

Белорусский национальный технический университет

Факультет Маркетинга, менеджмента, предпринимательства

Кафедра Современные европейские языки

СОГЛАСОВАНО

СОГЛАСОВАНО

Заведующая кафедрой

Декан факультета

А.И. Сорокина

А.М. Темичев

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**ЭЛЕКТРОННЫЙ УЧЕБНО МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО
УЧЕБНОЙ ДИСЦИПЛИНЕ**

«Деловое администрирование (на английском языке)» для студентов
специальности 1-26 02 01 «Бизнес-администрирование»

Составители:

Сорокина Алла Ивановна

Филончик Екатерина Ивановна

Рассмотрено и утверждено

На заседании совета факультета маркетинга, менеджмента,
предпринимательства

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Авторы составители:
Сорокина А.И.
Филончик Е.И

Рецензенты:

кандидат филологических наук, доцент кафедры истории и грамматики
английского языка МГЛУ Е.В. Макуца;
кандидат педагогических наук; доцент БГТУ А.М.Романова.

Электронный учебно-методический комплекс по дисциплине «Деловое
администрирование (на английском языке)» предназначен для студентов
очной формы получения высшего образования, а также для преподавателей
кафедры «Современные европейские языки» БНТУ с целью проведения как
аудиторных практических занятий, так и для самостоятельной работы
студентов.

Белорусский национальный технический университет
Пр-т Независимости, 65, г. Минск, Республика Беларусь
Тел. (017)292-74-23
E-mail:
<http://www.bntu.by>
Регистрационный номер № БНТУ/ ФММП

Перечень материалов

Учебно-методический комплекс.

Пояснительная записка

Электронный учебно-методический комплекс по дисциплине «Деловое администрирование (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 «Деловое администрирование (на английском языке)» назначение которого состоит в обеспечении непрерывности и полноты процесса обучения основам бизнеса 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 так же справочные материалы (лексический минимум по теме). В содержании теоретического раздела ЭУМК представлены материалы для изучения по учебной дисциплине «Деловое администрирование (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 так же предметно-тематическое содержание экзамена по дисциплине. Данный блок обеспечивает возможность самоконтроля обучающегося, его текущие и итоговые аттестации. Учебно-методический комплекс по дисциплине «Деловое администрирование (на английском языке)», предназначен для студентов очной формы получения высшего образования, а так же 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

Past simple; past time references

Past simple: negatives and questions; question forms

Comparatives and superlatives much/ a lot, a little/ a bit

Present continuous

Present simple or present continuous

Talking about future plans (present continuous and going to) will

Средний уровень владения иностранным языком

Multi-word verbs

Questions

Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)

Reported speech

Conditionals

Продвинутый уровень владения иностранным языком

Modals of advice, obligation and necessity

Indirect questions and statements

Articles: a, an, the, zero articles

Conditions

Gerunds and infinitives

Narrative tenses

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.

ДЕЛОВОЕ АДМИНИСТРИРОВАНИЕ
(на английском языке)

Учебная программа для специальности
1-26 02 01 Бизнес-администрирование

Факультет маркетинга, менеджмента, предпринимательства

Кафедра «Современные европейские языки»

Курсы 2, 3

Зачёт 3,4,5

Семестры 3,4,5

Форма получения
высшего образования - дневная

Практические (семинарские)
занятия 204

Всего аудиторных часов
по дисциплине 204

Всего часов
по дисциплине 450

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

2014г.

Учебная программа составлена на основе учебной программы БНТУ «Деловое администрирование (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 «Деловое администрирование (на английском языке)» разработана для специальности 1-26 02 01 «Бизнес-администрирование» 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 этим 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 «Деловое администрирование (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 «Деловое администрирование (на английском языке)» должно обеспечить формирование следующих компетенций:

- АК-4. Уметь работать самостоятельно.
- АК-8. Обладать навыками устной и письменной коммуникации.
- СЛК-3. Обладать 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 450 ч., в том числе 204 ч. аудиторных занятий, из них практические занятия - 204 ч.

Распределение аудиторных часов по семестрам приведено в таблице 1.

семестр	лекции	Лабораторные занятия	Практические занятия	Итоговый контроль знаний
3	-	-	68	Диф.зачет
4	-	-	68	Диф.зачет
5	-	-	68	Диф.зачет

СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Тема 1. Осуществление продаж

Выбор продукта или услуги. Как продавать продукт. Покупка продукта. Повышение и понижение цены. Презентация продукта или услуги.

Тема 2. Персонал компании

Описание качеств человека. Качества, присущие хорошему сотруднику. Умение общаться. Умение вести переговоры.

Тема 3. Рынки

Типы рынков. Каталог продукции. Выпуск нового продукта. Умение вести и участвовать в переговорах.

Тема 4. Компании

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

Тема 5. Торговля через Интернет

Создание сайта. Электронная коммерция. Планы на будущее.

Средний уровень владения иностранным языком

Тема 1. Корпоративные развлечения

Корпоративные развлечения. Особенности корпоративных развлечений в других странах. Популярные типы развлечений в Великобритании. Туристический бизнес в Беларуси.

Тема 2. Маркетинг

Маркетинг. Маркетинговые стратегии. Функции отдела маркетинга. Специалист по маркетингу. Маркетинг микс (4Ps). Культура телефонных разговоров.

Тема 3. Планы и планирование

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

Тема 4. Управление кадрами

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

Тема 5. Конфликт

Управление конфликтом. Роль менеджера в управлении конфликтом. Переговоры по улаживанию конфликтов в компании.

Продвинутый уровень владения иностранным языком

Тема 1. Культура

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

Тема 2. Трудоустройство

Общее представление о характере профессиональной деятельности специалиста и ее социокультурные особенности в соизучаемых странах. Принятие специалиста на работу. Проблемы, связанные с трудоустройством. Проблемы, связанные с подбором кадров. Отдел по работе с кадрами. Создание условий для успешной работы сотрудников компании.

Тема 3. Реклама

Качество рекламы. Планирование рекламных кампаний. Технологии, используемые в рекламе. Презентация

Тема 4. Продажи

Международная торговля. Идеи глобализации. Преимущества и недостатки глобализации. Переговоры.

Тема 5. Качество продукта

Контроль качества. Стандарты качества. Идея качества. Обслуживание потребителей. Жалобы.

Тема 6. Этика

Бизнес этика. Вопросы этики и прибыль. Решение проблем, связанных с этикой поведения на работе.

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	пособия, средства обучения (оборудование, учебно-наглядные)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия (контролируемая)	самостоятельная				
1	2	3	4	5	6	7	8	9	10
семестр 3									
1	Sales		34						
	Discussion								
1.1	Buying a product		4				Activity file Resource bank	[1,4]	
1.2	Lower prices, higher sales		4				Activity file Resource bank	[1,4]	
1.3	Sales training company		4				Audio script	[7]	
1.4	Recommending products		4				Text bank	[1,4]	
1.5	Unusual selling methods		4				Text bank	[1,4]	
	Language work								
1.6	Choosing a product or a service		4				Grammar reference	[1,2]	
1.7	Past simple Past time references		4				Grammar reference	[1,2]	
	Revision		6						Test
2	People		34						
	Discussion								
2.1	Types of colleagues		4				Activity file Resource bank	[1,4]	
2.2	Starting a business		4				Activity file	[1,4]	

							Resource bank		
2.3	A people problem		4				Activity file Resource bank	[1,4]	
2.4	A bad manager		4				Audio script	[7]	
2.5	Journey to the job		4				Text bank	[1,4]	
2.6	A successful woman		4				Text bank	[1,4]	
2.7	Dealing with problems		4						
	Language work								
2.7	Description people		2				Grammar reference	[1,2]	
2.8	Past simple: negatives and questions Question forms		2				Grammar reference	[1,2]	
	Revision		2						диф. зачет
	Итого за семестр		68						
семестр 4									
3	Markets		34						
	Discussion								
3.1	Launch a new product		4				Activity file Resource bank	[1,4]	
3.2	Types of market		4				Activity file Resource bank	[1,4]	
3.3	The car market		4				Activity file Resource bank	[1,4]	
3.4	Cross-cultural training		4				Audio script	[7]	
3.5	Travel markets		4				Text bank	[1,4]	
3.6	Expanding drinks markets		4				Text bank	[1,2]	
	Language work								

3.7	Comparatives and superlatives much/ a lot , a little/ a bit		4				Grammar reference	[1,2]	
	Revision		6						Test
4	Companies		34						
	Discussion								
4.1	Successful companies		4				Activity file Resource bank	[1,4]	
4.2	Natura aims to expand internationally		4				Activity file Resource bank	[1,4]	
4.3	Describing companies		4				Audio script	[1]	
4.4	A happy company		4				Text bank	[1,4]	
4.5	The road to success		4				Text bank	[1,4]	
	Language work								
4.6	Present continuous Present simple or present continuous		10				Grammar reference	[1,2]	
	Revision		4						диф. зачет
	Итого за семестр		68						
семестр 5									
5	The web		68						
	Discussion								
5.1	Using the Internet		8				Activity file Resource bank	[1,4]	
5.2	Plans for the future		8				Activity file Resource bank	[1,4]	
5.3	Online business		8				Activity file Resource bank	[1,4]	
5.4	Website effectiveness consultant		8				Audio script	[1,7]	
5.5	Shopping online		8				Text bank	[1,4]	

5.6	Online advertising Language work		8				Text bank	[1,4]	
5.7	Internet terms Time expressions		8				Grammar reference	[1,7]	
5.8	Talking about future plans (present continuous and going to) <i>will</i>		8				Grammar reference	[1,7]	
	Revision		4					[1,2,4]	диф. заче т
	Итого за семестр		68						
	Всего аудиторн. часов					204			

Средний уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов					Самостоятельная работа студента	пособия, средства обучения (оборудование, учебно-наглядные)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	(контролируе мая) самостоятельн ая работа	6				
1	2	3	4	5	6	7	8	9	10	
семестр 3										
1	Entertaining Discussion		34							
1.1	Corporate entertaining		6				Activity file Resource bank	[1,2]		
1.2	Entertain in style		6				Text bank	[1,2]		
1.3	Exports on corporate entertaining		6				Text bank	[1,2]		
	Language work							[1,2]		
1.4	Words for talking about eating and drinking		6				Grammar reference			

1.5	Multi-word verbs		6			Grammar reference	[1,2,4]	
	Revision		4				[1,2,4]	Test
2	Marketing		34				[1,2,4]	
	Discussion							
2.1	Ideas about marketing		4			Activity file Resource bank		
2.2	Marketing consultant		4			Audio script	[1,2]	
2.3	Marketing mix - the four Ps		4					
2.4	Luxury brands		4			Text bank	[1,2]	
2.5	Advertising campaign		4					
2.6	Food and drink companies		4			Text bank	[1,2]	
	Language work						[1,2]	
2.7	Word partnership		4			Grammar reference		
2.8	Questions		4			Grammar reference	[1,2,4]	
	Revision		2				[1,2,4]	диф.зачет
	Итого за семестр		68					
семестр 4								
3	Planning		34				[1,2,4]	
	Discussion							
3.1	Planning		4			Activity file Resource bank		
3.2	Ways to plan		4			Activity file Resource bank		
3.3	The secret of good planning		4			Audio script	[1,2]	
3.4	Planning for economic development		4					
3.5	Expansion plans		4			Text	[1,2]	

						bank		
3.6	Survival problems		4			Text bank	[1,2]	
	Language work						[1,2]	
3.7	Words for talking about planning		4			Grammar reference	[1,2]	
3.8	Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)		4			Grammar reference		
	Revision		2				[1,2,4]	Test
4	Managing people		34				[1,2,4]	
	Discussion						[1,2,4]	
4.1	Qualities and skills of a good manager		4			Activity file Resource bank		
4.2	Young managers		4			Activity file Resource bank		
4.3	Skills of socializing and entertaining		4			Audio script		
4.4	Giving staff more freedom		4			Text bank	[1,2]	
4.5	Improving the work environment		4			Text bank	[1,2]	
	Language work						[1,2]	
4.6	Verbs and prepositions		4			Grammar reference	[1,2]	
4.7	Reported speech		4			Grammar reference	[1,2]	
	Revision		6					диф. зачет
	Итого за семестр		68					
семестр 5								

5	Conflict		68					[1,2,4]		
	Discussion							[1,2,4]		
5.1	Managing conflict		10				Activity file Resource bank	[1,2,4]		
5.2	How to cope with stressful situations		6				Activity file Resource bank			
5.3	How people handle conflict in your company		10				Audio script			
5.4	What can cause conflict in a workspace		8				Text bank			
5.5	Outsourcing conflict		8				Text bank	[1,2]		
	Language work							[1,2]		
5.6	Word building		8				Grammar reference	[1,2]		
5.7	Conditionals		8				Grammar reference	[1,2]		
	Revision		10						диф. зачет	
	Итого за семестр		68							
	Всего аудиторн. часов	204								

Продвинутый уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов					Самостоятельная работа студента	пособия, средства обучения (оборудование, учебно-наглядные)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	(контролируемая)	самостоятельная работа				
1	2	3	4	5	6	7	8	9	10	
семестр 3										

1	Cultures		34					
	Discussion							
1.1	The importance of cultural awareness in business		4			Activity file Resource bank	[1,4]	
1.2	Advice for doing business across cultures		4			Activity file Resource bank	[1,4]	
1.3	Cultural difficulties in business		4				[1,4]	
1.4	The importance of a trainer in cultural awareness		4			Audio script	[1,7]	
1.5	Cultures and outsourcing		4			Text bank	[1,4]	
1.6	US and European business cultures		4			Text bank	[1,4]	
1.7	Problems in cross cultures communications		4				[1,4]	
	Language work							
1.8	Idioms for talking about business relationships		2			Grammar reference	[1,2]	
1.9	Modals of advice, obligation and necessity		2			Grammar reference	[1,2]	
1.10	Revision		2					Test
2.	Employment		34					
	Discussion							
2.1	The most important qualities for getting a job		4			Activity file Resource bank	[1,4]	
2.2	Best and worse experiences at		4			Activity file	[1,3,4]	

	work					Resource bank		
2.3	Retaining good staff		4			Activity file Resource bank	[1,4]	
2.4	The recruitment process		4			Audio script	[1,7]	
2.5	Asking for a rise		4			Text bank	[1,5]	
2.6	Spending the company's money		4			Text bank	[1,4]	
2.7	Managing meetings		4					
	Language work							
2.8	Words to describe the recruitment process and personal character		2			Grammar reference	[1,2,8]	
2.9	Indirect questions and statements		2			Grammar reference	[1,2,8]	
	Revision		2					диф.зачет
	Итого за семестр		68					
семестр 4								
3	Advertising Discussion		34					
3.1	Authentic advertisements		4			Activity file Resource bank	[1,4]	
3.2	Good and bad advertising practices		4			Activity file Resource bank	[1,5]	
3.3	Advertising media and methods		4				[1,4]	
3.4	Successful advertising		4			Activity file	[1,4]	

						Resource bank		
3.5	Advertising agency		4			Audio script	[1,7]	
3.6	Planning advertising campaigns		4			Text bank	[1,5]	
3.7	Should advertising to children be banned?		2			Text bank	[1,5]	
3.8	Presentations		2					
	Language work							
3.9	Words and expressions for talking about advertising		2			Grammar reference	[1,2,8]	
3.10	Articles: a, an, the, zero articles		2			Grammar reference	[1,2,8]	
	Revision		2					Test
4	Trade		34					
	Discussion							
4.1	Ideas about globalization		4			Activity file Resource bank	[1,4]	
4.2	Fair trade, free trade		4			Activity file Resource bank	[1,5]	
4.3	Expert on negotiation		4			Audio script	[1,7]	
4.4	Negotiating techniques		4					
4.5	Trade and textiles		4			Text bank	[1,4]	
4.6	Questioning globalization		4			Text bank	[1,4]	
	Language work							
4.7	Words for talking about international trade		4			Grammar reference	[1,6]	
4.8	Conditions		4			Grammar	[1,2]	

						reference		
	Revision		2					диф.зачет
	Итого за семестр		68					
семестр 5								
5	Quality Discussion		34					
5.1	Ideas of quality		4			Activity file Resource bank	[1,4]	
5.2	Quality control and customer service		4				[1,5]	
5.3	Old-fashioned quality		4			Activity file Resource bank	[1,6]	
5.4	Principles of quality		4			Audio script	[1,7]	
5.5	Quality studies		4			Text bank		
5.6	Complains		4			Text bank	[1,6]	
	Language work							
5.7	Words for talking about quality control and customer service		4			Grammar reference	[1,2]	
5.8	Gerunds and infinitives		4			Grammar reference	[1,2]	
	Revision		2					Test
6	Ethics Discussion		34					
6.1	Questions of ethics at work		4			Activity file Resource bank	[1,4]	
6.2	Unethical activities		4			Activity file Resource bank	[1,4,5]	
6.3	Business ethics		4			Activity	[1,4,5]	

						file Resource bank		
6.4	Problem solving		4			Audio script	[1,7]	
6.5	Industrial espionage		4			Text bank	[1,4,5]	
	Bribery and corruption					Text bank	[1,3]	
	Language work							
6.6	Words to do with honesty or dishonesty		4			Grammar reference	[1,2]	
6.7	Narrative tenses		4			Grammar reference	[1,2]	
	Revision		6					диф.зачет
	Итого за семестр		68					
	Всего аудиторн. часов	204						

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

Список литературы

Основная литература

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. New edition / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman, 2008.
2. Vince, **М.** First Certificate language Practice. / **М. Vince.** - Heinemann. **Macmillan Publishers Limited**, 1996.
3. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997.
4. Business Review. Published by Philip Allan Updates Market Place, Deddington, Oxfordshire OX 15 0SE.

Дополнительная литература

1. Revell, J. Advanced Listening / J. Revell, **В. Breary.** - Oxford University Press, 1998.
2. Vince, **М.** Intermediate Language Practice / **М. Vince.** - **Macmillan Publishers Limited.** 1998.
3. McCarthy, **М.** English Vocabulary in Use (Upper Intermediate and Advanced) / **М. McCarthy, F. O'Dell.** - Cambridge University Press, 1998.
4. Jones, L. New Progress to First Certificate. / L. Jones. - CUP, 2001.
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6. <http://www.economist.com/>
7. <http://www.ft.com/home/uk>

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 дифференцированного 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
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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
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Теоретический раздел

Грамматика

Начальный уровень изучения иностранного языка

- Past simple; past time references
- Past simple: negatives and questions; question forms
- Comparatives and superlatives much/ a lot , a little/ a bit
- Present continuous
- Present simple or present continuous
- Talking about future plans (present continuous and going to) *will*

Past simple

Forms

With most verbs the past tense is formed by adding -ed:

call >> called; like >> liked; want >> wanted; work >> worked

But there are a lot of irregular past tenses in English. Here are the most common irregular verbs in English, with their past tenses:

Infinitive	irregular past
be	was/were
begin	began
break	broke
bring	brought
buy	bought
build	built
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drive	drove
eat	ate
feel	felt
find	found
get	got
give	gave
go	went
have	had
hear	heard
hold	held
keep	kept
know	knew
leave	left
lead	led
let	let
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
run	ran
say	said
sell	sold

send	sent
set	set
sit	sat
speak	spoke
spend	spent
stand	stood
take	took
teach	taught
tell	told
think	thought
understand	understood
wear	wore
win	won
write	wrote

Use

We use the past tense to talk about:
something that happened once in the past:

I met my wife in 1983.
We went to Spain for our holidays.
They got home very late last night.

something that happened again and again in the past:

When I was a boy I walked a mile to school every day.
We swam a lot while we were on holiday.
They always enjoyed visiting their friends.

something that was true for some time in the past:

I lived abroad for ten years.
He enjoyed being a student.
She played a lot of tennis when she was younger.
we often use phrases with ago with the past tense:

I met my wife a long time ago.

Questions and negatives

We use did to make questions with the past tense:

When did you meet your wife?
Where did you go for your holidays?

Did she play tennis when she was younger?
Did you live abroad?

We use **didn't (did not)** to make negatives with the past tense:

They didn't go to Spain this year.
We didn't get home until very late last night.
I didn't see you yesterday.

Comparatives and superlatives much/ a lot , a little/ a bit

When we want to talk about similarities and differences we can use adjectives in **their comparative forms ...**

Max is taller than Judy.
You're more intelligent than me.

or we can use (not) as (adjective) as

Her hair is as long as mine.

This one's not as interesting as his first book. Remember that 'not as interesting as' means 'less interesting than'.

We can also use expressions like different from, similar to and the same as.

She's very different from her sister. They're very different.

Sri Lankan food is similar to Indian food. **They're similar.**

Andrew is the same age as Lily. Their ages are the same. We use same with nouns.

Modifying comparisons

A big difference – much, a lot, far

We can modify comparative adjectives to show that there is a big difference between things.

Sales in July were much higher than sales in June.

She's a lot taller than you.

This one's far more expensive than the blue one.

We can also say that things are completely or totally different from each other.

They may be twins but they're completely different from each other.

A small difference – slightly, a little, a bit, not much

We can show there is a small difference.

Sales in August were slightly lower than sales in July.

You're a bit younger than me.

These are not much more expensive than those.

No difference – exactly, more or less, roughly

We can show that there is no difference or almost no difference.

He's exactly the same age as me. (No difference)

The figures for December are more or less the same as the figures for November.
(a tiny difference)

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.

<u>Non-action Verbs</u>	
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.
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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	not	going	to-infinitive	
I	am		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?

- Multi-word verbs
- Questions
- Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)
- Reported speech
- Conditionals

Multi-word verbs

There are very many multi-word verbs (sometimes called phrasal verbs) in English **and it's very difficult to learn them all. It can sometimes be quite easy to guess the meaning** (He picked up the pencil) but other multi-word verbs are less easy to guess (I picked up Italian quite easily when I lived there) and you should look them up in a good dictionary. When you record new multi-word verbs in your notebook it can be helpful to record what type they are.

Multi-word verbs are made up of a verb and a particle or, sometimes, two particles.

Separable

He cut the tree down.

He cut down the tree.

With separable verbs the verb and particle can be apart or together – the meaning **doesn't change**.

Look at another example:

Can you turn the radio down please?

Can you turn down the radio please?

However, when we use a pronoun – **usually 'it' in place of the subject** – it must come between the verb and the particle in separable multi-word verbs.

Can you turn it down please?

Can you turn down it please? is NOT possible.

Non-separable

Who looks after the baby when you're at work?

In non-separable verbs the verb and particle cannot be separated.

Who looks the baby after is NOT possible.

When there is a pronoun the verb and particle remain together.

Who looks after her when you're at work?

With two particles

Who came up with that idea?

I don't know how you put up with it.

There are a few verbs with two particles and they act like inseparable multi-word verbs.

Intransitive

What time do you get up?

The plane took off and rose into the sky.

Intransitive verbs do not have an object. Multi-word verbs can also be intransitive.

Questions

Yes/No questions

Is he a teacher? Yes he is.

Can you swim? No, I **can't**.

Have they got a car? Yes they have.

To form yes/no questions where there is an auxiliary verb or a modal verb, we invert the word order of a positive sentence. (He is a teacher > Is he a teacher?)

Do you eat fish? No I don't.

Does she know you. Yes she does.

When there is no auxiliary verb we use 'do' to form the question.

With question words

The same rules apply when there is a question word ('what', 'where', 'when', 'why', 'who', 'which', 'how', 'how much', 'how many')

Where is the hotel?

What can you smell?

Who has just arrived?

Where there is an auxiliary or modal verb, that verb is used to form the question.

How did you get here?

When do your parents get back?

How much does it cost?

Where there is no auxiliary verb, we use do.

Subject/Object questions

Sometimes you might see questions like this.

Who broke the window?

What happened next?

Who told you that?

There is no auxiliary verb and the word order is not inverted.

These are called subject questions – because the question word is the subject of the sentence.

Look at these two questions.

Who does Romeo love? Romeo loves Juliet.

Who loves Romeo? Juliet loves Romeo.

In the first question, Romeo is the subject of the verb.

In the second question ‘who’ is the subject and Romeo is the object.

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>	will	<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 He / She / It</i>	send	that fax for me

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	wii	you	tell	him
Why	Won't	he	send	The letter

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 /	will be waiting	won't	be	For you

They He / She / It		waiting	
-----------------------	--	---------	--

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
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“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?”
Mexico.

Are you living here?”

Reported Question

He asked me if I loved him.

She asked me if I had ever been to

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

Conditionals

Conditional Clause and Main Clause

If I have enough money, I will go to Japan.

conditional clause main clause

I will go to Japan, if I have enough money

main clause conditional clause

First, Second, and Third Conditional

1. First conditional: If I have enough money, I will go to Japan.

2. Second conditional: If I had enough money, I would go to Japan.

3. Third conditional: If I had had enough money, I would have gone to Japan.

Conditional clause Main clause

1. If + Present Tense will + inf / present tense / imperative

If you help me with the dishes (if + pres),

I will help you with your homework. (will + inf)

If the sum of the digits of a number is divisible by three,
the number is divisible by three (Pres. tense)

If you see Mr Fox tonight, tell him I am ill. (imperative).

2. If + Past Tense would + inf

3. If + Past Perfect Tense would have + past participle

We do not normally use will or would in the conditional clause,
only in the main clause.

Uses of the Conditional

First conditional

Nature: Open condition, what is said in the condition is possible.

Time: This condition refers either to present or to future time.

e.g. If he is late, we will have to go without him.

If my mother knows about this, we are in serious trouble.

Second conditional

Nature: unreal (impossible) or improbable situations.

Time: present; the TENSE is past, but we are talking about the present, now.

e.g. If I knew her name, I would tell you.

If I were you, I would tell my father.

Compare: If I become president, I will change the social security system. (Said by a presidential candidate)

If I became president, I would change the social security system. (Said by a schoolboy: improbable)

If we win this match, we are qualified for the semifinals.

If I won a million pounds, I would stop teaching. (improbable)

Third conditional

Nature: unreal

Time: Past (so we are talking about a situation that was not so in the past.)

e.g. If you had warned me, I would not have told your father about that party. (But you didn't, and I have).

Remember!

1. The conditional construction does not normally use will or would in if-clauses.
EXCEPTION: If will or would express willingness, as in requests, they can be used in if-clauses.

e.g. If you will come this way, the manager will see you now.

I would be grateful if you would give me a little help.

(= ± **please, come this way; please, give me...**)

2. For the second conditional, were replaces was:

If I were a rich man...

3. After if, we can either use "some(-one, -where...)" or "any(-one, -where...).

If I have some spare time next weekend....or :

If I have any spare time...

4. Instead of if not, we can use unless.

e.g. I'll be back tomorrow unless there is a plane strike.

He'll accept the job unless the salary is too low.

5. There is a "mixed type" as well, for the present results of an unreal condition in the past:

If + Past Perfect - would + inf.

If you had warned me [then], I would not be in prison [now].

Продвинутый уровень владения иностранным языком

- Modals of advice, obligation and necessity
- Indirect questions and statements
- Articles: a, an, the, zero articles
- Conditions
- Gerunds and infinitives
- Narrative tenses

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)	negative obligation You mustn't smoke here.

	I must study today.	
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.

Articles

What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.

English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the definite article and a/an the indefinite article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read the book," I mean a specific book. If I say, "Let's read a book," I mean any book rather than a specific book.

Here's another way to explain it: The is used to refer to a specific or particular member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use the.

"A/an" is used to refer to a non-specific or non-particular member of the group. For example, "I would like to go see a movie." Here, we're not talking about a specific movie. We're talking about any movie. There are many movies, and I want to see any movie. I don't have a specific one in mind.

Let's look at each kind of article a little more closely.

Indefinite Articles: a and an

"A" and "an" signal that the noun modified is indefinite, referring to any member of a group. For example:

"My daughter really wants a dog for Christmas." This refers to any dog. We don't know which dog because we haven't found the dog yet.

"Somebody call a policeman!" This refers to any policeman. We don't need a specific policeman; we need any policeman who is available.

"When I was at the zoo, I saw an elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only one we're talking about here.

Remember, using a or an depends on the sound that begins the next word. So...

a + singular noun beginning with a consonant: a boy; a car; a bike; a zoo; a dog

an + singular noun beginning with a vowel: an elephant; an egg; an apple; an idiot; an orphan

a + singular noun beginning with a consonant sound: a user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); a university; a unicycle

an + nouns starting with silent "h": an hour

a + nouns starting with a pronounced "h": a horse

In some cases where "h" is pronounced, such as "historical," you can use an. However, a is more commonly used and preferred.

A historical event is worth recording.

Remember that these rules also apply when you use acronyms:

Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

a broken egg

an unusual problem

a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

I am a teacher. (I am a member of a large group known as teachers.)

Brian is an Irishman. (Brian is a member of the people known as Irish.)

Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"The dog that bit me ran away." Here, we're talking about a specific dog, the dog that bit me.

"I was happy to see the policeman who saved my cat!" Here, we're talking about a particular policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

"I saw the elephant at the zoo." Here, we're talking about a specific noun. Probably there is only one elephant at the zoo.

Count and Noncount Nouns

The can be used with noncount nouns, or the article can be omitted entirely.

"I love to sail over the water" (some specific body of water) or "I love to sail over water" (any water).

"He spilled the milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).

"A/an" can be used only with count nouns.

"I need a bottle of water."

"I need a new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

Geographical use of the

There are some specific rules for using the with geographical nouns.

Do not use the before:

names of most countries/territories: Italy, Mexico, Bolivia; however, the Netherlands, the Dominican Republic, the Philippines, the United States

names of cities, towns, or states: Seoul, Manitoba, Miami

names of streets: Washington Blvd., Main St.

names of lakes and bays: Lake Titicaca, Lake Erie except with a group of lakes like the Great Lakes

names of mountains: Mount Everest, Mount Fuji except with ranges of mountains like the Andes or the Rockies or unusual names like the Matterhorn

names of continents (Asia, Europe)

names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

Do use the before:

names of rivers, oceans and seas: the Nile, the Pacific

points on the globe: the Equator, the North Pole

geographical areas: the Middle East, the West

deserts, forests, gulfs, and peninsulas: the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula

Omission of Articles

Some common types of nouns that don't take an article are:

Names of languages and nationalities: Chinese, English, Spanish, Russian (unless you are referring to the population of the nation: "The Spanish are known for their warm hospitality.")

Names of sports: volleyball, hockey, baseball

Names of academic subjects: mathematics, biology, history, computer science

Conditionals

Conditional Clause and Main Clause

If I have enough money, I will go to Japan.

conditional clause *main clause*

I will go to Japan, if I have enough money

main clause *conditional clause*

First, Second, and Third Conditional

1. First conditional: If I have enough money, I will go to Japan.
2. Second conditional: If I had enough money, I would go to Japan.
3. Third conditional: If I had had enough money, I would have gone to Japan.

Conditional clause Main clause

1. If + Present Tense will + inf / present tense / imperative

If you help me with the dishes (if + pres),

I will help you with your homework. (will + inf)

If the sum of the digits of a number is divisible by three,
the number is divisible by three (Pres. tense)

If you see Mr Fox tonight, tell him I am ill. (imperative).

2. If + Past Tense would + inf

3. If + Past Perfect Tense would have + past participle

We do not normally use will or would in the conditional clause,
only in the main clause.

Uses of the Conditional

First conditional

Nature: Open condition, what is said in the condition is possible.

Time: This condition refers either to present or to future time.

e.g. If he is late, we will have to go without him.

If my mother knows about this, we are in serious trouble.

Second conditional

Nature: unreal (impossible) or improbable situations.

Time: present; the TENSE is past, but we are talking about the present, now.

e.g. If I knew her name, I would tell you.

If I were you, I would tell my father.

Compare: If I become president, I will change the social security system. (Said by a presidential candidate)

If I became president, I would change the social security system. (Said by a schoolboy: improbable)

If we win this match, we are qualified for the semifinals.

If I won a million pounds, I would stop teaching. (improbable)

Third conditional

Nature: unreal

Time: Past (so we are talking about a situation that was not so in the past.)

e.g. If you had warned me, I would not have told your father about that party. (But you didn't, and I have).

Remember!

1. The conditional construction does not normally use will or would in if-clauses.

EXCEPTION: If will or would express willingness, as in requests, they can be used in if-clauses.

e.g. If you will come this way, the manager will see you now.

I would be grateful if you would give me a little help.

(= ± **please, come this way; please, give me...**)

2. For the second conditional, were replaces was:

If I were a rich man...

3. After if, we can either use "some(-one, -where...)" or "any(-one, -where...).

If I have some spare time next weekend....or :

If I have any spare time...

4. Instead of if not, we can use unless.

e.g. I'll be back tomorrow unless there is a plane strike.

He'll accept the job unless the salary is too low.

5. There is a "mixed type" as well, for the present results of an unreal condition in the past:

If + Past Perfect - would + inf.

If you had warned me [then], I would not be in prison [now].

Gerunds and infinitives

Gerund

A gerund is a noun made by adding '-ing' to a verb. The gerund of the verb 'read' is 'reading'. The gerund can be used as the subject, the complement, or the object of a sentence.

Reading helps you improve your vocabulary. (subject)

Her favourite hobby is reading. (complement)

I enjoy reading. (object)

Gerunds are made negative by adding 'not'.

The best thing for your health is not drinking.

An infinitive is the 'to' form of the verb. The infinitive form of 'learn' is 'to learn'. The infinitive can be used as the subject, the complement, or the object of a sentence.

To learn is important. (subject)

The most important thing is to learn. (complement)

He wants to learn. (object)
Infinitive

Infinitives are made by adding 'not'.
I decided not to go out tonight.

Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more abstract. In the following sentences, gerunds sound more natural and would be more common in everyday English. Infinitives emphasize the possibility or potential for something and sound more philosophical. As a rule of thumb a gerund is best most of the time.

Normal subject
Learning is important.

Abstract subject
To learn is important.

Normal complement
The most important thing is learning.

Abstract complement
The most important thing is to learn.

The choice between a gerund and an infinitive as the object of a sentence is harder to determine. In this case gerunds and infinitives are not normally interchangeable. Usually the main verb of the sentence determines the use of a gerund or an infinitive.

He enjoys swimming. ('enjoy' requires a gerund)
He wants to swim. ('want' requires to)

Verbs + Infinitive List

agree	Sarah agreed to help me.
appear	His health appeared to be better.
arrange	Peter arranged to stay with his uncle in Paris.
ask	She asked to leave.
begin	He began to talk.
can't bear	He can't bear to be ignored.
can't stand	David can't stand to work in an office.
care	He doesn't care to participate in the charity run.
cease	The government ceased to provide free healthcare.
choose	I chose to help.
claim	She claimed to be a doctor.
continue	She continued to talk.
decide	We decided to go to Paris.
demand	He demanded to speak to the manager.
deserve	He deserves to go to jail.
dread	I dread to think what might have happened.
expect	They expect to arrive early.

fail	He failed to get enough money to pay for the new project.
forget	I forgot to lock the door when I left. get (be allowed to)
John gets to go to the concert next week! Why can't I?	
happen	She happened to be in Latin America during the riots.
hate	He hates to be proved wrong.
hesitate	She hesitated to tell me the problem.
hope	I hope to begin college this year.
intend	We intend to visit you next spring.
learn	I learned to speak Russian when I was a kid.
like	Chris likes to read.
love	We love to scuba dive.
manage	He managed to open the door without the key.
need	I need to study.
neglect	She neglected to tell me the date of the meeting.
offer	Donald offered to drive us to the supermarket.
plan	We plan to go to America this summer.
prefer	He prefers to eat at Italian restaurants.
prepare	They prepared to take the test.
pretend	The child pretended to be a monster.
promise	She promised to stop smoking.
propose	Dad proposed to pay for the trip.
refuse	The guard refused to let them enter the building.
regret	I regret to inform you that your application was rejected.
remember	Did you remember to lock the door when you left?
seem	Sarah seemed to be disappointed.
start	Marc started to talk really fast.
swear	Anne swore to tell the truth.
tend	Matt tends to be a little shy.
threaten	Alison threatened to leave forever.
try	Joanna tried to lift the table, but it was too heavy.
vow	Teresa vowed to get revenge.
wait	Sue waited to buy a movie ticket.
want	I want to study Spanish.
wish	I wish to stay.

Verbs + Gerunds List

advise	Doctors generally advised doing exercise.
allow	The European Union doesn't allow smoking in bars.
anticipate	I anticipated getting stuck in traffic.
appreciate	I appreciated Danny helping me.
avoid	He avoided talking to her.
begin	I began learning Spanish.
can't bear	He can't bear being late.
can't help	He can't help drinking so much.
can't see	I can't see us living in London.

can't stand	He can't stand her smoking in the street.
cease	The government ceased providing free healthcare.
complete	He completed renovating the house.
consider	She considered moving to Amsterdam.
continue	He continued talking.
defend	The lawyer defended her making such statements.
delay	He delayed replying to the letter.
deny	He denied committing the crime.
despise	She despises waking up early.
discuss	We discussed working at the company.
dislike	She dislikes being ignored.
don't mind	I don't mind helping you.
dread	She dreads meeting her in-laws.
encourage	He encourages eating healthy foods.
enjoy	We enjoy swimming.
finish	He finished doing his homework.
forget	I forgot giving you my book.
hate	I hate doing the ironing.
imagine	He imagines working there one day.
involve	The job involves travelling to Japan once a month.
keep	She kept interrupting me.
like	She likes listening to music.
love	I love reading.
mention	He mentioned going to the theatre tonight.
mind	Do you mind waiting here for a few minutes.
miss	She misses living near the shops.
need	The aquarium needs cleaning.
neglect	Sometimes she neglects doing her homework.
permit	Most hotels do not permit smoking in restaurants.
postpone	He postponed returning to Paris.
practice	She practiced singing the song.
prefer	He prefers sitting at the back of the movie theatre.
propose	I proposed having lunch at the beach.
quit	She quit worrying about the problem.
recall	Tom recalled using his credit card at the store.
recollect	She recollected living in Spain.
recommend	Tony recommended taking the train.
regret	She regretted saying that.
remember	I remember telling her the address yesterday.
report	He reported her using office property for her personal use.
require	The certificate requires completing two courses.
resent	Peter resented Danny's being there.
resist	He resisted asking for help.
risk	He risked being caught.
start	He started studying harder.

stop	She stopped working at 5 o'clock.
suggest	They suggested staying at the hotel.
tolerate	I tolerated them being at the party.
try	Sam tried opening the lock with a paperclip.
understand	I understand his quitting.
urge	They urge recycling bottles and paper.

Narrative tenses

Use *the past simple* for completed actions in the past which tell the main event in a story.

I picked up the phone and ordered a pizza.

When I saw the boy coming towards me, I said hello.

She took a deep breath, tried to calm down and then spoke.

Use *the past continuous*

a) to set the general scene of a story

The music was playing softly, and the guests were arriving one by one.

The wind was blowing gently and the birds were singing the best songs ever.

He was moving very fast, looking around and giving orders to the other police officers around.

b) to talk about actions in progress at or around a particular point in a story, often interrupted by another (shorter) action or event (usually in the past simple).

He was talking loudly when the waiter brought his food.

Everybody was working in the office when the electricity went off.

She was making jokes and telling anecdotes when the teacher asked her a difficult question.

Use *the past perfect* to talk about actions or situations that were completed before another action in the story. The actions are often mentioned out of time sequence, and the past perfect makes the order clear.

When I got to the restaurant, all my friends had eaten and some of them had left.

Before I called him, I had prepared a farewell speech.

She went to bed and took a good night sleep after she had finished all the housework.

Use *the past perfect continuous* to talk about longer actions or situations which started before and continued up to a point in the story.

She had been studying for hours when she found out the exam was cancelled.

They had been talking about the details of the party for a couple of hours, so when I asked them whether they wanted a break, they all agreed.

Практический раздел

Грамматика

Начальный уровень владения иностранным языком

Past simple

1. Past Simple with 'Be' - Positive and Negative Form

Make the past simple positive or negative:

1. It _____ (be) cold yesterday.
2. She _____ (be) hungry.
3. We _____ (be) late for the meeting.
4. I _____ (be) tired last night.
5. The exam _____ (be) difficult.
6. They _____ (be) in Berlin.
7. You _____ (be) in the library when I called you.
8. The holiday _____ (be) fun.
9. He _____ (be) early for the interview.
10. The people we met last night _____ (be) French.
11. That woman _____ (not / be) Spanish.
12. Julie _____ (not / be) late for the class.
13. The food _____ (not / be) very good.
14. They _____ (not / be) my uncle and aunt.
15. I _____ (not / be) rude to the waitress.
16. The test _____ (not / be) easy.
17. We _____ (not / be) tired when we arrived.
18. They _____ (not / be) on the bus when I called.
19. You _____ (not / be) here when she came.
20. He _____ (not / be) my boyfriend.

2. Past Simple with 'Be' Question Forms

Make past simple 'yes / no' or 'wh' questions:

1. (John / be / at the party?)

2. (you / be / tired yesterday?)

3. (the weather / be / good?)

4. (we / be / too noisy?)

5. (he / be / a doctor when he was young?)

6. (they / be / in the class last week?)

7. (she / be / a good student?)

8. (I / be / on time?)

9. (Julie and Lucy / be / at the meeting?)

10. (we / be / in Paris?)

3. Past Simple with 'be'

Make the past simple (use positive / negative or question):

1. (I / be / at the cinema last night.)

2. (the children / be / naughty?)

3. (we / be / in a cafe when you called.)

4. (I / be / late?)

5. (she / be / a teacher when she was young.)

6. (where / we / be?)

7. (you / be / okay?)

8. (we / be / too tired?)

9. (how / the party / be?)

10. (they / be / late for the interview.)

4. Irregular Verbs Past Simple (Part 1)

Make the past simple:

1. She _____ (bring) some chocolates to the party.

2. I _____ (hear) a new song on the radio.

3. I _____ (read) three books last week.

4. They _____ (speak) French to the waitress.

5. He _____ (understand) during the class, but now he doesn't understand.

6. I _____ (forget) to buy some milk.

7. She _____ (have) a baby in June.
8. You _____ (lose) your keys last week.
9. They _____ (swim) 500m.
10. I _____ (give) my mother a CD for Christmas.
11. At the age of 23, she _____ (become) a doctor.
12. I _____ (know) the answer yesterday.
13. He _____ (tell) me that he lived in Toronto.
14. We _____ (lend) John .200.
15. She _____ (drink) too much coffee yesterday.
16. The children _____ (sleep) in the car.
17. He _____ (keep) his promise.
18. I _____ (choose) the steak for dinner.
19. The film _____ (begin) late.
20. We _____ (fly) to Sydney.
21. They _____ (drive) to Beijing.
22. He _____ (teach) English at the University.
23. I _____ (send) you an e-mail earlier.
24. We _____ (leave) the house at 7 a.m..
25. He _____ (feel) terrible after eating the prawns.

5. Irregular Verbs Past Simple (Part 2)

1. I _____ (come) to England in 1993.
2. She _____ (stand) under the tree to shelter from the rain.
3. They _____ (do) their homework yesterday.
4. We _____ (sing) too much last night, I have a sore throat!
5. He already _____ (eat) all the cake.
6. The child _____ (fall) off his bicycle.
7. It _____ (take) three hours to drive to Paris.
8. I _____ (find) your keys under the table.
9. She _____ (get) a new bike for her birthday.
10. She _____ (sell) her house last year.
11. We _____ (go) to New York in January.
12. Finally my mother _____ (let) me go to a party.
13. It _____ (be) cold last night.
14. I _____ (meet) John at the weekend.
15. Lucy _____ (pay) the bill, before leaving the restaurant.
16. We _____ (see) the new film yesterday.
17. She _____ (wear) her new coat to the party.
18. I _____ (think) my football team would win.
19. They _____ (put) their bags in the bedroom.
20. Billy _____ (run) after the bus.
21. She _____ (say) that she would come later.
22. I _____ (buy) some books this morning.
23. We _____ (make) a cake, it was delicious.
24. He _____ (sit) on the old chair, and it broke.

25. They _____ (write) a letter to their parents.

6. Past Simple Form Negative (other verbs)

Make the past simple negative:

1. (I / not / go out last night)

2. (you / not / come to the party)

3. (she / not / love chocolate as a child)

4. (he / not / like sport)

5. (we / not / study for the exam)

6. (they / not / cook at the weekend)

7. (Lucy / not / meet her friends last week)

8. (I / not / stay at home)

9. (you / not / do your homework)

10. (John / not / work in the bank at the same time as me)

7. Past Simple Form 'Yes / No' Questions (other verbs)

Make past simple 'yes / no' questions:

1. (I / see you last week?)

2. (you / meet your father yesterday?)

3. (we / go to Spain in June?)

4. (it / snow last winter?)

5. (they / stay in last night?)

6. (Julie / watch a film on Saturday?)

7. (Lucy / pass the exam?)

8. (you / have fun at the party?)

9. (I / lock the door?)

10. (Sally and Victoria / go to a cafe at lunchtime?)

8. Past Simple Form 'Wh' Questions (other verbs)

Make past simple 'wh' questions:

1. (where / you / go to school?)

2. (when / she / arrive?)

3. (why / he / eat so much?)

4. (what / they / do yesterday?)

5. (who / you / meet at the party?)

6. (how / she / come to work this morning?)

7. (where / I / leave my glasses?)

8. (when / he / get home last night?)

9. (what / you / do at the weekend?)

10. (why / she / get angry?)

9. Past Simple Form Other Verbs - Mixed Exercise 1

Make the past simple, positive, negative or question:

1. I _____ (work) in a bank for ten years.

2. Where _____ (you / live) when you were young?

3. She _____ (not / study) French at university.

4. He _____ (travel) through the Middle East last year.

5. _____ (they / visit) the Louvre in Paris?

6. She _____ (not / watch) TV yesterday.

7. We _____ (buy) a new car last weekend.

8. Where _____ (you / teach) before you came here?

9. He _____ (not / think) that he was right.

10. I _____ (cook) steak last night.

11. _____ (Lucy / read) 'War and Peace' at school?

12. She _____ (not / write) to her grandmother.

13. We _____ (have) a computer when I was a child.

14. Where _____ (you / go) on holiday?

15. I _____ (love) ice cream when I was a child.

16. They _____ (not / meet) yesterday.
17. _____ (she / swim) in the sea in Greece?
18. We _____ (not / play) tennis yesterday because it was raining.
19. **He _____ (try) to lift the box but he couldn't.**
20. What _____ (you / eat) for lunch?

10. Past Simple Form Other Verbs - Mixed Exercise 2
 Make the past simple – positive, negative or question:

1. She _____ (go) home.
2. We _____ (watch) a film.
3. When _____ (he / arrive)?
4. I _____ (buy) a new car.
5. Where _____ (you / live)?
6. I _____ (play) tennis.
7. Where _____ (you / work) before?
8. _____ (they / come) for lunch?
9. _____ (we / study) this last year?
10. They _____ (drink) coffee.
11. _____ (you / see) that film?
12. We _____ (eat) dinner.
13. You _____ (not / go) out last night.
14. He _____ (study).
15. What _____ (you / watch)?
16. We _____ (not / call) you yesterday.
17. They _____ (not / arrive) on time.
18. It _____ (not / rain).
19. We _____ (not / drink) beer.
20. You _____ (clean) the kitchen.

Comparatives and superlatives

Give the Comparative and Superlative Degrees.

bad, old, happy, dry, big, near, unusual, mountainous, little, famous, well-known, heavy.

Put adjectives into correct forms.

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. **It doesn't take (much) than four days to cross the Atlantic, does it?**

Choose the correct form of an adjective.

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — **station, I've ever seen.**

Complete the sentences with the comparative forms of the adverbs in the box.

early fast late well badly

1. I arrived in New York a little later than I had planned because the plane was delayed by bad weather.
2. **PCs with clock speeds of 66 mhz process information much ... than PCs that run at only 33 mhz.**
3. **I got to the meeting a few minutes ... than the others,** so I had time to look through my papers before we started.
4. **The company did ... than analysts had been expecting,** so their shares fell when they announced their losses for the year.
5. **I speak Spanish well, but my assistant speaks it even ... than I do.**

Read the information and write sentences using the words in brackets.

In 1991, British Telecom made profits of \$3,557 million. It is (no 2/profitable company/world) the second most profitable company in the world.

1. Yoshiaki Tsutsumi deals in land, railways, and resorts, and has a personal fortune of \$10 billion. He is (no.2/rich/person/world).
2. Exxon had sales of \$ 103,242 million in 1991. It is (no.3/large/industrial corporation/world).
3. Eviran Haub from Germany owns supermarkets, and is worth \$6.9 billion. He is (no 4/wealthy/person/world).

Present continuous

Present Continuous Positive and Negative. Make the present continuous:

1. (they / not / visit their parents)

2. (he / meet his friend tonight)

3. (he / not / walk to school now)

4. (we / not / watch TV at the moment)

5. (you / not / read a book)

6. (I / visit Linda tonight)

7. (she / not / eat dinner now)

8. (Lucy / not / work in a bookshop this summer)

9. (They / watch a film)

10. (We / buy a new car)

1. Make present **continuous questions (yes / no and 'wh')**:

1. (you / eat / cake?)

2. (what time / you / go to the cinema?)

3. (why / you / study?)

4. (when / you / leave?)

5. (you / smoke?)

6. (he / play / tennis later?)

7. (you / go / shopping at the weekend?)

8. (you / drink / wine)

9. (what / you / drink now?)

10. (what / you / think?)

Present Continuous **или** Present Simple

№1. Вставьте is / am / are / do / don't / does / doesn't.

1. Our grandma doesn't live with us. She has her own little house.

2. What time you usually wake up?

3. Why ... they looking at us?

4. I can't talk to you now. I working.

5. your brother shave every morning?

6. We want to move at all.

7. Sam a good football player, but he play very often.

8.the sun shining? No, it ... not.

№ 2. Поставьте глаголы в Present Continuous или Present Indefinite.

1. Don't put your coat on. The sun (to shine) is shining.

2. In summer the sun (to shine)..... brightly.

3. Run downstairs. Your sister (to wait for) you.
4. I usually (to wait for).....Tom. He is always late.
5. We (to have) coffee every morning.
6. I like tea, but now I (to have)..... coffee.
7. Mary (to play) the piano every evening.
8. Where is John? - He (to play)..... the piano.
9. Our boys usually (to play)..... football in the yard.
10. Call them. They (to play)..... football in the yard.
11. My aunt (not to make)..... cakes on Mondays, but she (to make)..... one now.
12. Ann usually (to make)..... doll dresses herself.
13. She is in the kitchen. She (to make)..... tea for us.
14. What(you / to look at)? – I (to look at)..... that tree in the garden. I (to like)..... to look at it early in the morning.
15. I am busy. I (to make)..... my bed.
16. I always (to make)..... my bed before breakfast.

№ 3. Раскройте скобки, употребляя глаголы в Present Continuous или в Present Simple.

1. I (to rest)..... now. I (to rest)..... every day.
2. They (to talk)..... now. They (to talk)..... every day.
3. He (to drink)..... coffee now. He (to drink)..... coffee every morning.
4. She (to go)..... to school now. She (to go)..... to school every day.
5. They(to have) dinner now? They always(to have) dinner at **two o'clock?**
6. What she (to write) now? What she (to write) every evening?
7. What he (to do) now? What he (to do) every Sunday?
8. What they(to eat) now? What they (to eat) at dinner?

№ 4. Поставьте глагол в Simple Present или Present Continuous.

- 1) John (play) football at the moment.
- 2) We often (write) tests at our school.
- 3) I (talk) to my teacher now.
- 4) Look! Mandy and Susan (watch) a film on TV.
- 5) Olivia (visit) her uncle every weekend.
- 6) Now (shine) the sun.
- 7) They sometimes (read) poems in the lessons.
- 8) Every morning my mother (get) up at 6 o'clock.
- 9) Look! He (leave) the house.
- 10) She usually (walk) to school.
- 11) But look! Today she (go) by bike.
- 12) Every Sunday we (go) to see my grandparents.
- 13) He often (go) to the cinema.
- 14) We (play) Monopoly at the moment.
- 15) The child seldom (cry)

Упражнение 1. Раскройте скобки, употребляя глаголы в форме Present Simple или Present Continuous.

1. He (to work) in the city centre.
2. I (to write) an essay now.
3. You (to go) to school on Sundays?
4. We (not to dance) every day.
5. They (to play) in the hall now?
6. Where he (to live)? – He (to live) in a village.
7. He (to sleep) now?
8. They (to read) many books.
9. The children (to eat) cakes now.
10. He (to help) his mother every day.
11. You (to play) the piano well?
12. Look! Michael (to dance) now.

Упражнение 2. Раскройте скобки, употребляя глаголы в форме Present Simple или Present Continuous.

1. Her father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
2. Where your uncle (to work)? – He (to work) at school.
3. Your friend (to do) his homework now?
4. When you usually (to come) home from school? – **I (to come) at four o'clock.**
5. My sister (not to play) the piano now. She (to play) the piano in the evening.
6. You (to read) a magazine and (to think) about your holiday at the moment?
7. **I (to sit) in the waiting room at the dentist's now.**
8. When you (to listen) to the news on the radio?
9. You (to play) chess now?
10. My father (not to work) at the shop.

Talking about future plans (present continuous and going to) *will*

The future with will, be going to and present tenses

Put in the missing words. Use one word only in each space.

► I don't want a steak. I think I'll *have* the chicken.

- 1 There's a fireworks display tomorrow. Janet is ..to watch it.
- 2 We're at that table in the corner you join us?
- 3 I'm seeing the boss this afternoon. But I must study this report before Iher.
- 4 There will be drinks at the reception, but there will ... be any food.
- 5 **The European heads of state are**..... meet in Brussels on 3 October.
- 6 It's a lovely day..... we go for a walk?
- 7 My birthdayona Sunday next year.
- 8 My brother is engaged. He's married in June.

- 9 You won't be allowed to go to your seat after the play started.
 10 Martin's got his coat on. I think he's..... to go out.

Write the sentences correctly.

- I'm hungry. ~~I think I have something to eat.~~
I think I'll have something to eat.
- 1 You say you're getting a coach at nine. ~~What time is it getting to London?~~
 2 I'll give Polly the news. ~~I'll tell her when I'll see her this evening.~~
 3 Rupert looks really tired. ~~He's about felling asleep.~~
 4 We've arranged to go out. ~~We meet in town later.~~
 5 I'm going to Spain next week. ~~I send you a postcard.~~
 6 I'm going to get to the airport early. ~~I can read a book while I'll be waiting.~~
 7 I feel a bit tired, ~~I go to lie down.~~
 8 Why not come to the party? ~~All your friends shall be there.~~
 9 There's been a bomb warning. ~~No one can go into the building until the police will have searched it,~~

Look at the answers below and write the correct answer in each space.

- A: Let's go to the carnival, shall we?
 B: Yes, good idea. I expect *it'll be* fun.
 a) it'll be b) it's c) it's being
- 1 A: Could I have a word with you, please?
 B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.
 a) is going to leave b) leaves c) will leave
- 2 A: Have you decided about the course?
 B: Yes, I decided last weekend. for a place.
 a) I apply b) I am to apply c) I'm going to apply
- 3 A: I'm trying to move this cupboard, but it's very heavy.
 B: Well, you, then.
 a) I help b) I'll help c) I'm going to help
- 4 A: Is the shop open yet?
 B: No, but there's someone inside. I think
 a) it opens b) it's about to open c) it will open
- 5 A: Do you mind not leaving your papers all over the table?
 B: Oh, sorry. I'll take them all with me when
 a) I go b) I'll go c) I'm going
- 6 A: It's a public holiday next Monday.
 B: Yes, I know..... anything special?
 a) Are you doing b) Do you do c) Will you do

Write the sentences using a future form of the verb. Use the word in brackets.

- *Express your instant decision to take a taxi. (I'll)*
I'll take a taxi.
- 1 Express your intention to have a rest, (going)
 2 Express the idea that the timetable shows the start of term on 6 September,

(starts)

3 Predict a world war in five years' time, (there)

4 Express the idea that you and ludy have arranged a game of tennis for tomorrow, (playing)

5 Give your prediction of a probable fall in prices, (probably)

6 Warn your passenger about the car crashing, (going)

Put the verb into the more suitable form, present continuous or present simple.

1. I (go) to the theatre this evening. 2. When (the film / begin) at 3.30 or 4.30? 3. We (have) a party next Saturday. Would you like to come? 4. The art exhibition (open) on 3 May and (finish) on 15 July. 5. I (not/go) out this evening. I (stay) at home. 6. '(you/do) anything tomorrow morning?' 'No, I'm free. Why?' 7. We (go) to a concert tonight. It (begin) at 7.30. 8. Excuse me. What time (this train / get) to London? 9. Ann, I (go) to town. (you/come) with me? 10. Sue (come) to see us tomorrow. She (travel) by train and her train (arrive) at 10.15. I (meet) her at the station. 11. I (not/use) the car this evening, so you can have it. 12. I'm bored with this programme. When (it/finish)?

Соедините следующие предложения, используя слова в скобках.

She'll pay me back. She'll get some money. (as soon as) She'll pay me back, as soon as she gets some money.

1. I'll wait here. You'll get back. (until) 2. Give me a ring. You'll hear some news. (when) 3. The TV programme will end. I'll do my homework. (after) 4. I'll go to work. I'll have a bath. (before) 5. She'll be in Paris. She'll visit friends. (while) 6. The lesson will end. I'll go home. (as soon as) 7. I won't leave the house. The postman will call. (until) 8. Can you feed the cats? I'll be away. (while) 9. I'll tell you about the holiday. I'll get back. (when) 10. I'll study English. I'll speak it perfectly. (until)

Choose the best way to express the future meaning.

1. There's no point in running now. We (miss) the bus anyway. 2. Yes, I'll come out this evening. I (not/work). 3. You can relax. The match (not/start) until four o'clock. 4. I (go) to the market this afternoon. Do you want anything? 5. Are you OK, Donna? You look like you (faint). 6. You realize that the boss (not/like) this, don't you? 7. I (cook) dinner this evening - as usual. 8. She (look) for a new flat next year. 9. Don't worry. The shops (not close) until eight o'clock tonight.

Which is correct?

1. 'Did you phone Ruth?' 'Oh no, I forgot. I phone / I'll phone her now.' 2. I can't meet you tomorrow afternoon. I'm playing / I'll play tennis. 3. 'I meet / I'll meet you outside the hotel in half an hour, OK?' 'Yes, that's fine.' 4. 'I need some money.' 'OK. I'm lending / I'll lend you some. How much do you need?' 5. I'm having / I'll have a party next Saturday. I hope you can come. 6. 'Remember to buy a newspaper when you go out.' 'OK. I don't forget / I won't forget.' 7. What time

does your train leave / will your train leave tomorrow? 8. 'Are you doing / Will you do anything tomorrow evening?' 'No, I'm free. Why?' 9. I don't want to go out alone. Do you come / Will you come with me? 10. It's a secret between us. I promise I don't tell / I won't tell anybody. 11. Ann isn't free on Saturday. She'll work / She's working. 12. I'll go / I'm going to a party tomorrow night. Would you like to come too? 13. I think Jane will get / is getting the job. She has a lot of experience. 14. I can't meet you this evening. A friend of mine will come / is coming to see me. 15. There's no need to be afraid of the dog. It won't hurt / It isn't hurting you.

Put the verb into the more suitable form, future simple or present simple.

1. I (phone) you when I (get) home from work. 2. I want to see Margaret before she (go) out. 3. We're going on holiday tomorrow. I (tell) you all about it when we (come) back. 4. Brian looks very different now. When you (see) him again, you (not/recognize) him. 5. We must do something soon before it (be) too late. 6. I don't want to go without you. I (wait) until you (be) ready. 7. Sue has applied for the job but she isn't very well qualified for it. I (be) surprised if she (get) it. 8. I'd like to play tennis tomorrow if the weather (be) nice.

Средний уровень владения иностранным языком

1. Decide whether the Phrasal verbs are separable or inseparable. Choose the correct sentences.

turn on →

1. He turned on the light.
2. He turned the light on.

hand in →

1. Hand in your homework on time.
2. Hand your homework in on time.

get on →

1. They got on the bus.
2. They got the bus on.

look up →

1. Look up the words in a dictionary.
2. Look the words up in a dictionary.

grow up →

1. He grew up in North Carolina.
2. He grew in North Carolina up.

check in →

1. We checked in at our hotel.
2. We checked at our hotel in.

give up →

1. They gave up smoking.
2. They gave smoking up.

ask out →

1. Henry asked Jenny out.
2. Henry asked out Jenny.

mix up →

1. We mixed up the numbers.
2. We mixed the numbers up.

look after →

1. Dennis looked after his brother.
2. Dennis looked his brother after.

2. Multiple-choice exercise. Choose the correct answer for each question.

- 1 The shop is giving a sample pack to every customer.
in
up
back
away
- 2 The car broke at the traffic lights and we had to call emergency service.
up
away
out
down
- 3 We're getting much better now that we don't live together.
out
on
about
in
- 4 Hang- I'll be with you in a moment!
down
on
up
about
- 5 You should give smoking- it's harmful for your health.
away
up
back
in
- 6 The dog turned and, trying to catch its tail.
round
on
over
off
- 7 He takes his mother- he behaves exactly the same way as she does.
off
away
on
after
- 8 When I was learning to ski, I kept falling
out
back
over
off
- 9 When you're in town could you pick the books I ordered?
off
up

- 10 Try the shoes to see if they fit.
 over
 out
 away
 after
 on
 off
- 11 Turn the light, please. I'd like to get asleep.
 over
 round
 on
 off
- 12 It's in pencil so you can rub it if you need to.
 up
 out
 along
 in
- 13 He said he'd picked the woman in a bar.
 off
 up
 out
 over

3. Match the phrasal verb with its idiomatic sense

- | | |
|------------|-----------------------------|
| break down | abandon |
| get up | become rotten |
| get by | take care |
| take off | learn / understand |
| give up | manage |
| turn up | have a disagreement |
| look after | search for a word in a book |
| look up | make an appearance / arrive |
| put out | stop working (machine) |
| go off | go into the air |
| pick up | extinguish |
| make over | completely change |
| fall out | raise yourself |

4. Complete each of the following sentences.

- Our alarm clock is set to go _____ at 6 a.m.
 - away
 - up
 - out
 - off
- Gary asked Cynthia to marry him, but she turned him _____.

- a) down
 - b) without
 - c) across
 - d) over
3. The emergency workers managed to put _____ the fire.
- a) off
 - b) out
 - c) down
 - d) without
4. Everyone thought she was English, but she turned _____ to be Canadian.
- a) up
 - b) off
 - c) by
 - d) out
5. The math teacher lets students chew gum in class, but the French teacher does not put _____ with it.
- a) over
 - b) out
 - c) up
 - d) along
6. The university students want to do _____ with tuition, because they think education should be free.
- a) away
 - b) out
 - c) up
 - d) off

5. Complete the sentences.

passed away, do without, look forward to, called off, made up, carried away, break out, run out, put up with, keep up.

1. Don't smoke in the forest. Fires ... easily at this time of the year.
2. I ... seeing my friends again.
3. I'm afraid; we have ... of apple juice. Will an orange juice do?
4. Your website has helped me a lot to ... the good work.
5. A friend of mine has ... her wedding.
6. His mother can't ... his terrible behavior anymore.
7. As an excuse for being late, she ... a whole story.
8. I got ... by his enthusiasm.
9. I just cannot ... my mobile. I always keep it with me.
10. She was very sad because her father ... last week.

1. *Put the words in the correct order to make questions.*

1. please I can see the menu?
2. excuse me here anyone is sitting?
3. from which country do come you?
4. to who you were just now talking?
5. what mean do you exactly by that?
6. a little more specific you could be?
7. what time the next train to Brussels is?
8. you can tell me what time is the next tram to Brussels?
9. this briefcase to who does belong?
10. could I from here a phone call make?
11. do think you I could make from here a phone call?

2. *Underline the correct words.*

1. Spoke you/Did you speak with Lara yesterday?
2. What did Lara say/said when you spoke to her?
3. A: Do you like Scotch whisky? B: Yes, I like. / Yes, I do.
4. How works this machine?/does this machine work?
5. Who set up Microsoft/did set up Microsoft?
6. When set up Microsoft/did Microsoft set up?
7. **Who did telephone re/telephoned me this morning?**
8. Who you telephoned/did you telephone this morning?

3. *Expand the And you? questions to make full yes/no questions.*

Example: I've seen the news today. And you? Have you seen the news today?

1. I work from home. And you? _____
2. I can understand German. And you? _____
3. I've already had lunch. And you? _____
4. I'll be back in time for lunch. And you? _____
5. I'm enjoying the conference. And you? _____
6. I agreed with her. And you? _____
7. I've never spoken to Pierre. And you? _____

4. *Expand the And you? questions to make full questions.*

1. I get to work around 8.30. And you? When do you get to work?
2. **I'm staying at the Sheraton. And you? Where** _____
3. **I paid € 150 for the flight. And you? How much** _____
4. **I've interviewed three candidates. And you? How many candidates** _____

5. *Complete the dialogue with question words and question phrases from the list below.*

what kind of how often how far how long how many how much

what (x2) which (x2) whose

SAM: So, tell me about your new Job. (1) ... What kind of work is it?

JOE: It's in sales, like my last job, but it's a bigger company.

SAM: Really? (2) ... people work there?

JOE: I suppose there's about 60 people in our office.

SAM: Oh, yeah. And (3) ... holiday can you take a year?

JOE: Twenty-four days a year plus public holidays.

SAM: Oh, that's much better than your last job. And (4) ... is it from your home?

JOE: Well, it's really not that far and I don't have to catch the train to work every morning, which is great.

SAM: Oh, lucky you. So, (5) ... does it take you to get to work in the morning now?

JOE: About 25 ... minutes by car.

SAM: Wow. It sounds perfect. (6) ... time do you start work in the mornings?

JOE: About nine. But sometimes I have to go on sales trips at the weekends as well.

SAM: Oh? (7) ... idea was that?

JOE: I don't know, it's just something you have to do.

SAM: And (8) ... do you have to do it?

JOE: About once a month I think. They're going to give me a company car

SAM: Really! (9) ... model are they going to give you?

JOE: A Golf, I think - and I can choose the colour.

SAM: Oh, and (10) ... colours are there?

JOE: Well, I can choose between black and dark blue.

SAM: Only two! So, (11) ... one do you prefer?

JOE: Well, dark blue sounds better than black.

SAM: Hmm, yeah. Well, congratulations, I'm sure you'll do really well.

6. Underline the correct words.

1. What did you talk about/you talked about in your presentation?

2. How works a hybrid car/does a hybrid car work?

3. How much profit did Berkshire Hathaway make/Berkshire Hathaway made?

4. Why Ford's market share is falling/is Ford's market share falling?

5. What Vice-President/Which Vice-President is chairing the meeting?

6. What advice/Which advice did she give you about your career?

7. To who is this bag/Whose bag is this?

8. What type of loan are you interested in/In what type of loan are you interested?

1. *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?'

2. *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.

3. *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.....
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

4. *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.....

5. *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

6. *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?'.....

Conditionals

1. Choose the correct words.

1. If America reduced/would reduce its trade deficit, the dollar goes/would go up.
2. If I worked/will work at the EU, I would support/support openness and transparency.
3. **I am talking/I'd take legal advice if I am/I were you.**
4. I wish **that taxes aren't/weren't so high.**
5. I wish I can/could speak better English – life would/will be much easier.
6. I hope we I can/could get many more sales as a result of this advertising.

2. Choose the correct words.

1. **If we're/we would be late, they'll start/they'd start without us.**
2. **If we will take/take a taxi, we'll arrive/we arrive sooner.**
3. **If we worked/would work for ADC, we'll get/we'd get a better salary.**
4. When inflation will go/goes up, there would be/is usually pressure on salaries.
5. **If we don't hurry/won't hurry, we would be/we'll be late.**
6. If you change/are changing your mind, give me/you will give me a ring.
7. **Unless you click/would click on that icon, it didn't/it won't print out.**
8. If you ordered/order on the Net, we always will send/send an email confirmation.
9. If I lend/will lend you this book, when do you return/will you return?
10. If you heard/hear anything in the next few days, let me/letting me know.

3. Put the verbs in brackets in the correct form.

1. If you _____ (give) me 90 days I _____ (buy) right now.
2. If you _____ (give) me a special price I _____ (put in) a bigger order.
3. **I _____ (take) last year's stock if you _____ (take off) 15 %.**
4. I _____ (purchase) the equipment if you _____ (throw in) the accessories.
5. How long _____ (you hold) your prices if we _____ (order) today?
6. If I _____ (pay) cash how much discount _____ (you allow)?

4. Complete these sentences.

1. If I have time this weekend, _____
2. If I go on holiday this year, _____
3. If I can afford it, _____
4. If I carry on learning English, _____
5. If I stay in my present job, _____
6. If I feel tired this evening, _____

7. If I move house at some stage in the future, _____

5. Write down the advice you would give in the following situations.

Begin each answer with “If I were you ...”.

What would you say to ...

1. ... an 18 year old who wanted to join your company instead of taking up a place at a well-known university?
2. ... a colleague who had not heard about the result of an interview?
3. ... a friend who asked you what kind of car he should buy?
4. ... someone who was looking for a job in your company?
5. ... a visitor to your town who asked which restaurants were good

6. Put the verbs in brackets in the correct form.

A: My session with the career counselor was a bit of a waste of time.

B: Really? Why?

A: Well, firstly, he recommended moving to London, but that’s impossible. If I

1) _____ (get) a job in London, I 2) _____ (have) to spend at least four hours a day on the train, and I’m not going to do that.

B: Couldn’t you move?

A: No, because if I 3) _____ (move) to London, I 4) _____ (need) to sell the house, and I don’t want to do that at the moment.

B: Did he have any other ideas?

A: He suggested retraining to become an accountant, but that’s not a solution either. Even if I 5) _____ (start) next week, I 6)

_____ (not/be) qualified for at least three years, and that is too long. So I don’t really know what I’m going to do.

7. Underline the correct words.

1. If we sent the goods by sea, the transport costs will/would be much lower.
2. If they promote/promoted the brand better, they'll gain market share.
3. If you left/had left earlier, you might have got there on time.
4. If anyone from Head Office visits, they always stay/will stay in a five star hotel.
5. If I were you, I'd/I'll call their Technical Support number.
6. If I have/had more time, I'd be able to come up with a solution.
7. If it breaks down/will break down, it takes days for the service engineer to arrive.
8. If you enter the date in the wrong format, the computer doesn't/didn't recognise the information.
9. If we'd been/we were more careful, we wouldn't have lost so much money.
10. If I had bought more shares, I would become/would have become rich!
11. If your second interview goes/will go well, I'm sure they'll offer you the job.
12. If you would have backed up/backed up your files more often, you wouldn't risk/didn't risk losing all your work.

13. If you hadn't/wouldn't have acted so quickly, we'd be/we are in big trouble.
14. I need to contact Head Office. I wish I have/had my mobile phone with me.
15. I wish it is/was Friday!

8. Complete each sentence using if or unless.

1. Their offices are very near. We'll walk there it's raining.
2. We would probably get the contractwe dropped our price a little.
3. Come on! we hurry, we'll miss the plane.
4.you have any questions, please feel free to call.
5. What would you do they refused to negotiate?
6. I don't feel able to take a decision I have all the figures.

9. Complete the sentence for each situation.

1. Emma didn't leave early, and so she missed her flight.
If Emma,
2. He didn't make more copies, so we don't have enough for everyone.
If he, we enough for everyone.
3. I forgot to bring your map, so I went to the wrong building.
If I, Ito the wrong building.
4. They didn't invest in new technology, so they didn't survive the recession
If they, theythe recession
5. I didn't realise you were so busy when I asked you to help me.
If I, I to help me.
6. The Government didn't collapse, so there wasn't a crisis.
If the Government, there a crisis.
7. They didn't bring out their new model on time, so they lost market share.
If they, theymarket share.

Продвинутый уровень владения иностранным языком

Modals of advice, obligation and necessity

Translate the sentences into English.

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навестил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.
13. Ему разрешили взять машину своего отца в прошлую пятницу.
14. Я могу считать до 50 на испанском.

There is a mistake in each sentence. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. **Some years ago I didn't can speak English.**

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 chiropodist.
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!

Indirect questions and statements

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

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.

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.

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.

Articles

1. Underline the correct words.
 1. Where's a/the fax they sent this morning? I can't find it
 2. I have an/the appointment at a/the bank.
 3. I had a/the very good holiday. A/The weather was marvellous.
 4. I've been working so hard that I need a/the break.
 5. They are a/the largest manufacturer of light bulbs in a/the world.
 6. A/The presentation was a/the great success.
 7. Can I give you a/the lift to the station?
 8. I think I need a/the new pair of glasses.
 9. We need to reach a/the decision as soon as possible.
 10. There must be an/the answer to a/the problem.
 11. Mike is an/the accountant. He works on another/the other side of town.
 12. His office is a/the biggest one in a/the building.
 13. Where is a/the document that we were looking at just now?
 14. The Portuguese/The Portuguese people are very good negotiators.

- .2. Put either a/an or a dash (-) to show no article.
 1. ... **money makes the world go round.**
 2. **Sheila drives ... French car.**
 3. **Rita works in ... insurance agency in Lisbon.**
 4. ... **health is the most important thing in ... life.**
 5. **This is ... good time for ... sales of new cars.**
 6. This is the number to call for ... **information.**
 7. **I've got ... colleague who is ... systems analyst.**
 8. **product knowledge is very important for ... sales representative.**
 9. **He is... engineer. He studied ... engineering at university.**
 10. **We produced ... full sales report four times ... year.**

3. Underline the correct words.
 1. We went to Pisa/the Pisa and saw Leaning Tower/the Leaning Tower.
 2. Crete/The Crete is very beautiful at this time of year.
 3. My son is in hospital/the hospital and can't go to school/the school.
 4. You can go from Heathrow/the Heathrow by underground/the underground.
 5. Helmut Kohl/The Helmut Kohl was Chancellor/the Chancellor who helped to reunite Germany/the Germany.
 6. We flew over Alps/the Alps and saw Mont Blanc/the Mont Blanc.
 7. In near future/the near future videoconferences will replace many meetings.

8. I'm tired! Thank goodness it's time to go home/to home.
9. New York/The New York is in United States/the United States
10. I usually have lunch/the lunch at about one.
11. I used to work for Deutsche Bank/the Deutsche Bank in City of London/the City of London at the start/start of my career.
12. My son wants to go to university/the university after his exams.
13. Do you know Lake Windermere I the Lake Windermere? It's in Lake District/the Lake District, in north-west/the north-west of England/the England.
14. I bought this suit from Bond Street/the Bond Street.
15. The Government should do more to help the poor/the poor people.
16. On our trip to UK/the UK we toured around south-east/the south-east and visited Canterbury Cathedral/the Canterbury Cathedral.
17. They wouldn't pay, so we took them to court/the court.
18. John/The John is at work/the work at moment/the moment.
19. We travelled to Italy/the Italy by car/the car.
20. Danube/The Danube is the main river in Central Europe/the Central Europe.

4. In the dialogue, choose the correct option from the words in italics.

HARRY: I've got a problem/some problem with Petersens. They owe us a money/some money for a work/some work we did for them, but they won't pay.

JANET: We've had a trouble/some trouble with them before, haven't we?

HARRY: Yes, that's right. Last year they sent us a cheque/some cheque for an equipment/some equipment we had supplied and the bank returned it. So they haven't got a good record/some good record.

JANET: May I make a suggestion/some suggestion? Send them a final demand/some final demand, saying we want to be paid immediately.

HARRY: And if they still don't pay?

JANET: GO and see a lawyer/some lawyer and get an advice/some advice about what to do next.

HARRY: All right, I'll send them a letter/some letter today.

JANET: Yes, OK. And by the way, there's an information/some information about the company and who runs it in the Accounts Department. Have a word with Kerry, because she's got a correspondence/some correspondence from them that might be useful.

5. Underline the correct option from the words in italics.

1. I'd like an/some advice about the government's latest tax proposals.
2. I've just received a/some very nice gift from one of my suppliers.
3. Shall we carry on working, or would you like to go out for a/some meal?
4. Do you have an/any information about conference facilities in Monaco?
5. I just have to go to the bank to get a/some money.
6. Bill wants you to phone him. He says he has a/some good news for you.

7. Did you meet an/any interesting people at the trade fair?
8. The engineers are having a/some problems with the new engine.

6. A manager is getting the results of some 'upward feedback', and is hearing what his staff think about him. Complete the dialogue with some or any.

MANAGER: SO what did they say? Were there ... serious problems?

CONSULTANT: Well, we interviewed all the people who work for you, and there are ... aspects of your management style that are very good.

MANAGER: Did they make ... complaints? I'd like to start with them first.

CONSULTANT: As you like. There are some people who work for you who feel that you don't listen very much. They say that you don't spend time talking to them and that you seem very busy.

MANAGER: I am. Were there ... other criticisms?

CONSULTANT: Yes, but I would like to suggest ways of dealing with this particular point before we carry on. I think there should be fixed times when staff can come and see you. If they don't have opportunities to discuss their problems, they will feel nervous about coming to talk to you. The other thing that they mentioned is that you don't give them ... responsibility, and that they don't make decisions themselves. Now, this is a common problem, and I think it's something you should think about.

7. Two colleagues are discussing the opening of a new office in Madrid. Fill in the blanks with the words from the box.

much many a lot of a little a few

A: How are things in Madrid?

B: We're nearly ready. We didn't have ... trouble finding a suitable office. There seem to be ... empty places at the moment.

A: How ... work will you need to do on the building?

B: Nothing really. We only need to do painting and decorating and it will be fine.

A: How ... people are going to be working there?

B: About twenty. We've filled most of the jobs, so it'll only take ... weeks to find the other people we need. We haven't appointed a sales manager yet, but there has been ... interest in the job, so we'll get someone soon.

A: How ... time do you think you will spend there?

B: At the beginning, I'll have to spend ... time over there, so I have rented an apartment. But I'm hoping that it will only go on for months, and then the office will be able to look after itself.

8. Fill in the blanks with anyone, anywhere, or anything.

1. **This is not confidential. You can discuss it with ... you like.**

2. **If you hire a car, you will be able to go ... you want.**

3. **I am now responsible for recruitment, so I can hire ... I like.**

4. **George Soros' Quantum Fund has so much money that the company can buy almost ... it wants.**

5. You have to attend the course from 8.00 a.m. to 5.00 p.m., but in the evening you can do ... **you like.**
6. **Most of the hotels are empty, so you can stay ... you like.**

Conditionals

1. Choose the correct words.

1. If America reduced/would reduce its trade deficit, the dollar goes/would go up.
2. If I worked/will work at the EU, I would support/support openness and transparency.
3. **I am talking/I'd take legal advice if I am/I were you.**
4. **I wish that taxes aren't/weren't so high.**
5. I wish I can/could speak better English – life would/will be much easier.
6. I hope we I can/could get many more sales as a result of this advertising.

2. Choose the correct words.

1. **If we're/we would be late, they'll start/they'd start without us.**
2. **If we will take/take a taxi, we'll arrive/we arrive sooner.**
3. **If we worked/would work for ADC, we'll get/we'd get a better salary.**
4. When inflation will go/goes up, there would be/is usually pressure on salaries.
5. **If we don't hurry/won't hurry, we would be/we'll be late.**
6. If you change/are changing your mind, give me/you will give me a ring.
7. **Unless you click/would click on that icon, it didn't/it won't print out.**
8. If you ordered/order on the Net, we always will send/send an email confirmation.
9. If I lend/will lend you this book, when do you return/will you return?
10. If you heard/hear anything in the next few days, let me/letting me know.

3. Put the verbs in brackets in the correct form.

1. If you _____ (give) me 90 days I _____ (buy) right now.
2. If you _____ (give) me a special price I _____ (put in) a bigger order.
3. **I _____ (take) last year's stock if you _____ (take off) 15 %.**
4. I _____ (purchase) the equipment if you _____ (throw in) the accessories.
5. How long _____ (you hold) your prices if we _____ (order) today?
6. If I _____ (pay) cash how much discount _____ (you allow)?

4. Complete these sentences.

1. If I have time this weekend, _____

2. If I go on holiday this year, _____
3. If I can afford it, _____
4. If I carry on learning English, _____
5. If I stay in my present job, _____
6. If I feel tired this evening, _____
7. If I move house at some stage in the future, _____

5. Write down the advice you would give in the following situations.

Begin each answer with “If I were you ...”.

What would you say to ...

1. ... an 18 year old who wanted to join your company instead of taking up a place at a well-known university?
2. ... a colleague who had not heard about the result of an interview?
3. ... a friend who asked you what kind of car he should buy?
4. ... someone who was looking for a job in your company?
5. ... a visitor to your town who asked which restaurants were good

6. Put the verbs in brackets in the correct form.

A: My session with the career counselor was a bit of a waste of time.

B: Really? Why?

A: Well, firstly, he recommended moving to London, but that’s impossible. If I

1) _____ (get) a job in London, I 2) _____ (have) to spend at least four hours a day on the train, and I’m not going to do that.

B: Couldn’t you move?

A: No, because if I 3) _____ (move) to London, I 4) _____ (need) to sell the house, and I don’t want to do that at the moment.

B: Did he have any other ideas?

A: He suggested retraining to become an accountant, but that’s not a solution either. Even if I 5) _____ (start) next week, I 6)

_____ (not/be) qualified for at least three years, and that is too long. So I don’t really know what I’m going to do.

7. Underline the correct words.

1. If we sent the goods by sea, the transport costs will/would be much lower.
2. If they promote/promoted the brand better, they'll gain market share.
3. If you left/had left earlier, you might have got there on time.
4. If anyone from Head Office visits, they always stay/will stay in a five star hotel.
5. If I were you, I'd/I'll call their Technical Support number.
6. If I have/had more time, I'd be able to come up with a solution.
7. If it breaks down/will break down, it takes days for the service engineer to arrive.
8. If you enter the date in the wrong format, the computer doesn't/didn't recognise the information.

9. If we'd been/we were more careful, we wouldn't have lost so much money.
10. If I had bought more shares, I would become/would have become rich!
11. If your second interview goes/will go well, I'm sure they'll offer you the job.
12. If you would have backed up/backed up your files more often, you wouldn't risk/didn't risk losing all your work.
13. If you hadn't/wouldn't have acted so quickly, we'd be/we are in big trouble.
14. I need to contact Head Office. I wish I have/had my mobile phone with me.
15. I wish it is/was Friday!

Gerunds and Infinitives

Exercise 1.

Complete the following sentences using gerunds.

1. (Be) free and alone is a good thing if you are tired of big cities.
2. (Find) you here was a quite a surprise.
3. If this is what you intend (ask) me, stop (waste) your time.
4. They kept on (talk) though the band began (play).
5. Everyone enjoyed (swim) in the river.
6. My watch needs (repair).
7. He never mentioned (live) in Prague.
8. He does not seem to mind (air) the room.
9. Just imagine (go) there together!
10. Don't put of (do) it now. If you postpone (receive) a visa again, you will miss an excellent opportunity of (go) there.

Exercise 2.

Match the parts of the sentences.

- 1) Making money
 - 2) Being born in my provincial town
 - 3) There is a general feeling all around
 - 4) He promised them that no harm
 - 5) Would you mind
-
- a) would come to them for signing the papers.
 - b) looking up his telephone number?
 - c) is my dream also.
 - d) wasn't much different from being born in Brooklyn.
 - e) that her running away was a good thing.

Exercise 3.

Complete the following sentences with gerunds formed from the verbs in the box.

buy	comment	
answer	sign	
pay	help	
recognize	make go	escape
see		

1. ___ big prices for famous pictures is now a wealthy man's way of ___ taxation.
2. English grammar is very difficult and few writers have avoided ___ mistakes.
3. Maurice was saved from ___ by Kate's entry with the tray.
4. The elderly ladies enjoyed ___ who came in and

out, ___ old friends, and ___ unfavourably how these had aged. 5. Of course the contract is mutually beneficial and he is all for ___ it. 6. The important part of his life is ___ people. 7. Parks at night is a dangerous place to walk. Avoid ___ there after darkness. 8. Father suggested ___ a new machine.

Exercise 4.

Make up sentences using gerunds.

1. Forgive (I, take up) so much of your time. 2. Do you mind (he, join) us? 3. Does he feel like (stay) here for another week? 4. I appreciate (you, encourage) him when he failed in his experiment. 5. Do you know the reason for (he, feel) disappointed? 6. "It's no good (you, hate) it," he said becoming didactic. 7. Only the other day they had been talking about (something, happen), 8. She was listening hard all the time for any sound of (Jan, descend) the stairs. 9. He wishes he'd never told you the truth but it's no use (he, deny) it. 10. Cursing himself for (not learn) to drive a car he woke up Toni. 11. Of course, I should insist on (you, accept) the proper professional fee. 12. Bob was feeling rather unwell, and was not really looking forward to (we, visit) him. 13. My father thinks I am not capable of (earn) my own living. 14. He warned us that there was no point in (we, arrive) half an hour earlier. 15. They were talking about (she, give up) the job and (go) to live in the country.

Exercise 5. *Fill in the blanks with proper gerunds (use the verbs in the box).*

Send call go take speak find accomplish come part laugh gamble explain steal Cheat support live take buy
--

1. He has succeeded in ___ a difficult task and we are proud of him. 2. You should ask him for help. It seems to me that he is very good at ___ everything. 3. Mr. Grimsby hasn't got enough experience. I am against ___ in our work and I object ___ to the conference. 4. The audience burst out ___ at the sight of the monkey going through different tricks. 5. Do you know he has given up ___? 6. I don't insist on ___ there by plane. 7. Though nobody suspected him of ___, his companions accused him of ___ them when he was responsible for ___ goods for their company. 8. They are engaged in ___ new people for their firm. 9. Why do you persist in ___ him? 10. He is fed up with ___ alone. He is looking forward to his family ___ in two days. 11. They prevented us from ___ rash steps. 12. She feels like ___ too much when she drinks a glass of champagne. 13. He decided against ___ her again.

Exercise 6. *Choose the right variant with the following verbs.*

A remember

1. Remember (to look/looking) ahead when driving. 2. When you go on that mission please remember (to point out/pointing out) to people there that our stand on this issue remains the same. — I won't fail to do that. 3. Do you remember (to meet/meeting) them last summer? 4. Remember (to phone/phoning) as soon as arrive. 5. The policeman asked me if I clearly

remembered (to lock/ locking) the door before I went to bed. 6.1 remember (to pay/paying) him. I gave him two pounds. 7. Did you remember (to give/giving) him the key to the safe? — No, I didn't. I'll go and do it now. 8.1 don't remember ever (to see/seeing) you. 9. She does not remember (to ask/asking) this question. 10. We remember (to stay/ staying) a weekend with her. She is a nice woman. 11. When you are on holiday remember (to send/sending) postcards to a few close friends.

B *regret*

1.1 regret (to tell/telling) you all the tickets for this performance have been sold. 2. He's always regretted (not to learn/not learning) to play a musical instrument. 3. They regret (to fail/failing) to understand the importance of your proposal. 4.1 regret (to inform/ informing) you that your application has been rejected. 5.1 don't regret (to quarrel/quarrelling) with him. 6. The manager regrets (to say/saying) that your proposal has been turned down. 7. We regret (to miss/missing) this film. It is worth seeing. 8.1 regret (to say/saying) I won't be able to come. 9. She regrets (not to be able/not being able) say goodbye to him. 10. If you regret (to do/doing) something, you are sorry about an action in the past.

C *be (get) used to/used to*

1. He used to (be/being) good at mathematics. 2.1 got used to (get up/getting up) very early. 3. In the Dark Ages people used to (think/thinking) that the sun goes round the earth. 4. He wasn't used to (work/working) late at night. 5. He used to (study/studying) late at night when a youth. 6. She was used to (wander/wandering) about the fields by herself. 7. In my childhood my aunt used to (bring/bringing) little presents for me. 8. He quickly got used to (have/having) a good meal and nice suits. 9. He used to (say/saying) that there was nothing like warm crisp brown bread spread with honey. 10. The mother was used to (do/doing) all the work about the house alone. 11. The mother used to (do/doing) all the work about the house,

D *try*

1. Why don't you try (to lose/losing) some weight? 2. He tried (to go/going) to evening classes but his English was still hopeless, 3. She tried (to explain/explaining) the situation but he refused to listen and went on grumbling. 4. Do stop talking, I am trying (to write/ writing) a letter. 5. He tried (to persuade/persuading) them to sign a contract. 6. Try (to forget/forgetting) it, it is not worth worrying about. 7.1 tried (to catch/ catching) his eye, but he sat motionless. 8. He tried (to cook/cooking) but failed. 9. They had tried (to introduce/ introducing) many other methods in return to the initial one.

E *stop* 1. If you stop (to do/doing) something, you finish an action. 2. If you stop (to do/doing) something, you interrupt one action in order to do something else. 3. We stopped (to buy/buying) food in the store because the owner raised the prices. 4. We stopped (to buy/buying) food in the store because we were hungry. 5. Do stop (to make/making) this awful noise! 6. We've only stopped (to buy/buying) some petrol. 7. They stopped (to produce/ producing) refrigerators because of their workers' strike. 8. He suddenly stopped (to speak/speaking), got up and left without saying anything.

F be afraid to/be afraid of

1. I'm afraid (to take/taking) an exam because I'm afraid (to fail/failing) it. 2. He was afraid (to leave/ leaving) the house because he was afraid (to meet/meeting) someone who might recognise him. 3. He was afraid (to say/saying) a word because he did not know anybody. 4. I am afraid (to go/going) by plane. 5. He was afraid (to tell/telling) her the sad news. 6. My sister is such a coward! She can't see horror films because she is afraid (to meet/ meeting) a ghost at night. 7. He was afraid (to make/ making) the next step because he was afraid (to fall/falling) because he was standing on the brink of the precipice.

G can't help

1. It is silly of me, but I can't help (to feel/feeling) anxious. 2. I can't help (to laugh/laughing) at his jokes. 3. They can't help him (to do/doing) the exercise. 4. She could not help (to be attracted/being attracted) by the fact that she was being looked at. 5. He couldn't help his son (to solve/solving) the problem. 6. She couldn't help (to phone/phoning) her mother when she heard the news

Correct the verb forms. If the form is OK, copy it.

He helped me solving my problems.

The policeman ordered me stop.

You shouldn't risk to lose your reputation.

I advised him stopping.

Excuse me, may I to ask you a question?

Why did you pretend eating my hamburger?

Excuse me to be late.

Don't worry. I'll remember calling you tonight.

They invited me coming.

Did you watch them playing cricket?

Listen, Derek failed passing his final exams!

Don't dare tell him!

Do you think it's worth to buy it?

The test turned out being easy.

Doctors advise drinking mineral water.

Did she continue teaching?

Do you prefer swim?

Complete the correct verb forms.

Kate: Why has Mike moved out of your house? Let him (explain) what he means (do) now.

Beryl: No, never. I gave up (try) to understand him a long time ago.

Kate: Still - would you consider (get) in touch with him if I called him?

Beryl: I can't forbid you (call) him, but I warn you (not tell) him that I know about it.

Kate: I don't understand (do) such stupid things. I'd hate (find) my house empty one day.

Beryl: I hate (find) it empty every day. My mother suggests (stay) with me for a couple of weeks,

but I've made up my mind (get) over it on my own.

Kate: I always advise (go) out in such cases. It helps you (forget).

Beryl: Please, don't advise me (go) out, if it means (go) out alone.

Kate: O.K. I'll try (call) Mike first and then we'll see.

Infinitive or gerund?

We felt the plane (shake) in the storm.

I've always disliked (smoke).

Where did you learn (speak) French?

Is the exhibition worth (visit)?

You'd better (contact) him now.

This hall wants (paint).

I didn't dare (try) it.

I don't mind (get up) early.

We'd love (come) with you.

She seems (know) this place.

I'm sorry (hear) that Jane is ill.

Finally, he set out (find) his horse.

Did you miss (watch) TV?

I was made (accept) their offer.

Dentists recommend (clean) teeth twice a day.

My teacher recommended me (study) at university.

They chose (have) a shower first.

Oh, dear. I can't help (cry).

I asked him to stop (talk).

He went on (talk) for hours.

I hate housework. But I like (have) everything in order.

TEST: Gerunds and infinitives

Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)

2. It was a nice day, so we decided ... for a walk. (go)

3. It's a nice day. Does anyone fancy ... for a walk? (go)

4. I'm not in a hurry. I don't mind ... (wait)

5. They don't have much money. They can't afford ... out very often. (go)

6. I wish that dog would stop ... It's driving me mad. (bark)

7. Our neighbour threatened ... the police if we didn't stop the noise. (call)

8. We were hungry, so I suggested ... dinner early. (have)

9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

Complete the following sentences with infinitives (add "to") or gerunds (add "-ing") of the verbs below to make them grammatically correct.
answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on
8. I don't mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I've put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

9. Make infinitives (with or without "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. She doesn't allow ... in the house. (smoke)
2. I've never been to Iceland but I'd like ... there. (go)
3. I'm in a difficult position. What do you advise me ...? (do)
4. She said the letter was personal and wouldn't let me ...it. (read)
5. We were kept at the police station for two hours and then we were allowed ... (go)
6. Where would you recommend me ... for my holidays? (go)
7. I wouldn't recommend ... in that restaurant. The food is awful. (eat)
8. The film was very sad. It made me ... (cry)
9. Carol's parents always encouraged her ... hard at school. (study)

Narrative tenses

1. Complete the story using the past simple, past perfect, or past continuous of the verbs in brackets.

It (be) Tuesday evening and I (get) ready to go to bed when the phone (ring). To my surprise it (be) my friend Peter. He (call) from his mobile and he was very annoyed because he (lose) his keys and he (cannot) get into his flat. He (think) he (leave) them at work but now it was midnight and the office was closed so he (cannot) get in to check. Luckily I had the keys to his flat because a month before he (give) me a spare set so that I could look after his cat while he was on holiday.

When he finally (arrive) to pick them up, it was three o'clock in the morning, and I (lie) on the sofa fast asleep.

2.Fill in all the gaps

1. While I (play) football I (hurt) my leg. However, until I (see) a doctor I (not realise) that I (break) it.

2. The police (go) to the bank after a neighbour (phone) to tell them what (happen). They soon (discover) that the robbers (escape) in a stolen car. The men (kill) one of the guards who (try) to stop them as they (drive) away. The guard (jump) out in front of them but they just (run) over him.

3. Suddenly they (hear) a strange noise and (look) at each other in terror. All evening they (play) cards and (watch) television without thinking of the ghost.

3.Fill the gaps with the correct tense of the verb in brackets.

James Bond (need) a drink. The fight in the carpark with the dwarf (make) him thirsty. He walked quickly along 46th Street in search of an air-conditioned bar where he could get out of the heat and think.

He (walk) for only a few minutes, when it suddenly (occur) to him that he (follow) There was no evidence for it except for a slight itchy feeling on the top of his head. But he had faith in his sixth sense. It (never / fail) him. He (stop) in front of the shop window he (pass) and (look) casually back along the street. He (examine) the Swiss watches in the window and then (turn) and walked on.

After a few yards he turned into a shop doorway where a man (look) at Japanese cameras. As he did so, something grabbed his right arm and a voice snarled, 'All right, Limey*. Take it easy unless you want lead for lunch.', He (feel) something press into his back just above his kidneys. Bond (try) to swing his arm to hit whoever it was that (hold) him, but a strong hand (catch) his fist**. An amused voice , (say) "No good, James. The angels have got you."

He turned his head to find himself looking into the grinning hawk-like*** face of Felix Leiter. A face he (last / see) covered in bandages in a hospital bed in Cairo nine months earlier. The face of the American secret agent with whom he (share) so many adventures.

TEXTS

Начальный уровень владения иностранным языком

SELLING

Lead-in

Everybody knows such famous brands as Coca-Cola, Chanel, Philips, Colgate, Adidas, Benetton, etc.

Give three examples of brands to which you are loyal (i.e. which you buy **without giving it a moment's thought**).

Why are you loyal to them?

Are there any products for which you have no brand preference or loyalty? **(Marketers call them a 'brand-switcher'.)**

Can you think of any products for which the name of the brand is totally unimportant, so that you do not even notice it? (There may be some in your bag or briefcase.)

Give an example of a product line (a group of related products made by the same company). Think of clothes, food, and so on.

NB! People and places can also be marketed as products.

Key Vocabulary

For nearly every type of product there are many similar goods on the market. The unique selling points (USPs) of a product are the things that make it special and different from other similar products. A good advertisement, which **brings the product to the public's attention, should describe these USPs**. The marketing department should have a customer/consumer profile in mind, that is **the sort of person who will buy the product**. **When trying to sell a product, it's important to give information about the product's features or characteristics**, and to emphasize the benefits or advantages of the product to the customer. Each company wants their products to appeal to a wide range of customers. It is good if new products have great commercial potential. Very often companies have to extend their product range to become successful. When it comes to fast-moving consumer goods, more and more consumers **are switching to the supermarkets' own-label products**. And brand loyalty is fast becoming a thing of the past.

Examples of products

vear	soft drinks
etics	luxury products
	handmade products
groceries	designer products

jewellery	high-tech computer products
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One can...

invent a product	design a product
develop a new product	make a product
launch a product	manufacture a product
promote a product	discontinue manufacturing a product
modify a product	test a new product
distribute a product	improve a product
market a product	own a product

Products can be...

exciting	practical	high-quality
attractive	stylish	well-made
reliable	robust	well-designed
smart	innovative	hard-wearing
elegant	fashionable	long-lasting
economical	popular	brand-new
useful	cheap	top-of-the-range
comfortable	expensive	user-friendly

Key Vocabulary Exercises

- A. Do you think the following statements are true or false?
- French clothes are so attractive – **this year’s collection in** the Redoute catalogue **can’t but attract the buyers.**
 - Though Rolex watches are inexpensive, they are not worth the money.
 - Flared jeans are fashionable at the moment – **this Levi’s new range is very good.**
 - The main thing about Nike trainers is that they are comfortable – **you can’t wear** ordinary shoes any more.
 - The furniture in IKEA is impractical – you have to wait long for it to be delivered and put together.
 - If the car model is economical it requires much petrol.
- B. Do you agree or disagree with these statements? Give reasons for your answers.
- Using animals to test new products is wrong.
 - Multinational companies which manufacture products in developing countries help the world economy.
 - Companies spend far too much on launching and promoting new products.

4. More and more people are now able to afford consumer durables like washing machines, dish-washers, etc.
5. Many previously prestigious products become increasingly affordable now.
6. Consumers may complain about unnecessary sophistication of products with too many features that are never used.

C. Choose three products you like and give three adjectives to describe each one. You may use adjectives from the table above or any others you can think of.

D. When you are not satisfied with the product you may describe it using certain words and word-combinations. For example:

- some adjectives with the opposite meaning to those in the box:

attractive	economical	expensive	fashionable
reliable	comfortable	practical	popular

-un	-in	-im
unattractive		

- phrases:

- **it's of low quality**
- **it's not easy to use**
- it often breaks down
- **it doesn't look stylish**
- **it doesn't fit well**
- **it doesn't go well with...**
- etc.

E. Match the verbs (1-8) to their meanings (a-h). Then put the verbs into a logical order to show the life cycle of a new product.

launch	to stop making
test	to build or make
promote	to introduce to the market
manufacture	to change in order to improve
modify	to try something in order to see how it works
discontinue	to make a plan or drawing
design	to increase sales by advertising, etc.
distribute	to supply to shops, companies, customers

F. Complete these sentences with the words from the box.

well	high	best	long	hard	high
------	-----------------	------	------	------	------

1. IBM manufactures high-tech computer products.
2. **Timberland makes a range of** ...-wearing footwear.
3. **Ferrari produces** ...-quality sports cars.
4. **Coca-Cola and Pepsi both developed** ...-selling soft drinks.
5. **Duracell sells** ...-lasting alkaline batteries.
6. **Levi jeans are a** ...-made clothing product.

G. Which 8-letter word can come before all the following words?
If necessary you may use a business dictionary.

goods	research	protection	profile	advertising	durables	non-durables
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Now match your new word-partnerships with the following definitions:

- 1) commercials aimed at the end-user
- 2) goods used shortly after purchase such as food, newspapers, etc.
- 3) products purchased by a member of the public
- 4) goods which last a long time such as cars, television, etc.
- 5) laws to defend buyers against unfair trading
- 6) market study of buyer behavior patterns
- 7) description of a typical buyer according to age, sex, social status, etc.

Reading

I. A sales manager is presenting a product to some buyers. Read this presentation and say what product is described. What are the features of the product?

This is our new product – a **CD tower system**. As you can see, it's attractive and stylish. The tower is made of wood and it holds twenty CDs. Let me tell you **its dimensions**. It's **33 centimetres high, 18 centimetres long and 20 centimetres wide**. And its **selling price is just under £25** – a very competitive price.

It's ideal for storing CDs and CD-Roms. It has several special features which should appeal to our customers. Firstly, it has a soft-touch mechanism. This means you just touch a button and the CD comes out smoothly and quietly. **Another advantage is that it's easy to select the CD you want because the title is clearly displayed**. A very useful feature too is that **it's simple to use**. You can open the CD case without taking it off its tray.

The tower is well-**designed**. It's **robust, elegant, and user-friendly**. It's very flexible – I forgot to mention that – because the towers are modular, so you can put **one on top of the other**. That's a **big advantage for people who have lots of CDs**. And one other thing, you **will save £15 if you buy two units instead of one**.

I think the CD tower will be one of our best-selling products. It really does **meet the needs of music lovers**. It's so **practical, it's a high-quality product**, and great value for money.

Are there any **questions you'd like to ask**?

: Talking about products

Read and learn some useful phrases to present different products:

Introducing the product

This is our new product.

I'm going to tell you about our new product.

We are planning to launch into the market our new product. Let me speak about it.

We have developed a new product. Today I'm going to introduce it to you.

Describing the product

Let me tell you about its special features.

It's made of leather/wood/ steel/ aluminium.

It weighs just 2.3 kilos.

It comes in a wide range of colours.

Stating the product's uses

It's ideal for travelling.

It's designed to be used with any type of material.

Mentioning selling points

It has several special features.

A very useful feature is the energy-saving design.

Another advantage is its very small size.

Inviting questions

Does anyone have any questions?

Would anyone like to ask a question?

Feel free to ask questions if any.

Do the following exercises:

1. Read this short presentation and complete it using some words and phrases given in the box:

a) comes in a wide range, b) am going, c) advantage, d) like to ask a question, e) to

launch this product, f) feature, g) ideal

Today we are proud to present our new product which is sure to be useful for every business person. It is a multi-lingual electronic interpreter. We are planning ___1___ into the market soon. Let me speak about it. First, I ___2___ to tell you about its special features. The electronic interpreter is fluent in seven languages (English, German, Spanish, French, Italian, Dutch and Swedish). A very useful ___3___ is its working knowledge of over 30,000 words in each language. It is ___4___ for business people as it includes an automatic spelling correction so you can input foreign words phonetically, a 30-entry name/address databank, full function calculator, metric and currency converters and word games. Batteries are also supplied.

Thus, we offer you all the features you normally expect. As a result it is sure to become popular with our customers. Besides, the electronic interpreter looks stylish and fashionable because it ___5___ of colours. Another ___6___ is its very small size therefore you can keep it in your bag. We think you will find \$49.95 an amazing price and you will be keen to order your electronic interpreter right away. Would anyone ___7___?

2. Complete the table using the presentation about the new multi-lingual electronic interpreter (see Ex. 1 above).

A.

Name of the product _____	Special features:
Appearance _____	_____ languages
Benefits or Advantages _____	_____ words per language
Price _____	_____
Unique selling points _____	30 entry _____
e _____	_____
	word games

B.

Words and phrases used by the speaker to communicate with the audience:
Let me speak...

C.

- What slogan for this product can you think of?
- What do you think its commercial potential can be?

3. Read the following presentation and put the given paragraphs in a logical order.
- In addition, the ViaTV Desktop videophone also has a preview mode so that you can check what you look like before the other person sees you. And finally, the privacy mode is an important feature. You can use it to block the image but keep voice connection.
 - Do you have friends and family you would like to see more often? When you phone colleagues would you like to see their faces? The ViaTV Desktop videophone means that you can!
 - As you can see it's small and elegant and ideal for the office or for the home or for business trips.**
 - And now for its specific features. It's very easy to set up. All you need is a touch-tone phone. You don't need a computer and you don't need any special software. It's also very easy to use; it's as easy as making a normal telephone call.**
 - We have a special offer on at the moment, so it is the time to buy the ViaTV Desktop phone. Feel free to ask questions if any?
 - The ViaTV Desktop videophone has many features. Firstly, it has the colour motion video which means you can see the **other person's gestures and changes of expression**. The picture quality is excellent and the adjustable picture setting means **you can change to 'sharp' mode to get a fantastically clear image**. This, of course, is just ideal for viewing designs or documents. The audio quality is exactly the same as a normal telephone call.
4. Complete the table using the presentation above (see Ex. 3).

Name of a product	...
Appearance	...
User-friendliness	...
Special features	...
Benefits	...
Linking words and phrases in an advertisement	...

PRODUCT SUMMARY

The product is an element of the marketing mix: product, price, place, promotion.

Examining the product

A product can be examined on three levels:

- the benefits of the product, e.g. microwave = convenience
- the actual features of the product, e.g. what it looks like, what it weighs, what it does, how it is packaged
- other services or benefits that are obtained, e.g. delivery, guarantees, servicing

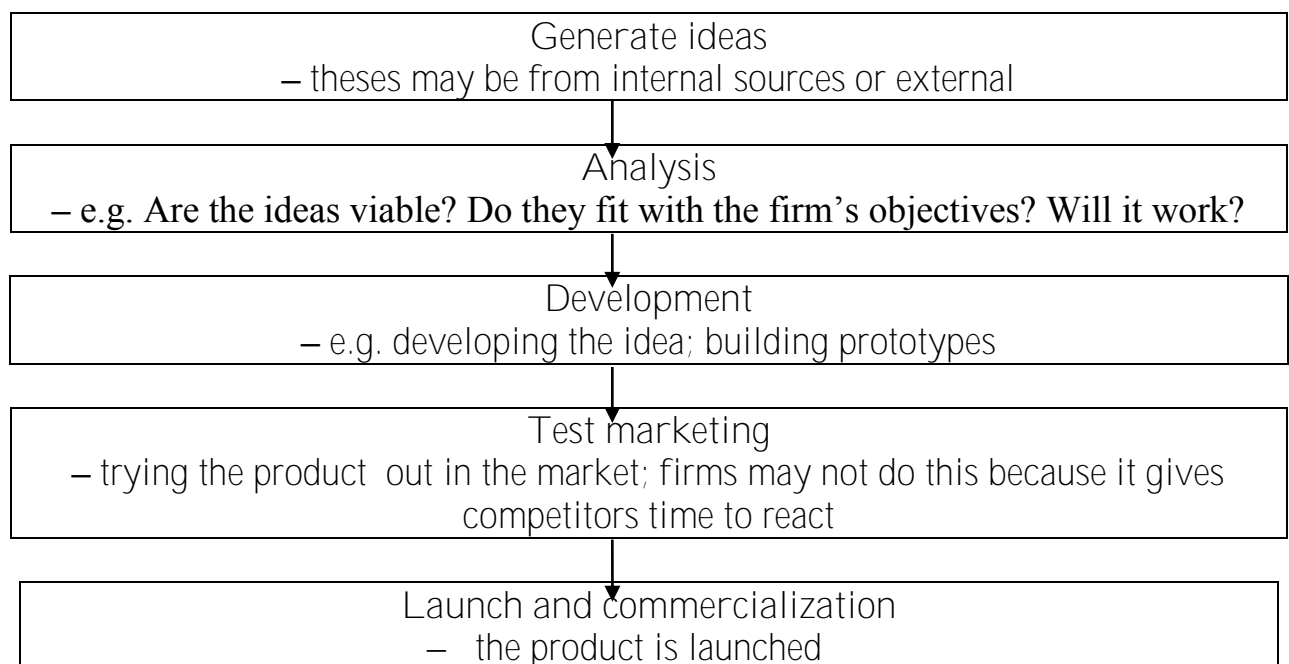
Product quality

The quality of a product depends on its:

- performance – e.g. the speed of a car, the power of a microwave
- features – The extras, e.g. air conditioning or sunroof on a car
- ease of servicing – How easy is it to fix?
- reliability – How likely is it to go wrong in, say, the first year?
- durability – How long will it last?
- aesthetics – What does it look like?
- economics – What does it cost to produce? Can it be sold at a profit?
- brand name
- ease of manufacture

Product differentiation: anything which distinguishes one product from another in the eyes of the consumer.

New product development process



The process of new product development is a filtering process; the firm often starts off with many ideas but gradually reduces these down to the few they think will survive and succeed. Even so, many products still fail.

Types of product – consumer goods (i.e. goods/services bought to be consumed)

Convenience items:

Consumer searches for the nearest shop and does not take long thinking about the purchase decision. Extensive distribution.

They include:

- ✓ *staple items* – regularly bought, e.g. milk, newspaper;

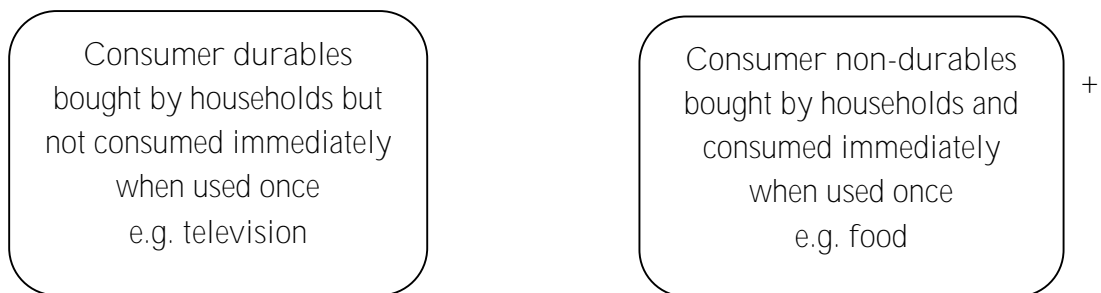
- ✓ *emergency items* – e.g. plasters;
- ✓ *impulse items* – e.g. chewing gum.

Shopping goods:

Consumer shops around, e.g. for TV, washing machine. Often distributed in city centres or out-of-town centres. Consumers take time to buy; think about it; compare goods and prices; look for the best value.

Speciality goods:

Unique/‘special’ goods; consumers willing to make special effort to buy, e.g. Porsche, Armani suits.



Types of product – industrial goods (i.e. goods bought by firms to use in the production process)

- Raw materials (e.g. oil)
- Manufactured parts
- Supplies (e.g. light bulbs, soap)
- Installations (Capital goods, e.g. factories or new production equipment)
- Accessory equipment (e.g. desks)

	Industrial goods	Consumer goods
Number of customers	Relatively few, professional buyers	Many
Relations with customers	Close	Often distant
Promotion	Often personal selling	Advertising more important
Distribution	Direct; few if any intermediaries	More intermediaries

Writing

Choose a product to describe. Write a short essay about your favourite product.

You could start like this:

It is not quite easy to choose what product is my favorite. It seems to me that sweets are sure to be popular with everybody, me too.

NB!

When we write an opinion essay, we can divide it into five paragraphs.

In the first paragraph, we introduce the topic and clearly state our opinion. We use: In my opinion, I believe, etc. We can use rhetorical questions to introduce the topic (e.g. Why do many people think that Nike sports goods are the best?)

In the second and third paragraphs, we describe the features of the product and what it looks like. Remember to point out specific characteristics that make this product different from others. Give your reasons for it.

In the fourth paragraph we give the opposing viewpoint and reasons. We can start with: On the other hand, However, etc.

In the last paragraph, we state our opinion again using different words. We normally use present tenses in such pieces of writing.

You may use the following plan:

INTRODUCTION

Para 1: state your opinion

MAIN BODY

Paras 2, 3: your viewpoint and reasons

Para 4: opposing viewpoints and reasons

CONCLUSION

Para 5: Restate your opinion

Mini-project

Product Development

Work in pairs or small groups to develop a competitive product so as to challenge an established brand name.

Identify a product that has become very well known. You should choose a product either in one of the fast-moving consumer goods markets such as food, soft drinks, alcoholic drinks, cigarettes, or cosmetics. Alternatively, choose a product from the luxury branded goods market such as perfume, watches, or fashion.

Investigate the popularity of the brand name. Identify three factors which contribute to the universal appeal of the product. Is it a unique product? If so, what are its special characteristics? If not, to what does it owe its popularity? Is it quality,

image, availability, or price?

MAIN SELLING POINTS

1.... 2.... 3....

Come up with an idea for a new product to compete with the brand name. Consider the following: market positioning (upmarket or downmarket), pricing strategy, main selling points in comparison with the brand name, packaging, advertising.

DETAILS & FEATURES: ...

NAME OF NEW PRODUCT: ...

Produce a consumer profile of the customer you are trying to attract. You need to take account of age, gender, socio-economic group, and lifestyle.

CONSUMER PROFILE: ...

Devise a simple slogan to promote the product.

SLOGAN: ...

Finally present your idea to the others.

Keep in mind the necessary evaluated points:

- 1) your logic and composition
- 2) content
- 3) proper and accurate business language
- 4) audience appeal

Do 'Shopping expressions' Quiz

1. I'm off to the shops and I'm really going to splash the....
a) credit
b) sale
c) plastic
d) cheque
2. The sales are great! Every year in January I shop till I
a) drip.
b) pip.
c) pop.
d) drop.
3. To find the best price it's a good idea to shop
a) about.
b) around.
c) above.
d) a bit.
4. Sometimes to get what you want you have to pay through the....
a) nose.
b) eyes.
c) ears.
d) mouth.
5. Even when I can't spend anything I still enjoy...
a) window looking.
b) shop windowing.
c) window shopping.
d) window buying.
6. These days I buy lots of things....

- a) offline
- b) inline

- c) byline
- d) online

Read and translate the following dialogue.

Shopping

On Thursday afternoon Mr. Zotov and Kozlov were not busy. So they went shopping. They walked down Oxford Street and called at Selfridge's, one of the biggest department stores in London. You can always find a lovely collection of suits, dresses, raincoats, shirts, and a lot of other things there.

Mr. Kozlov wanted to buy himself a suit for summer wear, so they went to the department of ready-made clothes.

Kozlov: Will you, please, show us one of those suits?

Shop-assistant: What colour would you like? We have them in various colours.

Kozlov: Grey, please.

Shop-assistant: And what size, sir?

Kozlov: I really don't know as sizes are different in different countries.

Kozlov went to the fitting-room and tried on 2 or 3 suits before he found his size.

Kozlov: How much is it?

Shop-assistant: 170 pounds.

Kozlov: I think, it's rather expensive.

Zotov: Yes, but it fits you nicely. I advise you to buy it.

They bought the suit and came up to a lift-attendant to find out where the shoe department was.

Kozlov: Excuse me, where is the shoe department?

Lift-attendant: It's on the third floor.

They took the lift and in a minute found themselves in the shoe department.

Shop-assistant: What can I do for you, sir?

Kozlov: I want a pair of black shoes.

Shop-assistant: What size shoe do you wear, sir?

Kozlov: Size ten, I believe.

Shop-assistant: How will this pair of shoes suit you?

Kozlov: I'll try them on now and see. I don't think this is my size. They are too tight.

Shop-assistant: Here is another pair, a size larger.

Kozlov: Oh, these are quite comfortable. I'll take them. How much do they cost?

Shop-assistant: 45 pounds.

Mr. Kozlov gave a fifty pound note to the shop-assistant. In a few minutes the shop-assistant came back and gave the parcel and the change to Mr. Kozlov.

When they were about to leave the shop they noticed several stalls with souvenirs of London. Kozlov chose five souvenirs, one for himself and the others – for his friends. He paid for them and they left the shop. Then they went to Oxford Circus Underground Station to get to the British Museum.

One of the most exciting parts of building up a business is when you begin to receive orders for your goods or services. The selling process is hard work, but also extremely satisfying. There are several ways of selling.

Direct selling. This is when you sell a product direct to the public, for example, in your shop, market stall or by mail order. Its great advantage is that by listening to comments made by customers you can judge the market more accurately.

Mail order. You can advertise in newspapers or magazines, inviting customers to order goods from you by post. This is called mail order. Customers send in money with their orders.

Direct mail is another way of selling by post. You send sales leaflets with order forms to potential customers.

Working to order. If you provide a service or make personalized goods, you need to encourage orders from customers. Although many orders may come as a result of recommendations from satisfied customers, you must place yourself firmly in the public eye by promoting yourself. You can promote yourself by printing leaflets and giving information about yourself and your work in the advertising sections of newspapers and magazines. Design and draw up an advertisement for your business!

Selling through agents and sales reps. While expanding sales you may need to employ sales representatives or agents. Agents are people who have a number of contacts and a special knowledge in a particular field. They work freelance for several clients at once. They make their money by taking a percentage (say 10%) on everything they sell. It is possible to employ sales reps who work for you alone. They can provide you with weekly sales reports giving comments, assessments, and desires expressed by customers about each product.

Text Types of products

Products can be grouped in different ways. One approach is to distinguish between goods and services. Goods are basically objects, they can be touched, stored, transported and mass-produced. Services, consisting primarily of actions, have opposite characteristics. In general, services require different pricing, distribution and promotion techniques than goods do. The most widely spread one to categorize products is to look at who is doing the buying – individual consumers or industrial buyers. According to that approach all consumer goods can be divided into three subgroups: convenience goods, shopping goods and specialty goods.

Convenience goods are products that are readily available, low prices, heavily advertised and that consumers buy quickly and often. They are inexpensive items like toothpaste, soda and razor blades. Because the buyer is already familiar with these things, habit is a strong influence in the purchase decision. People buy the same old brand or go to the same old shop because it is easy to do so. To cultivate these strong buying habits, many sellers of convenience goods use advertising and packaging to create an easily recognizable image.

Shopping goods are products for which a consumer spends a lot of time shopping in order to compare prices, quality and style. These are fairly important things that a person doesn't buy every day, like a stereo, a washing machine, a good suit. One reason a

purchase requires more thought is the difference among brands in terms of price or features. The existence of these differences prompts comparison shopping. The shopping process is a form of education; the more unusual and expensive the product, the more the buyer checks around to compare models, features and prices. Various sources of information are used advertisements, sales people, friends and relatives.

Specialty goods are products that a consumer will make a special effort to buy. These are things like luxury items, channel perfume, Brooks Brothers suits and cars.

There are two basic types of industrial products: expense items and capital items. Expense items come in two basic types: support consumables and industrial process consumables. Support consumables include inexpensive items used to support business – rubber bands, paper, file folders. Industrial process consumables include goods that are used in the basic operations of business, such as raw materials and component parts required in a manufacturing process.

Capital items are relatively expensive industrial goods that have a long life and are used in the operations of a business. They are: trucks, major pieces of equipment. If a capital item is very expensive, the purchase decision is often based on written competitive bids. These bids are evaluated by a team of top managers and technical people.

Vocabulary

goods – **товары**

convenience goods – **товары повседневного спроса**

habit – **привычка**

shopping goods – **товары альтернативного спроса**

specialty goods – **товары относительно редкого спроса**

easily recognizable image – **легко узнаваемый имидж**

luxury items – **предметы роскоши**

industrial products – **промышленные изделия**

expense items – **потребительские товары**

capital items – **товары длительного пользования**

support consumables – **мелкоштучные товары**

industrial process consumables – **товары длительного пользования**

component parts – **комплектующие части; детали**

truck – **грузовой автомобиль, грузовик**

I. Give Russian equivalents to the following word combinations:

convenience goods; inexpensive items; to buy the same old brand; to go to the same old shop; to use advertising; to create an easily recognizable image; to compare prices and quality; raw materials; component parts; manufacturing process; truck; competitive bid.

II. Give English equivalents to the following word combinations:

товары; привычка; товары альтернативного спроса; товары относительно редкого спроса; предметы роскоши; промышленные изделия; потребительские товары; товары длительного пользования; мелкоштучные товары.

III. Answer the following questions.

1. What is one of the approaches to categorize products? 2. What groups can all products be divided into? 3. What are convenience goods? 4. What items can be referred to convenience goods? 5. What do sellers do in order to cultivate strong buying habits? 6. What are characteristic features of shopping goods? 7. What do buyers compare choosing shopping goods? 8. Where can consumers get information about shopping goods from? 9. What are speciality goods? 10. What are two basic types of industrial goods? 11. What is the difference between support consumables and industrial process consumables?

IV. Translate the following sentences into English.

1. Все товары можно разделить на потребительские и промышленные. 2. Люди покупают товары повседневного спроса одной и той же марки и в одних и тех же магазинах. 3. Используя рекламу и привлекательную упаковку, продавцы стараются развивать у потребителей устойчивые покупательские привычки. 4. Люди не покупают товары альтернативного спроса каждый день. 5. Покупая товары альтернативного спроса, покупатели сравнивают цены, качество, дизайн. 6. К товарам относительно редкого спроса относятся ювелирные изделия, французские духи, автомобили. 7. Промышленные товары длительного пользования, такие как: сырье, комплектующие части, используются в производственном процессе.

PEOPLE

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?

MARKETS

How a new product is made

Every year new products coming into the western market are growing in numbers. The greater part of them is hardly new. To be more exact, they represent existing items that have been slightly changed. Only few products have undergone a real modification and can be regarded as innovations. For example, TV set, the refrigerator – each was an innovation but not an adaptation. A great number of innovations and adaptations are designed, produced and marketed by small businesses. Very often a new product is formed on the basis of the new business. Sometimes there is a patent to make the business more successful. But it happens very often that market research has not been done very carefully.

Even if major producers pay more attention to doing research and testing, there is little hope for success. A promising new product can appear unsuccessful because of unreasonable prices, inadequate promotion and poor selling methods. Thus, all technologies applied for the purpose of improving the product turn out to be vane and its producer can hardly make a profit.

Vocabulary

product life cycle – **жизненный цикл продукта**

showroom – **выставочный, демонстрационный зал**

merchandise – **товары**

peculiarity – **специфичность; особенность, своеобразие, специфика**

to emphasize – **придавать особое значение; подчеркивать; акцентировать**

label – **ярлык, этикетка, наклейка, бирка**

slogan – **лозунг, призыв; девиз**

to bear in mind – **помнить, принимать во внимание**

to market – **продавать; сбывать; находить рынок сбыта**

promising product – **перспективный продукт**

unreasonable price – **неразумная цена**

inadequate promotion – **недостаточная реклама**

Answer the following questions.

1. Is the number of new products coming into the western market great?
2. What is the greater part of the products like?
3. Are they existing items which have been slightly modified?
4. Whom are innovations and adaptations designed, produced and marketed by?
5. On what basis is a new product often formed?
6. Is there much hope for success even if producers do more research and testing?
7. What can prevent a promising new product from being a success?

COMPANIES

My company

I am Alexander Smith. I work as a Sales Manager in Newtech Company. It was established some years ago. It is a Russian company. We specialize in producing process equipment for food industry. Our up-to-date equipment reflects the latest achievements in technology and is in strong demand. Every year our firm receives a lot of enquires for our goods from different countries of the world.

Newtech does business with a lot of countries. Our company sells equipment abroad and exports a great deal to European Union countries. Many foreign businessmen come to our office every day which is on the 5th floor. It is a large room with three windows in it. There is always a lot of sunshine in our room. **There are a few desks in our office with a telephone on every desk. We don't** receive our customers in this room. There is another room for it.

Our engineers discuss prices, terms of payment and delivery and a lot of other questions with them. All our engineers know one or two foreign languages and they can have talks with foreign businessmen in different languages. The director of our company is very pleased with the work of his engineers.

Our company is large. Newtech consists of 8 departments: Production, Sales, Advertising, Accounting, Financing, Export, Personnel, Research and Development. The last one is newly arranged. 18 per cent of our budget goes to research and development.

Newtech is a corporation. Its management is a Meeting of Shareholders and a Board of Directors. Mr. Sokolov is a Managing Director of the company. His work is very important, as he is responsible for the overall running the company. The number of employees is about seven hundred people.

The head office is in Volgograd. It makes general policy decisions, and the local managers look after the daily business in branches in Samara and Saratov. They are independent. Three factories of the company are also located in Volgograd, Samara and Saratov. Mr. Sokolov has to inspect them once a year.

Production of our company is well-made and known in the world. It corresponds to the highest technical level and standards existing in the world. Currently, we are the tenth largest Russian equipment manufacturer with an annual turnover of 100 million roubles. Last year we started an export division and exports now account for 10 per cent of our turnover.

The company is doing well. Sales and profits are rising. The turnover is increasing rapidly and net profit grows every year, though the company has to spend a great deal on purchase of raw materials and equipment. Over the next five years we project a much greater increase in our export business. In order to achieve this growth we are looking for ways of exporting to East Europe and West Europe and planning a number of key acquisitions there.

Vocabulary

Sales Manager – менеджер по продажам

to establish – **основывать, создавать**
to specialize in smth. – **специализироваться в чем-либо**
process equipment – **технологическое оборудование**
up-to-date – **современный; новейший**
achievement – **достижение, успех**
to be in strong demand – **пользоваться большим спросом**
to receive enquires – **получать запросы**
personnel department – **отдел кадров**
Research and Development – **отдел исследования и разработок**
management – **управление, руководство**
Meeting of Shareholders – **собрание акционеров**
Board of Directors – **совет директоров**
Managing Director – **управляющий, директор-распорядитель**
to be responsible for smth. – **быть ответственным за что-либо**
employee – **служащий**
head office – **главный офис, главная контора**
branch – **филиал**
to be located – **быть расположенным**
to correspond to smth. – **соответствовать чему-либо**
currently – **в настоящее время**
annual turnover – **ежегодный товарооборот**
to do well – **процветать, преуспевать; хорошо идти (о делах и т. п.)**
net profit – **чистая прибыль**
increase – **рост; расширение, увеличение**
to achieve – **достигать, добиваться**
to look for – **искать**
key – **основной, ключевой, главный**
acquisition – **приобретение**

I. Give Russian equivalents to the following word combinations:

to work as a Sales Manager; to establish; up-to-date equipment; to reflect the latest achievements in technology; to be in strong demand; to receive a lot of enquires for the goods; to sell equipment abroad; to discuss prices; terms of payment; terms of delivery; to be located, key.

II. Give English equivalents to the following word combinations:

специализироваться в чем-либо; производить технологическое оборудование; отдел; собрание акционеров; совет директоров; управляющий; быть ответственным за что-либо; служащий; главный офис; филиал; соответствовать высокому техническому уровню и стандартам; ежегодный товарооборот; преуспевать; чистая прибыль; тратить много на покупку сырья и оборудования; приобретение.

III. Answer the following questions.

1. What is your company's name? 2. When was it established? 3. What does it specialize in? 4. How many departments does your company consist of? 5. What is the management of your company? 6. How many people do you employ? 7. Where is your head office? 8. Have you branches? 9. Do you export your products? 10. Is your

production well-known in the world? 11. Who consumers your production? 12. What is the turnover of your company? 13. Is your company doing well? 14. What are your company's prospects for the future?

IV. Translate the following sentences into English.

1. Наша компания была образована несколько лет назад. 2. В то время она производила спортивную одежду и спортивное оборудование. 3. Наша компания специализируется на поставке молочных продуктов населению. 4. Товары нашей компании высокого качества, они соответствуют международным стандартам. 5. В нашей компании занято более 500 человек. 6. Главная фабрика находится в Волгограде. 7. Главный офис находится в Волгограде. 8. Наша компания состоит из 6 отделов: производственный, торговый, бухгалтерский, финансовый, отдел кадров, экспортный. 9. Мы планируем создать отдел исследований и разработок. 10. Мы продаем свою продукцию во многие страны мира. 11. Наша компания – одна из ведущих производителей торгового оборудования в нашей стране с оборотом 100 миллионов рублей. 12. Дела у компании идут хорошо, и мы планируем расширить нашу деятельность, открывая филиалы за рубежом. 13. Я работаю в международной компании. 14. В нашей фирме работают инженеры и экономисты. 15. Мы продаем оборудование, машины и другие товары. 16. Мы торгуем со многими странами. 17. У этой компании есть филиалы в Лондоне и Париже. 18. Ему приходится проверять работу всех филиалов за границей. 19. Кто принимает решения по основным направлениям? 20. Товарооборот этой компании растет из года в год. 21. В прошлом году компания продала две комплектные установки (complete installation) в одну из стран Восточной Европы. 22. Какой чистый доход получила компания в прошлом году? 23. Компания продает эти товары за границей? – Нет, она покупает их в странах Европейского союза.

V. Read and translate the following texts.

Company results

Here is a short review of the company's main activities last year. I'm going to divide my review into three areas: firstly – financial, secondly – personnel, and thirdly –technology.

On the financial front the results have been very encouraging (pleasing): turnover has increased by 14 per cent, costs have dropped by 3 per cent, and profits are up by 16 per cent. So the company as a whole has performed well. Export sales have done very well especially in America, our largest export market. The domestic consumer market has been very competitive, and will continue to be so. To my regret, our results in this market have been rather disappointing – just 1 per cent as compared with the last year.

Now, the personnel. Our policy of personnel development through training and promotion opportunities has been a great success. We have actually recruited 72 new staff members, while 20 have retired; so there's a net balance of 52. The training department has expanded considerably, and moved into new areas such as quality assurance and sales training.

Finally, technology. I suppose it's no exaggeration to say that our technological thought is on the upgrade (upsurge), and our Research Department is trying to do its best to make a scientific contribution to the production process of the company. Over

the last year, our Research Department has tested a new prototype engine. Results so far look very promising. We have also invested heavily in a European technology programme which links industry with universities.

Vocabulary

to increase – **возрастать, увеличиваться**
costs – **затраты, издержки**
to drop – **снизиться, уменьшаться, падать**
to be up – **повыситься**
domestic consumer market – **внутренний потребительский рынок**
competitive – **конкурентный, конкурентоспособный**
as compared with – **по сравнению с**
personnel development – **работа с кадрами, отдел кадров**
promotion – **продвижение по службе, повышение в звании**
opportunity – **возможность**
to recruit – **нанимать, предоставлять работу**
staff members – **штатные сотрудники**
to retire – **уходить на пенсию**
to move into new areas – **распространять на новые области**
quality assurance – **гарантия качества**
sales training – **подготовка торгового персонала**
it's no exaggeration to say... – **не будет преувеличением сказать...**
on the upgrade (upsurge) – **на подъеме**
to make a contribution – **делать вклад**
to invest heavily – **инвестировать значительный капитал**

Company strategy

A business company is an institution established for the purpose of making profit. It's a big organisation which is operated by individuals. Their share of ownership is represented by shares. In order to operate successfully a company has to have its strategy. The company strategy must be flexible enough and take into consideration the changing market conditions. The main objective here is to gain a market share, and in order to achieve it, it's necessary to reduce prices. But if you reduce prices, your margins will be lower, and that will cut profits.

If you can slowly increase production, you will be able to cut unit costs though it seems to be a long-term prospect. Unit costs can come down if you invest in new plants and machines. Let's try to define the company strategy from the point of view of the market and manufacturing.

If you think that increased market share is the main objective in the company strategy, you are highly mistaken. First of all you should go in for a higher profitability. If you can upgrade the product, you are sure to get better prices and therefore higher profits.

You should bear in mind that the market is very competitive now. If you increase prices, whatever the quality, sales may drop rapidly. Let's look at the problems from the manufacturing view-point. If you can reduce costs in manufacturing, it'll put you in

a strong position and enable you to adapt to the market. The only way you can become flexible enough is to subcontract more of the production.

It means job losses if you do that, but the jobs which remain will be more secure.

Vocabulary

for the purpose of – **с целью**

share of ownership – **доля собственника**

to operate successfully – **действовать успешно**

to take into consideration – **принимать во внимание, учесть**

main objective – **основная цель**

to gain – **получать, приобретать, извлекать пользу**

to reduce (to cut) prices – **понижить цены**

margin – **прибыль**

to increase production – **увеличить производство**

unit costs – **стоимость изделия**

to come down – **уменьшаться, снижаться**

to be highly mistaken – **глубоко ошибаться**

to go in for higher profitability – **стремиться к увеличению прибыльности**

to upgrade – **повысить качество, совершенствовать**

to bear in mind – **помнить, иметь в виду**

to enable smb. to do smth. – **дать возможность кому-то что-то делать**

to subcontract more of the production – **заключать больше субдоговоров по линии производства**

job losses – **потеря рабочих мест**

to be secure – **быть стабильным, гарантированным**

Answer the following questions.

1. What kind of institution is a business company? 2. What kind of strategy must a company have? 3. What does a company have to do in order to achieve the main objective? 4. Will you cut profits if you reduce prices? 5. In what way will you be able to cut unit costs? 6. What will become with unit costs if you invest in new plants and machines? 7. Is the increased market share the main objective in company strategy? 8. What's the main objective of the company strategy? 9. What can you expect if you upgrade the product? 10. What may happen if you increase prices whatever the quality? 11. What may happen if you reduce costs in manufacture? 12. Is it true that subcontracting more of the production means job losses? 13. Do you take it correctly by understanding that the jobs which remain after general job losses will be more secure?

I. Read this description of the shamrock organization. Where in the shamrock are you?

COMPANY VOCABULARY

The Shamrock Organisation

The Irish management thinker, Charles Handy, believes that the traditional company is dying. In his book, *The Age of Unreason*, he says that today more and more people are working in a 'shamrock organisation'.

Advantages and disadvantages

1. Compare the shamrock organization with a traditional company. What are the advantages and disadvantages of a shamrock organization for the following?

	Advantage	Disadvantage
For the company ...		
For the core workers ...		
For the self-employed people ...		
For the flexible labour force ...		

2. Compare your lists with others in the class.
Word families
1. How many words in this exercise can you find that are derived from this word.

Employment

Can you think of any other words in this word family?

2. Now, build word families for each of these words. (You can find some related words on these two pages).
special a representative
an organizer to manage

3. Compare your answers with others in the group.

A COMPANY REORGANIZATION

A traditional oil company has decided to reorganize as a shamrock organization in order to cut costs. Work in small groups and discuss these points. In each case, give your reasons.

1. Which of these jobs should you keep in the core?

accountant *computer programmer* *geologist*
lawyer *chief executive officer* *personnel*
manager *secretary* *company doctor*

What other jobs should be in the core?

2. Is it better to use self-employed workers or a flexible labour force to do the non-core jobs?

3. Which of these functions should you keep in the core?
strategic planning *training* *cleaning*
catering *sales* *travel bookings* *administration*
4. Which non-core functions should be done by self-employed workers and which by flexible force?

THE SHAMROCK AND YOU

- How close is your company to a shamrock organization? Describe the ways in which your companies use core workers, self-employed workers and flexible labour force.
- In business world, which of the three groups do you think is growing most quickly? Give reasons for your opinion.

III. Do 'Company' quiz

- It's so easy doing business with that company; they're so _____.
a) professional c) bureaucratic
b) slow to respond d) impersonal
- Rico World Coffees Ltd _____ the best coffee in the world.
a) production c) produces
b) producer d) product
- Which of the following abbreviations is the odd one out?
a) MD c) PA
b) CEO d) GMT
- Which of the following prefixes is used to change the word 'professional' to its opposite meaning, i.e. 'amateur'?
a) improfessional c) disprofessional
b) unprofessional d) misprofessional
- I didn't want a partner to work with me, I only wanted the capital investment, so I looked around for a _____ partner.
a) sleeping c) dormant
b) sleepy d) tired
- Kinco Ltd*, the big toy producer, has been buying shares in its biggest competitor, *Games are Great* in an aggressive _____.
a) merger c) alliance
b) joint venture d) takeover

Read about companies. Discuss with your partner what company you want to work for and why.

COMPANIES

As Chinese proverb says, "Be not afraid of growing slowly, be afraid of standing still". Of course, everyone understands it in a different way, but in

particular these words can be attributed to enterprises or companies because the key thing for a long life of every company is development.

There is a great variety of companies, for example, a family-owned **company**, a **multinational company**, **someone's own company**, etc. And a company can work in different sectors, such as telecommunications, engineering, retailing, tourism, banking and finance, pharmaceutical, food and drink and so on. There are different peculiarities in every sector, but there is no difference what sector the company works in, in general the aim of everyone is, in the long term, to make profits. And for that there are many things you need to get right.

A company should change, expand all the time and do well even at a difficult time for the industry. It needs to be highly competitive, to raise profits, to increase turnover and market share. Every company should all the time increase a range of items it produces, finance a number of new projects, open new subsidiaries and of course take care of their dedicated employees, because they are the most valuable asset of the company.

There are many reasons for being successful in business. Firstly, it's important to have a very strong brand name, because it's possible to build good reputation on its name. Secondly, it's necessary to develop new models and to invest a lot of money in these models, because it helps a company to compete with other companies in this or another industry. Also it's rather essential to give the products a very up-to-date look, to focus on styling and on the quality of the products. Then every big company has to create interest abroad, firstly in their key markets, those are the markets with volume sales. For that you have to set up subsidiaries and to have your own staff and local staff. In other markets a company should get very good distributors. So through those 2 routes, subsidiaries and distributors, a company can make a strong dealer network. The dealers should be very professional at marketing, strongly promote their products, be positive and enthusiastic about the company. They need to be people at a retailing level who are knowledgeable and enthusiastic about the product and who are able to sell it in the face of strong competition. Also it's necessary for every company to draw up an investment plan in order to spend money in a rather rational way.

So, it's obvious that it's important to combine a lot of elements in order to be successful in business and to make profits in the long term.

Think of an 'Ideal Company' you want to work for. Discuss it with your partner.

1. Look at the criteria for an ideal company and choose the five most important and the five least important.

MY IDEAL COMPANY:

- has a female CEO
- gives six months' paid maternity leave and one month paid paternity leave
- has a crèche facility
- has a good quality canteen
- gives equal pay to women and men

- gives employees a laptop computer and mobile phone for business and personal use
- has opportunities for promotion and personal development
- awards bonuses and gives fringe benefits to employees
- provides at least six weeks' training a year
- has an annual staff party
- has a generous company pension scheme
- allows women with three children to retire at 55
- has a gym and sports facilities
- pays one month extra salary to employees who have a new baby or who get married

2. Make sentences about your ideal boss from the prompts below using the adverbs of frequency in the box. Then compare your sentences with a partner.

MY IDEAL BOSS:

- reads my e-mails
- lets me make personal calls at work
- takes me out to dinner
- has regular update meetings with me
- sends me on trips
- calls me by my first name
- phones me at home to discuss work
- leaves me to get on with my work
- chats about his/her family and other non-work-related topics
- brings me coffee
- sets regular deadlines and targets
- lets me leave work early
- says thank you
- praises me
- gives me lots of responsibility
- lets me work from home

always	usually	often	sometimes	not often	hardly
ever	never	every day	every week	twice a year	once a month

Role-play the situation in pairs.

Huawei company is one of the most successful companies in the world market. It has many subsidiaries all over the world. However, it is currently facing problems. Fewer people are buying Huawei phones nowadays because they believe that the phones are very fragile especially touchphones and multimedia phones; and they break more often than other phones. As a result, the demand for these phones has fallen and the income slowed sharply. The company manager of Shenzhen head office decided to hire PR agency to solve this problem.

Agenda

1. Length of contract
2. Payment terms

3. Response time
4. Projects

Manager of Huawei company	PR manager
1. Half a year (it will not take lots of time to solve the problem, just need to convince people that our phones are the best, the most reliable and they don't break at all).	1. 1 year minimum (it will take lots of time to find the reasons why people don't buy the phones, why they think that they are not reliable, the agency will need to carry out lots of surveys and only then work out the plan and different programs and projects).
2. Fixed amount of 4000\$ for each fulfilled program or project.	2. 40\$ an hour, this works out 320\$ a day (4 people in a team).
3. People should react and start to buy phones in 4 months.	3. It will take at least 6 months to influence people.
4. Company suggests all the projects and pieces of advice what to do in all situations. The company knows its business better.	4. PR agency creates all the projects and programs itself and manages them without any interference from the company.

Types of Companies

Go through the following vocabulary and find these words in the text.

debt **ДОЛГ**

bankruptcy **БАНКРОТСТВО**

assets **АКТИВЫ**

enterprise **ПРЕДПРИЯТИЕ**

liabilities **ПАССИВЫ**

joint venture **СОВМЕСТНОЕ ПРЕДПРИЯТИЕ**

proprietor **СОБСТВЕННИК**

accountant **БУХГАЛТЕР**

pledge **ЗАКЛАДЫВАТЬ**

charter **УСТАВ**

Read the text and underline advantages and disadvantages with regard to each type of companies.

The three traditional forms of business are the sole proprietorship, the partnership, and the corporation. The sole proprietorship means going into business for oneself. All one needs is some knowledge about the business, start-up capital and knowledge of regulations. The partnership is an association of two or more people involved in business under a written partnership agreement. The corporation is the legal entity having a right to issue stock certificates. The people who own such stock certificates (or shares) are called stockholders/ shareholders. They in fact own the corporation.

Sole Proprietorship

A sole proprietorship is a business owned and usually operated by a single individual. Its major characteristic is that the owner and the business are one and the same. In other words, the revenues, expenses, assets and liabilities of the sole proprietorship are the revenues, expenses, assets, liabilities of the owner. A sole proprietorship is also referred to as the proprietorship, single proprietorship, individual proprietorship, and individual enterprise.

A sole proprietorship is the oldest and most common form of ownership. Some examples include small retail stores, doctors' and lawyers' practices and restaurants.

A sole proprietorship is the easiest form of business to organize. The only legal requirements for starting such a business are a municipal license to operate a business and a registration license to ensure that two firms do not use the same name. The organization costs for these licenses are minimal.

A sole proprietorship can be dissolved as easily as it can be started. A sole proprietorship can terminate on the death of the owner, when a creditor files for bankruptcy, or when the owner ceases doing business.

A sole proprietorship offers the owner freedom and flexibility in making decisions. Major policies can be changed according to the owner's wishes because the firm does not operate under a rigid charter. Because there are no others to consult, the owner has absolute control over the use of the company's resources. As mentioned earlier, the financial condition of the firm is the same as the financial condition of the owner. Because of this situation, the owner is legally liable for all debts of the company. If the assets of the firm cannot cover all the liabilities, the sole proprietor must pay these debts from his or her own pocket. Some proprietors try to protect themselves by selling assets such as their houses and automobiles to their spouses. A sole proprietorship, dependent on its size and provision for succession, may have difficulty in obtaining capital because lenders are leery of giving money to only one person who is pledged to repay. A proprietorship has a limited life, being terminated on the death, bankruptcy, insanity, imprisonment, retirement, or whim of the owner.

Partnerships

A partnership is an unincorporated enterprise owned by two or more individuals. A partnership agreement, oral or written, expresses the rights and obligations of each partner. For example, one partner may have the financial resources to start the business while the other partner may possess the management skills to operate the firm. There are three types of partnerships: general partnerships, limited partnerships, and joint ventures. The most common form is the general partnership, often used by lawyers, doctors, dentists, and chartered accountants. Partnerships, like sole proprietorships, are easy to start up. Registration details vary by province, but usually entail obtaining a license and registering the company name. Partners' interests can be protected by formulation of an "Agreement of Partnership". This agreement specifies all the details of the partnership.

Complementary management skills are a major advantage of partnerships. Consequently partnerships are stronger entity and can attract new employees more easily than proprietorships.

The stronger entity also makes it easier for partnerships to raise additional capital. Lenders are often more willing to advance money to partnerships because all of the partners are subject to unlimited financial liability.

The major disadvantage of partnerships is that partners, like sole proprietors, are legally liable for all debts of the firm. In partnerships, the unlimited liability is both joint and personal. Partners are also legally responsible for actions of other partners. Partnerships are not as easy to dissolve as sole proprietorships.

Limited companies

Limited companies, unlike proprietorships or partnerships, are created by law and are separate from the people who own and manage them. Limited companies are also referred to as corporations. In limited companies, ownership is represented by shares of stock. The owners, at an annual meeting, elect a board of directors which has the responsibility of appointing company officers and setting the enterprise's objectives.

Limited companies are the least risky from an owner's point of view. Corporations can raise larger amounts of capital than proprietorships or partnerships through the addition of new investors or through better borrowing power. Limited companies do not end with the death of owners.

It is more expensive and complicated to establish corporations than proprietorships or partnerships. A charter, which requires the services of a lawyer, must be obtained through provincial governments or the federal government. In addition to legal costs, a firm is charged incorporation fees for its charter by the authorizing government.

Limited companies are subject to federal and provincial income taxes. Dividends to shareholders are also taxed on an individual basis.

With diverse ownerships, corporations do not enjoy the secrecy that proprietorships and partnerships have. A company must send each shareholder an annual report detailing the financial condition of the firm.

Match the words in the left column with the definitions in the right column.

- | | |
|-------------------------------|---|
| 1. <i>sole proprietorship</i> | a) It is a business in which two or more companies have invested, with the intention of working together; |
| 2. <i>partnership</i> | b) It is the legal entity having a right to issue stock certificates; |
| 3. <i>general partnership</i> | c) It is an association of two or more people involved in business under a written partnership agreement; |
| 4. <i>joint venture</i> | d) It is more often used by lawyers, doctors, dentists, and chartered accountants; |
| 5. <i>limited company</i> | e) It means going into business for oneself. |

Answer these questions using the active vocabulary of the text.

1. What are the three traditional forms of business?

2. What is a sole proprietorship?
3. What is the owner of the company legally liable for?
4. How do any proprietors try to protect themselves?
5. Why may a sole proprietorship have difficulty in obtaining capital?
6. What is a partnership?
7. What are three types of partnerships?
8. What is a major advantage of partnership?
9. Are all of the partners subject to unlimited financial liabilities?
10. What is a major disadvantage of partnership?
11. How are limited companies created?
12. Who is represented by shares of stock in limited companies?
13. Do limited companies end with the death of owners?
14. Is it more expensive and complicated to establish corporations? Why?
15. What must a company send each shareholder?

Read the text again and decide whether these statements are true (T) or false (F).

1. The financial condition of the firm is the same as the financial condition of the owner.
2. **The sole proprietor mustn't pay debts from his or her own pockets.**
3. **A sole proprietorship doesn't have any difficulty in obtaining capital.**
4. A partnership is an unincorporated enterprise owned by two or more individuals.
5. There are three types of partnerships: general partnerships, limited partnerships and joint venture.
6. Complementary management skills are a minor advantage of partnerships.
7. In partnerships the limited liabilities are both joint and personal.
8. Limited companies are not created by law and are not separate from the people who own and manage them.
9. Limited companies end with the death of owners.
10. Limited companies are subject to federal and provincial income taxes.

Text: A Successful Company

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.

Companies

1. **Lead-in**

Look through the table and say what you have learnt about each type of company:

family-owned company;

multinational company;

your own company;

Work environment	May be more friendly in a small family business. But some family-owned businesses are multinationals with thousands of employees, and the environment may not be that different to working in an ordinary multinational. Self-employed people working on their own sometimes complain about feeling isolated. You may feel more in control running your own company, but there again, if you have employees to look after, this can be a big responsibility.
Pay	Small family companies may or may not pay good wages and salaries. One issue here is that when multinationals come to an area with low unemployment, they may make it more expensive for firms in the area to employ people in office or factory jobs. On the other hand, some multinationals are well known for paying

	very low wages to people in places such as fast-food outlets. The pay of self-employed people, of course, varies enormously.
Promotion possibilities	There will be fewer opportunities for promotion in family companies, especially if family members are in key positions. Multinationals will probably offer more scope – the fast-food worker may become a branch manager and possibly go even further, but examples of top managers who have risen all the way from shop floor level rare.
Job security (= probability that you will keep the job)	Family companies may hesitate longer before laying people off out of a feeling of responsibility towards their employees. Multinationals have had different attitudes towards laying people off, but companies in general are probably quicker to lay people off than before

II. Study the vocabulary.

multinational – **международная компания**

reach (n) – **область влияния, охват**

to owe – **быть в долгу**

prosperity – **процветание, преуспевание**

congenial – **благоприятный, подходящий**

sole trader – **индивидуальный предприниматель**

expertise – **компетенция, знание дела**

shareholder – **акционер**

return on investment – **коэффициент рентабельности инвестиций**

(финансовый показатель, характеризующий доходность инвестиционных вложений)

share – **акция**

to demand – **требовать**

demand (n) – **спрос, потребность, требование**

shareholder value – **биржевая стоимость акции**

publicly quoted company – **компания, акции которой котируются на рынке**

to list / quote – **котироваться**

scrutiny – **исследование, внимательный осмотр**

vehicle – **транспортное средство**

workforce – **рабочая сила**

profit – **прибыль**

turnover – **оборот**

market share – **рыночная доля**

head office – **главный офис**

financial performance – **финансовый отчёт**

competitive – **конкурентоспособный**

consequently – **следовательно**

asset – актив
long-term – долгосрочный
to launch – запускать товар на рынок
to achieve – достигать
to reduce – уменьшать, сокращать
to assess – оценить
in terms of – в исчислении, в переводе на
rather than – а не
overseas – заграничный, иностранный
SMEs – малый и средний бизнес
stock exchange – фондовая биржа

III. Read and translate the text.

Multinationals are the most visible of companies. Their local subsidiaries give them sometimes global reach, even if their corporate culture, the way they do things, depends largely on their country of origin. But the tissue of most national economies is made up of much smaller organisations. Many countries owe much **of their prosperity to SMEs (small and medium-sized enterprises)** with tens or hundreds of employees, rather than the tens of thousands employed by large corporations.

Small businesses with just a few employees are also important. Many governments hope that the small businesses of today will become the multinationals of tomorrow, but many owners of small companies choose to work that way because they find it more congenial and do not want to expand.

And then of course there are the sole **traders, one-man or one-woman** businesses. In the professional world, these freelancers are often people who have left (or been forced to leave) large organisations and who have set up on their own, taking the expertise they have gained with them.

But in every case the principle is **the same: to survive- the money coming in has to be** more than the money going out. Companies with shareholders are looking for more than survival - they want return on investment. Shares in the company rise and fall in relation to how investors see the future profitability of the company; they demand shareholder value in the way the company is run to maximise profitability for investors, in terms of increased dividends and a rising share price. Publicly quoted companies, with their shares listed or quoted on a stock exchange, come under a lot of scrutiny in this area.

Some large companies (often **family-owned** or dominated) are private: they choose not to have their shares openly bought and sold, perhaps because they do not want this scrutiny. But they may have trouble raising the capital they need to grow and develop. Profitability is key. Formulas for success are the subject of thousands of business courses and business books. Of course, what works for one person may not work for others.

IV. Answer the following questions about the text.

1) What companies are the most visible and why?

- 2) What do many governments hope?
- 3) Do owners of small companies want to expand?
- 4) Who are sole traders?
- 5) What is the main principle in business?

V. Suggest the terms according to the following definitions.

1. Organization which has offices, factories, activities etc. in many different countries.
2. A company that is at least **half-owned** by another company.
3. A legal form of company in some countries for someone who has their own business, with no other shareholders.
4. A market where company shares are traded.
5. A part of the profits of a company for a particular period of time that is paid to shareholders for each share that they own.
6. Money from shareholders and lenders that can be invested by a business in assets in order to produce profits.
7. The state of producing a profit.

SELLING ONLINE

I. Lead-in

Are you a 'Nethead' or a 'Web-hater'? Discuss the following with a partner.

- 1) How much time a day do you spend surfing the Net?
- 2) Do you ever join online discussion groups or chat rooms?
- 3) Do you book things like flights or hotel rooms on the Net?
- 4) Have you ever bought goods over the Net – books, DVDs and software?
- 5) Would you search for a job in the Internet?
- 6) Would you consider looking for a partner in a cyberspace?

II. Study the vocabulary.

e-commerce – электронная коммерция

dotcom – компания, осуществляющая бизнес посредством Интернета

frenzy – неистовство, бешенство

to oversubscribe – превысить, преувеличить

preach – проповедовать

in conjunction with – вместе, сообща

retailing – розничная торговля

retail outlet – розничная торговая точка

clicks and mortar – фирма в Интернете, располагающая

производственными мощностями

e-tailing – электронная розничная торговля

to fall down – потерпеть неудачу

hurdle – препятствие

logistics – снабжение

warehouse – товарный склад

delivery – доставка

pure-play – букв. “чистая игра”; сленговый термин фондового рынка, означающий компанию, которая занимается только одним видом бизнеса.

range – ассортимент

e-fulfilment system – система выполнения электронных заказов

renowned [ri'naund] – знаменитый, известный

long-term – долгосрочный

profitability – прибыльность, доходность

to bear out – подтверждать, совпадать

cost reduction – уменьшение стоимости

elimination – упразднение, исключение

to ally – соединять, вступать в союз

bid for – предлагать цену

B2B (Business-to-Business e-commerce) – системы электронной коммерции, в которых в качестве субъектов процессов продажи и покупки выступают юридические лица

B2G (Business-to-Government e-commerce) – электронная коммерция, где в качестве сторон выступают юридические лица и государственные учреждения
refund – возмещение расходов
discount – скидка
to dispatch (also despatch) – отправлять товар
purchase – покупка
stock – имеющийся в наличии
bargain – выгодная покупка, дешево купленная вещь
cooling off period – период обдумывания и переговоров
interest free credit – беспроцентный кредит
tricky – хитрый
enormous – огромный
arrangement – соглашение, договорённость
negotiations – переговоры, обсуждение условий
concession – уступка, соглашение
joint venture – совместное предприятие

III. Read and translate the text.

Read and translate the text.

The world of e-commerce moves fast. The dotcom frenzy of the late 1990s, with companies raising vast amounts of money from investors, for example just to sell dog food over the Internet, came and went, and some organisations removed the dotcom suffix from their names, so much did it become a synonym for failure. **E-commerce courses in business** schools are no longer oversubscribed and no longer preaching that everything has changed'. Companies look more at how **e-commerce** can be used in conjunction with other methods of selling: in retailing this means clicks and mortar, combining traditional retail outlets with online operations, rather than pure **e-tailing**.

Some **old-economy** companies like the UK supermarket company Tesco have made a success of **e-commerce** by combining it with their existing operations, rather than investing in a whole new expensive infrastructure. Webvan, a pure online groceries company in the US, fell down on the hurdles of logistics: warehousing and delivery.

Amazon is now almost the **only pure-play (exclusively)** online seller of goods that has any sort of brand recognition. The range of goods it offers is becoming ever **broader**, and its **e-fulfillment systems** (order processing and delivery) are renowned for their efficiency. But its **long-term** profitability is still not clear.

However, in services, **low-cost** airlines like Easyjet and Ryanair are reporting that more than 90 percent of ticket purchases are now made online. This bears out the prediction made a few years ago that online sales would develop fastest where there are no goods that have to be physically delivered.

And then there is business-to-business (B2B) e-commerce. Competing companies, for example in the car industry, have set up networks where they can get suppliers to do this. Orders are placed and processed, and payment made over the Internet, hopefully with massive cost reductions through the elimination of processing on paper. An allied area is **business-to-government (B2G) where companies can bid** for government contracts over the Net.

- 1) What were the results of the dotcom frenzy?
- 2) What do companies look at more nowadays? Why?
- 3) What is Amazon famous for?
- 4) What prediction was made a few years ago?

VII. Read this article from the **“Financial Times”**.

How to make money from internet news operations

By Nicholas George

On the Internet since 1994, the Swedish newspaper Aftonbladet claims to have been Europe's first major internet newspaper. What's more, in an area characterised by financial losses, it has made a small profit for the past four years.

But this year, things may be different. Despite huge viewing figures, Aftonbladet's internet operations will make a loss as advertising income, which accounts for 85 percent of its revenue, slows sharply.

Now, along with other newspaper sites, Aftonbladet is looking at how to charge for its services without losing readers who have come to regard free access as a right. 'The present business model is just not efficient, especially when advertising is falling,' explains Kalle Jungkvist, **editor-in-chief** of Aftonbladet New Media.

Sweden is among the most advanced internet markets in the world with internet penetration rates of about 58 percent. This is the highest in the EU, according to Net Figures, the UK statistics group.

Yet high numbers of viewers have not been enough for advertisers who are doubtful about online marketing - dotcom adverts have almost disappeared. Charging provides a **much-needed** new source of revenue.

But how to persuade people to pay for something that until now has been free?

From the Financial Times

VIII. Say **‘true’** or **‘false’**. If **‘false’**, correct the sentence. Rely on the information from the text.

- a) Aftonbladet has been available on the Internet for more than six years.
- b) It has made a loss each year.
- c) This year it will make a profit.
- d) It is looking at ways of charging for access.
- e) Its editor is happy with the present situation.
- f) Sweden has one of the highest levels of internet use in the world.
- g) High numbers of users means that advertising on the Internet is profitable.

h) The writer suggests ways of making internet services profitable.

Text: HIGH STREET SHOPPING VERSUS INTERNET SHOPPING

When you think of shopping, do you associate high street shopping or internet shopping as your preferred medium? There are of course, advantages and disadvantages to both but which one is better? This may be dependent on your personal preference or which is the most convenient for purchasing goods at a given time. This can also be determined by availability. Some goods may only be bought either online or from a physical shop.

The internet can save time

When many people seem to have a distinct lack of time, the internet is often used for the purchase of goods. A good example of this is buying a car. Often information is searched for regarding potential purchases online but then the actual point of sale comes from a mortar-and-bricks shop. The internet can also be good if you are time restricted. If you know exactly what you are looking for, need something quickly but do not have the time to go to the high street during your normal working week, you can order something online and it can arrive the next day.

It can definitely be beneficial to do some of your shopping online. For example, you can save at least an hour per week if you select your grocery shopping online and have it delivered to your home. The only disadvantage to this is the fee for the delivery every week. Purchasing items such as books and CDs online can also save time. In many cases items such as these can also be cheaper to purchase online than on the high street. The internet can also be a fantastic resource for the research and the purchase of non-everyday products such as birthday or Christmas presents and jewelers. Online banking can also be a far more convenient way of transferring money from one account to another than going into a high street bank or building society.

The advantage of the high street

If you have the time to have a good browse, the high street can be a better option. If you buy clothing from the high street, trying the items on in a changing room before purchasing ensures that the clothes are the correct fit. If you are purchasing clothing online, you cannot guarantee that it will fit. If you buy the item online from a reputable online retailer and it does not fit you can of course send it back and in most cases exchange or refund it.

Whatever you want or need to purchase as a consumer, the high street offers the advantage of allowing you to view the actual product whether it be a book, a CD, shoes or clothing etc. The high street is also highly convenient if you want to quickly buy a sandwich and/or a drink from a cafe or a newsagent and take it away with you. It also acts as a browsing ground. For example, you may wish to purchase a new electrical item such as a television and have seen it at a cheaper price online but want to see it in the flesh beforehand. As mentioned earlier, the same can also be said for the internet.

Overall there are advantages and disadvantages to buying goods online or from the high street. If you are time restricted for whatever reason, the internet can be more convenient. However, if you have time to browse and want to see the goods before you buy them, the high street can have the upper hand. Essentially it is dependent on personal preference as to what works the best for the individual.

COMPREHENSION CHECK

1. Some goods may only be bought
2. You can save
3. If you have the time to have a good browse,
4. The only disadvantage to this
5. Often information
6. The high street is also highly convenient
7. When many people seem to have a distinct lack of time,
8. The internet can also be
 - a) is searched for regarding potential purchases online.
 - b) **if you want to quickly buy a sandwich and/or a drink from a café or a newsagent and take it away with you.**
 - c) is the fee for the delivery every week.
 - d) the internet is often used for the purchase of goods.
 - e) a fantastic resource for the research and the purchase of non-everyday products.
 - f) either online or from a physical shop.
 - g) at least an hour per week if you select your grocery shopping online and have it delivered to your home.
 - h) the high street can be a better option.
- I. Match the halves.

WORD STUDY 1. beneficial a) make certain of obtaining or providing (something) 2. convenient b) traditional 3. ensure c) the freedom or right to choose something 4. item d) involving little trouble or effort 5. mortar-and-bricks e) the action of buying something 6. option f) a repayment of a sum of money 7. order g) favourable or advantageous 8. purchase h) limited in extent, number, scope, or action 9. refund i) a verbal or written request for something to be made, supplied, or served 10. restricted j) an individual article or unit II. Match words to their definitions.

III. Find 5 pairs of synonyms.

convenient / save / limited j purchase / restricted / buy / economize / comfortable / choice / option

IV. Discuss with your partner and make a list of advantages and disadvantages of a) high street shopping; b) Internet shopping.

Text: SELLING ONLINE

History

In 1990 Tim Berners-Lee created the first World Wide Web server and browser. It opened for commercial use in 1991. In 1994 other advances took place, such as online banking and the opening of an online pizza shop by Pizza Hut. During that same year, Netscape introduced SSL encryption of data transferred online, which has become essential for secure online shopping. Also in 1994 the German company Intershop introduced its first online shopping system. In 1995 Amazon launched its online shopping site, and in 1996 eBay appeared.

Customers

Online customers must have access to a computer and a method of payment. Consumers find a product of interest by visiting the website of the retailer directly or by searching among alternative vendors using a shopping search engine.

Customer needs and expectations

A successful web store is not just a good looking website with dynamic technical features, listed in many search engines. In addition to disseminating information, it is about building relationships and making money. Businesses often attempt to adopt online shopping techniques without understanding them and/or without a sound business model, producing web stores that support the **organizations' culture and brand name without satisfying consumer's expectations**. User-centered design is critical. **Understanding the customer's wants and needs and living up to promises** gives the customer a reason to come back and meeting their expectations gives them a reason to stay. It is important that the website communicates to the customer that the company cares about them. Customer needs and expectations are not the same for all customers. Age, gender, experience, culture are all important factors. For example, Japanese cultural norms may lead users there to feel privacy is especially critical on shopping sites and emotional **involvement is highly important on financial pensions' sites**. **Users with more online experience focus more on the variables that directly influence the task, while novice users focus on understanding the information.** To increase online purchases, businesses must spend significant time and money to define, design, develop, test, implement, and maintain the web store. It is easier to lose a customer **then to gain one and even «top-rated » sites will not succeed if the organization fails to practice common etiquette** such as returning e-mails in a timely fashion, notifying customers of problems, being honest and good. Since it is important to eliminate mistakes and be more appealing to online shoppers, many web shop designers study research on consumer expectations. Convenience Online stores are usually available 24 hours a day, and many consumers have Internet access both at work and at home. Other establishments such as internet cafes and schools provide access as well. A visit to a conventional retail store requires travel and must take place during business hours. In the event of a problem with the item it is not what the consumer ordered, or it is not what they expected—consumers can return an item for the correct one or for a refund. Consumers may need to contact the retailer, visit the post office and pay return shipping, and then wait for a replacement or refund. Some online companies have more generous return policies

to compensate for the traditional advantage of physical stores. Information and reviews Online stores must describe products for sale with text, photos, and multimedia files, whereas in a high street retail store, the actual product and the **manufacturer's packaging will be available for direct inspection (which might involve a test drive, fitting, or other experimentation)**. Some online stores provide or link to supplemental product information, such as instructions, safety procedures demonstrations, or manufacturer specifications. Some provide background information, advice, or how-to guides designed to help consumers decide which product to buy. Some stores even allow customers to comment or rate their items. There are also dedicated review sites that host user reviews for different products. Reviews and now blogs give customers the option of shopping cheaper, organise purchases from all over the world without having to depend on local retailers. In a conventional retail store, clerks are generally available to answer questions. Some online stores have real-time chat features, but most rely on e-mail or phone calls to handle customer questions. Price and selection One advantage of shopping online is being able to quickly seek out items or services with many different vendors Search engines, online price comparison services and discovery shopping engines can be used to look up sellers of a particular product or service. Shipping costs reduce the price advantage of online merchandise, though depending on the jurisdiction, a lack of sales tax may compensate for this. Shipping a small number of items, especially from another country, is much more expensive than making the larger shipments bricks-and-mortar retailers order. Some retailers (especially those selling small, high-value items like electronics) offer free shipping on sufficiently large orders. Another major advantage for retailers is the ability to rapidly switch suppliers and vendors without disrupting **users' shopping experience. Disadvantages Fraud and security concerns** Given the lack of ability to inspect merchandise before purchase, consumers are at higher risk of fraud on the part of the merchant than in a physical store. Secure Sockets Layer (SSL) encryption has generally solved the problem of credit card numbers being intercepted in transit between the consumer and the merchant. Identity theft is still **a concern for consumers when hackers break into a merchant's web site and steal** names, addresses and credit card numbers. A number of high-profile break-ins in the 2000s have prompted some U.S. states to require disclosure to consumers when this happens. Computer security has thus become a major concern for merchants and e-commerce service providers, who deploy countermeasures such as firewalls and anti-virus software to protect their networks. Phishing is another danger, where consumers are fooled into thinking they are dealing with a reputable retailer, when they have actually been manipulated into feeding private information to a system operated by a malicious party. Although the benefits of online shopping are considerable, shoppers potentially face a few problems such as identity theft, faulty products, and the accumulation of spyware. Whenever you purchase a product, you are going to be required to put in your credit card information and shipping address. If the website is not **secure a customer's information can be accessible to** anyone who knows how to obtain it. Most large online corporations are inventing new ways to make fraud more difficult, however, the criminals are constantly

responding to these developments with new ways to manipulate the system. It is advisable to be aware of the most current technology to fully protect yourself and your finances. One of the hardest areas to deal with in online shopping is the delivery of the products. Most companies offer shipping insurance in case the product is lost or damaged; however, if the buyer opts not to purchase insurance on their products, they are generally out of luck. Some shipping companies will offer refunds or compensation for the damage, but it is up to their discretion if this will happen. It is important to realize that once the product leaves the hands of the seller, they have no responsibility.

Comprehension check

I. Match the halves.

1. It is important that
 2. **Understanding the customer's wants and needs**
 3. Some shipping companies will offer
 4. To increase online purchases,
 5. A visit to a conventional store
 6. Consumers find
 7. Most large online corporations
 8. Brick-and-mortar stores
 9. Computer security has thus become
 10. Although the benefits of online shopping are considerable
- a) refunds or compensation for the damage.
 - b) requires travel and must take place during business hours.
 - c) are inventing new ways to make fraud more difficult.
 - d) also collect consumer information.
 - e) gives the customer a reason to come back.
 - f) shoppers face a few problems such as identity theft, faulty products, and the accumulation of spyware.
 - g) a major concern for merchants and e-commerce service providers.
 - h) the website communicates to the customer that the company cares about them.
 - i) a product of interest by visiting the website of the retailer.
 - j) businesses must spend significant time and money to define, design , develop and maintain the web store.

II. Supply the correct preposition.

1. The existence of many different seals, or seals unfamiliar ... consumers, may foil this effort... a certain extent.
2. The criminals are constantly responding ... these developments ... new ways to manipulate the system.
3. Online customers must have access ... a computer.
4. This information is obviously not accessible ... the merchant when paying... cash.

5. It is advisable to be aware ... the most current technology to fully protect yourself and your finances.
6. Many consumers wish to avoid spam and telemarketing which could result ... supplying contact information ... an online merchant.
7. Novice user focus... understanding the information.
8. Since it is important to be more appealing... online shoppers, many web shop designers study research ... consumer expectations.
9. Some online companies have more generous return policies to compensate ... the traditional advantage ...physical stores.
10. A number of resources offer advice ... how consumers can protect themselves when using online retailer.
11. One of the hardest areas to deal... in online shopping is the delivery of products.
12. Some ask ... address and phone number ... checkout.

Match 10 pairs of synonyms.

- | | |
|-------------------|---------------------------|
| 1. conventional | a) brick-and-mortar store |
| 2. fraud | b) buy |
| 3. introduce | c) change |
| 4. merchant | d) refund |
| 5. physical store | e) additional |
| 6. purchase | f) safe |
| 7. replacement | g) deceit |
| 8. secure | h) launch |
| 9. supplemental | i) vendor |
| 10. switch | j) traditional |

Средний уровень владения иностранным языком

ENTERTAINING

I. **Lead-in**

Suggest different forms of entertainment in general rather than in a corporate context. Continue the list:

- **shows**
- **concerts**
- **night clubbing**
- _____

Which of them can be the subject of corporate entertaining?

Is it right to spend enormous sums of money on the best clients in order to keep **them sweet**'?

When is a gift a bribe?

To find out how **'open to persuasion'** you are, try the following test:

What's your Price?

1. *One of the suppliers tendering for a contract with your company Invites you out for lunch at a top-class restaurant to talk things over'. Do you...*

- a. insist that you cannot be bought and remove the **supplier's** name from your shortlist?
- b. politely refuse, saying that you never mix business with pleasure?
- c. take advantage of the situation by ordering a more expensive meal than you usually have?

2. *You have been asked to choose a venue (=place) for your company's annual conference. The manager of one of the hotels you are considering mentions that there could be a week's holiday in it for you and your family. Do you ...*

- a. report him to his regional manager?
- b. smile and point out that free holidays are not a condition for winning the contract?
- c. gratefully accept a large en suite room with minibar and a view of the bay?

3. *The father of an applicant for a post in your company sends you a Rolex watch and a case of expensive champagne for Christmas. Do you ...*

- a. send them back with a note saying: **'Thanks, but no thanks'**?
- b. return the watch, drink the champagne and forget the name of his son?
- c. give his son the job immediately and ask him if he has any other children looking for work?

II. Study the vocabulary.

to do a deal - **заключать сделку**

to establish a relationship – **устанавливать связи**

to 'size up' a potential business partner – **определять потенциального партнера по бизнесу**

joint venture – **совместное предприятие**

an associate - **компаньон**

relationship building – **установление отношений**

corporate hospitality – **корпоративное гостеприимство**

corporate sponsorship – **корпоративная поддержка, спонсорство**

cultural awareness – **осведомленность о культуре**

avoidance of misunderstanding – **избежание непонимания**

cross-cultural training – **межкультурная коммуникация**

to facilitate – **содействовать, способствовать**

social interaction – **социальное взаимодействие**

small talk – **светская беседа**

to undervalue – **недооценивать, преуменьшать**

gaffe – **оплошность, ошибка**

economic decline – **экономический спад**

steep decline – **резкий спад**

reveal - **обнаруживать**

cost control – **ценовой контроль**

to enter the corporate dictionary – **войти в корпоративную лексику**

shareholder - **акционер**

conglomerate – **корпорация (большая организация, состоящая из различных компаний)**

to spend run wild – **тратить в огромных количествах**

to retain the client – **сохранить клиента**

venue – **место встречи, сбора**

to gain a new client – **найти нового клиента**

III. Read and translate the text.

It has been said that when two American or European business people meet, they are there to do a deal, but in Asia they are there to establish a relationship. Entertaining in Asia is **often used to 'size up' a potential business partner -partner in** the sense of future supplier or joint venture associate. Asians will want to know more about their guest, their background and their contacts before going ahead and doing business. This is an essential part of the business process, not just polite etiquette.

Relationship building takes different forms in different places - invitations to karaoke evenings in Japan or the yacht on the French Riviera are not to be refused. The demand for corporate hospitality in the UK has been criticized for making events such as grand prix racing or Wimbledon more expensive for ordinary people. But corporate sponsorship of sport and culture brings in large amounts of money, and many such events benefit from this overall.

Entertaining in the form of invitations to your host's home exists in some cultures but not others, where work and private life are kept entirely separate.

Cultural awareness of norms in these and other areas can lead to better communication and avoidance of misunderstandings. Companies are spending **more time and money these days on cross-cultural** training, often but not always in tandem with language training, in order to facilitate better social interaction.

Socialising in another language is not easy. There is more focus than in business discussions on the language itself. Learners, rightly, demand formulaic expressions for particular situations. This is often called small talk. But to refer to it as 'small' undervalues its importance.

Language learners see it as a minefield of potential problems and, inevitably, gaffes. People have their favourite stories about such mistakes, perhaps ones they made themselves.

IV. Answer the following questions about the text.

- 1) What is the difference between doing a deal and establishing a relationship?
- 2) What events do benefit from corporate sponsorship?
- 3) Why are companies spending time and money these days on **cross-cultural** training?

Business dinner at a restaurant

Usually after the talks our manager invites representatives of other companies to have dinner at some of the restaurants in our city. There are many kinds of restaurants in Volgograd. Most of them are traditional restaurants where a waiter serves customers, self-service restaurants are very rare exception. There are many small restaurants and cafes which are very popular and crowded especially during the lunch-hour, but it is getting more and more expensive to have meals there. At self-service cafeterias a customer serves himself and he can get meal more quickly and less expensive.

When the manager of our company invites an English businessman to a restaurant, he chooses among different types of Volgograd restaurants a place similar to the famous English pub with its cosy and friendly atmosphere. English people go there not only for some beer or whisky, but to meet their friends and spend the whole evening there till closing time.

So after the talks the two businessmen come into the restaurant, take their seats at a table near the window and order cocktails. They study the menu to see what's on it. The waiter comes to their table and asks if they are ready to order. As a rule, businessmen are rather hungry after the talks and they like a square meal. The choice of dishes on the menu is rich.

They order mushroom soup for the first course and meat with vegetables for the second course. The vegetables are very good but the meat is a bit dry. The manager likes fried chicken. The chicken is delicious. The English businessman doesn't like fish and roast beef is not his idea of a good meal. His favorite dish is steak. They start with sausages with new potatoes and green salad. They ask the waiter to bring a bottle of red wine. Later they order dessert: fruit or ice-cream. They finish with black coffee and cheese. The prices on the menu are not very expensive. The manager pays the bill.

During the dinner the two businessmen don't talk about their business, they prefer to have an informal chat (talk). They enjoy their dinner at the restaurant and come to better understanding, feel more confidence to each other.

Vocabulary

to invite smb. to have dinner at the restaurant – **пригласить обедать в ресторан**

waiter – **официант**

to be very rare exception – **быть очень редким исключением**

to be popular and crowded – **быть популярным и переполненным**

during the lunch-hour – **в обеденное время**

to get more expensive – **становиться более дорогостоящим**

to choose a place with cosy and friendly atmosphere – **выбрать место с уютной и дружеской атмосферой**

beer – **пиво**

till closing time – **до времени закрытия**

to order – **заказывать**

to study the menu – **изучить меню**

to be hungry – **быть голодным**

to have a square meal – **плотно покушать**

mushroom soup – **грибной суп**

meat – **мясо**

dry – **жесткий**

fried chicken – **жареный цыпленок**

delicious – **очень вкусный**

fish – **рыба**

favorite dish – **любимое блюдо**

sausage – **колбаса; сосиска**

cheese – **сыр**

to pay the bill – **заплатить по счету**

to come to better understanding – **приходить к взаимопониманию**

to feel more confidence to each other – **чувствовать больше доверия друг к другу**

I. Give Russian equivalents to the following word combinations:

self-service restaurant; to be very rare exception; to get more expensive; beer; to come into the restaurant; to be ready to order; to be hungry; to have a square meal; mushroom soup for the first course; meat with vegetables for the second course; fried chicken; delicious; to start with sausages with new potatoes; to bring a bottle of red wine; fruit; ice-cream; to finish with black coffee; cheese; to come to better understanding.

II. Give English equivalents to the following word combinations:

пригласить кого-либо обедать в ресторан; официант обслуживает клиентов; быть популярным и переполненным; в обеденное время; выбрать место с уютной и дружеской атмосферой; до времени закрытия; сесть за стол; заказать блюда; изучить меню; богатый выбор блюд в меню; мясо немного жесткое; любимое блюдо; бифштекс; цены в меню; заплатить по счету; дружеская беседа; чувствовать больше доверия друг к другу.

III. Answer the following questions.

1. Do businessmen often have lunch (dinner) at a restaurant? 2. Is a restaurant a good place to discuss business matters? 3. Are there many restaurants in Volgograd? 4. What kinds of restaurants are there in Volgograd? 5. What atmosphere is necessary to have a good time at a restaurant? 6. Is it expensive to have meals at a restaurant? 7. Who usually pays the bill at a restaurant? 8. What's your opinion of the service, choice of dishes and prices at Volgograd restaurants? 9. Can customers order drinks at a restaurant? 10. What do people order for dessert? 11. Do you sometimes visit a restaurant? 12. Which of Volgograd restaurants do you prefer? Why?

IV. Translate the following sentences into English.

1. Английские рестораны не славятся хорошей едой. 2. В Лондоне есть удивительное разнообразие ресторанов всех национальностей. 3. В этих ресторанах вы можете выбрать еду по своему вкусу (to smb.'s taste). 4. Большинство британских семей ходит в рестораны только по особым случаям, например, в дни рождения или свадебные юбилеи. 5. Бизнесмены встречаются в ресторане, чтобы обсудить дела в непринужденной обстановке, а юноши и девушки – чтобы лучше познакомиться друг с другом. 6. Для тех, кто приезжает в Лондон, еда вне мест проживания (eating out) может доставит удовольствие. 7. В ресторане "Рулз" традиционное меню и обстановка точно такие же, какими они были во времена королевы Виктории. 8. На улице Кингз Роуд есть десятки маленьких ресторанов. 9. Вы можете есть рыбу с чипсами где угодно – в парке, в автобусе или во время прогулки по улице. 10. Официант порекомендовал нам на первое грибной суп со сметаной, на второе – копченого лосося (smoked salmon) с картофелем-фри, а на десерт – мороженое с малиновым сиропом. 11. Что ты заказал на второе? – Еще ничего, но закажу котлеты с макаронами. – А я макаронам предпочитаю картофель и другие овощи, поэтому я возьму курицу с пюре (mashed potatoes). 12. Я заказал столик на двоих на девять часов, но мы минут на 15 опоздаем. – Ничего страшного. 13. Посмотри, какой обжора (glutton) там за столиком у окна. Он ест ужасно быстро и жадно (to gobble). Может, он просто очень голоден. 14. Я буду есть то, что ест вон та дама. Посмотри, с каким чувством она поглощает (to devour) то, что лежит у неё на тарелке. 15. Я не получил никакого удовольствия от обеда, так как суп был водянистый (watery), заливная рыба (jellied fish) безвкусная (tasteless), а мясо пережаренное (overdone). 16. К сожалению, в меню не было коктейля из креветок (prawn cocktail), а ведь это мое любимое блюдо. 17. Передайте мне, пожалуйста, меню. Что у них сегодня в меню? 18. В этом ресторане всегда большой выбор блюд. 19. Что вы возьмете на десерт? Больше всего я люблю мороженое на десерт. 20. Хорошо будет закончить обед мороженым. 21. Сегодня в меню не так много мясных блюд, как вчера. 22. Ростбиф – самое лучшее блюдо в этом ресторане. 23. Сегодня в ресторане меньше людей, чем обычно.

V. Read and translate the following dialogue.

At the restaurant

The next day at 12 o'clock Mr. Kozlov and Zotov came to Mr. Lipman's office where they signed the contract. After that they all went to the Savoy Restaurant which was not far from Mr. Lipman's office.

When they came into the restaurant they took off their hats and coats and left them in the cloakroom. Then they went upstairs.

The head-waiter showed them the table that Mr. Lipman had reserved. A waiter who was standing near by came up to the table to take their order. He put the menu on the table in front of each of them.

"I'm afraid my English is not good enough to order lunch," Kozlov said. "Besides I don't know much about English meals, so it's difficult for me to make my choice."

"All right," smiled Mr. Lipman. "I think we'll start with drinks. What would you like to drink, gentlemen?"

Kozlov: Gin and tonic with lemon for me, please.

Zotov: The same for me.

Lipman: Gin or whisky for you, John?

Cave: Whisky, please.

Lipman: Well, what shall we eat?

Zotov: There is a large choice of dishes on the menu and it's difficult for us to decide. Is

there any dish you can recommend?

Lipman: I recommend oxtail soup. They cook it very well here. Then we can have roast

beef, beef-steak, mixed grill, or fish. And vegetables, of course. What do you say to that?

Kozlov: Very good. I'll have oxtail soup and roast-beef.

Zotov: No soup for me. I'll have only mixed grill.

Cave: I'll take the same, Henry, and don't forget to order a bottle of red wine. It'll go nicely with meat.

Lipman: Oh, no. I remember it.

Waiter: What will you have for dessert, sir?

Lipman: Fruit salad and ice-cream. And we'll finish with black coffee and brandy.

Cave: Yes, of course.

Waiter: Very good, sir.

(They have lunch. Then the waiter serves black coffee and brandy.)

Cave: I'd like to drink a toast to good business. And I must say, gentlemen, I'm very pleased with the contract we've signed. We look forward to doing more business with you in the future.

Kozlov: This is to good business and more contracts.

(After lunch.)

Kozlov: We've had an enjoyable time here. It's been a pleasure, gentlemen. Thank you.

(Mr. Lipman paid the bill. They put on their hats and coats downstairs and left the restaurant.)

MARKETING

Marketing

Go through the following vocabulary notes and find these words in the text.

storage **сохранение**

competitor **конкурент**

complex **комплексный**

charge **запрашивать цену**

objective **цель**

average **средний**

vital **жизненный**

wholesaler **оптовый торговец**

failure **неудача**

retailer **розничный торговец**

potential **возможный**

promotion **продвижение** Match the words in the left column with the

definitions in the right column.

1. <i>product</i>	a) the process of getting the product to the customer through the channels of distribution.
2. <i>placement</i>	b) the communication between buyer and seller
3. <i>price</i>	c) the sum in money or goods for which anything is or may be bought or sold
4. <i>promotion</i>	d) something produced by effort
5. <i>manufacturer</i>	e) a person who sells to final consumers in smaller quantities
6. <i>wholesaler</i>	f) a person who sells goods in larger quantities
7. <i>retailer</i>	g) a person who buys goods
8. <i>customer</i>	h) a person who produces goods

Marketing Mix

Buying, selling, market research, transportation, storage, advertising - these are all parts of the complex area of business known as marketing. In simple terms, marketing means the movement of goods and services from a manufacturer to a customer in order to satisfy the customer and to achieve the company's objectives.

Marketing can be divided into four main elements that are popularly known as the four P's: product, price, placement and promotion. Each one plays a vital role in the success or failure of the marketing operation.

The product element of marketing refers to the goods or service that a company wants to sell. This often involves research and development (R&D) of a new product, research of the potential market, testing of the product to insure quality, and then introduction to the market.

A company next considers the price to charge for its product. There are three pricing options the company may take: *above*, *with*, or *below* the prices that its competitors are charging. For example, if the average price of a pair of women's leather shoes is \$27, a company that charges \$23 has priced below the market; a company that charges \$27 has priced with the market; and a company that charges

\$33 has priced above the market. Most companies price with the market and sell their goods and services for average prices established by major producers in the industry. The producers who establish these prices are known as price leaders.

The third element of the marketing process - placement - involves getting the product to the customer through the channels of distribution. A common channel of distribution is: manufacturer – wholesaler – retailer – customer. Wholesalers generally sell large quantities of products to a retailer and retailers usually sell smaller quantities to customers.

Finally, communication about the product takes place between buyer and seller. This communication between buyer and seller is known as promotion. There are different ways of promotion: personal selling, in a department store; through a newspaper or magazine and Internet.

The four elements of marketing – product, place, price and promotion work together to develop a successful marketing operation.

Answer these questions using the active vocabulary of the text.

1. What are the parts of marketing?
2. What are the objectives of marketing?
3. What are the vital elements of marketing?
4. What does each element of marketing refer to?
5. What are the channels of distribution?
6. What three pricing options may the company take?
7. What helps to develop a successful marketing operation?

Read the text again and decide whether these statements are true (T) or false (F).

1. Buying, selling, market research, transportation, storage, advertising means marketing.
2. The four P's are product, price, placement and people.
3. The product element of marketing refers just to the introduction of this product to the market.
4. Three pricing options exist above, with, or below the prices.
5. Placement involves getting the product to the customer through the channels of diversification.
6. The communication between wholesaler and seller is known as promotion.

Find Russian equivalents to the following phrases in the second column.

1. market research	а) главные производители
2. in simple terms	б) лидеры цен
3. achieve the objectives	с) каналы распределения
4. marketing operation	д) назначать цену
5. research and development	е) достигнуть целей
6. charge for	ф) проще говоря
7. establish the prices	г) рыночная деятельность
8. price leaders	h) исследование рынка
9. major producers	і) научно- исследовательский
10. channels of distribution	ж) устанавливать цены

Marketing

The terms market and marketing can have several meanings depending on how they are used. The term stock market refers to the buying and selling of shares. Another type of market is grocery market, a place where people purchase food. When economists use the word market, they mean a set of forces or conditions that determine the price of a product, such as the supply available for sale and the demand for it by consumers. The term marketing in business includes all of these meanings.

In the past, the concept of marketing emphasized sales. The modern marketing concept is based on the principle that production can be economically justified only by consumption. In other words, goods should be produced only if they can be sold.

Marketing now involves first deciding what the customer wants and designing and producing a product that satisfies these wants at a profit to the company. Modern marketing is a coordinated system of many business activities, but basically it involves four things: selling the correct product at the proper place, selling it at a price determined by demand, satisfying customer's needs and wants and producing a profit for the company.

The principal marketing techniques include: a profound market research, market requirements elaboration addressed to the producer, a good knowledge of demand, tastes and wishes of consumers and production of goods that are in demand.

In recent years marketing has become a driving force in most companies. Marketing includes all the business activities connected with the movement of goods and services from producers to consumers. Sometimes it is called distribution. On the one hand, marketing is made up of such activities as transporting, storing and selling goods and, on the other hand, a series of decisions you make during the process of moving goods from producer to user. Marketing operations include product planning, buying, storage, pricing, promotion, selling, credit, traffic and marketing research.

Underlying all marketing strategy is the marketing concept – **«we must produce what people want, not what we want to produce»**. It's necessary to find out what the customer wants and carry out market research. It can be done by offering the right Marketing Mix. Marketing can be divided into four main elements **that are popularly known as the four P's: product, price, place and promotion**. «The Four P's – the right Product at the right Price; available through the right channels of distribution: Place; presented in the right way: Promotion. Each one plays a vital role in the success or failure of the marketing operation.

Nowadays all divisions of a company are urged to think marketing. It's necessary to have a clear idea of: what the customers need, what the customers want, what causes them to buy. The ability to recognize early trends is very important. Producers must know why, where, for what purpose the consumers buy. Market research helps the producer to predict what people will want and through advertising he attempts to influence the customer to buy.

Marketing operations are very expensive. They take more than half of the consumer's dollar. The trend in the USA has been to high mass consumption. The construction of good shopping centers has made goods available to consumers. It has provided a wide range of merchandise and plenty of parking facilities.

Marketing in a foreign environment often means working around and within a set of constantly changing circumstances. The environment elements include a country's economy, politics, regulations and social make up. Whether you are developing your company's first international marketing plan or revising existing strategies, understanding the foreign environment is crucial to international success.

A company that believes in marketing is forward thinking and doesn't rest on its best achievements: it must be aware of its strengths and weaknesses as well as the opportunities and threats it faces.

Vocabulary

stock market – **фондовая биржа**

grocery market – **продуктовый рынок**

to determine a price – **определять, устанавливать цену**

supply available for sale – **количество имеющихся товаров для продажи**

to produce a profit – **давать, приносить прибыль**

market requirements – **требования рынка**

to be in demand – **пользоваться спросом**

movement of goods and services – **движение товаров и услуг**

user – **потребитель**

product planning – **разработка новых товаров**

storage – **хранение**

pricing – **калькуляция цен**

traffic – **торговля**

to carry out market research – **осуществлять изучение конъюнктуры рынка**

right marketing mix – **правильное сочетание рыночных факторов**

to urge – **побуждать, убеждать**

early tend – **начальное направление, ранняя тенденция**

to predict – **предсказывать, пророчить, прогнозировать**

to attempt – **пытаться, стараться, стремиться, прилагать усилия**

mass consumption – **массовое потребление**

constantly changing circumstances – **постоянно изменяющиеся обстоятельства**

social make up – **общественное устройство**

crucial – **ключевой, решающий; важный**

forward thinking – **прогрессивно мыслящий**

to be aware – **быть осведомленным**

strength – **достоинство, сильная сторона**

weakness – **слабое место, недостаток**

opportunity – **благоприятный случай, шанс, перспектива**

threat – **опасность, угроза, риск**

I. Give Russian equivalents to the following word combinations:

stock market; to determine the price of a product; to produce a profit; market requirements; production of goods; driving force; to be connected with movement of goods and services; user; to carry out market research; to urge; to have a clear idea; to recognize early trends; to influence the customer to buy; to provide a wide range of merchandise; crucial; strengths and weaknesses; opportunity; to face the threats.

II. Give English equivalents to the following word combinations:

рынок; производить товары; выявить и удовлетворить нужды потребителей; вкусы и желания покупателей; пользоваться спросом; разработка новых товаров; хранение; калькуляция цен; торговля; правильное сочетание рыночных факторов; каналы сбыта; массовое потребление; постоянно изменяющиеся обстоятельства; прогрессивно мыслящая компания; быть осведомленным.

III. Answer the following questions.

1. What do the economists mean when they use the word "market"? 2. On what principle is modern marketing concept based? 3. What does marketing involve? 4. What principal marketing techniques do you know? 5. Has marketing become a driving force in most companies? 6. What business activities does marketing include? 7. Why is marketing sometimes called «distribution»? 8. Does marketing include making decisions? 9. What do marketing operations include? 10. What are the main principles of the marketing concept underlying all marketing strategy? 11. What is the right marketing mix (the four P's)? 12. Why are all divisions of a company urged to think marketing? 13. What is the role of marketing research? 14. What's the role of the construction of good shopping centers? 15. What does marketing in foreign environment often mean? 16. Why is a company that believes in marketing a forward thinking one?

IV. Translate the following sentences into English.

1. Маркетинг включает различные виды деятельности, связанные с движением товаров и услуг от производителя к потребителю. 2. Основная функция маркетинга – выявлять и удовлетворять нужды потребителей. 3. Потребители извлекают выгоду, покупая товары, которые им нужны, а предприятия – получая прибыль. 4. Маркетинговые исследования очень важны, так как помогают производителю предсказать новые направления развития рынка. 5. Посредством рекламы потребители получают информацию о новых товарах и их качестве. 6. Маркетинговые операции включают: разработку новых товаров, покупку, хранение, калькуляцию цен, продвижение товара, предоставление кредита, транспортировку и рыночные исследования. 7. Цель маркетинга – определить нужды и потребности будущих клиентов и выполнить задачи своей фирмы. 8. Четыре элемента – товар, цена, размещение и сбыт составляют основу маркетинга. 9. Оба составляющих маркетинга – покупатель и продавец – должны быть удовлетворены. 10. В ходе маркетинговых операций создается прибыль. 11. Маркетинг тесно связан с такими социальными

науками, как экономика, социология, психология. 12. Международный маркетинг – это маркетинг товаров и услуг за пределами страны, где находится организация.

V. Read and translate the following dialogue.

Dialogue

Sally and Don work in the Marketing Department of a company that makes different meal products.

Don: Hey, Sally, look at these figures. The price of sugar is going up 10% during the next year.

Sally: Oh, that's bad. That means trouble for our jam line.

Don: I think so too. Sugar is the main ingredient, you know. What's your opinion?

Sally: Well, we are not the price leaders in the field and jam is a very price-sensitive item. According to our marketing research information consumers aren't particularly brand loyal about jam.

Don: I have a brilliant idea. You know, this could be a great marketing opportunity for us.

Sally: What do you mean?

Don: Well, because of the price rise in sugar we know that the price of jam will go up too. The increase will pass on the consumer, won't it?

Sally: Right.

Don: Imagine, we find the possibility of changing the ingredients in the jam so that we would not have to raise the price.

Sally: Then we wouldn't trouble about the price rise in sugar because we'll be able to sell the jam at the same price. The idea is that we could market less expensive jam. What a promotional campaign we could have!

Don: Sure. If we do it right we'll sell more and become the leader in the market.

Sally: Now the first thing is to talk to Research and Development.

Don: Right and we'll see when they'll have some samples of new formulas ready.

Sally: What about marketing research? I think we should schedule some tests for responses to the R & D samples.

Don: Well, there is a lot to do. I think we should also change packaging. Now, Sally that would be great.

Sally: Oh, Don, let's hope for **the best**. **If we don't lose the chance, the competitors'** products will stay on the supermarket shelves.

Don: Oh, it's time for lunch. Let's discuss our business in the cafeteria.

Sally: Oh, sure, we've got a lot to discuss – distribution, advertising.

VI. Read and translate the following text.

More about «The Marketing Mix» at the «4 P's»

Product – the goods or service that you are marketing. The product is not just a collection of components, but includes its design, quality and reliability. Product (service) is often connected with development of a new product, searching of the potential markets, testing of the product to insure quality and then introduction to the market.

Target market selection is the most important task for any firm. A *target market* is a group of individuals who will probably buy the product. That involves the development of a marketing strategy. A successful marketing mix depends on the knowledge about consumers and their buying habits, gained through market research as well as correct identification of the target market.

Products have a life-cycle, and forward-thinking companies are continually developing new products in order to satisfy the changing needs of consumers and to replace products whose sales are declining and coming to the end of their lives. A **«total product» includes the image of the product as well as its features and benefits.**

Place – getting the product to the customer. Decisions have to be made about the channels of distribution and delivery arrangements. A common channel of distribution is: manufacturer -> **wholesaler** -> **retailer** -> **customer**. Retail products may go through various channels of distribution:

- Producer sells directly to end users via own sales force.
- Producer -> **retailers** -> **end users (and some other variants)**.

Each stage must add «value» to the product to justify the costs: the middleman is not normally someone who «just takes his cut» but someone whose own sales force and delivery system can make the product more easily and cost-effectively available to the largest number of customers. One principle behind this is «breaking down the bulk»: the producer may sell in minimum quantities of, say, 10 000 to the wholesaler, who sells in minimum quantities of 100 to the retailer, who sells in minimum quantities of 1 to the end user. A confectionery manufacturer doesn't deliver individual bars of chocolate to consumers: distribution is done through wholesalers and then retailers who «add value» to the product by providing a good service to their customers and stocking a wide range of similar products.

Price – making it easy for the customer to buy. The marketing view of pricing takes account of the value of a product. Its quality, the ability of the customer to pay, the volume of sales required, the level of market saturation and the prices charged by the competition. Too low a price can reduce the number of sales just as significantly as too high a price. A low price may increase sales but not as profitably as fixing a high, yet still popular, price.

Promotion – presenting the product to the customer. Promotion involves considering the packaging and presentation of the product, its image, the product name, advertising and slogans, brochures, literature, price lists, after-sales service and training, trade exhibitions or fairs, public relations, publicity, and personal selling, where the seller develops a relationship with the customer. Every product must **possess a «unique selling proposition»** – features and benefits that make it unlike any other product in its market.

In promoting a product, the attention of potential customers is attracted and an interest in the product aroused, creating a desire for the product and encouraging customers to take prompt action.

Promotion includes all kinds of communication with individuals, groups or organizations to directly or indirectly facilitate exchange by informing and

persuading them to accept an organization product or service. There are two major ways promotion occurs: through personal selling, as in a department store; and through advertising, as in a newspaper or a magazine. One should distinguish *advertising campaign* which can be developed by personnel within the firm or in conjunction with advertising agencies and *publicity* that is the means of communication transmitted through a mass media at no charge.

All marketing activities must be oriented toward creating and sustaining satisfying exchanges. Both the buyer and the seller must be satisfied. The first should be satisfied with goods, services or ideas obtained in the exchange. The seller should receive something of value, usually financial reward. All marketing variables are highly interrelated.

Vocabulary

introduction to the market – **внедрение в рынок**

target market – **целевой рынок**

end user – **конечный пользователь**

sales force – **продавцы**

delivery system – **средство доставки**

volume of sales – **объем продаж**

saturation – **насыщение, насыщенность**

to charge the price for a product – **назначать цену на продукцию**

to fix a price – **назначать цену**

VII. Translate the following sentences into English.

1. Выбор целевого рынка и маркетинговой стратегии важен на первом этапе. 2. Фирма может устанавливать цены на уровне, ниже и выше среднего уровня цен на рынке. 3. Обычный канал сбыта включает движение товара от производителя к оптовику, далее к розничному торговцу и, наконец, к потребителю. 4. Процесс передачи информации от продавца к покупателю называется сбыт. 5. Изучение рынка помогает предсказать общие направления спроса. 6. Мы не можем установить самую низкую цену на этот товар. 7. Мы должны разработать план производства новых товаров. 8. Сбыт этого товара очень реагирует на изменение цены. 9. Специалисты по международному маркетингу должны учитывать культурную среду каждого рынка. 10. Потребитель не может отделить услугу от её поставщика.

VIII. Read and translate the following texts with a dictionary.

How products are market researched

Let me show you how products are market researched. You see all products go through the same basic process. They start as an idea. Every month, a management committee looks at all the new ideas and they put development money into some of them. Let me show you an example. Take this product «Friendly Fish» (an electronic toy). The idea came from a freelance designer. A management committee looked at the designs and they liked them. They asked the development team how much it would cost to manufacture the product, and they asked the Marketing Department two questions: 1. Who is the target market for

Friendly Fish? 2. How big is that market? We then know if the idea is worth taking on the next stage which is the feasibility study.

We learned at that stage that it was a low cost high volume mass market product. The feasibility study indicated that Friendly Fish would sell all over Europe. We then invested more in market research. We asked a large group of **eight year olds from different backgrounds about «Friendly Fish»**. We asked them questions like: Which material shall we use? Which colors do you like? A few of the kids wanted it green and blue. 17,5 % of other children wanted it red. But all of them wanted Friendly Fish. All of them loved Friendly Fish.

We checked each key indicator. Every one of them was positive. We made half a million. But sales are terrible. Even with all the market research, you can never be one hundred per cent certain.

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.

PLANNING

I. Lead-in

Are you a good organizer?

What words do you associate with the word planning?

Put the following step into the right order when you are planning something: plan, proposal, forecast, intention, objective, goal, aim.

II. Study the vocabulary.

resource allocation – **распределение ресурсов**

to deploy – **использовать, применять**

urgency – **безотлагательность**

to pursue – **выполнять, совершать**

single-mindedly – **первоочередная задача**

distraction – **отвлечение внимания**

to delegate – **поручать, делегировать**

Gantt chart – **график Гантта; планово-контрольный график, который даёт графическое изображение и последовательность всех видов деятельности, компонентов и зависимых переменных проекта**

project management tools – **средства управления проектом**

contingency planning – **планирование непредвиденных затрат, планирование чрезвычайных обстоятельств**

disaster recovery – **чрезвычайный план, предопределённый план действий в критических ситуациях**

grand (adj) – **важный**

team of scenario planners – **команда по планированию возможных ситуаций**

to anticipate – **предвидеть**

to estimate – **оценивать**

to rearrange – **менять, переустраивать**

to keep within – **придерживаться**

to implement – **выполнять, осуществлять**

devaluation – **обесценивание, девальвация**

to kick-start – **давать импульс, подхлестывать**

payback period – **срок окупаемости капиталовложений**

business update – **обновление бизнеса**

short-term/ long-term planning – **краткосрочное/долгосрочное планирование**

III. Read and translate the text.

Planning is about resource allocation, the way that individuals and organisations deploy their (by definition) limited resources such as time, money and expertise.

In the case of individuals, you could say that there is a worldwide planning industry, with its calendars, diaries, electronic personal organisers and time management training. These (often very expensive) courses tend to hand out some fairly obvious advice.

- **Make** lists of things you have to do. Classify them in terms of urgency and priority.
- **Pursue tasks single-mindedly.** Do not allow yourself to waste time through distractions and interruptions.
- **Delegate.** Do not try to do everything yourself.
- **Do** not try to be a perfectionist in everything. Do each task so that it is 'good enough' for the circumstances.

But all these things are easier said than done.

For complex projects involving many people and tasks, the Gantt Chart is the tool of choice. This is a diagram that shows the different stages of a project, indicating the tasks that can be done at the same time as others, and those that must wait until other tasks are completed.

Originally conceived about 100 years ago, Gantt charts are now produced using computer **software**. **Other computer-based** project management tools have been developed by particular companies or are available commercially.

Companies also have to plan for events that they do not want, such as disasters. Contingency planning is designed to prepare for the worst, with specific plans of action for disaster recovery, including handling of the media and protecting as far as possible the company's reputation.

Organisational planning in its grandest form is one element of strategy, where companies make **long-term** plans about the future development of their activities. Here they have to anticipate competitors' activities as well as trends in the general economic and political environment. Very large organisations have teams of scenario planners trying to predict how this environment may change and how they might prepare for and perhaps influence this change.

IV. Answer the following questions about the text.

- 1) What is planning?
- 2) What can help individuals in planning?
- 3) Why is it helpful to use the Gantt chart for complex projects?
- 4) What is contingency planning?

V. Find words according to the definitions. The words go across, do

MANAGING PEOPLE

What is a Manager?

A number of different terms are often used instead of the term “manager”, including “director”, “administrator” and “president”. The term “manager” is used more frequently in profit-making organizations, while the others are used more widely in government and nonprofit organizations such as universities, hospitals and social work agencies.

So, whom do we call a “manager”?

In its broad meaning the term “manager” applies to the people who are responsible for making and carrying out decisions within a certain system. A personnel manager directly supervises people in an organization. Financial manager is a person who is responsible for finance. Sales manager is responsible for selling of goods. Marketing manager is responsible for promotion of product on the market.

Almost everything a manager does involves decision-making. When a problem exists a manager has to make a decision to solve it. In decision-making there is always uncertainty and risk.

Management is a variety of specific activities. Management is a function of planning, organizing, coordinating and directing and controlling. Any managerial system, at any managerial level, is characterized in terms of these general functions.

Managing is responsible and hard job. There is a lot to be done and relatively little time to do it. In all type of organizations managerial efficiency **depends on manager’s direct personal relationships, hard work on a variety of activities and preference for active tasks.**

The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called subordinates. To do this successfully, they must use their authority, which is the right to take decisions and give orders. Managers often delegate authority. This means that employees at lower levels in the company hierarchy can use their initiative, i.e. make decisions without asking their manager.

Vocabulary

government – **правительство**

meaning – **значение, смысл**

to apply to = refer to

within – **в, внутри; в рамках (какой-л. организации)**

personnel manager – **менеджер по персоналу, начальник отдела кадров**

financial manager – **финансовый менеджер, финансовый директор**

sales manager – менеджер по продажам, заведующий отделом продаж
 goods – товар, товары
 marketing manager – менеджер по маркетингу
 market – рынок
 promotion – 1) продвижение, раскрутка, рекламирование
 2) продвижение по службе, повышение в звании
 to solve a problem – решать, разрешать проблему
 variety – многообразие, разнообразие; ряд, множество
 in terms of – с точки зрения; в свете
 efficiency – эффективность, продуктивность, производительность
 to depend on – зависеть от
 according to – в соответствии с, согласно, по
 position - положение; должность
 to occupy / have / hold a position — занимать должность
 hierarchy – иерархия
 subordinate – подчиненный
 authority – власть, полномочия
 to delegate authority – передавать, делегировать полномочия
 order – 1) порядок
 2) приказ
 level – уровень, ступень
 without – без

1. Write the transcription of the words and train their pronunciation.

include	meaning	financial	specific
government	personnel	finance	efficiency
agency	personal	product	culture
determine	individual	company	hierarchy
subordinates	successfully	authority	initiative

2. Work with the following groups of words. Write the transcription of the words and train their pronunciation. Define their part of speech and translate. Point out prefixes and suffixes. Memorize the words and use one from each group in a sentence of your own.

1. To govern, governor, government, governing, governmental.
2. To mean, meaning, meaningful, meaningless.
3. To finance, finances, financial, financing.
4. To solve, solution, solvable, unsolved.
5. To depend, dependence, dependency, dependent, dependable, independent, independence, independently, interdependence.
6. Variety, to vary, variable, invariably.

3. Fill in the gaps with appropriate words, then translate the sentences into Russian.

1. Many different terms can be used ... the term “manager”, for example, “director”, “administrator”, “president”.
2. The term “manager” is used more frequently in ... organizations.
3. ... manager ... for supervising people in an organization.
4. ... manager ... for finance.
5. ... manager ... for selling of goods.
6. ... manager ... for promotion of products on the market.
7. When a problem exists a manager has to... to solve it.
8. National culture often ... how managers are trained, how they lead people and how they approach their jobs.
9. The position an individual occupies in a company’s hierarchy ... the amount of his or her responsibility.
10. Authority is the right to ... decisions and ... orders.
11. When managers delegate authority, they allow employees at ... levels in the company hierarchy to make ... without ... their manager.

4. Write degrees of comparisons of the following adjectives. Use them in the sentences of your own, make use of different comparative constructions.
Broad, responsible, hard, little, efficient, active, successful, low, high.

5. Make the following sentences negative and transform them into general questions.
 1. The term “manager” is used in profit-making organizations.
 2. The term “manager” applies to the people who are responsible for making and carrying out decisions.
 3. Personnel manager is responsible for finance.
 4. Manager has to make a decision to solve the problem.
 5. Managerial efficiency depends on manager’s direct personal relationships.
 6. National culture can determine how managers are trained, how they lead people and how they approach their jobs.
 7. To lead subordinates successfully, managers must use their authority.
 8. Employees at lower levels in a company can make decisions without asking their manager.

6. Read and translate the following sentences. Make them active.
 1. The term “manager” is used more frequently in profit-making organizations, while the others are used more widely in government and nonprofit organizations.
 2. Any managerial system, at any managerial level, is characterized in terms of these general functions.
 3. The characteristics of management can be determined by national culture.

7. Read the text “What is a Manager” again and answer the questions on it.

1. What terms are used in nonprofit organizations instead of the term “manager”?
2. **What is the manager’s role in an organization?**
3. What concrete activities a financial manager (personnel manager, marketing manager, sales manager) is responsible for?
4. Prove that management is a hard and responsible job.
5. What is authority?
6. What does it mean to delegate authority?

The Concept of Management and the Mission of a Manager

Management is a very exciting and rewarding career. A career in management offers status, interesting work, and the satisfaction of working closely with other people. Entrepreneurs who start and run businesses by themselves do not have to manage other people. They have to manage themselves. However, if the firm has employees, then some kind of management plan is necessary.

Management includes the processes or functions of planning, organizing, leading, and controlling. For example, suppose you have created your own comic book and want to start a comic book company. Do you want to produce comic books and market them as well? Do you also want to produce cartoons, video games, and action figures based on your comic books? Because of the complexity of your business, you will need employees to help. Managers can help by supervising and directing employees.

Management helps businesses focus on setting and meeting goals efficiently so that a profit can be made. The word management also refers to the people who are in charge of running a business. Managers need a thorough understanding of business operations, which involve all the activities of a company. They develop the objectives for a firm or a department and then figure out how to meet those objectives through people, work processes, and equipment.

Today people are considered the most important resource in companies. If they perform effectively, companies will succeed. When companies are successful, there is better utilization of resources, less stress among employees, less chaos in society, and a better quality of life for all. So, management can be defined as *working with and through other people to accomplish the objectives of both the organization and its members*. As we can see, the definition of management places greater emphasis on the human being in the company rather than the company itself; focuses attention on the objectives and results of the activities, rather than **just the activities; points out that the accomplishment of the members’ personal objectives should be integrated with the accomplishment of the organizational objectives**. We can make a conclusion that management is both a science and art, and a good manager is not just a technician, following a vocational field, but a person who is able (no matter at what level in a company) to plan, organize, staff, coordinate, motivate, lead, and control.

career – **карьера, профессия**
 satisfaction – **удовлетворение, удовольствие**
 entrepreneur – **бизнесмен, предприниматель**
 to run a business – **руководить, управлять делом, вести дело**
 to market – **продавать, сбывать**
 to meet the goals – **обеспечивать требуемые показатели**
 to be in charge of – **быть ответственным за, отвечать за; руководить чем-л.**
 to develop – 1) **развивать**
 2) **разрабатывать, конструировать, создавать**
 objective – **задача, цель**
 to figure out – **решать, разрешать (проблему); вычислять, выяснять; понимать, постигать**
 through – **через, посредством**
 to succeed – **достигать цели, преуспевать; иметь успех**
 definition – **определение**
 emphasis – **выразительность, сила, ударение**
 to put / place emphasis on smth. — **придавать особое значение чему-л., уделять большое внимание чему-л., делать акцент на чём-л.**
 to point out – **указывать; обращать (чьё-л.) внимание; отмечать, подчёркивать**
 science – **наука**
 vocational field – **сфера (область) профессиональной деятельности**
 staffing - **кадровое обеспечение, укомплектование персоналом, подбор (и расстановка) кадров**

1. Write the transcription of the words and train their pronunciation.

exciting	rewarding	career	satisfaction
entrepreneur	firm	produce	objective
department	through	equipment	resource
succeed	chaos	society	emphasis
result	accomplishment	science	figure out

2. Form derivatives of the following words and translate them into Russian. Memorize the words and use one from each group in a sentence of your own.

Example: *to organize (организовывать, планировать) → organizer (организатор) → organization (организация) → organizing (организация, планирование) → organizational (организационный)*

to produce, to plan, to control, to accomplish, to succeed, to supervise, to direct, to satisfy, to develop, to motivate.

3. Find in the text sentences containing modal verbs or their equivalents, translate the sentences into Russian.

4. In the following sentences determine the tense and voice form of the predicate. Make up a general and a special question to each sentence.

1. You have created your own comic book and want to start a comic book company.
2. Because of the complexity of your business, you will need employees to help.
3. Today people are considered the most important resource in companies.
4. If employees perform effectively, companies will succeed.
5. **The accomplishment of the members' personal objectives should be integrated with the accomplishment of the organizational objectives.**

5. Match the phrases from column A with their Russian equivalents in column B. Make up sentences.

A	B
1. run a business	a. управляющий
2. vocational field	b. функции планирования
3. personal objectives	c. цели организации
4. organizational objectives	d. сфера профессиональной деятельности
5. manager	e. успех
6. functions of planning	f. вести дело управлять предприятием
7. success	
	g. личные цели

6. Match the words from the box with their definitions.

business, to plan, company, manager, to lead, career, status, to control, entrepreneur, management, to organize

1. the technique, practice, or science of managing, controlling or dealing with smb., smth.;
2. the members of the executive or administration of an organization or business;
3. a social or professional position, condition, or standing to which varying degrees of responsibility, privilege, and esteem are attached;
4. **a profession or occupation chosen as one's life's work;**
5. the owner or manager of a business enterprise who, by risk and initiative, attempts to make profits;
6. an affair, matter; serious work or activity; a trade or profession; an industrial, commercial, or professional operation; purchase and sale of goods and services;
7. a person who directs or manages an organization, industry, shop, etc.; a person who controls the business affairs of smb.; a person who has a talent for managing efficiently;
8. to think carefully about smth. you want to do in the future and decide exactly how you will do it;
9. to form (parts or elements of smth.) into a structured whole; coordinating; arranging methodically or in order;

- 10. to show the way to (an individual or a group) by going with or ahead; to guide by holding, pulling, etc.;
- 11. to command, direct, rule, regulate;
- 12. a business enterprise.

7. Read the text “The Concept of Management and the Mission of a Manager” again and complete the sentences.

- 1. Management includes the processes or functions of
- 2. Management is a very exciting and rewarding
- 3. A career in management offers
- 4. Entrepreneurs who start and run businesses by themselves do not have to manage
- 5. Management can be defined as
- 6. The word management refers to
- 7. Management is both a science and
- 8. A good manager is not just... .
- 9. Today people are considered the most important
- 10. A good manager is a person who is able (no matter at what level in a company) to

8. Express your opinion on the following.

- 1. “Effective managers need to be good communicators”.
- 2. “Effective managers need a thorough understanding of business operations”.
- 3. “A career in management is a very exciting and rewarding one”.

SKILLS AND QUALITIES NEEDED TO BE A MANAGER

Melvin Richardson, Yahoo Contributor Network Mar 4, 2010 «Share your voice on Yahoo websites. Start here»

If you are looking to become a manager there are certain skills, qualifications, talents and abilities you will need. Most managers have good people skills and know how to interact with people. Managers interact at every level within an organization, including upper management, vendors and suppliers, and credit correspondents. The organization you work for will determine your level of interaction.

Confidence

Managers must be extremely confident. Without confidence it will be very hard for them to lead their team. People will follow others who have confidence, poise and have a working knowledge of their duties and responsibilities. Confidence is developed by knowing your job in and out. If an associate has a sense that you are wavering with your decision making or you seem hesitant and tentative they will not put their trust in your ability to get the job done.

Make tough decisions

A manager must have the ability to make tough decisions. There are some **decisions that won't be popular with the team. Ultimately the manager is** responsible for the results within the department or the company. They must have the ability to make decisions that are going to improve the operations of the company. A decision could be made to limit bonuses and incentives or extend the working hours. A manager may have to ask someone to switch shifts. Even though tough decisions have to be made all avenues should be explored to accommodate employees who have other needs such as family and outside activities.

Motivator

Managers have to be motivators. There are going to be periods of time when people are down because of the economy, job dissatisfaction, hours, pay or even personal problems. In the final analysis the manager has to find a way to get people to do the job. They must have the ability to motivate and inspire people to go above and beyond the call of duty. People can become complacent and sometimes even bored when they do the same of day in and day out. Managers have to find a way to make things interesting and exciting. This may call for a bit of creativity. **It is the manager's job to keep employees engaged and help them avoid the tendency** to just go through the motions.

Coaching and mentoring

Eventually some employees are going to be promoted and move on to other jobs within the company. A manager must coach and mentor employees so that they are prepared to take the next step. He has to do whatever it takes to develop his employees. Sometimes one on one coaching is used as a technique for development. Workshops and seminars located offsite are sometimes used to prepare employees for advancement. An employee may be lacking the necessary educational requirements to take the next step. Managers should help employees develop a plan of action that puts them on track to take on more authority and responsibility.

Time management

A manager must be able to manage a busy work environment. To manage effectively managers need to be great time managers. They have to be able to prioritize their time. The best process for completing this is to make a list of all the things that need to be done on a given day. Then prioritize those things that need to be completed immediately. As a manager you will probably never be able to go through your list and complete all the things that need to be done, one after the other. There will be interruptions. As soon as the urgent matter has been corrected **it's a good idea to get right back to the list. All things** that are not completed on day one need to be moved to day two. Plan, organize, direct, coordinate A manager must be able to plan, direct, coordinate, and organize throughout the day. There are going to be reports to complete, work schedules to be done, meetings to attend, performance appraisals to be done, and all the other miscellaneous activities in between. In other words managers need to manage even when there is chaos going on. Vision Managers must have the ability to have a vision or see the big picture. They must be able to communicate their vision to the staff and buy in to the goals and objectives of the organization.

COMPREHENSION CHECK

Match the halves.

<ol style="list-style-type: none"> 1. Most managers 2. They must have the ability 3. Confidence 4. A manager must be able to 5. A manager 6. Ultimately the manager 7. Managers should help 8. Managers interact 	<ol style="list-style-type: none"> a) plan, direct, coordinate, and organize throughout the day. b) is responsible for the results within the department or the company. c) employees develop a plan of action that puts them on track to take on more authority and responsibility. d) have good people skills and know how to interact with people. e) at every level within an organization, including upper management, vendors and suppliers, and credit correspondents. f) is developed by knowing your job in and out. g) must coach and mentor employees so that they are prepared to take the next step. h) to motivate and inspire people to go above and beyond the call of duty.
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Match the words to their definitions.

<ol style="list-style-type: none"> 1. coach 2. complacent 3. confidence 4. goal 5. inspire 6. lead 7. tough 8. vision 	<ol style="list-style-type: none"> a) an aim or desired result b) organize and direct c) showing uncritical satisfaction with oneself or one's achievements d) demonstrating a strict and uncompromising approach e) a mental image of what the future will or could be like f) the feeling or belief that one can have faith in or rely on someone or something g) create (a feeling, especially a positive one) in a person h) give (someone) professional advice on how to attain their goals
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Insert the right preposition.

1. Ultimately the manager is responsible ...the results within the department or the company.
2. Most managers have good people skills and know how to interact... people.
3. **There are going to be periods of time when people are down....the economy, job dissatisfaction, hours, pay or even personal problems.**

4. Eventually some employees are going to be promoted and move other jobs ... the company.
5. The organization you work ... will determine your level ...interaction.
6. If an associate has a sense that you are wavering ... your decision **making or you seem hesitant and tentative they won't put their trust...** your ability to get the job done.
7. This may call... a bit of creativity.
8. As a manager you will probably never be able to go... your list and complete all the things that need to be done, one ... the other.
9. People can become complacent and sometimes even bored when they do the same job day... and day
10. **There are some decisions that won't be popular ... the team.**

Make up word partnerships.

<ol style="list-style-type: none"> 1. call 2. job 3. outside 4. performance 5. tough 6. work 	<ol style="list-style-type: none"> a) appraisals b) decisions c) dissatisfaction d) environment e) of duty f) activities
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Directors and Managers

As a rule a private company has only one director. A public company must have at least two directors. Usually there is no upper limit on the number of directors a public company may have. The company's note-paper must list either all or none of the names of its directors.

A limited liability company or a corporation is headed by the board of directors elected by shareholders. The directors appoint one of their number to the position of managing director to be in charge of the day-day running of the company. In large organizations the managing director is often assisted by a general manager. Some companies also have assistant general managers. Many directors have deputies who are named deputy directors.

Directors need not be shareholders. They are responsible for the management of a company's affairs. They are not subject to any residence or nationality restrictions.

Big companies have many managers heading departments. They are all responsible to the managing director. Among various departmental managers (directors) the following can be mentioned:

- *sales manager*
- *personnel manager*
- *chief manager*
- *district manager*
- *sales and marketing manager*

- *industrial engineering manager etc.*

Vocabulary

upper limit – **верхний предел**
 to head – **возглавлять**
 to appoint – **назначать**
 to be in charge of smth – **заведовать чем-либо, отвечать за что-либо**
 to run the company – **управлять компанией**
 to assist – **помогать**
 deputy – **заместитель**
 deputy director – **заместитель директора**
 deputy minister – **заместитель министра**
 affair – **дело**
 to be subject to smth – **подпадать под действие чего-либо**
 restriction – **ограничение**
 to be responsible to smb for smth – **быть ответственным перед кем-л. за что-л.**
 buyer – **покупатель**
 business card *syn.* card / visiting card – **визитная карточка**
 drive – **проезд, дорога**
 managing director – **директор-распорядитель**
 finance – **финансы**
 financier – **финансист**
 representative – **представитель**

1. Find the answers to the following questions in the text:

1. How many directors can a private company have? And what about a public company?
2. Who heads a limited liability company?
3. How is a managing director appointed? What are his duties?
4. Who is a general manager?
5. What is the status of a director?
6. What managers do many companies have?
7. Whose business cards were quoted? What information did they give?

2. Translate into English.

1. **В этом районе работает торговый представитель фирмы. Где он сейчас?**
2. **Здесь же показаны пять вариантов визитных карточек.**
3. **В этом упражнении пять предложений на перевод.**
4. **Бизнес-план фирмы содержит пять разделов.**

3. Translate the following word combinations into Russian; use them in the sentences of your own:

1. company's note-paper;
2. limited liability company;
3. residence restrictions;
4. nationality restrictions;
5. sales manager;
6. personnel manager;
7. deputy director;
8. assistant general manager.

Ex. 4. Underline the modal verbs, read and translate the sentences into Russian:

1. A public company may have as many directors as it finds necessary, but not less than two.
2. The directors are to appoint one of them to the position of managing director.
3. In large companies the managing director can be assisted by a general manager.
4. The managing director is to take care of day-to-day running of the company.
5. Companies can also have assistant general managers.
6. I'm afraid I can't remember all this information.
7. You needn't remember it all.
8. You should simply remember that the titles of the heads of the companies can be different.

5. Choose the right form and translate the sentences:

1. (Is/Are) there usually an upper limit on the number of managers in a company?
2. As far as I know there (is/are) no limit.
3. There (was/were) three managers in the company.
4. There (wasn't/weren't) many managers in the corporation.
5. Do you know if there (is/are) any sales managers in this department?
6. If I am not mistaken there (is/are) not a single sales representative in this area.
7. There (is/are) a representative in the northern part of the country.

6. Have a look at the chart showing some qualities making a good manager. Say which of these qualities seem most important to you; which of these qualities can be taught; where they can be taught.

7. Complete the sentences with the following words:
shareholders, directors (director), management, nationality restrictions, board, assistant, public company, managing director, junior executive, colleague, supervisor; staff, senior executive, superior, employee, middle manager, subordinate, work-force

1. The company's note-paper must list either all or none of the names of its 2. Directors need not be 3. They are responsible for the ... of a company's affairs. 4. They are not subject to any residence or... . 5. A ... must have at least two directors. 6. The shareholders are to elect... of directors. 7. Some companies also have ... general managers. 8. The group of executives working below the top **managers are generally called ...** . 9. **Valerie is an important person in our company.** She is a member of the **Board of ...** . 10. **Peter, a recent university graduate,** has been with the firm for a year. He is at present a and is being trained for a managerial position. 11. Their is expanding rapidly. They now have over 5.000 employees. 12. At least 50% of our have been with the

company over ten years. 13. in an organization generally have more fringe benefits than lower-level managers. 14. We are a small group in the Research and Development Department. Fortunately, I get on **well with all my ...** . 15. **Our** telephone operators work under the direction of a 16. I work under Mr. **Brown. He's my ...** . 17. **Shelia and Tom work under my** authority. I am their boss **and they are my ...** . 18. **I am responsible for training and development.** 19. A is a person of high rank in an organization, usually next in importance to the Chairman.

8. Sum up what the text says about:

- a) directors of private companies;
- b) directors of public companies;
- c) directors of limited liability companies, their assistants and deputies;
- d) managers.

9. Sum up the text and discuss with your partner the roles of managers in an organization.

Ten Roles That Managers Perform in Organizations

Successful organizations are led by experienced and knowledgeable managers. These leaders develop, implement and maintain the organization's goals and objectives, and they lead their employees and motivate them to meet these goals. Although good managers may make the effort look easy, their responsibilities are mounting and endless.

Business Development

Business development is an essential responsibility in every organization. In most situations, high-level managers such as CEOs, CFOs and other executives are responsible for mapping out the activities of the business. However, managers of all levels are responsible for enforcing those decisions.

Staffing Manager

Staffing requirements are often the manager's responsibility. The manager has hands-on knowledge of the skills and experience that is required to fill the positions and screens and staffs his team for excellence.

Trainer

In addition to the hiring responsibilities, managers often train their staff to ensure that the required skills are developed in the intended manner. Knowledgeable managers are usually capable of addressing training questions and material and can provide hands-on answers and examples for clarification.

Project Manager

Managers are expected to develop, implement and lead projects as necessary. Managers must have the foresight and experience to bring forward the best in the people, redirect their staff's energy when necessary and motivate them toward the goal's completion.

Communicator

A manager must have strong communication skills. The manager should be able to clearly communicate even the most complicated information in spoken and written form, to people of all levels.

Counselor

Many times, managers must become counselors. Managers are the ones that staff members seek out when difficulties arise and a solution is needed. Regardless of whether the problems are business or personal issues, managers must know how to empathize and direct their staff to keep them focused on meeting company goals.

Influencer

Managers must be influential. They must be able to sway customers that their organization meets their requirements and provide authority over their staff. Managers should be strong-minded leaders who lead by example.

Evaluator

Leaders must be able to analyze situations, criteria and work habits to ensure the organization's quality standards are being met. In this, the manager must evaluate the information before them and determine if the information meets company standards.

Scheduler

The ability to schedule and meet deadlines is a driving force in a successful manager. The manager must be able to create schedules for the staff, suppliers and inventory while ensuring that the slots overlap effectively and efficiently.

Innovator

The most successful managers are innovators. They find new, more efficient ways for their departments and teams to complete their tasks. They also save their companies money on overhead and supplies, keeping their organization's finances healthy.

10. See the list of most popular jobs for business management majors. Work in pairs to make up a dialogue.

CONFLICT

I. Lead-in

Have you ever experienced any conflict? How did you solve it?

II. Study the vocabulary.

inevitable conflict [ɪnə'vɪtəbl] – неизбежный конфликт

airing different ideas – высказывание различных идей

become apparent – становится явным

unwillingness to “lose face” – нежелательность «потерять лицо»

to abandon – отказаться от ч/л

a long-term cherished idea – долго хранимая в памяти идея

hierarchy ['haɪərəkɪ] – иерархия

hostility to ideas – враждебность к идеям

not-invented-here syndrome – синдром избегания придуманного не у себя (Считается классической патологией управления, люди с НИИ синдромом, отказываются делать то, что является интересами всей организации.)

unproductive conflict – непроизводительный конфликт

to resolve dispute – разрешить спор

to dismiss troublesome employee – уволить недисциплинированного работника

consultation – совещание

litigation - законодательство

sue the company for dismissal [sju:] – подавать иск на компанию за увольнение; преследовать судебным порядком

to distract from a company's normal business – отвлекать внимание компании от текущих дел

labour-management conflict – конфликт между подчиненными и руководством

strike - забастовка

go-slow – снижение темпа работы

time-consuming – отнимающий много времени

goodwill of a company's customers – ценность компании, определяющаяся ее клиентурой; репутация

disruption - разрушение

cooling-off period – период ожидания

arbitration – арбитраж, третейский суд

supplier-customer relationship – отношение между поставщиком и клиентом

to degenerate into conflict – перерасти в конфликт

endemic - насущная проблема

protracted legal proceeding – продолжительное слушание дела

alternative dispute resolution – альтернативное решение споров

wrangling – прения, пререкания, спор, ссора

III. Read and translate the text.

Conflict may well be productive in some cases. In any business situation, there are often a number of different ideas about the way to proceed. Usually only one way can be chosen, so conflict is inevitable.

Ideally, airing the different ideas in discussion will lead to the best one's being chosen. But the process may become political, with an idea being defended by the person or group putting it forward after it has become apparent that it is not the best way to go, and unwillingness to 'lose face' by abandoning a **long-cherished** idea. There may be conflict between different levels in an **organisation's** hierarchy or between different departments, with hostility to ideas from elsewhere - the **not-invented-here** syndrome.

Examples of unproductive conflict include disputes between colleagues or between managers and subordinates that go beyond ideas and become personal. Companies can spend a lot of time and energy resolving these disputes. In countries with high levels of employee protection, dismissing troublesome employees can lead to a long process of consultation with the authorities and even litigation, for example where an employee sues their company for unfair dismissal.

Defending an action like this is of course costly and a distraction from a company's normal business.

Labour-management conflict in the form of tactics such as strikes and **go-slows** can also be very expensive and **time-consuming**. The goodwill of a company's customers, built up over years, can be lost very quickly when they are hurt by such a dispute. But there are sometimes cases where the public sympathise with the employees and don't mind the disruption. Both sides may put a lot of effort into presenting their case and gaining public sympathy with the use of advertising, public relations firms, and so on. Many countries have legislation with compulsory **cooling-off** periods before strikes can begin, official procedures for arbitration between the two sides, and so on. In dealings between companies, **supplier-customer** relationships can degenerate into conflict. Conflict seems to be endemic in some industries, for example construction, where contractors are often in dispute about whether the work has been performed properly or whose responsibility a particular problem is. This can lead to protracted legal proceedings.

More and more companies in the US are specifying in contracts that any disputes should be settled using alternative dispute resolution (ADR), avoiding expensive legal wrangling. Specialised organisations have been set up to facilitate this.

IV. Answer the following questions on the text.

- 1) Why may conflict be productive in some cases?
 - 2) What are the examples of unproductive conflict?
- How do people solve conflicts in countries with high level of employee protection?
- 4) How are conflicts between companies solved?

CULTURES

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.

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.

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

- I. 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.**

FOLLOW-UP ACTIVITIES

1) Work in pairs. Think of Belarussian business and cultural values. In what way are the 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.

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?

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. 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.

EMPLOYMENT

Read the text and answer the questions below.

JOB INTERVIEW

Interviews may be carried out in a one-to-one situation; or a group of interviewers may interview a single candidate; or a single interviewer may interview a group of candidates. Each type of interview has its advantages and disadvantages.

The one-to-one interview is the most common. It has the advantage of being the most natural situation. It is easier to build up a relationship with the candidate: he will feel at ease and will answer questions more fully and more naturally. In this way the interviewer is likely to find out a good deal about the candidate. In particular he will be in a good position to find out whether or not he would want the candidate to work with him or under him. These advantages carry with them certain disadvantages. The interviewer may be so strongly affected by his own positive or negative feelings that he is unable to assess the candidate fairly. **The interview may be so relaxed that the interviewer ‘forgets’ to explore certain areas,** it may turn into a conversation about topics of mutual interest. The candidate **himself or the interviewer’s organization** are likely to feel that the procedure is somewhat unfair: a prospective employee ought not to be accepted or rejected on the basis of an interview with just one person. And, of course, unless the interviewer is highly skilled, the candidate and the organization are right – because the best people are not necessarily going to be selected.

1. What is the most usual type of interview?
2. What is its general advantage?
3. What can the interviewer find out particularly well?
4. What happens when the interviewer gets too relaxed?
5. Why might some people think this type of interview is unfair?
6. How can it be made fairer?
7. How are interviews carried out in our country?
8. Do you think you could be a fair interviewer yourself?

XII. Read the advice and think of advice you would give to a novice interviewee. Then get into groups and prepare the list of ideas to compare them afterwards.

Your First Interview

With unemployment in many countries so high, and often scores of applicants chasing every job, you have to count yourself lucky to be called for an **interview. If it’s your first one, you’re bound to be nervous. (In fact if you’re not nervous maybe your attitude is wrong!) But don’t let the jitters side-track you from the main issue which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here’s how:**

Before the interview:

DO

- Find out as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.
- Jot down your qualifications and experience and think how they relate to the job. Why should the employer recruit you and not somebody else?
- Choose your interview clothing with care: no one is going to employ you if **you look as though you've wandered out of a disco**. Whether you like it or not, appearance counts.
- Make sure you know where the interview office is and how to get there. Be on time, or better, a few minutes early.
- Bring a pen. You will probably be asked to fill in an application form. Answer all the questions as best as you can.

DON'T

- Walk into the interview chewing gum, sucking on a sweet or smoking.
- Forget to bring with you any school certificates, samples of your work or references from your previous employers.

At the interview:

The interview is designed to find out more about you and to see if you are suitable for the job. The interviewer will do this by asking you questions. The way you answer will show what kind of person you are and if your education, skills and experience match what they are looking for.

DO

- Make a real effort to answer every question the interviewer asks. Be clear **and concise. Never answer 'Yes' or 'No' or shrug.**
- Admit it if you do not know something about the more technical aspects of the job. Stress that you are willing to learn.
- Show your enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, **have at least one ready to show that you're interested and have done your homework.**
- Sell yourself. **This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you).**
- Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme.

DON'T

- Forget to shake hands with the interviewer.
- Sit down until you are invited to.
- Give the interviewer a hard time by giggling, yawning, rambling on unnecessarily or appearing cocky or argumentative.
- Ever stress poor aspects of yourself, like your problem of getting up in the morning. Always show your best side: especially your keenness to work and your sense of responsibility.

XIII. Read the dialogues then act them out.

An Appointment for a Job Interview.

James: Hello.
Mrs. Hilbig: Hello. Could I speak to James Fletcher, please?
James: This is James Fletcher.
Mrs. Hilbig: Good afternoon, Mr. Fletcher. This is Vera Hilbig calling from *New York News-Tribune*. We would like to schedule an interview with you in regard to the position which you have applied for.
James: Certainly, Ms. Hilbig. When would it be convenient for you?
Mrs. Hilbig: Could you come to New York next Tuesday, February 26, and meet with us at 3.00 in the afternoon?
James: Yes, that will be **fine. What's the address?**
Mrs. Hilbig: The *New York News-Trib* Building is on the northwest corner of 42nd Street and 13th Avenue. My office is on the 35th floor. We will look forward to seeing you then.
James: **I'll be there. Thank you very much for calling. I'll see you next Tuesday.**
Mrs. Hilbig: You are welcome. Good-bye.
James: Good-bye.

The Job Interview

James: Good afternoon. I am James Fletcher. I have an appointment for an interview at 3.00.
Secretary: Yes, Mr. Stevens is waiting for you. Would you come this way, please?
Secretary: Mr. Stevens, this is Mr. Fletcher.
Mr. Stevens: **It's a pleasure to meet you, Mr. Fletcher.** Please, take a seat. I am Ken Stevens of the editorial board.
James: I am very pleased to meet you.
Mr. Stevens: I see **you've had some newspaper experience in college.** Could you tell me a little more about that?
James: **Yes, sir. I've worked on the school paper for three years.** Right now I am the magazine **editor, and I'm writing an article or two for each issue.**
Mr. Stevens: Good. Now, in front of you is the list of requirements for the job. Have you read it?
James: Yes.
Mr. Stevens: **So let's go through it. As you know we need**

Stevens: people who are multilingual.
James: I am certainly that.
Mr. What languages do you speak?
Stevens:
James: Russian, German, French and Swedish.
Mr. Swedish?
Stevens:
James: **I've got a Swedish mother.**
Mr. **I see. What's your degree of fluency in these**
Stevens: **languages?**
James: **I'm fluent in Russian and German, above**
average in French and I'm afraid my Swedish
is a bit rusty.
Mr. **We'll put down 'elementary', shall we?**
Stevens:
James: That seems reasonable.
Mr. Now, what about Word processing? Can you
Stevens: do that?
James: Yes, I am very good at it.
Mr. **One final thing ... can you drive?**
Stevens:
James: **Yes, I've got a driving license.**
Mr. Good. Do you have any questions, James?
Stevens:
James: Well, could you tell me what kind of work will
be involved in this job?
Mr. For the first year or so, it would be learning
Stevens: how the News-Trib operates – proofreading,
reporting, writing. Later on there could be a
foreign assignment.
James: What about benefits?
Mr. **Two weeks' holiday, full medical coverage,**
Stevens: **and an excellent pension plan. Our personnel**
department will tell you more.
James: That sounds perfect. When will I know your
decision?
Mr. We have about 20 more people to interview for
Stevens: **this position this week. We'll have to see how**
you stack up against the other applicants. We
should be able to notify you by the middle of
March.
James: **I'll look forward to hearing from you.**
Mr. Thank you for coming, James.
Stevens:
James: Thank you. Good-bye, Mr. Stevens.

Getting along with Idioms

Andrew Monk arrives just in time for his interview. He completes an application form and then talks to an interviewer.

Mr. Reed: Where have you worked before, Andrew?

Andrew: **So far I've only had summer jobs.**

Mr. Reed: I see.

Andrew: **But I'm a good worker, and I'm looking for something permanent.**

Mr. Reed: It sounds like you really want to get ahead, Andrew.

Andrew: Yes, Mr. Reed. I always do my best. I write **well, and I'm an excellent typist. I take pride in my work.**

Mr. Reed: So you think you would like this job as a receptionist?

Andrew: Yes, I would.

Mr. Reed: You would have to be on time every day. Could I count on you to be here at exactly 9 a.m.?

Andrew: Oh, yes. I was always on time in high school. I had a perfect record.

Mr. Reed: **There's one thing I want to point out. Sometimes business isn't good and we have to lay off workers. We can't guarantee the job for more than six months.**

Andrew: **I understand. I'm willing to take a chance.**

Mr. Reed: **We'll let you know our decision next week.**

Andrew: Thank you, Mr. Reed.

XIV. Match the words and phrasal verbs with their meanings:

in time	a. be proud of, get satisfaction from doing a good job
so far	b. to this moment
get ahead	c. depend on, rely on
do my best	d. try someone, something that is unproven
take pride in	e. before a specified time limit
come/be on time	f. emphasise, show
count on	g. advance, be successful
point out	h. dismiss workers when business is bad

lay off	i. be punctual
take a chance	j. do the best work one is capable of

XV. Fill in the correct phrasal verbs and expressions:

Personnel Director: How many people have you interviewed _____ (to this moment), Paul?

Mr. Reed: **Ten. They're all pretty good, but the one I like best is Jack Brown.**

Director: **Wasn't he late for the interview?**

Mr. Reed: No, he arrived just _____ (before the time limit).

He doesn't have any experience, but he's enthusiastic. He says that he'll _____ (do the best work he is capable of). Should we _____ (try someone unproven) on him?

Director: **I don't know. We may be able to hire him for just a short period of time. Business isn't good. Fifteen production workers were _____ (dismissed) yesterday.**

Mr. Reed: Well, he seems eager to _____ (be successful). I think that we can _____ (depend on) him to _____ (be proud of) his work and do a good job.

Director: **Okay. Let's hire him, but _____ (emphasise) that he has to get to work _____ (punctually) every day, and he has to wear a suit and tie.**

Mr. Reed: He already knows that.

XVI. FIRST IMPRESSIONS

a. Imagine you are a bank manager. Would you give a job to the man who has long hair and some tattoos? Why? Why not?

b. Read the article and find:

- the number of years Paul has been unemployed;
- two things that create a good impression with many employers;
- what Americans think of tall people;
- what Americans think of physically attractive people;
- the reason why attractive people do not always get the best jobs;
- three things that make you look nervous;
- where you should look at an interviewer in England.

c. Match the adjectives in column A to their opposites in column B.

A	B
sociable	ugly
intelligent	calm

nervous	stupid
good-looking	responsible
irresponsible	unkind
kind	immature
lucky	shy
mature	unlucky

JUDGING BY APPEARANCES

Paul Smith is 25. He left University two years ago. He has been to twenty-five interviews and hasn't found a job. However, he won't change his appearance to try and get work. "This is the way I look. You can take it or leave it. People should look at my qualifications, not my hair", he says.

Unfortunately for Paul, first impressions are vital. For many employers, neat and tidy hair and smart clothes are as important as qualifications. An interview may last half an hour or more, but the decision to hire or not is usually taken in the first four minutes, sometimes even before the interviewee has spoken.

So what factors contribute to that vital first impression? It varies a lot according to our culture. For example, in the United States tall people are considered more reliable and serious in business. Physically attractive people are thought of as warmer, kinder, more sociable and even more intelligent although they are not always as lucky as we think – some people think they are irresponsible and immature so they don't give them the best jobs.

We can't do much about our height or how good-looking we are but we can control our body language. For example, if you hang your head and play with your hair or hold your hand over your mouth you may seem nervous or dishonest.

It is also important to look in the right place. In Britain and America, it is appropriate to look the interviewer more or less in the eyes. Unfortunately, people from some cultures can find this quite difficult because they do not look directly at strangers.

It's not what you say it's how you look

A recent survey shows that when you go for promotion or a new job, it is important to look right. Throughout the process you are judged on appearance.

First of all, there is the covering letter. Is it neat? Is it well laid-out? And what about the CV? Not too long and not too short. Do you include a photograph? If not, why not?

Then, if you get the interview, appearance is really crucial. At least a hundred websites offer advice on what to wear in an interview. The advice is to dress conservatively (this generally means a suit), but to add an individual touch (a colourful tie, for example). They suggest grey, dark blue, or brown and beige as the right colours.

But even if you wear the right clothes, there are other factors involved. People tend to trust you more if you are tall and you smile a lot. Young-looking women are also at an advantage. Small men, however, are considered less

trustworthy, and often struggle at job interviews. And interviewers tend to distrust people who fidget, sweat, or have poor eye contact. Unfortunately, most of us do these things when we are nervous, such as in an interview.

So what does this tell us about business? Are we more impressed with the form than the content? Recent tests show that the packaging of goods is an extremely important factor in customer choice. People are often happy to pay more for a product if they like the packaging. So companies spend a lot of time getting this right. The choice of colour and lettering, the use of pictures and memorable slogans, and even the size of the packaging are all very important.

Sometimes the packaging is deceptive. How many times have you bought a large box of cereal, and later discovered that it is only half-full? Or have you ever **bought a 'new' CD with the same songs on it as a previous album? It can be very frustrating for the consumer.**

All the industries understand the importance of appearance and how deceptive it can be. One company recently banned PowerPoint presentations because they had all started to look the same. The animation, the colours, and the effects had become more important than the content. That should be a lesson to all of us. **As the saying goes, 'Never judge a book by its cover'.**

Glossary

trust– have confidence in

struggle – have difficulty / problems

fidget – move your body, especially hands, continuously because you are nervous or bored.

Employment Process

Pretext Exercises

Ex.1 Read the title of the text and say what the text will be about.

Ex. 2 Study text A and decide if these statements are right.

- 1 The best way of looking for a job is to use the help of employment agencies.
- 2 Employment agencies often publish their ads on behalf of their clients.
- 3 All printed publications publish announcements of job opportunities and they are all worth reacting to.
- 4 People should put much trust in ads in the yellow press.
- 5 An experienced reader will easily extract information on the activities of the company in the yellow press.

Text A JOB HUNTING

There are several traditional ways of looking for a job. A civilized and active means of looking for a job is studying the market of the offered vacancies to get an idea of necessary demands and size up your own chances.

The best way of doing this is to use the help of employment agencies or to independently study the ads of job opportunities being published.

Announcements of job opportunities can be read in different printed publications. But which of them is worth reacting to?

Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation.

Your main task is to understand whether the position being offered is consistent with the levels of your skills, education, and experience in work.

The structure of job opportunities ads is usually the same: the name of the vacant position, the list of the candidate's professional duties, the demands made of the candidate, and the system of compensations and benefits. Ads are often published by employment agencies on behalf of their clients. The address of the office is usually not given — it is suggested that the resume should be sent to a P.O. box or else faxed.

Having carefully studied the demands and duties being offered, an experienced reader may extract information on the activities of the company and the prospects of its development.

The phrases often used about "successful work over many years in the Russian market", "New missions being opened", etc., really testify to the company's dependability, serious prospects for its growth, and the durability of its stay in Russia.

First, one must pay attention to the position. To grasp what lurks behind the position's English name, there is a need to visualize at least in general outline the personnel structure at Western companies. For instance one may be misled by the incorrect interpretation of the word "Assistant". There is a need to understand that this word does not at all imply secretarial functions. A more exact meaning of this word is: mate, aid, apprentice manager, high-class specialist capable of independently tackling the tasks set to him.

Therefore using all possible means, try to learn as much as possible about this position to prepare yourself as best as possible for a meeting with the employer.

Carefully read the demands made of the given position. The demand to know a foreign language is very important. In most cases there is a need for free command of the language — Fluent English. Free command implies an ability freely to deal with a foreign manager, competently to compile documents and speak on the phone. This demand may prove to be the most important.

Quite often the ads do not decipher other demands in detail. For example, the ability to type in Russian / Latin. According to international standards, an adequate level of typewriting is a speed of 60 words per minute. Therefore, when claiming the given position, you need to check your speed or bring it up to the required level. Besides, a secretary is usually required to be able to work on a personal computer. In general, if the ads meticulously enumerate the software products, systems, languages, etc., which the candidate must necessarily know, remember that these demands have a strictly binding force.

Such special demands set the level of the candidate's indispensable qualifications.

Exercises on the text

Ex. 1 Complete the sentences giving the English equivalents to the words in brackets.

1 There are several ways of (**поиска работы**). 2 First you should (**оценить**) your own chances. 3 He studied the ads of (**о вакансиях**) being published. 4 Solid companies (**помещают объявления**) in prestigious expensive publications. 5 Your main task is to understand whether the position (**согласуется**) your skills and education. 6 Such special demands (**устанавливают уровень**) of the candidate's qualification. 7 Remember that the demands enumerated in the ads are (**обязательны**). 8 Carefully read (**требования**) made of the given position. 9 There is a need to understand that the word does not (**подразумевает**) secretarial functions. 10 Reading the ads you may (**выделить/получить**) information on the (**деятельности**) of the company. 12 There is a need (**представить себе**) at least in general outline the personnel structure of Western companies.

Ex. 2 Explain the meaning of the following word combinations and make use of them in the sentences of your own.

To size up one's own chances, to place ads, to deal with a foreign manager, to claim the position, to tack the tasks, the system of compensations and benefits, to be misled by, set the level of the candidate's qualifications.

Ex. 3 Insert prepositions where necessary.

1 Nowadays there is a need ... free command ... the foreign languages when applying for a job.

2 Ads are usually published ... prestigious expensive publications ... employment agencies ... behalf of their clients.

3 When claiming the position ... a secretary, you need to bring your typewriting skills ... the required level.

4 If you are an experienced reader don't put much trust ... ads ... the yellow press.

5 Being invited ... a meeting ... the employer try to learn as much as possible ... the position offered in advance.

6 It's advisable to read announcements ... job opportunities only ... publications ... a firm reputation.

Speech Exercises

Ex. 1 Find evidence in the text to support the following statements.

1 There are many civilized and active means of looking for a job nowadays.

2 The ads of job opportunities are given in different printed publications.

3 The structure of job opportunities ads published is usually the same.

4 A job hunter must pay attention to the vacancy not to be misled by the incorrect interpretation of the position.

5 Before applying for a job offered carefully read the demands made of the given position.

6 Quite often the ads do not decipher other demands of the position offered in detail.

Pretext Exercises

Ex.1 Before you read the following paragraphs, talk about your answers to these questions. Work in small groups.

1 In your country, where do people find out about job openings? Make a list of the places.

2 How do people prepare for a career? What steps do they need to take?

Ex. 2 Read these paragraphs quickly. Do not use a dictionary and don't worry about the details. When you finish, write the topic and topic sentence of each paragraph.

Text A LOOKING FOR WORK IN THE TWENTY-FIRST CENTURY

1 Not very long ago, when people needed to find a job, there were several possible steps. They might begin with a look through the classified ads in the back of the newspaper. They could go to the personnel office at various companies and fill an application, or they could go to an employment agency. They could even find out about a job opening through a word of mouth from another person who had heard about it.

Topic:

Topic sentence:

2 These days, job hunting is more complicated. The first step is to determine what kind of job you want (which sounds easier than it is) and make sure that you have the right education for it. Rapid changes in technology and science are creating many professions that never existed until recently. It is important to learn about them because one might be the perfect profession for you. The fastest-growing areas for new jobs are in health services and computer science. Jobs in these fields usually require specific skills, but you need to find out exactly which skills and which degrees are necessary. For example, it may be surprising to learn that in the sciences, an M.S. is more marketable than a Ph.D.! In other words, there are more jobs available for people with a Master of Science degree than for people with a doctorate. (However, people who want to do research still need a Ph.D.)

Topic:

Topic sentence:

3 How do people learn about "hot" new professions? How do they discover their "dream job"? Many people these days go to a career counselor. In some countries, job hopping has become so common that career counseling is now "big business." People sometimes spend large amounts of money for this advice. In Canada and the United States, high school and college students often have access to free vocational counseling services on campus. There is even a career organization, the Five O'clock Club, which helps members to set goals. Members focus on this question: what sort of person do you want to be forty years from now? The members then plan their careers around that goal. All career counselors—private or public—agree on one basic point: it is important for people to find a career that they love. Everyone should be able to think, "I'm having such a good time. I can't believe they're paying me to do this."

Topic:

Topic sentence:

4 After people have determined what their dream job is, they need to find it. The biggest change in job hunting these days is the use of the Internet. More and more employers are advertising job openings on their computer Websites. More and more job hunters are applying for jobs online. There are also several thousand job boards, among them HotJobs.com, Jobsjobsjobs.com, and Monster.com. Some people think that online job hunting is only for people in technology fields; but this isn't true. Over 65 percent of online job seekers are from nontechnical fields. Even truck drivers now find jobs on the Internet!

Topic:

Topic sentence

5 So how does this work? A job seeker can reply to a "Help Wanted" notion on a company's Website. This person can also post his or her resume (page with information about education and work experience) on one OR many of the online job boards. If a company is interested, the person still has to take the next step the old-fashioned way—actually go to the job interview and perhaps take a skills test! However, even this might soon change. In the near future, companies will be able to give the person a skills test and check his or her background (job history and education) online. But what about the interview? Companies will soon be able to interview the person by videolink, so people can interview for jobs in other cities—or even other countries—without leaving home. Clearly, job hunting is not what it used to be.

Topic:

Topic sentence

Exercises on the text

Ex.1 After you write the topic and topic sentence of each paragraph, exchange your answers with another student. Are your answers the same? Are your topics the same but perhaps in different words? Do you agree about the topic sentences? If you don't agree, give reasons for your answers. One of you might want to change an answer.

Ex. 2 In small groups, talk about your answers to these questions.

- 1 Have you ever gone job hunting? If so, what steps did you take?
- 2 Do you already know what your "dream job" is? If so, what will you need to do to get it?
- 3 In your country, do people go to career counselors? Are there vocational counseling services in high schools and colleges? Have you ever gone to a career counselor for advice?
- 4 Have you ever visited an online job board? If so, tell your group about it.

Ex. 2 Be ready to dwell on:

- a) traditional ways of job hunting;
- b) your experience of looking for a summer job.

The Job Interview

Ex. 1 Read the rules one should follow before an interview and list them in a correct chronological order.

- 1 Buy a pen; you will probably be asked to fill in an application form.
- 2 Never walk into the interview chewing gum, sucking on a sweet or smoking.
- 3 **Don't forget to bring with you samples of your work or letter of recommendation** from your teachers or anyone else you might have worked part time for.
- 4 List down your qualifications and experience and think about how they relate to the job. Why should the employer employ you and not somebody else?
- 5 Make sure you know where the interview office and how to get there. Be on time, or better, a few minutes earlier.
- 6 Find as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.
- 7 Never walk into the interview chewing gum, sucking on a sweet or smoking.

Ex.2 Read Text A and define the best ways of creating a favourable impression at an interview.

Text A HOW TO CREATE A GOOD IMPRESSION AT A JOB INTERVIEW

With unemployment in many countries so high, and often scores of applicants chasing every job, you have to account yourself lucky to be called for an

interview. If it's your first you are bound to be nervous. But don't let the jitters sidetrack you from the main issue, which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you.

You finally have an interview! Your moment of truth has arrived. To be successful, you should always seek to retain control of the process, and the only way to do this is to have control over the final decision. You can always walk away from a company that you later decide you have no interest in, but you need to remain in positive control to retain the power to pick and choose. Your objective in every interview should be to take yourself one step further toward generating the job offer. You can do that by doing your very best in each and every interview. Treat every interview as if it were the only one you will ever get with that company and your only opportunity to convince them that you are the right candidate for the position. Although there may be several interviews before the eventual offer, you must score positively in each interview.

The interview is designed to find out more about you and to see if you are suitable for the job.

And now let's consider the interview for a moment. You will be spending twenty to thirty minutes in a tiny cubicle with a total stranger. This person will subsequently decide whether you will ever have a chance of working for their company. The best you can hope for is to avoid being disqualified, which only takes you one step further into the interviewing maze. One little mistake, one little error, and you could be history. So to survive there you should follow some rules.

First of all, the interview is not the place to exhibit your flair for the latest in fashion style. Even though many companies have relaxed the internal company dress code, interviews still follow the conservative standard. Don't buck the trend. Remember that stylish is not conservative. You should be doing the talking, not your clothes. Here is a piece of advice, how to dress for an interview.

How you dress and act during an interview can be as important in creating an impression as what you have to say. Every employee becomes an individual representative of the **organization. That's why employers prefer to hire men and** woman whose appearance and overall behaviour present a positive image. Dress in good taste. While many employers encourage individuality, let basic good taste determine how you dress for an interview.

Men and Women

Conservative two-piece business suit (solid dark blue or grey is best). Conservative long-sleeved shirt/blouse (white is best, pastel is next best). Clean, polished conservative shoes. Well-groomed hairstyle. Clean, trimmed fingernails. Minimal cologne or perfume. Empty pockets, no bulges or tinkling coins. No gum, candy or cigarettes. Light briefcase or portfolio case. No visible body piercing (nose rings, eyebrow rings, etc.)

Men

Necktie should be silk with a conservative pattern. Dark shoes (black lace-ups are best). Dark socks (black is best). Get a haircut; short hair always fares best in interviews. No beards. Mustaches are a possible negative, but if you must, make sure it is neat and trimmed. No rings other than wedding ring or college ring. No

earrings (if you normally wear one, take it out)

Women

Always wear a suit with a jacket; no dresses. Shoes with conservative heels. Conservative hosiery at or near skin color. No purses, small or large; carry a briefcase instead. If you wear nail polish (not required), use clear or a conservative color. Minimal use of makeup (it should not be too noticeable). No more than one ring on each hand. One set of earrings only. One final note on interview dress: while it goes without saying that your interview clothes should be neat and clean.

As you prepare for the interview process, remember one thing. The purpose of an interview is not to intimidate you or to put you through an uncomfortable **ordeal. It's to find a man or woman who has something to offer** an organization, and to interest that person in working for that employer. The interview is the most efficient way (in a relatively short time) for you and the representative of an **employer to get to know each other. Interviewers wouldn't be meeting with you if they weren't interested in the possibility of hiring you. Like everyone else, you** have attributes that make you valuable employee. Evaluate yourself honestly. Have confidence in your abilities, and you may be surprised to learn that an interview can be valuable and enjoyable experience.

Here is how to get ready for your interview.

Exercises on the text

Ex. 1 Answer the questions.

- 1 Why is it important to know all about the company for which you are going to work before you go for an interview?
- 2 What is the purpose of the interview?
- 3 How should you dress to present a positive image?
- 4 What is 'to act properly in an interview'?**
- 5 Why is it important to score positively at an interview?

The smart job-seeker needs to rid himself / herself of several standard myths about interviewing before he start pounding the pavement looking for a job. What follows is a list of some of these untruths and some tips to help you do your best at your next interview.

Myth 1: *The aim of interviewing is to obtain a job offer.*

Only half true. The real aim of an interview is to obtain the job you want. So, before you do back-flips for an employer, be sure you want the job.

Myth 2: *Always please the interviewer*

Not true. Try to please yourself. Giving answers that you think will suit a potential employer, losing touch with your own feelings are certain to get you nowhere. Of course not hostile-nobody wants to hire someone disagreeable. But there is plainly a middle ground between being too ingratiating and being hostile.

Myth 3: *Try to control the interviewer.*

Nobody 'controls' an interview - neither you nor the interviewer-although one or both parties often try. When somebody tries to control us, we resent it.

Remember, you can't control what an employer thinks of you, just as he /she can't control what you think of him/her. Never dominate the interview. Compulsive behaviour turns off your authenticity.

Myth 4: *Never interrupt the interviewer.*

Good advice. Study the style of an effective conventionalist; he interrupts and is interrupted! We feel comfortable with people who allow us to be natural. So when interviewing, half the responsibility lies with you. Do you seem uptight? Try being yourself for a change. Leaving an employer indifferent is the worst impression you can make.

Myth5. ***Don't disagree with the interviewer***

Another silly myth. If you don't disagree at times, you become, an effect, a 'yes' person. Don't be afraid to disagree with your interviewer- in an agreeable way. And don't hesitate to change your mind. The conversational wisdom says 'be yourself', true enough.

Ex. 2 Make a list of things you should do before you come to the **interview and a list of things you shouldn't do during the interview.**

Ex. 3 Comment on the statements.

- 1 The more prepared for the interview you are the better, because being ready will help you overcome any feeling of panic and anxiety that may develop.
- 2 The purpose of the interview is to find the right person to the job and to make him or her interested in working for the employer.
- 3 Job hunting is a serious business, though sometimes it is like **playing a game, which you can't play without knowing its rules.**

Ex. 4 Write down some sort of instruction for the job hunters who have been called for an interview for the first time. Be precise in defining the main points and make it short.

Ex. 5 Express your point of view on the problem whether clothes make a man at an interview in written form (not less than 200 words).

Ex. 6 Get ready for the class simulation.

a) Read all the information. Analyze all questions, be ready to answer them.

QUESTIONS INTERVIEWERS ASK

Personal:

- 1 Tell me about yourself. (Expand on your resume in two minutes or less. Do not discuss personal information).
- 2 What are your hobbies?
- 3 What are your hobbies?
- 4 What do you know about our organization?
- 5 Describe your ideal job.

- 6 What do you consider to be your strengths/ weaknesses?
 - 7 What 2 or 3 accomplishments have given you the most satisfaction and why?
 - 8 Who are your role models? Why?
 - 9 What motivates you most in a job?
 - 10 Have you ever had difficulty in getting along with a former supervisor / co-worker? How did you handle it?
 - 11 **What was the most useful criticism you've ever received, and who was it from?**
 - 12 Do you prefer large or small organizations? Why?
 - 13 What have you learned from your mistakes?
- Education:
- 1 Why did you choose your major/college/university?
 - 2 In which campus activities did you participate?
 - 3 Which classes did you like best/least? Why?
 - 4 If you were to start your college career over again, what would do different, and why?
 - 5 What is your grade point average? Does this accurately reflect your ability? Why/why not?
 - 6 Have you held any leadership roles? What is your leadership style?
 - 7 Were you financially responsible for any portion of college education?
- Experience:
- 1 What job related skills have you developed?
 - 2 Describe your previous work experience. What were your responsibilities? What did you learn?
 - 3 How does your college education or work experience relate to this job?
 - 4 Which job did you enjoy most? Least? Why?
 - 5 Have you ever quit a job?
 - 6 How do you think a former supervisor would describe you work?
 - 7 In what ways do you think you could make a contribution to this company?
- Career goals / other:
- 1 What are your short-term goals? Long-term goals?
 - 2 Do you prefer to work under supervision or on your own?
 - 3 What qualities do you look for in a supervisor?
 - 4 What are your thoughts about relocation?
 - 5 What geographic location do you prefer?
 - 6 Describe your ideal work environment.
 - 7 Why do you think you would be successful in this career?
 - 8 What are your plans for continued education?
 - 9 Why should we hire you?

You are expected to ask questions about the position or the company during an interview. These questions should relate to the specific requirements of job and /or **should show you've done research into the organization. Do not ask questions regarding information that was available on the company's website or literature! This will show you haven't done your research!**

About the job

- 1 What are some of the skills and abilities necessary for someone to succeed in the job?
- 2 What are the traits and skills of people who are the most successful within this organization?
- 3 What do you consider to be the most challenging aspects of this job?
- 4 How is performance measured and reviewed?
- 5 What are some objectives you would like to see accomplished in this job?
- 6 Is this a new position or a replacement?
- 7 Why did this person leave this job?
- 8 What kind of work might I be doing in the first six months of the job?
- 9 What is your method of training and orienting new employees?
- 10 Can you describe a typical day for someone in this position?
- 11 What is the top priority for someone who accepts this job?
- 12 When do you expect to make a decision on this position?

About the department

- 1 How many employees are in this department?
- 2 Who are the other persons with whom I would work in this position?
- 3 With what other key individuals/groups does this person interface?

About the company

- 1 **What are the company's values?**
- 2 Could you explain your organizational structure to me?
- 3 Where does this position fit in the organization?
- 4 **Can you describe the company's management style**
- 5 **What are the company's policy regarding ongoing training and education** so that employees can keep up with their skills or acquire new ones?

Deadly questions to ask in an interview

What is the salary for this job?

How much vacation and sick leave will I get?

When will I be promoted?

Ex. 7 Class simulation.

In this simulation half the class will be playing the role of interviewers and the other half the role of candidates. Each panel of interviewers are members of a firm or consultants, and they will interview several candidates for both jobs advertised. Decide which members of the class are going to play the roles of candidates, and which are going to be the interviewers. Follow the instructions on the left or on the right below, according to your role.

1. Interviewers: Work with the other members of your panel. Decide what questions you are going to ask each candidate. What personal qualities are you looking for? Are you going to be kind to the candidates or give them a hard time?

Candidates: choose one of the jobs advertised. Write a letter of application for it to accompany your CV if possible, make copies of your letter and your CV so that each panel has a copy of each to study before the interview.

2. Interviewers: Read the letters of application and the CV you receive. Decide which candidates look promising and what special questions you will ask each one.

Candidates: Work with another candidates and decide what impression you are going to create.

3. **Now it's time for the interview to take place. Each interview panel should have their "OFFICE» in a different part of the room. Candidates go to a different 'office ' for each interview. Your teacher will tell you how much time is available for each interview and work out a timetable that allows time for panels to see at least three candidates. Each panel must stick to this schedule, so that other panels are not kept waiting.**

Candidates: Between interviews you should wait in a separate room or in the corridor.

4. When the interviews have finished, all the candidates and all the interviewers should meet in separate areas.

Interviewers: Tell the other panels about the candidates you have interviewed. You can recommend up to three people for both posts. Decide which candidates will be short-listed.

Candidates: **imagine that you are meeting in a local café** or a bar. Tell the other candidates how you got on at your interviews. What would you have done differently? Which of the panels conducted the best interviews? What advice would you give them about their interviewing techniques? Decide which panels were the best.

5. Now meet again as a class.

Interviewers: Announce your short lists of successful candidates.

Candidates: **Announce which panels you voted 'top interviewers'**

Ex 9: Write a report on the situation "How to create a good impression at a job interview".

Text A: Employment Agencies

In Britain there is a special service for school leavers, the Careers Advisory Service, which helps young people who are looking for their first job. Careers Officers give practical advice on interview techniques, application forms, letters, pay, National Insurance and Trade Unions.

One business organization that you may use when you are job-hunting⁽¹⁾ is an employment agency. There are the state employment services and nonprofit agencies that do not receive fees for finding jobs for people. There exist also some private employment agencies which receive a fee. Some employment agencies see applicants without an appointment. These include the state employment services and nonprofit agencies. Counselors there may spend a few minutes with each applicant.

But an agency that deals with technical and higher-salaried jobs, spends much more time with each applicant. Appointments are necessary in this type of agency, where a counselor may be able to see only a few applicants a day.

An interview for any kind of job, whether the interview is obtained through a friend, classified advertisement, or an agency, generally requires an appointment. It is important to be on time for your appointment. If you have made an appointment and cannot keep it, or if you will be more than ten minutes late, you should always call the interviewer. If you do not cancel the appointment or notify the interviewer that you will be late, you will create a negative impression on your possible employer.

To make efficient use of time, American business people schedule their days hour by hour. In most American business situations, appointments are a necessary courtesy.

Note: job-hunting - looking for work

Text **B**: " ...They Live by the Appointment Book."

Victor had recently arrived in the United States, and he did not completely understand the need for appointments. He thought his friend was exaggerating.

One day he went to an employment agency. This agency specialized in placing people according to their qualifications. Victor wanted to start working as soon as possible so that he could afford his own apartment.

When he arrived at the agency at 10 a.m. the receptionist said to him, "Do you have an appointment?" Victor looked around the office and said, "No, I don't, but I see that there are very few people waiting here. I'm sure the counselor can see me." The receptionist answered, "I'm sorry. This agency works by appointment only." She told him to leave his resume, fill out an application, and make an appointment. Victor did not have a resume, but he was able to get an appointment in two days.

Before dinner that evening, Victor dropped in on his friend Andre. He told Victor again why sometimes in America you cannot just drop in. Victor then turned to his friend and said, "Andre, you are right. In America you don't live from day to day — you live from appointment to appointment!"

(adapted from "Working World" by Baskin M.)

1. Find in texts A and **B** equivalents for the following words and phrases:

1) быть готовым к переменам (изменениям); 2) создать положительное/отрицательное впечатление; 3) заполнить анкету для поступления на работу; 4) решить, принять решение; 5) приобрести знания/опыт работы; 6) дать детальную информацию; 7) час за часом; 8) эффективно использовать; 9) предлагать что-либо (советовать); 10) подбирать работу согласно квалификации; 11) специализироваться в области; 12) самооценка; 13) обратиться к кому-либо; 14) изучать что-либо (пойти на курсы).

2. Match the idioms in column A with definitions in column B.

A	B
1. self appraisal	a. to consider smth after delaying it
2. self concept	b. to visit without an appointment
3. self evaluation	c. to get an appointment
4. resume	d. newspaper listing of job
5. give notice	e. your own view of yourself
6. give me a call	f. to give someone a good opinion of you
7. create a good impression	g. summary of one's employment record
8. classified ad	h. a form to be filled in when applying for smth
9. drop in	i. determine your own value or worth
10. get around to smth	j. estimate your own qualities, abilities
11. make an appointment	k. telephone me
12. application form	l. inform your employer in advance that you are leaving the job

1	2	3	4	5	6	7	8	9	10	11	12

3. Replace the italicized parts of the sentences by words and word combinations from the vocabulary.

1. In American business practice making appointments is *a rule of polite behavior*.

2. He went to an employment agency to meet *a person who gives advice*, but first he had to talk to *the employee who receives callers and answers the phone*.

3. He went to the manager in order to *formally ask for a job*.

4. He doesn't work at the moment, he is *out of work*.

5. The company gives *provisions against sickness, death, damage and loss*.

6. His parents couldn't make him *leave the job*, they could only give advice.

7. His *program* was very busy, every hour was occupied.

8. These agencies deal only with *people having no trade*.

4. Complete the sentences given below, choose the right word.

a) *job*— *position*— *occupation*

"*job*" - anything that one has to do, task, duty;

"*position*" - a person's relative place, as in society; rank, status;

"*occupation*" - that which chiefly engages one's time; one's trade.

1. **He was unemployed doing only odd ...**

2. **Knitting is a useful ... for long winter evenings.**

3. This aid is for those who have a very low in society.

4. **My sister occupies an important ... in the Department of Health.**

5. The police called the company to find out his ... **at the moment.**

6. He had a hard ... **painting the car.**

b) *force*— *make*

"force" - do smth by force or as if by force; compel;

"make" - to cause or force (followed by an infinitive without "to").

1. They ... the confession from him.
2. The robbers ... the cashier lie on the floor and took the money.
3. They ... me repeat the story again.
4. He would have never done it, but he was ... to do it.

c) *leave—graduate*

"leave" - graduate (school);

"graduate (from)" - to get a degree or diploma, to complete a course of study at a college/university.

1. He ... from Columbia University last summer.
2. She ... school 2 months ago and couldn't find a job.
3. What University did you ... from?

5. Fill in prepositions where necessary.

1) After leaving school a young person faces....a very difficult problem – choosing an occupation. 2) The majority of young people do not get around....making a decision until they leave school. 3) Boys and girls seldom talk about this problem ... with the family. 4) One has to take special courses to qualify ... the job. 5) There is a special advisory service which counsels.... people who are looking.... work. 6) There are nonprofit agencies that deal.... nonskilled positions. 7) This agency specializes.... placing people ... their qualifications. 8) The agency helped me find the information I needed. 9) You can turn.... your teacher... advice and help. 10) Counselors give practical advice.... interview techniques, application forms, etc. 11) He made an appointment with the career officer 11 o'clock. 12) A counselor can see only a few applicants.... a day. 13) An interview.... any kind of job generally requires an appointment. 14) He was.... 20 minutes late and created a negative impression.... the employer. 15) American business people schedule their day hour.... hour. 16) On the wall he saw a notice "The agency works appointment only". 17) He didn't know how to fill.... the application form. 18) It turned out that he travelled to the agency.... nothing as he didn't make an appointment.... advance. 19) Appointment is a necessary courtesy, you can't **just drop**

Ex.6. Translate the following sentences

1) Когда я вошла в офис агентства, секретарь, встречающий посетителей, спросил меня, назначена ли у меня встреча. 2) У меня назначена встреча с Мисс Харрис на 10:15. 3) Я проходил мимо вашего агентства и решил зайти и поговорить с одним из ваших сотрудников. 4) Он не пришел в назначенное время на встречу с Мистером Брауном, это, конечно, произвело крайне отрицательное впечатление. 5) Анкета для поступления на работу заполняется печатными буквами. 6) Вам придется начать работу с самой маленькой должности, чтобы приобрести необходимый опыт. 7) Вы должны пойти на курсы, чтобы приобрести знания, необходимые для этой работы. 8) Агентство поможет вам подобрать работу согласно вашей квалификации. 9)

Агентство "Manpower" специализируется именно в этой области. 10) Ему предложили две разные должности, но он не мог решить, какую выбрать.

7. Which statement is a good example of the meaning of the italicized word?

1. He thought that his friend *was exaggerating*.
 - a. He was shouting to make his point understood.
 - b. He made it seem much more important than it really was.
2. One day he went to *an employment office*.
 - a. office where he worked
 - b. organization that helps people to find an occupation.
3. The *employment office* places people according to their qualifications.
 - a. the office which helps people to find a place to live.
 - b. the office which advises people on the job and interview technique.
4. He thought he *was imposing on* his brother and sister-in-law.
 - a. He made things very difficult for his brother.
 - b. He made his brother work hard.
5. He *couldn't afford his own apartment*.
 - a. he couldn't live alone.
 - b. he didn't have enough money to pay the rent
6. One should have *definite qualifications* for the job.
 - a. education and work experience
 - b. definite personal features

8. Translate the following sentences.

1) Сейчас во многих странах много безработных. 2) Особенно много безработных среди молодых людей только что закончивших школу. 3) У них нет необходимого образования и опыта работы. 4) Часто, чтобы получить необходимую для работы квалификацию (образование и опыт работы), надо закончить специальные курсы. 5) Молодые люди в течение года получают пособие по безработице.

9. Fill in the right word from the word-column.

Out of Work

<p>In Britain a lot of people are Tracey Chapman is 18, and she ... a year ago. She lives in the North East, an area of high She hasn't been able ... yet. "My dad just doesn't understand. He started working in a steel mill when he was 15. Things are different now, but he thinks I should start bringing home some money. Oh, I get my ... but that isn't much and I'm fed up with ... for it every Thursday. I hate having to ask my mum and dad for money. Oh, my mum gives me a couple of pounds for tights now and then, but she can't stand seeing me at home all day. I've almost ... looking for a job. I buy the... every day but I'm really tired of...the "Situations Vacant" column. There are 50 ... for</p>	<ol style="list-style-type: none"> 1. left school 2. to find a job 3. given up 4. looking through 5. receptionist 6. move to 7. living on my own 8. out of work 9. queuing 10. local paper 11. applicants 12. take any job
--	--

every job. I was interested in being a dentist's ... because I like meeting people, but now I'd ... at all. People ask me why I don't... London, but I don't want to leave my family and friends. Anyway, I'm scared of ... in a big city."	13.unemployment benefit 14.youth unemployment
---	--

10. Translate the following sentences.

1) Они ищут работу, обращаются в специальные агентства и просматривают объявления в газете в рубрике "Требуются". 2) Мэри хотела получить место секретаря в приемной, но на это место было 40 кандидатов. 3) Она не получила его, теперь она согласна на любую работу, т.к. ей надоело стоять в очереди за пособием каждую неделю. 4) Роджеру за 50. Он проработал в одной компании более 30 лет. 5) Из-за экономических трудностей в отрасли он попал под сокращение штатов. 6) Он опять начал искать работу, но т.к. ему уже за 50, он получил много отказов. 7) Все кандидаты были моложе его, хотя у них было меньше опыта. 8) Ему необходимо получить новую профессию, но никто не хочет обучать человека, который скоро должен уйти на пенсию.

11. You came to an employment agency and have to answer their questionnaire.

<p>"PERSONNEL CORPS" " <u>Professional Recruitment & Selection</u> 275-35-02 Fax 275-36-96</p>

Questionnaire

1. Are you seeking		3.	Do you like	yes	no
a) full-time employment?	<input type="checkbox"/>	a)	meeting people	<input type="checkbox"/>	<input type="checkbox"/>
b) part-time employment?	<input type="checkbox"/>	b)	working alone	<input type="checkbox"/>	<input type="checkbox"/>
2. Which of these is most important for you?		c)	working with other people	<input type="checkbox"/>	<input type="checkbox"/>
(Please number 1-5 in order of importance)		d)	working with your hands	<input type="checkbox"/>	<input type="checkbox"/>
money <input type="checkbox"/> people <input type="checkbox"/> security	<input type="checkbox"/>	e)	travelling	<input type="checkbox"/>	<input type="checkbox"/>
job satisfaction	<input type="checkbox"/>	4.	What do you like doing in your		
an interesting job	<input type="checkbox"/>		free time?		

12. What should you do to find a job? Find the logical sequence of the steps you should take.

- get an invitation for an interview
- make an appointment with an employment agency counselor

- read the classified ads
- think what kind of job you want
- analyze your skills, personality traits and accomplishments
- get ready for the interview
- find out what employment agency you can use
- find out as much as you can about the company

Текст №5

Recruitment presents cross- border challenge

For senior executives across modern Europe, it a challenge: attracting the best employees, whether to write software or to market pet food. Recruitment is one of the new corporate art form, yet another measure of a company competitiveness and management ability. Bruce Dorsking's specialty is global recruitment strategy. His New - York City- based Dorsking Group has worked with companies in 40 countries over the past four years and helped an advertising agency TMP conduct acquisition of 24 recruitment advertising firms and Internet sites, many of them in Europe. It turner TMP into the largest recruitment communications firm in the world, with a market capitalization of \$1 billion.

Speaking about the trends in European recruitment, Bruce Dorsking states, that there's consolidation in every industry and globalization. Companies need to introduce their brands or products to new markets. So there is a move towards crossborder recruitment, where the demand for talent is spreading across markets. Europeans used to sell products only in their own local markets, but now they are selling them all over the world. And they are four or five pharmaceutical markets and one common language, English. Despite high unemployment rates in Europe, there is also a shortage of people in certain disciplines, especially in information technology, sales and marketing. Another example is consulting. Andersen Consulting in Germany recruits from Switzerland and Austria. Consulting firms are among the largest recruiters in absolute numbers.

Many young graduates in Europe seek international experience. They want to move to a foreign country, deal with a new language, mostly within Western Europe. Something else to consider is that most jobs in the US are created by new companies that are less than 10 years old. In Europe the majority of jobs still come out of older companies, although in new configurations, having gone through mergers, etc.

If the companies are going to recruit in various countries, they need to establish an employer brand as well as a consumeries brand. Organizations have to market their companies to potential employees and that's not something they've been good at historically. Companies that want to be pan-European have to create recruitment campaigns in much the same way they sell their consumer products.

VOCABULARY

Challenge- **вызов**
Recruitment- **набор персонала**
Executive- **менеджер**
Employee- **сотрудник**
Employer- **наниматель**
Measure- **мера**
Acquisition- **приобретение**
Capitalization- **капитализация**
Configuration- **конфигурация, очертания, форма**
Merger- **слияние (компаний)**

TASKS

1. Write questions to these answers

1) _____ ?

It is attracting the best employees.

2) _____ ?

Yes, it is another measure of a company competitiveness and management ability.

3) _____ ?

His specialty is global recruitment strategy.

4) _____ ?

It has worked with companies in 40 countries over the past four years and helped an advertising agency TMP conduct acquisition of 24 recruitment advertising firms and Internet sites.

5) _____ ?

There's consolidation in every industry and globalization.

6) _____ ?

They need to introduce their brands or products to new markets.

7) _____ ?

Yes, demand for talent is spreading across markets

8) _____ ?

They used to sell products only in their own local markets, but now they are selling them all over the world.

9) _____ ?

Yes, they are looking for people to do that.

10) _____ ?

There are four or five pharmaceutical markets and one common language, English.

11) _____ ?

There is a shortage of people in certain disciplines, especially in information technology, sales and marketing.

12) _____ ?

Consulting firms are among the largest recruiters in absolute numbers.

13) _____ ?

They seek international experience.

2. Nouns used as adjectives. Join the nouns from two columns

- | | |
|----------------|------------|
| 1. recruitment | A. growth |
| 2. press | B. sheet |
| 3. export | C. flow |
| 4. balance | D. form |
| 5. cash | E. release |
| 6. application | F. policy |

Text

EMPLOYMENT

1. Personnel is the Cinderella of company departments. Production managers manage production, sales heads head up their sales teams, but personnel directors do not, strictly speaking, direct personnel.
2. They act more as facilitators for other departments: they deal with recruitment in conjunction with department managers, they administer payment systems in tandem with accounts, they are perhaps present at performance appraisal reviews when employees discuss with their managers how they are doing, they may be responsible for providing training, in industrial relations they are involved in complaints and disputes procedures, and they often have to break the news when people are dismissed.
3. Companies like to say that people are their most valuable asset, and personnel management has in many organizations been renamed human resources management to reflect this.
4. HRM specialists may be involved in:
 - **introducing more 'scientific' selection procedures: for example the use of tests to see what people are really like and what they are good at, rather than just depending on how they come across in interviews.**
 - **implementing policies of empowerment, where employees and managers are given authority to make decisions previously made at higher levels.**
 - **actions to eliminate racial and sexual discrimination in hiring and promotion and to fight harassment in the workplace: bullying and sexual harassment.**
 - **incentive schemes to increase motivation through remuneration systems designed to reward performance.**
5. But their services may also be required when organizations downsize and delayer, eliminating levels of management to produce a lean or flat organization, trying to maintain the morale of those that stay and arranging severance packages for employees who are made redundant, sometimes offering outplacement services, for example putting them in touch with potential employers and advising them on training possibilities. (These packages are not to be confused with the compensation packages of top managers: their basic salary and other benefits.)
6. Professional people who are made redundant may be able to make a living as freelancers, or in modern parlance, portfolio workers, working for a number of

clients. They hope to be on the receiving end when companies outsource activities, perhaps ones that were previously done in-house.

7. This is all part of flexibility, the idea that people should be ready to change jobs more often, be prepared to work part-time and so on. The message is that the era of lifetime employment is over and that people should acquire and develop skills to maintain their employability.

Vocabulary

1. personnel
2. production managers
3. sales heads
4. to head up
5. personnel directors
6. strictly speaking
7. to direct personnel
8. to act as facilitators
9. to deal with recruitment
10. in conjunction with
11. to administer payment systems
12. in tandem with accounts
13. to be present at performance appraisal reviews
14. to be responsible for providing training
15. industrial relations
16. to be involved in complaints and disputes procedures
17. to break the news
18. to be dismissed
19. to be the most valuable asset
20. to be renamed
21. human resources management
22. to reflect
23. to be involved in introducing selection procedures
24. to be good at
25. rather than
26. to come across
27. to implement policies of empowerment
28. to give authority to do sth
29. to make decisions
30. to eliminate
31. racial and sexual discrimination
32. discrimination in hiring and promotion
33. to fight harassment in the workplace
34. bullying and sexual harassment
35. incentive schemes
36. to increase motivation through remuneration systems
37. to reward performance

38. to downsize
39. to delayer
40. a lean or flat organization
41. to maintain the morale of sb
42. to arrange severance packages
43. to be made redundant
44. to offer outplacement services
45. to put sb in touch with sb
46. to advise sb on training possibilities
47. to be confused with
48. compensation packages
49. top managers
50. basic salary
51. benefits
52. to make a living as freelancers
53. in modern parlance
54. portfolio workers
55. to be on the receiving end
56. to outsource activities
57. to be done in-house
58. flexibility
59. to work part-time
60. life-time employment
61. to acquire skills
- 62. to maintain one' employability**

- 1. Прочитайте и переведите текст.**
- 2. Прочитайте и переведите список слов после текста.**
- 3. Ответьте на вопросы:**

- 1) What does HRM stand for?
- 2) Why has personnel management been renamed HRM?
- 3) Why is HR called the Cinderella of company departments?
- 4) What new scientific selection procedures have been introduced?
- 5) What does empowerment imply? Is it a good thing for a company?
- 6) How can motivation be increased?
- 7) How can HRM specialists help the staff when organizations downsize and delayer?
- 8) What is the difference between severance packages and compensation packages?
- 9) What are the advantages and disadvantages of being a freelancer?
- 10) What are the advantages and disadvantages of lifetime employment?

- 4. Закончите предложения:**

- 1) Personnel directors act as
- 2) HRM specialists may be present at performance appraisal reviews when ...
- 3) In industrial relations they are involved in ...
- 4) HRM specialists may use tests to see ...
- 5) ... are bullying and sexual harassment.
- 6) ... is eliminating levels of management to produce a lean or flat organization.
- 7) HRM specialists maintain the morale of ... and arrange severance packages for ...
- 8) Professional people who ... may start working for a number of clients.
- 9) Companies may outsource activities previously ...
- 10) The idea of flexibility is that people ...

5. Составьте к тексту 10 вопросов разных типов (общий, специальный, альтернативный, разъединительный) к разным членам предложения.

6. Восстановите вопросы к данным ответам:

- 1) No, they don't. Strictly speaking they do not direct personnel.
- 2) Payment systems.
- 3) These are when employees discuss with their managers how they are doing.
- 4) When people are dismissed.
- 5) To eliminate discrimination in hiring and promotion and to fight harassment.
- 6) Yes, they are designed to reward performance.
- 7) They sometimes offer outplacement services.
- 8) In modern parlance they are called portfolio workers.
- 9) It means they work for a number clients.
- 10) It means you must be ready to develop your skills to maintain your employability.

7. Письменно переведите параграфы 4, 5 и 6.

8. Перескажите текст в 15 предложениях.

ADVERTISING

Text 1

Advertisements as a service

Advertising is one of the largest industries. No one can seriously pretend to remain unaffected by advertisement. It is impossible to turn a blind eye to the pressing offers to buy this or that article that fill our streets, newspapers and magazines. Even at your place advertisers are waiting to pounce on you when you tune in to your favourite radio or television programmes. No matter how hard you try to resist, those clever tunes and catch-phrases are sure to stay in your minds. Do you know why? Because all of them make strong appeal to your emotions. And no amount of logical argument can convince so much as this attack on your emotions.

The resolution recently adopted by the Advertising Association meeting in Brighton pledged the delegates to stick to standards of advertising practice born of the belief that truthful advertising builds up both character and good business. That is the ideal advertising. In reality, however, there are countless means of deception of customers, and one has to admit that in most cases advertising is far from telling the truth.

Advertising works on three levels: the first is content – what the advertisements actually say; the second is the semi-conscious level in which all kinds of images are used (success, sexual power, beauty, nostalgia, return to nature). What the customer has to do in order to resolve his basic dilemma is to buy the product that is being advertised.

Advertising is attached enormous attention to commerce. It is usually a product of joint efforts of talented painters, masters of words and artistic designers. More than that, there are special institutions which are engaged in studying a customer's psychology, the latter being particularly important for monopolies' knowledge.

According to Vance Packard, an American researcher, over nine billion dollars are usually spent annually on advertising in the U.S.

Although the average citizen is usually annoyed by all the advertisements printed in newspapers and magazines and the commercials broadcast on TV, the impact of the whole advertising industry on a single person is immense and plays a very important role in our lives. Advertising absorbs vast sums of money but it is useful to the community.

What are the functions of advertisements? The first one to mention is to inform. A lot of the information people have about household devices, cars, building materials, electronic equipment, cosmetics, detergents and food is largely derived from the advertisements they read. Advertisements introduce them to new products or remind them of the existing ones.

The second function is to sell. The products are shown from the best point of view and the potential buyer, on having entered the store, unconsciously chooses the advertised products. One buys this washing powder or this chewing gum, because the colorful TV commercials convince him of the best qualities of the product. Even cigarettes or sweets or alcohol are associated with the good values

of human life such as joy, freedom, love and happiness, and just those associations make a person choose the advertised products.

The aim of a good advertisement is to create a consumer demand to buy the advertised product or service. Children are good example as they usually want the particular kind of chocolate or toy or chewing-gum.

Being naive they can't evaluate objectively what is truthful and what is exaggerated and select the really good products unless they buy the goods and check for themselves.

Thirdly, since the majority of advertisements are printed in our press we pay less for newspapers and magazines, also TV in most countries is cheap.

The public advertising seen on street hoardings, railway stations and **buildings makes people's life more joyful. Moreover, all those small ads in the press concerning "employment", "education" and "For sale and wanted" columns,** help ordinary people to find a better job or a better employee, to sell or to buy their second-hand things and find services, or learn about educational facilities, social events such as, concerts, theatre plays, football matches, and to announce births, marriages and deaths. Thus despite our dissatisfaction when being bombarded by **all the advertisers' information we must admit that they do perform a useful service** to society, and advertisements are an essential part of our everyday life.

Vocabulary

advertisement – **реклама, объявление**

advertising – **реклама, рекламирование**

to turn the blind eye to smth. – **закрывать глаза на что-либо**

to fill – **наполнять, насыщать**

to pounce on smb. – **внезапно атаковать, набрасываться**

to resist – **сопротивляться, противостоять, не поддаваться**

tune – **мелодия**

catch-phrase – **известная фраза, популярный афоризм**

to convince of smth. – **убеждать, уверять в чем-либо**

deception – **обман, жульничество; ложь; неправда, хитрость**

to resolve a dilemma – **разрешить дилемму**

to advertize – **рекламировать**

to engage – **увлекать, интересоваться**

to annoy – **досаждать, докучать, донимать, надоедать, раздражать**

commercial broadcast – **передача рекламы**

impact on smth. – **сильное воздействие; влияние на что-либо**

advertising industry – **рекламная индустрия, рекламная сфера**

potential buyer – **потенциальный потребитель**

to create a consumer demand – **создавать потребительский спрос**

to evaluate objectively – **оценивать объективно, реально**

to exaggerate – **гиперболизировать, преувеличивать**

hoarding – **щит для наклейки афиш, плакатов; наклеенные афиши, плакаты**

dissatisfaction – **неудовлетворенность, недовольство**

I. Give Russian equivalents to the following word combinations:
pressing offers; to fill; to pounce on smb.; to resist; countless means of deception of customers; to attract enormous attention to commerce; product of joint efforts; to absorb vast sums of money; to be useful to the community; functions of advertisements; to derive from the advertisements; to show from the best point of view; to enter the store; to associate with the good values of human life; the aim of a good advertisement; to buy the advertised product; to be a good example; to **select the good products; to make people's life** more joyful; small ads in the press; to perform a useful service to society; to be an essential part of our everyday life.

II. Give English equivalents to the following word combinations:
мелодия; известная фраза; ежегодно тратить на рекламу; влияние рекламной индустрии; знакомить с новыми товарами; потенциальный потребитель; бессознательно выбирать рекламируемые товары; убеждать в лучшем качестве товара; заставить выбирать рекламируемые товары; создавать потребительский спрос; реально оценивать, что правдиво, а что преувеличено; несмотря на наше недовольство.

III. Answer the following questions.

1. Can you remain indifferent towards emotionally coloured ads (advertisements)? 2. Where do you see pressing offers to buy this or that article? 3. What did the resolution, adopted by the Advertising Association meeting pledged the delegates to do as regards advertising? 4. Does advertising always tell the truth? 5. Why is advertising attached so much importance to? 6. How much do they spend on advertising in the U.S.? 7. Can you give the examples of different advertising strategies on Russian TV? 8. What are the methods and types of advertising? 9. Does advertising influence your personal decisions to buy or not to buy? 10. What is your attitude to TV advertising? 11. What kinds of ads do you like?

IV. Translate the following sentences into English.

1. Он работает в рекламном бизнесе. 2. Вам нужно научиться рекламировать свои товары. 3. Товары этой фирмы рекламируются в прессе и по телевидению. 4. Реклама оказывает сильное влияние на покупателя. 5. Сторонники рекламы утверждают, что материальный комфорт и безопасность лежат в основе дальнейшей деятельности человека. 6. Противники рекламы говорят, что реклама, играя на эмоциях, заставляет людей покупать вещи, которые им не нужны. 7. Утверждают, что реклама отрицательно влияет на нашу систему ценностей. 8. Вы должны уметь определить, какой именно вид рекламы будет работать более успешно. 9. Паблик рилейшнз менее контролируема, чем реклама, и вызывает больше доверия. 10. Эта фирма проводит сейчас конкурс на лучшую рекламу этого товара. 11. Агенты обещали рекламировать наш товар в местной прессе. 12. Реклама помогает продаже товаров. 13. В сегодняшней газете есть объявление о продаже компьютера.

Text 2

Advertising and advertisement

In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products. Also, by spurring demand for products, it extends the possibilities of mass production and thus leads to the economies of scale and to lower consumer costs. Advertising plays a very important part in modern merchandising. The manufacturers tell the public about their new products and the stores tell the public about what products they have at what prices.

Advertisements can be seen in newspapers, magazines, and on television every day of the week. Many more advertisements are sent to customer's homes.

Advertising companies are called agencies. Each agency sells a lot of different products. Here is how it happens. The first stage is marketing research. Marketing researchers get information in three ways: on the phone, in group discussions, from questionnaires. The agency then writes, films, records and photographs a campaign. This is a series of advertisements on TV, on the radio, in newspapers and magazines.

This great business of merchandising employs millions of white-collar workers, from clerks in the stores to top executives in the big department stores and the advertising agencies. For most clerks the salaries are low, but they are among the highest for top executives.

In the business world advertising is sometimes depicted as **«the engine of prosperity»**. From another perspective, however, advertising goes against important social values. It promotes self-indulgence and thus counters moral and religious teachings that **urge selflessness**. It creates false **«needs»** and encourages waste.

This inevitable tension between business values and other social values often spills over onto the political stage, with the institutions of government struggling to resolve a point at issue. Should there be limits on the types of products that business people can advertise? Should advertisers be forced to mention the hazards as well as the attractions of products such as cigarettes? Should advertisers be required to substantiate their growing claims? Democratic political processes provide answers to such questions in a continuing process of adjustment and change increasingly offering protection to the consumer against false or harmful advertising.

Vocabulary

to spur demand – **стимулировать спрос**

to extend the possibilities of mass production – **увеличить возможности серийного производства**

economies of scale – **экономия, обусловленная ростом масштабов производства**

costs – **затраты, издержки, расходы**

merchandising – **коммерческое планирование производства; искусство сбыта**

to employ – **держат на службе, иметь в штате**

white-collar worker – **человек, работающий в офисе; "белый воротничок", работник умственного труда**

clerk [kla:k] – **конторский служащий, клерк**

top executive – **руководитель**
to depict – **изображать, рисовать**
self-indulgence – **потворство своим желаниям**
to counter – **противоречить, противостоять**
to urge – **поощрять, убеждать**
selflessness – **преданность, самоотверженность**
to encourage – **ободрять, поощрять, поддерживать**
waste – **расточительство, излишняя или ненужная трата**
to spill over – **распространяться, выходить на**
to resolve – **решать, принимать решение**
point at issue – **предмет обсуждения, спора**
to mention – **упоминать, ссылаться на**
hazard – **риск, опасность**
to substantiate – **приводить достаточные основания, доказывать, подтверждать**
growing claims – **растущие потребности**
harmful – **вредный, пагубный, губительный**

I. Give Russian equivalents to the following word combinations:

to choose among competing products; consumer costs; to see advertisements in newspapers and magazines; to sell a lot of different products; a series of advertisements on TV and on the radio; the engine of prosperity; to promote self-indulgence; to create false needs; to encourage waste; to resolve a point at issue; harmful advertising.

II. Give English equivalents to the following word combinations:

реклама; стимулировать спрос; увеличить возможности серийного производства; коммерческое планирование производства; обобщение данных о конъюнктуре рынка; рекламное агентство; растущие потребности.

III. Answer the following questions.

1. What function does advertising serve in the eyes of many economists? 2. What is the economic effect of spurring demand for products by means of advertising? 3. How does advertising help the public? 4. What do the manufacturers and stores tell the public with the help of advertising? 5. Where and how often do advertisements appear? 6. How do many advertisements reach the public? 7. How are advertising companies called? 8. What is the role of marketing research in advertising? 9. Whom does the great business of merchandising employ for advertising? 10. What is the difference in salaries of those employed in advertising? 11. What is the reverse side of advertising? 12. What are the ways to protect the consumer against false or harmful advertising? 13. Should people always rely on advertisements? 14. What's your opinion on advertising in your country?

IV. Translate the following sentences into English.

1. **Реклама используется как фирмами для увеличения объема продаж и ознакомления потребителей с новыми товарами, так и населением с целью продажи подержанных вещей.** 2. **Реклама информирует об имеющихся в продаже товарах, что помогает потребителям сделать разумный выбор.** 3. **Рекламные агентства проводят исследование рынка, создают рекламу и**

размещают ее в газетах и журналах. 4. Реклама стимулирует конкуренцию между фирмами, что может привести к более низким ценам и лучшему качеству товаров. 5. Используя рекламу и привлекательную упаковку, продавцы стараются развивать у потребителей устойчивые покупательские привычки. 6. Посредством рекламы потребители получают информацию о новых товарах и их качестве. 7. Распространение рекламного материала проведено за счёт продавца.

V. Read and translate the following texts a dictionary.

Advertising through mass media

Advertising refers to the use of various media to inform the public of a business, product or service offered. Advertising serves several purposes, but it is mainly designed to increase sales. Because of the power and expense of advertising, care should be used in the planning of its activities.

The media available for advertising are diverse and vary in effectiveness and cost: shopping publications, bulletins, skywriting, kites and balloons, samples and demonstrations, catalogs, etc. Advertising through mass media is the most popular nowadays.

Several ranges of advertising exist, such as national retail, mail order, trade and industrial, and professional. Advertising should be planned according to the habits and tastes of the customer.

National advertising is that type of advertising which covers large areas. It is usually used by manufacturers and chain stores making use of mass media such as television and large circulation magazines.

Retail advertising is the most familiar type for the small business because this type may best serve its needs. The most frequently used medium for retail advertising is the local newspaper. It is relatively inexpensive for the market it reaches and can be controlled easily by the owner. Many consumers read the newspapers to plan their shopping.

They also may use leaflets, handbills, direct mail, or supplementary media. Many retailers also find radio an effective advertising medium.

For large stores and manufactures, television can supplement newspapers as a retail advertising medium.

Several points should be considered in planning advertising. A business owner should know how much advertising costs. Items of advertising must be chosen carefully. The product should be shown in sufficient detail to arouse interest and attract the customer. Ads should be timely: seasons, weather, holidays, parades, conventions and paydays should all be highlighted.

Good advertising policies result in increased patronage and greater sales.

Advertising chewing gum

One of the things which most visitors to the United States notice at once is the custom of chewing gum. Almost everyone in the United States today chews gum, and more than 140 000 000 dollars worth of chewing gum is sold every year. This means that, on the average, each person in the United States spends a dollar a

year for chewing gum, and chews during the year more than a hundred pieces of «stick».

Chewing gum became popular in the United States mainly because of the work of one man, William Wrigley, who for many years was head of the Wrigley Company. When William Wrigley entered the business in about 1890 people everywhere began to learn about chewing gum and to use it widely.

Wrigley liked to do things in a large way. In his first year he borrowed money and spent more than a million dollars on advertising. In every street-bar in the United States for years and years, there was a large advertisement telling all about Wrigley's chewing gum. People complained that they couldn't go anywhere without seeing Wrigley's name. Several times Wrigley sent, free of charge, pieces of gum to every person in the telephone book of every city and town in the United States. Finally, he began to advertise that it was good for the health to chew gum, that it calmed the nerves, that it helped to keep the teeth clean.

He used to send gum to every child in the United States on its second birthday. He employed pretty young girls who in loud, striped, orange-colored dresses used to go from city to city in groups of four or five, stand on street corners, and gave free samples of chewing gum to every person who passed by. Each girl gave free in this way about 5 000 sticks of Wrigley's gum each day. As a result of this continuous advertising, people in the United States naturally began to use more and more chewing gum.

TRADE

GLOBALIZATION

1. The Economist has identified these key contributors to globalization:

- **free movement of capital “at the touch of the button”.** This is the fuel of investment in all its forms.
- **trade liberalization, with the lowering of trade barriers**
- **lowering** of shipping costs thanks to the efficiency of containerization. The shipping charge for the whole container of goods crossing the Pacific can be as little as \$50. The transport cost for each “Japanese” TV, probably made in Malaysia or elsewhere, sold in the USA or Europe is negligible.
- **reduction in telecommunications and computing costs.** The cost of a 3-minute phone call from New York to London in 1930 was \$300 in today’s money. There is more computing power in the average wrist watch today than there was in all the world’s computers in 1950. Organizations with the resources and expertise to exploit the information on their networks on a worldwide scale will have a key competitive advantage in many industries.

Operating in and producing for not just one country, or even one continent, allows a company to reduce costs and benefit from economies of scale.

2. Some implications of this for managers have been suggested by points raised in a series in the Financial Times. Even in a company that operates within one country, there is often resistance to ideas from outside, the not invented here syndrome; and with subsidiaries in many countries, this becomes even more of a problem, because it is compounded by cross-cultural issues and potential misunderstandings.

Resistance to the way of doing things elsewhere may be even stronger if the subsidiary was previously a local company taken over by a multinational, perhaps with loss of jobs and loss of a sense of security among those that remain.

Developing international teams of managers in environments like these is a challenge.

3. A brand like Coca-Cola has been around a long time, and dominates the fizzy drink market in almost any country, outselling local brands. One of the exceptions is Scotland, and their marketing specialists are trying to find out why this is, in an international market that should by now be truly homogenous. Anomalies such as the French preference for top-loading washing machines when the rest of Europe prefers door-loading ones, or the American liking for 4x4-type vehicles rather than saloon cars, even in cities, could be related to the smallness of French apartments **or the cheapness of American petrol.** But there are always cultural “traditions” that are harder to explain. Why do the Spanish drink so little tea? Why do Germans eat so many bananas?

4. However, traditions can change, or be made to change. Interestingly, breakfast cereal is slowly progressing as a way of starting the day among younger people. A global breakfast cereal culture may be developing. This may seem a trivial example of the globalization of taste, but consumer goods companies, especially, must be aware of issues like these. How do you deal with brand management at a

global level? As with the management of brands internationally is partly a cross-cultural issue.

5. Of course, there is debate about whether the power of international capital and multinationals, and the supposed homogenization of tastes worldwide, are good things or not, and you will no doubt have your own views.

Vocabulary

1. to identify
2. contributor
3. touch
4. button
5. fuel
6. trade
7. to lower trade barriers
8. shipping costs
9. thanks to
10. efficiency
11. shipping charge
12. goods
13. as little as
14. probably
15. elsewhere
16. to be negligible
17. reduction in telecommunications and computing costs
18. computing power
19. to compute
20. average
21. wrist watch
22. expertise
23. to exploit
24. on a world-wide scale
25. competitive
26. advantage
27. industry
28. to allow
29. to benefit from sth
30. economies of scale
31. implications of this
32. to suggest
33. point
34. to raise
35. resistance to sth
36. not invented here syndrome
37. subsidiary
38. to be compounded by

39. cross-cultural issues
40. to be taken over by a multinational
41. to remain
42. to develop international teams of management
43. environment
44. challenge
45. brand
46. fizzy
47. to outsell
48. exception
49. to find out
50. homogenous
51. such as the French preference for
52. the rest of sth
53. truly
54. vehicle
55. saloon car
56. to be related to sth
57. to be made to do sth
58. cereal
59. a global breakfast cereal culture
60. especially
61. to be aware of sth
62. to deal with brand management
63. there is debate about sth/whether
64. the supposed homogenization of tastes worldwide
65. doubt
66. view

1. Прочитайте и переведите текст.

2. Прочитайте и переведите список слов после текста.

3. Ответьте на вопросы:

- 1) What may reduction in telecommunications and computing costs lead to?
- 2) What allowed shipping costs to decrease?
- 3) How can a multinational reduce its costs?
- 4) Is it possible for a company to operate in a local or national market only?
- 5) Why is there often resistance to ideas from outside in a company that operates within one country?
- 6) Why isn't an international market homogenous?**
- 7) What do you have to expect if you want to work in a global company?
- 8) What are the advantages and disadvantages of an international team of managers?
- 9) What traditions may globalization influence?
- 10) Is globalization an economic process only?

4. Заполните пропуски:

- 1) The Economist has identified these key ... to globalization.
- 2) for each "Japanese" TV, probably made in Malaysia or elsewhere, sold in the US or Europe is negligible.
- 3) Organizations with the resources and expertise to exploit the information on their networks on a worldwide scale will have a key in many industries.
- 4) Operating and producing for not just one country, or even one continent, allows a company to reduce costs and economies of scale.
- 5) In a company that ... within one country, there is often resistance to ideas from outside.
- 6) Resistance to the way of doing things elsewhere may be even stronger if the subsidiary was previously a local company ... by a multinational.
- 7) A brand like Coca-Cola has been around a long time, and ... the fizzy drink market in almost every country.
- 8) This may seem a trivial example of... ..
- 9) How do you brand management at a global level?
- 10) There is debate about whether the ... of international capital and multinationals are good things or not.

5. Составьте к тексту 10 вопросов разных типов (общий, специальный, альтернативный, разъединительный) к разным членам предложения.

6. Восстановите вопросы к данным ответам:

- 1) Free movement of capital, trade liberalization, lowering of shipping costs, reductions in telecommunications and computing costs.
- 2) Organizations with the resources and expertise to exploit the information on their networks on a worldwide scale.
- 3) By cross-cultural issues and potential misunderstandings.
- 4) If the subsidiary was previously a local company taken over by a multinational.
- 5) The fizzy drink market.
- 6) To the smallness of French apartments.
- 7) Scotland.
- 8) Breakfast cereal.
- 9) The management of brands.
- 10) Whether the power of international capital and multinationals, and the supposed homogenisation of tastes worldwide, are good things or not.

7. Письменно переведите параграфы 2 и 3.

8. Перескажите текст в 15 предложениях.

TRADE

1. International trade takes place within the framework of agreements worked out by countries in the World Trade Organization (WTO), formerly known as the

General Agreement on Tariffs and Trade (GATT). Over the last 50 years trade barriers have been coming down and free trade, open borders and deregulation now form the ideal for almost all nations, even if the situation is far from one of complete *laissez-faire*, with no government intervention. Protectionism is no longer the order of the day in most places; even if some developing countries argue that protectionist measures are the way to get their economies going, they avoid using the term.

2. Trade negotiations are well-known for their epic eleventh-hour negotiating sessions, where individual nations argue for what they see as their specific interests. Countries argue for protection of their strategic industries, ones they consider vital to future prosperity such as the electronics industry in the developed world. A less developed country beginning car assembly might want to protect it as an infant industry. European farmers argue for their subsidies, where governments guarantee farmers a higher price than they would normally get, making it hard for developing nations to compete in agricultural products. The French argue for cultural protection, pointing out the uniqueness of their film industry and winning restrictions, or quotas, on the number of Hollywood products that Europe imports.

3. Countries accuse each other of dumping, where exported goods are sold at less than in the home market, or for less than they cost to produce, usually in order to gain market share in the export market. The offending country may reply that it has a comparative advantage in producing these goods (the ability to produce them cheaper than anyone else) and that they are not selling at below cost.

4. Of course, there are trading blocks with no trade barriers at all such as the single market of the European Union. The North American Free Trade Organization, or NAFTA (the US, Canada and Mexico) is also eliminating its tariff walls and customs duties. Their equivalents in Asia and Latin America are ASEAN and MERCOSUR.

5. One major concern in international trade between smaller companies is payment. The exporter wants to be sure about getting paid and the importer wants to be sure of getting the goods. A common solution is the letter of credit mentioned in the unit, where a bank guarantees payment to the exporter's bank once it receives the related shipping documents, including the clean bills of lading, showing the goods have been shipped without damage or other problems. Shipping terms like CIF, or Carriage insurance freight, where the exporter pays for insurance of goods while they are being transported, are part of the standard Incoterms defined by the International Chamber of Commerce. These terms are used in standard contracts that form the basis, with adaptations, for most international trade contracts.

Vocabulary

1. to take place within the framework
2. to be worked out by sb
3. the World Trade organization (WTO)
4. formerly known as
5. the General Agreement on Tariffs and Trade (GATT)
6. trade barriers

7. to come down
8. free trade
9. open borders
10. deregulation
11. laissez-faire
12. government intervention
13. protectionism is no longer the order of the day
14. developing countries/nations
15. developed countries/world
16. to argue that
17. to argue for subsidies
18. to protect
19. protection
20. protectionist measures
21. to get sth going
22. to avoid + gerund
23. trade negotiations
24. negotiating sessions
25. to be well-known for sth
26. strategic industries
27. infant industries
28. to consider vital to future prosperity
29. car assembly
30. to compete in agricultural products
31. to point out the uniqueness of sth
32. to win restrictions or quotas
33. to accuse each other of dumping
34. home market
35. in order to gain market share in the export market
36. offending country
37. to have a comparative advantage in producing goods
38. to sell at below cost
39. trading blocks with no trade barriers
40. the single market of the European Union
41. the North American Free Trade Organization (NAFTA)
42. to eliminate tariff walls and custom duties
43. ASEAN
44. MERCOSUR
45. a major concern
46. to get paid
47. common solution
48. letter of credit
49. to mention
50. to guarantee payment to sb
51. once the bank receives the related shipping documents

52. including the clean bills of lading
53. to be shipped without damage
54. shipping terms
55. Carriage insurance freight (CIF)
56. Incoterms defined by the International Chamber of Commerce
57. standard contracts
58. to adapt
59. adaptation

1. **Прочитайте и переведите текст.**
2. **Прочитайте и переведите список слов после текста.**
3. **Ответьте на вопросы:**

- 1) What do WTO and GATT stand for? What is the difference between them?
- 2) Has government intervention been growing over the last 50 years?
- 3) **Why do countries avoid using the term 'protectionism' nowadays?**
- 4) What industries are considered to be strategic?
- 5) What is a comparative advantage? What comparative advantage does Russia have?
- 6) What does the single market imply?
- 7) **What is importer's major concern in international trade?**
- 8) **What is exporter's major concern in international trade?**
- 9) What forms the basis for most international trade contracts?

4. **Заполните пропуски:**

- 1) **International trade agreements ... by countries in the WTO.**
- 2) **Trade negotiations are ... where individual nations argue for their specific interests.**
- 3) **In order to gain market share in the export market countries ... at less than in the home market.**
- 4) **A developing country starting car assembly protects it because**
- 5) **The equivalent of ASEAN and NAFTA is ... in Latin America.**
- 6) **As soon as ... are received by the exporter's bank, payment is made.**
- 7) **... are part of the Incoterms defined by the International Chamber of Commerce.**
- 8) **... form the basis for most international trade contracts.**

5. **Составьте к тексту 10 вопросов разных типов (общий, специальный, альтернативный, разъединительный) к разным членам предложения.**
6. **Восстановите вопросы к данным ответам:**

- 1) **No, it means 'no government intervention'.**
- 2) **Yes, they do. They argue for protection of their specific interests.**

- 3) It is a strategic industry in the developed world.
- 4) Of dumping.
- 5) They eliminate their tariff walls and customs duties.
- 6) It stands for Carriage insurance freight.
- 7) It means that the exporter pays for the insurance of goods while they are being transported.
- 8) It shows that the goods have been shipped without damage.
- 9) By the International Chamber of Commerce.

7. **Письменно переведите параграфы 1 и 2.**

8. **Перескажите текст в 15 предложениях.**

FOREIGN TRADE

What is now called international trade has existed for thousands of years long before there were nations with specific boundaries. Foreign trade means the exchange of goods and services between nations, but speaking in strictly economic terms, international trade today is not between nations. It is between producers and consumers or between **producers in different parts of the globe. Nations don't trade**, only economic units such as agricultural, industrial, and service enterprises can participate in trade.

Goods can be defined as finished products, as intermediate goods used in producing other goods, or as agricultural products and foodstuffs. International trade enables a nation to specialize in those goods it can produce most cheaply and efficiently and it is one of the greatest advantages of trade. On the other hand, trade also enables a country to consume more than it can produce if it depends only on its own resources. Finally, trade expands the potential market for the goods of a particular economy. Trade has always been the major force behind the economic relations among nations.

Different aspects of international trade and its role in the domestic economy are known to have been developed by many famous economists. International trade began to assume its present form with the establishment of nation-states in the 17th and 18th centuries, new theories of economics, in particular of international trade, having appeared during this period.

In 1776 the Scottish economist Adam Smith, in *The Wealth of Nations*, proposed that specialization in production leads to increased output and in order to meet a constantly growing demand for goods it is necessary that a country's scarce resources be allocated efficiently. According to Smith's theory, it is essential that a country trading internationally should specialize in those goods in which it has an *absolute advantage* –that is, the ones it can produce more cheaply and efficiently than its trading partners can. Exporting a portion of those goods, the country can in turn import those that its trading partners produce more cheaply. To prove his theory Adam Smith used the example of Portuguese wine in contrast to English woollens.

Half a century later, having been modified by the English economist David Ricardo, the theory of international trade is still accepted by most modern economists. In line with the principle of *comparative advantage*, it is important that a country should gain from trading certain goods even though its trading partners can produce those goods more cheaply. The comparative advantage is supposed to be realized if each trading partner has a product that will bring a better price in another country than it will at home. If each country specializes in producing the goods in which it has a comparative advantage, more goods are produced, and the wealth of both the buying and the selling nations increases.

Trade based on comparative advantage still exists: France and Italy are known for their wines, and Switzerland maintains a reputation for fine watches. Alongside this kind of trade, an exchange based on a *competitive advantage* began late in the 19th century. Several countries in Europe and North America having reached a fairly advanced stage of industrialization, competitive advantage began to play a more important role in trade. With relatively similar economies countries could start competing for customers in each other's home markets. Whereas comparative advantage is based on location, competitive advantage must be earned by product quality and customer acceptance. For example, German manufacturers sell cars in the United States, and American automakers sell cars in Germany, both countries as well as Japanese automakers competing for customers throughout Europe and in Latin America.

Thus, international trade leads to more efficient and increased world production, allows countries to consume a larger and more diverse amount of goods, expands the number of potential markets in which a country can sell its goods. The increased international demand for goods results in greater production and more extensive use of raw materials and labour, which means the growth of domestic employment. Competition from international trade can also force domestic firms to become more efficient through modernization and innovation.

It is obvious that within each economy the importance of foreign trade varies. Some nations export only to expand their domestic market or to aid economically depressed sectors within the domestic economy. Other nations depend on trade for a large part of their national income and it is often important for them to develop import of manufactured goods in order to supply the ones for domestic consumption. In recent years foreign trade has also been considered as a means to promote growth within a nation's economy. Developing countries and international organizations have increasingly emphasized such trade.

Vocabulary

international trade – **международная торговля**

boundary – **граница**

foreign trade – **внешняя торговля**

economic unit – **хозяйственная единица**

agricultural enterprise – **сельскохозяйственное предприятие**

industrial enterprise – **промышленное предприятие**

service enterprise – **предприятие сферы обслуживания**

finished goods – готовые изделия
intermediate goods – полуфабрикаты
agricultural goods – сельскохозяйственные товары
foodstuffs – пищевые продукты
to expand – расширять, развивать
domestic economy – внутренняя экономика
to assume – зд. принимать
to meet demand – удовлетворять спрос, требования
scarce resources – редкие ресурсы
to allocate – размещать, распределять
absolute advantage – абсолютное преимущество
in turn – в свою очередь
woolens – шерстяные ткани
comparative advantage – сравнительное преимущество
in line with – в соответствии с
to gain – выигрывать; получать; извлекать пользу, выгоду
competitive advantage – преимущество, основанное на конкуренции
product quality – качество продукции
customer acceptance – приемка изделий заказчиком
extensive use – широкое применение, использование
employment – занятие; работа; занятость
innovation – нововведение, новшество; инновация, новаторство
domestic market – внутренний рынок
to aid – помогать, оказывать помощь, поддержку, способствовать
depressed sector – ослабленный сектор
developing countries – развивающиеся страны

I. Give Russian equivalents to the following word combinations:

international trade; exchange of goods and services between nations; economic unit; to participate in trade; agricultural enterprise; intermediate goods; foodstuffs; to consume; to expand the potential market; economic relations among nations; domestic economy; to meet a growing demand for goods; growth of domestic employment; to expand a domestic market; to develop import of manufactured goods.

II. Give English equivalents to the following word combinations:

внешняя торговля; промышленное предприятие; предприятие сферы обслуживания; готовые изделия; сельскохозяйственные товары; удовлетворять спрос; распределять редкие ресурсы; абсолютное преимущество; сравнительное преимущество; преимущество, основанное на конкуренции; качество продукции; приемка изделий заказчиком; широкое использование сырья; помогать ослабленным секторам местной экономики; внутреннее потребление; развивающиеся страны.

III. Answer the following questions.

1. What does foreign trade mean in economic terms? 2. What are the three main advantages of trade? 3. How did Adam Smith explain the role of foreign trade? 4. What is the main principle of Ricardo's theory of international trade? 5. What examples of comparative and

competitive advantages of trade can you think of? 6. Why did trade based on competitive advantage appear as late as in the 19th century? 7. What is the role of international trade nowadays? 8. Are developing or developed nations more interested in foreign trade?

IV. Translate the following sentences into English.

1. Международная торговля, включающая обмен товарами и услугами между странами, привела к большей взаимозависимости между экономиками разных стран. 2. Важно, чтобы международная торговля позволяла стране специализироваться на тех товарах, которые она может производить дешевле и эффективнее, чем конкуренты. 3. Многие экономисты считают, что торговля, основанная на принципе относительного преимущества, дает возможность стране получать больше товаров, чем она может произвести, используя только свои ресурсы. 4. Принципы развития международной торговли, рассмотренные такими известными экономистами, как Адам Смит и Давид Рикардо, как полагают, являются основой современных экономических теорий. 5. Конкуренция, как на мировом рынке, так и внутри страны заставляет производителей улучшать качество товаров, проводить модернизацию и вносить новшества, чтобы привлечь больше потребителей. 7. Развитие международной торговли позволяет стране расширить рынок товаров, более рационально использовать сырье и трудовые ресурсы, а также помочь ослабленным секторам местной экономики.

Text

Globalization

Globalization is the buzz word of our time. In the last two decades, the amount of money and goods moving between the countries has been rising steadily. At the same time, trade barriers across the world have been lowered.

It is becoming clear now that power in the world shifted from individual governments to the markets. In theory, governments are free to set their own economic policies, in practice they must conform to a global economic model. The crises of 'tigers' in the Far east some years ago showed that financial markets control national economies.

The trend towards globalization in the early 70s, when the system of fixed exchange rates, set up after World War II, stopped functioning. This meant that the value of currencies would now be determined by the markets instead of individual governments. By 1990, nearly all world's major economies had got rid of restrictions on how much money could be moved in and out of their countries.

Other factors contributing to the rise of globalization are new communications technologies, and better transportation systems. These let companies grow into multinationals goods on one side of the planet and selling them on the other.

But adjusting to this new "economic order" is rather difficult. In the developed world, and in particular the European Union, globalization is facing widespread resistance. Critics complain that, without the protection of trade

barriers, workers in poor countries are low-paid and exploited, and wages of workers in rich countries are falling, especially in labour – intensive industries.

But how close are we to a truly global economy? For the losers, probably too close. But in terms of real economic integration, there is a long way to do. A global economy would mean complete freedom of movement of goods and services, capital and labour. Yet, even ignoring the tariffs and other restrictions still in place, cross border trade is very small compared to the volume of goods and services traded within countries. Foreign investment is also extremely small, a little more than five per cent of the developed world's domestic investments. But what is really holding globalization back is the lack of labour mobility. Labour markets remain mostly national, even in the European Union, where people can and work in any country of the European Union.

VOCABULARY

buzz word - **модное слово**

amount - **объем**

steadily - **устойчиво**

To conform - **соответствовать**

financial markets – **финансовый рынок**

exchange rates – **курс обмена**

currencies - **валюта**

restrictions - **ограничения**

To contributing – **способствовать, делать вклад**

To adjusting – **регулировать, приводить в соответствие**

mobility – **мобильность**

labour – intensive - **трудоемкий**

losers – **проигравший, потерпевший поражение**

protection - **защита**

tariffs – **тариф**

Tasks

1. Write questions to these answers

1. _____?

It is globalization.

2. _____?

Yes, the amount of money and moving and goods moving between the countries has been rising steadily.

3. _____?

Yes, trade barriers across the world have been lowered.

4. _____?

It has shifted from individual governments to the markets.

5. _____?
Yes, governments are free to set their own economic policies.
6. _____?
It showed that financial markets control national economies.
7. _____?
It began in the early 70s, when the system of fixed exchange rates, set up after World War II, stopped functioning.
8. _____?
This meant that the value of currencies would now be determined by the markets instead of individual governments.
9. _____?
By 1990.
10. _____?
These are new communications technologies, and better transportation systems.
11. _____?
These let companies grow into multinationals-producing goods on one side the planet and selling them on the other.
12. _____?
Yes, adjusting to the **new “economic order” is rather difficult.**
13. _____?
Yes, it is facing widespread resistance.
14. _____?
They complain that, without the protection of trade barriers, workers in poor countries are low-paid and exploited, and wages of employees in rich countries are falling, especially in labor-intensive industries.
15. _____?
It would mean complete freedom of movement of goods and services, capital and labour.
16. _____?
It is the lack of labour mobility.

2. Complete these word combinations with verbs. They all appear in the text

- 1) to _____ widespread resistance.
- 2) to _____ trade barriers across the world.
- 3) to _____ an effect
- 4) to _____ economic policies
- 5) **to _____ to the new “economic order”**
- 6) to _____ national economies
- 7) to _____ to a global economic model
- 8) to _____ to the rise of globalization
- 9) to _____ into multinationals
- 10) to _____ goods

European Union: The purpose of the EU is to form a common market between members that is not restricted by tariff barriers. In 1986, a Single Market Act proposed the removal of all trade barriers and tariffs. The European Commission works on behalf of the EU to make routine decisions and to propose new laws that will apply to new members. The Commissioner responsible for transport policy has disciplined eight EU member states for trying to make private deals with the

3. Fill in the gaps with the words from the box

Таблица 2

Investment	resources	container
compete		

The Economist has identified these key contributors to globalization

- Free movement of capital “at the touch of a button”. This is the fuel of _____ in all its forms.
- Trade liberalization, with the lowering of _____ barriers.
- Lowering of shipping costs thanks to the efficiency of containerization. (The shipping charge for a whole _____ of goods crossing the Pacific can be as little as **\$50. The transport cost for each “Japanese” TV, probably made in Malaysia or elsewhere, sold in the US or Europe, is very little.** Reduction in telecommunications and computing _____. (The cost of a 3-minute phone call from New York to London in 1930 was \$300 in today’s money. There is more computing power in the average wrist watch today than there was in all the world’s computers in 1950. Organizations with the _____ and expertise to exploit the information on their networks on a worldwide scale will have a key competitive advantage in many industries. Operating and producing for not just one country, or even one continent, allows a company to reduce costs and benefit from economies of _____.

4. Translate into English

В наши дни слово «глобализация» стало модным. В последние два десятилетия движение денег и товаров между странами стабильно растёт. Одновременно торговые барьеры в мире снизились. Насколько мы близки к глобальной экономике и какое влияние она может иметь?

Сейчас становится очевидным, что власть в мире перешла от отдельных правительств к рынкам. Теоретически правительства могут свободно определять свою собственную экономическую политику, на

практике же они должны соответствовать глобальной экономической модели. Кризисы в странах Дальнего Востока несколько лет назад показали, что финансовые рынки контролируют национальные экономики. Тенденция к глобализации началась в начале 1970-х годов, когда система фиксированного курса обмена перестала функционировала. Это означало, что курс валют определяли рынки, а не конкретные правительства. К 1990 году почти все ведущие государства избавились от ограничений на количество ввозимых и вывозимых из страны денег. Другие факторы, способствовавшие росту глобализации, - новые коммуникационные технологии и усовершенствованные системы транспорта.

Это позволило компаниям производить товары в одной части мира, а продавать их в другой, становясь тем самым мультинациональным.

Но приспособиться к этому новому «экономическому порядку» достаточно трудно. В экономических странах, особенно в Европейском союзе, глобализация встречает широкое сопротивление. Противники глобализации считают, что без защиты торговых барьеров рабочие в слаборазвитых странах мало оплачиваются и эксплуатируются, кроме того, и в развитых странах заработная плата рабочих падает.

Complete the commentary using the words in the box. One of the words is used twice

Таблица 8

Boom	demand	downturns
Recession		slump

The amount of goods and services that are bought in an economy at a particular time is the level of (1) _____. For example, in Europe and the US during the 1920s, Booms and recessions there was a (2) _____ with rising (3) _____ for goods and services and people felt good about the economy. A (4) _____ is a period when there is a negative growth, when an industry or the economy as a whole is getting smaller. If the recession is very bad, there is a (5) _____. Following the Wall Street Crash of 1929, there was a long depression with falling production, and millions of people out of work.

There have been other recessions when there have been relatively small (6) _____ in the economy, but nothing as bad as the Great Depression of the 1930s.

7. Complete the gaps with the words from the box. Use the proper form of the verbs. One of the world is used twice

Таблица 9

Negotiations	flows
annual	
Chain	combined
boom (2)	
	Recession
account for	

- 1) Illegal trade in drugs \$500 billion a year.
- 2) The _____ of the Metro shops is one of the biggest retailers in the world.
- 3) In order to bring Russia's financial system closer to international standards, rules on capital _____ should be changed.
- 4) _____ wealth of the world's three richest families is greater than the _____ income of 600 million people in the least developed countries.
- 5) _____ with the European Union concerned investments in Russian economy.
- 6) If a business is growing fast, it is _____. The corresponding noun is _____.
- 7) A period of fast growth followed by a period when the amount of activity falls is one of _____.

QUALITY

THE QUALITY PROPHET

Author and consultant Subir Chowdhury shares insights about quality living—both in business and at home.

My friend Subir Chowdhury is a noted author and the CEO of ASI Consulting Group. His clients are mainly major organizations. He's globally regarded as a top thought leader in the field of quality management. What I love most about Subir is his passion. I have met a lot of people in the "quality" business, but have never met anyone who cares as much as he does.

I also appreciate his candor² and honesty. He's one of the few consultants who will "fire" his clients if they aren't really serious about implementing change. Subir's personal drive is to imbue³ every American with Quality DNA—to ensure quality is for "all the people, all the time." He and I recently chatted. Edited excerpts⁴ of our conversation follow:

Q: _____

I believe we should be very passionate about whatever we choose to do. While our passion can get us started, it isn't enough to create a great career. Our passion must be coupled with discipline, focus, and execution. Just as I ask my clients to focus on continuous improvement, we need to continually improve in the skills that are related to our profession. Just as I ask my clients to "pay the price" for quality, we have to make the sacrifice needed to get to the top of our professional field.

Q: _____

Marshall, I firmly believe that quality is the most important factor for our career as well as for our organizations. An organization's success depends on both process quality and people quality. Unfortunately, most of us don't understand what quality really is and how it affects us all. Most don't know where it starts. Many people don't really believe that quality is their job. To improve process quality, we must create a culture of high-quality people. Quality should be everyone's business—all the people, all the time.

Q: _____

Absolutely! Try to look at it this way. We have all witnessed what has happened to companies that ignore quality in products and processes. They have

suffered in many ways, such as damage to reputation, loss of market share, and inability to attract great people. Eventually, they're devoured⁵ by their competition.

The same can be said for each of us. If we ignore quality and how it affects our careers, we will eventually be devoured by our competition. If we just "do our jobs" without continually improving, we will fall further and further behind our peers who keep on getting better.

Q: _____

It's funny you ask me that particular question, Marshall. But that's exactly the question that every one of your readers should be asking themselves upon waking every day. We should all begin our day with the understanding that "quality is my business." We should all ask the question, "What can I do to improve the quality of my work?" We shouldn't only look at the present. We should look to our future and challenge ourselves by asking, "What can I do to improve the quality of my career?"

Q: _____

Let me give you the condensed¹ version, which applies to your readers at all levels, from front-line employees to CEOs. If you truly embrace² the principles of quality you will look at yourself as a different person—a person who can change the world around you, for the betterment of all of your stakeholders.

Here are three steps that can improve both your business and your life:

First, listen to all of your customers. By "all" I mean not just the people who buy your company's goods but your internal customers as well. At work, this could be your colleagues, co-workers, suppliers, and partners.

At home, this could be your friends and family members. We spend too much of our lives in isolation without realizing the many ways that we're impacting others. We need to listen to their requests and understand specifically what they're telling us they want and need.

Second, enrich what you do every day, both at work and at home. Enrichment means continuous improvement. We can all challenge ourselves every day by telling ourselves, "Whatever I did yesterday, I'm going to do better today!"

Enrichment is all about making our work and our lives better every day.

Enrichment doesn't just mean correcting our mistakes. It can mean building upon³ our successes. For example, if we have a wonderful achievement, we can challenge ourselves by asking, "How can I help others achieve the same level of success that I have achieved?" or "How can I apply my learnings from this success to other parts of my life?" Improvement is a wonderful thing! It builds our strength and our confidence.

Third, optimize your efforts by doing it right the first time. We Americans are often quite poor in optimizing our efforts. We get so focused on just getting it done

that we may not take the time needed to do quality work. This applies to our careers as well as our occupations. For example, rather than just sending out a **rřsumř**, **we need to take the time to customize** our resume to fit the needs of our potential employer. We need to take the same planning and project-management skills that we apply at work and apply them to our lives!

Q: _____

My most recent book, *The Ice Cream Maker: An Inspiring Tale About Making Quality The Key Ingredient in Everything You Do* (Currency, 2005), is an engaging story that defines the three-step process we have discussed. It can help anyone understand the basics of quality improvement.

Many of my readers have let me know that understanding the principles of quality has made a positive difference in their personal lives, as well as their business lives. I'm devoted to my own family and know how important our home life can be. Knowing that my book is making a positive difference on the "home front" makes me feel great!

Q: _____

Marshall, as you know, I wasn't born in America. I chose to be here. I love this country. I feel deeply saddened when I see American companies losing the quality battle. If we aren't careful we can easily lose our global competitive advantage. While we need to change our organizations, we have to begin with human quality.

Change has to first start within each one of us. We may be running out of time. We need to change—and change quickly! Quality must be understood by all of us. Quality needs to flow from our heads—an understanding of why it's so vital and how to achieve it—to our hearts—passion to improve ourselves, our companies, and ultimately our great country. I want all Americans to share this concern and lead our revitalization.

Q: _____

Please invite your readers to visit my Web site at www.subirchowdhury.com or my company Web site at www.asiusa.com.

Q: _____

Absolutely! I'm at subir.chowdhury@asiusa.com.
Thank you!
by Marshall Goldsmith

Marshall & Friends April 4, 2007, 3:36PM EST
http://www.businessweek.com/careers/content/apr2007/ca20070404_050262.htm

Match each of the interview answers above to the right question.

- So improve the quality in everything you do. How do you do that?**
- This has been very insightful. Thank you** so much. How can someone learn more about your methods and strategies?
- Why are you so passionate about improving quality in America?**
- What are a few points of advice you can give that will help everyone better understand what quality is and how to make improvements?**
- Do you ever get feedback on the impact that your work has on families as well as organizations?**
- You clearly love what you do and have been a success in your field. What secrets can you share that will help our readers grow in their careers as you have in yours?**
- Is it O.K. for our BusinessWeek.com readers to e-mail you?**
- In terms of career development, why is understanding quality so important?**
- Do you mean that if I, as an individual, don't understand quality, I'm placing myself at a career disadvantage?**

Answer the questions.

1. Why is passion not enough for a brilliant career?
2. **What does an organization's success depend on?**
3. What happens to companies that ignore quality?
4. How does the interviewee improve the quality in everything he does?
5. What three-step strategy is offered by the interviewee to improve the quality of **one's business and life?**
6. Does the author of the three-step strategy have any feedback?

1. **Переведите текст.**

What may be the grounds for complaint coming from the Seller and what are the ways of settlement?

The Seller in his turn is entitled to make a claim on his counterpart if the Buyer fails to meet his contractual obligations.

The Seller may inflict penalties on the Buyer if there is a default in payment.

In an f.o.b. transaction the Seller is entitled to compensation for extra storage **expenses if the Buyer's vessel bound to pick up the goods fails to call at the port in time.**

In a c.i.f. transaction the Seller may claim the demurrage if his own vessel stays idle at the port awaiting unloading.

The demurrage claims may emerge from the Buyer as well if a Contract is signed on f.o.b. terms of delivery. If it is a c.i.f. contract, the Buyer is liable to **extra storage expenses when through the Seller's fault he cannot clear the goods** from the customs within the allowable period.

Financially, legitimate claims are in large part settled by debit or credit notes.

2. Выпишите из текста термины.

3. Переведите на русский язык сочетания слов:

breach of contract, make a claim on smb., statement of claim, survey report, meet the claim, decline the claim, settle the claim, clean bill of lading, retain the goods, allowance for damage, agreed and liquidated damages, compensate smb. for smth., at someone's expense, through smb's fault, clear the goods, debit note, credit note.

4. Найдите в словах префиксы и суффиксы

seller, entitled, coming, settlement, complaint, transaction, contractual, unloading, liable, allowable, financially, demurrage, delivery.

5. Переведите предложения, повторив предварительно неличные формы глагола.

- a) Сообщалось, в этот район была послана большая группа строителей.
- b) Было обнаружено, что вода этого озера пресная.
- c) Интересно, что заставило его уйти так быстро.
- d) Он показал нам журналы, полученные библиотекой.
- e) Просить его об этом было бесполезно.
- f) Вот письмо, которое надо отправить немедленно.

6. Поставьте глагол главного предложения в Past Simple и внесите соответствующие изменения в придаточное предложение (правило согласования времен).

- a) I am surprised that she lives in the same house.
- b) He thinks that he lost the money.
- c) The teacher says that he is pleased with our work.
- d) We knew that he is leaving for the country.

1. Переведите текст № 2

What is the claim procedure?

The Buyer must write a statement of claim and mail it to the Seller together with the supporting documents. Bill of Lading, Airway and Railway Bill, Survey Report, Quality Certificate may serve as documentary evidence. If necessary, drawings, photos, samples are enclosed as proofs of claims.

The date of a complaint is the date on which it is mailed.

Claims can be lodged during a certain period of time, which is usually fixed in a Contract.

During the claim period the Seller is to enquire into the case and communicate his reply. He either meets the claim or declines it.

The Seller declines liability if the B/L is “clean”, that is the shipping company hasn't made any remarks about the quantity or condition of the cargo shipped.

The Seller has also a full right to decline a claim if the goods are disorderly stored, misdeclared or misused by the Buyer.

If a claim has a legitimate ground behind it the parties try to settle it amicably.

2. Выпишите из текста термины.

3. Переведите на русский язык сочетания слов:

a statement of claim, supporting documents, Bill of Lading, Airway Bill, Railway Bill, Survey Report, Quality Certificate, documentary evidence, a proof of claim, the date of a complaint, to lodge a claim, claim compensation, negotiate a contract, the duration of a force majeure.

4. Найдите в словах префиксы и суффиксы

During, communicate, shipped, disorderly, legitimate, amicably, enclosed? supporting, statement, lodged, enquiry, usually, fixed, shipping, unusually, documentary.

5. Переведите предложения, повторив предварительно неличные формы глагола.

- a) Эта новость обрадовала меня.
- b) Надеюсь, что вы напишите мне.
- c) Вряд ли его можно заставить сделать что-либо, если он этого не захочет.
- d) Полагают, что эта статья будет опубликована в следующем месяце.
- e) Открыв дверь, он подождал немного и вошел в комнату.
- f) Я имел удовольствие знать его лично.

6. Поставьте глагол главного предложения в Past Simple и внесите соответствующие изменения в придаточное предложение (правило согласования времен).

- a) Do you know that he is going to publish his new book?
- b) We decide that when winter comes, we shall ski and skate every Sunday.
- c) I believe the weather will be fine tomorrow.
- d) I hope that you are happy to see your brother again.

CUSTOMER SERVICE

STARTING UP

Work with a partner. Discuss the questions below and decide which answer a, b or c, you think is the most likely.

1 How much more do you think it costs to attract a new customer than to keep an existing one?

- a twice as much b five times as much c ten times as much

2 For every official complaint a company receives, how many other unhappy customers **do you think there are who don't actually complain?**

- a 1-10 b 10-20 c over 20

3 On average, how many friends and family members do you think an unhappy customer tells about his or her problem with a company?

- a four or five b nine or ten c about twenty

4 Of the customers who do complain, how many do you think will do business with the same company again if their complaint is dealt with quickly and successfully?

- a over 90% b 50-90% c less than 50%

Check your ideas with your teacher. What conclusions can you draw about the importance of customer service from these statistics?

VOCABULARY

1. Look at the different characteristics of service (1-6). Match the words in the box with the synonymous ones.

pricey	low cost	fast	quick	five star
unsatisfactory			exceptional	below standard
personal	costly			

- 1 great
- 2 poor

- 3 cheap
- 4 expensive
- 5 rapid
- 6 individual

2. Complete the sentences about service with words from the box.

standards	sector	range	charge	tailor	offer
agreement	at your	station			

1. We are always service, 24 hours a day, 365 days a year.
2. We only this service to our Gold Card customers.
3. We provide a wide of services to our Silver Card customers.
4. We can our service to fit your exact needs.
5. We were nearly out of petrol so we stopped at a motorway service, filled up the car and had a coffee.
6. There is a small service of 20 euro which you pay if one of our engineers is called out.
7. You can take out a service which covers any breakdowns or other problems for two years.
8. The service is growing but manufacturing is getting smaller.
9. We always aim to provide the highest of service.

READING

1. Before reading the text, match each word in the left column with its definition on the right.

- | | |
|---------------|--|
| involvement | a) great pleasure |
| logistics | b) a routine task, especially a household one |
| retention | c) loyalty or commitment |
| profit margin | d) the continued possession, use, or control of something |
| allegiance | e) the amount by which revenue from sales exceeds costs in a business |
| chore | f) the detailed coordination of a complex operation involving many people, facilities, or supplies |
| delight | g) the fact or condition of participating in something |

Philip Kotler defines customer service as 'all the activities involved in making it easy for customers to reach the right parties within the company and receive quick and satisfactory service, answers and resolutions of problems'.

Customers have expectations, and when these are met, there is customer satisfaction. When they are exceeded, there may be delight, but this depends on the degree of involvement in the purchase. There is a scale between the chore of the weekly shop at the supermarket and the purchase of something expensive such as a car that, for many people, only takes place once every few years. The scope for delight and, conversely, dissatisfaction is greater in the latter situation.

The telephone can be used to sell some services, such as banking or insurance, entirely replacing face-to-face contact. The customer helpline can be a channel of communication to complement face-to-face contact. Or it can be used before or after buying goods as a source of information or channel of complaint.

The figures are familiar: 95 per cent of dissatisfied customers don't complain, but just change suppliers. As the article in the main course unit relates, customers receiving good service create new business by telling up to 12 other people. Those treated badly will tell up to 20 people. Eighty per cent of those who feel their complaints are handled fairly will stay loyal, and customer allegiance will be built. Customer retention is key: studies show that getting repeat business is five times cheaper than finding new customers. Customer defection must, of course, be reduced as much as possible, but a company can learn a lot from the ones who do leave through lost customer analysis: getting customers to give the reasons why they have defected, and changing the way it does things. Service providers, such as mobile phone or cable TV companies, have to deal with churn, the number of customers who go to another provider or stop using the service altogether each year.

In many services, satisfaction is hard to achieve because the customer interaction is difficult to control, which is why service organisations like airlines, banks and legal firms create high levels of dissatisfaction. If a product or service breaks down, fixing the problem may build customer loyalty, but it will also eat into the profit margin.

Customers must be satisfied or delighted, but at a profit. If salespeople or call-centre staff or hotel receptionists are over-zealous, there may be lots of satisfied customers, but the business may be operating at a loss.

Kotler says that it is not companies that compete, but marketing networks comprising a number of companies. For example, a PC is assembled from components made by several manufacturers, sold through a call centre which may be a subcontractor, delivered by a transport company and perhaps serviced by yet another organisation as part of the manufacturer's product support. It is the customer's total experience that counts. Making the computer is just one part of this. The logistics of selling and organising the services needed by each customer becomes key.

- 1. How does Philip Kotler define customer service? What activities does he mention?*
- 2. What exactly is customer delight and what's the difference between customer delight and customer satisfaction?*
- 3. What services can be sold over the phone?*

4. *Can you describe the over zealous services?*
5. *Why logistics is important in selling and organizing services?*
6. *Translate the words in bold in Russian.*

Match the words (a-g) with the definitions (1-7).

<i>a contract c guarantee e refund g satisfaction b faulty d loyalty f repeat</i>

1. a written promise by a company to repair or replace a product free of charge, within a specific period of time
2. a feeling of happiness or pleasure with what you've got
3. money given back to somebody because they are not satisfied with the goods or services they have paid for
4. the quality of maintaining support for something
5. not working properly
6. a formal written agreement between two or more groups which says what each must do
7. happening again

ETHICS

A CODE OF ETHICS

A code of ethics is a set of guidelines which are designed to set out acceptable behaviors for members of a particular group, association, or profession. Many organizations govern themselves with a code of ethics, especially when they handle sensitive issues like investments, health care, or interactions with other cultures. In addition to setting a professional standard, a code of ethics can also increase confidence in an organization by showing outsiders that members of the organization are committed to following basic ethical guidelines in the course of doing their work.

The format of a code of ethics can vary widely. Unlike more straightforward employee guidelines and codes, a code of ethics usually starts with a section that sets out the purpose, aspirations, and goals of the parent organization. For example, the 2002 code of ethics for the American Psychological Association (APA) begins: **“Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society.”**

Following a general introduction to the function and goals of an organization is a section dedicated to setting out specific behavior standards for members. This section usually covers potential ethical issues such as confidentiality, partisanship, or misuse of information. In addition to addressing theoretical ethical minefields, a code of ethics often contains a section which outlines the procedures for handling grievances, both outside and inside the organization.

A well written code of ethics will be easy to follow and very clear, with sections that people can point to in order to illustrate specific issues. In the sense of organizations like the APA, members agree to support the code of ethics both because it is good practice and because it promotes their organization. A code of ethics also stands behind most scientific experimentation, ensuring that the results are valid and that the testing was carried out in an ethical way.

In the business world, some companies like to use a code of ethics to ensure that their employees act in a responsible manner. A business with a code of ethics may also be viewed more favorably by members of the public, which means that a code of ethics is a sound business decision. Adherence to a code of ethics may also be required for continued employment; an employee manual may include a clearly outlined code of ethics, for example, with a note that failure to follow the code is grounds for termination.

Many people also live by a personal code of ethics. Although your code of ethics may not be clearly written out, you may have some strong personal beliefs about various issues which help to guide your choices in life. Some people believe that having a strong personal ethical code and abiding by it is a very important tool for maintaining self integrity.

Answer the questions.

1. What is a code of ethics?
2. In what spheres can it be vitally important?
3. What is the extra benefit from it?
4. What is the usual format of a code of ethics?
5. Why do most companies and organisations prefer to have a code of ethics?

Прочитайте текст о деловой этике и обсудите следующие утверждения:

BUSINESS ETHICS

Some people argue that the objective of business, and consequently the role of managers, is to make as much money as possible **for companies' owners, the stockholders or shareholders**. Other people argue that companies have to be careful never to cheat customers, but for purely business reasons, rather than ethical ones: disappointed customers will not buy any more of your products in future. Still other people insist that companies have social and ethical responsibilities to their customers, their staff, their business partners, their local community, society in general, and the natural environment, that are as important as, or more important **than, their responsibility to provide a financial return to their shareholders**.

A business must conform to the basic rules of society. In your opinion, do the following activities, several of which are not illegal, conform to the basic rules of society, or not?

1. **Bribing corrupt foreign officials in order to win foreign orders, on the grounds** that where bribery is a way of life, you have no alternative if you want to win a contract.
2. Industrial espionage – **spying on competitors' R&D departments** with concealed cameras and microphones, bribing their employees, etc. – rather than doing your own expensive research and development.
3. **Selling supposedly durable goods with 'built-in obsolescence', i.e. which you know will not last more than a few years.**
4. Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry.
5. Telling only half the truth in advertisements, or exaggerating a great deal, or keeping quiet about the bad aspects of a product.
6. **Undertaking 'profit smoothing', i.e. using all the techniques of 'creative accounting' to hide big variations in profit figures from year to year, and threatening to replace the auditors if they object.**
7. **'Whistle blowing', i.e. revealing confidential information to the police or to a newspaper, e.g. that a company is breaking health and safety regulations and therefore putting people's lives in danger, or illegally selling arms to foreign dictators**

Раздел контроля

Начальный уровень изучения иностранного языка

(Test 1) Past Simple

1. Write the past forms of the irregular verbs.

go →
come →

buy →
have →

do →

2. Complete the table in simple past.

+	-	?
Jane was tired.		
	Sean did not work.	
		Did I have a cat?
	Mary did not sing.	
		Did she see us?

3. Put the sentences into simple past.

1) **We open the door.** →

2) **You write poems.** →

3) **Richard plays in the garden.** →

4) **Kerry does not speak English.** →

5) **Do you see the bird?** →

4. Write sentences in simple past.

1) you / cards / play

2) I / a car / want

3) we / the game / lose

4) not / I / early / get up

5) not / Jeff and Linda / home / cycle

5. „Was“ or „Were“?

1) **I ... hungry.**

2) **You ... in Australia last year.**

3) **She ... not there.**

4) **Charly Chaplin ... a famous actor.**

5) **Lisa and James ... at home.**

6. Ask for the bold part of the sentence.

1) **Billy** ate an apple.

2) The children **played** in the garden.

3) **Laura** came home at six o'clock.

4) The boy **read** a book.

5) The girl **wrote** five letters.

7. Make the past simple, positive, negative or question

1) I (not/drink) any beer last night.

2) She (get on) the bus in the center of the city.

3) What time (he/get up) yesterday?

4) Where (you/get off) the train?

5) I (not/change) trains at Victoria. .

6) We (wake up) very late. .

7) What (he/give) his mother for Christmas?

8) I (receive) £300 when my uncle died.

9) We (not/use) the computer last night.

10) (she/make) good coffee?

11) They (live) in Paris. .

12) She (read) the newspaper yesterday.

13) I (not/watch) TV.

14) He (not/study) for the exam.

15) (he/call) you?

16) (I/forget) something?

17) What time (the film/start)?

18) He (have) a shower.

19) Why (you/come)?

20) (he/go) to the party?

(Test 2) The Past Simple

1. **There isn't a cloud in the sky, but it** (be) cloudy in the morning.

- is
- was
- were

2. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.

- finish
- finishes
- finished

3. Every day I help my Mom about the house, but last week I was very busy with my exam. So I (not/help) her much.

- not helped
- **didn't helped**
- **didn't help**

4. **Tom isn't playing tennis tomorrow** afternoon, he (not/play) tennis yesterday.

- **doesn't play**
- **didn't play**
- **didn't played**

5. We generally have lunch at 12.30, but yesterday we (have lunch) later.

- had lunch

- have lunched
- had had lunch

6. Now my brother smokes a lot, but he (not/ smoke) before.

- **hadn't smoked**
- **didn't smoke**
- not smoked

7. The Frasers live in four-room apartment, but last year they (live) in a small house in the country.

- were living
- did live
- lived

8. I (get) to the market myself last time, **but now I don't remember how to get** there.

- getted
- goted
- got

9. How you (cut) your finger?

- How have you cut
- How you cutted
- How did you cut

10. Jack (try) to remember what he had done last April.

- was tried

- tried
- tryed

11. Looking through the paper, the teacher (find) several mistakes.

- finded
- founded
- found

12. He (meet) Mary and (fall) in love with her at first sight.

- had met, falled
- met, fell
- meeted, fell

13. Helen (prefer) tea to coffee.

- preferred
- preffered
- prefered

14. When you (write) to your parents last time?

- When do you writed
- When did you write
- When did you wrote

19. We (not/have) a holiday last year.

- **didn't have**
- **haven't had**
- **haven't had**

20. When Jill (finish) school?

- When did Jill finished
- When was Jill finish
- When did Jill finish

15. Yesterday Mr. Watson (drink) too much at the party.

- drunk
- drinked
- drank

16. **Don't worry about your letter. I (send) it the day before yesterday.**

- sended
- have sent
- sent

17. When I was a child, I (always/be) late for school.

- were always late
- was always late
- be always lated

18. My husband (work) in the bank for three years since 1990 to 1993.

- was worked
- had worked
- worked

Test 3 (Past Simple)

1. Make the past simple, positive, negative or question:

1. I _____ (work) in a bank for ten years.
2. Where _____ (you / live) when you were young?
3. She _____ (not / study) French at university.
4. He _____ (travel) through the Middle East last year.
5. _____ (they / visit) the Louvre in Paris?
6. She _____ (not / watch) TV yesterday.
7. We _____ (buy) a new car last weekend.
8. Where _____ (you / teach) before you came here?
9. He _____ (not / think) that he was right.
10. I _____ (cook) steak last night.
- 11. _____ (Lucy / read) 'War and Peace' at school?**
12. She _____ (not / write) to her grandmother.
13. We _____ (have) a computer when I was a child.
14. Where _____ (you / go) on holiday?
15. I _____ (love) ice cream when I was a child.
16. They _____ (not / meet) yesterday.
17. _____ (she / swim) in the sea in Greece?
18. We _____ (not / play) tennis yesterday because it was raining.
- 19. He _____ (try) to lift the box but he couldn't.**
20. What _____ (you / eat) for lunch?

2. Choose the correct option for the simple past questions.

- | | | |
|---|--|---|
| 1. | a) Was the party fun? | 8. |
| a) Where did she goes yesterday? | b) Did the party fun? | a) Did she have a dog when she was a child? |
| b) Where did she go yesterday? | 5. | b) Did she has a dog when she was a child? |
| 2. | a) When was the game? | 9. |
| a) Were she play hockey on the weekend? | b) When were the game? | a) When did the party start? |
| b) Did she play hockey on the weekend? | 6. | b) When was the party start? |
| 3. | a) Did the dog sleeps in the house last night? | 10. |
| a) Was she late for work in the morning? | b) Did the dog sleep in the house last night? | a) Who was your teacher? |
| b) Were she late for work in the morning? | 7. | b) Who did your teacher? |
| 4. | a) Did the children paint a picture? | |
| | b) Were the children paint a picture? | |

3. Put the verbs in Past Simple form:

1. Yesterday I to the cinema.(go)
2. My sister a birthday cake last week. (bake)
3. Peter his bicycle to work yesterday. (ride)
4. Susan and Michael to Salzburg two days ago. (drive)
5. Jane her mother to the theatre last Saturday. (take)
6. A friend his leg while paragliding. (break)
7. Last week Mary a cold. (have)
8. My son a lot of homework last night. (do)
9. Rainer a lot of Guinness in the pub last night. (drink)
10. Manfred new glasses last month. (buy)

4. Do the following:

- ✓ Put the affirmative sentences in the correct order.
- ✓ Transform the affirmative sentences into negative and interrogative.
- ✓ Translate the affirmative sentences.

(+)= affirmative (-)= negative (?)= interrogative (t)= translation

example:

1. *Bought / a new car / Mary / yesterday afternoon*
(+) *Mary bought a new car yesterday afternoon.*
(-) *Mary did not buy a new car yesterday afternoon.*
(?) *Did Mary buy a new car yesterday afternoon?*
(t) *Мэри купила новую машину вчера днем.*
2. *To New York / last year / travelled / we*
3. *Last night / the dog / bones / ate*
4. *Searched / the books / everywhere / Joshua and Rose*
5. *Beautiful letters / my boyfriend / the other day / wrote*
6. *In 1969 / walked / Neil Armstrong / on the moon*
7. *My daughter / the flowers / in the park / smelt / yesterday*
8. *Cleaned / I / last week / the house*
9. *Last night / enjoyed / she / the party*
10. *All the answers of the test / Mark / knew*

TEST PRESENT SIMPLE VS PRESENT CONTINUOUS

1. He _____ his English at the moment.
 - a) studies
 - b) is studying
 - c) does study
2. Tom _____ video games now. He usually does his homework in the afternoon.
 - a) does play
 - b) don't often play
 - c) isn't playing
3. _____ English? I can only speak English.
 - a) Are you speaking
 - b) Do you speak
 - c) Are you speak
4. They rarely _____ in the evening.
 - a) are going out
 - b) go out
 - c) goes out
5. _____ golf on Saturdays?
 - a) Do you play
 - b) Are you playing
 - c) Does you play
6. Tom _____ the first Monday of each month off work.
 - a) always is taking
 - b) always takes
 - c) always take
7. _____ yourself at the moment?
 - a) Do you enjoy
 - b) Does you enjoy
 - c) Are you enjoying
8. Peter _____ what to do!
 - a) isn't knowing
 - b) doesn't know
 - c) know
9. You into things and breaking them. How can anyone be so clumsy?
 - a) always bumps
 - b) always bump
 - c) are always bumping
 - d) always bumping
10. Sandra: "What about?" Ann: "My summer holidays!"
 - a) does he think
 - b) you thinking
 - c) do you think
 - d) are you thinking

11. You should see the new Brad Pitt film. He plays the part of a cowboy who up a lawless town.

- a) cleaned
- b) cleans
- c) is cleaning
- d) clean

12. Money on trees!

- a) didn't grow
- b) isn't growing
- c) don't grow
- d) doesn't grow

13. My father too much!

- a) smoking
- b) smokes
- c) is smoking
- d) smoke

14. Why ? You should be listening to me!

- a) you are talking
- b) do you talk
- c) are you talking
- d) you talk

15. Sandra: "Do you play the piano?" Ann: "No, I any musical instrument!"

- a) isn't playing
- b) don't play
- c) am not playing
- d) doesn't play

16. A new hotel in the center of town.

- a) is building
- b) built
- c) is being built
- d) is built

17. My father me to school this week because we had an accident and our car is being repaired.

- a) doesn't drive
- b) hadn't driven
- c) don't drive
- d) isn't driving

18. Oil on water.

- a) float
- b) is floating
- c) floats
- d) floating

19. All children ____ chocolate.

- a) are adoring
- b) are adore

- c) adore
20. We ____ a picnic at the moment.
- a) are have
 - b) are having
 - c) has
21. How ____ to work?
- a) does you usually get
 - b) are you usually getting
 - c) do you usually get
22. Jenny always ____ nice expensive clothes.
- a) wears
 - b) is wearing
 - c) wear
23. **Betty can't answer the phone. She ____.**
- a) sleeps
 - b) is sleep
 - c) is sleeping
24. These jeans ____ much.
- a) **doesn't cost**
 - b) **don't cost**
 - c) are not costing
25. His eyes are closed. He ____ at you.
- a) **isn't look**
 - b) **isn't looking**
 - c) **doesn't look**
26. Mark and Greg always ____ home before 9 p.m.
- a) come
 - b) comes
 - c) are coming
27. ____ your boyfriend often invite you to the cinema?
- a) Do
 - b) Is
 - c) Does
28. My parents ____ the house right now.
- a) is cleaning
 - b) are cleaning
 - c) clean
29. My mother never ____ me up in the morning.
- a) **doesn't wake**
 - b) is making
 - c) wakes
30. My father is in Greece now. He ____ at a very nice hotel.
- a) stays
 - b) is staying
 - c) stay

31. Ann ___ her friends early in the morning.

- a) **doesn't usually meet**
- b) **don't usually meet**
- c) **isn't usually meeting**

32. All the members of our family often ___ for evening tea.

- a) gather
- b) are gathering
- c) gathers

33. I ___ dinner because I'm really hungry.

- a) cook
- b) am cooking
- c) is cooking

34. What ___ on Saturdays?

- a) are you doing
- b) does you do
- c) do you do

35. I'm sorry. I ___ this word.

- a) **doesn't remember**
- b) am not remembering
- c) **don't remember**

36. **Don't go out! It ___ hard at the moment.**

- a) is snowing
- b) snows
- c) snow

37. Brian always ___ his friend in the evening.

- a) is phoning
- b) phones
- c) phone

38. **Why ___? I've lost my keys.**

- a) do you cry
- b) does you cry
- c) are you crying

39. We ___ letters to our relatives every month.

- a) are sending
- b) send
- c) sends

40. Mother can't fall asleep because her children ___ too much noise.

- a) are making
- b) makes
- c) make

41. When ___?

- a) do he normally get up
- b) is he normally getting up
- c) does he normally get up

42. Sam and Tim ___ tennis very often.

- a) are not playing
 - b) **doesn't play**
 - c) **don't play**
43. Look at that man! ____ him?
- a) Does you know
 - b) Do you know
 - c) Are you knowing

WORK 1 Sales

1. Below is a list of definitions and explanations of some very important notions in trade. Match the notions with their definitions on the right.

product	a series of related products
product line	a name, term, symbol, design or combination used to identify a product
brand	the goods and services a company provides
consumer durables	lengthening a product line
line-stretching	goods which last a long time

2. True or false?

1. A brand gives identity to a product.
2. Line-filling of a product is the things that make it special and different from other similar products.
3. Commercial potential of products means their amount of sales and the profit they can bring.
4. A customer profile is the loyalty of customers who buy the product.
5. Moving either up-market or down-market is making items of higher or lower quality.
6. Anything capable of satisfying a need or want is a product.

3. Multiple choice

- a) Which of the following occurs the earliest in a product development?
 - 1) test
 - 2) launch
 - 3) promotion
 - 4) manufacture

- b) An advertisement should
- 1) state the product objectives
 - 2) describe USPs of a product
 - 3) seek a certain percentage of market control
 - 4) show changes in a product quality
- c) Line-stretching means
- 1) adding further items in a product range
 - 2) lengthening a product line
 - 3) identifying new products appealing to customers

WORK 2

Making purchases

When on a business trip abroad I often go shopping. I need to make some purchases before leaving the country because I want to buy presents for my wife and children. I prefer supermarkets for shopping. They have become very popular with the shoppers because you can buy everything you need under one roof and they are self-service shops and have parking possibility. I can also make a purchase at clothes shops, shoe shops, book shops, etc. But I call at a department store as it has many departments and I can buy everything I need in one building. The things for sale are on the counters so that they can be easily seen. I don't like expensive department stores, I prefer to go to cheaper ones. Shops and department stores are open every day till 7 o'clock. Almost all the shops are closed on Sundays.

I ask the nearest way to the Central Department Store and get there by bus. It takes me 10 minutes. A lot of people move along the counters of the shop and look at the shop-windows choosing what they need. I'd like to buy a suit for me, a pair of gloves for my wife and some toys for my children. There's a very good choice of ready-made clothes at the men's and women's departments of the store. I ask the shop-assistant (the sales-girl) to help me choose a summer suit of the right size for everyday wear. I try on a few suits in the fitting room. The suit I choose fits me perfectly, it's in grey and matches my eyes, it's not expensive. At least, it costs no more than I can spend. I'm sure that it's my style and it'll wear for ages. I pay for the suit cash. The cashier gives me a change. I also buy a pair of nice gloves at the women's department for my wife. If the gloves are tight, I'll get a refund. And the toys I buy for my children will be a good present and make them happy.

Vocabulary

to go shopping – **ходить за покупками, ходить по магазинам**

to make purchases – **делать покупки**

shopper – **покупатель**

clothes shop – **магазин одежды**

shoe shop – **обувной магазин**

to call at a department store – **заходить в универмаг**

expensive – **дорогой, дорогостоящий**

cheap – дешёвый, недорогой
to move along the counter – двигаться вдоль прилавка
to look at the shop-windows – изучать витрины
to buy a suit – купить костюм
gloves – перчатки
ready-made clothes – готовая одежда
shop-assistant – продавец, продавщица
to try on smth. in the fitting room – примерять что-либо в примерочной
to fit – быть впору, быть в самый раз, подходить
to match – подходить, соответствовать (под пару; по цвету, форме и т. п.)
to wear for ages – носиться долго
to pay (in) cash – платить наличными
cashier – кассир
to give a change – давать сдачу
tight – тесный, плотно прилегающий
to get a refund – получить деньги обратно

I. Give Russian equivalents to the following word combinations:

to buy presents for smb.; to become very popular with smb.; to buy smth. under one roof; self-services shops; clothes shop; shoe shop; to call at a department store; to be on the counter; expensive; cheap; shop-assistant; to fit perfectly; to match; to cost; to spend; tight.

II. Give English equivalents to the following word combinations:

посещать магазины; делать покупки; покупатель; двигаться вдоль прилавка; изучать витрины; хороший выбор готовой одежды; выбрать костюм нужного размера на каждый день; примерять; примерочная; носиться долго; платить наличными; кассир; давать сдачу; купить пару перчаток; получить деньги обратно.

III. Answer the following questions.

1. When and why do businessmen go shopping? 2. What kinds of shops do you know? 3. Where do you prefer to make purchases? 4. Do you prefer cheaper shops to expensive stores? 5. Does shopping take you much time? 6. What are advantages and disadvantages of the self-service shops? 7. What can you do if you buy a suit of a wrong size (it's tight, long or short)? 8. How can you pay for your purchases? 9. Is there always a good choice of goods at the nearest store? 10. Do the clothes you buy always wear long (for ages)?

IV. Translate the following sentences into English.

1. Какой размер (size) одежды вы носите? – 46. – А обуви? – 37. 2. Как вы думаете этот свитер подойдет мне? – Да, он вам подходит. Это удобная одежда для холодной погоды. 3. Она была слишком нарядно одета для этого случая. 4. Ты заплатил за покупку? – Да, только что. 5. У тебя есть с собой деньги. – Да, а что? – Одолжи мне, пожалуйста, 300 долларов. 6. Мы обычно ходим за покупками по субботам. 7. На нашей улице есть большой универмаг. 8. В этом магазине прекрасный выбор костюмов. 9. Какого цвета рубашка вам нравится? 10. Мне хотелось бы купить себе новое летнее платье. 11. Какой размер рубашки вы носите? 12. Примерочная находится

налево от двери. 13. Примерьте, пожалуйста, этот серый костюм. Но я уже примерял его. 14. Плащ (raincoat) недорогой, но очень красивый. 15. Это платье хорошо сидит на вас. 16. На ней вчера было красивое черное платье. 17. Не покупай этих ботинок, если они тесны. 18. Сколько стоит эта рубашка? 19. Не забудьте взять сдачу. 20. Я привез несколько сувениров из Лондона. 21. Давай зайдём в отдел готовой одежды. Я хочу купить себе шляпу, платье и другие вещи на лето. 22. В нашем городе есть универсальные магазины, где вы можете найти большой ассортимент различных товаров. 23. Костюм плохо сидит на тебе. Он слишком узок. Я не советую тебе покупать его. 24. Хотя это пальто довольно дорогое, я советую тебе купить его: оно сидит на тебе хорошо. 25. Эта черная шляпа хорошо подходит к вашему новому пальто.

Companies

I. Match the words to their definitions.

1. Costs	a) the act of getting control of a company by buying over 50% of its shares;
2. Conglomerate	b) someone who owns and runs a business on his or her own rather than with another person;
3. Investment	c) a large business organization consisting of several companies that have joined together;
4. public limited company	d) a relationship between two people, organizations, or countries that work together;
5. private limited company	e) all the things that someone owns)
6. multinational	f) money lent to someone so that they can start a new business;
7. net income	g) the money that people or organizations put; into business activity in order to make a profit;
8. partnership	h) capital that a company has from investors who have bought shares;
9. property	i) a company whose shares are not openly traded and can only pass to another person with the agreement of other shareholders;
10. share capital	j) the amount of income left after paying income tax and social security contributions;
11. sole proprietor	k) a large company that has offices, factories, and business activities in many different countries;
12. takeover	l) the money that a business or individual must regularly spend.
	m) a limited company whose shares are freely sold and traded;

13. venture capital	
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II. Fill in with the suitable words.

business ethics	leadership	retail chains
costs	loan	shares
demand	property	venture capital companies
investment		

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.

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

laboratory technician

training officer

purchasing manager

sales representative

personal assistant

quality control manager

1. organize training course for members of staff - languages, computers, etc.

2. set up the equipment and do experiments and tests.

3. am the senior executive.

4. check that products are made to the right standards.

5. visit customers and try and increase business.

6. work with the Managing Director. I am responsible for his diary, organize travel, and take calls for him.

7. buy everything the company needs, from raw material to stationery.

VI. Find pairs of synonyms and antonyms.

to manufacture

obsolete

wholesale

new

shop

to lend

to produce

responsibilities

foreign

costs

overseas

income

target

aim

expenses

to hire

retail

duties

revenue

to increase

to go up

store

to employ

to borrow

VII. Match up word expressions.

1. to clear

a. customers

2. to go

b. further information

3. to go

c. company policy

4. to make

d. the table

5. to meet

e. staff

6. to request

f. international

7. to sell

g. a profit

8. to serve

h. bankrupt

9. to set

i. goods in bulk

10. to train

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 1 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 Кейт 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 Zara. 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.

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. transaction
- a) 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

V. Match the halves.

- | | |
|-----------------|----------------------|
| 1. to attend | a) an obligation |
| 2. to browse | b) a deadline |
| 3. to debit | c) the Internet |
| 4. to design | d) snacks |
| 5. to draw up | e) a seminar |
| 6. to entertain | f) through a website |
| 7. to fulfill | g) money |
| 8. to have | h) the account |
| 9. to keep | i) an appointment |
| 10. to leave | j) a plan |
| 11. to meet | k) guests |
| 12. to miss | l) a webpage |
| 13. to order | m) in touch |
| 14. to raise | n) an advantage over |
| 15. to surf | o) a message |

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. 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 владения иностранным языком

Grammar Test:

1. Match sentences 1-8 below with uses a)-h).

- a) future facts
- b) fixed future arrangements
- c) instant decisions
- d) future plans and intentions
- e) predictions with present evidence
- f) general opinions about the future
- g) looking back from the future
- h) activities in progress in the future

- 1. We're going to launch the new model at the Bologna Show.
- 2. Sorry about this confusion. I'll look into it right away and I'll call you back.
- 3. I'm meeting my bank manager on Thursday. We're having lunch together.
- 4. I think we'll probably make a small loss this year.
- 5. Next year will be the tenth anniversary of our company.
- 6. During my presentation I'll be describing the key benefits of our new service.
- 7. Judging by these figures, we're going to make a small loss this year.
- 8. It's not a difficult job. We'll have to do it by lunchtime.

2. 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.

3. 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/Shall 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.

4 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.

5. 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.

What is Management?

Management is a universal phenomenon. It is a very popular and widely used term. All organizations – business, political, cultural or social – are involved in management because it is the management which helps and directs the various

efforts towards a definite purpose. According to Harold Koontz, “Management is an art of getting things done through and with the people in formally organized groups. It is an art of creating an environment in which people can perform and individuals and can co-operate towards attainment of group goals”. According to F.W. Taylor, “Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way”.

Management is a purposive activity. It is something that directs group efforts towards the attainment of certain predetermined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another. E.g.: For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost.

Management involves creating an internal environment. It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules and regulations etc.

Therefore, we can say that good management includes both being effective and efficient. Being effective means doing the appropriate task i.e. *fitting the square pegs in square holes and round pegs in round holes*. Being efficient means doing the task correctly, at least possible cost with minimum wastage of resources.

Vocabulary

purposive – служащий для определённой цели; целевой
attainment – достижение; приобретение
predetermined goals – заранее заданные (установленные) цели
limited resources – дефицитные / ограниченные ресурсы
to launch – зд. выпускать на рынок (товар)
launching – запуск (системы, программы, задачи и т. п.)
to conduct market survey – проводить изучение состояния рынка
internal environment – внутренняя среда (организации)
to put into use – осуществлять, проводить в жизнь
conducive – благоприятный, подходящий; способствующий
conducive to smth. – ведущий к чему-л.
wages and salaries – зарплата рабочих и служащих
availability – 1) годность, полезность, пригодность
2) наличие, присутствие
rules and regulations – правила и предписания
effective and efficient – действенный, результативный, эффективный
efficient – умелый, подготовленный, квалифицированный (о человеке);
wastage of resources – потери; отходы; утечка

1. Answer the questions on the text.
1. What is Management according to Harold Koontz?
2. What is Management according to F.W. Taylor?
3. Why is management a purposive activity?
4. How can management effectively achieve the goals of the organization?
5. Why is it important for management to create an internal environment?

What does it include?

6. What is meant by management being effective and efficient?

1. Explain these words and word combinations in English; use them in the sentences of your own:

management, to co-operate, predetermined goals, profit maximization, to minimize cost, to put into use, to fit the square pegs in square holes.

3. Work with the following groups of words. Define their part of speech and translate. Point out prefixes and suffixes. Memorize the words and use them in the sentences of your own.

1. to manage, manager, management.
2. to launch, launching, launcher, launchpad.
3. to cooperate, cooperation, cooperative.
4. to effect, effective, ineffective, effectiveness.
5. to waste, wasteless, wastage.

4. Translate the following nouns and write their plural form. Use them in the sentences of your own.

Phenomenon, survey, process, salary, enterprise, organization, task, purpose.

5. Translate these sentences. Put them in the Singular, making necessary changes. Compile special questions to the underlined words.

1. All organizations are involved in management.
2. These goals may vary from one enterprise to another.
3. Such conditions are conducive to maximum efforts of the people.
4. People are able to perform their task efficiently and effectively.
5. Group goals are attained through co-operation.

6. Translate these sentences into English.

1. **Менеджмент — это самостоятельный вид профессиональной деятельности.**

2. **Менеджмент направлен на достижение определенных намеченных целей путем эффективного использования материальных и трудовых ресурсов.**

3. **Менеджмент включает изучение рынка, производство продукции с минимальными затратами и реализация ее с максимальной прибылью, управление персоналом, а также анализ информации и разработку программ для достижения поставленной цели.**

4. Основная функция менеджмента – это умение достигать поставленных целей.

5. Менеджмент – это наука, позволяющая находить наилучшее решение в каждой конкретной ситуации.

6. Менеджмент – это информационный, целенаправленный процесс воздействия на коллектив людей.

7. Практически все известные зарубежные энциклопедии трактуют понятие «менеджмент» как процесс достижения целей предприятия посредством привлечения других людей.

7. Sum up the text and discuss with your partner the necessity of talent management and the difficulty to find it.

1. **Переведите текст.**

How to manage the managers

The Law on Enterprise recently enacted by the Government must help create a relationship when a factory manager and his work collective become partners. Management and employees must be equally interested in the fruits of their labour.

In a result-oriented management the key thing is not to issue instructions but to get results. That is why a **manager's pay should increase. If the production plan is not met, then a manager must be penalized along with the workers he supervises. About 40 or 50 per cent of a manager's monthly pay should depend on the end result of the enterprise. If the result is poor and a manager doesn't get the full pay for a few months running he must leave his office. New people should come instead. It'll be a natural selection of a managerial staff when people with better knowledge, more expertise and truly original thinking will come to management.**

2. **Выпишите из текста термины.**

3. **Переведите на русский язык сочетания слов:**

delegate responsibilities, decision-making, cross-communication, long-range planning, middle management, managerial staff, result-oriented management, **manager's pay, the end result of the enterprise, top management, a comparative basis, equal partners.**

4. **Найдите в словах префиксы и суффиксы**

recently, government, relationship, partner, manager, management, performance, instruction, collective, interested, production, produced, running, monthly.

II. Complete the text with the above nouns and suitable prepositions, some of them may be used more than once.

WEST versus EAST

Our world is gradually becoming a global village. Although there is an obvious a) ... **bridging different cultures we still need to learn more about each other's** folkways. Cultural awareness is a b) ... success in business overseas. In every culture there are different c) ... work, hierarchy, time, dress and etc. In an unfamiliar culture a person may feel strangely disoriented, out of place or even have a d)... **a conflicting value. For example, some cultures don't share the western** e) ... keeping appointments precisely. King Hassan II of Morocco has a stable f) ... **arriving late at the meetings. In 1980, when Britain's Queen Elizabeth II received an g) ... dinner and paid a call, the king kept her waiting for 15 minutes. She had a h) ... such a reception but the Moroccans could not understand why she was so upset. "The king can never keep anybody waiting, because the king can not be late" a Moroccan later remarked. An American manager was having an early i) ... a multinational when he got a diagonal promotion to China. In Beijing he wanted a local meat for dinner and was stunned to learn that the specialty was dog meat. In some countries of Europe kissing on the cheek is an j) ... informal greeting. But in many parts of the world, kissing is completely absent. Attending an international k) ... "cultural awareness" I heard about some peoples of Asia, Africa and Oceania and their reaction on the mouth-to-mouth kiss. When the Tonga first saw it they **laughed and remarked: "Look at them! They eat each other's saliva and dirt!"** Be careful with your salutation or farewell habits.**

By the way, customers unfamiliar with Western culture should be well supervised from arrival to departure with an interpreter provided at all times. Making an l) ... a customer from a strict Islamic culture in your office, always remember that he may be shocked upon provocative dress styles and open displays of affection that are common in Europe and America.

If you are going to work abroad especially in Asia or Africa you'd better try to become m) ... local folkways in order to avoid culture shocks.

III. Match 1-10 to a-j to form expressions and use them in the sentences of your own.

to build	a. an interpreter
to avoid	b. gifts
to announce	c. superior
to speed	d. hospitality
to offer	e. a middleman
to feel	f. differences
to enjoy	g. tension
to reduce	h. a profile
to bridge	i. delivery

to hire j. a deadline

IV. Complete the table.

Verb	Noun	Adjective
	contribution	contributory
permit	permission	
arrogate		arrogant
	heritage	heritable
host	hospitality	
consist		consistent
	integrity	integral
emphasize	emphasis	
	obligation	obligatory
supervise		supervisory

V. Open the brackets using correct derivatives.

WHEN IN ROME...

Good manners are admired: they can also make or break the deal. It should be 1)_____ that in Europe handshaking is an automatic gesture. In France on arriving at a business meeting a manager shakes hands with everyone present. It can be an 2)_____ task and, in a crowded room, may require gymnastic ability to reach the farthest hand. But Northern Europeans, such as the British and Scandinavians don't quite like physical demonstrations of friendliness. They may seem 3)_____ but they just keep distance. In France it is 4)_____ to raise tricky business questions over the main course Business has its place after the cheese course. Unless you are prepared to eat in silence you have to reduce 5)_____ and talk about sport, gossip or something – something other than the business deal which you are constantly chewing in your head. In Germany, as you go sadly back to your hotel room and think about their strange 6)_____, you may wonder why your apparently friendly hosts have not invited you out for evening. You may 7)_____ up, it is probably nothing personal. Germans don't entertain business guests with the same enthusiasm as their European counterparts. Respect the Russians' need for initial formality. After an hour or two, the ice will be broken and the Russians will become warmer; but don't force it take a more 8)_____ approach. These cultural challenges exist and cultural 9)_____ is the shortest way to meet them.

emphasis
embarrassment
arrogate
polite
intense
hospitable
loose
intuition
unaware

VI. Match these words and expressions to the appropriate situations.

Sorry.	Praising a colleague (e.g. on his or her promotion)
Cheers!	Welcoming a visitor to your home and getting them to relax
Excuse me.	Offering food or drink to someone
It's on me.	You would prefer someone else to choose (e.g. where to eat out)
I'm afraid.	. When someone makes a mistake (e.g. walks into the wrong room)
That sounds good.	When you need to apologise for something (e.g. for being late)
Help yourself.	When you want to pay in a pub or a restaurant
Make yourself at home.	. When you have to give bad news
Congratulations!	. Inviting someone to do something
I don't mind.	Asking somebody to do something for you (e.g. send some letters)
Could you ...?	Responding positively to a suggestion (e.g. invitation to dinner)
Please Having a drink in a pub

VII. Match the modal verbs to their meanings.

can	Ability on a particular occasion in the past = managed
could	. Advice, recommendation, moral duty
was/were able to	Request, possibility, probability
must	. Instruction (with passive infinitive), arrangement, plan, order
mustn't	Asking for and giving permission
have to	Probability, greater uncertainty on the part of the speaker
should	. Strong obligation, necessity, probability almost conviction
be to	. Formal obligation (nothing personal) or necessity caused by circumstances
may	Persistence, resistance
. might	Physical or mental ability
. will/would	. Prohibition

VIII. Fill in the blanks with the appropriate form of the modal verbs.

can	could	be able to	may	might
should	would	mustn't	must	have to
		be to		

1. Sometimes, you ___ do things that you don't like, for example, fire an employee. None enjoys ___ to do this.
2. ___ you tell me about topics suitable for discussion at meals?
3. International managers communicating in Germany ___ be direct use humor with care as it is a national culture with strong uncertainty avoidance.
4. You ___ loosen up a little. Take off your jacket and join us for a drink of beer.
5. Self mocking humor ___ be completely misunderstood by your new French colleagues.
6. The technician tried to fix my laptop, but it ___ work.
7. Doug Ivester joined Coca-Cola when it was having hard times but he ___ turn it around and to make into a power house.
8. One ___ get by in Japan without hiring an interpreter.
9. Should Buyers fail to open the Letter of Credit in time, they ___ pay Sellers a fine for each day of the delay.
10. You ___ drive fast; there is a speed limit sign here.
11. You ___ know, they accused me of taking drugs when I won the big races.
12. Yesterday due to commercial pressure we ___ oversell flights.

IX. Paraphrase the sentences using the given modal verb. You should retain the meaning.

Example

It is possible that the new distributor failed to sell the company's product in Japan.
may

The new distributor may have failed to sell the company's product in Japan.

1. It is certain that he has made a lot of embarrassing mistakes managing Asian staff.
 must
2. It is not possible that they served pork to a group of Muslims from Kuwait.
couldn't
3. It is likely that he labeled all local staff as being the same. might
4. It is almost certain that our Islamic partner was shocked upon first seeing these provocative dress styles in the office. must
5. During negotiations in Asia it is recommended to wait quietly without interrupting, in order to avoid unneeded concessions. should
6. Perhaps, the Japanese have the strictest rules of social and business behavior.
 might
7. Fortunately the English counterpart managed to resolve the conflict and safeguard **his partner's face**. be able to
8. It is necessary to fill in the application form carefully in order to open a bank account. be to + (passive infinitive)
9. It is not necessary to buy a very expensive present to your Japanese host but it should be chosen carefully. **needn't**
10. You are strongly prohibited to wink in Pakistan. It is offensive. **mustn't**

X. Complete the text using the active vocabulary.

SILENCE IS GOLDEN

Most Westerners a) *испытывают чувство превосходства по отношению к азиатам*. Business people often think that b) *создание хорошей репутации компании за границей довольно легкая задача*. They sincerely believe that c) *разные культуры можно сблизить* through informal “eye-to eye” talk or a few drinks together while d). *наслаждаясь гостеприимством*. In Asia, the meaning of a “relationship” is much deeper. Asians maintain their business relationships by e) *предлагая подарки, разного рода одолжения, продвигая по службе*. Relations are based on trust, f) *зависимости и обязательствах*, but reciprocity is their lifeblood. g) *Основной акцент, однако, на честности*. Extroverted Westerners usually h) *общаются в прямолинейной и неформальной манере, чтобы снизить напряженность*. But Asians have little respect for too direct and assertive people, such behavior may be considered as i) *слишком невежливым, высокомерным и даже рискованным, чтобы иметь с ними дело*. Westerners are often regarded as “*all-talk-and- no- substance*” or even more offensive “*a paper kite hanging in the wind with huge mouth open and nothing inside*”.

Westerners totally ignore “belly language” or “face reading”. Asian counterparts are very sensitive to non verbal signals and read the reactions as if they are lettered on a billboard: “I am impatient, I am irritated.”

Although we sometimes say silence is golden it makes us feel uncomfortable during business talks j) *Американский стиль ведения переговоров не допускает молчаливых пауз*. They have idioms to express their dislike for silence: “dead air” and “pregnant pause”. k) *На подготовительных курсах* they learn that silence is a dead-knell to a potential sale. “Never stop talking” is their motto and the best sales people l) *обладают так называемым даром* for gap.

Asians feel much easier with silence. They take their time collect their thoughts and formulate a clear reply.

During negotiations in Asia Americans generally feel so uncomfortable with silence m) *что они делают ненужные уступки*. Fear of silence costs them millions of dollars. One businessman negotiating in Japan n) *сбросил цены дважды* because he took silence for to mean a rejection to an offer. On one deal he dropped his price \$750,000 because he could not wait out 30 seconds of silence. o) *представитель японской стороны* had thought his initial price was fine. If he had p) *нанял хорошего переводчика* he would have learnt that q) *ключ к успеху заключался в том, чтобы переждать затянувшуюся паузу, не прерывая*. The quite wait may be the longest wait of your business life but breaking the silence will mean the proposed terms won't be accepted.

Employment

I. Choose the best correct alternative to complete each sentence.

1. It's wise to think about choosing a before leaving school.
business career living
2. If you are a(n), you have to do what your boss tells you.
employee employer manager
3. It's difficult these days for anyone to find a well-paid job.
eternal permanent reliable
4. She was after three years with the company.
advanced raised promoted
5. If you are paid monthly, rather than weekly, you receive
a salary revenue wages
6. Some of my work is quite interesting, but a lot of it is just
habit routine practice
7. When you apply for a job, you need a from your previous employer.
reference recommendation record
8. Unfortunately the factory will have to close and all the workers will be made
unemployable excessive redundant
9. Staff was very low following the changes made within the company.
morale moral morality
10. An apprentice is required to do several years'
coaching training formation

II. In the following sentences, two of the alternatives are possible and one is not. Circle the two alternatives which are possible.

1. She is looking for a better position with another
company association firm
2. Ford is a multi-national corporation that motor.
manufactures produces constructs
3. He was because he was an unreliable and lazy worker.
dismissed dispatched sacked
4. A good worker is usually someone with the right kind of
experiment experience qualifications
5. All the members of our are expected to work hard.
department staff personal

III. Put the correct preposition into each sentence.

1. I have invested a lot of time and effort this project and I don't want it to fail.
2. He was incapable understanding even the simplest instructions.

3. Tim was being groomed a managerial position.
4. Skills can be improved and new ones introduced, but rather different rates.
5. When he loses his temper, he isn't responsible his actions.
6. Hold, we need to look at this more detail.
7. Our normal terms of employment are enclosed this letter.
8. Don't forget to fill your application form.
9. What are the best ways to prepare a job interview?
10. She works the personnel department. She deals staff problems, as well as with recruitment and training.

IV. Match the columns to make word combinations.

annual	period
company	department
current	release
dress	appearance
marketing	job
press	dismissal
probationary	discipline
professional	report
steady	salary
unfair	code

V. Supply the right tense form.

1. Now, our Sales Director (want) each person to receive commission according to their individual sales.
2. When I (come) into the office he (negotiate) the terms of the contract.
3. If the management (allow) staff to be absent from work without reason, this (affect) company discipline.
4. Some management (propose) to issue no sales vouchers this year.
5. She (have) a number of interesting jobs.
6. I (leave) my last company because it was difficult for a woman to be promoted.
7. The Personnel Department (contact) departmental managers to ascertain staffing requirements.
8. He is in the office. He (wait) for the manager since 10 o'clock.
9. If your application (be) successful, the company (offer) you the job.
10. We (receive) hundreds of job applications last month.

VI. Put the question to each sentence.

1. Staff receive sales vouchers as an end-of-year bonus.(to the subject)

2. As a result, training costs have increased dramatically.(disjunctive question)
3. Sales staff meet informally after work once a month to consider how to improve customer service.(special question)
4. They are having difficulty recruiting enough properly qualified staff.(indirect question)
5. The company employs 2000 people worldwide.(general question)
6. Highly motivated workers will be more productive.(alternative question)

VII. Complete the sentences with the correct word from the box. Make changes if they are necessary.

ambitious	to advertise	candidates	experience
to resign			
applications	bonus	creative	perks
employees			

1. **The interviewer** asked if I had any previous
2. I get a company car – **it's one of the** of the job.
3. **The Personnel department** has received over forty for the post of assistant supervisor.
4. **She's very** as she wants to become a senior manager by the time she's forty.
5. When a company wishes to recruit a new employee, **the post** in the press.
6. **They are interviewing three** for the post of sales manager.
7. **He is not good at coming up with original ideas.** He isn't really a person.
8. **We were surprised that he** from the company – we all thought he was happy there.
9. The embassy employs around fifty full-time
10. **People who stay more than two years in the job** receive a special

VIII. Give a synonym to each word, phrase.

- staff (n)
- manage (v)
- direct (v)
- provide (v)
- carry out (v) or put into practice
- get rid of (v)
- motivation (n)
- support (v)
- human resources management

- give authority
- hire a person
- reward (v), pay (v) for work
- get (v), gain (v)
- threat (n)

IX. Find a word or a phrase for the definition.

1. a professional person who works for many different companies
2. if a company outsources its work, it employs another company to do it, f.e. design work, audit etc.
3. an amount of money and other advantages such as advice on finding a new job, that are offered to an employee when a company tells him to leave. They are often offered when companies are restructuring or reorganizing, when a worker loses his job through no fault of his own
4. a meeting between an employee and a manager to discuss the quality of the **employee's work**
5. to tell smb bad news
6. to be removed from the work because he (she) has done smth wrong
7. to give a person or an organization the power or the legal right to do smth
8. the idea that employees should be ready to change jobs more often, be prepared to work part-time
9. you lose your job because your employer no longer has a job for you
10. to give smb smth such as money because he (she) has done smth good or helpful
11. a company reduces the number of employees and levels of management in order to save money or increase profits
12. a company reduces the number of management levels it has
13. a company using the most effective methods and techniques to produce goods
14. a company does not change, everything is fixed

X. Match the words to their definitions.

A.

manager	someone in a company responsible for developing and selling a particular brand of a product
account manager	a manager who has a wide range of management duties
assistant manager	someone whose job is to manage all or part of a company
general manager	someone who deals with a particular client or group of clients, especially in a bank
brand manager	someone who helps another manager
business manager	a person whose job is to manage and control the financial activities of a company
commercial manager	

personnel manager	. a manager involved with business activities of a company especially dealing with customers
product manager	another name for personnel manager
l. production manager	a manager in a company who is responsible for the development and marketing of a particular product
. human resources manager	a manager who is in charge of making materials or goods
l. research manager	a manager whose job is to develop a new product or study a particular sphere of business
l. sales manager	a manager who is in charge of taking care of a company's employees, organizing recruitment, training etc. . someone in charge of a company's selling activities

B.

benefits package	an amount of money and other advantages such as advice on finding a new job, training, for an employee who is made redundant
compensation package	the total amount of pay and all other advantages that an employee may receive such as bonuses, health insurance, a company car etc.
remuneration package	the total amount of pay and all the other advantages for top managers such as stock options (= the right to buy the company's shares cheaply) that are offered to a company's important managers
severance package	salary package; the pay offered to employees, along with any other advantages such as long holidays, a company car, pension scheme etc.

Advertising

I. Match a word/word combination to its definition.

point of sale	a shop through which products are sold to the public
unique selling point	a short song or a tune used in advertisements
marketing mix	an advert intended to get people's attention for adverts that will come later
commercial	a place in a television schedule
outdoor advertising	advertising for a product in places where it is sold
retail outlet	a printed sheet of paper for distribution, usually free and containing advertising material
jingle	the combination of marketing actions often referred to as product, price, place and promotion
prime time	the method of advertising when famous people say how good the product is
endorsement	the thing that makes a particular product different from all other similar products
teaser	a circular, leaflet, or other advertising material sent by post, or the posting of such material to a large group of people at one time
mass media	a commercially sponsored advertisement on radio or television
TV slot	the peak viewing time on television, for which advertising rates are the highest
mass market	news media and agencies collectively
mailshot	market concerned with non-luxury goods that sell in large quantities
leaflet	the promotion of goods and services that takes place in the open air

II. Match a word to its synonym.

to soar	captivating
to stimulate	to convince
innovation	to prompt
to affect	to notify
eye-catching	to rise
to subsidise	to rival
involved	modernization
to persuade	to impress
to publicise	to sponsor
to compete	taking part

III. Fill in the gaps with the given words. Supply the necessary form of the words.

advertising practices, reputation, to double, target audience, to persuade, advertising methods, to capture, to face, potential customer, endorsement, on behalf of, to promote, market share, free samples, to present, to be aimed, to impress, to use, to compete against, to improve, advertising campaign, outdoor advertising, point of sale

1. In order ... our sales we decided to use some modern ... such as ..., ... and of course,
2. Advertising is one of many ways in which manufacturers ... customers to buy their products.
3. Good morning everyone, ... myself and “Focus” I’d like ... our new ... to you.
4. “Focus” has a ... for being successful in the advertising business.
5. ... customers by our ads means ... their imagination.
6. A lot of people consider such as ... alcohol, ... nudity impossible to apply.
7. I must admit that we ... the problem of ... “Tulvis” for
8. ... is cheaper than using TV.
9. My congratulations! The recent data show that we ... our ... in recent years.
10. The advertising campaign ... making the ... remember our brand.

IV. Supply the right preposition.

1. To make our product attractive ... the target audience, we addressed to Focus, a large advertising agency that has a reputation ... creating effective campaigns.
2. We are competing ... some well-known agencies ... a number of contracts.
3. Our campaign is aimed ... high-income executives.
4. After we had placed an ad on TV, the increase in our sales **accounted** ... 15%.
5. Though not everyone approves using children in advertising, two lovely kids are **involved** ... our advertising campaign.
6. ... **behalf** ... myself and Focus, I’d like to present a new campaign ... you.

V. Use the word “*advertise*” to form a word that fits the gap in the sentences below.

1. If you want to attract more customers, try _____ in the local paper.
2. To choose the best _____ medium an _____ should consider the budget and the product to be _____.
3. I have found a leaflet _____ a fishing competition on my table.
4. Nowadays we are bombarded with _____. Unfortunately not all of them are creative and of high quality.
5. There is an opinion that people remember _____ but not _____ goods and services.

VI. Supply the right article.

!We use *a/an* to say what a person's job is, was or will be. However, when we give a person's job title, or their unique position, we use *the* or *zero article*.

She was a company director when she retired.

She has been appointed (the) head of the company.

After the position of, the post of, the role of we use *zero article* before a job title.

Dr Simon has taken on the position of Head of Department.

Bob Collins: a profile

Bob Collins has recently become (1) _____ minister in the new government, being appointed (2) _____ Minister for Industry. Mr Collins has had a varied career. He was (3) _____ professional footballer in the 1960s, some people considering him to be (4) _____ most skillful player of his generation. After a serious injury, he became (5) _____ manager of (6) _____ oldest pub in (7) _____ Edinburgh. Five years later, he was offered the position of (8) _____ executive director of Arcon, one of (9) _____ biggest supermarket chains in the country. He became (10) _____ Member of Parliament in 1990.

1. _____ Swiss Alps are a good place to go to if you like skiing.
2. Whenever _____ Greens come to London they stay at _____ Hilton Hotel.
3. _____ Chicago River flows south towards _____ Gulf of _____ Mexico.
4. We get tea mostly from _____ China and _____ India.
5. You can find a beautiful collection of Modern Art in _____ Tate Gallery.
6. Where are _____ British Isles situated?
7. Tourists coming to London often do shopping in _____ Oxford Street.
8. The pupil showed _____ Europe, _____ Asia, _____ North and _____ South America, _____ Africa on the map but he completely forgot about _____ Australia.
9. There is _____ good film at _____ Regal Cinema this week.
10. **"I know there are _____ British bases in _____ Cyprus," he said.**

VII. Put the question to the sentence.

1. Advertising can be defined as commercial messages to the public designed to inform potential and established customers and to encourage sales for the advertiser. (to the subject)
2. Products that are not normally considered impulse items are often sold through an effective display in the windows or on the sales floor. (special question)
3. Satisfied, happy customers are the best form of advertising and promotion. (general question)
4. There can be no profit in the absence of sales. (tag-question)
5. Efforts to keep present customers happy and to constantly attract new ones are essential to continued profits and growth. (alternative question)
6. Many customers want special services and seek out firms that supply them. (indirect question)

VIII. Supply the right tense form.

1. By this time next year the advertising campaign (to finish).
2. We (to deal) with this advertising agency since 2003.
3. When I (to come) back, they probably (to discuss) the main ideas of the advertising campaign.
4. All last week he (to prepare) for the launch of our new product.
5. I only (to succeed) in solving the problem after I (to work) on it for several hours.
6. Come to my office as soon as you (to return).
7. He reminded me that we (to work) together on the concepts of the campaign.
8. He (not to see) me as he (to negotiate) the terms of contract with a new client when I (to enter) his office.
9. I (not to talk) to him yet, but I (to look) through his proposals.
10. You look completely exhausted. What you (to do)?

IX. Translate the sentences into English using the vocabulary from units 1 - 4.

1. Я считаю, что негативное отношение к рекламе обусловлено ее плохим качеством, так как информативная, умная и смешная реклама нравится всем.
2. Многие специалисты полагают, что глобализация будет набирать ход.
3. Чтобы добиться приверженности брэнду, необходимо приложить усилия и набраться терпения.
4. Компаниям приходится действовать жестко и решительно, чтобы выявить случаи злоупотребления авторскими правами.
5. Эта кампания направлена на выяснение предпочтений наших клиентов.
6. Расширение линейки брэнда не всегда является прибыльным для компании.
7. Одним из недостатков глобализации является утечка капитала.
8. Во времена глобализации бизнесмены выбирают путешествие самолетом, так как это самый быстрый способ добраться в отдаленные уголки мира.
9. В нашей стране реклама, действующая на подсознание, незаконна.
10. Путешествуя самолетом, пассажиры подвержены стрессу, так как они не чувствуют себя в безопасности.
11. Существует точка зрения, что люди запоминают рекламное объявление, а не сами товары и услуги.
12. «Пираты» не обращают внимания на лицензионные права и продают поддельные товары по всему миру.
13. Многие родители против рекламы, так как она оказывает плохое влияние на детей.
14. Существуют разнообразные способы привлечь внимание потребителей к рекламируемым товарам: мелодия, юмор, обнаженное тело, животные, дети.
15. Это неправда, что реклама поднимает цены на товары и услуги.

Globalisation

I. Give the words according to the definition. The first letter of each word is given.

1. the act of acquiring or gaining possession – A.....
2. **produced in, or involving one's own country or a specific country** – D.....
3. mutual concessions, shared benefits, and cooperation – G.....
4. to speak more loudly – S.....
5. lacking sincerity; hypocritical – I.....
6. the stock of fixed capital equipment in a country, including factories, roads, schools, etc., considered as a determinant of economic growth – I.....
7. a foreign country or foreign countries collectively – O.....
8. to keep a telephone line open – H.....
9. a company with at least half of its capital stock owned by another company – S.....
10. not worried; untroubled – U.....

II. Choose the proper word from the list below to complete the sentences. When necessary put the words into the right form.

.....
: competition, pace, infrastructure, welfare, flight of capital, disadvantages, profits, :
: employment, increase, give-and-take, takeover, to confirm, to be underpaid, to :
: complain about, to lose, to meet :
.....

1. Due to a large ... in our international ... our net earnings increased as well.
2. **The government isn't able to control their own ... system.**
3. **We see a ... from the West.**
4. **I think all these good points are outweighed by a large number of ...**
5. Nowadays this process **gathers ...**
6. **Basic facilities and services of a country are its ...**
7. There should be ... between two partners if they want to get profit from their cooperation.
8. **The company could become a ... if it didn't sort out its problems soon.**
9. **I would like to ... our order No. BL137.**
10. **Factory workers ... their wages.**
11. **The managers are demotivated, because they**
12. **Unfortunately, the company cannot ... the customers' requirements.**
13. **This morning I ... my temper while talking to my boss.**
14. Some people think globalisation could lead to **big ... problems in the West.**
15. **The evident advantage of globalisation is that it increases ... among companies.**

III. Match the columns to make word combinations and make up your own sentences with the expressions.

to cancel	a conference
to make	actions
to influence	enterprise
to enter	power
to increase	design
to combine	departments
joint	maker
global	money
industrial	ventures
domestic	business
successful	market
to attend	company
innovative	an order

IV. Complete the sentences with the correct comparative or superlative forms of the adjectives in brackets.

1. This year the company is working (good) than last year.
2. Model C 45 is (expensive) among our other models.
3. We hope this product will be as (successful) as the previous ones.
4. It was (bad) negotiations in my life. I have never met such unhelpful people.
5. This advertisement is (funny) than that suggested by our CEO.

V. Supply the right prepositions.

1. It took a long time but eventually I got ... to him.
2. Competition ... these two companies has increased employment.
3. I can't talk now. Will you call me ... later?
4. Their prices are much lower in comparison ... ours.
5. I see the problem, as I am ... business.
6. Are you for or ... globalisation?
7. I don't remember his phone number, may I look ... in the directory?
8. **What makes you angry ... the phone?**
9. **If you are short ... capital you can appeal ... your friends.**
10. **McDonald's compete successfully ... domestic companies.**
11. The company could become a bankrupt if its subsidiaries are not responding quickly ... customers' needs.
12. **The goods are targeted ... young customers.**
13. **Inflation is having a bad effect ... the economy.**
14. **I'm looking forward ... receiving my order from you ... 7 November.**
15. **We can offer you a discount ... 5% ... orders over \$ 2.000.**
16. **We require payment ... bank transfer.**
17. **Our company prefers payment ... letter ... credit ... sight.**
18. **Sorry, but design JC is ... stock because ... great demand and will not be ... stock until 1 June.**

19. Let's end ... optimistic note.
20. Payment must be made ... US dollars.
21. We'll have to work hard to come our competitors.

VI. Form the right part of speech from the words "specialize", "import", "produce".

specialize

1. Generally a nation that ... in certain production can increase output.
2. Research and development is a ... area of marketing.
3. America's ... in agriculture has made it a leading producer of grain.

import

1. **The United States ... coffee.**
2. ... goods are sometimes subject to a special tax.
3. The continued American dependence on the ... of oil is a controversial issue.

produce

1. The ... of steel is an important industry in a developed economy.
2. **Managers try to motivate employees to be efficient and ...**
3. France ... excellent wines.

VII. Paraphrase the sentences using the given words.

transaction, global, domestic, venture, output, lack,
resource, issues

1. The *production* of the factory increased when new equipment was acquired
2. Many small businesses focus only on the *home* market.
3. She has changed her mind on many *subjects*, including higher education.
4. Coal is a valuable *asset*.
5. Nations that *are without* technological resources cannot produce their own computer systems.
6. International trade has affected *worldwide* conditions in numerous ways.
7. American Aviation entered a joint *enterprise* with GE to rebuild the Lockheed plant.
8. Corning and Vitro S.A. of Mexico completed a \$ 300 million *business deal* to combine their business.

VIII. Match the words to their synonyms

overseas	increase, widen
target	wait
expansion	foreign
hold on	aim

competitor	help, to give money
transaction	rival
to reduce	to lower
contribute	deal

IX. Put appropriate phrasal verbs used for telephoning.

1. answer –
2. wait –
3. talk louder –
4. telephone again –
5. replace the receiver –
6. make contact –
7. contact again later –
8. connect –
9. break contact –
10. find –

X. Complete the phrases in these telephone conversations.

1. A: Hello?
B: Could I speak to Alex?
A: **Sorry, there's no Alex living here. I think you've got**
2. A: Hello?
B: Hello. Could I speak to Mrs Peterson, please?
A: **I'm afraid at the moment, and she won't until much later this afternoon. Would you like to**?
B: Yes, could you tell her that Sandra rang, and that I'll this evening at home.
3. A: Good morning. The Sheraton Hotel. How may I help you?
B: Yes, **I'd like to speak to the manager.**
A: **Who's calling, please?**
B: My name is Errington – James Errington.
A: **Right, Mr Errington, if you could hold the line, I'll see if he's busy. Uh Mr Ratcliffe can speak to you now Mr Errington. I'll just through.**

XI. Match the words to their definitions.

profitability	an arrangement in which a company gives a business the right to sell its goods or services in return for a fee or a share of the profit
subsidiary	large amounts of money are sent out of a country
acquisition	help that is given by government to people with social and

consortium	financial problems because they are unemployed, ill etc.
flight of capital	a company partly or wholly owned by a parent company
welfare	the ability of a business to make money
franchise	buying or taking over another company
retail	several companies, banks etc. working together for a particular purpose
corporation	to sell goods in small quantities to people
chairman	a part of a business that can be bought by the members of the public
share	a type of business organization formed by an association of stockholders
	a person in charge of an organization

XII. Put the verbs into the right tense forms.

1. **A week ago a German distributor ... (refuse) a consignment of 1.000 washing machines because the goods simply ... (not meet) the quality standards.**
2. **Nowadays, the company ... (lose) its creative energy, its models ... (be) boring, not up-to-date.**
3. **The managers ... (try) to sort out their problems connected with pay, autonomy and communication for about a year.**
4. **A new computer ... (ship) to him within two weeks last month.**
5. **Globalisation ... (bring) a lot of problems to the company's overseas plants.**

XIII. Complete the letter with the appropriate words or phrases.

order	in stock	sale	confirming
great demand			
payment (2)	10% discount	delivery	offer
freight			air

Dear Mr. Gilmartin,

Thank you for your letter of 25 October ... your order № DL137. We agree to the normal ... on purchase of brand silk ties in the quantity of 2,000. We advise you that only design JC1 is out of stock now because of ... and will not be ... until after Christmas.

We offer you a close substitute, JC9, which is similar design although a different colour, with 5% additional discount on that model. We guarantee ... within one week, as the goods are urgently required for your winter They will be sent We agree on ... which will be made on receipt of goods. We would like to remind you that ... must be made in US dollars.

We hope you accept our new

Thank you once again for your

If you need any further information, please contact us.

Yours sincerely,
C. Ling

Trade

I. Guess the words according to their definitions.

1. a sympathetic relationship or understanding – r_____
2. a place where goods are stored prior to their use, distribution, or sale – w_____
3. an industry in its early stages of development in a particular country – i_____ i_____
4. the idea that governments should do as little to the economy as possible and allow private business to develop without the state controlling or influencing them – l_____ -f_____
5. the total **value of goods and services produced in a country's economy, not** including income from abroad – g_____ d_____ p_____
6. **in foreign trade, a written promise by an importer's bank to pay the exporter's bank** on a particular date or after a particular event, for example when the goods are sent by the exporter – l_____ o_____ c_____
7. to work or talk (with others) to achieve (a transaction, an agreement, etc.) – n_____
8. something that makes trade between two countries more difficult or expensive, for example a tax on imports – b_____
9. the activity of selling products in an export market cheaper than in the home market, or cheaper than they cost to make, usually in order to increase market share – d_____
10. a port where import duty does not have to be paid on imports that are to be sent to another country to be sold, or used to manufacture goods that will be sold abroad – f_____ p_____

II. Supply the right preposition.

1. **If I place an order ... 50 cases, will you be willing** to give a 5% discount?
2. There are two points concerning the contract for us to discuss. The first one is **terms ... payment.**
3. **During the negotiations you should focus ... your client's needs rather than your** needs.
4. **We would like to receive payment ... the goods not** later than in 30 days.
5. **FGS is located ... Seoul, South Korea. It specialises ... electric guitars. Now KGS** is planning to put a new model of guitars ... the market.
6. **It is essential to comply ... all regulations if you want to avoid problems.**
7. I hope the price is **acceptable ... you.**
8. **We look ... to hearing from you.**

III. Complete the sentences with the correct word from the box.

costs, delivery, discount, insurance, letter, attractive, order, shipping,
terms, pay

1. We could offer free delivery if you placed a large _____ .
2. **If you agree to quicker payment _____, we'll give you a 3% discount.**
3. **We'll increase our order on condition that you pay shipping _____.**
4. If you covered both _____ and insurance, we would place further orders with you in the near future.
5. **We'll consider covering _____ ourselves provided that you dispatch within 5 days.**
6. **We'll continue to offer an attractive _____ so long as you agree to pay by bank transfer.**
7. As long as you pay us within 30 days, we can promise _____ within 2 weeks.
8. **I'm afraid that's not acceptable unless we can pay by _____ of credit.**
9. **If you order within 3 days, we'll offer a very _____ discount.**
10. **If you agreed to pay within a month, we'd let you _____ by letter of credit.**

free trade	protectionism	tariffs	customs
			duties
quotas	imports	exports	exchange
			rates

The WTO was set up in 1995 to encourage free trade in the global marketplace. It is therefore designed to resist 1)_____. No new barriers to trade can be set up, and governments cannot set new 2)_____ or 3)_____ or increase ones that already exist as these are really taxes that prevent 4)_____. Similarly the WTO opposes the use of 5)_____ since these limit the amount of 6)_____ coming into a country. This **may protect a country's** industry in the short term, but if its trading partners reply with similar measures, then 7)_____ will suffer. The WTO governs trade in many products and raw materials, but the world of finance is largely outside of its scope, therefore it has no control over 8)_____.

IV. There is a logical connection among three of the four words in each of the following groups. Which is the odd one out, and why?

1. comparative advantage – protectionism – quotas – tariffs
2. liberalise – protect – subsidise – substitute
3. absolute advantage – barriers – comparative advantage – free trade
4. laissez-faire – open borders - dumping – free port
5. deal - bill of lading – irrevocable letter of credit – **banker's draft**

V. Match the columns to make word combinations. on "Trade". Use the word combinations in the sentences of your own.

hassle	a. network
decision	b. loose ends
sales	c. regulations
sole	d. industries
to supply	e. a foreign market
to tie up	f. maker
strategic	g. commission
to comply with	h. distributor
the rate of	i. references
to break into	j. free

VI. Match each headword on the left to a set of examples on the right.

. imports	taxes, tariffs, quotas on imported goods
. free trade	wheat, oil, tobacco being brought into the country
. domestic market	no taxes, restrictions or quotas on import
. exports	rice, chocolate, wool being sent abroad
. open market	customers in the same country
. exchange rates	products available to anyone willing to buy
. protectionism	£1.00 = \$2.50

VII. Complete the text with the right INCOTERM.

Since 1921, the International Trade Chamber with its headquarters in Paris determines the rules and conditions of trade for all participants of international trade. The delivery of commodities by exporters and their collection by importers is usually based on the rules and regulations called INCOTERM (International Commercial Term). Since 1990, the International Commercial Term contains 13 clauses generated from international laws with the mandatory reports in customs statistics. Here are some of them.

1)_____ - is a foreign trade contract where the responsibility of the exporter is to deliver a commodity to the place of production (the factory) or to a predetermined warehouse. The responsibility of a seller ceases as soon as the goods have left the place of delivery and a buyer is responsible for every charge including risk associated with the shipment of the commodity after the place of delivery.

2)_____ - is a kind of trade contract where the exporter pays all charges involved up to the point of named port of shipment. The buyer is responsible for charges involved in getting goods onto a ship, preparing them for shipping, taking them to the ship and loading them.

3)_____ - under this contract the exporter pays all charges involved in getting goods onto a ship. Besides bringing the goods to a port of shipment, he is also responsible for preparing the goods for shipping, taking them to the ship and **loading them. The seller's responsibility ceases when the goods are on board.**

4)_____ - is a foreign trade contract where the exporter, in addition to the free on board charges, pays the cost of the insurance and the freight. He must supply the buyer with the documents necessary to take delivery of the goods on arrival i.e., a bill of lading, an insurance policy and an invoice (insurance payment is about 110% of the value of the commodity).

5)_____ - a trade contract which is similar to the Cost, Insurance and Freight contract except that the importer looks after the insurance. The seller must give the buyer sufficient notice to enable him to do this.

VIII. Complete the sentences using the appropriate type of Conditionals.

1. **If the competition (to get) tough, they'll start business elsewhere.**
2. If you increased the order, they (to reduce) the price.
3. We (to apologise) to them when we contact them by telephone.
4. We would mention the decrease in sales if we (to find) it appropriate.
5. If they (to complete) the tests, they (to notify) us of the results.
6. **If we had known that our German guests couldn't eat octopus, we (not to offer) this dish.**
7. I (not to buy) things on the instalment system if I were you.
8. You (not to be) any use for me unless you learn to use office equipment.
9. The flight may be cancelled if the fog (to get) thick.
10. If you were made redundant, what you (to do)?
11. **If the story hadn't been true, the newspaper (not to print) it.**
12. If he were in, he (to answer) the phone.
13. **Unless he (to sell) more he won't get much commission.**
14. **If you (to play) for lower stakes you wouldn't lose so much.**

IX. Put the question to the sentence.

1. Nations may have an absolute or a comparative advantage in producing goods or services because of factors of production, climate, division of labour, economies of scale, and so forth. (special question)
2. The economists who recommend free trade do not face elections every four or five years. (to the subject)
3. Abandoning all sectors in which a country does not have a comparative advantage is likely to lead to structural unemployment in the short term. (tag-question)
4. Unlike tariffs, quotas provide no revenue for the government. (general question)
5. The General Agreement on Tariffs and Trade (GATT), an international organisation set up in 1947, had the objectives of encouraging international trade, of making tariffs the only form of protectionism, and of reducing these as much as possible. (indirect question)
6. The final GATT agreement - including services, copyright and investment, as well as trade in goods – was signed in Marrakech in 1994. (alternative question)

X. Supply the right tense form.

1. Free trade (to enable) countries to obtain desirable goods and services from abroad.
2. Such goods (to import) by other countries where they would cost more to produce.
3. The average costs (to lower): by the use of specialised labour and capital; through specialised knowledge and research and development; and also through economies of scale.
4. For centuries, and still today, obstacles to free trade (to erect) by governments.
5. Historically, tariffs (to provide) revenue to governments when taxes (not to collect) from other sources.
6. These obstacles (to make) economic sense?
7. Infant industries at first (to be) unable to compete with established multinational giants, so that protection may be wise until they (to develop) sufficiently to manage without it.
8. The WTO (to set up) **at the time of the last great “round” of international trade negotiations; the Uruguay Round of 1986 – 1993.**
9. It is alleged that these promises (to keep) fully and that protectionism (to be) as strong as ever.

Ethics

I. Complete these word combinations using derivative of the word ethic.

___ rules	___ audits
to think ___	___ self promotion
code of ___	___ portfolio
be ___ unsound	___ investing
___ business activity (neg.)	___ standards

II. Match the words to their definitions.

- | | |
|---------------------------|--|
| . bribery | obeying the law |
| . insider trading | designing something not to last long and become obsolete before it needs replacement |
| . industrial espionage | a small mistake in a law that makes it possible to do something illegal |
| . obsolescence | dishonestly and secretly paying money to someone to obtain their help |
| . nepotism | a planned defect causing a product to become obsolete before it needs replacement |
| . swindle | immoral behavior, involving money or sex |
| . whistle blow | using knowledge of a company situation in order to buy or sell shares |
| . sleaze | spying trade secrets, etc and leaking the information to company's rivals |
| . tax evasion | getting money from someone dishonestly by deceiving them |
| 10. money laundering | informing authorities that people in the organization are doing something illegal or wrong |
| 11. built in obsolescence | using your power to get jobs for relatives |
| 12. law-abiding | hiding the origin of money |
| 13. loophole | . not paying enough tax |

III. Find 12 pairs of words with a similar meaning.

Trustworthy, legal action, sack, honesty, result, obsolescence, dishonest, kickback, present, defect, integrity, cancel, decline, deceit, sweetener, crooked, recession, lay off, write off, dependable, consequence, gift, prosecution, cheat

IV. Decide on the right preposition for every verb to translate the word combinations from the next exercise.

To, for, of, from, off, with

To accuse, to prosecute, to sentence, to charge, to sue, to cover, to apologize, to dispose, to divert, to lobby, to write, to tend, to correlate, to take account

V. Complete the sentences with the appropriate forms of the above verbs.

1. Some producers using materials and components that will break or rust sooner than they should, or better to say of planned obsolescence.
2. Ford Pinto was a design fault when several people died during 1970s in fuel tank fires.
3. Most companies avoid deceptive practices because such practices harm their business in the long run.
4. Should smokers work extra time the time lost?
5. **Anita's new business philosophy: profit with principles, her other lifestyle choices.**
6. Anita Roddick, founder of the Body Shop, decided to ... more stakeholders and long term trusting relationships rather than products.
7. In 1976, she started selling natural cosmetics in recycled bottles and made her products even greener while stricter pollution laws.
8. She is going ... Mr. Thompson ... sexual harassment but it seems rather difficult to prove him guilty.
9. The company owner 5 year imprisonment for bribes against tax.
10. The large multinational corporation ... recently using massive bribery to get greater access to local market.
11. This money should private payments into cash donations, a kind of **“corporate philanthropy” in response to the Asian tsunami.**
12. Johnson & Johnson recalled and quickly all contaminated Tylenol capsules to prevent further consumer injury. The cost of disposing was very high.
13. Then the company ... publicly ... the distress caused and within 24 hours had a consumer helpline running.

VI. Complete the story below with the correct tenses of the verbs in brackets.

SUSPICION

I work for a small retail store. Last week by the end of the working day our boss ¹(call) all the staff into his office. Money ²(miss) from the till and suddenly we ³(be) all under suspicion.

You see the vacancy ⁴(come up) two months ago. I persuaded my boss to give the job to Sue who ⁵(be) unemployed for a year already.

Everything was fine for the first few weeks. The boss was pleased with her. Sue even ⁶(buy) me a thank you present.

I have **always trusted Sue till now but recently I've been worried about her. There's never been a problem of the kind in the store.**

Some time ago I ⁷(notice) that Sue ⁸(spend) quite a lot of money on a new laptop. I asked her why she ⁹(have) so much money and she said that she ¹⁰(win) a lottery.

I feel really guilty about it now but I think my boss is watching me. As it was me who ¹¹(recommend) Sue. I am worried about losing my job. (Rebecca)

VII. Make word partnerships.

crooked	contracts
slush	dilemma
total	economy
moral	warning
facilitation	angle
black	fund
verbal	loopholes
long-term	bribery
different	methods
. legal	rival
. massive	relationships
. unfair	payment
. overpriced	impoverishment

VIII Replace the word combinations in italics by their English equivalents from the above task.

1. I strongly suspect that you have become a victim of your *нечестного конкурента*. There are rumours about his using *недостойных методов* to promote the products.
2. The majority of multinationals have *денежный фонд, предназначенный для взятки* to buy contracts or establish networks in the developing world.
3. Corrupt practices in Nigeria result in *всеобщее обнищание* of the country leading to poorer education and healthcare.
4. - I see, your restless boss was found not guilty after he had plugged *законные лазейки* in the law.
- Be sure, it was a hell of a job for him.
5. Sometimes it is difficult to distinguish *поощрительное денежное вознаграждение* from bribes, but it is size that matters.
6. They are paralysed with fear of bad publicity as their *массированное взяточничество*, their sweatshops and child labour are going to be in papers.
7. They donate jobs and provide expert services to establish *долгосрочные* trusting *взаимоотношения* in the country.

8. In Asia most Western companies face *моральные дилеммы* concerning strong **traditions built around exchanges of gifts and far often “gifts” of money.**
9. Bribery is a way of life in the countries with *теневой экономикой*, and you have no alternative if you want to win a contract.
10. At first Teresa Lopes from accounts department was given a *словесное предупреждение* to clear their account within 14 days.
11. If you look at this from *с другой точки зрения*, you'll have to admit that his behaviour is **undermining our company's reputation.**
12. Finally the representative made a shocking statement that all the money was diverted from local projects in agriculture into the *чрезвычайно дорогостоящие контракты.*

IX. Put questions to the sentences below.

1. Johnson & Johnson stresses honesty, integrity and putting people before profits. (special question)
2. They summarized their ethical code in a company document called 'Our Credo'. (object question)
3. J & J's CEO puts it this way: 'If we keep trying to do what's right, at the end of the day we believe the marketplace will reward us. (subject question)
4. Some years ago eight people died of swallowing cyanide-laced capsules of Tylenol (disjunctive question)
5. The pills had been altered in only a few stores, not in the factory. (general question)
6. Nevertheless, a J & J quickly recalled all of this product. (reported general question)
7. The recall cost the company \$240 million in earnings. (disjunctive question)
8. However, the company's swift recall of Tylenol strengthened consumer confidence and loyalty. (subject question)
9. Tylenol remains the leading brand of pain reliever in the US market. (disjunctive question)
10. The Credo should not be viewed as some kind of social welfare program – it's just plain good business. (general question.)
11. **J&J's CSR has made it one of America's most admired and profitable companies** (reported special question with *What*)

X. Complete the dialogue using these expressions.

we have a number of options	let's look at pros and
on the one hand	cons
let's look at this from a different	on the other hand
angle	we could also try
let's think about the consequences	the solution then is

the next thing to do

in my opinion

SOME WORDS IN FAVOUR OF CORPORATE SOCIAL RESPONSIBILITY (CSR)

I – an interviewer Jeffrey A. Fadima – an expert

I. Mr. Fadiman, could you tell me, what kind of moral dilemmas large companies face in the developing world?

J. Well, 1)_____, companies do have responsibilities in the world and should try to be a positive influence.

I. Mm, You mean CSR, a noisy word! Big firms all want to be good corporate citizens, at least to show that they are.

J. Right, but 2)_____, rich country multinationals operating in Asia or Africa **should follow society's standards there. That's the problem. In developing nations** people prefer to see themselves as belonging to an inner circle. Everyone else is an “outsider” whose motives are to be questioned. Obviously, people prefer to do **business with “insiders” they know and trust. A gift or a service obligates your** contact to return the favor at some future time with interest. This process should be unending, with visits, gifts, gestures and services.

I. Mmm, maybe, but 3)_____ of gift-giving practices.

J. Well, by participating in the traditional exchange of gifts and favors you become a part of an inner circle. Naturally, 4)_____ is to built trust, get greater access to local markets and minimize risk of investment.

I. 5)_____ **it is difficult sometimes to distinguish a “gift” of money from a bribe. That's the area where people can get themselves into hot water. Violating business** ethics, compromising integrity. 6)_____, they may be disastrous.

J. I know what you mean but 7)_____ the size is important. The smaller the amount the less likely it is to be a bribe. If money goes to a third party- especially someone in power- it sounds like a bribe too. But, fortunately, we 8)_____ to deal with.

I. What are they? Can you give an example?

J. 9)_____ is to offer donations to built hospitals, schools. 10)_____ to provide expert and engineering services, to donate jobs and so on instead of making private payments to individuals and compromising business ethics.

Quality

I. Find 14 pairs of words with similar meaning.

Excellence, long-lasting, bewilder, repair, defect, perfection, break down, convey,
durable, go bust, eliminate, fault, compensation, strive for, supply-driven, hazard,
recover, go bankrupt, fix, go wrong, refund, puzzle, get rid of, struggle, danger,
get back, production-obsessed, express

II. Match the following words and phrases to the definitions.

warranty	to become a bankrupt
consistency	checking supplies of goods
benchmarking	striving for continues improvement
to one's cost	to one's loss or disadvantage
to go bust	modeling company's performance or product on the best practice
stock control	ability to last for a long time
durability	a written promise given by a company to replace or repair a faulty product
to overdue	the state of being the same, conforming to specification
Kaizen concept	to delay payment beyond the time fixed
to clear account	to pay what one owes

III. Make two-word partnerships.

minimal	a. defect
stock	b. gap
balance	c. satisfaction
total	d. feedback
consumer	e. quality
zero	f. vehicle
market	g. action
stylish	h. complaints
safety	i. trash
legal	j. standard
customer	k. margin
cheap	l. control
quality	m. sheet
profit	n. target
quality	o. hazard

IV. Complete the sentences with the above word combinations.

1. Quality needs long-term commitment. A 'blitz approach' can lead to s... h..., says quality consultant John Oakland.
2. **Using lousy systems and materials companies can produce only c... t....**
3. About ten years ago Motorola, Texas Instruments and Harley Davidson took up **TQM to close the q... g... between them and the Japanese.**
4. **Many of them have realized that t... q... and customer service are no longer a source of sustainable advantage, but merely a qualification for competing.**
5. If you do not clear your **account within the next week we shall have to take l... a....**
6. Lean manufacturing means just-in-time manufacturing where parts are made and **supplied when needed. The main objective of lean manufacturing is that of z... d....**
7. Offering greater service quality results in higher costs. However, investments **usually pay off because greater c... s... leads to higher sales and superior profit performance.**
8. **Thus, where the manufacturer's q... t... might be 'zero defects', the service provider's goal is zero customer defections).**
9. By **examining the b... s... and other documents we finally found out that the company was not doing well as they claimed.**
10. **His decision was to ignore the mass volume residential market with its large p... m... and go for high profile customers.**
11. Mercedes, Europe's leading luxury car maker provides higher performance quality **than Volkswagen: its s... and comfortable v... has a smoother ride, handles better and lasts longer.**
12. Top service firms watch service performance closely — both their own and that of competitors. They provide **m... f... using such methods as customer surveys, suggestion schemes and customer complaint programmes.**
13. **C.. c... are an opportunity for companies to remedy poor service.**

V. Fill in the gaps in the sentences below with an appropriate form of the word given in the margin.

HOW PRICE SIGNALS PRODUCT QUALITY

Heublein produces Smirnoff, America's 1)..... brand of vodka. leader
 Some years ago mother brand, Wolfschmidt, attacked Smirnoff. courage
 Wolfschmidt claimed to have the same quality as Smirnoff, but consideration
 priced at \$1 less per bottle to 2)..... demand. Concerned that low
customers might switch to Wolfschmidt, Heublcin 3)..... several expend
possible counterstrategies. The company could 4).... Smirnoffs respectful
 price by \$1, it could hold Smirnoffs price but increase advertising deny
and promotion 5)..... or it could hold Smirnoffs price and let its introduction
 market share fall. All three strategies would lead to lower profits. competition
In some 6)....., Heublein faced a no-win situation. At this point, priceless

however. Heublein's marketers thought of a fourth strategy - and it was 7).... brilliant, Heublein raised the price of Smirnoff by 81! **The company then 8)..... a new brand. Relska, 9)..... with** ironical
 Wolfschmidt. Moreover, it introduced yet another brand, Popov, **10)..... even** tasty
 lower than Wolfschmidt. This product line-pricing rough
 strategy positioned Smirnoff as the elite brand and Wolfschmidt as differ
 an ordinary brand. Heublein's clever strategy produced a large
increase in its overall profits. The 11)..... is that Heublein's three
brands are much the same in 12).... and manufacturing costs.
 Heublein knew that a product's price signals its quality. Using price
as a signal, Heublein sells 13)..... the same product at three
14)..... quality positions.

VI. Complete the text using prepositions from the box.

by, with, in, on, to, from, during, at, out, of, through,
 about, into

MOTOROLA'S CUSTOMER-ORIENTED, SIX-SIGMA QUALITY

Founded 1) ___ 1928, Motorola introduced the first car radio – hence the name Motorola, suggesting 'sound in motion' 2) ___ the Second World War, it developed the first two-way radios ('walkietalkies').3) ___ the 1950s, Motorola had become a household name in consumer electronics products. 4) ___ 1970 Motorola switched 5) ___ pagers and cellular telephones. However, 6) ___ the beginning of the 80s Japanese competitors were still beating Motorola 7) ___ higher-quality products at lower prices.

8) ___ the past decade, Motorola has made a roaring come back. It now leads all competitors 9) ___ the global two-way mobile radio market and in cellular telephones, with a 45 % worldwide market share. Motorola achieved such remarkable leadership through its commitment 10) ___ quality. In 1980 it set the unheard-of goal of 'six-sigma' quality. This means that Motorola set 11) ___ to reduce product defects 12) ___ fewer than 3.4 per million components manufactured - that is, 99% defect free production. 'Six sigma' became Motorola's rallying cry. Motorola's initial efforts were focused 13) ___ improving product quality 14) ___ manufacturing improvements. The goal was to prevent defects 15) ___ occurring 16) ___ the first place by designingr quality 17) ___ the outset. For example, Motorola's highly successful MieroTAC foldable, hand-held cellular phone has fewer components, which snap together instead 18) ___ being joined by screws or fasteners, resulting 19) ___ fewer component defects and production errors. Six-sigma standard means that everyone in the organization must be dedicated 20) ___ quality. Thus total quality has become an important part of Motorola's basic corporate culture.

Motorola spends \$120 million annually to educate employees about quality. Because Motorola's products can be only as good as the components that go 21) ___ them, the company forces its suppliers to meet the same quality standards. More recently, Motorola's initial focus 22) ___ preventing manufacturing defects has led 23) ___ its emphasis 24) ___ customer value. 'Quality', notes Motorola's vice-president, 'has to do something for the customer. Thus, our company aims 25) ___ **“total customer satisfaction”**. **Our definition of a defect is 'if the customer doesn't like it, it's a defect'**. Instead of concentrating mainly 26) ___ manufacturing defects, Motorola now surveys customers 27) ___ their quality needs, analyzes customer complaints 28) ___ products. Motorola's executives routinely visit customers' offices to gain more detailed, deeper insights 29) ___ their needs. As a result, Motorola's TQM programme has turned the company 30) ___ a market-driven, customer-focused leader.

VI. Replace the following Russian words with their English equivalents.

consistency, gaining an edge over, economic powerhouse, in terms of customer needs and expectations, durability, global quality movement, elimination of deviations, reduce defects, product quality, preventing defects, quality improvement, powerful strategic weapon, Total Quality Management program, reliability, dedication to, quality pioneer, to respond to, emphasis on quality, strive for, customer value, excellence, to survive, total customer satisfaction

PRODUCT QUALITY

1) *Качество товара* stands for the ability of a product to perform its functions. It includes the product's 2) *износостойкость* and 3) *надежность* and value for money. Quality should be measured in terms of buyers' perceptions. Companies rarely try to offer 4) *совершенство* - few customers want or can afford it. Such highest level of quality is offered in products such as a Rolls-Royce, a Sub Zero refrigerator or a Rolex watch. Instead, companies choose a quality level that matches target market needs and the quality levels of competing products.

Besides, quality also means 5) *постоянство*. In this sense, quality means 6) *'ликвидацию отклонений'*. During the past decade, 7) *акцент на качество* has encouraged a 8) *глобальное движение за качество*.

Japanese firms have long practised 9) *Программа всеобщего контроля качества* (TQM). For more than 40 years, the Japanese have awarded the Deming prize (named after 10) *первопроходца в области качества* W. Edwards Deming) to companies that have achieved outstanding quality. In these 40 years, a focus on quality has turned Japan from a maker of knick-knacks into an 11) *мощную экономическую державу*. Now European and US companies have 12) *реагировать*. The result has been a global quality revolution.

To some companies, improving quality means using better quality control to 13) *сократить погрешности*. To others, it means making lofty speeches about the importance of quality. But TQM means much more than this. It means a total-company 14) *приверженность* continuous 15) *совершенствованию качества*. Quality starts with top management. Many companies have now created 'total quality programmes' headed by vice-presidents or directors of quality. Then employees at all levels of the organization must 16) *бороться за качество*. Total quality management involves 17) *предотвращение дефектов* before they occur, through better product design and improved manufacturing processes. Moreover total quality means improving 18) *потребительская ценность*. Some argue that total quality is a powerful weapon for achieving 19) *“всестороннее удовлетворение клиента”*. This is possible if quality is interpreted in 20) *непосредственной связи с потребностями и надеждами потребителя*. Many companies have turned quality into a 21) *мощное стратегическое оружие*. Strategic quality involves 22) *достижение преимущества над* competitors by consistently offering products and services of better quality. As one expert proclaims: “Quality is not simply a problem to be solved; it is a competitive opportunity”. Others suggest, however, that quality has now become a competitive necessity only companies with the best quality will 23) *выживут*.

VIII. Decide on the right preposition for every verb to translate the word combinations from the next exercise.

In, to, about, for, down, in, out

To turn, to carry, to rely, to strive, to involve, to reply, to respond, to complain, to break, to result, to conform, to be committed, to refer

IX. Paraphrase the words in italics using the above verbs.

1. We very much regret to inform you that we have *to refuse from* the shirts as their quality is unacceptably low, especially in design and colour.
2. Since the shirts *correspond* neither *to* the description nor to the sample, we can not accept these goods at the price agreed.
3. We have supplied the same goods to other markets in Europe and no one *has received any negative criticism* about their quality yet.
4. Quality comes only from companies whose employees *are devoted to* quality and who have the motivation and training to deliver it.
5. Successful companies *remove* the barriers between departments. Their employees work as a team *to perform* core business processes and to create desired results.
6. A quality-driven company must find and align itself with high-quality suppliers and distributors it *can trust*.
7. *Mentioning* TQM, one way to improve quality is to benchmark the company's performance against the best competitors *struggling for* equal or even superior results.

8. Doing things right the first time reduces the costs of repair and redesign when product keeps *going bust* **not to mention damage to company's reputation**. **Quality** must be designed in.
9. Offering greater service quality results in higher costs. However, investments usually pay off because greater customer satisfaction *leads to* increased customer retention and sales.

X. Put questions to the words in italics.

1) *The Japanese* took early to TQM. 2) In 1947 General Douglas MacArthur invited *W. Edwards Deming to Japan* to help cope with their postwar industrial needs. 3) Deming was *no ordinary* Management consultant. 4) He was the man who invented *quality*. 5) To the Japanese he was a prophet whom they invited back many times *to lecture on quality and statistical theory*. 6) Meanwhile the United States and Europe *ignored* him. 7) *In 1951* the Japanese created the Deming Prize. 8) The award symbolized Japanese industry's commitment to *Deming's* quality ideals. 9) Honda, Nissan, Toyota and Matsushita all *won* that prize more than 30 years ago. 10) Consumers around the world flocked *to buy high-quality Japanese products*, while American and European firms were trying *to catch up*.

XI. Complete the sentences with an appropriate form of MAKE or DO.

1. **The chairman a report on benchmarking practices at the moment.**
2. **We our best recently to prevent manufacturing defects.**
3. **Theya good progress since they launched an aggressive crusade to improve quality.**
4. **He said that the company a good profit if introduced a TQM program.**
5. **We have to ... a lot of research before copying Toyota's fuel gauge and "better the best" where possible.**
6. **Rolls Royce choice in favor of old-style quality and went bust in 1973.**
7. **You a great mistake by discontinuing this product; it's a real cash-cow.**
8. **When I turned up in the garage in the evening, all the repairs**
9. **There is a lot of work before re-launching the product**
10. **Could you ... me a favour and get my laptop it fixed by, say, tomorrow. It's a busy time in my life.**
11. **We... already away with old system of clocking in and traditional office hours.**

1. **Переведите текст № 1**

What are the ways of settling a claim?

In case ofv short-weight it is recompensed by a load sent separately or at the of follow-up shipments. In a case of damage or faults, the goods at the Buyer's option can be repaired or replaced, all at the Seller's expense.

Sometimes if deviation in quality is within certain limits the goods can be retained but with an allowance proportionate to the discrepancy in quality. This is usually the case with raw materials, foodstuffs or any other goods sent in bulk.

If the goods are missing the Seller must necessarily locate them. Sometimes it is quite a problem as consignments may be lost when transhipped at some intermediate port or if sent at a wrong address. If the goods are not recovered compensation must be paid by the party directly responsible for it.

2. Выпишите из текста термины.

3. Переведите на русский язык сочетания слов:

offer without obligation, goods-in-transit insurance, marine insurance, documentary evidence, missing goods, admit a claim, counter claim, withdraw a claim, expert's report, inspection report, surveyor's report, make repairs, reject a claim.

4. Найдите в словах префиксы и суффиксы

examination, inspection, surveyor, failure, evidence, defective, counter, damaged, withdrawn, arbitrator, documentary.

5. Переведите предложения, повторив предварительно неличные формы глагола.

- a) Дорога, которая должна соединить эти два города, строится.
- b) Он первым поднял этот вопрос.
- c) При списывании текста, он сделал несколько ошибок.
- d) Я понимал, почему он избегает говорить об этом.
- e) В комнате несколько сломанных стульев.
- f) Я чувствовал, что кто-то идет за мной.

6. Поставьте глагол главного предложения в Past Simple и внесите соответствующие изменения в придаточное предложение (правило согласования времен).

- a) She doesn't know the teacher will explain this rule at the next lesson.
- b) The student explain to them that they want to attend his lecture.
- c) We don't suppose that they can come across each other in this city.
- d) I think you can meet him there.

7. Переведите следующие предложения, обращая внимание на страдательный залог.

- a) The results will be referred to in the next chapter.
- b) Their achievements were not spoken about at the conference.

- c) In a dispute between the Buyer and the Seller not only the fact of a confegency is to be ascertained.
- d) If is proved the Seller is not liable and the execution of a contract is poslponed until all the after-effects causing damage are eliminated.

Вспомогательный раздел

Начальный уровень владения иностранным языком

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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.**
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