4. get a good (or better) job?
5. do something nice this weekend?
6. get an interesting e-mail from someone tonight?
7. get to the end of this course?

Complete the predictions with will/won't

- 1.— She's going to live in France for a year.
— She (come back) speaking French fluently.
- 2.— I broke one of my mum's best glasses.
— She (be) furious.
- 3.— We're going to get tickets for the concert tonight.
— They (be) very expensive.
- 4.— The teacher isn't going to be here tomorrow.
— Great! So we (not have) the exam!
- 5.— My brother's going to sell his flat in London.
— He (get) a lot of money for it.
- 6.— I'm going to stop smoking.
— You (feel) much healthier.
- 7.— She's going to buy another mobile phone.
— She probably (to lose) it, just like the other two.
- 8.— My son has a degree in Computer Science.
— I'm sure he (get) a good job.

- 9.— I'm going on a walking holiday in Scotland.
— It (rain) every day.
- 10.— I'm taking my driving test tomorrow.
— Don't worry. You (pass).
- 11.— I'm going to see Terminator 3 tonight.
— You (not like) it. It's very violent.

Cross out the incorrect part of the sentence.

In some sentences both options can be correct!

1. I'm going to study / I'll study English here next year.
- 2.— Shall we / Will we eat out tonight?
— Good idea!
3. We'll go / We're going to Brazil next week. I can't wait.
4. What are you going to wear / are you wearing to the party?
5. Do you think it will rain / it's going to rain tomorrow?
6. — This is heavy.
— I'll help / I help you.
7. I'm meeting / I meet a friend this evening.
8. I'm really sorry. I promise I won't do / I'm not going to do it again.
9. They're getting / They're going to get married in May.

Make questions in Present Continuous or using be going to and ask your teacher.

1. have dinner with the family tonight
2. go out with your sibling / cousin on Saturday night
3. have a nephew or niece soon
4. have a big family reunion soon
5. go on holiday with your family this year

Complete the sentences with the correct future form of the verbs

1. I stay at a friend's house next week because they're painting mine. (an arrangement)
2. I make the dinner tomorrow. (a promise)
3. That looks very heavy. I/carry it for you? (an offer)
4. We meet some friends after work tonight. (an arrangement)
5. I go on a diet after Christmas. (an intention)
6. Look at the traffic! I don't think we arrive on time. (a prediction)
7. Hasn't he come yet? I call him and see what has happened. (an instant decision)
8. we/go out tonight? (a suggestion)

Complete the dialogues with the correct future verb form of the verbs in the boxes

- 1.—Have you heard from the garage yet?
— Oh, I don't think the car be ready until Friday, at the earliest.
— I/call them and check?
- 2.— Would you like to play tennis with us tonight?
— I can't — I go to the cinema.
— That's a pity. What you/do on Friday evening, then?
- 3.— Have you organized your summer holidays yet?
— Yes. We spend two weeks touring Australia, although we don't know the exact dates or places yet.
— Wow — that be great!
- 4.— Your exam results are terrible. What you/do about it?
— I promise I work much harder next year.

Practise the future forms

1. What are you going to do after this class?

2. Your teacher has decided to go away this weekend. Ask for more information.
3. Where are you going to have lunch tomorrow? Who with?
4. Ask about your teacher's predictions about his/her life when he/she retires.
5. Will people work more or less in future? Why?
6. Will you ever go and live abroad? Why (not)?
7. Your teacher is going to write an article about a famous coach. Offer your help.
8. Do you think you will have the same job all your life?
9. You want to know your teacher's opinion about a typical family in the future.
10. Do you think women's sport will never be as popular as men's sport? Why?
11. Your teacher has decided to cook tonight. Ask for details.
12. Are you going to use the Internet tonight? Why?

Fill in the gaps with the future simple or the correct be going to form of the verbs

1. They play golf this afternoon.
2. I'm bored. I think do a crossword puzzle.
3. They are making a lot of noise. They wake the baby.
4. You've got a bad cold. I make you some soup.
5. — Would you like something to drink?
— I have a cup of tea, please.
6. We hope the dog find his way back home.
7. — Look at that man on the ladder!
— Oh, no! He fall !
8. — I don't understand this Maths problem.
— That's OK I help you.
9. — Alex/come to the football match?
— Of course. He loves football.
10. — Why are you wearing those old clothes?
— Because I paint the kitchen today.
11. — Mr James left a message for you. I think it's urgent.
— OK I ring him right away.
12. — Do you want to know what she told me?
— Oh yes! I promise I not/tell anyone else.

John and Carol are making plans for a day's holiday. Form a suitable will/shall or going to form from the words. Sometimes both forms are possible.

John: Look, there isn't a cloud in the sky. It's going to be a glorious day. (we go) to the beach?

Carol: I (go) to the beach, but I (not swim). The water's still too cold.

John: I don't think I (swim) either. But I (take) my swimming things with me. If the sun gets very hot I expect I (be) glad to jump into the water.

Carol: I (lie) in the sun a lot this year. I need sunshine after all the rain during the winter. I know it (do) me good.

John: It's a holiday today. That means there (be) a big crowd of people at the seaside.

Carol: But I'm sure there (not be) too many at Whitesands Beach. We probably (have) the place almost to ourselves.

John: What we (do) about lunch? I (make) some sandwiches?

Carol: It's OK. I (make) them, if you go and get the car ready.

Complete the sentences with shall / going to / will or the present continuous

1. I (go) into town this afternoon. I (go) to the supermarket on my way back?
— Yes, we need bread, milk and some fruit.
— OK. I (get) all that, and some eggs, too.
2. — I heard on the radio that the weather (be) excellent this weekend.
— That's good, because my parents (come) to stay with me.
3. — I went to see Cloud Atlas yesterday at the cinema. It's excellent.

- Oh good. I (see) it tomorrow.
- I think you (love) it.

Complete the sentences with the correct tense

1. Paolo (to buy) a new car next week.
2. I (to need) a lot of sleep at the moment so I can concentrate on my exams.
3. We hardly ever (to eat) together as a family.
4. Hi, Beth. Sorry, I can't talk right now. I (to drive).
5. You look very serious! What (to think) about?
6. I know that Carlos (to hate) me! He never says anything nice to me.
7. I (to have) dinner with my younger brother at 8.00 tonight.

Fill in the blanks with the correct form of the future, using will or going to.

1. A: I'm afraid the fax machine isn't working.
B: Don't worry, it's not a very urgent letter. I will post (post) it.
2. A: We've chosen a brand name for the new biscuits.
B: Really? What _____(you/call) them?
3. A: Why are you taking the day off on Friday?
B: I _____(look) at a new house.
4. I'm afraid there's no sugar. Do you want a coffee without any?
B: No, I _____(not have) one, thanks.
5. A: Have you decided what to do about improving the circulation of the magazine?
B: Yes, we _____(cut) the cover price by 10% as from October.
6. A: I'm afraid I can't take you to the airport. Something important has just come up.
B: Never mind. I _____(take) a taxi.
7. A: Do you need any help?
B: Oh, yes please. _____(you/carry) the display stand for me?
8. A: Could you make sure Mr Wilson gets my message?
B: Yes, I _____(tell) him myself when he gets in.

Underline the correct answers.

1. Wait for me. I'll be/I'll have been ready in a moment.
2. We'd better wait here until the rain stops/will stop.
3. That looks very heavy. Will I/Should I help you?
4. We finish the course tomorrow so we're going out/we go out for a drink.
5. I've just heard the weather forecast, and it's/it's going to be sunny tomorrow.
6. A: 'Do you want me to phone them?' B: 'No, it's all right, I'll do/I'm doing it.'
7. Please don't leave until I come back/ I will come back.
8. Julie won't be here next week. She'll work/She'll be working at our other office.
9. They'll probably/They probably will cut back the training budget next year.

Rewrite each sentence with will, shall or going to, using the verb underlined.

1. How about having a game of tennis at the weekend? a game of tennis at the weekend?
2. I've decided to study Arabic in Cairo.Arabic in Cairo.
3. I promise to be back before midday. before midday.
4. I have an appointment to see the doctor, so I can't come. the doctor, so I can't come.

5. I plan to do my MBA in France. my MBA in France.
6. Would you like me to help you with those bags?
with those bags?
7. It's possible for us to come back later if you like. back
later if you like.
8. I intend to ask my Boss about opportunities for promotion my
boss about opportunities for promotion.
9. I want to have the salmon. the salmon, please.

Put the verbs in brackets into the will future or the present simple.

1. Sally is working on the sales forecast at the moment. I will give (give) you the figures as soon as I get (get) them.
2. The shipment isn't in yet, but the agent (phone) us as soon as it (arrive). If they (not receive) payment next week, I think they (take) legal action against us.
3. Give me the report and I (show) it to the lawyers before they (leave).
4. Analysts believe the share price of ICI (rise) after it (announce) its interim profit forecast next week.
5. When they (close) the factory next year, a lot of small local businesses (suffer).
6. When I (come) to England next year, I (give) you a ring and maybe we can arrange dinner.

Two managers of an engineering company are trying to arrange a meeting the verbs in brackets into the present continuous.

PETER: Jack, Peter here. Could we arrange a time tomorrow to talk about the new freight schedules? Say, er... 9.15?

JACK: I'm a bit busy first thing because I am having (have) a meeting with a new driver. Would 10 o'clock suit you?

PETER: I'm afraid not. I _____ (go) over to the factory, and after that I _____ (see) Mr. Henderson for lunch.

JACK: What time _____ (you/come) back?

PETER: At about 2.30 I suppose, but I _____ (not/do) anything special after that. Would you be free then?

JACK: NO, I don't think so. I _____ (see) a sales rep from Mercedes. We _____ (have) lunch from 2.00 until about 3.30. So shall we say 3.45?

PETER: Fine. I'll ask Janet to come along as well. We _____ (meet) with her today, and I'll tell her about it.

The export manager of an agricultural machinery company is talking to his PA about a sales trip. Put the verbs in the following sentences into the will future or the present continuous.

JANET: I've booked your flight and hotels for your trip to Ethiopia. You are leaving (leave) on the 18th at 6.30 a.m., and that means you (be) in Addis Ababa late afternoon.

DAVID: What about hotels?

JANET: You (stay) at the Addis Ababa Hilton, and you (have) to get a taxi there from the airport. Your first meeting is on Monday, and you (see) Mr Haile Mariam from the Ministry of Agriculture at 10.30.

DAVID: (I/need) any vaccinations?

JANET: I'm not sure, but leave it with me. Peter and I (let) you know what she says.

Cross out the mistake in each sentence and write the correction at the end.

1. I go to play tennis on Saturday. Would you like to come?
2. The visitors from Japan will here at 9.30.
3. Justine will probably to get the sales job.
4. Sue is going lend me her copy of the report.

5. Bye for now. I see you later this evening.
6. Sorry, I'm not see you tomorrow. I have to go to London.
7. What you going to discuss at the next meeting?
8. The flight probably will be delayed.

Complete the second sentence so it has a similar meaning to the first sentence. The answers include these forms: will, won't, shall, present simple, present continuous and future continuous.

1. I promise to phone you when I get back. When I get back, you.
2. Would you like me to close the window? I close the window?
3. After the conference we can travel back together. When thewe can travel back together.
4. They refuse to lower their price. They lower their price.
5. What job will you have after the company reorganisation? What doing after the company reorganisation?
6. I'll wait here until it stops raining. When it stops raining leave.
7. How about having a drink after work?we have a drink after work?
8. Are you free tomorrow evening? Are anything tomorrow evening?

Reported Speech

Underline the correct words.

1. Sally told/told me that she had lost the catalogue.
2. This is confidential, please don't say/tell anything about it.
3. This is confidential, please don't say/tell anyone about it
4. Chris said/said me he must leave early
5. I said/told them about the meal, and they said/told they would come.
6. 'You see,' told/said Steve, 'I always told/said you'd get a promotion.
7. 'You see,' told/said Steve, 'I always told/said you you'd get a promotion.'
8. 'Look,' I told to/said to her, 'why don't you tell/say me what you mean?'

Look at the actual words spoken. Underline the correct words in the reported version.

1. (Helen's words) 'I won't do it until tomorrow.'

Helen said I/she wouldn't do it until the previous/following day.

2. (Peter's words) 'It's very busy in here. I'll call you later.'

Peter said it was very busy here/there, and he'd call me/him later

3. (The sales manager's words) 'We received your order last week.'

He said they'd/we'd received our/their order the week after/before.

4. (Mel Bowen's words) 'I'm sorry about the delay, I'll deal with this now.'

She said she/I was sorry about the delay, and she'd deal with it right then/later.

Rewrite the sentences in reported speech. Use contractions where possible.

1. 'I won't put it in the sales because it's selling very well,' she said.
She said
 2. 'I've read the report and I don't understand section 4,' he said.
He said.....
 3. 'When I finish my presentation, I'm going to have a drink,' he said.
He said that when.....
- 33
4. 'I'm preparing the figures but I won't be long,' she said.
She said
 5. 'I like playing tennis, but I don't do it very often,' she said.

She said.....

6. 'I'm going to visit our Polish subsidiary, but I'm not sure when,' she said.

She said

A customer came to a Mercedes showroom in a very old Fiat.

There was an old lady in the back of the car. Look at some of the things the customer and the salesman said. Then rewrite the sentences in reported speech. (This is based on a true story.)

The customer said, 'I'm thinking about buying a new car'.

The customer said

The salesman said, 'The new S500 is very good value'.

The salesman said.....

The customer said, 'I bought a Mercedes in 1985 and I liked it a lot'.

The customer said.....

The salesman said, 'You can take it for a test drive'.

The salesman said

The customer said, 'I don't have any identification but the woman in the car is my grandmother'

The customer said

The salesman said, 'That will be fine'

The salesman said

Two hours later, the salesman said, 'Your grandson is taking a long time'.

The salesman said

The woman said, 'He isn't my grandson... He offered to drive me to the shops. I have never seen him before'

The woman said

Rewrite each sentence in reported speech.

1. 'Are you on holiday for the whole of August?' she asked me.

She asked me

2. 'What do the letters 'URL' mean?' I asked him.

I asked him.....

3. 'Have you prepared the figures?' my boss asked me.

My boss asked me

4. 'When is your birthday?' I asked Francesca

I asked Francesca.....

5. 'Did you remember to back up the file?' she asked him.

She asked him.....

6. 'Why have you turned off the air conditioning?' Ellen asked me.

Ellen asked me

7. 'Do you speak Italian?' they asked me at the interview.

They asked me at the interview.....

8. 'How much did you pay for your car?' I asked Pablo.

I asked Pablo.....

A speaker was asked these questions after a presentation. Report the questions.

1. 'When will the new product be ready?'

2. 'How much are you planning to spend on advertising?'

3. 'Where do you intend to advertise?'

4. 'What discount will you give to your distributors?'

5. 'Why has it taken so long to develop?'

6. 'How much market interest has there been in the new product?'

7. 'Who is the product aimed at?'

'What sort of problems have you had in developing the product?'

They asked me when the new product would be ready.

They asked me how much we were planning to spend on advertising.

They asked me

They asked me

They asked me

They asked me

They asked me

They asked me

A colleague of yours came back from a business trip, and you asked her the following questions. Rewrite the questions using reported speech.

1. 'Did you have a good trip?' I asked her if she had had a good trip.

2. 'Have they signed the contract?'

3. 'Will you need to go back again?'

4. 'Was the hotel OK?'

5. 'Did you have any time off?'

6. 'Are you feeling tired?'

7. 'Did you have any problems?'

8. 'Do you feel confident about the project?'

9. 'Did they like the idea of a joint venture?'

Rewrite the following sentences. Use the introductory phrases and either a question word or if.

Does the bank have a branch in Geneva, I wonder? I wonder if the bank has a branch in Geneva.

When will the plane get in? Do you know? Do you know when the plane will get in?

1. How are the negotiations going, I wonder?

I wonder

2. Is Peter coming to the meeting? Do you know?

Do you know

3. When is the talk going to start? Could you tell me?

Could you tell me

4. Should I take the job? I'm not sure.

I'm not sure.

5. Where is their head office? I don't know.

I don't know.....

6. Will they accept our offer, I wonder?

I wonder

7. Have they sent us an order form? Could you tell me?

Could you tell me

8. How did they get this information, I wonder?

I wonder

Nigel is talking to a colleague about the same meeting later in the week. Underline the correct words in his report.

'Claudia asked us (1) that we give/to give our opinions about the merger talks. I (2) told them/told to them that I thought the whole thing was a bad idea, but they refused (3) to listen/listening. Of course Tony disagreed, as usual. He (4) told/said that we were too small for the global market. Then Claudia asked how long (5) would it/it would take to integrate the two companies, and Tony claimed it would (6) take I to take six months. Claudia

suggested (7) setting up/ to set up a task force to look into the whole thing. I decided (8) not saying/not to say anything. Tony offered (9) to chair/that he would chair the task force. He proposed that the task force (10) reporting /should report back in six weeks, but I (11) reminded them that/reminded that we'd need the report much sooner. Anyway, we decided (12) to meet/meeting again in a month.'

Rewrite each sentence in reported speech, using a verb from the list below. Advised apologised for congratulated on invited offered promised refused suggested

1. 'I'll meet you at the airport, Sue,' said Mike
2. 'Would you like to come to the product launch, Jean?' asked Chris.
3. I wouldn't sign the contract if I were you, Dave,' said Patsy.
4. 'How about getting an alternative quote?' said Nick.
5. 'I'm terribly sorry for arriving so late,' said Serena.
6. 'Shall I give you a lift?' said Mark.
7. 'Well done, you've won the Employee of the Year award!' he said.
8. 'No, I can't accept any further delays,' said Pat.

Продвинутый уровень владения иностранным языком.

Modal verbs (can, may, should, must, have to)

Match the personal qualities with the abilities on the right.

If you ... you can...

are computer literate a) work well on your own.

are trilingual b) use different types of software.

are good at mental arithmetic c) solve problems rationally.

are autonomous d) be a good leader.

have a creative personality e) calculate quickly in your head.

have a logical mind f) speak three languages.

are decisive and people g) bring new ideas to projects.

accept your authority

Make appropriate sentences from this table using can.

Learning a foreign

language

hard work

Entertaining overseas

customers

occasionally good fun

Being in charge of a new

project Setting up in

business Negotiating a

contract

can sometimes

often

be Challenging

a waste of time

painful

boring

Complete the sentences with can, can't, could, couldn't or be able to.

1. I'm afraid I help you at the moment.

2. I don't think I'll come to the meeting.
3. The negotiations broke down because we agree on the price
4. I see you were having problems, so I didn't interrupt.
5. If you ... make a firm order today, we should ... ship by Friday.
6. I find Portuguese very difficult. I ... understand it, but I ... speak it.
7. Sorry, I ... see you next week, but I might ... make the week after
8. A: Will you ... go to the training seminar?
B: No, I ... I'm very busy.
9. I'm sorry I ... come to your talk yesterday. I had to sort out a problem.
10. I ... ski really well when I was in my twenties, but now I'm out of practice.

Complete the sentences using either could or managed to. (It is possible to past ability use was/were able to in all these sentences.)

1. We had a very successful meeting, and we managed to make the publishers agree to giving us a 56 % discount.
2. The walls in the hotel were very thin, and I hear people talking in the next room.
3. Although the meeting finished early, we cover the main points.
4. The machine was no longer in production, but at last we ... find a spare part from a supplier in Scotland.
5. She was brought up in Paris, so by the time she was five she speak French perfectly.
6. He was a brilliant salesman and ... sell anything to anyone.
7. Although I was at the back of the hall, I hear very clearly.
8. It was very difficult to find a suitable office, but in the end we ... rent one near the Central Station.

Complete these sentences so that they are true for your country.

Use have to, don't have to and must not.

1. You carry a gun.
2. You pay to use buses and trams.
3. You vote if you are over 18.
4. You drink alcohol at work.
5. You pay to drive on a motorway.
6. You declare income earned abroad.
7. You wear a seat belt when driving a car.
8. You take home company equipment.
9. You ... wear a badge.
10. You ... wear a tie, if you are a man.
11. You wear jeans at work.
12. You clock in when you arrive.
13. You wear a dress or a suit, if you are a woman.

Choose the correct word or phrase in italics to complete each sentence.

1. You must/needn't save a file before you turn the computer off, or you will lose it.
2. I'm afraid this is a non-smoking office, so you shouldn't/can't smoke in here.
3. Employees are reminded that they mustn't/needn't use the office phone to make personal calls.
4. You needn't/mustn't send that reminder to Eastwood's – they paid the invoice this morning.
5. In countries like Iran, you don't have to/can't buy or sell alcohol.
6. This income tax form must/needn't be completed and returned to the

Inland Revenue within 30 days.

7. You mustn't/don't have to come to the meeting if you have more important things to do.

8. This information is highly confidential, so you mustn't/needn't discuss it with anyone.

9. As you are from the European Union, you mustn't/don't have to have a visa to go to France.

10. Drivers wishing to hire a car must/aren't allowed to be over 21 and have a full driving licence.

Write down what the following people might say in these situations using must, needn't, or mustn't.

1. A supervisor in a supermarket hears a check-out operator being rude to a customer. You mustn't talk to customers like that.

2. A clerk in a store is explaining to a customer that refunds cannot be given without a receipt.

3. A pension salesman is explaining that there is no obligation to pay contributions every month.....

4. You have just heard a colleague give a terrible presentation. Give him some advice.

5. You notice that a colleague uses the 'save' facility on his computer every ten minutes. You know that the computer has an 'auto-save' facility.
.....

7. You overheard a temporary secretary discussing travel insurance with a travel agent.

Look at these notes that a Personnel Manager wrote to explain

company rules. Then use notes to complete a briefing he gave to some new employees on their first day at work. Choose from have to, don't have to, can, can't, should, shouldn't.

Necessary Sign letter about working hours, leave building during fire drill

Not necessary Send holiday form to personnel immediately

Permitted Volunteer to work extra hours, take 3 weeks holiday, smoke outside building

Prohibited Make staff work long hours, take all holiday time together

Good Idea Speak to head of department about excessive hours, give

notice to head of dept about holidays, read fire notices

Bad Idea Block fire exit

'Um.

Excuse me. Good morning.

Er, good morning. I've called you to this meeting to explain to you all some of the basic health and safety rules that we have here. Um, first of all, working hours: it's not our company policy to make staff work excessive hours - it makes people unproductive and can endanger health. Um. managers (1) ... make any of their staff work more than an average of 48 hours per week, although anyone (2) ... volunteer to work more than these hours, but they (3) ... sign a letter from the company to say that they want to do this. Any member of staff who is worried that they are working too many hours (4) ... speak to their head of department about it.

Um, all employees (5) ... take a minimum of three weeks' paid holiday per year, but you (6) ... take all this holiday off in one block. Staff (7) ... give their head of department as much notice as possible about their holidays, although they (8) ... send their holiday form off to personnel until a few weeks before they go.

Next, er, fire drills. We have a fire drill about once a month - don't ignore it.

You (9) ... leave the building immediately that you hear the bell, and of course

you (10) ... block the fire exits. Fire notices are posted throughout the building. Employees (11) ... read these notices regularly. In the case of a real fire, don't panic and follow the fire procedures.

And lastly, for you smokers, I'm afraid that smoking is not permitted anywhere inside the building, although you (12) ... smoke just outside the front door.

I think that covers everything. Does anyone have any questions?'

Underline the correct words.

1. Look at those clouds. I think it can/might/must rain.
2. That's impossible. It can't be/mustn't be/may not be true.
3. Well done! You may be/must be/might be very pleased.
4. Next Thursday is a possibility. I might be/can't be/must be free in the afternoon.
5. I'm not sure. I must not be/may not be/won't be able to get there in time.
6. That can't be/mustn't be/may not be David. He's away at a conference.
7. Lisa isn't at her office. She can be/must be/mustn't be on her way here.
8. Lisa hasn't arrived yet. She should be/can be/can't be here soon.
9. There's someone in reception. It can be/could be/mustn't be the engineer.
10. Sorry, I can't/may not/might come to your presentation. I'm busy that afternoon.
11. I'm not sure where Sue is. She could be/must be/can be at lunch.
12. I've looked everywhere for Sue. She could be/must be/can be at lunch.

Complete the second sentence so that it has a similar meaning as the first sentence. Use a word or phrase from the list below.

can't might should have to don't have to ought to can't be
might be must be should be

1. It would be a good idea to bring in a firm of consultants. We
bring in a firm of consultants.
2. It's not necessary for you to leave a deposit. You leave a deposit.
3. I'm sure that isn't John, because he's in Paris. That John,
because he's in Paris
4. Ann is almost certainly with a customer. Ann with a
customer.
5. I expect the meeting will be finished by ten. The meeting
finished by ten.
6. It's possible that I'll be late. I late
7. We are not allowed to dispose of waste in that way. We dispose of
waste in that way
8. Perhaps I'll see you on Thursday evening. I see you on Thursday
evening.
9. It's the rule that we check all bank references. Wecheck all
bank references.
10. You'd better speak to her as soon as possible. Youspeak to her
as soon as possible.

Reported statements and questions

Yesterday you met a friend of yours, Steve. You hadn't seen him for a long time. Here are some of the things Steve said to you:

- 1 I'm living in London. 7 I haven't seen Amy recently.
- 2 My father isn't very well.
- 3 Rachel and Mark are getting married next month.
- 4 My sister has had a baby.
- 5 I don't know what Joe is doing.

- 6 I saw Helen at a party in June and she seemed fine.
7. I'm not enjoying my job very much.
8. You can come and stay at my place if you're ever in London.
9. My car was stolen a few days ago.
10. I want to go on holiday, but I can't afford it.
11. I'll tell Chris I saw you.

Later that day you tell another friend what Steve said.

Use reported speech.

Somebody says something to you which is not what you expected. Use your own ideas to complete your answers.

- 1 - It's quite a long way from the hotel to the station.
- Is it? The man on the reception desk said
- 2 - Sue is coming to the party tonight.
- Is she? I saw her a few days ago and she said she
- 3 - Sarah gets on fine with Paul.
- Does she? Last week you said each other.
- 4 - Joe knows lots of people.
- That's not what he told me. He said..... anyone.
- 5 - Jane will be here next week.
- Oh, really? When I spoke to her, she said away.
- 6 - I'm going out tonight.
- Are you? I thought you said home.
- 7 - John speaks French quite well.
- Does he? He told me any other languages.
- 8 - I haven't seen Ben recently.
- That's strange. He told me..... last weekend.

Complete the sentences with say or tell (in the correct form). Use only one word each time.

- 1 Ann _____ goodbye to me and left.
- 2 _____ us about your holiday. Did you have a nice time?
- 3 Don't just stand there. I something.
- 4 I wonder where Sue is. She she would be here at 8 o'clock.
- 5 Dan me that he was bored with his job.
- 6 The doctor .. that I should rest for at least a week.
- 7 Don't . . . anybody what I ... it's a secret just between us.
- 8 Did she you what happened?' 'No, she didn't anything to me.'
- 9 Gary couldn't help me. He me to ask Chris.
- 10 Gary couldn't help me. He to ask Chris.

Put the words in brackets in the correct order. All the sentences are questions.

- 1 (when I was I built I this house)
- 2 (how I cheese I is I made)
- 3 (when I invented I the computer I was)
- 4 (why I Sue I working I isn't I today)
- 5 (what time I coming I your friends I are)
- 6(why I was I cancelled I the trip)
- 7(when I your mother I was I born)
- 8 (why I you I to the party I didn't I come)
- 9 (how I the accident I did I happen)
- 10 (why I this machine I doesn't I work)

Write negative questions from the words in brackets. In each situation you are surprised.

- 1 A: We won't see Lisa this evening.

- B: Why not? (she I not I come I out with us?)
 2 A: I hope we don't meet Luke tonight.
 B: Why? (you I not I like I him?)
 3 A: Don't go and see that film .
 B: Why not? (it I not I good?)
 4 A: I'll have to borrow some money.
 B: Why? (you I not I have I any?)

Which is right? Tick the correct alternative.

- 1 a Do you know what time the film starts?
 b Do you know what time does the film start?
 c Do you know what time starts the film?
 2 a Why Amy does get up so early every day?
 b Why Amy gets up so early every day?
 c Why does Amy get up so early every day?
 3 a I want to know what this word means.
 b I want to know what does this word mean.
 c I want to know what means this word.
 4 a I can't remember where did I park the car.
 b I can't remember where I parked the car.
 c I can't remember where I did park the car.
 5 a Why you didn't phone me yesterday?
 b Why didn't you phone me yesterday?
 c Why you not phoned me yesterday?
 6 a Do you know where does Helen work?
 b Do you know where Helen does work?
 c Do you know where Helen works?
 7 a How much it costs to park here?
 b How much does it cost to park here?
 c How much it does cost to park here?
 8 a Tell me what you want.
 b Tell me what you do want.
 c Tell me what do you want.

Put the words in the correct order.

- 1 (don't I Tom I where I know I gone I has)
 2 (is I to the airport I far I it)
 3 (wonder I is I how I old I Tom)
 4 (Lisa I on holiday I going I is)
 5 (tell I the post office I you I me I is I where)
 6 (in the accident I injured I anyone I don't I whether I know I was)
 7 (what I tomorrow I know I time I will I arrive I you I you)

Complete the sentences using reported speech

1. "I'll call the manager."
 The waiter said
 2. "I've passed all my exams".
 Jack said
 3. "You should get to the airport early."
 They said .
 4. "I may be late."
 Jack said
 5. "I didn't tell anybody!"

Mary said
6. "Can you help me?"
She asked us
7. "Do you want to dance?"
He asked me .
8. "Have you been here before?"
I asked her
9. "What music do you like?"
She asked me
10. "Where's the nearest bank?"
I asked her

Read the journalist's interview

Journalist

Dr Makele, now you said recently in New York that big changes are necessary if we want to avoid a global catastrophe. What changes were you thinking of?

Dr Makele

Well, firstly, we cannot continue to use up the world's natural resources at the present rate. Secondly, the richer countries will have to allow developing countries to export more. And thirdly, we are going to have to devote more resources to fighting diseases such as AIDS.

Journalist

And how can this be done, Dr Makele?

Dr Makele

Well, I 've just come from a top-level meeting in Mexico City and there we agreed on a series of proposals to take to next month's G8 meeting in Berlin. I hope the richer nations will agree to help eliminate poverty in the next 20 years. At the same time, we must promote responsible government in the developing world.

Complete his report with the bold verbs in the correct tense

Dr Paul Makele of the United Nations told me that we ____ continue to use up the world's natural resources. He said that rich countries _____allow developing countries to export more. He added that we_____ have to devote more resources to fighting AIDS. When I asked him how ____ be done, he said that he _____ from a top-level meeting in Mexico City where they _____ on a series of proposals to take to next month's G8 summit in Berlin.

Dr Makele said that he _____ the richer nations _____ to help eliminate poverty in the next 20 years. He said that we _____ promote responsible government in the developing world.

Change the direct speech into reported sentences and questions

1. I don't like shopping in the sales.

I told her .

2. How much did you pay for your bag?

She asked me .

3. We'll buy our plane tickets on the Internet.

They said .

4. Do you have the receipt?

The shop assistant asked me .

5. Where are the toilets?

I asked the man .

TEXTS

Начальный уровень владения иностранным языком

Marks and Spencer (M&S) is one of the UK's most famous department stores. There are many different departments, which sell clothes, home and beauty products, furniture and food. It also sells insurance and credits cards.

There are 450 stores in the UK, and most of them are in town centers. There are another 156 stores in over 30 different countries. There are over 60,000 employees around the world and every week there are about 10 million customers in M&S stores.

There are also many M&S stores which just sell food. These are called "Simply Food" and they are in places like railway stations, airports, petrol stations and motorway service stations.

The Chief Executive of M&S is Stuart Rose. He is very interested in looking after the environment, and now M&S is one of the leading green companies in the UK. He says it is important for the company to always improve its product ranges and customer service. There are plans to introduce new products all the time.

Answer these questions:

1. What is Marks and Spencer?
2. What does M&S sell?
3. How many stores are there in the UK?
4. In how many countries are there M&S stores?
5. How many people work for the company?
6. How many customers are there every week?
7. What are the food stores called?
8. Where are the food stores?
9. Who is Stuart Rose?
10. What is he interested in?
11. What are the company plans?

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Banks is places where people can keep their money. A person earns money from their job. Then, he or she can pays their bills. They also can pay online if a bills are electronically connected to their bank accounts. It's conveniener.

Situation

What mediums to advertise a product do you know? What are the most effective for advertising a new online game?

Surf shorts fit fine in morning rush hour

Stephen Russell, who works in the Tamar Valley in Cornwall, takes a small boat down to the sea near his home and travels to his office. It takes about 30 minutes each way, and he can enjoy looking at the countryside while he travels to work, rather than sitting in a traffic jam. However, Mr. Russell is not the only commuter to travel to work in an unusual way.

David Grimes, an IT manager, also travels to work by sea from his home in Shoreham-on-Sea to his office in Brighton. Mr. Grimes says he commutes this way twice a week and he think he is one of the few people in the country who arrives at the office wearing a wetsuit.

In Derbyshire, Andrew Rastall, operations manager for Airways Airports, uses a small aircraft for his journey to work. He says the 25 kilometres is about ten minutes quicker than in the car; all you need is a field in which to take off, and he lands on the grass outside his office. His business partner also flies to work.

Match these people (A-C) with the statements about them (a-j), according to the article:

A. Stephen Russel B. David Grimes C. Andrew Rastall

1. He doesn't always travel to work by sea.
2. He travels 25 kilometres to work.
3. They use water to get to work.
4. He works in Cornwall.
5. He is a computer expert.

6. He travels by air to work.
7. He wears special clothes to travel to work.
8. He lives near Broughton.
9. His journey usually lasts half an hour.
10. He likes to look at the countryside.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Money is what you uses to buy things. Money is very important in our world and comes in much different forms. Before money gived specific values for things, people simply traded items. People earn money from a jobs they work.

Situation

What's your favourite advert? Why do you like it?

One day in the life of Peter Fellner

I always get up at 5 a.m. and eat a light breakfast. At 6.30 a.m., I am ready to leave, and my driver, Joan, drives me to work. I never do any exercise in the morning and usually read the Financial Times and the Guardian or the Times in the car.

The morning is a busy time of day for me, and I usually have a lot of meetings. At 11 a.m., Joan often takes me to a meeting away from the office. Time in the car is useful for making phone calls.

I wait until 1 p.m. before I eat anything. I often have working lunches and usually eat fish or salad. In the afternoon, I answer my e-mails and organize my schedule. I go on short trips abroad once a month.

I get home at 6.30 p.m. I sometimes make calls to America, and then I normally have time for family things. By 8.30 p.m., I am very hungry and ready to eat. I usually go to sleep around 11 p.m.

Decide whether these sentences about Peter Fellner are true or false.

1. He sometimes gets up at 5 a.m.
2. He usually eats a lot for breakfast.
3. He does no exercise before work.
4. He likes to read newspapers on his way to work.
5. He doesn't eat anything at lunch time.
6. He regularly works while he eats lunch.
7. He answers his e-mails in the morning.
8. He leaves the office at 6.30 p.m.
9. He sometimes has to call America before he eats dinner.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

The Octopus card are a smart card that is used to make payments in Hong Kong. It first appear in 1997 as a form of payment in trains, subways and buses. There are three type of cards: for childrens, adults and older people.

Situation

What kind of people do you like working with/ what kind of people do you dislike working with?

Employees who do not want to retire

People live longer today, but most people stop working when they are 65 years old. However, not everyone retires at 65.

Some companies have employees who are in their 70s, 80s and even 90s. Britain's oldest employees, Buster Martin, cleans vans part-time for Pimlico Plumbers. He is 101 years old next month. The company also employs a 78-years-old driver and a personal assistant who is 66. Charlie Mullins, Managing Director and owner, says: "We don't have a retirement age. If they can do the job and want to stay on, they can. It's their choice."

Why do people work if they do not have to? Some people just like being busy and useful. Companies employ older workers because they have experience, are polite and work hard.

Reed Boardall is another company that employs older people. Keith Boardall, Managing Director, is 72, but works from nine to six every day. His oldest employee is 88 and looks after the vehicles. The Co-operative Group also employs older people. Edwin Boxall, one of the Co-op's older employees, works part-time as a post-office manager: "I'm 75 on my next birthday and I might retire then. But I'm quite fit and I enjoy work, so why can't I continue?"

Answer these questions:

1. When do most people stop working?
2. How old is the oldest employee in Britain?
3. Why do companies employ older workers?
4. Why do people continue to work when they are old?

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

The Octopus Card is a contactless smart cards. You can pay by simply placing it near or waving it over a card readers. The reader identifies the card with a beeping sound and deduct the amount from the balance of card.

Situation

What qualities do you need to be a successful business executive?

Business travel lifts budget hotels

Business travelers want cheaper hotel accommodation these days, and the UK budget hotel market is now worth more than £1 bn.

Whitbread's Premier Travel Inn and Dubai International Capital's Travelodge are the biggest, with about 8,000 more rooms each year on average. Last year, they each added 2,000 rooms, compared with French-based Accor's 449 rooms and Express by Holiday Inn with 356.

A budget hotel room is up to 22 sq m, compared with up to 42 sq m for a three- or four-star room. EasyHotels' windowless rooms are 10 sq m, and Yotel, a Japanese-style capsule hotel opening in British airports, offers rooms of only 7 sq m.

The UK budget hotel market has 1,171 hotels and 85,665 rooms. Premier Travel Inn has 38.2% of the UK market, compared with 22.6% for Express by Holiday Inn. There are 25 brands in the UK, down to Sleeperz's single 27-room hotel.

The country with the highest percentage of hotel business guests who used a budget hotel last year was France, with 55 per cent, followed by Ireland, Norway, and then the UK, on 39%.

Match these figures (1-8) with the items they relate to (a-h):

- | | |
|-----------|---|
| 1) 1 bn | a) number of budget hotels in the UK |
| 2) 8,000 | b) turnover of the UK budget hotel market |
| 3) 22 m2 | c) Premier Travel's share of the UK budget hotel market |
| 4) 42 m2 | d) size of Easyhotel room |
| 5) 10 m2 | e) average increase in number of rooms per year |
| 6) 1,171 | f) size of three- or four-star hotel room |
| 7) 85,665 | g) number of budget rooms in the UK |
| 8) 38.2% | h) size of biggest budget hotel room |

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Bitcoin is an internet currencies that was started in 2009. In contrast to normal money there are no central organization behind Bitcoin. You can send and receives Bitcoin money without giving your a name or address.

Situation

Is there a product you prefer not to buy online? Why?

Even the millionaire engineers of Silicon Valley, the center of computer technology in the USA, like to have a free lunch.

There is an interesting new idea in Silicon Valley called Lunch 2.0. Workers go to other companies for free food and the chance to make new contacts. It started with four men trying to get into companies such as Yahoo and Google to sample their free gourmet lunches.

But the idea is so successful that several companies now invite anyone for a free lunch. Except, of course, it is not really free. The lunches are partly about networking and eating, but they are also about presenting products and looking for new staff.

In the latest example, more than 100 people turned up for lunch at the offices of Ning, a web company, in Palo Alto last week.

They had sandwiches, salad, cookies – and a presentation by Gina Bianchini, Chief Executive.

David Kellogg, a Yahoo technician and one of the people who started Lunch 2.0, said: “There’s a business side and a food side to this”. He says lunch at the LinkedIn social networking company is the best so far.

Decide whether these statements are true or false:

- 1) Very rich people always like to pay for their meals.
- 2) Lunch 2.0 is an idea where workers can have a free meal at another company.
- 3) The only purpose of Lunch 2.0 is for workers to have a good meal.
- 4) Companies who offer the meals also tell visitors about the company.
- 5) Companies use these lunches to find new staff.
- 6) Gina Bianchini is the Chief Executive of Palo Alto.
- 7) Ning gives its visitors steak and chips for lunch.
- 8) LinkedIn is the best place to go for a free lunch.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Customers can save its bitcoins in an internet wallet, a kind of software that manages your virtual money. You can uses bitcoins and buy and sell items. Not all governments is happy about this new internet currencies.

Situation

What is the last thing you bought? Where did you buy it?

Women’s magazine is surprisingly successful

Candis is probably the most popular women’s magazine you don’t know. It does nor appear in any newsagent’s and ins not advertised on television, yet it sells more then Elle, Vogue, Company and Grazia.

The women’s magazines market is strongly competitive. Monthlies, such as Candis, have been under particular pressure recently as women’s weeklies have increased. Yet Candis is the UK’s eighth-biggest selling women’s monthly.

The magazine is different form almost every other women’s title because you can only buy it on subscription, and it is still 100-per-cent owned by the family that started it. It supports charities, giving 10 per sent of subscription revenue to healthcare and community projects. Up to now, it has given more than £50m.

“We did a lot of research to see why members buy the magazine,” says the Marketing Director. “They like to spend time sitting down reading a magazine that they know is helping someone at the same time”.

Until recently, their sales people still sold the magazine door-to-door. But this way becoming more difficult. However, Candis sold best when there was face-to-face contact with the customer. So they tried selling the magazine in shopping centers, and this has been quite successful and will continue.

Decide whether these statements are true or false:

- 1) You can buy Candis in any newsagents.
- 2) Candis sells more magazines than Elle or Vogue.
- 3) Candis comes out every week.

- 4) It is a family-owned magazine.
- 5) It gives money to charities.
- 6) Research shows that members like the magazine because it supports charities.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

The two bigger banana companies of the world, US-based Chiquita and Fyffes of Ireland started to worked together and became the largest supplier of bananas. A headquarters is in the US but they are work out of Dublin because of tax reasons.

Situation

Do you often shop online? What positive and negative sides of this kind of shopping do you know?

Word-of-mouth marketing is the best strategy for Masterfood

As part of its launch for a new variety of catfood, the UK petfood maker Masterfoods last year used a strategy designed by a company called Wildfire, which is based in London. They are specialists in word-in-mouth marketing.

The company identified 10,000 consumers likely to give positive word-of-mouth reports to others if they liked the product, Whiskas Oh So. These people were then mailed free samples and coupons to pass on to family and friends. To test the success of the strategy, Wildfire contracted Dunnhumby, a company which analyses data. They studied the responses of three groups: people who received the free samples and coupons, people who were then sent the coupons by satisfied users, and a special group who did not receive the mailshot.

According to Ivan Palmer of Wildfire, the results were dramatic. "Sales of the product among people who received word-of-mouth recommendations plus coupons from their friends were 11 times higher than among the special group".

Match the statements below (a-e) with the three companies (A-C):

- | | |
|---|---|
| <ol style="list-style-type: none"> A. Masterfoods B. Wildfire C. Dunnhumby | <ol style="list-style-type: none"> a) It is located in London. b) It found 10,000 potential customers. c) It makes food for pets. d) It checked how successful the advertising was. e) It thought the results were vamasing. |
|---|---|

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

More and more American firms is coming back home from China. US companies start leaving the United States in the 1970s, when firms started going to Japan. Now much of them are starting to move its production back home.

Situation

In your opinion what is the best way to entertain the visitors?

Top ten companies: Happy shows the way ahead

Happy, a small company which offers management and personal development courses, is in the UK Top 10 companies and shows there are many ways to achieve a happy and productive workplace.

When an employee asked to take Mondays off to recover from parties at the weekend, the company agreed. 'It worked out very well, because he was much more productive on the other four days,' says Sabina Barbato, who is in charge of Human Resources at Happy. One of its courses is, in fact, called 'Creating a Great Place to Work'.

Its Chief Executive, Mr Stewart, believes strongly in allowing staff to adapt their own way of working to suit their lives and letting them be a part of the business and financial decisions. 'If you trust your staff and give them responsibility, most of the time they work well.'

Happy lets staff to vote on most major decisions. Pay rises and bonuses are given to teams and decided by staff. Everyone knows how much each employee is paid. 'Nothing is secret,' says Ms Barbato. 'If you ask for a pay rise, then you have to be able to justify it in front of everybody else.'

Decide whether these statements are true or false:

- 1) Happy is one of the largest companies in the UK.
- 2) All staff have Mondays off.
- 3) Sabina Barbato is head of Human Resources.
- 4) Staff are involved in making company decisions.
- 5) There are many secrets in the company.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Coca Cola sells their soft drink to more countries around the world than any other company. Currently, there is only two countries where Coca Cola can not be bought: Cuba and North Korea. Both countrys don't have official trade with the US.

Situation

Do you like foreign cuisine? Do you think it's a good thing to learn foreign cultures?

Rita travels to the top

Rita Sharma's family came to London from Punjab, India, 45 years ago, when she was six months old. Worldwide Journeys, the travel business she founded, has made her the richest Asian woman in London. She has a home in Regent's Park and she is worth about £95m.

Her family settled in Ilford, Essex, where she went to the local grammar school and technical college. She studied Law at Sussex University, but left when her father had a heart attack. For two years, she ran his small business making clothes for C&A department store and enjoyed making money. Then she worked for a travel agent in Oxford Street and learned a lot about the industry and how to work with people.

At 25, she started her own company, financed by her savings and helped by her sister. She offered a complete travel agency service for business clients, including flights, hotels and car hire, but moved into leisure travel after the 1987 stockmarket crash.

The business went on the Internet as Besttravel.co.uk in 2003. The company creates special holiday packages for well-off clients. Sales are now about £100m a year.

Answer these questions using full sentences:

- 1) Where was Rita Sharma born?
- 2) What business did she found?
- 3) What kind of school did she go to?
- 4) Why did she leave the university?
- 5) How old she was when she started her own company?

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Natural gas are becoming an increasing option on the world energy the market. One of the main problems is that gas is difficult to transport. Gas does not has a global market price and only a very small part of it's travels over longer distances.

Situation

What don't you like when you travel? What problems can you have in airports, railway stations, hotels?

Thomas Cook looks at eastern expansion

Thomas Cook said it hopes to move into Russia, China, India and other south-east Asian countries because of higher fuel costs and taxes on people who travel by air in UK.

'The Russian market is an obvious opportunity for us, because Russians go to Turkey and Egypt, where we operate,' the chief executive said. 'There are also opportunities in growing markets, such as China, India and other far-east countries.'

The company said UK bookings were lower than previously, and it expects winter bookings to be about 5 per cent lower, as it stops operating unprofitable holidays.

The group reported a strong performance in Scandinavian markets and at another company in the group, Airlines Germany. In Scandinavia, summer bookings this year were 2 per cent above the previous year, with similar passenger numbers and average selling prices up 2 per cent. Booking for winter look strong.

In Europe, bookings for summer this year were 6 per cent lower than the year before, with average selling prices 2 per cent higher. In North America, this year's summer bookings were 32 per cent lower than last year.

Match the sentence halves to make true statements according to the article

1. Thomas Cook
 2. The UK
 3. Russian people
 4. Thomas Cook
 5. Scandinavian markets
 6. European bookings
 7. North American bookings
- a) were very low this year.
b) travel to Turkey and Egypt.
c) plans to move into south-east Asian markets.
d) are 6% lower than the year before.
e) has very high fuel costs and taxes for travellers.
f) are doing very well at the moment.
g) thinks that fewer people plan to travel in winter.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

One of the reasons for the gas boom are better technology and the high price of oil. Moreover, power plants that uses natural gas to produce electricity are more environment friendlier than coal-driven. They is cheaper to build too.

Situation

How often do you travel? Where do you like to go? What do you appreciate most when you travel?

JC Penny turnaround

JC Penney, a famous name in US retailing, was founded in 1902 when James Cash Penney opened the first store. But by 1999, it seemed that JC Penney might disappear. Its stores faced competition from Wal-Mart and Target, the big discount stores. It also had a decentralised buying system, which was inefficient.

Now JC Penney has turned round. About 50 new stores will open this year. Store sales, which fell in 2000, grew by 3,7 per cent last year, with total sales up 6 per cent to nearly \$20bn.

Last month, Mike Ullman, the Chief Executive, presented a new branding campaign which says 'every day matters'. His predecessor, Allen Questrom, who took over in 2000 to save JC Penney, helped by selling unsuccessful parts of the company and centralizing its buying system. He also stopped store growth until the problems were solved.

JC Penney then began changing its stores, by offering both discounted products and the extra service which customers expect from a department store.

Ullman knows that motivating the staff, who deal with customers face-to-face, is essential and he is working hard to improve their motivation.

Answer these questions using full sentences.

- a) What happened in 1902?

- b) When was JC Penney in trouble?
- c) Who did it face competition from?
- d) What is the new slogan?
- e) What is Ullman working hard to do?

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Japanese company leaders is telling their employees to learn as much English as possible. As the Japanese economy is slowly declining, managers thinks that learning English is the only possible way to communicated with the world.

Situation

Where do you like spending your vacancies? What kind of hotel do you like to stay in when you are on holiday?

A good idea or a bad product?

Howard Stapleton noticed that in his town, large groups of young people often met outside of shops. They didn't often go into the shops to buy things, but they made it difficult for customers to enter the shops. Stapleton knew this was bad for business. He wanted to help.

Then he had an idea. He made a machine that makes a very high noise. Young people can hear the noise, but older people can't hear it. The noise doesn't hurt young people, but it makes them want to leave the area. He calls his machine the Mosquito. (A mosquito is a small insect that makes an annoying sound.) The product is a success. He has sold 3,500 units in a year. The cost is £500 each. In some areas, the police buy the Mosquito to stop young people from meeting in large groups. This helps businesses, because customers are now able to enter their shops easily.

But not everyone is happy. Shami Chakrabarti says that it is not fair to young people. She has complained to the police and some businesses that have bought the Mosquito. As a result of her complaints, sales of the Mosquito have decreased by 50 percent.

Stapleton wants to negotiate with Chakrabarti, but she won't talk to him. She says: "This is a bad product." Stapleton is thinking about reducing the price to increase sales.

Decide whether these statements are true or false:

1. The problem that Stapleton wanted to solve was too many young people entering shops.
2. The situation was bad for business because young people don't have much money.
3. Stapleton wanted to hurt young people's ears.
4. Stapleton has already launched the Mosquito.
5. The Mosquito has solved the problem in some areas.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Several years ago a Japanese Internet company start a project in which all of its employers should learn English. The order came from the boss of, who studied at Harvard. Last year any of the employees reject learning English and left the company.

Situation

What problems at the workplace do you know? What do you know about the work in a call center?

A successful woman

Clara Furse is not a big woman, but she has a big job: chief executive of the London Stock Exchange. It is one of the biggest exchanges in the world – \$504 billion in shares is traded every day. That's more than Tokyo's And New York's exchanges put together! And Furse is the first woman chief executive of the exchange.

The London Stock Exchange is also one of the oldest exchanges in the world and is an important part of the British economy. But Furse is Canadian – she was born in Canada and her parents are Dutch. She speaks English, Dutch, French, Spanish and German – all fluently.

Furse is a graduate of the London School of Economics. She began her working career in 1979 as a broker. Between 1979 and 1999, she worked for several companies, moving up from broker to director,

then managing director. In 1998, Furse became group chief executive at Credit Lyonnais Rouse, and then began her job at the London Stock Exchange in 2000. Fortune magazine says she is one of the 50 most powerful businesswomen outside of the US.

Though she is very busy at work, her private life is very important to her. When she isn't working, she spends a lot of time with her three children.

Answer these questions using full sentences.

1. What is Furse's job?
2. What is her nationality?
3. How many languages does she speak?
4. What year did she start her first job?
5. How many children has she got?

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

The company think that by meeting and communicating in English it have the advantage of getting into new markets. Two years ago the company came into ten countrys. Now they plan to worked in 27 countries and boost overseas sales.

Situation

What are the busy times and the quiet time at your work or university? What are the biggest problems for you at the university?

Small Rooms, Big Idea

Five years ago, businessman Simon Woodroffe had a good idea. He was in bed in first class on an international flight when he decided to open a hotel. The bed in the aeroplane gave him an idea. He could open a hotel with rooms like the sleeping area in an aeroplane.

Now travellers in some of Britain's airports sleep in these small, low-cost rooms. The rooms are very small, only seven square metres, but they are very convenient. They are in the airport, so travellers who want only a night's sleep and a shower can save money and travelling time. Woodroffe calls his hotel "Yotel".

Each room has a TV, a desk and a shower and costs £50. You can pay £70 for a bigger room that has a couch. Press a button, and the couch changes to a bed.

The small rooms are very popular with travellers. Woodroffe thinks he will open more Yotels in city centres.

Choose the best answer – a, b or c – to each of these questions.

1. Yotels are ...
a) in the airport. b) only an idea now. c) very near the airport.
2. The Yotel showers are ...
a) in the rooms. b) separate from the rooms. c) not included in the price.
3. Yotels have ...
a) one type of room. b) two types of room. c) three types of room.
4. Travellers ...
a) like the rooms. b) don't like the rooms. c) aren't interested in staying at Yotel.
5. Woodroffe thinks Yotel will succeed ...
a) only in airports. b) in city centres, too. c) outside of city centres.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

The company to offered almost no help for its employees. They learned English on their own and in their the free time. So employees become creative. They watched English films and downloaded language course apps onto their iPhone.

Situation

What is a typical day of the CEO in a big company? Say your opinion.

Business diary: Paul Tribble, Paul Watson

Paul Tribble and Paul Watson are founders of Ledbury, a company that makes luxury shirts. Their company is in Richmond, USA.

The first thing they do every day when they get to work is check customer e-mails. They do about 95 per cent of their business online, selling about 4,500 shirts a month. They sell 5 per cent of their shirts in the store in Richmond, Virginia.

The company has two full-time employees. They don't have official meetings. They talk to each other. At lunchtime, they go to the shop to talk to customers.

They spend 25 per cent of the day on the phone with their web designer. The website takes a lot of time and money. To raise money (\$300,000) to start the business, they asked 20 friends from their business school to invest money. The friends also wear the shirts and introduce their colleagues to the company. For example, an investor who work in a large insurance company in Houston wore their shirts, and in the past four months they got about 12 more customers from there.

Match the questions (1-6) to the correct answers

1. What does the company make? a) check e-mails
2. Where is the company? b) their colleagues
3. What is the first Paul Tribble and Paul Watson do every day? c) shirts
4. What do they do at lunchtime? d) Richmond, USA
5. How do they talk to their web designer? e) talk to customers
6. Who do friends introduce to the company? f) on the phone

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

One of the concepts of economics more most talked about by adults is inflation. Simply put, inflation are a rise in prices relative to money available. In other words, you can to get less for you're the money than you used to be able to get.

Situation

When are you busy during the day, week and year? What are the quiet times? Which moments in the year do you particularly enjoy? Why?

Business diary: Johan Roets

Johan Roets is Head of Personal and Business Banking for the Americas at Standard Bank. He is based in Buenos Aires.

Johan says, "I don't really have a typical day. Sometimes I have a conference call with the executive committee at 3 a.m. – there is a five-hour time difference with our head office in Johannesburg.

Usually, the Argentine day doesn't start until 10 a.m. or 11 a.m. I do my best thinking in the morning and my best administration in the afternoon.

"I go to South Africa every couple of months. What I love about travel is the solitude to think and read. I don't like meetings – they can be incredibly unproductive – and I try to avoid them. I sit on two boards and typically have six or eight meetings a week.

"The way I pay attention to things is to write them down. I buy notebooks and take them everywhere. I write whenever I can during the day, and I go back and highlight important bits.

"I think the great secret in life – and business – is to focus on maximising your strengths, not improving your weaknesses. My passions are business, technology and people.

Decide whether these sentences about Johan Roets are true (T).

- a) He works in a bank.
- b) He is usually based in Argentina.
- c) Every day is the same for Johan.
- d) He often gets up late to make business calls.
- e) He regularly travels to South Africa.
- f) He has more than five meetings every week.

- g) He never uses notebooks.
- h) He has three main interests.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

Trade is vital to the success of a civilization. The simpler explanation of trade are exchanging one thing for another. Usually, people or civilizations trade things that they has too much of for things that they don't to have enough of.

Situation

What do you do at the weekend? What are your favourite weekend activities?

Luxury brands and wealthy Chinese tourists

Ms Li is on a trip to New York. She is travelling with Affinity China, a luxury club that organises tours to New York.

But this isn't a business trip or a holiday. Ms Li and more than 80 other wealthy Chinese tourists are here to learn about luxury brands. Many Chinese consumers come to the US and Europe to buy luxury goods. Prices are up to 50% lower than the price of some luxury goods at home.

Companies organise events to show their products to Ms Li and others in her group. Bergdorf Goodman, a department store, puts on fashion show in their honour. "I liked it a lot. It was my first fashion show," said Ms Li. She is the kind of person that luxury retailers want to meet. She is the co-founder of a recruitment agency in Shanghai.

Another luxury company that organises an event for the group is Mont Blanc, the pen maker. It puts a piano in the store and Lang Lang, the Chinese pianist, plays for the group. Estee Lauder, the cosmetics brand, gives people in the Affinity China group samples of an expensive new eye cream.

Chinese travellers took 70 million overseas trips in 2011 and spent a total of \$69bn, an increase of 25 per cent from the previous year. Coach, the handbag brand, says that sometimes 15-20 per cent of its sales in New York, Las Vegas and Hawaii are from Chinese tourists.

Decide whether these sentences about Johan Roets are true (T) or false (F).

- a) Ms Li works for Affinity China.
- b) She is in New York on business trip.
- c) Some luxury products cost less in the US and Europe than in China.
- d) Ms Li has been to a lot of fashion shows.
- e) Mont Blanc is a company that makes pianos.
- f) Chinese travellers spent 25% more in 2011 than in 2010.
- g) Coach is a company that sells trips to Hawaii.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

As the world population gets largest and technology keeps advancing, more people is able to do more things that they couldn't to do before. The Internet is an excellent example of this. You can buys and sell just about anything over the Internet.

Situation

What are the most famous companies in the world, in your opinion?

The next generation of a business empire

Alessandro Benetton became the Executive Vice-Chairman of the Italian clothing company Benetton in 2007. He is the second son of Luciano Benetton, the founder of the business empire which now operates in 120 countries.

His wife is Deborah Compagnoli, three-time Olympic gold medallist and of Italy's greatest ski champions. They have three children.

Alessandro Benetton is a graduate of Harvard Business School. He enjoys dangerous sports, which he describes as "the fun of life".

The company began in Ponzabno, Veneto, in Italy and today is the town's largest employer. It also founds schools, culture events and spectacular sports facilities.

Mr Benetton speaks quietly and is relaxed. He has three brothers. Before he joined the family clothing business, he was an entrepreneur. Following Harvard, where he studied with management guru Michael Porter, he spent a year working as an analyst at Goldman Sachs.

In 1992, Mr Benetton founded a private equity business called 21 Investimenti. He was chairman of Benetton's Formula One team for a decade. The team won two world drivers' championships with Michael Schumacher at the wheel.

Decide whether these sentences are true (T) or false (F). Correct the false ones.

- a) Alessandro Benetton founded a company called Benetton.
- b) Benetton is in 12 countries.
- c) His wife is a ski champion.
- d) They have five children.
- e) Alessandro Benetton likes dangerous sports.
- f) Benetton began in India.
- g) The company gives money to schools, culture and sports events.
- h) Alessandro has two brothers.
- i) He was chairman of the Formula One team for 15 years.

Exercise

There is ONE mistake in EACH line of the text. Correct all of them.

A bank is a place where money changes hands. Banks gives and take money from people and from businesses. Most more people and most businesses to have at least one bank account. The most common kinds of bank accounts is savings and checking.

Средний уровень владения иностранным языком

Business strategy

INTRODUCTION

Read the following case study and then answer the questions below.

Richard Thomas, a brilliant electronics engineer, decided to set up his own business. He felt there was a gap in the market for low-priced computer components. The start-up capital for the firm, Computex, was provided by the bank (an overdraft facility of £25,000) and Richard's savings of £15,000.

He began by hiring another person to help him develop the components. Six months later they built up a good supply of components and tried to sell them. But many potential customers were suspicious of the low prices.

It was over a year before Richard got his first order. By that time, he had an overdraft of £40,000. He was spending all his time advertising the products, running round to meet customers and trying to persuade them to buy.

Three months later, three things happened. First, a few large orders were received, but Richard had to wait three months or so before being paid. Second, the bank decided to call in the overdraft within a month. Third, Richard received offers from two venture capital companies. The first was prepared to invest £200,000 in return for an 80% share of Richard's business; the second was willing to put up £250,000 for a 90% share.

This was the situation facing Richard Thomas fifteen months after he had set up his high-technology enterprise.

1. Could Richard have avoided the situation he now finds himself in? If so, how?
2. What should he do now?
3. What advice would you give him about how to run the company in the future?
4. What problems can arise when someone starts up a high-technology enterprise?

Text 1

PRE-READING TASK

What do you know about strategic planning?

In your opinion is it important to write a strategic plan for the success of a business?

Before you read the text look up the following words in your bilingual dictionary.

Verbs: pursue, determine, foretell, adhere, scope, allocate.

Nouns: scenario, inquiry, complexity, consideration, issue, competition.

Adjectives: appreciative, turbulent.

READING

I.

Read the text and decide why strategic planning is so important for an organization's success.

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis).

Strategic planning is the formal consideration of an organization's future course. All strategic planning deals with at least one of three key questions:

"What do we do?"

"For whom do we do it?"

"How do we excel?"

In business strategic planning, the third question is better phrased "How can we beat or avoid competition?" In many organizations, this is viewed as a process for determining where an organization is going over the next year or more typically 3 to 5 years, although some extend their vision to 20 years. In order to determine where it is going, the organization needs to know exactly where it stands, then determines where it wants to go and how it will get there. The resulting document is called the "strategic plan".

It is also true that strategic planning may be a tool for effectively plotting the direction of a company; however, strategic planning itself cannot foretell exactly how the market will evolve and what issues will surface in the coming days in order to plan your organizational strategy. Therefore, strategic innovation and tinkering with the 'strategic plan' have to be a cornerstone strategy for an organization to survive the turbulent business climate.

There are a variety of perspectives, models and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc. For example, there are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc. Goals-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when). Issues-based strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans. Organic strategic planning might start by articulating the organization's vision and values and then action plans to achieve the vision while adhering to those values. Some planners prefer a particular approach to planning such as appreciative inquiry. Some plans are scoped to one year, many to three years, and some to five to ten years into the future. Some plans include only top-level information and no action plans. Some plans are five to eight pages long, while others can be considerably longer.

VOCABULARY FOCUS

Fill in the gaps with the words given in Ex. I.

1. Kristin her acting career with great determination.
2. I like the actors but I don't like the of this film.
3. There are several documents under
4. Drug testing of employees is a sensitive
5. Some planners prefer a particular approach to planning such as appreciative
6. The duty officer us a cabin for the night.

Match the English and Russian equivalents.

determine

размещать, распределять
pursue
определять
issue
преследовать, добиваться
competition
предсказывать, прогнозировать
appreciative
сложность
turbulent
буйный, беспокойный
complexity
восприимчивый
allocate
конкуренция
foretell
проблема

Choose the synonyms from the box to the highlighted words.

managership, research, follow, important, contribute, direction, violent, complication

1. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy.
2. Some planners prefer a particular approach to planning such as appreciative inquiry.
3. Therefore, strategic innovation and tinkering with the 'strategic plan' have to be a cornerstone strategy for an organization to survive the turbulent business climate.
4. Strategic planning is the formal consideration of an organization's future course.
5. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc.

The following words are in the text. Use your dictionary to find the other parts of speech. Check the pronunciation.

NOUN

VERB

ADJECTIVE

adhere
turbulent
determine
considerable
competition
survive
complexity

COMPREHENSION

Mark the following statements as true or false:

1. The way that a strategic plan is developed depends on the nature of the organization's leadership.
2. Strategic planning is the formal consideration of an organization's present course.
3. Strategic planning itself can foretell exactly how the market will evolve.
4. Issues-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when).
5. The way that a strategic plan is developed depends only on the nature of the organization's leadership.
6. Some plans are two to four pages long, while others can be a little bit longer.

Answer the questions to the text:

1. What is strategic planning?
2. What analysis techniques can be used in strategic planning?
3. Strategic planning is the formal consideration of an organization's future course, isn't it?
4. What key questions does strategic planning deal with?
5. What strategic planning models do you know?
6. What do all these strategic planning models start by?

Complete the sentences according to the text.

1. Strategic planning is the formal consideration of an organization's
2. The resulting document is called the
3. It is also true that strategic planning may be a tool for effectively the of a company.
4. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment,..... ,, etc.
5. planning is probably the most common and starts with focus on the organization's mission.
6. strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans.
7. Some planners prefer a particular approach to planning such as

Put the sentences in a logical order according to the text.

1. It is also true that strategic planning may be a tool for effectively plotting the direction of a company.
2. There are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc.
3. There are a variety of perspectives, models and approaches used in strategic planning.
4. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.
5. Strategic planning is the formal consideration of an organization's future course.
6. Various business analysis techniques can be used in strategic planning.

Text 2

PRE-READING TASK

What is the key to success in business? Make up some rules!

Before you read the article below, match these words to their definitions.

- a benchmark
- sth that is not successful
- a challenge
- easy to see or understand
- a failure
- at the present time
- a temptation
- a wish to do or have sth that you know is bad or wrong
- a value
- strong
- apparent
- a criterion; standard
- currently
- to express your thoughts clearly in words
- robust
- a new or difficult task
- to articulate sth
- sth very useful or important
- to cause sth
- to ask money for goods or a service
- to charge

to judge the importance
to employ (a strategy)
to check regularly the development of sth
to measure sth
to use
to monitor sth
to make sth happen
to strive for sth
not clear
to yield
to try very hard to achieve sth
vague
to produce or provide sth, e.g. a profit

III. Simon Olive is a senior business consultant at AXA, a world leader in financial protection and wealth management, with major operations in Western Europe, North America and the Asia/Pacific area. Read his article and say what is essential for a successful company.

BASIC INSTINCT

The longer I work with businesses, the more convinced I become that success is often achieved by simply adhering to the basics. True competitive advantage in a service industry is more likely to be gained by doing the basics better than your competitors than constantly striving for the next big thing. But why is this advice so easily forgotten, just when we need it most? I believe this is because today's conditions of turbulence and change make it easy for us to forget these simple rules. As the pace of change increases, it is easy to take our eye off the ball and get caught up in the apparent need to plot ever more complicated strategies to meet the new challenges we face. In this article, I would like to revisit some of these business basics and explore how you can employ them to maximum advantage.

1 _____

First, have a plan. It amazes me how often businesses of quite substantial size have no clear vision or specific goals to pursue. They may be able to articulate a vague direction for the business, perhaps to become more profitable or to be the biggest IFA in their area. However, when inquired "How much profit?" or "Biggest in what terms?", it becomes apparent that these are, at best, wishes.

A clear, well-defined purpose and set of objectives are essential to determine direction and leadership and are the benchmarks against which all a company's activities and decisions can be judged. So often I see the absence of clearly articulated medium or long-term strategic objectives as the reason why business owners struggle to make short-term tactical decisions.

2 _____

Second, allocate sufficient time for reviewing your plan on a regular basis - monthly at least - to monitor progress. You would never dream of setting out on a journey to some new destination without checking the map at regular intervals, so why take that risk with your business? Book this time as if it was an appointment with your most important client. It is easy to get sidetracked into fire-fighting and never have time to deal with the issues that cause a lot of problems.

Make an objective analysis of your activities and inquire: "Is this moving me closer to achieving my objectives?" A typical failure is the temptation to take speculative or lower-producing client meetings. You may have seven meetings a week, two of which typically yield nothing while others yield between £100 and £500. Invest time in robust client management system and replace these unproductive meetings with more profitable ones.

3 _____

Another good tip is to take a good look at your business from a client perspective. Break down your activities and ask yourself: "Is this activity adding real value to my clients, such that they would pay for it if given the choice?" If it does not add value, stop doing it. If it adds value but is not currently profitable, see if the process can be simplified or the cost reduced. If you cannot make it profitable, look at the price you charge and decide whether the client would pay a higher price or fee. If you are not sure, ask your clients.

A robust management information system is one of the most essential basics. Without one, you are not really in control of your business and any decisions you make are likely to be based on symptomatic or flawed data. Failure to accurately measure how long it takes people within your business to do certain tasks for certain clients can cause unprofitable decisions around client activity.

Notes

It is easy to get sidetracked into fire-fighting - Это легко - решать проблемы по мере их возникновения.

Independent Financial Advisers or IFAs (UK) are professionals who offer unbiased advice on financial matters to their clients and recommend suitable financial products from the whole of the market.

Management information systems (MIS) is an arrangement of people, technologies, and procedures, designed to provide managers with information

Match these headings to the appropriate parts of the text (1, 2, 3).

Analyse yourself

Fail to plan is plan to fail

Are you heading in the right direction?

Read the article again. Note down the tips the author gives and the mistakes business owners typically make.

Tips

Mistakes

Work in pairs. Role play either the general manager or the consultant.

General Manager

You feel the company is not doing well. It might be a good idea to have a consultation with an expert.

Meet the consultant and ask for help.

Consultant

You are going to meet the general manager of a company that is experiencing some problems at the moment. Question the general manager and suggest possible solutions.

STRATEGY - COMPETITIVE ADVANTAGE

Competitive Advantage - Definition

A competitive advantage is an advantage over competitors gained by offering consumers greater value, either by means of lower prices or by providing greater benefits and service that justifies higher prices.

Competitive Strategies

Following on from his work analysing the competitive forces in an industry, Michael Porter suggested four "generic" business strategies that could be adopted in order to gain competitive advantage. The four strategies relate to the extent to which the scope of a businesses' activities are narrow versus broad and the extent to which a business seeks to differentiate its products.

The four strategies are summarised in the figure below:

The differentiation and cost leadership strategies seek competitive advantage in a broad range of market or industry segments. By contrast, the differentiation focus and cost focus strategies are adopted in a narrow market or industry.

Strategy – Differentiation

This strategy involves selecting one or more criteria used by buyers in a market - and then positioning the business uniquely to meet those criteria. This strategy is usually associated with charging a premium price for the product - often to reflect the higher production costs and extra value-added features provided for the consumer. Differentiation is about charging a premium price that more than covers the additional production costs, and about giving customers clear reasons to prefer the product over other, less differentiated products.

Examples of Differentiation Strategy: Mercedes cars; Bang & Olufsen

Strategy - Cost Leadership

With this strategy, the objective is to become the lowest-cost producer in the industry. Many (perhaps all) market segments in the industry are supplied with the emphasis placed on minimising costs. If the achieved selling price can at least equal (or near) the average for the market, then the lowest-cost producer will (in theory) enjoy the best profits. This strategy is usually associated with large-scale businesses offering "standard" products with relatively little differentiation that are perfectly acceptable to the majority of customers. Occasionally, a low-cost leader will also discount its product to maximise sales, particularly if it has a significant cost advantage over the competition and, in doing so, it can further increase its market share.

Examples of Cost Leadership: Nissan; Tesco; Dell Computers

Strategy - Differentiation Focus

In the differentiation focus strategy, a business aims to differentiate within just one or a small number of target market segments. The special customer needs of the segment mean that there are opportunities to provide products that are clearly different from competitors who may be targeting a broader group of customers. The important issue for any business adopting this strategy is to ensure that customers really do have different needs and wants - in other words that there is a valid basis for differentiation - and that existing competitor products are not meeting those needs and wants.

Examples of Differentiation Focus: any successful niche retailers; (e.g. The Perfume Shop); or specialist holiday operator (e.g. Carrier)

Strategy - Cost Focus

Here a business seeks a lower-cost advantage in just one or a small number of market segments. The product will be basic - perhaps a similar product to the higher-priced and featured market leader, but acceptable to sufficient consumers. Such products are often called "me-too's".

Examples of Cost Focus: Many smaller retailers featuring own-label or discounted label products.

Answer the questions.

1. What is a competitive advantage?
2. What are the ways to gain a competitive advantage?
3. What strategies does Michael Porter offer to gain a competitive advantage?
4. What strategies can be applied to a broad range of market or industry segments?
5. What strategies are suitable for a narrow market or industry?
6. What is the essence of the differentiation strategy?
7. Why is the differentiation strategy associated with a premium price?
8. Which strategy helps to become the lowest-cost producer?
9. What enables businesses to offer the lowest price?
10. What does the cost leadership strategy help achieve?
11. What is the crucial difference between the differentiation strategy and the cost leadership strategy?
12. How are the differentiation strategy and the differentiation focus strategy different?
13. What should be ensured to adopt the differentiation focus strategy successfully?
14. How are the differentiation strategy and the differentiation focus strategy different?
15. In what is the cost leadership strategy different from the cost focus strategy?

How effective Management contributes in Marketing?

May 2009 - William King

Marketing a business is one of the key operations of any organization these days. However, such an operation needs careful planning, which is why management of a business goes hand in hand with the decisions taken to market the business. For such planning of a marketing regime, managers and business owners need to have a clear idea of the aims and objectives of their business and organization. They need to understand clearly the market conditions in which their business operates.

The fast evolving manager roles are rapidly leaving behind the traditional marketing practices in terms of theory as well as practice. Early businesses were seen conducting their research and emphasizing on

what were known as the three Cs of marketing, that is, Customer, Company and Competitor. However, further analysis has given way to the inclusion of two more Cs. These are Collaborator and industry Context. All these areas are carefully researched on and important decisions are taken in each of these fields to bear an overall result of effective marketing.

Let us look at each of these individually:

Customer: analyzing the customer behavior is one of the most important functions of management and marketing. Managers first seek to find out their niche customer base. After having identified that they try and break them up into manageable segments. This segmentation of the target customers can be done on the basis of demography, behavior, age grouping, etc. marketers then aim at tracking the purchase and consumption patterns of these segments, as a group or individually, in order to help them develop and improvise on their product better. This is known as perceptual mapping.

Company: under this aspect of marketing management, managers analyze the cost structure of the company and what bearing it has and the profit of the organization. For this they may also work in tandem with the finance or accounts managers. Managers also seek to delve deep into the inherent competency of the organization based on the kind of resources it possesses, and find out whether its potential is being exploited to the optimum level or not.

Collaborator: the collaborators form an important aspect of the business and the analysis of related activities forms a major chunk of marketing management activities. Distributor and supplier behavior, that of the joint venture partners, etc is thoroughly observed and analyzed.

Competitor: this analysis deals with comparing the position of the business in relation to its market competitors. The activities of the competitors are observed to see which policies are exactly having what effect on the market and the customers.

Context: this involves having a clear idea of the conditions in which the business operates. The economics of how the business functions within the framework of the larger industry is analyzed. Both macro and micro pictures are taken into consideration. For each of the above marketing management functions, a lot of data need to be collected, processed and analyzed. Tapping the right data out of the existing market conditions is yet another challenge. Market managers generally look to collect data related to the various segments mentioned above.

VOCABULARY FOCUS

I. Match the English and Russian equivalents.

evolving

inclusion

overall

seek

perceptual

bearing

полный, общий

структура, строение

относящийся к восприятию

данные, информация

вызов

развивающийся

challenge

data

collaborator

inherent

framework

разыскивать, пытаться найти

обязательно присущий, неотъемлемый

включение

значение, смысл

соавтор

II. Match two columns to make word-combinations.

marketing

venture
conduct
result
customer
regime
manageable
mapping
consumption
competency
perceptual
conditions
inherent
patterns
joint
marketing
market
segments
overall
customers
effective
research
target
behaviour

III. The following words are in the text. Use your dictionary to find the other parts of speech.

NOUN

VERB

ADJECTIVE

management
marketing
improvise
decision
perceptual
organization
bear
inherent
competency
relate
profit
existing

COMPREHENSION

I. Work in pairs and answer the questions below.

1. What do managers and business owners need for planning of a marketing regime?
2. What are the five Cs of marketing?
3. What is one of the most important functions of management and marketing?
4. On what bases can the segmentation of the target customers be done?
5. What is known as perceptual mapping?
6. Why do managers seek to delve deep into the inherent competency of the organization based on the kind of resources it possesses?
7. What is thoroughly observed and analyzed?
8. What is the purpose of observing the activities of the competitors?
9. What is another challenge for market managers?

II. Complete the sentences according to the text.

1. Managers and business owners need to understand clearly the market c..... in which their business o.....
2. The fast e..... manager roles are rapidly leaving behind the traditional marketing p..... in terms of theory as well as practice.
3. Early businesses were seen conducting their research and emphasizing on what were known as the three Cs of marketing, that is, C....., C..... and C..... However, further analysis has given way to the inclusion of two more Cs. These are C..... and industry C.....
4. Managers first seek to find out their n..... customer base. After having identified that they try and break them up into manageable s.....
5. Managers also seek to delve deep into the inherent c..... of the organization based on the kind of resources it possesses, and find out whether its p..... is being exploited to the optimum level or not.
6. The c..... form an important aspect of the business and the a..... of related activities forms a major chunk of marketing management activities. D..... and supplier behavior, that of the joint v..... partners, etc is thoroughly observed and analyzed.
7. The activities of the c.....s are observed to see which policies are exactly having what effect on the market and the c.....s.
8. For each of the above marketing management functions, a lot of data need to be c.....d, p.....d and analyzed. Tapping the right data out of the existing market conditions is yet another c..... Market managers generally look to collect d..... related to the various segments mentioned above.

III. Translate the sentences from Russian into English.

1. Менеджерам необходимо отчетливо понимать условия рынка, в которых функционирует их бизнес.
2. Анализ поведения покупателей является одной из наиболее важных функций для маркетинга.
3. Разделение на сегменты целевых покупателей производится на основе демографических данных, возрастных групп и поведении.
4. Менеджеры тщательно изучают, используется ли потенциал компании на оптимальном уровне.
5. Поведение распространителей и поставщиков тщательно исследуется и анализируется.
6. Деятельность конкурентов также исследуется для того чтобы определить, какой эффект они оказывают на рынок и на покупателей.
7. Необходимо проанализировать экономику, в условиях которой будет существовать эта промышленность.

IV. Role play the following situation: you are an experienced manager of a prosperous organization. You were invited to deliver the lecture for the students who are going to graduate from the University and get a profession of a manager next year. The topic of your report is "How effective management contributes in marketing". Use the information of the text and other information resources for this task.

Bosses crack down on social networks amid leaks

Companies are cracking down on employees' use of social networks and increasingly are tracking their e-mails in an attempt to stop secrets leaking out.

The recession and resulting layoffs have increased the risk of disgruntled or departing employees leaking information in revenge or for monetary gain. A survey in the United States showed that almost a third of companies — 31 per cent — had dismissed workers for violating e-mail policies.

American companies are also increasingly concerned about a growing number of data leaks caused by employee misuse of blogs, social networks and even Twitter.

Workers are posting sensitive information on their pages in LinkedIn, Facebook and MySpace, not realising that their employers are checking their online profiles.

The survey by Proofpoint, an American data security group, found that 17 per cent of US companies had information exposed through these channels, up from 12 per cent a year ago, and that 8 per cent had dismissed employees because of it. Even Twitter can pose a threat to a company's confidential information, the survey found. More than one in ten companies had investigated a data leak involving such micro-messaging sites in the past year.

Outgoing e-mail remains the most serious problem. According to Proofpoint's survey of 220 US companies with more than 1,000 employees, the number employing staff whose main role is monitoring outbound e-mails had doubled in a year to 33 per cent.

British companies are even more rigorous. A survey last year showed that more than half regularly audited e-mail to ensure compliance with company rules. Financial and legal organisations have a duty to monitor e-mail traffic to comply with regulations and to cover them in the event of legal action, but the practice is spreading to all sectors. Companies can buy software that tracks e-mail traffic and raises flags if words such as "secret" come up. Others perform regular random sampling of employees' e-mails. Morag Hutchison, an employment law expert at Pinsent Masons, said that companies wanting to take action relating to staff e-mail or internet use must clearly spell out what they regard as acceptable usage.

Mike Harvey, San Francisco

From The Times

August 19, 2009

Guide

COMPREHENSION

I. Answer the questions.

1. Why are employers becoming more cautious about their employee's usage of social networks?
2. Why are employees sometimes involved in data leakage?
3. What does 'sensitive information' mean?
4. What are the ways of detecting data leakage?

WORD STUDY

Match the following words with their definitions.

1. rigorous

to bring to public notice; disclose; reveal

2. outbound

severely accurate; scrupulous

3. expose

going out

4. audit

lacking any definite plan or prearranged order; haphazard

5. random

to make certain or sure; guarantee

6. ensure

to inspect, correct, and certify (accounts, etc.)

II. Put a word from the table in an appropriate form.

1. They took him to court as he acted in ... of the law.

Violate

Compliance

Investigate

Expose

Sampling

2. Water supplies in the region fail to ... with standards set down by the WTO.

3. Upon closer ... we discovered the cause of the data leaks.

4. All the candidates have been getting an enormous amount of ... on television and in the press.

5. We've ... the dealers with new articles in order to attract their attention.

FOLLOW-UP ACTIVITY

You run a chain of small newsagent's shops. You have an increasing number of problems with 'shrinkage' – that is, loss of stock through theft. You suspect members of staff are as much to blame as the public. Do you have any other suggestions for dealing with this shrinkage problem? Work in small groups. Hold a meeting. Discuss the proposals and decide which ones to implement.

SUGGESTIONS FOR DEALING WITH 'SHRINKAGE'

1. Position tills in front of the exits.
2. Issue staff with uniforms with no pockets.
3. Run courses training staff to look out for thieves.
4. Put electronic tags or labels on products to trigger alarms at exits.
5. Pay staff well so they don't need to steal.
6. Give staff larger discounts so they feel less tempted to steal.
7. Install more mirrors in the shops.
8. Keep more detailed stock figures.
9. Put clauses in staff's employment contracts permitting searches of their belongings.
10. Employ more staff so they have more time to observe customers (and each other).

HOW TO KEEP YOUR STAR PERFORMERS IN TRYING TIMES

When the economy is slow and unemployment rates are high, it's easy to think your employees will happily stay put in their current jobs. But that's a dangerous assumption. Research shows that voluntary turnover rates increase as consumer confidence builds. This means, as a manager, you need to figure out ways to retain your top performers, even if your company is still in a slump.

There is no doubt that as a manager the pressure is on. As Jay Conger, the Henry Kravis Research Professor of Leadership Studies at Claremont McKenna College and author of *The Practice of Leadership: Developing the Next Generation of Leaders*, points out, "The largest predictor of whether someone will stay with a company is their satisfaction with their immediate boss." Your employees are likely looking to you for inspiration and guidance during these tough times, and you may have little, or nothing, to offer them in terms of advancement or compensation. Many companies have reduced or stopped giving bonuses or merit increases until the economy shows greater signs of recovery. Fortunately, as a manager, you have many other levers¹ available to you that can motivate your stars and keep them happy. Relying on those other levers may cost you and your company nothing, but often they have huge value to your stars.

What the Experts Say

As a manager, your role is to figure out which of those benefits matter most to your people. As Conger points out, "A lot of managers don't realize what they have at hand." Making use of low-cost levers is a great way to show your stars that you appreciate them, value their work, and are invested in their careers. Boris Groysberg, an Associate Professor in the Organizational Behavior unit at the Harvard Business School and co-author of "Employee Motivation: A Powerful New Model" suggests you "find the levers where the value to the individual is greater than the cost to the company." Here are some of the tools you might rely on when budgets are tight.

1. Praise for good work. This is one of the most inexpensive, and unfortunately, underused levers available to managers. Conger says, "There is a praise deficit in almost all companies." Yet praise can go a long way in demonstrating to your top performers how much you value them. Be sure to express gratitude for work that is above and beyond normal standards. Be specific and be sure that your praise is tied to a legitimate accomplishment².
2. Challenging projects and assignments. To keep your top performer engaged, provide her with the opportunity to work on a new project or assignment that builds her skills and gives her a chance to shine. This might be a team project that brings your star together with other stars from different departments or functions; or this might be a solo project that demonstrates your confidence in her ability.

When thinking of projects that you might assign, ask yourself which of your projects are most interesting and engaging to you and think about how you might delegate some of them. Select a tangible³ project that you know your star can succeed with. Particularly good projects are those that involve interaction with important clients or exposure to the senior people in the organization, such as C-level executives or board members. Consider a project that relates to the current company situation. For example, you could ask your star to identify new revenue sources

or explore how your company can compete in a less expensive product market.

1 a means of accomplishing; a tool

2 something completed successfully; an achievement

3 real or definite

Be careful when assigning these projects. No one wants to hear that in lieu of¹ a bonus they are receiving more work. Ensure she understands that the assignment is a vote of confidence and an opportunity for her to build additional skills, not a way to overburden her.

3. Development opportunities. Many managers neglect to use this lever because learning and development budgets are being cut. However, there are many inexpensive or free ways to develop skills. The challenging assignment discussed above is one of them; you can even choose an assignment with a particular development opportunity in mind. You can also find your star a mentor² that is more senior in the organization and perhaps shares her career interests or a similar background. If your company retains coaches for senior executives, consider offering your star a few coaching sessions.

You can also contribute to the development of others by asking your star to teach a skill that she is particularly good at. If she is known for closing tough deals with top clients, ask her to design and lead a negotiation session for other sales people. This will allow her to serve as a role model while deepening her expertise in the area.

4. Non-monetary perks. There are also a whole host of perks that cost little or nothing for you to provide, such as flexibility, better work/life balance, or more autonomy. "Companies tend to become more controlling in tough times," says Conger, and "it's important to counter³ that tendency." Ask your stars what matters most to them. If your star has a young family, find ways to let her work from home. If she wants to take a class at a local college, give her time off to do so. More often than not Groysberg says providing "these perks leads to the right set of behaviors."

Manage Anxieties and Frustration

When bonuses are cut or salaries frozen, it is inevitable that some top performers will become frustrated and anxious over their future with your organization. Your role as a manager is to respond to these frustrations. When faced with a discouraged star, Conger suggests using yourself as a model. "Ask yourself why you're staying with the company," he says and share your reasons with your star. If possible, create more of those types of opportunities for your star.

Over-Communicate

Open communication with your stars is critical. In fact, in tough times, managers should over-communicate to help alleviate⁴ fear and anxiety. Be transparent about the company situation and outlook for the future. Groysberg says, "The more you share information, the more buy-in you have." But be careful not to make promises you can't keep. As Conger says, "People have very durable memories." Be specific and explicit about why the star is needed at the organization. "Describe the pathway to the future in a realistic way and be candid⁵ about the challenges ahead," says Conger.

Culture Matters More than Ever

A strong culture is instrumental in retaining stars. Groysberg says that companies should focus on "building a strong culture versus a free agent nation" so that top performers are compelled to stay especially when the company is struggling. SAS Institute, a privately-held software company headquartered in Cary, North Carolina, has long had a commitment to

1 in place of; instead of

2 wise or trusted adviser or guide

3 to move or act in opposition to; oppose

4 to make (pain, sorrow, etc.) easier to bear; lessen; relieve

5 characterized by directness in manner or speech

retention and employee motivation. As Jenn Mann, Vice President of Human Resources at SAS Institute says, "It's core to who we are in good times and bad times." The company provides benefits and programs that reduce stress and engage employees to focus on work. These include everything from an onsite medical facility with little to no wait times, to a 58,000 square-foot fitness center, to ensuring that work content is interesting and challenging. SAS Institute's senior

executives set the example in this culture, and they communicate openly with all employees. This helps "eliminate the fear factor," according to Mann. Earlier this year, the CEO explained that this would undoubtedly be a year of uncharted territory — 40% of company revenues was from the financial services industry — but that the company was committed to not doing layoffs. A commitment they have been able to see through. Mann credits¹ this culture of retention and communication with the company's very low voluntary turnover rate — it has remained at under 5% even when SAS wasn't able to provide merit increases this year.

As a manager, you can't control a company culture, especially at a large company.

However, your actions and interactions with your top performers contribute to that culture. Make suggestions to upper management about new policies that will contribute to retention and will make your job of keeping stars easier.

Principles to Remember

Do:

Find out what benefits matter most to your employees.

Communicate more than you think you need to.

Be realistic about people's anxieties and frustrations.

Don't:

Forget that satisfaction with an immediate boss factors² heavily into people's decisions to stay with a company.

Assume that a bad economy guarantees that your star employees won't leave.

Think that money is your only tool to motivate your employees.

Case Study #1: Using Flexibility to Retain Your Stars

Kyle Ewalt, the New York Office Manager at the management consulting firm, Katzenbach Partners, was a star employee. According to Shanti Nayak, Katzenbach's Director of People, Kyle outperformed anyone who had filled his role previously. He was hard-working, detail-oriented and had a unique ability to creatively solve problems. When Katzenbach was acquired by Booz & Company in the spring of 2009, it was clear most of the redundancies would come from the functional side. Kyle's job was in jeopardy³, especially because there was not a similar role at Booz & Company that he could easily transition to. Yet, the leadership team at Katzenbach, including Shanti, CFO Amrita Bhandari and Managing Partner Niko Canner, knew they didn't want to lose Kyle. They sat Kyle down and asked, "What matters most to you right now?" He said that he loved his job but that at this point in his life, he wanted more flexibility to work on his music career. With this information in hand, Amrita worked with the New York office manager at Booz & Company to look critically at the role Kyle was playing and what was needed in the New York office. They were able to shape a flexible role that could be filled in three days a week and involved event planning, culture building, community advocacy, and onboarding¹. This was a winning situation for everyone involved: Kyle was happy with his new

1 to believe in; trust

2consider as relevant when making a decision

3 danger of injury, loss, death, etc.; risk; peril; hazard role and his increased flexibility while Booz & Company was able to retain a star performer and realize the cost savings from Kyle going part-time.

Case Study #2: Employing Your Stars to Teach Others

Geoff Bartakovics, the Founding CEO of Tasting Table — a free daily email that offers the inside scoop² on restaurants, bars, and all things food — knows well the challenge of rewarding stars without traditional financial incentives. As a start-up (Geoff started the company in October of 2008), the company doesn't have the same financial rewards as larger companies and Geoff has had to rely on other types of rewards to attract and retain talent. One of the key rewards is the opportunity to do exciting work and be part of a fast-growing company. "It's easy for everyone here to see how their daily efforts are contributing to creating a successful organization," Geoff said. The company doesn't have an HR department (that would be Geoff) or a formal review process. Instead, Geoff does rolling reviews based on the hire date of his 12 employees. He ends each review by asking two questions:

What are you going to do to get Tasting Table to the next level?

How can Tasting Table contribute to your skill set and career plans?

For Geoff, the best moments are when the answers to those questions overlap³. Heather, Tasting Table's Chicago editor, joined the start-up from an industry publication. Soon after she joined, the company was on a team call. Geoff was discussing their need to better understand search engine optimization (SEO), something that will be extremely useful to the company, particularly as it scales. Heather mentioned that she had expertise in the area. Geoff asked Heather to take ownership over the company's approach to SEO. He asked her to hone⁴ her skills and knowledge so that she will be in a position to train others within Tasting Table. In 2010, the company is expanding their free daily email to 5 more cities. Heather will be responsible for onboarding the 5 new editors and providing them with SEO training.

by Amy Gallo

Answer the questions.

1. Why is it dangerous to think that employees will be eager to stay with the company in times of recession?
2. What are the levers that cost nothing to the company and have value to the employees?
3. What is offered to manage anxieties and frustration?
4. Why is it crucial to communicate with employees a lot?
5. Why is a strong culture instrumental in retaining high-calibre staff?
6. What kind of flexibility helped to keep the valuable employee in Case Study #1?
7. How did employing stars to teach others help to keep the valuable employee in Case Study #2?

Продвинутый уровень владения иностранным языком

CULTURE SHOCK

The term, culture shock, was introduced for the first time in 1958 to describe the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place.

We can describe culture shock as the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or considered as normal in the new place. Everything is different, for example, not speaking the language, not knowing how to use banking machines, not knowing how to use the telephone and so forth.

The symptoms of cultural shock can appear at different times. Although, one can experience real pain from culture shock; it is also an opportunity for redefining one's life objectives. It is a great opportunity for leaning and acquiring new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.

Symptoms:

- ☒Sadness, loneliness, melancholy
- ☒Preoccupation with health
- ☒Aches, pains, and allergies
- ☒Insomnia, desire to sleep too much or too little
- ☒Changes in temperament, depression, feeling vulnerable, feeling powerless
- ☒Anger, irritability, resentment, unwillingness to interact with others
- ☒Identifying with the old culture or idealizing the old country
- ☒Loss of identity
- ☒Trying too hard to absorb everything in the new culture or country
- ☒Unable to solve simple problems
- ☒Lack of confidence
- ☒Feelings of inadequacy or insecurity
- ☒Developing stereotypes about the new culture
- ☒Developing obsessions such as over-cleanliness
- ☒Longing for family

- Feelings of being lost, overlooked, exploited or abused

Stages of Culture Shock

Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the incubation stage. In this first stage, the new arrival may feel euphoric and be pleased by all of the new things encountered. This time is called the "honeymoon" stage, as everything encountered is new and exciting.

Afterwards, the second stage presents itself. A person may encounter some difficult times and crises in daily life. For example, communication difficulties may occur such as not being understood. In this stage, there may be feelings of discontent, impatience, anger, sadness, and feeling incompetence. This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction.

The third stage is characterized by gaining some understanding of the new culture. A new feeling of pleasure and sense of humor may be experienced. One may start to feel a certain psychological balance. The new arrival may not feel as lost and starts to have a feeling of direction. The individual is more familiar with the environment and wants to belong. This initiates an evaluation of the old ways versus those of the new.

In the fourth stage, the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define him/herself and establish goals for living.

The fifth stage is the stage that is called the "re-entry shock." This occurs when a return to the country of origin is made. One may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture.

These stages are present at different times and each person has their own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock. For example, the individual's state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education.

How to Fight Culture Shock

The majority of individuals and families that immigrate from other countries have the ability to positively confront the obstacles of a new environment. Some ways to combat stress produced by culture shock are:

- Develop a hobby.
- Don't forget the good things you already have!
- Remember, there are always resources that you can use.
- Be patient, the act of immigrating is a process of adaptation to new situations. It is going to take time.
- Learn to be constructive.
- If you encounter an unfavorable environment, don't put yourself in that position again. Be easy on yourself.
- Don't try too hard.
- Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take an aerobics class, etc. Relaxation and meditation are proven to be very positive for people who are passing through periods of stress.
- Maintain contact with your ethnic group. This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation.
- Maintain contact with the new culture.
- Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about language and useful at the same time.

- ☑ Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc. Recognize the sorrow of leaving your old country.
- ☑ Accept the new country.
- ☑ Focus your power on getting through the transition.
- ☑ Pay attention to relationships with your family and at work. They will serve as support for you in difficult times.
- ☑ Establish simple goals and evaluate your progress.
- ☑ Find ways to live with the things that don't satisfy you 100%.
- ☑ Maintain confidence in yourself.
- ☑ Follow your ambitions and continue your plans for the future.
- ☑ If you feel stressed, look for help. There is always someone or some service available to help you.

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Answer the questions.

1. What does culture shock mean?
2. Have you ever experienced this feeling?
3. What are the symptoms?
4. What are the stages of culture shock?
5. Is it possible to fight culture shock? How?

Are these statements true or false?

1. Culture shock is a common way to describe the confusing and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture.
2. Culture shock doesn't encourage personal creativity.
3. There are various symptoms of culture shock.
4. In the first stage people often feel sad.
5. Communication difficulties don't cause any anxiety.
6. When you understand the new culture, you can feel a certain psychological balance.
7. The person sees only bad things in the new culture.
8. The person is absolutely happy when he returns home.
9. Many immigrants manage to confront the obstacles of a new environment.

Doing business in China Chinese Business Culture

PRE-READING TASK

Do you think that Asian business culture is somehow different from European? If yes, what makes it different?

Deal-Making

You'll find it beneficial to bring your own interpreter, if possible, to help you understand the subtleties of everything being said during meetings. Speak in short, simple, sentences free of jargon and slang. Pause frequently, so that people will be able to understand everything you've said. You will have to make presentations to different levels of the organization. Before you arrive, have at least 20 copies of your proposal ready for distribution. Generally, the Chinese treat "outside" information with caution. Except for those educated in the West, Chinese businesspeople largely rely on subjective feelings and personal experiences in forming opinions and solving problems. In Chinese business culture, the collectivist way of thinking still prevails, even in sectors experimenting with free enterprise. "Saving face" is an important concept to understand. In Chinese business culture, a person's reputation and social standing rests on this concept. Causing embarrassment or loss of composure, even unintentionally, can be disastrous for business negotiations. The Chinese are very keen about exchanging business cards, so be sure to bring a plentiful supply. Ensure that one side is in English and the other is in Chinese. Include your professional title on your business card, especially if you have the seniority to make decisions. In Chinese business culture, the main point of exchanging business cards is to determine who will be the key decision-makers on your side. If your company is the oldest or largest

in your country, or has another prestigious distinction, ensure that this is stated on your card. It's an asset to have your business cards printed in gold ink. In Chinese business culture, gold is the color of prestige, prosperity. Present your card with two hands, and ensure that the Chinese side is facing the recipient. When receiving a business card, make a show of examining it carefully for a few moments; then, carefully place it into your card case or on the table, if you are seated at one. Not reading a business card that has been presented to you, then stuffing it directly into your back pocket, will be a breach of protocol. In accordance with Chinese business protocol, people are expected to enter the meeting room in hierarchical order. For example, the Chinese will assume that the first foreigner to enter the room is head of the delegation. Since there is such a strong emphasis on hierarchy in Chinese business culture, ensure that you bring a senior member of your organization to lead the negotiations on your behalf. The Chinese will do the same. Only the senior members of your group are expected to lead the discussion. Interruptions of any kind from subordinates may be considered shocking by the Chinese. In Chinese business culture, humility is a virtue. Exaggerated claims are regarded with suspicion and, in most instances, will be investigated.

The Chinese will not directly say "no" to you. Instead, ambivalent answers such as "perhaps", "I'm not sure", "I'll think about it", or "We'll see" usually mean "no." The Chinese tend to extend negotiations well beyond the official deadline to gain advantage. On the final day of your visit, they even may try to renegotiate everything. Be patient, show little emotion, and calmly accept that delays will occur. Moreover, do not mention deadlines. At the end of a meeting, you are expected to leave before your Chinese counterparts.

You may have to make several trips to China to achieve your objectives. Chinese businesspeople prefer to establish a strong relationship before closing a deal. Even after the contract is signed, the Chinese will often continue to press for a better deal.

Gift-Giving

Lavish gift giving was an important part of Chinese culture in the past. Today, official policy in Chinese business culture forbids giving gifts; this gesture is considered bribery, an illegal act in this country. Consequently, your gift may be declined. In many organizations, however, attitudes surrounding gifts are beginning to relax. In any case, you will have to approach giving gifts with discretion, as outlined in the following points.

If you wish to give a gift to an individual, you must do it privately, in the context of friendship, not business. The Chinese will decline a gift three or more times before finally accepting, so as not to appear greedy. You will have to continue to insist. Once the gift is accepted, express gratitude. You will be expected to go through the same routine if you are offered a gift.

In the presence of other people, never present a valuable gift to one person. This gesture will cause only embarrassment, and possibly even problems for the recipient, given the strict rules against bribery in Chinese business culture. Do not take any photograph of any gift giving unless it is a symbolic gift presented to the organization as a whole.

Giving a gift to the entire company, rather than an individual, can be acceptable in Chinese business culture as long as you adhere to the following rules:

- All business negotiations should be concluded before gifts are exchanged.
- Specify that the gift is from the company you represent. If you can, explain the meaning of the gift to the receiver.
- Present the gift to the leader of the Chinese negotiating team.
- Do not get anything that is obviously expensive, so that the company will not feel obliged to reciprocate.
- Valuable gifts should be given to an individual only in private and strictly as a gesture of friendship.
- Make sure that the gifts given to people of the same level of importance are equitable or of similar grade. Somehow, they may find out later, and the difference may lead to strains in your relationship.
- Do not wrap a gift before arriving in China, as it may be unwrapped in Customs.
- If possible, have your gifts wrapped in red paper, which is considered a lucky color. Plain red paper is one of the few safe choices since a variety of meanings, many of which are negative, are attributed to colors in Chinese culture.
- Pink and gold and silver are also acceptable colors for gift wrap. Wrapping in yellow paper with black writing is a gift given only to the dead. Also, do check the variations from region to region about colors.

Because colors have so many different meanings in this culture, your safest option is to entrust the task of gift-wrapping to a store or hotel that offers this service. Appropriate Business Gifts: a good cognac or other fine liqueur, a fine pen [not with red ink - writing in red ink symbolizes severing ties], solar calculators, kitchen gadgets, stamps, if the recipient is interested in them [stamp collecting is very popular here], a cigarette lighter, assuming the recipient is a smoker. Often, gifts are not opened in the presence of the giver.

Acceptable gifts for a company include items from your country or city, such as handicrafts, or an illustrated book. Be sure to bring a supply of these items with you, so that you can reciprocate if it happens that you are presented with a gift.

Gifts of food are acceptable, but not at dinner parties or other occasions where appetizers and meals will be served. Candy and fruit baskets, however, are acceptable as thank-you gifts sent after these events.

Eight is considered one of the luckiest numbers in Chinese culture. If you receive eight of any item, consider it a gesture of good will. Six is considered a blessing for smoothness and problem free advances. Four is a taboo because it means 'death.' Other numbers such as '73' meaning 'the funeral' and '84' meaning 'having accidents' are to be avoided.

You should remember about some gifts to avoid: scissors, knives, or other sharp objects can be interpreted as the severing of a friendship or other bond. The following items are also to be avoided as they are associated with funerals: straw sandals; clocks; handkerchiefs; four of any item [the Cantonese word for 'four' sounds similar, in the same language, to 'death']; gifts or wrapping paper in white, black or blue.

Making Appointments

Being late for an appointment is considered a serious insult in Chinese business culture. Like in American business culture, when you are about to be late, please inform your Chinese business partner about it. Allow them to make adjustments or re-arrangements.

Business and government hours are 8:00 a.m. to 5:00 p.m., Monday through Saturday. There is, however, a five-day work week in larger cities. Do avoid plans to visit government offices on Friday afternoon, because this is sometimes reserved for 'political studying' of the officials.

When scheduling your appointments, be sensitive to holidays such as Chinese New Year. During May Day, or the National Day, many businesses will be closed for up to a week during this period. The date of this occasion varies from year to year due to an official advisory to allow the long holidays.

Public Behavior

Acceptable public conduct

The Chinese will sometimes nod as an initial greeting. Bowing is seldom used. Handshakes are also popular; wait, however, for your Chinese counterpart to initiate the gesture. If you visit a school, theater, or other workplace, it is likely that you will be greeted with applause as a sign of welcome. In turn, you should respond by applauding back. Avoid making expansive gestures and using unusual facial expressions. Banquets are hosted with varying degrees of extravagance, usually in a restaurant. The Chinese do not use their hands when speaking, and will only become annoyed with a speaker who does. The Chinese, especially those who are older and in positions of authority, dislike being touched by strangers. Acknowledge the most senior person in a group first. Smiling is not as noticeable in China, since there is a heavy emphasis on repressing emotion. Members of the same sex may hold hands in public in order to show friendliness. Public displays of affection between the sexes are frowned upon.

Conversation

Before your visit, it will be a good idea to prepare yourself by studying aspects of Chinese language, culture, history, and geography. Your hosts will appreciate your initiative. If you speak Chinese, they will really appreciate your efforts and take your initiative of doing business in China more seriously than if you do not speak any Mandarin. Moreover, your ability of being able to understand Chinese language will help you to establish a better "Guanxi" among your Chinese associates.

Negative replies are considered impolite. Instead of saying 'no', answer 'maybe', 'I'll think about it', or 'We'll see' and get into specifics later. You'll find that the Chinese will do the same. When your Chinese counterparts smilingly and politely or even enthusiastically say 'No big problem' or 'The problem is not serious', they usually mean 'There are still problems.' And you should inquire more about the potential problems that still exist.

You may be asked intrusive questions concerning your age, income, and marital status. If you don't want to reveal this information, remain polite and give an unspecific answer. However, revealing your age and marital status (not income, though) could benefit you in doing business in China. But don't express irritation with the questioner, since 'losing face' has such negative implications in this culture. On the other hand, unless you are a very familiar personal friend, do not ask your Chinese hosts about their family although, typically, you can ask 'How old is your child?', 'How long have you been in the work force?' or 'Where is your child studying?' as a means of determining their marital status and age.

You may make general inquiries about the health of another's family, such as 'are all in your family well?'

Like in Latin culture, 'Small talk' is considered especially important at the beginning of a meeting; any of the topics suggested in the next set of points will be appropriate for this occasion. Welcome Topics Of Conversation: Chinese scenery & landmarks, weather, climate, and geography of China, your travels in other countries, your positive experiences travelling in China and the recent economic developments in China, Chinese art.

First Name or Title?

Most people should be addressed with a title and their last name. If a person does not have a professional title, use Mr., Madam, Miss, plus the last name. In mainland China, a married Chinese woman usually retains her maiden name. She will rarely use her husband's last name. Many Chinese adopt an English first name to make it easier for North Americans and other Westerners to address them. You can expect to hear some rather odd and rare English names as they try hard to be different from others.

Address people using official titles such as General Committee Member, or Bureau Chief whenever possible. It is customary to address the deputies by skipping the word 'deputy,' such as, 'Chief' for 'Deputy Chief,' 'Chairman' for 'Vice Chairman' 'General Manager' for 'Assistant General Manager.'

Entertaining For Business Success

Business lunches are growing in popularity here. Business breakfasts, however, are not a part of Chinese business culture, except in Guangdong, Hangzhou and Fujian province where the 'Morning Tea' is very popular. Evening banquets are the most popular occasions for business entertaining. Generally, these events start between 5:30 p.m.-6:00 p.m. and last for two hours. If you are the guest, you should arrive on time. If you wish, arrive around 15 minutes early to a banquet; your Chinese hosts and counterparts will probably be present before the proceedings officially begin. Banquets are hosted with varying degrees of extravagance, usually in a restaurant. Wait to be seated, as there is a seating etiquette based on hierarchy in Chinese business culture. Generally, the seat in the middle of the table, facing the door, is reserved for the host. The most senior guest of honor sits directly to the left. Everyone else is seated in descending order of status. The most senior member sits in the center seat. Follow this seating pattern if you are hosting a banquet or a meal in your residence, whether for business or purely social reasons.

The host is the first person at the table allowed to begin eating by suggesting the first drink. Then, the rest of the company can proceed with the meal. If you are the host, take the first piece of the most valued food and put it on your guest of honor's plate after leading the first drink. This will signify the beginning of the eating and is consider a friendly gesture. It is not uncommon for a host to order enough food for seven people at a table of five. He or she loses face if there are not plenty of leftovers at the end of a meal. Rice, considered by many Chinese to be filler, is generally not served until the end of a meal. So, if you want to eat rice with your meal be sure to ask the waiter or waitress to serve it early, particularly if the food is spicy.

During a meal, as many as 20-30 courses can be served, so try not to eat too much at once. The best policy is to lightly sample each dish. Leaving a 'clean plate' is perceived to mean that you were not given enough food. On the other hand, leaving a food offering untouched will also give offense; even if you find a dish unappealing, try a small portion for the sake of politeness.

One important part of Chinese business entertaining is a tea drinking ritual known as 'yin cha.' It is used to establish rapport before a meeting or during meals. If you do not want a 'refill' of tea, leave some in your cup.

If you are served food that does not require utensils, you may be given a bowl of tea for the purpose of dipping and cleaning your fingers.

It will be appreciated if you use chopsticks. When you are finished eating, place your chopsticks on the table or a chopstick rest. Do not put the end of the chopstick in your mouth. Try not to drop your chopsticks, as this is considered a sign of bad luck.

Scorpions, locusts, snake skin, bile, dog meat, soft-shell tortoise and blood are considered delicacies.

Forming a personal relationship ['guanxi' in Chinese] in your business dealings is very important. Part of this involves participating in the strong drinking culture that exists here. Generally, the Chinese regard with suspicion anyone who does not participate in the inevitable drinking that takes place during almost all business dinners. And it is at these kinds of social occasions that most negotiating breakthroughs are made. Prepare some medical excuses for yourself to avoid drinking heavily; if you really wish to avoid alcohol, they will accept medical excuses.

Toasting, usually with beer, wine or Chinese white liquors, is an important part of Chinese business etiquette. Toasts will be proposed throughout the meal. Two popular toasts are 'ganbei' ['bottoms up!'] and 'kai wei' ['starting the appetite!'].

The meal has reached a definite conclusion when fruit is served and hot towels are presented. Shortly after these items are offered, guests should make preparations to leave. In accordance with Chinese business etiquette, the host will not initiate the guests' departure.

Tipping is generally considered an insult in China. Most government operated hotels and restaurants prohibit acceptance of tips. It is sometimes expected, however, in some of the bigger hotels and by younger service personnel, in the more opened cities.

Generally, the Chinese are not great experimenters when it comes to their diet. Unless he or she has traveled extensively, the typical Chinese businessperson doesn't like Western food. Better to take your guests to a good Chinese restaurant rather than, for example, the latest French restaurant opening in Beijing. They'll appreciate it.

Doing Business in the UK

British Social and Business Culture

PRE-READING TASK

Can you think of any cultural, ethical or business values of the UK?

Overview

The United Kingdom is a nation of cultural and ethnic diversity consisting of four countries each with a clear identity: England, Scotland, Wales, and Northern Ireland. A thoroughly multicultural society, the UK continues to blend its rich cultural heritage with a modern and innovative outlook. Knowledge and an appreciation of the basic business values of the UK is crucial to any organisation wanting to conduct business in such a varied yet traditional country.

British Culture - Key Concepts and values

Indirectness – The British, in particular the English, are renowned for their politeness and courtesy. This is a key element of British culture and is a fundamental aspect of British communication style. When doing business in the UK you generally find that direct questions often receive evasive responses and conversations may be ambiguous and full of subtleties. Consequently, it is important to pay attention to tone of voice and facial expression, as this may be an indication of what is really meant.

'Stiff upper lip' – This is a term often used to describe the traditionally British portrayal of reserve and restraint when faced with difficult situations. In British culture, open displays of emotion, positive or negative are rare and should be avoided. During meetings, this means your British colleagues will approach business with an air of formality and detachment.

Humour – A vital element in all aspects of British life and culture is the renowned British sense of humour. The importance of humour in all situations, including business contexts, cannot be overestimated. Humour is frequently used as a defense mechanism, often in the form of self-depreciation or irony. It can be highly implicit and in this sense is related to the British indirect communication style.

The United Kingdom is renowned for its colourful history and strong sense of tradition that has been shaped by a colonial empire, both civil and European war and a constitutional monarchy. The fourth largest trading nation, the UK is fast becoming Europe's leading business centre. Supported by a long-established system of government and economic stability, the UK is an attractive base for overseas business, offering skills in areas such as research, development and technology. However, in order to

operate successfully in the UK business environment, there are a number of important issues to take into consideration both before and during your time there.

UK Business Part 1 - Working in the UK

Working practices in the UK

- In accordance with British business protocol, punctuality is essential at any business meeting or social event
- When making business appointments it is best practice to do so several days in advance.
- The British are inclined to follow established rules and practices; therefore decision-making is often a slow and systematic process. Structure and hierarchy in UK companies
- Today, UK businesses maintain relatively “flat” organisational hierarchies. The principal divide is between managers and other ranks.
- In general, the board of directors is the principal decision-making unit. Major decisions are made at the very top.
- The British prefer to work in the security of a group-established order with which they can identify. Working relationships in the UK
- UK managers generally favour the establishment of good working relationships with their subordinates.
- The boss often takes the role of a coach, creating an atmosphere of support and encouragement.
- Teamwork is very important, however there exists a strong feeling of individual accountability for implementation and error. UK Business Part 2 - Doing business in the UK Business practices in the UK
- Business meetings in the UK are often structured but not too formal and begin and end with social conversation.
- First names are used almost immediately with all colleagues. Exceptions are very senior managers. However, you should always wait to be invited to use first names before doing so yourself.
- Business cards are an essential prop and are usually exchanged.
- Negotiations and decisions are usually open and flexible. Your British counterparts will favour a win/win approach. British business etiquette (Do's and Don'ts)
- DO respect personal space. The British value their space and keeping an acceptable distance is advised.
- DO remember to shake hands on first meetings. It is considered polite to do so.
- DO make direct eye-contact with your British counterpart, however remember to keep it to a minimum or it could be considered impolite or rude.
- DON'T ask personal questions regarding your British counterpart's background, occupation or income.
- DON'T underestimate the importance of humour in all aspect of business in the UK.
- DON'T forget that instructions are often disguised as polite requests. How to handle American business culture

PRE-READING TASK

How do Americans make business decisions? What values are important to America? What are some of the potential hazards to avoid in US business dealings?

Overview

American business culture is straightforward in some respects while baffling in others. American values run deeper than Hollywood and Coca-Cola, and here we address how to help clients navigate all the nuances — from salesmanship to slang to socializing.

Getting to the point

Americans are generally straightforward and down-to-earth. They prefer to learning the interest and intent of others as quickly as possible, even if it means running the risk of hurt feelings or "loss of face". In your meetings with Americans, be direct and specific, not vague or ambiguous. In negotiations, Americans are open to compromise — and so should those negotiating with them. They are direct and straightforward, but emotion is rare; any anger or frustration is probably not heartfelt, and instead is likely a negotiating ploy. Americans are open to alternative ideas and structures for business

arrangements, but at the same time they want to be assured that they're getting the best deal possible — as good as (if not better than) the deals inked by others in their position.

Getting your message across

In American culture, the role of the individual is given greater importance than the group or community. Correspondingly, offices in the United States are, by worldwide standards, not very formal or bureaucratic — but this is a general tendency, and one that shouldn't be universally applied. Nevertheless, at virtually every American office, the workers' desks will feature photos of their loved ones. Furthermore, at virtually every American office the managers will be found commiserating with their subordinates. And, while every corporate culture is different, generally American office environments are more relaxed and egalitarian than elsewhere in the world.

Smaller firms are typically more informal and less bureaucratic — where the people crafting and implementing a plan of action are likely to also be the final decision-makers. There is also more informality and less bureaucracy in firms on the West Coast (California, Oregon, and Washington state) and in the Southwest (Arizona, New Mexico).

Many Americans enjoy "networking", meeting people to make connections in the business world (also known as "expanding one's Rolodex"). People network not only within their own company (i.e., with colleagues) but also with vendors and clients. Savvy networkers even make connections with people who work for their competition in the industry!

Mixing business and pleasure

Americans are often very outwardly warm and open in their initial communications, but — unlike in other countries' cultures — this does not indicate an establishment of true friendship or intimacy. This outward warmth and openness (including nonverbal cues like smiling) is sometimes misconstrued by foreigners as superficiality, when in reality these outward signs simply don't indicate what they do elsewhere in the world.

Conversations about the weather, sports teams, etc., are shared not only by friends and by business contacts but also by people in different "walks of life": an American CEO is much more likely to strike up a conversation with a taxi driver than would a CEO in another part of the world. Naturally, though, more private subjects (such as income, religion, relationships, or medical history) are rarely asked about by someone not well acquainted. However, occasionally such information will be volunteered by a near-stranger!

Particularly with high-end white-collar professions, work is rarely considered drudgery by Americans. Entrepreneurs are particularly admired for fusing the American ideals of work and individualism. Commensurately, the question "What do you do?" is not considered rude or intrusive, even at the start of an introduction. Tellingly, Americans are more likely to identify themselves by their job ("I'm a bank vice-president") than by their company ("I work for Citibank"). Americans take work (and the income earned therein) very seriously and tie it closely to their notions of status. However, this is more than simple worship of the "almighty dollar." The higher the status and income level of the job, the more the job becomes all-consuming rather than just a "9 to 5" responsibility. Companies exist to maximize their profits, not to ensure the comfort of their employees. Both employers and employees react to this fact, leading to both "downsizing" (euphemism for firing) and "job-hopping".

Dressing for success

West-coast informality applies not only to behavior but to modes of dress — yet informal business attire can today be found in any region of the country. Also, the mode of dress is more informal in many offices on Fridays (known as "casual Fridays", usually consisting of pants and a collared shirt, although including blue jeans in some offices). However, suits and ties (for men) or skirts/pants and blouses (for women) are the standard attire for just about any business meeting — regardless of region of the country or day of the week. Plus, it's always safer to be too dressed up than too dressed down.

COMPREHENSION

1. Work in pairs. Do you think the following statements are true or false?

1. Common knowledge is the main factor in solving problems for Chinese businesspeople.
2. The Chinese do not care much about exchanging business cards with their business associates.
3. Being patient and able to repress any kind of emotion is a guarantee of success in negotiations with the Chinese.

4. When in China, you have to follow some rules concerning giving and accepting gifts.
5. The Chinese will highly appreciate such Belarussian handicrafts as straw sandals or linen tablecloth.
6. Acknowledging the senior person among your Chinese counterparts is vital in negotiations.
7. The Chinese are mostly considered to be straightforward and outspoken.
8. The Chinese enjoy trying new things.
9. In accordance with British business etiquette, when entering a room allow those of a higher rank to enter first.
10. It is considered polite to enquire about an individual's profession and salary during an initial meeting in the UK.
11. In the UK the number 13 is considered extremely unlucky.
12. When invited to an English home, it is customary to arrive at least 10-20 minutes before the arranged time.
13. Sitting with folded arms during a business meeting is a sign of boredom and that you are uninterested.
14. Americans prefer to work in strict and formal atmosphere.
15. Socialising among people working in competitive companies is common in the USA.
16. Conversations about work are a rigid taboo for many Americans.
17. Americans attach great importance to dress code.

II. Answer the questions below.

1. Why finding a good interpreter will help forward successful negotiations with the Chinese?
2. Is gift-giving considered bribery in China?
3. Are meeting delays acceptable in China?
4. What ways of building personal relations with business partners do the Chinese prefer?
5. What are the main key concepts and values in the UK?
6. Who is the main decision- maker in UK businesses?
7. What are the main nuances of doing business in the USA?
8. How do Americans perceive the notion of 'job'?

WORD STUDY

I. Explain the meaning of the following word combinations.

To save one's face, gesture of good will, to be frowned upon, stiff upper lip, flat hierarchy, down-to-earth, networking, expanding one's Rolodex, people in different "walks of life, high-end professions, downsizing, job-hopping, casual Fridays, dressed up, dressed down.

II. A) Match two columns to make word combinations.

1. plentiful
- a. breakthroughs
2. negotiating
- b. efforts
3. evasive
- c. risk
4. give
- d. offense
5. intrusive
- e. job
6. appreciate
- f. supply
7. all-consuming
- g. questions
8. run
- h. deal
9. ink
- i. appointment
10. schedule
- j. responses

B) Make up three sentences using the word combinations from part A.

III. Fill in the sentence with the correct preposition.

1. Since he got promotion, he has managed to strike ... many useful acquaintances.
2. That awful mistake led to a breach ... protocol.
3. Job-hoppers, who make ... 39% of employee turnover rate, are usually regarded ... suspicion by most employers.
4. To gain time was their main target, so they were trying to extend negotiations well ... the official deadline.
5. Casual Fridays are growing ... popularity worldwide.
6. During her interview she inquired ... the rates of pay in that company.
7. We have to adhere strictly ... our plan, otherwise the costs may exceed our profit.
8. We are obliged ... you ... this beneficial proposal and hope ... further fruitful co-operation.
9. He is known for being very tough- commiserating ... his staff is not his policy.

IV. Guess the word by its definition.

1. a person who or thing that receives
2. to give, expend, or apply abundantly, generously, or in profusion
3. to give or feel in return-R...
4. a person or thing identical to or closely resembling another
5. a person joined with another or others in an enterprise, business, etc.; partner; colleague
6. having more than one possible interpretation or meaning
7. clothes or garments, esp if fine or decorative
8. to interpret mistakenly
9. a manoeuvre or tactic in a game, conversation, etc.
10. an arrangement to meet a person or be at a place at a certain time

V. Think of the paronymous words to the words given in the table.

Noun

Adjective

Verb

negotiation/negotiator

renegotiable

renegotiate

adjustment

intrusive

experimenter

subordinate

extend

encouragement

commiserate

vendor

FOLLOW-UP ACTIVITIES

1) Work in pairs. Think of Belarussian business and cultural values. In what way are they similar/different from Chinese/ British/American? Make a report on this topic reinforcing your arguments with some examples.

2) Role-play.

You are all attending an international conference and meeting people who come from many different cultures. Stand up, walk around the room, and talk to the other conference participants. You can talk about anything you like: whether they are enjoying the conference, what talks they have been to, their work, their family, hobbies, holidays, sports- anything at all. However, you need to follow some rules. Everyone's rules are different (see the cards below).

Describe any unusual behavior you noticed at the conference. What sort of culture did you think the other people came from? Ask them if you were right. How did their behavior make you feel when you were speaking to them? How did they feel about your behavior?

Describe any unusual behavior you noticed at the conference. What sort of culture did you think the other people came from? Ask them if you were right. How did their behavior make you feel when you were speaking to them? How did they feel about your behavior?

CULTURE A

CULTURE B

You come from a culture where people pause for a long time before they speak, taking time to think about what they are going to say. And when they do speak, they speak very slowly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

You come from a culture where people use their hands a lot when they are speaking. They also speak very loudly to show they are interested. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

CULTURE C

CULTURE D

You come from a culture where it is rude to look people in the eye when you are listening or speaking, so you try to avoid eye contact as much as possible. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

You come from a culture where people like to stand very close to one another. They also like to touch each other a lot. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

CULTURE E

CULTURE F

You come from a culture where people don't move their hands, faces, or bodies when they are speaking. They also speak very quietly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

You come from a culture where people speak very fast. They also like to stand a long way from the person they are talking to. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

Observe the other people at the conference closely. Do you notice anything unusual about their behavior? What sort of culture do you think they come from?

Working on Common Cross-Cultural Communication Challenges

PRE-READING TASK

How can cultural differences affect business?

We all have an internal list of those we still don't understand, let alone appreciate. We all have biases, even prejudices, toward specific groups. In our workshops we ask people to gather in pairs and think about their hopes and fears in relating to people of a group different from their own. Fears usually include being judged, miscommunication, and patronizing or hurting others unintentionally; hopes are usually the possibility of dialogue, learning something new, developing friendships, and understanding different points of view. After doing this activity hundreds of times, I'm always amazed how similar the lists are. At any moment that we're dealing with people different from ourselves, the likelihood is that they carry a similar list of hopes and fears in their back pocket.

We all communicate with others all the time -- in our homes, in our workplaces, in the groups we belong to, and in the community. No matter how well we think we understand each other, communication is hard. Just think, for example, how often we hear things like, "He doesn't get it," or "She didn't really hear what I meant to say." "Culture" is often at the root of communication challenges. Our culture influences how we approach problems, and how we participate in groups and in communities. When we participate in groups we are often surprised at how differently people approach their work together.

Culture is a complex concept, with many different definitions. But, simply put, "culture" refers to a group or community with which we share common experiences that shape the way we understand the world. It includes groups that we are born into, such as gender, race, or national origin. It also includes

groups we join or become part of. For example, we can acquire a new culture by moving to a new region, by a change in our economic status, or by becoming disabled. When we think of culture this broadly, we realize we all belong to many cultures at once.

Our histories are a critical piece of our cultures. Historical experiences -- whether of five years ago or of ten generations back -- shape who we are. Knowledge of our history can help us understand ourselves and one another better. Exploring the ways in which various groups within our society have related to each other is key to opening channels for cross-cultural communication.

In a world as complex as ours, each of us is shaped by many factors, and culture is one of the powerful forces that acts on us. Anthropologists Kevin Avruch and Peter Black explain the importance of culture this way:

...One's own culture provides the "lens" through which we view the world; the "logic"... by which we order it; the "grammar" ... by which it makes sense. (Avruch and Black, 1993)

In other words, culture is central to what we see, how we make sense of what we see, and how we express ourselves.

As people from different cultural groups take on the exciting challenge of working together, cultural values sometimes conflict. We can misunderstand each other, and react in ways that can hinder what are otherwise promising partnerships. Oftentimes, we aren't aware that culture is acting upon us. Sometimes, we are not even aware that we have cultural values or assumptions that are different from others!

Six fundamental patterns of cultural differences -- ways in which cultures, as a whole, tend to vary from one another -- are described below. The descriptions point out some of the recurring causes of cross-cultural communication difficulties. As you enter into multicultural dialogue or collaboration, keep these generalized differences in mind. Next time you find yourself in a confusing situation, and you suspect that cross-cultural differences are at play, try reviewing this list. Ask yourself how culture may be shaping your own reactions, and try to see the world from others' points of view.

Six Fundamental Patterns of Cultural Differences

Different Communication Styles

The way people communicate varies widely between, and even within, cultures. One aspect of communication style is language usage. Across cultures, some words and phrases are used in different ways. For example, even in countries that share the English language, the meaning of "yes" varies from "maybe, I'll consider it" to "definitely so," with many shades in between.

Another major aspect of communication style is the degree of importance given to non-verbal communication. Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time. In addition, different norms regarding the appropriate degree of assertiveness in communicating can add to cultural misunderstandings. For instance, some white Americans typically consider raised voices to be a sign that a fight has begun, while some black, Jewish and Italian Americans often feel that an increase in volume is a sign of an exciting conversation among friends. Thus, some white Americans may react with greater alarm to a loud discussion than would members of some American ethnic or non-white racial groups.

Different Attitudes Toward Conflict

Some cultures view conflict as a positive thing, while others view it as something to be avoided. In the U.S., conflict is not usually desirable; but people often are encouraged to deal directly with conflicts that do arise. In fact, face-to-face meetings customarily are recommended as the way to work through whatever problems exist. In contrast, in many Eastern countries, open conflict is experienced as embarrassing or demeaning; as a rule, differences are best worked out quietly. A written exchange might be the favored means to address the conflict.

Different Approaches to Completing Tasks

From culture to culture, there are different ways that people move toward completing tasks. Some reasons include different access to resources, different judgments of the rewards associated with task completion, different notions of time, and varied ideas about how relationship-building and task-oriented work should go together. When it comes to working together effectively on a task, cultures differ with respect to the importance placed on establishing relationships early on in the collaboration. A case in point, Asian and Hispanic cultures tend to attach more value to developing relationships at the beginning of a shared project and more emphasis on task completion toward the end as compared with

European-Americans. European-Americans tend to focus immediately on the task at hand, and let relationships develop as they work on the task. This does not mean that people from any one of these cultural backgrounds are more or less committed to accomplishing the task, or value relationships more or less; it means they may pursue them differently.

Different Decision-Making Styles

The roles individuals play in decision-making vary widely from culture to culture. For example, in the U.S., decisions are frequently delegated -- that is, an official assigns responsibility for a particular matter to a subordinate. In many Southern European and Latin American countries, there is a strong value placed on holding decision-making responsibilities oneself. When decisions are made by groups of people, majority rule is a common approach in the U.S.; in Japan consensus is the preferred mode. Be aware that individuals' expectations about their own roles in shaping a decision may be influenced by their cultural frame of reference.

Different Attitudes Toward Disclosure

In some cultures, it is not appropriate to be frank about emotions, about the reasons behind a conflict or a misunderstanding, or about personal information. Keep this in mind when you are in a dialogue or when you are working with others. When you are dealing with a conflict, be mindful that people may differ in what they feel comfortable revealing. Questions that may seem natural to you -- What was the conflict about? What was your role in the conflict? What was the sequence of events? -- may seem intrusive to others. The variation among cultures in attitudes toward disclosure is also something to consider before you conclude that you have an accurate reading of the views, experiences, and goals of the people with whom you are working.

Different Approaches to Knowing

Notable differences occur among cultural groups when it comes to epistemologies -- that is, the ways people come to know things. European cultures tend to consider information acquired through cognitive means, such as counting and measuring, more valid than other ways of coming to know things. Compare that to African cultures' preference for affective ways of knowing, including symbolic imagery and rhythm. Asian cultures' epistemologies tend to emphasize the validity of knowledge gained through striving toward transcendence. (Nichols, 1976) Recent popular works demonstrate that our own society is paying more attention to previously overlooked ways of knowing.

You can see how different approaches to knowing could affect ways of analyzing a community problem or finding ways to resolve it. Some members of your group may want to do library research to understand a shared problem better and identify possible solutions. Others may prefer to visit places and people who have experienced challenges like the ones you are facing, and touch, taste and listen to what has worked elsewhere.

Respecting Our Differences and Working Together

In addition to helping us to understand ourselves and our own cultural frames of reference, knowledge of these six patterns of cultural difference can help us to understand the people who are different from us. An appreciation of patterns of cultural difference can assist us in processing what it means to be different in ways that are respectful of others, not faultfinding or damaging.

Anthropologists Avruch and Black have noted that, when faced by an interaction that we do not understand, people tend to interpret the others involved as "abnormal," "weird," or "wrong." (Avruch and Black, 1993) This tendency, if indulged, gives rise on the individual level to prejudice. If this propensity is either consciously or unconsciously integrated into organizational structures, then prejudice takes root in our institutions -- in the structures, laws, policies, and procedures that shape our lives. Consequently, it is vital that we learn to control the human tendency to translate "different from me" into "less than me." We can learn to do this.

We can also learn to collaborate across cultural lines as individuals and as a society. Awareness of cultural differences doesn't have to divide us from each other. It doesn't have to paralyze us either, for fear of not saying the "right thing." In fact, becoming more aware of our cultural differences, as well as exploring our similarities, can help us communicate with each other more effectively. Recognizing where cultural differences are at work is the first step toward understanding and respecting each other.

Learning about different ways that people communicate can enrich our lives. People's different communication styles reflect deeper philosophies and world views which are the foundation of their

culture. Understanding these deeper philosophies gives us a broader picture of what the world has to offer us.

Learning about people's cultures has the potential to give us a mirror image of our own. We have the opportunity to challenge our assumptions about the "right" way of doing things, and consider a variety of approaches. We have a chance to learn new ways to solve problems that we had previously given up on, accepting the difficulties as "just the way things are."

Lastly, if we are open to learning about people from other cultures, we become less lonely. Prejudice and stereotypes separate us from whole groups of people who could be friends and partners in working for change. Many of us long for real contact. Talking with people different from ourselves gives us hope and energizes us to take on the challenge of improving our communities and worlds.

Guidelines for Multicultural Collaboration

Cultural questions -- about who we are and how we identify ourselves -- are at the heart of *Toward a More Perfect Union in an Age of Diversity*, and will be at the heart of your discussions. As you set to work on multicultural collaboration in your community, keep in mind these additional guidelines:

Learn from generalizations about other cultures, but don't use those generalizations to stereotype, "write off," or oversimplify your ideas about another person. The best use of a generalization is to add it to your storehouse of knowledge so that you better understand and appreciate other interesting, multi-faceted human beings.

Practice, practice, practice. That's the first rule, because it's in the doing that we actually get better at cross-cultural communication.

Don't assume that there is one right way (yours!) to communicate. Keep questioning your assumptions about the "right way" to communicate. For example, think about your body language; postures that indicate receptivity in one culture might indicate aggressiveness in another.

Don't assume that breakdowns in communication occur because other people are on the wrong track. Search for ways to make the communication work, rather than searching for who should receive the blame for the breakdown.

Listen actively and empathetically. Try to put yourself in the other person's shoes. Especially when another person's perceptions or ideas are very different from your own, you might need to operate at the edge of your own comfort zone.

Respect others' choices about whether to engage in communication with you. Honor their opinions about what is going on.

Stop, suspend judgment, and try to look at the situation as an outsider.

Be prepared for a discussion of the past. Use this as an opportunity to develop an understanding from "the other's" point of view, rather than getting defensive or impatient. Acknowledge historical events that have taken place. Be open to learning more about them. Honest acknowledgment of the mistreatment and oppression that have taken place on the basis of cultural difference is vital for effective communication.

☐ Awareness of current power imbalances -- and an openness to hearing each other's perceptions of those imbalances -- is also necessary for understanding each other and working together.

☐ Remember that cultural norms may not apply to the behavior of any particular individual. We are all shaped by many, many factors -- our ethnic background, our family, our education, our personalities -- and are more complicated than any cultural norm could suggest. Check your interpretations if you are uncertain what is meant.

by Marcelle E. DuPraw, National Institute for Dispute Resolution and Marya Axner, Consultant in Leadership Development & Diversity Awareness

Guide

COMPREHENSION

I. Explain what the following means.

1. prejudice
2. national origin
3. to acquire a new culture
4. non-verbal communication
5. assertiveness
6. weird

II. Answer the questions.

1. Is communication considered to be a hard process?
2. Why is culture at the root of communication challenges?
3. What is the simplest definition of 'culture'?
4. What plays the key role in shaping people as representatives of different cultures?
5. What aspects of communication styles do you know? Why are they important?
6. Do attitude of different nations towards conflicts differ?
7. What nations try to build up relationship at the beginning of a shared project?/ Let relationship develop in the process of work?
8. What does the notion 'disclosure' mean?
9. Why do we need to know about people's cultures?
10. Are there any differences between 'generalization' and 'stereotype'?
11. What is an assumption?
12. Does to find a person to blame in a conflict mean to solve the conflict?
13. What does 'to put yourself in the other person's shoes' mean?
14. Which of the guidelines do you consider the most important? Which of them have you used?

WORD STUDY

I. Match the words with their definitions.

1. bias
 - a. a demanding or stimulating situation, career, object, etc.
2. challenge
 - b. the act of working with another or others on a joint project
3. to hinder
 - c. to hamper, prevent
4. collaboration
 - d. to give or commit (duties, powers, etc.) to another as agent or representative
5. to delegate
 - e. the act of revelation
6. disclosure
 - f. mental tendency or inclination, esp. an irrational preference or prejudice

II. A) Match two columns to make word combinations.

B) Make up three sentences using these word combinations.

cross-cultural

distance

multicultural

work

personal

problem

task-oriented

communication

community

dialogue

III. Fill in the gaps with the right forms of the words from the box.

emphasize miscommunication acknowledge patronize approach

1. Few of the workers have ... the director about their working conditions.
2. We hasten to ... receipt of your letter.
3. She ... the importance of the forthcoming conference to me.
4. The contract has to be flexible enough to adapt to changes so that both parties can sidestep ... and finger-pointing.
5. You have to make your own decision about whether to ... a store with a rigid refund or exchange policy.

FOLLOW-UP ACTIVITY

You are going to prepare a group of international managers to run a long-term project in Belarus. Speak on how fundamental patterns of cultural differences can affect the process of establishing business relationship in Belarus.

Раздел контроля

Начальный уровень изучения иностранного языка

Test 1

Answer all thirty questions. There is one mark per question.

LANGUAGE FOCUS 1: PAST SIMPLE

Complete the sentences using the correct form of the verbs in brackets.

- 1 I _____ (go) to Prague last week.
- 2 We _____ (spend) €200 on our train tickets.
- 3 Alfonso _____ (be) late for work yesterday.
- 4 Helmut _____ (give) me his old laptop.
- 5 Pietro and Maria _____ (grow) up in Rome.

LANGUAGE FOCUS 2: PAST TIME REFERENCES

Choose the correct prepositions to complete the sentences.

- 6 Yusuf went to Qatar (on / in) September.
- 7 Bert's telephone rang five times (during / to) the meeting.
- 8 Eddie lived in Singapore (in / for) five years.
- 9 We worked on the product launch from April (to / from) July.
- 10 Leona started work (on / in) 27th March.

VOCABULARY 1: CHOOSING A PRODUCT

Complete the sentences with words from the box.

deal deposit guarantee order stock

- 11 This home cinema comes with a three-year _____ .
- 12 I'd like to place a(n) _____ .
- 13 Are the goods in _____ ?
- 14 Can you pay a(n) _____ ?
- 15 Arturo got a great _____ on a television. It was 50 percent off.

VOCABULARY 2: CHOOSING A SERVICE

Match the sentence beginnings (16–20) with the endings (a–e).

- | | | |
|-------------------------------|-----------------------------------|-------------------------------|
| 16 You can save | | a) a ten percent discount if |
| you buy two. | | |
| 17 We'll give you | | b) for a limited period only. |
| 18 These low prices are | c) up to 50 percent on selected | |
| models today. | | |
| 19 We're offering three boxes | d) membership of our health club. | |
| 20 We'll give you free | e) for the price of two. | |

SKILLS: DESCRIBING A PRODUCT

A Complete the product description with the words and phrases (a–e).

- a) unique design
- b) red and black
- c) trade price
- d) target market
- e) plastic and aluminium

Hi, everyone. I'm Anna and this is the new Holdit backpack from Boyzee. The (21)_____ for the Holdit is teenage boys. It's a (22)_____. As you can see, it's made of (23)_____. It comes in two colours – (24)_____. The (25)_____ is €75.

B Put the words in the correct order to make sentences.

26 weighs / It / half / kilo / about / a / .

27 within / days / deliver / can / We / three / .

28 women / at / It's / stylish / aimed / .

29 best-selling / It's / product / our / .

30 four / it / We / offer / in / colours / .

Test 2

Answer all thirty questions. There is one mark per question.

LANGUAGE FOCUS 1: PRESENT CONTINUOUS

Complete the sentences with the present continuous form of the words in brackets. Use contractions where possible.

1 I _____ (work) at home today.

2 The meeting _____ (not go) well.

3 Tanya _____ (call) Nigel.

4 Anders and Vladimir _____ (have) lunch with Conner.

5 Ari and Helena _____ (not organise) the sales conference this year.

LANGUAGE FOCUS 2: PRESENT SIMPLE OR PRESENT CONTINUOUS

Choose the correct word or words to complete the text.

Carlo usually (6)(works / is working) from home on Monday morning but today he (7)(goes / 's going) to a meeting at the office. Right now, he (8)(talks / 's talking) to Alexei, an important client. Every month, Alexei (9)(places / is placing) a large order with Carlo. At the moment, Alexei (10)(tells / is telling) Carlo about some new products he wants to buy.

VOCABULARY: DESCRIBING COMPANIES

A Complete the interview with words from the box.

employs launches makes provides sells

A How big is Pie and Company?

B The company (11)_____ 25 people.

A What does it do?

B At its factory in Leeds, it (12)_____ equipment for professional kitchens – for hotels, restaurants and so on. It also (13)_____ an installation and maintenance service.

A Is the company growing?

B Yes, it is. It (14)_____ three or four new products each year.

A Does the company export its products?

B No. It only (15)_____ to customers in the UK.

B Match the sentence beginnings (16–20) with the endings (a–e).

16 Adolf and Rudolf Dassler started

a) of 5,600.

17 My company has a workforce

b) televisions.

- | | | | |
|----|--|----|------------------|
| 18 | Toyota's car factory in Australia exports company in 1924. | c) | the Puma shoe |
| 19 | Mr Ping's company manufactures products each year. | d) | two or three new |
| 20 | We introduce to 13 countries. | e) | |

SKILLS: STARTING A PRESENTATION

A Put the words in the correct order to make sentences.

21 you / see / to / again / Nice / .

22 all / to / you / Good / see / .

23 My / sales strategy / subject / today / our / is / .

24 I'd / product launch / to / the / about / talk / like / .

25 to / are / parts / There / my / three / presentation / .

B Complete the introduction to a talk with the sentences (a–e).

- a) I'm the owner of a small software consultancy company, RamoSof.
- b) My presentation is in three sections.
- c) Good morning, everyone.
- d) By the end of my presentation, you will have a clear idea of the direction I plan to take.
- e) And finally, I'll talk about my plans for the future.

(26)____ My name's Julia Ramos. (27)____

I'm going to talk about my company and its plans for the future. (28)____ Firstly, I'll say a few words about our company. Secondly, I'll describe my duties. (29)____

(30)____

Companies

I. Match the words to their definitions.

1. costs
2. conglomerate
3. investment
4. public limited company
5. private limited company
6. multinational
7. net income
8. partnership
9. property

10. share capital
11. sole proprietor
12. takeover
13. venture capital

- a) the act of getting control of a company by buying over 50% of its shares;
- b) someone who owns and runs a business on his or her own rather than with another person;
- c) a large business organization consisting of several companies that have joined together;

- d) a relationship between two people, organizations, or countries that work together;
- e) all the things that someone owns;
- f) money lent to someone so that they can start a new business;
- g) the money that people or organizations put; into business activity in order to make a profit;
- h) capital that a company has from investors who have bought shares;
- i) a company whose shares are not openly traded and can only pass to another person with the agreement of other shareholders;
- j) the amount of income left after paying income tax and social security contributions;
- k) a large company that has offices, factories, and business activities in many different countries;
- l) the money that a business or individual must regularly spend;
- m) a limited company whose shares are freely sold and traded;

II. Fill in with the suitable words.

business ethics
 costs
 demand
 investment leadership
 loan
 property
 retail chains shares
 venture capital companies

1. The company did well under the ... of its founder, Haruo Suzuki.
2. Pullman has borrowed heavily from banks and
3. Japan's traditional such as Seibu and Mitsukoshi, are big players in the luxury goods field.
4. The President supports a tax cut on profits from sales of ... such as stocks and real estate.
5. The bank recently made a ... to the company for a new warehouse.
6. Friendly companies and banks alone hold 56% of all ... in Germany's listed companies.
7. Kraft is seeking to cut ... by closing plants.
8. Besides sales techniques, salespeople will get training in contract law, psychology, and
9. Chrysler said its Jeep plant won't operate next week because of weak
10. The largest Korean ... in China is a \$17.7 million factory that will make piano and guitar parts.

III. Fill in with the correct preposition.

1. Alex is responsible ... quality control.
2. Julie is ... charge ... a department of 15 staff.
3. She likes to make presentations ... future projects.
4. They manufacture plastic furniture ... the brand name IKEA.
5. There was a very strong demand ... jeans and T-shirts over the last month.
6. John now has an art studio that deals ... advertising agencies.
7. Southwest increased the number of passengers it carried last year ... 14 %.
8. ... behalf ... the department, I would like to thank you all.
9. Our sales results have doubled compared ... the previous year.
10. We're really looking seeing you again.
11. There are four parts ... my presentation.
12. First, I'll say a few words ... the background ... the launch ... our new product.
13. My talk is ... three sections.

14. ... the end ... my presentation, you will have a clear idea ... our strategy.

IV. Ask questions to the missing information.

1. Virginia was born in ..., but her parents moved to ... when she was only four years old.
2. She was a very successful student. Her favorite subjects were
3. In fact, she was always good at ..., maybe because her father worked in
4. At the age of 20, Virginia wrote another
5. The students liked it a lot and said it was much better than the previous one.
6. After school, she went to London where she stayed for ... years.
7. There she did a course in ... and published ... books.
8. Today, Virginia is a very successful writer.

V. Match the jobs with the descriptions below.

managing director
purchasing manager
personal assistant laboratory technician
sales representative
quality control manager training officer

1. I organize training course for members of staff – languages, computers, etc.
2. I set up the equipment and do experiments and tests.
3. I am the senior executive.
4. I check that products are made to the right standards.
5. I visit customers and try and increase business.
6. I work with the Managing Director. I am responsible for his diary, organize travel, and take calls for him.
7. I buy everything the company needs, from raw material to stationery.

VI. Find pairs of synonyms and antonyms.

to manufacture
shop
foreign
target
retail
to go up obsolete
to lend
costs
aim
duties
store wholesale
to produce
overseas
expenses
revenue
to employ new
responsibilities
income
to hire
to increase
to borrow

VII. Make up word expressions.

1. to clear
 2. to go
 3. to go
 4. to make
 5. to meet
 6. to request
 7. to sell
 8. to serve
 9. to set
 10. to train
-
- a. customers
 - b. further information
 - c. company policy
 - d. the table
 - e. staff
 - f. international
 - g. a profit
 - h. bankrupt
 - i. goods in bulk
 - j. challenges

VIII. Read the dialogue between a Polish businessman and his British colleague. Choose the correct form of the verb in italics.

Eric: Hello. I'm Eric Johnstone. I work / I'm working (1) here in the IT department.

Jan: Nice to meet you. I'm Jan Mazowiecki, from PDC Poland. I visit / I'm visiting (2) the head office here in London.

Eric: Ah yes. I heard you were here. Would you like a cigarette?

Jan: No, thanks. I don't smoke / I'm not smoking (3). But please go ahead.

Eric: Thanks. So where in Poland do you come / are you coming (4) from, Jan?

Jan: I'm from Gdansk.

Eric: And how long do you stay / are you (5) staying here in England?

Jan: I work / I'm working (6) here for three months. I learn / I'm learning (7) about PDC's operations in the UK. What about you? Are you based in London?

Eric: Yes. I have / I'm having (8) a permanent office here, but I travel / I'm traveling (9) abroad a lot – three, or sometimes four days a week.

Jan: Where do you go / are you going (10) on your business trips?

Eric: To Europe, and sometimes South America. So do you enjoy / are you enjoying (11) your stay here?

Jan: It's very interesting.

Eric: And do you find / are you finding (12) time to go sightseeing in London?

Jan: No, not really. But I hope to have time before I leave.

IX. Decide which phrase (a, b or c) best completes each sentence.

1. We don't have enough money to finance our new research and development programme, so I think ...
 - a) we'll lend some money to the bank.

- b) we'll attract more shareholders and increase the share capital.
 c) we'll reduce our profits.
2. We have too much work at the moment, and none of the staff want to work longer hours, so ...
 a) we won't have enough work.
 b) we'll have to think about taking on more staff.
 c) we'll ask them to do shorter hours.
3. We have a 75 % market share in our country, but only 6 % of the world market, so ...
 a) I think we'll concentrate on developing our export activity.
 b) I don't think our share of the home market will be very high.
 c) we'll probably import more goods.
4. If we don't get any better candidates for the new sales job
 a) we'll take the worst one.
 b) we won't have any sales.
 c) we'll have to advertise again.
5. We won't interest the general public in our new range of computers if ...
 a) we don't offer competitive prices.
 b) we do a direct mailing.
 c) we offer them free technical assistance.

X. Translate into English.

1. Как долго Keith посещает компьютерные курсы?
2. Количество магазинов N&R увеличивается не только в London, но и в других регионах Great Britain. В настоящее время N&R расширяет свой бизнес за границей, особенно в China. N&R планирует открыть новые магазины в New York.
3. John Smith основал Carparts в 1990 году. Компания имеет рабочую силу 2,500 человек. Carparts экспортирует большой ассортимент товара в более, чем 12 стран. Компания производит запасные части для машин. Сегодня компания пытается выйти на международный рынок.
4. Обычно нам требуется один год, чтобы разработать новый продукт, но в этот раз нам потребовалось два года из-за технических проблем.
5. Кто руководит отделом маркетинга?
6. The Fashion group владеет сетью модных магазинов включая Zarah. Компания имеет 1, 500 магазинов по всему миру. В данный момент модный дизайнер работает над дизайнами следующего года. The Fashion group – прибыльная компания, и она планирует стать всемирным лидером моды. Основатель компании вкладывает деньги в собственность и отели. Основная часть его инвестиций находится в Spain.

The Web

I. Fill in with the correct word.

annual revenue
 distribution
 dot (two times)

efficiency
impact sales representative
to draw up
to fulfill an order
purchase
to make an appointment to meet a deadline
to open an account
to stock
to surf

1. **The work of a includes after-sales service.**
2. **The financially troubled company didn't ... yesterday's**
3. **High interest rates have a negative ... on spending.**
4. **She used her first pay check to**
5. **If you are not satisfied with your ..., we will give you a full refund.**
6. **B& L has an of about \$8 million.**
7. **The company plans to establish a network of central warehouses to make product ... more effective.**
8. **A UK company that acquires goods from a Belgian supplier has failed to from a German customer.**
9. **If you need to e-mail me, you can contact me at mick ... murphy at AWL ...com.**
10. **You can ... 35 home shopping channels and still not find what you want.**
11. **The increase in profitability is the result of improved**
12. **Independent boutiques that sell expensive clothes ... less merchandise as their sales drop.**
13. **The first thing you need to do is to ... a business plan.**
14. **Were you able to to meet the area manager?**

II. Match the words to their definitions.

1. capacity
2. commercial
3. deadline
4. distribution
5. e-commerce
6. MBA
7. obligation
8. off-line
9. revenue
10. supplier
11. to credit
12. to debit
13. to draw up
14. to log on
15. transactiona) not directly connected to the computer or directly controlled by it;
b) to add money to a bank account;
c) to write out or prepare an agreement, list or plan;
d) a legal or moral duty to do sth;
e) to take money out of a bank account;
f) a date or time by which you have to do or to complete sth;
g) to do the necessary actions on a computer system that will allow to begin using it;
h) a business deal;

- i) the actions involved in making goods available to customers after they have been produced, e.g. moving, storing, and selling the goods;
- j) an advertisement on TV , radio, or at the cinema;
- k) the practice of buying and selling goods and services and carrying on other business activities by computer;
- l) money that a business receives over a period of time;
- m) the amount of sth that a factory, a company, machine can produce or deal with;
- n) a company that provides a particular type of product;
- o) a university degree that teaches you the skills you need to manage a business;

III. Find 15 pairs of synonyms and antonyms.

buy
deal
impact
income
influence
off-line
online
purchase revenue
to accept
to allow
to approve
to break down
to check
to choose to crash
to credit
to debit
to employ
to foresee
to hire
to let
to predict to refuse
to reject
to select
to verify
transaction

IV. Match the halves.

1. to attend
2. to browse
3. to debit
4. to design
5. to draw up
6. to entertain
7. to fulfill
8. to have
9. to keep
10. to leave
11. to meet

12. to miss
13. to order
14. to raise
15. to surf

- a) an obligation
- b) a deadline
- c) the Internet
- d) snacks
- e) a seminar
- f) through a website
- g) money
- h) the account
- i) an appointment
- j) a plan
- k) guests
- l) a webpage
- m) in touch
- n) an advantage over
- o) a message

1. annual
2. broadband
3. distance
4. distribution
5. e-mail
6. e-mail
7. hard
8. print
9. range
10. sales
11. sales
12. search
13. shopping
14. technological
15. web

- a) media
- b) copy
- c) channel
- d) engine
- e) store
- f) of goods
- g) turnover
- h) Internet connection
- i) breakthrough
- j) cart
- k) account
- l) centre
- m) attachment
- n) learning
- o) figures

V. Supply the correct preposition or particle.

1. A typical e-commerce transaction begins when you browse ... a website and select an item you want to buy.
2. If you draw ... a plan, you think about it carefully and then write it down.
3. When cars, machines break ..., they stop working.
4. I do most of my shopping ... the Internet.
5. Television commercials and print media don't have an advantage ... business websites.
6. The print media are good ... displaying high-quality images.
7. I use the Internet to keep ... touch ... my family and friends back in Sweden.
8. ... two weeks' time, we'll review the budget.
9. We are entertaining the suppliers ... Friday evening.

VI. Choose the correct tense-form.

A: Which conference 1) are you attending / will you attend this morning?

B: 2) I'll go / I'm going to the talk by John Davis. You too?

A: I don't know. What 3) will he talk / is he talking about?

B: Negotiations techniques.

A: Oh yes, I saw him do that last year. I think 4) I'll go / I'm going to the other session. What is it?

B: Just a minute, 5) I'll check / I'm checking the conference programme. Here it is. It's Carla Rodriguez. She 6) will give / is giving a presentation on team-building.

A: She's a very good speaker. 7) I'll try / I'm trying that. What time 8) will she start / is she starting?

B: At 10.30. Oh, I've just remembered – there was a message on the notice board. She 9) won't come / isn't coming because she's not well.

A: It's a pity. OK, in that case I think 10) I'll do / I'm doing a little shopping this morning. 11) I'll meet / I'm meeting you in the bar at lunch time.

B: OK, see you later.

VII. Christa has to write a weekly article, and then send it to her editor with an e-mail message. Complete the flow chart using the expressions below.

send to editor

check spelling

write e-mail message

connect modem write article

disconnect modem

save document

open application

VIII. Philippe writes an e-mail to Steve Cady. Put the sentences in the correct order.

1. Philippe ____
2. I also enjoyed the meals and the trip to the theatre. ____
3. Dear Steve, ____
4. When you come to Italy next month do not hesitate to contact me. ____
5. I had very good three days and I think the meetings were useful. ____
6. Kindest regards ____
7. Thanks again. ____

8. Many thanks for your warm welcome in Washington. _____

IX. Ask questions.

1. They can download their annual report in PDF format. (tag question)
2. He is going to apply for the post of Systems Analyst with Crawley Electronics. (alternative question)
3. Many people will shop online **in a few years' time**. (question to the subject)
4. It cost too much to employ an extra IT assistant. (general question)
5. All companies will have a website for their customers and their staff. (special question)
6. Our visitors from China are arriving on Friday. (indirect question)

X. Complete the table.

Noun	Verb	Adjective
		employed
reliability		
		distributed
suitability		
		supplied

XI. Add to the lists using the words in the box. some words can be used more than once.

open
database
paste
renamecopy
attach
enter
print word-processing
spreadsheets

1. a word-processing application

.....
.....

2. to a document

.....
.....
.....
.....
.....

3. to a text

.....
.....

4. to a folder

.....
.....
.....
.....
.....

XII. Translate into English.

1. Реклама на ТВ и печатные СМИ имеют преимущество над рекламой в Интернете.
2. Продажа роскошных авто уменьшится в следующем году.
3. Когда Вы сможете пересмотреть годовой отчет?
4. Начальник хочет, чтобы мы увеличили экспорт в 2 раза в ближайшем будущем.
5. Многие из наших клиентов заказывают товар в Интернете.
6. Вам необходимо открыть счет в нашем банке, чтобы сделать покупку.
7. Наша компания не выживет без канала сбыта в интернете.
8. Распечатайте мне, пожалуйста, копию отчета.
9. Я сегодня без машины. Вы не подвезете меня?
10. Я звоню Вам, чтобы договориться о встрече в пятницу вечером. 6 часов подойдет Вам?
11. В следующем году я собираюсь накопить немного денег и поехать в тур по Европе.

Средний уровень

Test1

Answer all thirty questions. There is one mark per question.

LANGUAGE REVIEW: TALKING ABOUT FUTURE PLANS

A Put the words in the correct order to make sentences.

1 soon I you look to forward seeing .

2 you are weekend next doing What ?

3 skilled attract workers more to planning We're .

4 rules They new like won't the .

5 CEO new Are going you to the meet today ?

B Choose the correct words to complete the sentences.

6 I don't think the training (will / won't) help.

7 I'm (look / looking) forward to reading your report.

8 We hope (doubling / to double) our sales next quarter.

9 We (planning / plan) to build a new warehouse next year.

10 For the next hour, I'm (going to explain / to plan explaining) the new process.

VOCABULARY: MAKING PLANS

A Complete the text with words from the box.

arrange do forecast keep to prepare

Now I'm going to explain how we plan to divide up the work. Cécile is going to (11)_____ a meeting with the sales and marketing team to discuss promotion. Vladimir will (12)_____ a detailed budget based on an investment limit of €173,000. Phoebe is going to work out some dates. We really will have to (13)_____ the schedule because the delivery date of 1 December can't change. I will go with Carlos and actually (14)_____ the final research, talking with people in the street. I want to hear exactly what consumers think! Finally, Spiros is going to (15)_____ sales for each of the regions for the next two years. Any questions?

B Match the sentence beginnings (16–20) with the endings (a–e).

16 When do you plan to estimate

17 How will we collect

- 18 Did you consider
 19 Can we meet
 20 Who is going to write
- a) a report about what we've done so far?
 b) the options for a new colour range?
 c) the costs for the launch of the new model?
 d) information about what consumers want?
 e) the deadline of 15 October to hand over the research?

SKILLS: MEETINGS: INTERRUPTING AND CLARIFYING

A Complete the conversation with the phrases (a–e).

- a) Could I just comment
 b) Sorry to interrupt,
 c) I'd like to finish,
 d) Could I say
 e) If you'll just

A I'd like to talk about the schedule next. We're ...

B (21) _____ something?

A (22) _____ if I may. We're planning on starting work next week and ...

B (23) _____ but there's a serious problem with that.

A (24) _____ let me finish ... we're planning on starting work on this next week so we need to discuss who's going to do what.

B (25) _____ on that?

A OK.

B I'm leaving the company. I won't be here next week.

B Cross out the extra word in each sentence.

- 26 Hold you on a minute.
 27 Just it's a moment, please.
 28 How do you do mean exactly?
 29 Are you saying what you're moving to Spain?
 30 What is exactly do you mean by early?

Test2

Answer all thirty questions. There is one mark per question.

LANGUAGE REVIEW: REPORTED SPEECH

A Choose the correct words to complete the sentences.

- 1 Nobody (said / told) me the meeting was cancelled.
 2 She (said / told) Martina to make her own arrangements.
 3 He (said / told) he didn't agree with Francisco's decision.
 4 Somebody (said / told) that the sales figures were very good.
 5 She (said / told) her manager that she wanted a raise.

B Rewrite these sentences in reported speech, changing the tenses. Begin with the person's name + said.

6 Alicia: 'I'm going to Rome.'

7 Jon: 'I'm working on Saturday.'

8 Ursula: 'The promotion has been going well.'

9 Mika and Min-soo: 'We like Spanish food.'

10 Sergei: 'I want more time off.'

VOCABULARY: VERBS AND PREPOSITIONS

A Complete the text with in, to or with.

A good manager listens (11)_____ employees' concerns, responds (12)_____ them quickly and deals (13)_____ problems as they arise. When people truly communicate (14)_____ one another, a lot of problems can be avoided. It's also extremely important for management to invest (15)_____ employee training.

B Match the sentence beginnings (16–20) with the endings (a–e).

16 I don't always agree a) on last quarter's results.

17 Mr Senna reported b) to Mr Ong about her plan for the sales campaign.

18 Yusuf apologised c) about the best way to solve the problem, but in the end we agreed.

19 Jo and I argued d) for his inappropriate remarks.

20 Ms Oi talked e) with Rupert, but we never really argue.

SKILLS: SOCIALISING AND ENTERTAINING

A Match the questions (21–25) with the responses (a–e).

21 Do you have any contacts in sales and marketing?

22 How do you spend your weekends?

23 Can you tell me any interesting places to visit in your city?

24 What do you usually do after work?

25 Where are you going for your holiday this year?

a) I play golf almost every Saturday.

b) I could make some enquiries for you.

c) I go out with my co-workers almost every night.

d) Hawaii!

e) You should see the Science Museum. It's fascinating.

B Complete the conversations with the sentences (a–e).

a) Can I mention your name?

b) Let me give you her business card.

c) It's very kind of you, but another time perhaps.

d) Thanks for showing me around the city.

e) Goodbye. All the best.

Conversation 1

A (26)_____

B No problem. I really enjoyed it. Would you like to join us for a walk at the weekend?

A (27)_____

B Sure. Well, I'll be in touch soon.

A (28)_____

Conversation 2

A I'm looking for a contact in video production.

B Oh, you should speak with Vanessa Fabie.

(29)_____

A Great. Thank you.

(30) _____

B Absolutely. Tell her I recommended her.

Продвинутый уровень владения иностранным языком

Test 1

Answer all thirty questions. There is one mark per question.

VOCABULARY: IDIOMS

1 Complete the idioms in the sentences below with the correct words from the box.

brain / break / duck / end / eye / fire / fish / get / melt / put / see / swim / think

1 I'm afraid I don't _____ eye to eye with my colleagues on the proposed reforms. We seem to have completely different ideas.

2 A good way to _____ the ice when you meet someone for the first time is to talk about your hobbies.

3 Our seminar on cross-cultural communication was a real _____-opener for me. I'd never realised that cultural differences were so important.

4 If I miss the deadline again, I'm sure I'll _____ into hot water with my line manager.

5 I'd never given a talk in my life, and they asked me to do a product presentation the next day. I really felt I was thrown in at the deep _____.

6 We were a bit worried that Vladimir and the new team leader wouldn't like each other, but in fact they are getting on like a house on _____.

7 I told my boss a joke about vegetarians, then he told me he'd never eaten meat in his life. I'd really _____ my foot in it!

8 I do all my writing on my PC. On the rare occasions when I have to use a pen and paper, I really feel like a _____ out of water.

LANGUAGE REVIEW: ADVICE, OBLIGATION AND NECESSITY

2 Underline the correct modal in italics.

9 The roads in our country are terribly dangerous, so you must / shouldn't be extremely careful, particularly in the mountains.

10 We must / mustn't ask them to dinner while they're over here. I'm sure they'll be delighted.

11 You have to / shouldn't renew your residence permit after three months, otherwise you might run in trouble with the police.

12 Unfortunately, our railway stations are not safe, so you don't have to / should be aware at all times of what is going on around you.

13 Tourists don't have to / mustn't go anywhere near military bases, especially when carrying a camera.

14 You should / mustn't always learn something about the country before visiting it.

3 Complete these sentences with have to / don't have to / mustn't.

15 In some countries, you _____ keep eye contact for very long. People think it's extremely rude.

16 You _____ register with your embassy, but it's safer if you do.

17 I was looking forward to meeting our Malaysian agent tomorrow, but unfortunately I _____ attend an emergency meeting at headquarters.

18 In my country, you _____ tip waiters, but many people will leave a tip if they're satisfied with the service.

19 You _____ smoke anywhere on the premises. Smokers are only allowed on the terrace outside.

20 As a business traveller, of course you _____ speak the language perfectly, but it will help you tremendously if you know the basics.

SKILLS: SOCIAL ENGLISH

4 Complete these conversation excerpts with the expressions from the box.

Congratulations / Could you / Excuse me / I'm afraid / I'm sorry to hear that / I don't mind / It's very nice to see you / It was really nice talking to you / No thanks / Sorry

- 21 A: So Amir, where would you like to have lunch?
B: _____ . You decide!
- 22 A: Help yourself to some more stew.
B: _____ . I don't like horsemeat very much, I'm afraid.
- 23 A: Have some cognac.
B: _____ I don't drink anything alcoholic, but thank you anyway.
- 24 A: _____ a moment, I'll be right back.
- 25 A: We've just had a baby girl. Her name's Laura.
B: _____ !
- 26 A: _____ I'm so late. I got stuck in a traffic-jam.
- 27 A: I and 50 others are going to be made redundant.
B: _____ .
- 28 A: Hello. _____ here. Welcome to our headquarters. Have you been here before?
B: _____ , but I'm afraid I really must get going.
- 30 A: _____ say your name again, please, I'm afraid I didn't quite catch it.

Test 2

Answer all thirty questions. There is one mark per question.

VOCABULARY: EMPLOYING THE RIGHT PEOPLE

1 Complete the text with the missing words. The beginning of each word is given.

The recruitment process usually begins when the employer advertises a (1) v _____ or a new post – sometimes both inside and outside the company. Once they have received all the (2) a _____, they study and discuss them in order to select those which meet their requirements. Next, they will assemble an interview (3) p _____ and call the few candidates they have (4) sh _____ to an interview. The employer will also need to check (5) r _____ either before or after the interviewing stage. Finally, the employer will make a job (6) o _____ to the successful candidate, who then starts work, sometimes after a (7) p _____ period of three or six months. In many companies, the new recruit will attend induction sessions or be given a mentor who is responsible for (8) t _____ new staff. After that, the recruit can be offered a (9) p _____ post.

2 Choose the correct words from the box to complete the definitions.

adaptable / ambitious / authoritative / enthusiastic / methodical / reliable

- 10 An _____ person behaves or speaks in a confident way that makes people respect and obey them.
- 11 If you are _____, you do things carefully, using an ordered system.
- 12 An _____ person is able to change in order to be successful in new and different situations.
- 13 If you are _____, you feel or show a lot of interest and excitement about things.
- 14 A _____ person can be trusted or depended on.
- 15 If you are _____, you are determined to be very successful in your career.

LANGUAGE REVIEW: -ING FORMS AND INFINITIVES

3 Using the correct form of the verb in brackets, complete the second sentence so that it has a similar meaning to the first. Write either two or three words as appropriate in each space.

For example:

We haven't got enough money to give everyone a bonus. (afford)

We can't afford to give everyone a bonus.

- 16 Using the cheapest form of transport doesn't bother me. (mind)
I don't _____ the cheapest form of transport.
- 17 If I don't improve my performance, there's a danger I'll lose my job. (risk)
If I don't improve my performance, I _____ my job.
- 18 I'm not sure, but I think there is a problem with the redundancy arrangements. (seem)
There _____ a problem with the redundancy arrangements.
- 19 In my job I have to travel abroad two or three times a year. (involve)
My job _____ abroad two or three times a year.
- 20 We'll review our complaints procedures. (promise)
We _____ our complaints procedures.
- 21 Our plan is to invest in new staff training programmes. (intend)
We _____ in new staff training programmes.
- 22 Attach the references they requested – don't forget, will you? (remember)
Please _____ the references they requested.
- 23 I didn't anticipate having to take a psychometric test. (expect)
I didn't _____ to take a psychometric test.
- 24 We will definitely introduce a strict anti-bullying policy. (undertake)
We _____ a strict anti-bullying policy.
- 25 'What if we increased the kitchen staff's pay?', said Leila. (suggest)
Leila _____ the kitchen staff's pay.

SKILLS: GETTING INFORMATION ON THE TELEPHONE

4 Complete this telephone conversation with the expressions from the box.

Are you saying / I'm calling about / I think that's all / don't worry / I was wondering

A: Good afternoon, my name's Rosario Martinelli. (26) _____ your advertisement for the post of website designer. It appeared in last week's Brookfield Echo. (27) _____ if you could give me a little more information.

B: Certainly, what do you need to know?

A: Well, first of all, am I still in time to apply? I was away for almost a week and I only saw the advert this morning. So, I was thinking, maybe I've missed the deadline...

B: No, (28) _____, you're not too late. In fact, the closing date for application is this Friday, but you can complete the application form online.

A: (29) _____ that I can e-mail it to you?

B: That's correct. So that gives you one more day.

A: That's great. I'll complete it right away and e-mail it to you later today.

B: Good, I look forward to getting it.

A: Erm, there's just one more thing I'd like to check. When is the successful candidate expected to start?

B: The starting date is September but could be negotiated if it was a problem.

A: That sounds good. Well, (30) _____ I needed to know. Thank you very much for your help.

B: You are very welcome. And good luck!

A: Thank you.

Вспомогательный раздел

Начальный уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Course Book/
David, Cotton, David, Falvey, Simon, Kent – Pearson Longman

2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
4. Let's Improve Your Business English Skills (Market Leader Elementary): методическое пособие/ Н.П.Буланова, Г.В. Волейко. – Минск: БНТУ, 2013.
5. Liz and John Soars. New Headway elementary Student's book/ Liz and John Soars - Oxford university press.
6. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997
7. <http://www.really-learn-english.com/>
8. <http://www.agendaweb.org/>
9. <http://www.englishpage.com/>
10. <http://www.perfect-english-grammar.com/>

Средний уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
4. Let's Improve Your Business English Skills (Market Leader Pre-intermediate): методическое пособие/ Н.П.Буланова, Г.В. Волейко, И.М. Павлюченко, И.М. Сологуб – Минск: БНТУ, 2010.
5. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997
6. <http://www.really-learn-english.com/>
7. <http://www.agendaweb.org/>
8. <http://www.englishpage.com/>
9. <http://www.perfect-english-grammar.com/>
10. BUSINESS INTERESTS Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей электронное издание О.А. Гамбалевская, И.А. Попова – Минск 2010.
11. BUSINESS GRAMMAR (for pre-intermediate students) Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей Учебное электронное издание И.А. Поварехо, И.А. Попова, Н.П. Якшук – Минск БНТУ 2011.

Продвинутый уровень владения иностранным языком.

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition intermediate Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition intermediate Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition intermediate Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
4. Let's Improve Your Business English Skills (Market Leader Intermediate): методическое пособие/ А.И. Сорокина, Т.Н. Конагорова, Н.П.Буланова, Г.В. Волейко, М.В. Храмова – Минск: БНТУ, 2008.
5. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997
6. <http://www.really-learn-english.com/>
7. <http://www.agendaweb.org/>
8. <http://www.englishpage.com/>
9. <http://www.perfect-english-grammar.com/>
10. BUSINESS READER Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей: учебное электронное издание А.И. Сорокина, Н.Н. Перепечко, Т.Н. Конагорова - Минск 2011