

Белорусский национальный технический университет

Факультет Маркетинга, менеджмента, предпринимательства

Кафедра Межкультурная профессиональная коммуникация

СОГЛАСОВАНО

СОГЛАСОВАНО

Заведующая кафедрой

Декан факультета

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**ЭЛЕКТРОННЫЙ УЧЕБНО - МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО
УЧЕБНОЙ ДИСЦИПЛИНЕ**

«Иностранный язык» для студентов специальности
1-25 01 07 Экономика и управление на предприятии

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Рассмотрено и утверждено

На заседании совета факультета маркетинга, менеджмента,
предпринимательства

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Электронный учебно-методический комплекс по дисциплине «Иностранный язык» предназначен для студентов специальности 1-25 01 07 Экономика и управление на предприятии очной формы получения высшего образования, а так же для преподавателей кафедры «Межкультурная профессиональная коммуникация» БНТУ с целью проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

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Перечень материалов

Учебно-методический комплекс.

Пояснительная записка

Электронный учебно-методический комплекс по дисциплине «Иностранный язык» 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 «Иностранный язык», назначение которого состоит в обеспечении непрерывности и полноты процесса обучения основам маркетинга на английском языке.

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

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

Практический раздел ЭУМК включает в себя: текстовые материалы с заданиями грамматического и лексического характера по учебной дисциплине «Иностранный язык», обучающие и тренировочные упражнения для самостоятельной работы как репродуктивного, так и творческого уровня, в объеме, предусмотренном учебным планом по дисциплине.

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

Учебно-методический комплекс по дисциплине «Иностранный язык» предназначен для студентов очной формы получения высшего образования, а также преподавателей БНТУ кафедры «Межкультурная профессиональная коммуникация» с целью проведения как аудиторных практических занятий, так и организации самостоятельной работы студентов.

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Белорусский национальный технический университет

УТВЕРЖДАЮ

Проректор по учебной работе,
экономической и финансовой
деятельности

Белорусского национального
технического университета

_____ Г.А. Вершина

«___» _____ г.

Регистрационный № УД _____/р.

Иностранный язык

**Учебная программа учреждения высшего образования
по учебной дисциплине для специальностей
1-26 02 01 Бизнес-администрирование
1-26 02 03 Маркетинг
1-25 01 07 Экономика и управление на предприятии**

Факультет маркетинга, менеджмента, предпринимательства
Кафедра «Современные европейские языки»

Курс - 1

Зачет - 1

Семестры - 1, 2

Экзамен - 2

Практические занятия - 136-140

Форма получения
высшего образования - дневная

Аудиторных часов
по учебной дисциплине - 136-140

Всего часов
по учебной дисциплине – 240-320

Составили А.И.Сорокина, канд.пед.наук, доцент, И.М. Сологуб, ст.
преподаватель, А.Г. Кунец, преподаватель
2014г.

Учебная программа составлена на основе типовой учебной программы «Иностранный язык», 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 учреждения высшего образования дисциплины «Иностранный язык» разработана для специальностей 1-25 01 07 «Экономика и управление на предприятии», 1-26 02 01 «Бизнес-администрирование», 1-26 02 03 «Маркетинг».

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 изучения учебной дисциплины «Иностранный язык» 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 аргументированно 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 «Иностранный язык» 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 учреждения высшего образования на изучение дисциплины отведено всего 240-320 ч., в том числе 140 ч. аудиторных занятий, из них практические занятия 140ч.

Семестр	Лекции, ч.	Лабораторные занятия, ч.	Практические занятия, ч.	Итоговый контроль знаний
1	-	-	72	диф.зачет
2	-	-	68	экзамен

СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Тема 1. Представление

Знакомство. Страны и национальности. Всемирно известные компании

Тема 2. Работа и свободное время

Удовлетворенность работой. Рабочий график бизнес гуру. Свободное времяпрепровождение

Тема 3. Проблемы

Проблемы, возникающие на рабочем месте. Способы разрешения проблем.

Тема 4. Путешествия

Преимущества путешествия на самолете. Основные проблемы, с которыми сталкиваются пассажиры. Бронирование отеля. Комплекс услуг, предоставляемых отелями.

Средний уровень владения иностранным языком

Тема 1. Профессии

Важность выбора профессии. Составление резюме. Подготовка к собеседованию. Проведение собеседования.

Тема 2. Интернет - торговля

Электронная коммерция. Создание сайта. Планы на будущее.

Тема 3. Компании

Создание собственной компании. Новаторские идеи. Отличная команда. Выбор правильной стратегии.

Тема 4. Великие идеи

Основные достижения 20-го века. Способы генерирования идей. Великие бизнес идеи. Ключ к успешным совещаниям.

Продвинутый уровень владения иностранным языком

Тема 1. Бренд

Всемирно известные бренды. Различные подходы к брендингу. Значение бренда для потребителя и производителя. Продвижение продукции на рынок

Тема 2. Путешествия

Преимущества и недостатки путешествия на самолете. Проблемы, с которыми сталкиваются бизнесмены, путешествуя. Основные причины агрессии пассажиров.

Тема 3. Организация

Структура компании. Успешная организация. Гибкий график работы

Тема 4. Перемены

Отношение людей к переменам. Наиболее стрессовые ситуации. Управление переменам.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов				Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая самостоятельная работа студента			
1	2	3	4	5	6	7	8	9
семестр 1								
1	Introduction		36					
	Discussion							
1.1	Jobs and studies		4			Activity file Resource bank	[1,1]	
1.2	Introducing yourself and others		4			Activity file Resource bank	[1,2]	
1.3	Nationalities and languages		4			Audio script	[1,4]	
1.4	Countries		4			Activity file Resource bank	[1,6]	
1.5	Describing people		4			Text bank	[1,5]	
1.6	Talking about yourself		4			Text bank	[1,7]	
	Language work							

1.6	To be		4			Grammar reference	[1,8]	
1.7	A / an with jobs		4			Grammar reference	[1,9]	
	Revision		4					Test
2	Work and leisure		36					
	Discussion							
2.1	Discussing work and leisure activities		4			Activity file Resource bank	[2,2]	
2.2	Talking about work and leisure		4			Activity file Resource bank	[2,2]	
2.3	Describing your routine		4			Activity file Resource bank	[2,3]	
2.4	Famous business guru		4			Activity file Resource bank	[2,4]	
2.5	Interviewing employees about working conditions		4			Audio script	[2,5]	
2.6	Interviewing people about their typical day		4			Text bank	[2,6]	
2.7	Days, months, dates		4			Text bank	[2,7]	
	Language work							
2.8	Present Simple		2			Grammar reference	[2,4]	
2.9	Adverbs and expressions of frequency		2			Grammar reference	[2,4]	
	Presentation "My working day"		2					Prese ntati on
	Revision		2				[2,5]	Диф. зачет
	Итого за семестр		72					
семестр 2								
3	Problems		32					
	Discussion							
3.1	Problems where you live		2			Activity file Resource bank	[3,1]	
3.2	Workplace problems		6			Activity file Resource bank	[3,4]	
3.3	Survey of problems at work		2			Activity file Resource bank	[3,5]	
3.4	Complaining about holiday problems		2			Audio script	[7]	
3.5	Solving problems		2			Text bank	[3,6]	
3.6	Telephone message		4			Text bank	[3,7]	
3.7	Dealing with problems		4					
	Language work							

3.8	Present Simple		4			Grammar reference	[3,8]	
3.9	Adjectives describing problems		2			Grammar reference	[3,9]	
	Revision		4					Test
4	Travel		36					
	Discussion							
4.1	A place you know well		4			Activity file Resource bank	[4,1]	
4.2	Travel information		6			Audio script	[4,2]	
4.3	A business hotel brochure		6			Text bank	[4,3]	
4.4	Making bookings		6			Audio script	[4,4]	
4.5	Travel details		4			Audio script	[4,5]	
	Language work							
4.6	Can/ can't		4			Grammar reference	[4,6]	
4.7	There is/ there are		2			Grammar reference	[4,7]	
	Revision		4					Экзамен
	Итого за семестр		68					
	Всего аудиторных часов			140				

Средний уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов				Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и т.п.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая самостоятельная работа студента			
1	2	3	4	5	6	7	8	9
семестр 1								
1	Careers		36				[1,2,4]	
	Discussion						[1,2,4]	
1.1	Ideas about careers		4			Activity file Resource bank		
1.2	Ways to improve your career		4			Activity file Resource bank		
1.3	Career plan		4			Audio script	[1,2]	
1.4	Making contact		6					
1.5	Choosing the best candidate for the job		6			Text bank	[1,2]	
	Language work						[1,2]	
1.6	Word building		6			Grammar reference	[1,2]	
1.7	Modals		6			Grammar reference	[1,2]	

	Revision							Test
2	Selling online		36					
	Discussion							
2.1	Shopping online		6			Activity file Resource bank	[1,7]	
2.2	Worry for retailers		4			Activity file Resource bank	[1,4]	
2.3	Reaching agreement		4			Audio script	[1,7]	
2.4	Negotiations		4			Text bank	[1,4]	
2.5	Interview with the head of e-commerce		4			Text bank	[1,2]	
	Language work							
2.6	Economic terms		4			Grammar reference	[1,2]	
2.7	Modals		6			Grammar reference	[1,2]	
	Revision		4					Диф.зачет
	Итого за семестр		72					
семестр 2								
3	Companies		34					
	Discussion							
3.1	Types of companies		4			Activity file Resource bank	[1,4]	
3.2	The world's most respected companies		4			Audio script	[1,4]	
3.3	Presenting your company		4			Audio script		
3.4	Preparing an investment plan		4					
3.5	National companies		4			Text bank	[1,4]	
3.6	International companies		4			Text bank	[1,4]	
	Language work							
3.7	Adjectives for companies		4			Grammar reference		
3.8	Present Simple/ Present Continuous		2			Grammar reference		
	Revision		4					Test
4	Great Ideas		34					
	Discussion							
4.1	Discussing ideas		4			Activity file Resource bank	[1,4]	
4.2	Great business ideas		4			Activity file Resource bank	[1,4]	
4.3	Ways of generating new ideas		4			Activity file Resource bank	[1,4]	
4.4	Brainstorming		4			Audio script	[1,7]	
4.5	Companies and new ideas		4			Text bank	[1,4]	

4.6	Successful meetings		4			Text bank	[1,4]		
	Language work								
4.7	Verb and noun combinations		4			Grammar reference	[1,7]		
4.8	Past simple/Past Continuous		6			Grammar reference	[1,7]		
	Revision							Экзамен	
	Итого за семестр		68						
	Всего аудиторных часов	140							

Продвинутый уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов				Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая самостоятельная работа студента			
1	2	3	4	5	6	7	8	9
семестр 1								
1	Brands		38					
	Discussion							
1.1	Authentic product promotions		4			Activity file Resource bank	[1,4]	
1.2	Your favourite brands		4			Activity file Resource bank	[1,5]	
1.3	Outsourcing production		4				[1,4]	
1.4	An interview with a brand consultant		6			Activity file Resource bank	[1,4]	
1.5	Solving the problems		4			Audio script	[1,7]	
1.6	Taking part in meetings		4			Text bank	[1,5]	
1.7	National and international brands		4			Text bank	[1,5]	
1.8	Presenting your favourite brand		4					presentations
	Language work							
1.9	Words and expressions for talking about brands		2			Grammar reference	[1,2,8]	
1.10	Present Simple/Present Continuous		2			Grammar reference	[1,2,8]	
2	Travel		34					
	Discussion							
2.1	Travel experiences		4			Activity file Resource	[1,4]	

					bank		
2.2	Travelling by air		4		Activity file Resource bank	[1,5]	
2.3	Business traveler's priorities		4		Audio script	[1,7]	
2.4	Air rage		2				
2.5	Trade and travel		4		Text bank	[1,4]	
2.6	Choosing a suitable hotel		4		Text bank	[1,4]	
	Language work						
2.7	Words for talking about travel		4		Grammar reference	[1,6]	
2.8	Talking about the future		4		Grammar reference	[1,2]	
	Revision		4				диф. зачет
	Итого за семестр		72				
семестр 2							
3	Organisation		36				
	Discussion						
3.1	Rank status		4		Activity file Resource bank	[1,4]	
3.2	Flexibility in the workplace		4		Activity file Resource bank	[1,5]	
3.3	Company structure		4		Activity file Resource bank	[1,6]	
3.4	A successful organization		4		Audio script	[1,7]	
3.5	Mergers and takeovers		4		Text bank		
3.6	Introductions and networking		4		Text bank	[1,6]	
	Language work						
3.7	Words for talking about organisation		4		Grammar reference	[1,2]	
3.8	Noun combinations		4		Grammar reference	[1,2]	
	Revision		4				диф. зачет
4	Change		32				
	Discussion						
4.1	Attitudes to change		4		Activity file Resource bank		
4.2	Changes at work		4		Activity file Resource bank		
4.3	Rank stressful situations		4		Activity file Resource		

						bank		
4.4	Change in retailing		4			Text bank		
4.5	Taking part in meetings		4			Activity file Resource bank		
	Language work							
4.6	Words for describing change		4			Grammar reference		
4.7	Past Simple/ Present Perfect		6			Grammar reference		
	Revision		4					Экзамен
	Итого за семестр		68					
	Всего аудиторных часов	140						

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, M. First Certificate language Practice. / M. 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, B. Breary. - Oxford University Press, 1998.
2. Vince, M. Intermediate Language Practice / M. Vince. - Macmillan Publishers Limited. 1998.
3. McCarthy, M. English Vocabulary in Use (Upper Intermediate and Advanced) / M. McCarthy, F. O'Dell. - Cambridge University Press, 1998.
4. Jones, L. New Progress to First Certificate. / L. Jones. - CUP, 2001.
5. http://www.forbes.com/fdc/welcome_mjx.shtml
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 и экзамена 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;

- *технология 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;

- *технология дебатов*, представляющую собой полемический диалог, проходящий по определенному сценарию и имеющий целью убеждение третьей стороны – судей или аудитории;

- *компьютерные технологии*, предполагающие широкое использование интернет-ресурсов и мультимедийных обучающих программ. Компьютерные технологии позволяют интенсифицировать и активизировать учебно-познавательную деятельность студентов, эффективно организовать и спланировать самостоятельную работу, совершенствовать контрольно-оценочные функции (компьютерное тестирование).

Организация самостоятельной работы студентов

В ходе организации самостоятельной работы студентов преподаватель осуществляет контроль при подготовке всех стадий презентаций.

Студенты осуществляют поиск дополнительной информации в Интернете по темам занятий.

Компьютерные программы, электронные учебно-методические пособия

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

Теоретический раздел

Basic Ingredients of English-Speaking Countries Economies

Great Britain, the United States of America, Canada, Australia, and New Zealand are referred to as English-speaking countries. Availability of market economy i.e. based on free enterprise, generally characterized by private ownership and initiative, with a relative absence of government involvement is characteristic for them. However, government intervention has been found necessary from time to time to ensure that economic opportunities are fair and accessible to the people, to prevent flagrant abuses, to dampen inflation and to stimulate growth. Such economies are generally described as mixed, which is to say that even though the great majority of productive resources are privately owned, the federal government does play an important role in the marketplace.

Every economic system tries to anticipate and then meet human needs and wants through the production and distribution of goods and services. The economic system is the mechanism that brings together *natural resources, the labor supply, technology*, and the necessary *entrepreneurial and management* talents.

The first ingredient of an economic system is the natural resources from which goods are produced. In general, these countries have land rich in mineral resources and fertile farm soil. Second, the amount of available labor helps determine the health of the economy. Generally, all these countries have been fortunate in having enough people to provide the labor necessary for a constantly expanding economies. The Protestant work ethic supported the demand for hard work. The strong emphasis placed on education also contributed to their economic success. Likewise the willingness to experiment, to change and to invest in technology was significant in a land that had pride itself on being a new experiment in freedom.

But the existence of abundant natural resources and a skillful and willing labor force accounts for only part of an economic system structure. The resources must be directed as efficiently as possible into the areas where they will be most productive. In the economies of main English-speaking countries, managers of enterprises responding to signals from market perform this function. The corporation as a voluntary association of owners known as stockholders has proved to be an effective device for accumulating funds for investment.

All free market economies run in a cycle, one not so much of 'boom and bust' as of expansion and contraction. Looked at over time, this rise and fall of the economies can be charged with a certain regularity devoid of a matching precision. Forecasting just when they will enter a new phase, such as recession or growth, remains more art than science. Now the economies of English-speaking countries stand at different stages of the cycle. However, despite periodic recessions or depressions, they have continued to grow over time.

II. Answer the questions.

1. What countries are referred to as English-speaking ones?
2. Are those developed or developing countries?
3. What is characteristic for a free market economy?
4. What are the major ingredients of an economic system?

5. Why do economies of English-speaking countries prove to be so successful?
 6. Explain the terms *boom*, *boost*, *expansion*, and *contraction*.

III. Learn the words and compose sentences with them.

<i>Nouns</i>	<i>Существительные</i>
market economy	рыночная экономика
mixed economy	смешанная экономика
Macroeconomics	макроэкономика
Microeconomics	микроэкономика
Advancement	развитие, прогресс
standard of living	уровень жизни
private ownership	частная собственность
Initiative	инициатива
Involvement	вовлечение, участие
Intervention	вмешательство
natural resources	природные ресурсы
labor supply	предложение рабочей силы

VI. Match the terms from the left column with their meanings from the right column.

Investment	the act of moving ahead
Output	estimate of future activity
Forecast	individual buyer
Ensure	stop from happening
Prevent	begin
Set up	guarantee
Advancement	commitment of money and other resources (time, training) for a profit
Consumer	the work or product produced

VII. Match each word from the left column with its synonym from the right column.

standard of living	progress
Emphasis	life standard
Anticipate	expressiveness
advancement	guarantee
Determine	deject
Ensure	define
dampen	foresee

VIII. Choose the antonyms to the given words.

advantage	
improvement	
available	
efficient	
advancement	
Input	
accessible	
skillful	

The US economy

The American economy is a dynamic system that is constantly evolving out of the choices and decisions made by millions of citizens who play multiply, often overlapping roles as consumers, producers, investors and voters. By any standard, the American economy has been immensely successful. With less than 5 percent of the world's population, the United States in the early 1990s produced about 25 percent of the world's output. The U.S. economy is more than twice as large as the next largest economy, that of Japan. By conventional measures, U.S. productivity and standard of living remain among the highest in the industrial world.

Although the American economy has transformed itself over the years, certain issues persisted since the early days of the republic. One is the continuing debate over the proper role for government in what is basically a market economy. Another recurrent theme has been the transformation of the U.S. economy by emerging technologies. Beginning in 1870 and lasting for around a century, the United States became the world's manufacturing power - house — leading the world in the production of steel, automobiles and other products. Since the 1960s, another transformation has been taken place, as new service-based and information-processing industries gradually replace some of the old stalwarts of the traditional industrial base. By the 2000s, advances made in such fields as chemistry, electronics and biotechnology were producing goods and services ranging from semiconductor circuits to laser surgery. Similarly, new farming technology has transformed the American agricultural sector, allowing more food and fiber to be produced by a constantly dwindling number of farmers.

The third theme has been the continuous debate over international trade policy and, thus, over the degree of the United States integration into the world economy. Each of these themes underscores certain fundamental characteristics of the American economy. First, it is changing continuously, as citizens freely express their economic preferences directly in the marketplace and indirectly in the voting booth. At the same time, the Americans accept an important role for government to help create an environment with the widest possible opportunities for individual opportunity, and economic growth and progress.

The UK economy

Great Britain has an open economy, in which foreign trade plays a vital part. About one-quarter of its gross domestic product comes from the export of goods and services, a high share among major economies. Private enterprise accounts for three-quarters of gross domestic product and over two-thirds of total employment. Services now account for 60 percent of gross domestic product and manufacturing for about 25 percent. Britain is among the largest exporters of steel, chemicals, aircraft and satellites, textiles and clothing, financial, business and other services.

The keynote of government industrial policy is to encourage enterprise. Competition policy seeks to promote market efficiency where this is not achieved solely by market forces. A substantial privatization program has encouraged share ownership. It has also involved the privatization of a number of major businesses including *British Airways*, *British Gas*, *British Telecom*, and the water supply industry.

The Concept of Business

Business is a word that is commonly used in many languages. Traditionally, business simply meant exchange or trade for things people wanted or needed. Nowadays, the concept and activities of business have increased. One definition of business is production, distribution, and sale of goods or services for a profit. To examine this definition, let us look at its different parts.

First, *production* is the creation of services or processing of materials into products. Example is the conversion of iron ore into metal car parts. Next, these products need to be moved from the plant to the marketplace. This is known as *distribution*. A car might be moved from a plant in Germany to a car dealership in Poland. Third is the *sale* of goods and services. *Sale* is the exchange of a product or service for money. A car is sold to someone in exchange for money.

Goods are products that people either need or want; for example, cars can be classified as goods. *Services*, on the other hand, are activities that a person or group perform for another person or

organization. For example, an auto mechanic performs a service when he repairs a car. A barber renders a service when he cuts your hair.

Business, then, is a combination of all these activities: production, distribution, and sale. However, there is another important factor, i.e., creation of *profit* or economic surplus. A major goal in the functioning of any business company is making a profit. Profit is the money that remains after all the *expenses* are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

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.

II. Answer the questions.

1. What is one modern definition of business?
2. What does distribution involve?
3. What differ goods from services?
4. What are the constituents of business?
5. What is profit?

III. Learn the words and compose sentences with them.

Nouns	Существительные
business	бизнес, дело, коммерческое предприятие
production	производство
distribution	доставка, распределение
Sale	продажа, реализация
Sales	сбыт
profit	прибыль
Good	товар
service	услуга
expenses/ expenditures/ costs	расходы, издержки
exchange	1) обмен, 2) биржа
definition	определение, дефиниция
activity	деятельность
sole proprietorship	индивидуальное предпринимательство
partnership	товарищество
corporation	корпорация
start-up capital	стартовый капитал
legal entity	юридическое лицо
physical entity/ individual	физическое лицо
entrepreneur	предприниматель
Stock	1) основной капитал, акция (Am. E.), 2) запас
Share	1) доля, квота, 2) акция (Br. E.)

stockholder (Am. E.)/ shareholder (Br. E.)	акционер
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Unit 1. Introductions. JOBS.



1 Jobs

Learning objectives in this unit

- Talking about countries, nationalities, and jobs
- Asking for personal information
- Spelling
- Saying hello and goodbye

Activity

- The introductions game

Starting point

- 1 What is your name?
- 2 What is the name of your company?
- 3 What is your job?

Working with words | Countries, nationalities, jobs

1 Look at these people. Say where they are from, using words from the list.

Example: Dahlia is from India.

India the UK Japan Poland Brazil the USA Italy South Africa





Language at work | Present simple | Possessives

1 Read about Facebook. What is it? Who is the CEO?

The friendly face of FACEBOOK

Millions of people **are** on Facebook every day and now it's a multi-billion dollar American company. It's a website for friends, but they **aren't** only American. They're from all over the world. So is Facebook a friendly company? Yes, **it is**. Mark Zuckerberg, company CEO, tells us more ...

2 Complete these rules using the words in bold from 1.

- 1 Use '*m* / *am*, _____ / *is*, and '*re* / _____ in positive sentences.
- 2 Use '*m not* / *am not*, *isn't* / *is not*, and _____ / *are not* in negative sentences.
- 3 Complete this table for questions and short answers.

Questions	Short answers
<i>Is he / she / it ...?</i>	<i>Yes, he / she / _____.</i> or <i>No, he / she / it isn't.</i>
<i>Are you / we / they ...?</i>	<i>Yes, you / we / they are.</i> or <i>No, you / we / they aren't.</i>

3 04▶ Read this interview with Mark Zuckerberg. Underline the correct verbs in *italics*, then listen and check your answers.

Interviewer So, where ¹*is* / *are* your company exactly?

Zuckerberg It ²*'m* / *'s* in Palo Alto, in California.

Interviewer You ³*am* / *are* a CEO, so ⁴*is* / *are* you at work all the time?

Zuckerberg Yes, I ⁵*am* / *are*. But my work colleagues ⁶*is* / *are* also my friends. For example, Dustin Moskovitz, Head of Engineering, ⁷*is* / *are* a friend from college. And Adam D'Angelo is my Chief Technology Officer. We ⁸*'s* / *'re* old friends from school.

4 Work with a partner. Ask and answer questions about Mark and his company.

Example:

A Is Mark the CEO? / Is Mark the Head of Engineering?

B Yes, he is. / No, he isn't. He's the CEO.

Is	Mark	the CEO?
Are	Facebook	a website?
	Dustin	the Head of Engineering?
	Adam	the Chief Technology Officer?
	they	friends?
	he	from the USA?
		an employee of the company?
		work colleagues?
		at work all the time?

Tip | 'm or am?

Use '*m*, '*s*, or '*re* for speaking:

I'm = I am

She's = She is

They're = They are

Use *am*, *is*, or *are* for short answers:

Are you at work all the time?

Yes, I am. NOT Yes, I'm.

5 Make true sentences about you. Use the correct form of the verb *be*.

Example: I'm not Spanish.

- 1 I' _____ Spanish.
- 2 My company _____ American.
- 3 Our customers _____ in Asia.
- 4 My work colleagues _____ my friends.
- 5 English _____ important in my company / present job.

The introductions game

Play the introductions game with a partner.

Begin on START. Toss a coin.

Heads = move 1 square.

Tails = move 2 squares.

On a white square, follow the instruction.

On a blue square, respond.

The winner arrives on FINISH first.

FINISH 16	Tell your partner about your colleagues – names, jobs, nationalities.	Goodbye. 14	Introduce your partner to a customer. 13
Ask your partner: name? job? nationality? 9	Are you from Japan? 10	Introduce the person on card 11 to your partner. 11	Tell your partner about your boss – name, job, nationality. 12
Are you French? 8	Spell your company's name. 7	Hello, my name's Annie Da Silva. 6	Introduce yourself with the information on card 5. 5
START 1	Introduce yourself – give your name, job, and nationality. 2	Ask how your partner is. 3	How do you spell your name? 4

5

NAME: Mr Stanislav Beyer



JOB: Marketing Assistant
Warsaw, Poland

11

NAME: Ms Lesley Johnson

JOB: Technical Engineer
Middlesex, UK



1 | Practice file

Working with words

1 Match products 1–8 to their nationalities a–h.

- | | |
|--------------------------------|-----------------|
| 1 Coca Cola ____ | a American |
| 2 De Beer diamonds ____ | b Indian |
| 3 British Airways airline ____ | c Japanese |
| 4 Sanyo electronics ____ | d British |
| 5 LOT airline ____ | e Polish |
| 6 Andhra Rice ____ | f Brazilian |
| 7 Fiat cars ____ | g South African |
| 8 Cachaca rum ____ | h Italian |

2 Complete this chart with a job from the list that works for or with these people.

- | | |
|--------------------|--------------------|
| Technician | Receptionist |
| Sales Rep | Financial Director |
| Human Resources | Team Leader |
| Personal Assistant | |

Managing Director	¹ P _____ A _____
Sales Director	² S _____ R _____
³ F _____ D _____	bookkeepers
⁴ H _____ R _____	Training Officer
Manager	⁵ T _____ L _____;
Production Manager	⁶ T _____
Facilities Manager	⁷ R _____

3 Read these business cards and complete the business person's profile.

Haruo Ogawa
FINANCIAL DIRECTOR

TOYOTA JAPAN

I'm ¹ _____ (name).
I'm from ² _____ (country)
and I'm a ³ _____ (job).
My company is ⁴ _____
(nationality).

Isadora De Souza
Receptionist

PETROBRAS
BRAZIL

Her name is ⁵ _____
She's ⁶ _____ (nationality).
She's a ⁷ _____ (job). Her
company is in ⁸ _____
(country).

Jade Botha TEAM LEADER

SA Airlink
SOUTH AFRICA

I'm ⁹ _____ (name).
I'm from ¹⁰ _____ (country)
and I'm a ¹¹ _____ (job).
My company is ¹² _____
(nationality).

Business communication

1 Put these conversations in the right order.

- 1 a ____ I'm fine. This is my colleague, Martin Altenberg.
b ____ Hello. Pleased to meet you, Gundula. How are you?
c ____ How do you do, Martin?
d ____ Hello. My name's Gundula Bauer.
- 2 a ____ No. How do you do? I'm Stefani.
b ____ Do you know Ariadne?
c ____ And you.
d ____ Pleased to meet you, Stefani.
- 3 a ____ Thanks. Nice meeting you and your colleague.
b ____ Bye.
c ____ Yes, have a good journey.
d ____ It's time to leave. See you soon.
e ____ Goodbye.

2 Underline the best option in italics.

- A ¹*This is Pietre.* / How are you? He's my assistant.
B ²*How do you do?* / Nice to meet you too. Pleased to meet you.
A ³*I'm fine.* / And you.
C ⁴*Do you know Franziska?* / How do you do?
D Yes! ⁵*I'm fine.* / It's good to see you again.
C Yes, you too. ⁶*Nice meeting you.* / How are you?
D I'm fine. And you?
E Good morning. I have an appointment with Ms Cernoskova. ⁷*This is / My name's* Ludmilla Osimk.
F ⁸*How do you do?* / It's good to see you again. I'm Timo, Ludmilla's assistant.
E Oh, ⁹*nice to meet you.* / have a good journey.

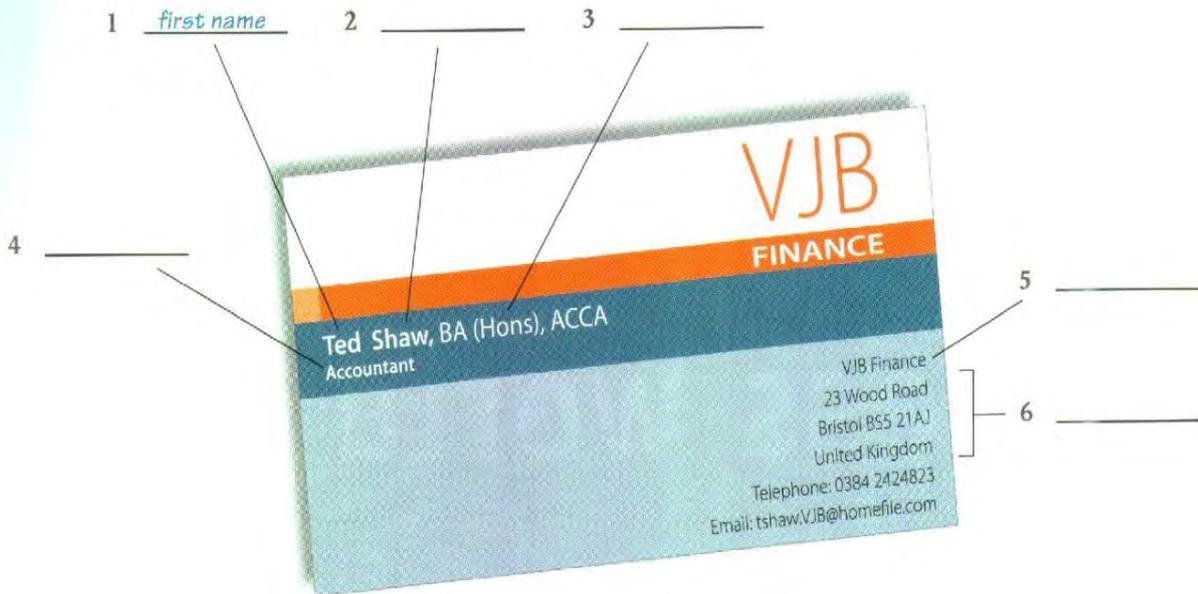
3 Complete this conversation with phrases from the list.

- Nice meeting you see you soon How do you do?
Do you know Bye Nice to meet you
my name's Have a good journey

- A Hello, ¹ _____ Geraldine.
B Hi. ² _____ I'm Vincenz.
A ³ _____ Alessandro, my colleague?
B No. How do you do?
C ⁴ _____ Nice to meet you.
...
C Our flight leaves soon. ⁵ _____, Vincenz.
B Yes, nice meeting you too. ⁶ _____
A Bye, and ⁷ _____
B ⁸ _____

Preview **1** What information is on most business cards? Label the business card with the words in the box.

qualifications address ~~first name~~ surname
company name job title



2 Read about business cards in different countries. Complete the information with the countries in the box.

Switzerland Mexico China the UK

- 1 People often exchange business cards at the end of a meeting in the UK.
- 2 It is a good idea to print business cards in Spanish and English in _____.
- 3 Titles (for example, Dr, MBA, PhD) are important in _____. Write professional titles and qualifications on your business card.
- 4 Businesspeople give and receive business cards with both hands in _____. Read the card immediately and then give your card to your business contact.

Speaking How do people greet business contacts in your country? How do people greet business contacts in other countries around the world?

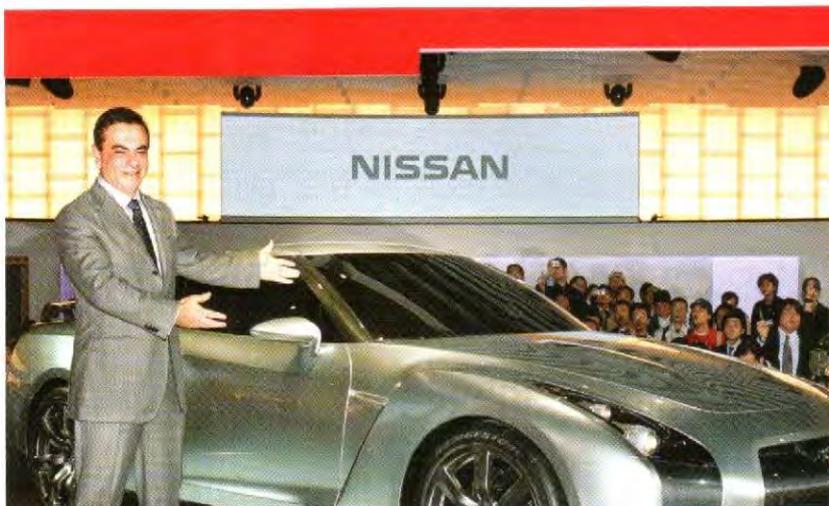
Reading 2. WORKING IN A FOREIGN COUNTRY.

Reading **1** Read the article and find the following.

- 1 Carlos Ghosn's nationality Brazilian
- 2 two companies that he works for _____
- 3 a city in Asia _____
- 4 three European cities _____
- 5 a country in Asia _____

2 Read the article again. Are these statements true or false?

- 1 Carlos Ghosn is the head of BMW. *false*
- 2 He travels between Asia, Europe and the USA.
- 3 Some workers travel to different countries to work on projects.
- 4 Indian software engineers work on projects in the UK.
- 5 It's difficult to travel between European cities.
- 6 It's interesting to meet people from different countries.
- 7 Contacts in different countries are good for business.
- 8 It isn't difficult to know what country to pay tax in.



The Economist

Glossary

head (n) the person who manages a company

employee (n) a person who works for a company

IT (n) Information Technology

commute (v) travel to and from work

tax (n) the money that a company and employees pay to the government

Business and travel

Working in a foreign country

There is a new type of worker in today's global business

Today, more and more people travel in their job. Carlos Ghosn is a Brazilian businessman and he travels to different countries for his work. He is the head of the French car company Renault, and he spends 40 per cent of his time in Paris. He is also the head of Nissan, and he spends 35 per cent of his

time in Asia, in Tokyo. He spends 25 per cent of his time in other countries, such as the USA.

² Some employees travel to different countries to work on projects. They are in a country until a project ends and then they return home. For example, many IT engineers live in India but work

on projects in the UK and the USA. Other people live in a country but go to work every day in a different country. In Europe, workers regularly commute between Brussels, London and Paris. Plane tickets are not expensive and travel between the cities is easy with a European passport.

³ But is the increase in business travel a good thing? It is interesting for employees to meet different nationalities. It is also good for business to have contacts in different countries around the world. But there are also problems. Some employees spend a lot of time away from their home country and it is not easy for governments to decide exactly where workers should pay tax. ■

The Economist

Speaking

Do you like the idea of working in different countries as part of your job? What countries do you think are interesting to work in?

Vocabulary 1 Countries and nationalities

1 Complete the table with a country or nationality. 1-5 are from the article on page 9. Use a dictionary to help you with 6-12.

Country	nationality	Country	nationality
 1 <i>France</i>	French	 Germany	7
 Brazil	2	 8	Chinese
 3	American	 9	Polish
 * 4	British	 Japan	10
 5	Indian	 11	Russian
 Spain	6	 Kuwait	12

* There are four countries in the UK: England, Scotland, Wales and Northern Ireland.

2 Look at the article again and complete the information about continents. What other continents, and people from them, can you name?

Continent	A person from this continent
1 Europe	
2	Asian

Working English

We can talk about nationality in different ways.

I'm from Britain. *I'm British.* *It's a British company.*
I'm from Asia. *I'm Asian.* *It's an Asian company.*

3 Choose the correct word in italics.

- We're *Britain* / *British* but we live in *China* / *Chinese*.
- There are a lot of *USA* / *American* workers in Hong Kong.
- I'm from *Poland* / *Polish* and I live in Warsaw.
- Three of our employees are in *Spain* / *Spanish* on a project.
- The head of the company is *Russia* / *Russian*.
- Is this your first visit to *Kuwait* / *Kuwaiti*?

Speaking

1 Talk about the nationalities of these companies. Talk about other companies that you know.

Shanghai Tang Michelin General Motors Aeroflot Marks & Spencer
 Banco de Bilbao Sanyo

Shanghai Tang is a Chinese company.

2 Work with a partner. Take turns to ask and answer questions about you and your company or college. Change partners and practise again.

Where are you from? I'm from Germany.
Where is your university? It's in Japan.

Unit 2. Work and leisure. WORKING LIFE.
Reading 2. LEISURE TIME.



3 Leisure time

Learning objectives in this unit

- Talking about your work-life balance
- Talking about your likes and dislikes
- Exchanging contact details
- Ending a conversation
- Using the past simple and present perfect to talk about past experiences

Activity

- Corridor conversations

Starting point

- 1 What is 'work-life balance'?
- 2 Why should employers care about work-life balance?
- 3 Is there a 'long-hours' working culture in your country?

Working with words | Work-life balance

1 Read this article and answer questions 1–3.

- 1 Do you work similar hours to Todd Einck in his old job or his new job?
- 2 What does Todd tell his employees? Do you think he is right?
- 3 Could you do the same at your workplace? Why / why not?

No more late nights

After working fifteen-hour days for most of his career, Todd Einck, 42, left his sales job and started JLT Mobile Computers. He wanted to create an organization where he could control his schedule and have time for his wife and young children. Nowadays, Todd leaves work by 5.10 p.m. almost every evening and he tells his fifteen employees to do the same. Working at the weekend or taking assignments home is also not allowed.



2 This is a quiz about your work-life balance.

- 1 Complete the quiz. Then add up your scores and turn to File 02 on page 135.
- 2 Do you agree with your results?

Find out your work-life balance

Write 2 if the statement is true for you, 1 if it's mostly true and 0 if it's not true.

- 1 I have plenty of time for outside interests and hobbies.
- 2 I occasionally do overtime if it is paid.
- 3 I work flexitime or am able to organize my work and home life around each other.
- 4 I leave my 'to do' list on my desk and rarely work from home.
- 5 I regularly relax by doing exercise or socializing with friends.
- 6 I regularly play sports in order to make useful work contacts.
- 7 I take all my paid leave every year and go on holiday.

Corridor conversations

Work in small groups. Each player places a counter on 'Start'. Take turns to roll a dice and move to another square.

Green squares – ask all the players a question using the phrase.

Blue squares – move to the nearest square another player is on and speak to that player.

Pink squares – a player talks to one other player.

Purple squares – follow the instructions.

The player who lands on 'End' first is the winner.

Start

Move to another player's square. Ask him / her about last night.

Have you met ...?

End

Do you like ...?

Move to another player's square. Say hello and ask a question.

Ask another player what he / she thinks of Mexican food.

Check the spelling of another player's name.

You make a useful contact. Have another go.

Move to another player's square. Ask him / her a question about his / her leisure time.

Where did you go when you last went abroad? Move to join a player who has also been there.

Work some unpaid overtime. Miss TWO goes.

Check another player's telephone number.

Take a day off. Miss a go.

(...) did you ...?

Ask another player what he / she thinks of football.

How do you find ...?

What sort of ...?

Check another player's email address.

Move to another player's square. Talk to him / her about last weekend then end the conversation politely.

Activity

1 | Practice file

Working with words

1 Match the adjectives in the list to comments 1–9.

fun	varied	demanding
challenging	routine	glamorous
depressing	stressful	dull
worthwhile	rewarding	

- 1 **What I like best about my job is that no two days are the same, so I never get bored.**
varied
- 2 **One of the great things about my job is that I meet famous people and stay in some expensive hotels.**

- 3 **My job keeps me fully occupied and I don't have time to think about anything else until it's time to go home.**

- 4 **Sometimes I think to myself – you'll never be able to do that, but then I find a way to succeed. It really is quite satisfying.**

- 5 **Every morning, I arrive at the office, switch on the photocopier, and check the phone for messages. Then I start the coffee maker and open the mail.**

- 6 **I spend all day in front of a computer screen. I really don't think I can stand it much longer. It makes me feel so miserable!**

- 7 **I get quite worried and anxious. So many people depend on me. Even at home, I keep thinking about work – it stops me eating.**

- 8 **I really enjoy going to work. We have a fantastic time and everyone gets on so well together. It doesn't feel like work at all!**

- 9 **It's not the best paid job in the world, but I know that I make a difference to people's lives. There's no greater satisfaction than seeing someone walk again after a terrible accident.**

Business communication skills

1 Rick Parry is a buyer for a supermarket chain. He is introducing a colleague, Marcel Grover, to Patty Kline, the representative of a key supplier. Complete their conversation with the words and phrases from the list.

so tell me nice to meet you sounds
I want you to meet deal with this is
in charge of I'm pleased to

Rick Come over here Marcel, ¹ *I want you to meet* one of our guests. Marcel, ² _____
Patti Kline. She works with Longridge, one of our biggest suppliers.

Marcel ³ _____, Patti.
Patti ⁴ _____ meet you, too. ⁵ _____
Marcel, what do you do?

Marcel Well, I'm ⁶ _____
our stores in the south of England.

Patti That ⁷ _____
really demanding. You know, a lot of responsibility.

Marcel Well, I don't ⁸ _____
everything alone. I've got a good team.

2 Put the words in *italics> in the right order to create another conversation between two guests.*

Greg Good afternoon. *met / I / think / we've / don't*
¹ *I don't think we've met*. I'm Greg Wilkes from the National Bank.

Jen *to / delighted / meet / I'm / you* ² _____
_____, Mr Wilkes. My name's Jen Mills.

Greg I see you're from Research and Development.

Jen That's right. *responsible / for / We're* ³ _____
_____ product development.

Greg That sounds interesting. How long does it take to create a new product?

Jen That depends. *a / It / lot / involves / testing / of*
⁴ _____, so it can take several years.

Greg Really? That seems a long time. Have you got a minute? *like / introduce / to / I'd / to / you*
⁵ _____ my colleague – he's a scientist too.

3 | Practice file

Working with words

- 1 Complete this article with verbs from the list. Some verbs can be used more than once.

take make do work

Don't worry, be happy

Employers are finally realizing that emotions have an effect on employees' performance. According to research by Pearn Kandola, a business psychology firm, 86% of employees also see a link between their moods and how well they ¹ *do* their work. Here's how to improve:

- Take control. If you want to ² _____ progress in your career, do something about it. Change your workplace or maybe even change jobs.
- If you're under too much pressure, tell somebody. Don't ³ _____ late every day or be the person who always says, 'I'll ⁴ _____ overtime!' See if your employer will let you ⁵ _____ flexitime.
- Keep your body and mind healthy. ⁶ _____ exercise and get feedback on your work. If other people appreciate you, this will make you feel more positive.
- Don't forget to ⁷ _____ time for your family and friends. Make sure you ⁸ _____ time off when you need it and go on holiday.



- 2 Choose the correct answer from the words in *italics*.

- 1 I'm so *excited* / *exciting* about this new idea for flexitime.
- 2 Paperwork is really *bored* / *boring* but often necessary.
- 3 He's a *relaxed* / *relaxing* sort of character – to the point of being lazy!
- 4 The most *exhilarated* / *exhilarating* experience in the world is parachuting.
- 5 It isn't physical work, but working with computers can be *tired* / *tiring* after a few hours.
- 6 Do you think he's *interested* / *interesting* in the vacancy?
- 7 This new project is so *excited* / *exciting*.
- 8 I'm too *tired* / *tiring* to work late tonight.

Business communication skills

- 1 Complete this conversation with the correct answer from the options in 1–10 below.

- A Is this your first visit to Bratislava?
B Yes, it is.
A And how do you ¹ *a* it?
B Well, the people are very friendly. Two people at the train station helped me this afternoon when I arrived.
A Really? That's good.
B Then I went straight to the hotel, so I haven't really seen the city yet.
A ² _____ is your hotel?
B Fine. It's opposite the Opera House, so that's good.
A Are you keen ³ _____ opera?
B No, not really, but I ⁴ _____ classical music.
A Me too. I like ⁵ _____ to Mozart.
B I'm also interested ⁶ _____ contemporary art. I really enjoy ⁷ _____ to art galleries. Are there many here?
A Yes, I think so. To be honest, I don't really like modern art, but I can ask my boss. He's ⁸ _____ about that kind of thing. I can ask him now if you like.
B I ⁹ _____ to go now I'm afraid, but I'll be back at the office again tomorrow.
A Oh, OK. I should ¹⁰ _____ to work. See you tomorrow.

- | | | |
|---------------|--------------|----------|
| 1 a find | b know | c keen |
| 2 a What | b How | c Where |
| 3 a of | b about | c on |
| 4 a hate | b don't like | c love |
| 5 a listened | b listening | c listen |
| 6 a in | b for | c on |
| 7 a going | b go | c to go |
| 8 a keen | b fond | c crazy |
| 9 a want | b need | c should |
| 10 a get back | b get on | c go on |

- 2 Write these email addresses, URLs, and telephone numbers.

- 1 It's g, e, c at hotmail dot com.
gec@hotmail.com
- 2 My number's double zero, double four, three one nine, double four, oh one oh.

- 3 My email's Lydia underscore forty-nine, at yahoo dot d for dog, t for Turkey.

- 4 The new website is www dot, about dash, me, dot com, slash courses, underscore online.

Unit 3. Problems. SCHEDULES.



12 Schedules

Learning objectives in this unit

- Talking about schedules
- Talking about recent past actions
- Saying when something happens
- Saying dates
- Planning a schedule

Activity

- The revision game

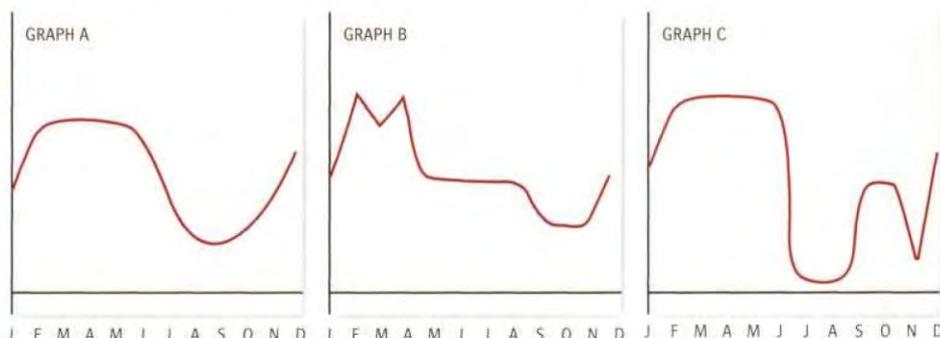
Starting point

- 1 What's your busiest month?
- 2 Which month do you normally take a holiday in?
- 3 Which is your favourite season in the year? Spring, summer, autumn, or winter? Why?

Working with words | Calendars and schedules

- 1 These graphs show busy periods in the year for three types of business. Work with a partner and match the businesses to the graphs.

delivering flowers selling houses trade fair industry



- 2 Now read these texts from people working in these businesses. Check your answers in 1 and answer these questions.

- 1 Which people have a similar schedule every year?
- 2 What is different about the real estate industry now?
- 3 Which days are very important in the flower delivery business?

Katrina Bieber works in the German Trade Fair Industry:

'60% of all major international trade fairs now take place in my country, and January to mid-May is the really busy period. So I can usually take my annual leave in June or July and then some more time off in the autumn before I start planning again for next year.'

Prescott Bowden runs a real estate firm in Atlanta, Georgia:

'People always think spring is a good time for selling houses, but you can't predict the market these days. For example, Christmas is the time when everyone has busy schedules, so you expect real estate to have a quiet period. But last year, December was one of our best months.'

Jayne Henry is a sales manager for a flower company:

'We promise to deliver flowers the same day so we have very tight deadlines. We also need to be sure we have the right amount of staff. For certain public holidays or Valentine's Day and Mother's Day we need about 80 people and five team leaders. During quiet weeks we only have about 10 full-time staff in the centre.'

3 Find word pairs from the texts in **2** by matching a word from A to a word from B.

- | | |
|---|--|
| <p>A</p> <p>tight _____</p> <p>busy _____</p> <p>annual _____</p> <p>public _____</p> <p>busy _____</p> <p>quiet _____</p> <p>time _____</p> | <p>B</p> <p>holiday</p> <p>period</p> <p>off</p> <p>schedule</p> <p>period</p> <p>deadline</p> <p>leave</p> |
|---|--|

4 Complete these questions with words from **3**.

- 1 Do you have a busy _____ and a _____ period during the day?
- 2 Do you have any time _____ this month? When is your annual _____?
- 3 Many companies have _____ deadlines around Christmas. Is this true for your company?
- 4 What happens if a _____ holiday is at the weekend?

5 Work with a partner. Ask and answer the questions in **4**.

6 Whose schedule is this from **2**? Is she busy all week?

Wednesday 27th	Thursday 28th	Friday 29th
Final day for annual conference registrations	10 a.m. Open trade fair stand	Day off – Long weekend in Paris!
8 p.m. Dinner with Franco at 'Nara Sushi' at Friesenstrasse 70	2 p.m. Meet association members	

Don't forget!
 1 Email this timetable to Franco.
 2 Email a reminder to members about Thursday meeting.

7 Find four words or phrases in the schedule and note in **6** to match these definitions.

- 1 time off on Saturday, Sunday and one extra day (Friday or Monday)

- 2 a note to tell you to do something _____
- 3 a plan or schedule with times for each stage _____
- 4 meeting for a group of people once a year _____

» For more exercises, go to **Practice file 12** on page 100.

8 Work with a partner. Talk about the following.

- your schedule or timetable this week
- deadlines this month
- time off and holidays this year
- events you have every year

Example: I have a very busy schedule this week because ...

Tip | remember, remind

Remind Katrina to send the schedule. = Tell Katrina so she doesn't forget ...

Katrina must **remember** the schedule. = Katrina mustn't forget ...

12 | Practice file

Working with words

1 **Cross out** the word that *doesn't* match with the noun.

- | | |
|--------------------------|----------|
| 1 tight / busy / public | schedule |
| 2 busy / annual / quiet | period |
| 3 public / time / annual | holiday |
| 4 tight / busy | deadline |
| 5 annual / time | off |
| 6 public / annual | leave |

2 Klaus works for Pioneering, a seed company. He's talking about his job. Replace the phrases in **bold** in the text with the expressions in the list.

- | | | |
|----------------|---------------|--------------|
| annual leave | deadline | long weekend |
| public holiday | some time off | busy period |

We have a **lot of work** ¹_____ at the beginning of the year. The shops need the seeds in February and our **final date** ²_____ to get the seeds ready is the end of January. It doesn't give us much time. I try to take a **break** ³_____ at Easter, and in May we have a **national day off** ⁴_____, so I usually take a **holiday from Friday to Monday** ⁵_____. In the summer the company closes for two weeks and we all have our **holidays** ⁶_____.

3 Complete this email with words from the list.

- | | | |
|--------------|-------------------|----------------|
| timetable | annual conference | busy schedules |
| quiet period | tight | reminder |

Subject: Next week

Dear Julio

Thanks for the ¹_____ about my presentation at next week's ²_____. Unfortunately, my ³_____ now looks very busy with the preparation for my presentation, and I am worried about the ⁴_____ deadline for the sales report. I know we all have ⁵_____ at the moment, but I wanted to ask if I could give you the report a week late. The week after next is going to be a ⁶_____ for me, so I will have time to do it.

Thanks

Paulo

Business communication

1 Put the words in *italics> in the right order.*

- A We have a few problems. *The / that / is / situation* ¹_____ the ordering system has crashed.
- B OK, we have a back-up and the technicians are working to fix it. *The / to / is / aim* ²_____ be working by lunchtime.
- A Well, we need to hurry.
- B Why? *What / deadline / 's / the* ³_____?
- A The courier arrives at 1 p.m. to collect the goods, so *why / we / don't* ⁴_____ finish the orders we're working on? New orders will have to wait. I'll put a notice on the website to inform customers.
- B Good idea. *So / summarize / to* ⁵_____, the current orders are OK, but new orders aren't. Is that right?

2 Complete this dialogue with phrases from the list.

- | | |
|------------------------------|---------------|
| How much time do we need for | Let's |
| I'm going to | We've already |

- A ¹_____ spent two days on the presentation and the meeting is tomorrow.
- B ²_____ the graphs and figures?
- A Well, I'm waiting for Alexi to send them to me.
- B ³_____ call him and give him a deadline.
- A OK. Can you do that?
- B Sure, so you're going to finish as much as you can and ⁴_____ call Alexi. OK?

3 Complete the phrases and find the hidden word.

- 1 The _____ is two weeks behind.
- 2 What _____ is the meeting?
- 3 The _____ is to sign the contract by March.
- 4 Why _____ we call the customer?
- 5 We _____ to finish on Friday.
- 6 The _____ is that the goods are late.
- 7 How long do we _____ for the delivery?
- 8 Is _____ happy with that date?
- 9 So, to _____, we call John and ...

Unit 4. Travel.

Preview Discuss these questions.

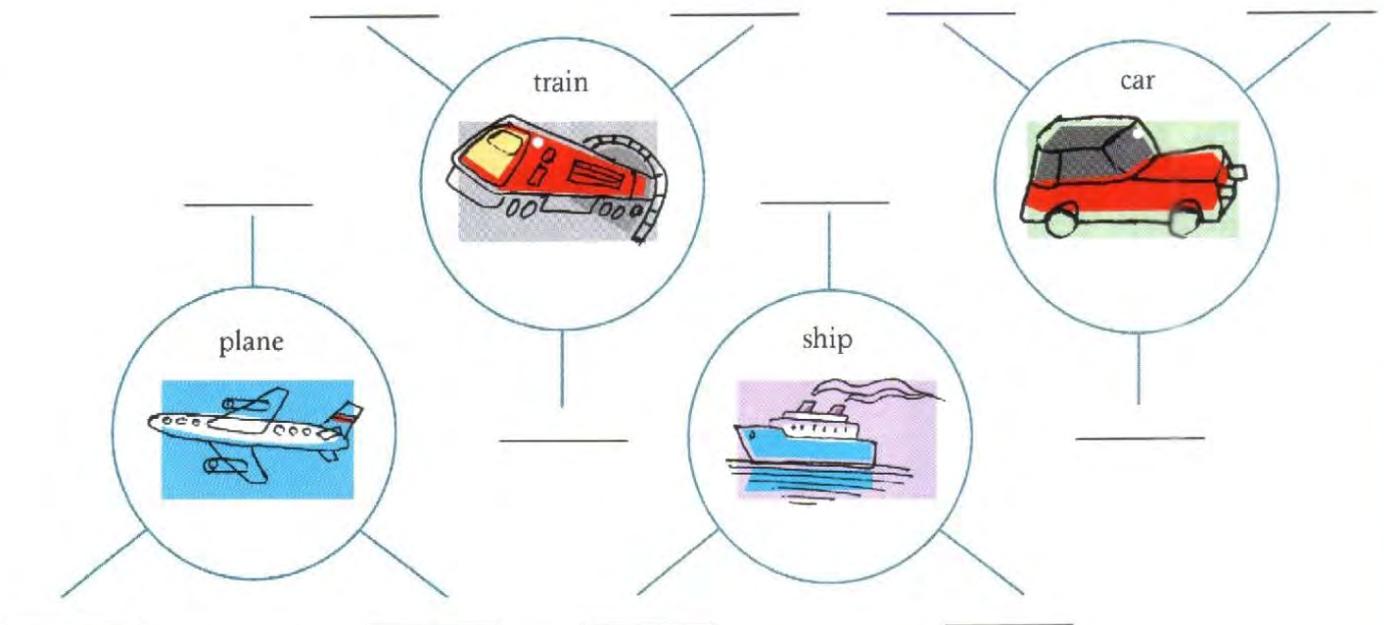
When did you last travel?

Where did you go? How did you get there?

Where did you stay?

Vocabulary 1 **1** Match these words with the correct circle.

fly station port hire platform sail ferry gate
drive park flight carriage



2 Complete the sentences with words from the box above.

- 1 Passengers must go to _____ 17 for the 14:15 _____ to Lisbon.
- 2 The train at _____ six stops at all stations to Cambridge. Passengers for Stansted should sit in the _____ at the back of the train.
- 3 You can _____ a car from a kiosk at the airport. Remember that in the UK you must _____ on the left side of the road!
- 4 We waited at the port for three hours, but the _____ to France couldn't _____ because of the bad weather.

Speaking

1 Put the types of transport above in the order that you prefer to travel for business / pleasure. Compare your ideas with a partner and give reasons for your choices of favourite and least favourite.

I prefer travelling by train because I can sit in a quiet carriage and work on my laptop.

2 What do you like and dislike about travelling for business or pleasure?

I like meeting new people. I don't like waiting at airports.

Reading 1. MORE WORKERS TAKE A CAREER BREAK.

Reading

1 Read the article and choose the correct definition of what a career break is.

- a an opportunity to work in a different job such as finance or IT
- b a fixed time away from your job; to travel or do unpaid work
- c a special project for people over 30

2 Read the article again and answer the questions.

- 1 What do these figures refer to?
a 5.5 million b $\frac{1}{2}$ c $\frac{1}{3}$ d 80% e 1 in 4
- 2 Who do Gap Year for Grown Ups organise projects for?
- 3 What continent is most popular to travel to on a career break?
- 4 What other things do some people do on a break, apart from travel?
- 5 Which work areas offer the most career breaks?

Features

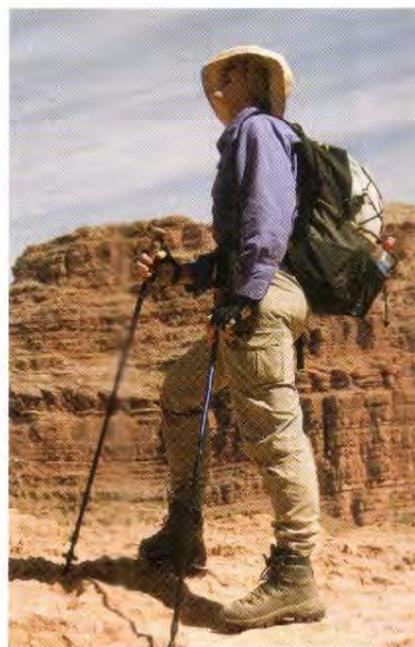
More workers take a career break

¹ RECORD numbers of workers are planning a career break. The latest research says that many people want to leave their job and travel the world. In the past, a gap year was for students or rich people. Now more and more ordinary workers are taking a break from their job. Almost one in five British workers – around five and a half million – are planning to take a break from their careers. In the past five years, three million employees have taken a break. The research shows that more than half the people who are taking a career break want to travel and see the world. A third are looking for a break from office life.

² Gap Year for Grown Ups is a company that provides career break projects for people over thirty. Even people in their fifties and sixties are taking career breaks. Some people went straight from university to work and now they want to travel. The

majority of people who book with Gap Year for Grown Ups are women. Eighty per cent of their clients are female. Africa is the most popular destination, and South America is becoming more and more popular for people who want to do voluntary work as well as travel and go sightseeing.

³ British workers like companies that offer career breaks to their staff. One in four employees works for a company where career breaks are a staff perk. The government and finance and insurance industries are leading the way – 40 per cent of their employees can take a career break. They are followed by IT and telecoms staff (36 per cent) and medicine / the health service (25 per cent). The research shows that career breaks also help employers: companies that offer career breaks are able to recruit and keep good staff.



Glossary

break (n) time when you do not work or study

straight (adv) directly

recruit (v) find people to work in a company

Speaking

Discuss the following with a partner.

- 1 Is it a good idea to go straight from university to a job? Why? / Why not?
- 2 What are the advantages and disadvantages of taking a career break for the employer and the employee?
- 3 When is the best time to do this? (What age? At the start or in the middle of a career?)
- 4 Is it something that you would like to do? Why? / Why not?

Reading 2. RESULTS FROM THE SURVEY: BUSINESS TRAVEL IS BORING



11 Travel

Learning objectives in this unit

- Talking about air travel
- Checking in at an airport
- Talking about future plans
- Giving reasons for actions
- Talking about money
- Staying at a hotel

Case study

- Organizing a business trip

Starting point

- 1 Do you often travel on business? On holiday?
- 2 What is your favourite destination? Why?
- 3 What is the best way to travel?

Working with words | Air travel

- 1 When you travel by plane, which of these is most important to you? Number them 1 to 4. (1 = important, 4 = not important). Compare your answers with the rest of the class.

Fast Internet access —

Comfortable seating —

No delays —

Security —

- 2 Complete the headings in this text with the words in 1.

Results from a survey: Business travel is boring!

In the past, business travel was cool and exciting. But interviews with 1,600 travellers show modern travel is stressful and boring.

1 _____
Nowadays, this rarely happens. Most modern travellers expect to be late. The problems start at **check-in**. There are long **queues** at **passport control** and the **gate**. Then if the planes aren't late, they can often be **cancelled**.

2 _____
Everyone agrees this is important, but the rules for **bags** and **hand luggage** are making journeys longer.

3 _____
47% do not get proper sleep. **Business class** helps, and the difference between a **window** or **aisle seat** can improve a journey, but more and more companies are saving money and choosing **economy class** for their employees.

4 _____
The successful business trip includes high-speed connections to the Internet at the airport **terminal** and hotel.



Unit 1. To be

PRESENTATION a Form

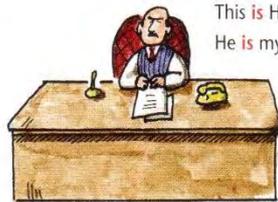
Look at the table:

<i>I am late.</i>	<i>He is late.</i>	<i>We are late.</i>
<i>You are late.</i>	<i>She is late.</i>	<i>They are late.</i>
	<i>It is late.</i>	

Look at the pictures:



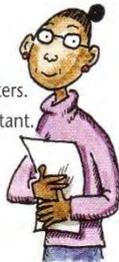
I am Hans Larsen.
I am 28 and
I am from Munich.



This *is* Herr Eisen.
He *is* my boss.



Here *I am* with my family.
We *are* on holiday in Greece.



This *is* Frau Peters.
She *is* my assistant.



This *is* our Head Office.
It *is* in Frankfurt.



Here *are* my colleagues.
They *are* at a conference.

Hans, this *is* for you. You *are* the Employee of the Year.



Thank you! You *are* very kind.



b Short forms

When we speak, we often use the short forms 'm, 's, 're:

<i>I am</i>	<i>I'm</i>	<i>He is</i>	<i>He's</i>	<i>We are</i>	<i>We're</i>
<i>You are</i>	<i>You're</i>	<i>She is</i>	<i>She's</i>	<i>They are</i>	<i>They're</i>
		<i>It is</i>	<i>It's</i>		

I'm Jose Antonio. *I'm* a production manager. *I'm* from Spain.

Unit 1. To be. Questions and negatives

PRESENTATION a Questions

To make questions we change the word order of the subject (*I, you, he, etc.*) and verb (*am, is, are, etc.*). Look at the table:

<i>Am I late?</i>	<i>Is he late?</i>	<i>Are we late?</i>
<i>Are you late?</i>	<i>Is she late?</i>	<i>Are they late?</i>
	<i>Is it late?</i>	

A: *I want to talk to Petra. Is she here today?* B: *No, she is on a course.*
 We can also use make questions with *where, when, who, why, how, etc.* (See Unit 6.)
 A: *How are you?* B: *I am very well, thank you.*

b Negatives

We make negatives with **not**. There are long forms (**am not, is not, are not**) and short forms (**'m not, isn't, aren't**):

<i>I am not/'m not late.</i>	<i>He is not/isn't late.</i>	<i>We are not/aren't late.</i>
<i>You are not/aren't late.</i>	<i>She is not/isn't late.</i>	<i>They are not/aren't late.</i>
	<i>It is not/isn't late.</i>	

A: *Are you from Paris?* B: *No, I'm not from Paris. I'm from Lyon.*

c Short answers

Look at the questions and the short answers:

<i>Are you from England?</i>	<i>Yes, I am.</i>	or	<i>No, I'm not.</i>
<i>Am I late?</i>	<i>Yes, you are.</i>	or	<i>No, you aren't.</i>
<i>Is your boss here today?</i>	<i>Yes, she is.</i>	or	<i>No, she isn't.</i>
<i>Are we late?</i>	<i>Yes, we are.</i>	or	<i>No, we aren't.</i>
<i>Are they here?</i>	<i>Yes, they are.</i>	or	<i>No, they aren't.</i>

I We use long forms in *yes* answers.
 wrong: A: *Are you from Spain?* B: *Yes, I'm.*
 right: A: *Are you from Spain?* B: *Yes, I am.*

PRACTICE

1 Questions

Put the words in the right order.

1 the/Is/open/bank ? A: *Is the bank open?*
 B: *No, it isn't. It is shut.*



2 the/on/same/flight/we/Are ? A: _____ ?
 B: *No, we aren't - we're on different flights.*



3 Mme Strens/Is/free ? A: _____ ?
 B: *No, she isn't - she is in a meeting.*



Unit 1. Questions.

PRESENTATION a Yes/No questions

With most verbs (except *to be* and modals like *can*, *may*, *will*, etc.) we make questions in the present simple with **do** or **does**:

Questions	Short answers
<i>Do I/you/we/they work ...?</i>	Yes, I/you/we/they do . or No, I/you/we/they don't .
<i>Does he/she/it work ...?</i>	Yes, he/she/it does . or No, he/she/it doesn't .

! We do not begin a question with a verb like *work*, *go*, *meet*, etc.
 wrong: A: ~~Live you~~ in America? B: Yes, I ~~live~~.
 right: A: **Do** you **live** in America? B: Yes, I **do**.

b Wh- questions

We can also make questions by using question words:

Asking about:	time	place	people	things	reason	manner
Question word:	When?	Where?	Who?	What?	Why?	How?
	<i>When do you get to work?</i>	<i>Where is your Head Office?</i>	<i>Who do you work for now?</i>	<i>What do you want to eat?</i>	<i>Why is Mr Morin at home?</i>	<i>How do you turn this machine off?</i>

! We use *who* in questions to talk about people and companies.

c Common questions

Look at these common questions:

How do you do? We say this when we meet someone for the first time.

A: *I'm Norman Clifton. How do you do?* B: *How do you do? I am José Solano.*

How are you? We say this to ask about someone's health.

A: *How are you?* B: *I'm very well, thank you.*

What do you do? This is a question about someone's job.

A: *What do you do?* B: *I am an accountant.*

What is ... like? We ask this when we want someone to give a description.

A: *What is New York like?* B: *It's big and crowded, but it has some nice parks.*

PRACTICE

1 Yes/No questions

Read the sentences and correct the mistakes.

- | | |
|--|-------------|
| 1 Live you in Athens? | Do you live |
| 2 Does you pay your staff for overtime? | _____ |
| 3 A: Do you like curry? B: Yes, I like. | _____ |
| 4 Does your colleague wants to see the contract? | _____ |
| 5 Come you from England? | _____ |
| 6 Is he want to come to the meeting? | _____ |
| 7 A: Are you live here? B: Yes, I do. | _____ |
| 8 Does American companies pay well? | _____ |

Unit 1. Articles. A/an, the, no article.

PRESENTATION a a or an?

We use **a** with singular nouns that begin with a consonant sound:

a business **a** director **a** gate **a** company **a** fax **a** house

We use **an** with singular nouns that begin with a vowel sound:

an assistant **an** executive **an** idea **an** office **an** overdraft **an** upgrade

We also use **an** with adjectives that begin with a vowel sound:

an interesting suggestion, **an** honest answer

It is the first sound of the word, not the letter, that is important.

We use **an** with these words: **an** hour **an** MP **an** MBA **an** MEP **an** NGO

We use **a** with these words: **a** USP **a** university **a** UN resolution **a** Euro

b a and the

We use **a** or **an** with singular nouns. We use **a** or **an** when we talk about an unspecified noun for the first time:

*I have bought **a** modem and **an** antivirus program.*

We only know that she has bought one modem, not two or three. It is one of many in the shop. We know she bought only one antivirus program, not two or three.

The next time we talk about the same noun, we often use **the**:

***The** modem cost \$30 and **the** antivirus program cost \$45.*

We also use **the** when the speaker and listener both know what the speaker is talking about:

*I'm going to **the** canteen – I'll be back in twenty minutes.*

c No article

We usually use no article when we are talking about:

uncountable nouns in general (see Unit 56) *Money is important.*

abstract nouns in general *Happiness is important.*

plural countable nouns in general (see Unit 56) *Computers are cheap these days.*

But when we talk about particular nouns we use **the**:

*Can you pay back **the** money I gave you last week?*

PRACTICE 1 a or an?

Complete the dialogue with **a** or **an**.

Lars: Is Daniel going away next year?

Inga: Yes he's planning to do ¹ **a** MBA.

Lars: You know that if he goes, I'll need ² _____ new assistant.

Inga: That won't be ³ _____ problem. I know you can't run ⁴ _____ office like this with no help. But I don't know who.

Lars: I've got ⁵ _____ idea. Do you remember Karin?

Inga: Yes, she went to work in ⁶ _____ hospital in Africa.

Lars: That's right. She's working for ⁷ _____ NGO in Ghana, but I know she only had ⁸ _____ one-year contract. I'll send her ⁹ _____ email – she can come for ¹⁰ _____ interview.

Unit 2. Present Simple.

PRESENTATION a Form

The present simple is usually the same as the infinitive. With *he, she,* and *it,* the verb ends in *-s*:

<i>I work</i>	<i>He/she/it works</i>	<i>We work</i>
<i>You work</i>		<i>They work</i>

Remember that the verbs *to be* and *to have* are irregular:

to be:	<i>I am, you are, he/she/it is, we are, they are</i>
to have:	<i>I have, you have, he/she/it has, we have, they have</i>

b Spelling

Look at the way these verbs change:

Ending in <i>-x, -ss, -ch, -sh, -o</i>	Ending in <i>-ry, -ly, -dy</i>
<i>I fix He fixes</i>	<i>I try He tries</i>
<i>I miss He misses</i>	<i>I study He studies</i>
<i>I watch She watches</i>	<i>I carry She carries</i>
<i>I finish She finishes</i>	<i>I worry She worries</i>
<i>I do It does</i>	<i>I fly It flies</i>

For spelling rules see page 150.

c Routines

We use the present simple to talk about routines and things we do every day:

Ken Smith is a commuter. Every weekday he drives to the station and takes the train to London. When he arrives, he usually walks to the office, but if the weather is bad, he gets a taxi.

d Facts

We use the present simple to talk about facts and things that are always true:

Reuters is the world's news agency and supplies news to international media organizations. However, most of its revenue comes from the business sector, and it provides information to financial organizations and companies around the world.

PRACTICE

1 Form

Say if the sentences are right or wrong and correct the mistakes.

- 1 My assistant looks after our website. right
- 2 You speaks English very well. wrong speak
- 3 My brother live in Japan. _____
- 4 All my colleagues agrees with me. _____
- 5 We manufacture parts for helicopters. _____
- 6 The new catalogue look very nice. _____
- 7 Pierre and Jean works in Paris. _____
- 8 Frau Müller wants to talk to you. _____

Unit 2. Present Simple. Negatives and questions.

PRESENTATION a Questions

We make questions with *do* and *does*:

<i>Do I work?</i>	<i>Does he/she/it work?</i>	<i>Do we work?</i>
<i>Do you work?</i>		<i>Do they work?</i>

A: *Do you work on Saturdays?* B: Yes, *I work* every weekend.

We can also make questions with *when, where, why, who, how*, etc. (See Unit 6.)

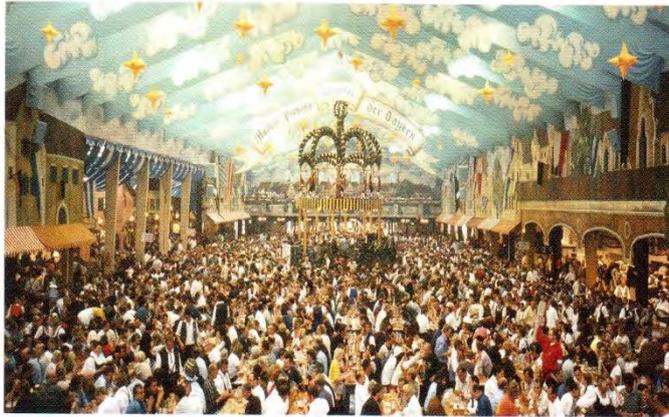
b Short answers

We make short answers like this:

Positive	Negative
Yes, <i>I do</i> .	No, <i>I don't</i> .
Yes, <i>you do</i> .	No, <i>you don't</i> .
Yes, <i>he/she/it does</i> .	No, <i>he/she/it doesn't</i> .
Yes, <i>we do</i> .	No, <i>we don't</i> .
Yes, <i>they do</i> .	No, <i>they don't</i> .

A: *Do you live in Germany?* B: Yes, *I do*.

A: *Do you live in Berlin?* B: No, *I don't*. *I live in Munich*.



c Negatives

We make negatives like this:

Long form	Short form
<i>I do not work.</i>	<i>I don't work.</i>
<i>You do not work.</i>	<i>You don't work.</i>
<i>He/She/It does not work.</i>	<i>He/She/It doesn't work.</i>
<i>We do not work.</i>	<i>We don't work.</i>
<i>They do not work.</i>	<i>They don't work.</i>

In many Muslim countries, people work on Sundays, but they do not work on Fridays.

We often use the short form when we are speaking:

A: *Where's Jack?* B: *I don't know.*

Unit 3. Modals. Can, can't, could, couldn't.

PRESENTATION a Talking about ability

We use **can** or **can't** + bare infinitive to talk about ability:

Jacqueline is a bilingual secretary. She **can** speak English and French.

Mr Watson needs an interpreter. He **can't** speak Japanese.

I don't understand. **Can** you speak English?

! Remember to use the bare infinitive. Do not use *to*.

wrong: I ~~can to~~ speak Spanish.

right: I **can** speak Spanish.

b Past ability

The past of **can** is **could**. We use **could** or **couldn't** to talk about general ability in the past:

Jacqueline's mother was French but she lived in England. She **could** speak English and French when she was four years old.

Mr Watson went to Japan last year. He needed an interpreter because he **couldn't** speak Japanese.

I **couldn't** hear the speaker very well. **Could** you hear what he was saying?

c Talking about permission

We use **can** or **can't** to talk about things that are allowed or not allowed:

A: I need a cigarette. **Can** I smoke in here?

B: No, I'm sorry, you **can't** smoke in here – it's a non-smoking office. But there is a smoking area in the canteen – you **can** smoke there.

PRACTICE

1 Talking about ability

Wanted:
bilingual secretary.
Must be **numerate** and
computer literate. Minimum 4
years' experience in banking or
financial services. For further
details, write to:

*Fundraiser for special
needs children's centre.*

Charity working with **blind**
and **deaf** children requires a
fundraising coordinator to
oversee

**Independently-minded, the
ideal candidate will have good
time-management skills;
excellent interpersonal and
communication skills, and will
also have 3 years' experience**

Complete the sentences with **can** or **can't** and the words in the box.

speak two languages see hear explain things well
 use a PC deal with figures deal with people organize your work well

- 1 If you are bilingual, you **can** speak two languages.
- 2 If you are numerate, you _____.
- 3 If you are computer literate, you _____.
- 4 If you are blind, you _____.
- 5 If you are deaf, you _____.
- 6 If you have good time-management skills, you _____.
- 7 If you have good interpersonal skills, you _____.
- 8 If you have good communication skills, you _____.

GRAMMAR. Практический раздел

Unit 1. To be

PRACTICE

1 Form

Complete the sentences with the words in the box.

~~you~~ he she it we they

- Adam, ~~you~~ are in my group today.
- Paula and I are old friends. _____ are in the Export Department.
- Yoshi and Takashi are on a business trip. _____ are in Kuala Lumpur.
- Please do not use the photocopier. _____ is broken.
- This is Sara. _____ is the Human Resources Manager.
- George is an accountant. _____ is from Lucerne.

2 Form

Look at pictures 1-6. Answer the questions with *is* or *are*.



- Where is Herr Moser? He *is* in London.
- Where is the conference? It _____.
- Where are Pierre and Marie Montaigne? They _____.
- Where is Señora Cordoba? She _____.
- Where is the Burj Al Arab Hotel? _____.
- Where is Hasan Jamil? _____.

3 Short forms

Complete the dialogue with *'s*, *'m*, or *'re*.



Security: Stop, please! What's your name, madam?
 Anna: I ¹ *'m* Anna Rikardsdottir.
 Security: And you, sir?
 Mark: My name ² _____ Mark Andersen. I ³ _____ a new trainee.
 Security: Your ID cards, please. Thank you. Are you from the IT Department?
 Anna: No - we ⁴ _____ from Accounts.
 Security: OK. You ⁵ _____ free to go.
 Anna: Thank you.
 Security: You ⁶ _____ welcome.

OVER TO YOU

Look at the notes and the sentences about Juan Ramirez. Then complete the information and sentences about you.

Curriculum Vitae

Surname *Ramirez*
 First name *Juan*
 Nationality *Spanish*
 Age *28*
 Status *Single*
 Occupation *Engineer*

- His name is Juan Ramirez, and he is from Spain.
- He is 28 and he is single.
- He is an engineer.

Curriculum Vitae

Surname _____
 First name _____
 Nationality _____
 Age _____
 Status _____
 Occupation _____

- My name is _____
- I _____
- I _____

Unit 1. To be. Questions and negatives



4 Is/conference/in/July/the ? A: _____ ?
B: Yes, it is.



5 they/in/Are/Tokyo ? A: _____ ?
B: No, they aren't – they are in Kyoto.



6 late/I/Am ? A: _____ ?
B: No, you aren't. There's lots of time.

2 Negatives

Read the questions. Make answers from the notes.

1 A: Good morning. Can I speak to M Marechal, please?
B: sorry/he/not here today. He/at a conference.

I'm sorry, he isn't here today. He's at a conference.

2 A: Good afternoon, can I speak to Miss Téllez?
B: afraid/she/not free at the moment. She/in a meeting.

3 A: Hello, can I speak to Mr Ramiro or Mr Sanchez?
B: sorry/they/not in the office today. They/in London.

4 A: Can I come to the office on Saturday?
B: afraid/we/not open on Saturday. We/open from Monday to Friday.

3 Short answers

Read the questions. Complete the answers.

- 1 A: Is the food good here? B: Yes, it is.
2 A: Are the Sales Managers away? B: No, _____ .
3 A: Are you and I on the same flight? B: No, _____ .
4 A: Is Anna from Spain? B: Yes, _____ .
5 A: Is that man from IBM? B: Yes, _____ .
6 A: Are you the Manager here? B: Yes, _____ .

OVER TO YOU

Make questions from the notes.

- 1 your boss/American? *Is your boss American?* _____ ?
2 your boss/from Iceland? _____ ?
3 your Head Office/in London? _____ ?
4 you/a doctor? _____ ?
5 you/from Paraguay? _____ ?
6 you/married? _____ ?

Now answer the questions. Write true answers.

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

Unit 1. Questions.

2 Wh- questions

These people are meeting for the first time. Make questions from the notes in the box. Match them with the answers.



where/you/come from?	why/you/like big cities?
what/be/your mobile number?	when/the next talk start?
who/you/work for?	when/we/finish today?
how/you/spell your name?	

- | | |
|----------------------------|-------------------------------|
| 1 When do we finish today? | After dinner, I think. |
| 2 _____ | ? B - J - O - R - N. |
| 3 _____ | ? 07974 979974. |
| 4 _____ | ? 2.15. |
| 5 _____ | ? I think they are exciting. |
| 6 _____ | ? Madrid. |
| 7 _____ | ? I work for Banco Santander. |

3 Common questions

Complete the dialogue with the questions in the box.

Who do you work for?	How do you do?	What's it like?
How is he?	How do you do?	What do you do?

Mary: Hello, I'm Mary Knowles. ¹How do you do?
 Laura: ²_____? I'm Laura Croft.
 Mary: Nice to meet you, Laura. ³_____?
 Laura: I'm a journalist. I'm with *The Times*.
 Mary: Oh, I know lots of people there. ⁴_____?
 Laura: For Rupert Jones – he's the head of the Business Section.
 Mary: Oh, I know Rupert – he's an old friend. ⁵_____?
 Laura: He's very well.
 Mary: Good. You must say hello to him from me. Now, I don't know much about the Business Section. ⁶_____? Is it nice to work in?
 Laura: Yes, it's great.

OVER TO YOU

Think of eight questions you can ask people when you meet them for the first time. Use the topics below or your own ideas.

Subject

- | | |
|----------------------------|--------|
| 1 name | _____? |
| 2 nationality | _____? |
| 3 place of residence | _____? |
| 4 job | _____? |
| 5 company name | _____? |
| 6 phone number | _____? |
| 7 email address | _____? |
| 8 finish work – what time? | _____? |

Unit 1. Articles. A/an, the, no article.

2 a and the

Complete the dialogues with *a* or *the*.

Guest: Hello. I've got ¹ a room on the fourth floor and I'd like to change rooms, please.
 Clerk: Is there a problem with ² _____ room, sir?
 Guest: Yes. The problem is that ³ _____ room is very noisy.
 Clerk: I'm very sorry. Let me look ... I can give you ⁴ _____ suite on the sixth floor.
 Guest: Will it be quiet?
 Clerk: Yes, sir. ⁵ _____ suite is very quiet and it also has ⁶ _____ nice view of ⁷ _____ sea.



Lars: I want to order ⁸ _____ projector and ⁹ _____ digital camera – is that OK?
 Hans: What are they for?
 Lars: I'm giving ¹⁰ _____ presentation and I need ¹¹ _____ projector for my talk.
 Hans: When are you giving ¹² _____ presentation?
 Lars: Next week.
 Hans: How much are they?
 Lars: ¹³ _____ projector is \$1,680 and ¹⁴ _____ digital camera is \$590.
 Hans: That sounds OK, but make sure you keep ¹⁵ _____ receipt.



3 No article

Choose the correct option from the words in *italics*.

- 1 *Digital cameras*/~~The digital cameras~~ are getting cheaper these days.
- 2 Can you use *mobile phones*/~~the mobile phones~~ on planes?
- 3 Did you look at *tools*/~~the tools~~ in the catalogue?
- 4 The price of *oil*/~~the oil~~ changes from week to week.
- 5 *Success*/~~The success~~ usually comes after a lot of hard work.
- 6 *Freedom*/~~The freedom~~ is important to everybody.

OVER TO YOU

Write sentences about some of your possessions and give details about them.

- 1 two new things you have at home
 I've got a TV and an MP3 player.
 say where you bought them I got the TV from a department store and I got the MP3 player from the Internet.
- 2 two things you use at work
 say what you use them for _____
- 3 two things you had ten years ago
 say what happened to them _____
- 4 two qualifications you have
 say where you studied for them _____

Unit 2. Present Simple.

2 Spelling

Complete the sentences with the correct form of the verbs in brackets.

- 1 Anna ~~studies~~ (study) every evening at home.
- 2 This _____ (fix) software problems automatically.
- 3 My boss _____ (fly) to the States once a month.
- 4 My deputy usually _____ (go) to trade shows in Europe.
- 5 Pierre usually _____ (finish) work at 6.30.
- 6 Hans never _____ (watch) TV because he is too busy.
- 7 This part of the engine _____ (mix) the petrol with air.
- 8 My boss _____ (try) to make sure that meetings finish on time.

3 Routines

Complete the text with the correct form of the verbs in the boxes.

A DAY IN THE LIFE

OF ANNABELLE HENDERSON, PRESENTER OF THE SATELLITE TV SHOW

listen read ~~start~~ watch

Annabelle Henderson, presenter of the hit TV show *Fashion Today*, ¹ ~~starts~~ her work even before getting to the studio. She usually ² _____ breakfast TV or ³ _____ to the radio, looking for new stories. On the way to work she ⁴ _____ the papers to see if there is any fashion news.

have open arrive reply

When she ⁵ _____ at the studio, she ⁶ _____ a coffee and then ⁷ _____ her emails. After

fashiontoday.

go tell spend come

deleting all the spam, she ⁸ _____ to the important messages.

Annabelle ⁹ _____ with a team of TV journalists who ¹⁰ _____ reports about top fashion events. They usually ¹¹ _____ a meeting in the morning and they ¹² _____ about the latest stories.

have make talk work

She often ¹³ _____ the afternoon away from the studio. Sometimes she ¹⁴ _____ to fashion shows, and at other times the designers ¹⁵ _____ to the studio and ¹⁶ _____ her about their latest clothes.

be enjoy work say

The show ¹⁷ _____ on every evening, so everyone ¹⁸ _____ really hard. But Annabelle ¹⁹ _____ that it's a team effort, and they all ²⁰ _____ it.

4 Facts

Complete the text with the correct form of the verbs in brackets.

Pixar ¹ *is* (be) a film company that ² _____ (make) cartoons such as Toy Story and Finding Nemo. The company ³ _____ (employ) about 750 people, mainly IT experts, and it ⁴ _____ (use) its own software to create movies.

The company's profits ⁵ _____ (come) from sales of cinema tickets, and it ⁶ _____ (distribute) its films through Walt Disney. It also ⁷ _____ (sell) DVDs of its films. Steve Jobs, the co-founder of Apple Computers, ⁸ _____ (own) 53% of the company.

OVER TO YOU

Write true sentences about the topics below.

- | | |
|------------------------|--------------------------|
| 1 your job | I work for _____ |
| 2 your home and family | I live _____ |
| 3 your free time | In the evenings, I _____ |
| 4 your company | My company _____ |

Unit 3. Present Simple. Negatives and questions.

PRACTICE

1 Questions and short answers

Make questions and short answers from the notes.

- | | |
|--|--|
| 1 you/speak Chinese? | A: Do you speak Chinese? |
| | B: No, I don't. I only speak English and French. |
| 2 you/work for Sotheby's? | A: _____? |
| | B: _____ . I work in the Fine Art Department. |
| 3 your boss/travel to New York a lot? | A: _____? |
| | B: _____ . He hates travelling, so he sends me. |
| 4 your colleagues/like the new office? | A: _____? |
| | B: _____ . They all say it's great. |
| 5 you/work at weekends? | A: _____? |
| | B: _____ . We only work Monday to Friday. |
| 6 your company/operate in Europe? | A: _____? |
| | B: _____ . And it operates in the USA too. |

2 Negatives

Complete the sentences with the negative form of the verbs in the box.

advertise come give know sell use want work
--

- 1 Microsoft is in the software business – it *doesn't sell* computers.
- 2 Anna comes in two days a week; she _____ here full time.
- 3 I'm sorry, but we _____ discounts over 20% on our top ranges.
- 4 I can't phone Ella because I _____ her new number.
- 5 No, Max _____ from the USA – he is Canadian.
- 6 We have lots of commercials on the radio, but we _____ on TV.
- 7 The meeting isn't very important, so if you _____ to come, that's OK.
- 8 Now that we have email, we _____ the fax machine much.

3 Review

Say if the sentences are right or wrong and correct the mistakes.

- | | | |
|--|-------|--------------|
| 1 My boss don't like long meetings. | wrong | doesn't like |
| 2 Do you want an appointment next week? | right | |
| 3 I doesn't like the room I am in. | _____ | _____ |
| 4 Miss Aniston is a vegetarian – she don't eat meat. | _____ | _____ |
| 5 Do your colleague like the new design? | _____ | _____ |
| 6 Does you want to ring the office? | _____ | _____ |
| 7 I don't have the figures with me. | _____ | _____ |
| 8 Does he travels to France often? | _____ | _____ |

OVER TO YOU

Make questions from the notes. For each one, write a true answer.

- | | |
|-------------------------------------|-------------------------------|
| 1 you/work on Saturdays? | Q: Do you work on Saturdays? |
| | A: No, I don't. or Yes, I do. |
| 2 you/live near the place you work? | Q: _____? |
| | A: _____. |
| 3 you/come from Spain? | Q: _____? |
| | A: _____. |
| 4 you/speak Arabic? | Q: _____? |
| | A: _____. |
| 5 you/work for yourself? | Q: _____? |
| | A: _____. |
| 6 you/drive to work? | Q: _____? |
| | A: _____. |

Unit 4. Modals. Can, can't, could, couldn't.

2 Past ability

Complete the sentences with *can*, *can't*, *could*, or *couldn't*.

- The presentation was OK, but you spoke too quietly and lots of people *couldn't* hear you.
- I loved the hotel – the views were great and from my room I _____ see the sea.
- We wanted to run some TV ads, but we _____ afford it, so we advertised on the radio.
- I can use Microsoft Word and Excel, but I _____ use Powerpoint.
- Ask Jamil to translate this letter – I think he _____ read Arabic.
- The negotiations went wrong because we _____ agree on a price.
- I grew up in Madrid, so when I was three or four, I _____ speak Spanish and English.
- I speak a little French, but I _____ understand people when they speak too fast.

3 Talking about permission

Look at these signs. Say what each one means. Use *can* or *can't* and the words in the box.

use your mobile park leave the building smoke turn right pay by credit card
take photos drink the water



1 You can pay by credit card.

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

OVER TO YOU

For each topic, write about one thing you can do and one thing you can't do.

- languages I can speak English, but I can't speak Arabic.
- music _____
- computers _____
- sport _____
- work skills _____
- clothes at work _____

Средний уровень владения иностранным языком

Unit 1. Career. IN SEARCH OF WORK



1. Read and translate the text. Write down new words and expressions and learn them by heart.

Employment Documents

The purpose of any education or training is further employment finding employment takes hard work in itself; so does finding a better position once employed. A wide variety of skills is required for almost any job, anything from taking instructions to giving them, from being supervised to supervising. Often what makes a prospective applicant stand out is the attitude that comes through in the cover letter.

A cover letter/ letter of application is necessary in the following situations: (a) when answering a specific ad from the newspaper, (b) when writing to a specific person whose name you got from someone else, and (c) when writing to a specific company that you feel is a good place for you to get a job. The letter has one main objective: to interest the employer in your qualifications so you will get an interview. It should accompany either a *CV/ resume* or a completed *application form*.

A letter of application should be prepared very carefully. It can decide whether an employer will pass it to the personnel department with the note, "This looks worth a follow-up," or will quietly drop it into the nearest wastebasket. Employers receive many letters and cannot pay attention to all of them; if you want yours to "set you apart," or to attract attention, observe the following rules.

1. Whenever possible, address your letter by name to the appropriate person in the company.
2. Use standard-size, good-quality white bond paper.
3. Type the letter or have it typed. Make sure there are no errors!
4. Be very careful with spelling and punctuation.
5. Be brief— your letter should take up no more than a page Businesslike letters will receive more attention. Three paragraphs is an ideal length.
6. In your first paragraph, mention the job you are applying for and where you saw it advertised. If you are not applying for a specific job, identify yourself, mention who referred you, if anyone, and why you are applying to this company.
7. In the second paragraph, state (a) why you think you are qualified for this job; (b) what contribution you can make to this company; and (c) any related work experience. If in the past you worked for a good company, it is important to mention that. Tell how many years of experience you have and add that you are enclosing a resume. Mention your most outstanding qualification as stated on the enclosed resume.
8. The closing paragraph should ask for an interview and say where and when you can be reached. You may suggest that you will phone for an interview. Make sure you telephone the company within a week after mailing the letter.
9. Keep a copy of every letter you sent.

The purpose of mailing any letter of application and resume is being granted an *interview*. If you are lucky, remember the following things. What we do is often more important than what we say. The way we dress, the way we walk, the way we sit and where we sit, the way we look or don't look at other people, how early or late we are — these things, which are all elements of nonverbal communication, are responsible for over 60 percent of the impression we make on other people. Keep in mind that the employer is not only considering the way you speak, but is looking at you as a whole. Don't underestimate the importance of qualities other than job skills, which you can bring to the job: maturity and life experience, responsibility, willingness to learn new things, willingness to work hard, ability to adapt to difficult situations, initiative, pride in your work, dependability, creativity, or the ability to work in an organized way. These are qualities to emphasize.

When you leave an interview, thank the interviewer for his or her time and consideration. Ask when you will be notified of the company's decision. Most companies will inform you within two weeks. If you have not received an answer after a reasonable amount of time, follow up with a letter or telephone call.

Of course, you may decide on the basis of your interview that you do not want the job. If you are offered the job, ask for a day or two to consider the offer and then inform the interviewer what you have decided. Never accept a job and then fail to show up. Keep in mind that employers in the same field often know each other. Unprofessional behavior with one employer could cause you trouble with another employer.

2. Answer these questions:

1. Why is it difficult to find a good job?
2. What qualities are of value among employers?
3. How should cover letters be prepared?
 4. In what cases does one write these letters?
 5. Why should one prepare for an interview?
 6. What personal qualities should one emphasize during the interview?
 7. How will you behave after the interview?

3. Learn these word combinations by heart and compose sentences with them.

Nouns	Существительные
Cover letter (Br.)	Сопроводительное письмо (британский вариант)
Letter of application (Am.)	Сопроводительное письмо (американский вариант)
CV = Curriculum vitae (Br.)	Автобиография (британский вариант)
Resume (Am.)	Автобиография (американский вариант)
Application form	Заявление/анкета
Applicant	Претендент
Ad (advertisement)	Объявление (в средствах массовой информации)
Personnel/ human resources department	Отдел кадров
Personnel/ human resources manager	Менеджер/руководитель отдела кадров
Post/appointment/position	Должность
Education	Образование

First time job seeker	Впервые устраивающийся на работу
Background	Образование и опыт работы
Career	карьера
Experience	Опыт работы
Reference	Рекомендация
Marital status	Семейное положение
Responsibility	Ответственность/обязанность
interview	Интервью (встреча между работодателем и претендентом для беседы о работе)
Interviewer	Человек, задающий вопросы во время интервью
Interviewee	Человек, отвечающий на вопросы во время интервью

Verbs & Expressions	Глаголы и выражения
work full-time	работать полный рабочий день
work part-time	работать неполный рабочий день
work by shifts	работать посменно
be self-employed	работать «на себя»
hold a post/ fill a position	занимать должность
offer a job	предлагать работу
tailor a particular position	претендовать на конкретную должность
make a career	сделать карьеру
change careers	сменить работу
Adjectives & Adverbs	Прилагательные и наречия
employed	работающий
unemployed	безработный
qualified/ skilled	квалифицированный
experienced	опытный
dependable	надежный
supervisory	руководящий
creative	творческий
up to now	по настоящее время

4. Remember the meaning of these words in English.

Resume (n)	a brief summary of one's skills and employment record
Summary (n)	total or sum in brief form
Deadline (n)	time limit before or by which something must be completed
Follow-up (n)	a second or immediate following action
Background (n)	one's education, training, and work history
Experience (n)	what one has learnt through the work done
Strength (n)	one's good abilities
Weaknesses (n)	one's bad abilities
Initiative (n)	ability to undertake something on one's own
Dependability (n)	trustworthiness, reliability
Hire (v)	employ
Selective (adj)	careful in one's choices

Practice

5. Match terms and their meanings.

applicant	образование и опыт работы
background	рекомендация
reference	претендент
hold a post	сменить работу
qualified	руководящий
supervisory	квалифицированный
make a career	занимать должность
change careers	сделать карьеру

6. Match each word from the left column with its synonym from the left column.

post	skilled
qualified	reliability
personnel	managerial
dependability	position
supervisory	resume
CV	advantage
strength	cover letter
letter of application	human resource

7. Write down an antonym for each word from the left column.

skilled	unskilled
experienced	
reliable	
qualified	
recent position	
weakness	
supervisor	
hire	

6

8. Match terms and their meanings.

Resume	what one has learnt through the work done
Deadline	a second or immediate following action
Background	one's bad abilities
Experience	a brief summary of one's skills and employment record

Follow-up	time limit before or by which something must be completed
Weaknesses	ability to undertake something on one's own
Strength	one's education, training, and work history
Initiative	one's good abilities

8. Translate the following sentences into English.

1. Какую роль в деловой деятельности играет внешность сотрудника?
2. Менеджер по персоналу должен тщательно проверять рекомендации претендентов.
3. Главными требованиями к кандидатам являются: хорошее образование, необходимая квалификация и богатый опыт.
4. Всем претендентам на размещенную вакансию следует предоставить свое резюме и рекомендательное письмо.
5. Было слишком много претендентов, поэтому менеджеру пришлось сократить список кандидатов.
6. Молодой компании требуется квалифицированный, опытный, креативный и амбициозный сотрудник.
7. Чтобы стать ценным членом команды компании следует понимать различные точки зрения, предлагать новые идеи и вводить эти идеи в работу.



8. В большинстве семей, как мужчины, так и женщины делят бремя заработка денег.

9. Сегодня очень важно получить степени бакалавра или магистра, чтобы преуспеть в карьере.

10. В условиях экономического спада ежегодный бюджет должен строго планироваться.

11. Нужно считать каждый пенни выручки в условиях экономического спада.

12. В данном современном экономическом климате менеджер вынужден использовать агрессивные методы, поэтому он подбирает сотрудников, которые могут правильно оценивать возможности компании и

поддерживают связь со своей командой.

13. Чтобы преуспеть в карьере следует использовать свой интеллект, опыт, образования, знакомства и связи.

14. Обычно считается нормой то, что успешному кандидату приходится отработать испытательный срок.

15. Иногда менеджеру по персоналу трудно выбрать лучшего кандидата среди претендентов, поэтому он может созвать комиссию для собеседования, чтобы сократить список кандидатов.

9. Discuss the following questions in pairs. Choose the most interesting questions to discuss with your classmates.

1. What job would you most like to do?
2. If money weren't a problem for you, which job would you prefer to have?
3. Would you like to have a management position?
4. What are the pros and cons of being a manager?
5. What are the qualities a good boss should have?
6. Are there any jobs which can only be done by one gender? If so, what are they?
7. What should you not do during a job interview?
8. Who would you hire an employee with a lot of experience or an employee with a lot of education?
9. Which do you think most people prefer, indoor or outdoor jobs?
10. Which do you think are some of the more demanding jobs?
11. Which are the least demanding jobs?
12. Which jobs are badly paid?

13. Which jobs are over-paid?
14. Which job are more popular than others, and why?
15. Which job would you never do?
16. Which jobs do you think are the most prestigious?
17. Would you be upset if your boss was a woman?
18. Would you consider yourself to be an ambitious person at work?
19. Would you describe yourself as a workaholic?
20. Would you like a job in which you travelled a lot?

10. Mini-presentation

1. Make a short oral presentation of the occupation for which you are studying. Include the education and training required and a description of the type of jobs you will do.
2. Describe a practical task or project that you have carried out in your vocational subjects at school.
3. Describe a day at work. Many of you will have spent some time working in a factory, building site, hospital or restaurant, etc., during a work placement period. Describe what you will do on one day during the period. How does your future routine match your expectations?
4. Present the safety regulations and other regulations, which must be followed by anyone who is going to work in the occupation for which you are studying and explain why it is important to follow them.

Unit 2. Company. COMPANY STRUCTURE

Exercise 1. Before you read discuss these questions:

- How many different ways of organizing or structuring a company can you think of?
- If you work for a company or organization, how would you describe the company structure?

Exercise 2. Read the text about the different ways in which companies are organized and answer these questions:

- Four main kinds of organizational structure are described in the article. What are they?
- Is one kind of organizational structure more common than the others?
- When did “delayering” take place?
- What were the reasons for delayering and what were the results?
- How does Julia MacLauchlan describe Microsoft’s organizational structure?

DOING THE BUSINESS

Roisin Ingle hears how efficient management structures are vital for success



The need for a solid structure within all business entities is “absolutely fundamental”, according to Ms. Angela Tripoli, a lecturer in Business Administration at University College Dublin. “Organizational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology”. Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, “many firms are opting

for a kind of hybrid of all of them”. The most recognizable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making. More and more companies are organizing themselves along product lines where companies have separate divisions according to the product that is being worked on. “In this case the focus is always on the product and how it can be improved”. The importance for multinational companies of a good geographic structure, said Ms. Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market. 59 The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams. During the 1980s a wave of restructuring went through industry around the globe. This process, known as

delaying, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was, driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic. The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more “customercentric” approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines. Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge. Ms. Julia MacLauchlan, Director of Microsoft’s European Product Development Centre in Dublin, said the leading software company had a very flat organizational structure. “There would not be more than around seven levels between the average software tester and Bill Gates”, she said. Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localization of the software for all Microsoft’s markets, the company is split up into seven business units. Each unit controls the localization of their specific products while working closely with the designers in Microsoft’s Seattle Headquarters. It works, said Ms. MacLauchlan, because everyone who works in the unit is “incredibly empowered”. “Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company’s objectives”.

Exercise 3. Match these definitions with the four organizational structures described in the text:

1. A cross-functional structure where people are organized into project teams.
2. A structure rather like the army, where each person has their place in a fixed hierarchy.
3. A structure that enables a company to operate internationally, country by country.
4. A structure organized around different products.

Exercise 4. Use an appropriate phrase from the text to complete each sentence:

1. Banks need to be fully aware of their customers’
2. Silicon Valley is full of
3. Many companies are now organized along, in which each division is responsible for a group of products.
4. A matrix organization groups people into
5. Some companies are divided into different, often also called profit centres.
6. A multinational company will often have a number of, in charge of activities in different parts of the world.

Exercise 5. Complete these sentences with an appropriate preposition:

1. Organizational structure concerns who reports whom.
2. Depending its size, there are several organizational structures a company can choose from.
3. Many companies are organizing themselves product lines.
4. In the 1980s a wave of restructuring went industry.
5. Delayering was driven the need to reduce costs.
6. Microsoft in Ireland is split seven business units.

8. Text 2. Types of Organizational Structure in Business

Many of the big organizations have failed to understand the importance of effect of good organizational design on their company’s effectiveness and performance. Select any one organization which experienced enormous adjusting problem due to the poor organizational design and explain in detail its structure and consequences of that organizational structure.

Organization Structure is a framework, typically hierarchical, within which an organization arranges its lines of authority and communications, and allocates rights and duties. Organizational structure determines the manner and extent to which roles, power, and responsibilities are delegated, controlled, and coordinated, and how information flows between levels of management. An structure depends entirely on the organization's objectives and the strategy chosen to achieve them. In a centralized structure, the decision making power is concentrated in the top layer of the management and tight control is exercised over departments and divisions. In a decentralized structure, the decision making power is distributed and the departments and divisions have varying degrees of autonomy. An organizational chart illustrates the organizational structure.

Every organization, to be effective, must have an organizational structure. It is the form of structure that determines the hierarchy and the reporting structure in the organization. It is also called organizational chart. There are different types of organization structures that companies follow depending upon a variety of things; it can be based on geographical regions, products or hierarchy. To put it simply an organizational structure is a plan that shows the organization of work and the systematic arrangement of work.

An organizational structure consists of activities such as task allocation, coordination and supervision, which are directed towards the achievement of organizational aims. It can also be considered as the viewing glass or perspective through which individuals see their organization and its environment.

An organization can be structured in many different ways, depending on their objectives. The structure of an organization will determine the modes in which it operates and performs. Organizational structure allows the expressed allocation of responsibilities for different functions and processes to different entities such as the branch, department, workgroup and individual. Organizational structure affects organizational action in two big ways. First, it provides the foundation on which standard operating procedures and routines rest. Second, it determines which individuals get to participate in which decision-making processes, and thus to what extent their views shape the organization's actions.

Types of Organizational Structure

Organizations are set up in specific ways to accomplish different goals, and the structure of an organization can help or hinder its progress toward accomplishing these goals. Organizations large and small can achieve higher sales and other profit by properly matching their needs with the structure they use to operate. There are three main types of organizational structure: functional, divisional and matrix structure.

Traditional Structures

These are the structures that are based on functional division and departments. These are the kind of structures that follow the organization's rules and procedures to the T. they are characterized by having precise authority lines for all levels in the management. Various types of structures under traditional structures are:

Line Structure – This is the kind of structure that has a very specific line of command. The approvals and orders in this kind of structure come from top to bottom in a line, hence the name line structure. This kind of structure is suitable for smaller organizations like small accounting firms and law offices. This is the sort of structure that allows for easy decision-making and is also very informal in nature. They have fewer departments, which makes the entire organization a very decentralized one.

Line and Staff Structure – Though line structure is suitable for most organizations, especially small ones, it is not effective for larger companies. This is where the line and staff organizational structure comes into play. Line and structure combines the line structure where information and approvals come from top to bottom, with staff departments for support and specialization. Line and staff organizational structures are more centralized. Managers of line and staff have authority over their subordinates, but staff managers have no authority over line managers and their subordinates. The decision-making process becomes slower in this type of organizational structure

because of the layers and guidelines that are typical to it. Also, let's not forget the formality involved.

Functional Structure – This kind of organizational structure classifies people according to the function they perform in their professional life or according to the functions performed by them in the organization. The organization chart for a functional organization consists of Vice President, Sales department, Customer Service Department, Engineering or production department, Accounting department and Administrative department.

Divisional Structures

These are the kinds of structures that are based upon the different divisions in the organization. These structures can be further divided into:

Product Structure – A product structure is based on organizing employees and work on the basis of the different types of products. If the company produces three different types of products, they will have three different divisions for these products.

Market Structure – Market structure is used to group employees on the basis of specific market the company sells in. A company could have 3 different markets they use and according to this structure, each would be a separate division in the structure.

Geographic Structure – Large organizations have offices at different place, for example there could be a north zone, south zone, west and east zone. The organizational structure would then follow a zonal structure.

Matrix Structure

This is a structure which is a combination of function and product structures. This combines the best of both worlds to make an efficient organizational structure. This structure is the most complex organizational structure.

Some Other Kinds of Organizational Structures

Bureaucratic Structure – This kind of structure can be seen in tall organizations where tasks, processes and procedures are all standardized and this type of structure is suitable for huge enterprises that involve complex operations and require smooth administration of the same.

Pre-Bureaucratic Structure – This structural form is best exemplified in flat organizations where administration and control are centralized and there is very little, if any, standardization of tasks.

Network Structure – In this kind of structure, the organization managers are required to maintain and coordinate business/professional relations with third parties such as clients, vendors and associates in order to achieve a collective goal of profitability and growth. Most of the time, these relations are maintained and tasks are coordinated via telecommunications and electronic media and, hence, this type of structure is also known as Virtual Structure.

Team Structure – Organizations with team structures can have both vertical as well as horizontal process flows. The most distinct feature of such an organizational structure is that different tasks and processes are allotted to specialized teams of personnel in such a way as a harmonious coordination is struck among the various task-teams.

It is important to find an organizational structure that works best for the organization as the wrong set up could hamper proper functioning in the organization.

1. Answer the following questions:

- a) Which department – production, finance, accounting, marketing, sales, human resources, etc. – of an organisation do you think is the most interesting to work in?
- b) What reasons can you think of for why department get into conflict with each other?
- c) Is it better to have one immediate boss or work for more than one manager?
- d) Do you prefer to work alone or in a team?
- e) Is it more motivating to be responsible to someone for your work, or responsible for people who report to you?
- f) In what ways can dividing a business functionally cause problems?

g) What is the potential disadvantage of matrix management systems?

2. Vocabulary. Before discussing traditional company organisation, check your understanding of the basic terms by matching up the following words with definitions:

● autonomous ● to delegate ● function ● hierarchy or chain of command ● line authority ●
● to report to ●

1. _____ a system of authority with different levels, one above the others, e.g. a series management positions, whose holders can make decisions, or give orders and instructions.
2. _____ a specific activity in a company, e.g. production, marketing, finance.
3. _____ independent, able to take decisions without consulting someone at the same level or higher in the chain of command.
4. _____ the power to give instructions to people at the level below in the chain of command.
5. _____ to be responsible to someone and to take instructions from them.
6. _____ to give someone else responsibility for doing something instead of you.

3. Discussion: Incompatible goals. There are often incompatible goals of the finance, marketing and production (or operations) departments. Classify the following strategies according to which department would probably favour them.

- 1 a factory working at full capacity
- 2 a large advertising budget
- 3 a large sales force earning high commission
- 4 a standard product without optional features
- 5 a strong cash balance
- 6 a strong market share for new products
- 7 generous credit facilities for customers
- 8 high profit margins
- 9 large inventories to make sure that products are available
- 10 low research and development spending
- 11 machines that give the possibility of making various different products
- 12 self-financing (using retained earnings rather than borrowing)

4. Do the following statements refer to the advantages of working in a big or a small company?

- 1 You are less likely to be affected by a big reorganization, downsizing, or merger or takeover.
- 2 You are often responsible for a variety of different tasks.
- 3 You can actually see the result of your contribution to the firm.
- 4 You can be proud of working for a company with a national or international reputation.
- 5 You can become more specialized in your work.
- 6 You can probably change departments if you have problems with your colleagues
- 7 You have mere independence, and you don't always have to wait for permission from a superior.
- 8 You know everyone in the company and the atmosphere is friendlier.
- 9 You may be able to go and work in a foreign subsidiary.
- 10 Your company will probably be in a better position in an economic downturn or recession.

5. Answer the following questions:

1. What is the difference between small and large companies?
2. Name the advantages and disadvantages of running a small firm.
3. Enumerate the advantages and disadvantages of running a large company.
4. Which of these companies would you like to work for? Why?
5. Can you name a company you would like to work for in the future? Explain your choice.
6. Give an example of the most successful multinational company. Tell what you know about it.
7. Would you like to start up your own company? Why or why not?
8. What kind of a company would you like to start up?
9. Which Belarusian companies are doing well?
10. Which Belarusian companies are not doing well? What recommendations can you give to these companies?

6. Presentation. Write notes for a short presentation on your company or a company you would like to work for. You should mention:

- what it does:

it designs/ makes / provides / distributes / sells / offers / organizes / invests in, etc.

- where it is located:

It has offices / branches / subsidiaries / factories / stores, etc. in ...

- how it is structured and whether this a reason for its success:

it consists of/ includes / is divided into / is organized in, etc.

- why you want to work for this company.

Then give a short presentation to the class.

Unit 3. Selling. MARKETING TO STUDENTS.

Exercise 1. Read the article and answer the following questions:

1. How much money do UK students spend a year in total?
2. Find two reasons why it is difficult to sell products to students.
3. How does the Guardian help students?
4. What are “energy teams”?
5. Why is it important to use students and not company sales reps to sell products?
6. How can marketers learn more about student life?

Exercise 2. Match the companies 1-4 with the promotion method they use a-e, as described in the article. One company uses two methods.

- | | |
|-----------------|--|
| 1. Carling | a) offers discounts on products |
| 2. The Guardian | b) employs students to sell on campus |
| 3. Red Bull | c) asks students to help plan special events |
| 4. Virgin D3 | d) organises music events in public places |
| | e) offers help with education and careers |



The student market in the UK is estimated to be worth £13 billion of spending power in a year. It is a market no company should ignore. Marketers are desperate to get students' attention before they turn into high-earning graduates. But students are hard to reach and cynical. How can brands target them?

Youth market trends analyst Sean Pillot de Chenecey advises companies who hope to market to students. He says there is no single strategy.

Students organize their life on their mobile phones, respect brands that are ethical, but worry more about how they're going to pay off their debt than world peace. To get students' attention, marketers must offer them something that adds to their lives. It isn't enough to simply sponsor a music tour: they have to make the event happen. For example, Carling (a beer manufacturer) introduced live music on the Tube.

Offering students help with their education and careers is an effective marketing method. *The Guardian* newspaper runs careers fairs and offers discounts on its products, such as *Guardian Student*, a 32-page newspaper.

Red Bull, a successful energy drinks brand, uses what it calls 'energy teams' on university campuses. The company recruits teams of students and gives them a Red Bull car, which has a fridge. The students offer samples and give information about the product benefits.

They do this on campus at sporting events and at times of the year when students might need an energy boost. 'It's extremely important that it's a student doing this and not a company sales reps.' says the company's consumer manager who runs the scheme. 'You need to have an approach that doesn't look like a sales pitch.'

Having an insider on campus can help marketers understand student life. Youth marketing agency, Virgin D3, has a database of students who act as 'field staff'. They ask them for help when planning an event at their university. Perhaps, by getting ideas from the students themselves, companies can find ways to reach this difficult market.

Speaking 1. 'Students have a strong sense of social responsibility and ethical branding. They want companies to behave well.' What do you think of this description of UK students? Could you describe students in your country in the same way?

Speaking 2. What ethical reasons could people have for not buying from a particular company? Are there any companies whose products or services you would never buy?

Vocabulary. Complete the sentences with these words and phrases from the article.

boost debt discount estimate high-earning method pay off spending power worth

1. The market for new cars is _____ about €200 million a year.
2. We _____ that our share of the market will be 28 per cent.
3. We are targeting _____ consumers with salaries above €100,000 a year, who have enormous _____.
4. Many of our customers have a _____ of €5,000 or more.
5. It will take them several years to _____ these loans.
6. We have a special offer this month: a 5 per cent _____ on all software products.
7. We are trying a new _____ of selling: sending special offers by text message.
8. The company hopes that its new strategy will give sales a _____.

Speaking 3. How important is price to you? When you want to buy something, which do you do?

- a. Make sure you get good value for money?
- b. Spend time looking for the lowest possible price?
- c. Not worry about price, just buy what you want?

Exercise 4. Read the article below and match the headings 1-4 with the paragraphs a-d.

1. Big supermarkets are more efficient
2. Drinks come cheaper in large cans
3. Technology improves food production
4. Supermarkets force producers to cut costs

Exercise 5. Read the article again. Are the statements true or false?

- 1 It costs less to produce large quantities of food than ever before.
- 2 Big supermarkets can offer food at lower prices because they can buy in large quantities.
- 3 Some food producers have reduced their range of products.
- 4 To meet supermarket demands, Cadbury employs more workers than before.
- 5 Shoppers will buy larger quantities when there is a special price.
- 6 For the food companies, larger portions are not much more expensive to produce.
- 7 The writer thinks companies will be happy to reduce the sizes of portions.\



Article 2. Make it cheaper and cheaper

A _____
 Prices have fallen in the food business because of advances in food production and distribution technology. Consumers have benefited greatly from those advances. People who predicted that the world would am out of food were wrong. We are producing more and more food with less and less capital. Food is therefore more plentiful and cheaper than it has ever been. Spending on food compared

with other goods has fallen for many years, and continues to drop.

B _____
 Supermarkets have helped push down prices mainly because of their scale. Like any big business, they can invest in IT systems that make them efficient. And their size allows them to buy in bulk. As supermarkets get bigger, the prices get lower.

C _____
 Huge retail companies such as Wal-Mart have tremendous power and they can put pressure on producers to cut their margins. As a result, some producers have had to make cuts. In recent years. Unilever has cut its workforce by 33.000 to 245,000 and dropped lots of its minor brands as part of its "path to growth" strategy. Cadbury has shut nearly 20 per cent of its 133 factories and cut 10 per cent of its 55.000 global workforce. These cuts help keep costs down, and the price of food stays low.

D _____
 Does cheap food make people unhealthy? Cheap food may encourage people to eat more. Food companies certainly think that giving people more food for their money makes them buy more. Giving people bigger portions is an easy way of making them feel they have got a better deal. That is why portions have got larger and larger. In America, soft drinks came in 8oz (225g) cans in the past, then 12oz (350g), and now come in 20oz. (550g) cans. If a company can sell you an 8oz portion for \$7, they can sell you a 12oz portion for \$8. The only extra cost to the company is the food, which probably costs 25 cents.

Now companies are under pressure to stop selling bigger portions for less money. But it is hard to change the trend.

Speaking 4. What are the advantages and disadvantages of large chain stores and small shops? Which do you prefer to shop in?

Exercise 6. Vocabulary 1. Match the words 1-6 from the article with the meanings a-f.

- | | |
|------------|--|
| 1advances | A the difference between the cost of production and the price of the product |
| 2margin | B less important |
| 3workforce | C an amount of food for one person |
| 4minor | Dchanges that bring improvement |
| 5portion | E the way a situation changes and develops |
| 6trend | F all the people who work in a particular company or factory |

Exercise 7. Vocabulary 2. Synonyms. Put the words and phrases in the correct column.

cut drop fall lower put up raise rise reduce push down rocket

<i>Increase</i>	<i>Decrease</i>

Speaking 5. Questions for discussion. Discuss the following questions in pairs and then with all your classmates.

1. Do you like shopping? For what kinds of things?
2. Have you ever spent too much? What did you buy? How did you feel afterwards?
3. How long do you usually shop for? Do you try to get your shopping done as fast as possible?
4. Do you shop online? What kinds of things do you buy online? What would you rather buy in person?
5. Think about the most expensive thing you have ever bought. Was it worth what you paid for it?
6. Do you prefer to shop alone or with other people? What are the advantages and disadvantages of each?
7. Who does the grocery shopping in your household? How often do they do it?
8. Are you a *bargain hunter*? Do you get excited about sales and discounts? When are the best sales in your country?
9. Which do you prefer? Buying things for yourself or for other people?
10. Do you collect points or stamps at any stores? Which *loyalty programs* are worthwhile?
11. In the United States, the Friday after Thanksgiving is known as *Black Friday* and is famous for big sales and aggressive behavior by shoppers. Have you ever had any problems with other shoppers?
12. *Shoplifting* is when someone takes something from a shop without paying. How common is this crime in your country? How do shops try to prevent shoplifting?
13. Have you ever worked in a shop? What was the store selling? Does that kind of job suit you?
14. If you were to open your own shop, what kinds of things would you like to sell?
15. Have you ever returned something to the shop you bought it from? Why did you return it? Did you get a refund?
16. Do you care where products are made? Do you prefer to buy things which are made in your own country? Why or why not?
17. Some countries have late-night or all-night shopping. What time of day do you like to shop?
18. Have you been shopping abroad? Which are the best cities for shopping?

Unit 4. Great Ideas. INNOVATION.

Speaking 1. Work with a partner. Put these twentieth-century innovations and inventions in order from the earliest (1) to the most recent (6)

- photocopier
- Velcro
- handheld calculator
- vacuum cleaner
- instant coffee
- parking meter

Speaking 2. Which inventions and innovations of the twentieth century do you think were the most?

- important?
- useful?

Speaking 3. When and where do you get your best ideas? At work? After lunch? In the middle of the night? When you're exercising? In the car?

Exercise 1. Read this article and answer questions 1-2.

- 1 Why did Mitchell Ditkoff and John Havens invent The Breakthrough Cafe?
- 2 Would you like to go there?

Food for thought



The Breakthrough Cafe is the brainchild of Mitchell Ditkoff and John Havens. The aim is that customers will have at least one 'a-ha' moment during an evening that is a combination of 'party, restaurant, and brainstorming session'.

Over a three-course meal, customers begin by meeting each other and reading their name badges. The name badge also contains the words 'How can I...?' Each customer completes this with a question about an idea or obstacle in their life. For example, 'How can I start my own catering business?', 'How can I find someone to invest in my prototype?', 'How can I get a new job?' As well as discussing and giving advice to

each other, there are 'Innowaiters' who serve food and drink, but also act as facilitators to encourage innovative ideas.

Ditkoff explains how he first came up with the concept. I've asked thousands of people: "Where do you get your best ideas? What is the catalyst?" Less than one per cent of people say they get their ideas at work. They get their ideas when they are happy, away from the office, late at night, and in the company of friends.'

Exercise 2. Match the words in bold from the text to definitions 1-9.

- 1 an idea for something new: _____
- 2 an idea or invention of one person or group of people: _____
- 3 new and original: _____
- 4 when you suddenly realize or understand something: _____
- 5 people who help you: _____
- 6 something to cause change: _____
- 7 think of a new idea or plan: _____

4. What is LiftPort trying to do to solve these problems?
5. Can LiftPort make money from the space elevator? How?

Exercise 2. What do these numbers refer to?

- 1 2018
- 2 \$100 million
- 3 \$7 billion to \$10 billion
- 4 \$20,000
- 5 thousand kilos



IN the future, you may be able to. Michael Laine hopes that his new business, LiftPort Group, will complete a space elevator by 2018. But we already have rockets and satellites, so why an elevator? Well, it's not cheap to get satellites into orbit. To reach 35,793 km up - where about half of all satellites go - costs above \$100 million. Add another 10% to 20% for insurance. And make sure you build that satellite right the first time because, once it's up there, you can't fix it.

The private space industry is expected to grow, but many of the new ventures like the space elevator seem extremely risky. Of course, Laine knows that things will not be easy. First of all, there's the start-up cost: He thinks that the construction of the elevator will cost between \$7 billion and \$10 billion over five years. Then there's the fact that the cable for the elevator needs to be stronger than anything in industrial use today - about 30 times the strength of steel.

Laine runs the company on a tight budget and employs only five people. He says he plans to raise capital and set up joint ventures with other technology businesses. When it is finally completed, the elevator could compete with NASA and the Russian Space Agency.

It wasn't so long ago that Laine himself was skeptical of the potential for making money in space. 'Other space enthusiasts were saying, "Let's go to the moon" or "Let's go to Mars,"' he remembers. 'I kept saying "What's your return on investment -your ROI?"' Currently, the cost to deliver a kilo of stuff into space using rocket launch is \$20,000. The elevator could carry loads of five thousand kilos per day. It could deliver over a million kilos of material per year -resulting in billions of dollars in sales.

But with so many problems to overcome, will it ever happen?

Speaking 1. Do you think the space elevator will ever happen? Why? / Why not?
Would you like to travel into space? Why? / Why not?

Exercise 3. Vocabulary 1. Financing ventures. Match the words and phrases 1-6 with the meanings a-f.

- | | |
|------------------------|---|
| 1 capital | careful control of costs, necessary when you have very little money |
| 2 start-up cost | the profit you make from an activity in relation to how much money you put in |
| 3 a tight budget | money you lend to someone so that they can start a business venture |
| 4 potential | the time needed to get back the cost of an investment |
| 5 return on investment | possibility of future success |
| 6 payback period | the expense of setting up a new business or new project |

Exercise 4. Now complete the text below using the words and phrases from exercise 3.

Finance for space ventures

It is very difficult for companies in the private space industry to find the necessary _____ for new space projects. Private investors don't like investing in space because the _____ is high, and because the _____ can be as much as 20 years or more. Investors want to be sure that they will get a good _____. However, some millionaire space enthusiasts will support projects even if there is not much _____ for making a profit. Even government projects are often short of money. Most space ventures have to run on _____.

Exercise 5. Collocations. Look at the groups of words. Cross out the noun that doesn't go with the verb in each group.

- 1 launch: a satellite, a rocket, a budget, a new product
2 set up: a satellite, a company, a joint venture, an organisation
3 raise: money, capital, the price, a rocket
4 make: money, a profit, an investment, a cost
5 take: an elevator, a risk, an investment, a decision

Exercise 6. Collocations. Now match these meanings with an appropriate verb and noun from exercise 5.

- To put a satellite into orbit. *launch a satellite*
To borrow money to finance a new venture.
To do something that is dangerous and could have bad results.
To put something new on the market for people to buy.
To make an agreement with another company to work together on a business activity.
To put money into a business activity in the hope of making a profit later.

Exercise 7. Translate the following sentences into English.

1. Патентуйте свои изобретения.
2. Патент оберегает инновацию от пиратства.
3. Перед разработкой стратегии, вам следует провести рыночное исследование.
4. Нарушать права работников противозаконно.
5. Это настоящий прорыв.
6. Кто изобрел шариковую ручку?
7. Это открытое – важный шаг в развитии высоких технологий.
8. Большинство организаций развивает инновации в сфере разработки новых продуктов и услуг.
9. Интернет дает шанс на развитие вашей бизнес идеи, если вы будете трудиться для ее продвижения.
10. Бизнес-идея - это то, из чего можно построить целую бизнес империю и заработать миллионы.
11. Первым делом компании должны сконцентрироваться на создании культуры, благоприятствующей инновациям.
12. Не существует никаких новых идей — и это горькая правда. Есть лишь новые области приложения старых идей и остроумные способы их применения.
13. Один из способов получить великие идеи — это украсть их.
14. История инноваций полна «гениев», которые заимствовали и воровали идеи в одной сфере, чтобы применить их в другой.

GRAMMAR. Теоретический раздел

Unit 1. Modals: ability, requests, offers

PRESENTATION a Talking about ability

We use **can** or **can't** + bare infinitive to talk about ability:

*Jacqueline is a bilingual secretary. She **can** speak English and French.*

*Mr Watson needs an interpreter. He **can't** speak Japanese.*

*I don't understand. **Can** you speak English?*

! Remember to use the bare infinitive. Do not use *to*.

wrong: *I ~~can to~~ speak Spanish.*

right: *I **can** speak Spanish.*

b Past ability

The past of **can** is **could**. We use **could** or **couldn't** to talk about general ability in the past:

*Jacqueline's mother was French but she lived in England. She **could** speak English and French when she was four years old.*

*Mr Watson went to Japan last year. He needed an interpreter because he **couldn't** speak Japanese.*

*I **couldn't** hear the speaker very well. **Could** you hear what he was saying?*

c Talking about permission

We use **can** or **can't** to talk about things that are allowed or not allowed:

A: *I need a cigarette. **Can** I smoke in here?*

B: *No, I'm sorry, you **can't** smoke in here – it's a non-smoking office. But there is a smoking area in the canteen – you **can** smoke there.*

PRACTICE

1 Talking about ability

Wanted:
bilingual secretary.
Must be **numerate** and
computer literate. Minimum 4
years' experience in banking or
financial services. For further
details, write to:

*Fundraiser for special
needs children's centre.*
Charity working with **blind**
and **deaf** children requires a
fundraising coordinator to
oversee

**Independently-minded, the
ideal candidate will have good
time-management skills;
excellent interpersonal and
communication skills, and will
also have 3 years' experience**

Complete the sentences with **can** or **can't** and the words in the box.

speaking two languages see hear explain things well
use a PC deal with figures deal with people organize your work well

- 1 If you are bilingual, you **can** speak two languages.
- 2 If you are numerate, you _____.
- 3 If you are computer literate, you _____.
- 4 If you are blind, you _____.
- 5 If you are deaf, you _____.
- 6 If you have good time-management skills, you _____.
- 7 If you have good interpersonal skills, you _____.
- 8 If you have good communication skills, you _____.

PRESENTATION a Requests

We can use **can** or **could** to make requests:

A: **Can** I use your phone? B: Yes, of course.

A: **Could** you do me a favour? B: Yes, of course.

In this example, **could** does not refer to the past. When making requests, **Could I ...?** is more common and more polite than **Can I ...?**

1 In everyday situations, such as shopping, going to a restaurant, or talking to colleagues, do not use direct commands. Instead, use **Could I ..., please?** or **Could you ..., please?**

wrong: ~~Give me~~ Mr Cohen's email address.

right: **Could I have** Mr Cohen's email address, please?

b Offers

We can use **Shall I ...?** or **I'll ...** to offer help:

A: It's very hot in here. B: **Shall I open** the window?

A: I need to order a taxi to the station. B: Don't worry. **I'll give** you a lift if you like.

c Would you like ...?

Look at the way we use **Would you like ...?** and **Would you like me to ...?:**

Would you like = Do you want ...?

Would you like a coffee? (= Do you want a coffee?)

Would you like to have a drink? (= Do you want to have a drink?)

Would you like me to ...? = Shall I ...?

Would you like me to send you a price list? (= Shall I send you a price list?)

PRACTICE

1 Requests

Complete the telephone conversation with the requests in the box.

Could you ask her to ring Mr Baxter urgently? Could I have your number?
Could you hold on a minute, please? ~~Could I have the Finance Department, please?~~
Could you take a message for me? Could I speak to Jane Grace, please?

A: Good morning, Pearson Enterprises.

B: Good morning. ¹Could I have the Finance Department, please?

C: Good morning. Finance.

B: Good morning. ²_____

C: I'm sorry, but she's not at her desk. I'll go and see if she's here.

³_____

B: Yes, I'll hold.

C: I'm afraid I don't know where she is.

B: ⁴_____

C: Yes, sure.

B: ⁵_____

C: OK – ring Mr Baxter urgently. ⁶_____

B: Yes, it's 3452 2422.

C: That's fine. I'll make sure she gets the message.

Unit 2. Present Simple and Present Continuous.

PRESENTATION a Routine or moment of speaking?

We use the present simple for things that happen every day or regularly:



Normally I **take** the train to work.

We use the present continuous for things that are happening **now**, at the moment of speaking:



Today, there's a train strike so I'm **taking** the bus.

b Long-term or short-term situations

We use the present simple to talk about permanent or long-term situations:

*I **work** for Costar Construction. We **build** houses, hotels, and roads.*

(I work for them all the time. We do this all the time.)

We use the present continuous to talk about situations that are temporary or short-term. We often use it with words like *today, this week, this month*:

*This month I **am working** on a housing project near Oxford.*

(I am only doing this for four weeks.)

PRACTICE

1 Routine or moment of speaking?

Complete the dialogues with the present simple or the present continuous form of the verbs in brackets.

- A: Is Jack here? I need to speak to him.
B: No, sorry, he isn't here. Oh, look, he's there in the car park. He **is leaving** (leave).
- A: Do you always travel by train?
B: No. Usually I _____ (take) my car.
- A: Are you busy at the moment?
B: I _____ (have) lunch. Call me in an hour.
- A: Can we have a meeting tomorrow?
B: Sorry, I _____ (not/work) on Wednesdays.
- A: Could I speak to Ken Olsen?
B: I'm sorry, he _____ (have) a meeting at the moment.
- A: Maria is here early!
B: No, she always _____ (get) here at eight.
- A: Are you at the office?
B: No, I _____ (call) from the train.
- A: Are 4x4s cheap to run?
B: No, they _____ (use) a lot of petrol.

Unit 3. Modals 2: must, need to, have to.

PRESENTATION a Form

We can use **must** + bare infinitive to talk about obligation and necessity. **Must** is a modal verb and it does not change at all:

Positive	Questions	Negative
<i>I must work.</i>	<i>Must I work?</i>	<i>I mustn't work.</i>
<i>You must work.</i>	<i>Must you work?</i>	<i>You mustn't work.</i>
<i>He/She/It must work.</i>	<i>Must he/she/it work?</i>	<i>He/She/It mustn't work.</i>
<i>We must work.</i>	<i>Must we work?</i>	<i>We mustn't work.</i>
<i>They must work.</i>	<i>Must they work?</i>	<i>They mustn't work.</i>

! Remember that **must**, like all modals, takes an infinitive without *to*.
 wrong: *You must ~~to~~ reply immediately.*
 right: *You **must** reply immediately.*

b Use

We use **must** to say what we feel is necessary:

*You **must** be here by 5.30 tomorrow afternoon.* (= I strongly advise that you are here then.)

*My plane leaves in half an hour – I **must** go now.* (= It is necessary for me to go now.)

We often use **must** in written English and in notices:

DECLARATION

You, or someone on your behalf, **must** sign below.

I _____

declare that the information given above is true and complete.

**Passengers MUST
keep their baggage
with them at all
times.**

c Negatives

We use **mustn't** to give strong advice or an instruction not to do something. We use **needn't** to say something is not necessary:

*You **mustn't** tell John about the party – it's a secret.* (= I am telling you not to do this.)

*You **needn't** make a reservation. We have a few tables free.*
 (= It is not necessary.)



d Past tense

The past tense of **must** is **had to**:

*When I arrived at the airport, I **had to** buy a visa.*

Past Continuous

PRESENTATION a Form

We make the past continuous by using **was/were** and the **-ing** form of the verb:

Positive	Question	Negative
<i>I was working.</i>	<i>Was I working?</i>	<i>I was not working.</i>
<i>You were working.</i>	<i>Were you working?</i>	<i>You were not working.</i>
<i>He/She/It was working.</i>	<i>Was he/she/it working?</i>	<i>He/She/It was not working.</i>
<i>We were working.</i>	<i>Were we working?</i>	<i>We were not working.</i>
<i>They were working.</i>	<i>Were they working?</i>	<i>They were not working.</i>

In the negative, we often use the short forms **wasn't** or **weren't**:

*My mobile **wasn't** working, so I bought a new one.*

b Uses

The past continuous can tell us about something that was already happening at a point of time in the past. Look at these examples:

*At 2.30 yesterday afternoon, Lena **was listening** to a presentation.*
(The presentation started at 2.00 and finished at 3.00.)

*At 2.30 yesterday afternoon, Alexander **was writing** a report.*
(He started at 1.30 and finished at 5.30.)

*At 2.30 yesterday afternoon, Katia **was visiting** a supplier.*
(She left in the morning and came back in the evening.)

It is not always necessary to use a time expression, especially if we are explaining why something happened.

*They sold the company because it **wasn't making** money.*

c When and while

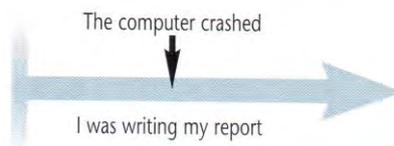
Sometimes a short action interrupts a longer action. We can use the time words **while** or **when** with the past continuous when we want to compare a long action with a short action in the past:

***While/When** I was writing my report, the computer suddenly crashed.*

You can also change the order:

*The computer suddenly crashed **while/when** I was writing my report.*

Writing a report is a long action. A computer crashing is a short action.



! We don't usually use **while** with a short action in the past simple.

wrong: *I was writing my report **while** the computer suddenly crashed.*

right: *I was writing my report **when** the computer suddenly crashed.*

GRAMMAR. Практический раздел

Unit 1. Modals: ability, requests, offers

2 Past ability

Complete the sentences with *can*, *can't*, *could*, or *couldn't*.

- 1 The presentation was OK, but you spoke too quietly and lots of people ~~could~~ hear you.
- 2 I loved the hotel – the views were great and from my room I _____ see the sea.
- 3 We wanted to run some TV ads, but we _____ afford it, so we advertised on the radio.
- 4 I can use Microsoft Word and Excel, but I _____ use Powerpoint.
- 5 Ask Jamil to translate this letter – I think he _____ read Arabic.
- 6 The negotiations went wrong because we _____ agree on a price.
- 7 I grew up in Madrid, so when I was three or four, I _____ speak Spanish and English.
- 8 I speak a little French, but I _____ understand people when they speak too fast.

3 Talking about permission

Look at these signs. Say what each one means. Use *can* or *can't* and the words in the box.

use your mobile park leave the building smoke turn right pay by credit card
take photos drink the water



1 You can pay by credit card.

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

OVER TO YOU

For each topic, write about one thing you can do and one thing you can't do.

- | | |
|-------------------|--|
| 1 languages | I can speak English, but I can't speak Arabic. |
| 2 music | _____ |
| 3 computers | _____ |
| 4 sport | _____ |
| 5 work skills | _____ |
| 6 clothes at work | _____ |

2 Polite requests

Rewrite the sentences with *Could I ..., please?* or *Could you ..., please?* More than one answer is possible.

- 1 Open the window. *Could you open the window, please?* _____ ?
- 2 I want a coffee. _____ ?
- 3 Take this report to Hans. _____ ?
- 4 Let me use your phone. _____ ?
- 5 Give me a mineral water. _____ ?

3 Offers

Complete the dialogues with *I'll ...* or *Shall I ...?* and the notes in the box.

send an email give someone a lift come another day send a new one
~~give someone a hand~~ give someone a message

- 1 A: I don't think I can move this printer by myself.
 B: *I'll give you a hand. or Shall I give you a hand?*
- 2 A: I need to get to the bank but I haven't got a car.
 B: _____ ?
- 3 A: I think the brochure I have is out of date.
 B: _____ ?
- 4 A: I'm terribly busy – I'm afraid I can't see you now.
 B: _____ ?
- 5 A: I need to see those sales figures today. The post will take too long.
 B: _____ ?
- 6 A: I can't get through to Bill on the phone, but I have to talk to him.
 B: _____ ?

4 Would you like ...?

Rewrite the sentences beginning *Would you like ...?* or *Would you like me to ...?*

- 1 Shall I call back later? *Would you like me to call back later?* _____ ?
- 2 Do you want a receipt? _____ ?
- 3 Shall I send you the details? _____ ?
- 4 Do you want to come to dinner? _____ ?
- 5 Do you want to think about it? _____ ?
- 6 Shall I send them a reminder? _____ ?

OVER TO YOU

Write two polite requests you might make in these situations.

- 1 in a restaurant *Could I have the wine list, please?* _____ ?
- 2 at the office _____ ?
- 3 on the phone _____ ?
- 4 at the airport check-in desk _____ ?

Write one offer you might make in each of the situations above.

- 5 _____ ?
- 6 _____ ?
- 7 _____ ?
- 8 _____ ?

Unit 2. Present Simple and Present Continuous.

2 Long-term or short-term situations

Complete the sentences from the notes. Say what the companies do and what projects they are doing at the moment.

1	COMPANY	work/T&R	I work for T&R.
	MAIN BUSINESS	operate/cruise ships and ferries.	We operate cruise ships and ferries.
	CURRENT ACTIVITY	run/Christmas cruises in the Caribbean.	At the moment we are running Christmas cruises in the Caribbean.
2	COMPANY	work/Honda	I _____.
	MAIN BUSINESS	manufacture/cars	We _____.
	CURRENT ACTIVITY	develop/a new hydrogen car	At the moment _____.
3	COMPANY	work/Danzig Telecom	I _____.
	MAIN BUSINESS	install/mobile phone systems	We _____.
	CURRENT ACTIVITY	build/a new telecoms system in India.	At the moment _____.
4	COMPANY	work/Gravis Books	I _____.
	MAIN BUSINESS	publish/books and magazines	We _____.
	CURRENT ACTIVITY	produce/a new encyclopedia	At the moment _____.

3 Long-term or short-term situations

Complete the text with the present simple or present continuous form of the verbs in brackets.

Come to the Harrison's Sale – on NOW! Massive sale! Hundreds of bargains!

Afghan Bokharas from \$299

These beautiful carpets ¹ come (come) from Afghanistan. In our amazing Summer Sale we ² _____ (sell) them for only \$299.

Men's Fashion

Armani suits ³ _____ (look) great for every occasion. This week we ⁴ _____ (give away) a FREE silk tie with every order.

Health and Beauty

Allure by Chanel ⁵ _____ (be) one of the world's most beautiful perfumes. In the sale we ⁶ _____ (offer) 50ml bottles for only \$22.

Food and Wine

Chateau La Lagune ⁷ _____ (be) a Bordeaux classic. It ⁸ _____ (taste) fantastic and it usually ⁹ _____ (cost) \$60. This week we ¹⁰ _____ (cut) the price by 50% – down to only \$30!

ONE WEEK ONLY

ONE WEEK

OVER TO YOU

Write about your company and a current project.

*I work for Testra Trading.
We import things from all over the world and sell them to stores in Europe and the USA.*

At the moment we are working in China. We are looking for new suppliers and we are trying to find an office in Beijing.

Your company:

A current project:

Unit 3. Modals 2: must, need to, have to.

PRACTICE

1 Form

Say if the sentences are right or wrong and correct the mistakes.

- | | |
|--|-----------------|
| 1 You must reply to that letter. | right |
| 2 You must to ring Janine today. | wrong must ring |
| 3 You don't must drop this box – it is fragile. | _____ |
| 4 Tell Berndt he musts give me the report today. | _____ |
| 5 You must leave before 4.30. | _____ |
| 6 What time do we must be there? | _____ |
| 7 You must remember to call Frau Prosser. | _____ |
| 8 Patrizia, you must to check these invoices more carefully. | _____ |

2 must and mustn't

An accountant is talking to a new client. Complete the dialogue with *must* or *mustn't*.

A: OK, let's go over the most important points again. First of all, when you buy something or order something, you ¹ *must* keep the receipts.

B: Sometimes you don't get a receipt – parking the car, for example.

A: Well, then you ² _____ write the details down in a book and you can claim the money later. But you ³ _____ remember that the money for the business and your own money are different. You ⁴ _____ use money from the business to buy cigarettes, for example.

B: And what about these VAT* forms? When ⁵ _____ I fill them in?

A: You ⁶ _____ send them in every three months – I will remind you and help you with the figures, but they ⁷ _____ be late or you will cause a lot of trouble.

* VAT = Value Added Tax

3 mustn't and needn't

Complete the sentences with *mustn't* or *needn't*.

- 1 You ~~mustn't~~ use the company phone line to make personal calls.
- 2 You _____ go to the bank for money – you can use the cash machine at the supermarket.
- 3 There will be plenty of seats, so you _____ book one in advance.
- 4 Tell Bill the meeting is very important. It starts at 8.15 and he _____ be late.
- 5 You _____ make a decision now – you can have a few days to think about it.
- 6 Next time you give a presentation, you _____ move around so much. Try to stand still.
- 7 By the way, you _____ worry about that invoice. Ahmed paid it last week.

OVER TO YOU

Think of some things these people might say to you. Use *must*, *mustn't*, or *needn't*.

- | | |
|-----------------------------|-------|
| 1 your boss | _____ |
| 2 a colleague at work | _____ |
| 3 a friend | _____ |
| 4 your husband/wife/partner | _____ |
| 5 your doctor | _____ |
| 6 a policeman | _____ |
| 7 your accountant | _____ |
| 8 a tax inspector | _____ |

Unit 4. Past Simple and Past Continuous.

Past Simple

2 Use

Complete the text with the past simple of the verbs in the boxes.

HEWLETT-PACKARD – *The early years 1938–1960*

The 1930s

Income (1939): \$5,369. Employees: 2

graduate decide study

Bill Hewlett and Dave Packard ¹studied at Stanford University. When they ²_____, they ³_____ to start a business.

rent work move

In 1938, Dave ⁴_____ into a flat in Palo Alto, California, and Bill ⁵_____ a small house at the back. They ⁶_____ in a small garage in the garden.

call design use

They ⁷_____ their first product, which they ⁸_____ the HP200A. Walt Disney engineers ⁹_____ the HP200A to test sound equipment in cinemas showing Fantasia.

The 1940s

Income (1949): \$2.2 million. Employees: 166

add order start

Hewlett-Packard ¹⁰_____ many new products to their range, and when the Second World War ¹¹_____, the US government ¹²_____ large quantities of electronic equipment.

The 1950s

Income (1959): \$48 million.

Employees: 2,378

manufacture expand enter

In the 1950s, Hewlett-Packard ¹³_____ rapidly in the USA and Europe. In 1958, they first ¹⁴_____ the printers market after taking over FL Moseley, a company that ¹⁵_____ graphic plotters.

3 Time expressions

Complete the sentences with *in*, *on*, *at*, or \emptyset (no preposition).

- 1 Did you visit the exhibition \emptyset yesterday?
- 2 I stayed in Bolivia *in* May.
- 3 I had a meeting _____ 10.30.
- 4 Did you call back _____ Monday?
- 5 She left the company _____ two months ago.
- 6 He joined the company _____ 1996.
- 7 The letter arrived _____ the day before yesterday.
- 8 We moved to new premises _____ 2002.
- 9 The plane arrived _____ five o'clock.
- 10 There was a sales meeting _____ July.

OVER TO YOU

Answer the questions about your school, college, or university.

- 1 Where did you attend school or university? I attended Leipzig University.
- 2 What did you study? _____
- 3 What subjects did you like? _____
- 4 What subjects did you dislike? _____
- 5 Did you learn about anything useful for your current job? _____
- 6 Did you work in the holidays? _____
- 7 When did you graduate? _____
- 8 When did you start your first job? _____

Past Continuous

PRACTICE

1 Form

Complete the sentences with the past continuous form of the verbs in brackets.

- 1 What *were you doing* (you/do) on 11 September?
- 2 My wife and I first met when _____ (we/work) for the BBC.
- 3 They were surprised to see you because _____ (they/not expect) you.
- 4 When I looked out of the window, I saw that _____ (it/rain).
- 5 _____ (the train/wait) when you got to the station?
- 6 While _____ (he/travel) round Asia, Mr Lee made some important contacts.

2 Uses

Complete the text with the past continuous form of the verbs in brackets.

NEW YORK CITY BLACKOUT

Last month, 21 US cities had no electricity. New York stopped. Here, three employees from our New York office tell their stories.



Annie Saunders

Human Resources Manager

I ¹ _____ (come) back to the office by cab when it happened. In about five minutes, the streets

were full of people, and we couldn't move. My only real problem was how to pay the cab driver. I couldn't get any money because the cash machines ² _____ (not/work).



Ken Lo

Vice-President

I ³ _____ (go) down in the elevator when the power went off. I was there in the dark for maybe two

hours. Then, while I ⁴ _____ (think) of what to do, I heard someone calling to me. It was a fire fighter, and he got me out.



Uma Jensen

Senior Account Executive

Jackie Landers and I

⁵ _____ (have) a meeting with a big new client at the time. Of course

we had to stop, but it was OK because the meeting ⁶ _____ (not/go) very well.

3 When and while

Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- 1 Gunnar hurt his back while he *was carrying* (carry) a heavy box.
- 2 When Jeanne was walking down the stairs, she _____ (fall).
- 3 Vlad got an electric shock while he _____ (fix) the lights.
- 4 Olga cut her hand while she _____ (mend) the broken window.
- 5 Len _____ (break) his arm when he was cleaning the machine.
- 6 Raj was making coffee when he _____ (burn) his hand.

OVER TO YOU

Write down something that happened to you when you were doing these things.

What happened when ...

- 1 you were attending a conference?

When I was attending a conference in Beirut last year, I met an old friend of mine.

- 2 you were having a meeting?

- 3 you were looking for a job?

- 4 you were having a holiday abroad?

- 5 you were going home from work?

- 6 you were flying or travelling somewhere?

Продвинутый уровень владения иностранным языком

Unit I. Brands. Branding.

Speaking 1. Comment on the following quotations:

1. The distinction between brand and product is fundamental. Products are what the company makes. What the customer buys is a brand.
2. A brand is not a product: it is the product's source, its meaning, and its direction, and it defines its identity in time and space.

Speaking 2. What brands do you associate with the following types of product: drinks, chocolate bars, desktop computers, stationary, and cosmetics?

Branding



The word “branding” is one of the most frequent in speech of the leaders of marketing. A brand is a product with unique, consistent and easily recognizable character. For example, we all recognize the Coca-Cola brand, not only by its logo but by the shape of its bottles, the colour of its cans, the taste of the product and other features. The uniqueness of a brand comes from its physical characteristics (e.g. the taste and unique ingredients of

Coca-Cola), plus its image (i.e. its logo, advertising, etc.) – which are usually created by the manufacturer through advertising and packaging.

A brand takes the form of a symbolic construct created by a marketer to represent a collection of information about a product or group of products. This symbolic construct typically consists of a name, identifying mark, logo, visual images or symbols, or mental concepts, which distinguishes the product or service. A brand often carries connotations of a product's "promise", the product or service's point of difference among its competitors which makes it special and unique. Marketers attempt through a brand to give a product a "personality" or an "image". Thus, they hope to "brand", or burn, the image into the consumer's mind; that is, associate the image with the product's quality. Because of this, a brand can form an important element of an advertising theme: it serves as a quick way to show and tell consumers what a supplier has offered to the market.

Brand is a trademark, which volumes of sales constantly increase during some years, when consumer is ready to pay additional money, being sure of exclusive quality of the goods. More than ninety percent of domestic producers releasing a new trademark in the market hope that it will certainly become Brand. However trademark becomes brand after several years of successful stay in the market. The short ways of creating a brand are absent. Making the trademark begins, as a rule, with marketing studies, which is recognized to realize, if the goods are in great demand in the market and what their real prospects are. It is difficult to be sure that the trademark will become the brand if the producer does not present the real position of the deals in the market. One can become the owner of the trademark following two ways: to create it or buy it that sometimes means “to swallow up” the company – the owner of the mark.

The studies have shown that only one out of a hundred marks survives and becomes the brand. Some categories of the names can not become the good trademarks because of different reasons. It is impossible to apply the commonly used terms and words. You should avoid the descriptions, abbreviations, names, which are mixed up with already existing. It is concerned the names which can cause the unpleasant associations in language of any country where the product is on sale. It is particularly important for goods planned for export.

Well known products acquire brand recognition. When a brand has accumulated a mass of positive sentiment among consumers, marketers say that its owner has acquired brand equity. A brand name

comprises that part of a brand consisting of words or letters that humans can verbalize. A brand name that has acquired legal protection becomes a trademark.

Branding has become part of pop culture. Numerous products have a brand identity: from common table salt to designer clothes. Non-commercially, branding can also apply to the marketing of entities which supply ideas or promises rather than goods and services -- such as Mr. Whipple of Charmin toilet tissue and Tony the Tiger of Kellogg's.

History

Brands originated with the 19th-century advent of packaged goods. Industrialization moved the production of many household items, such as soap, from local communities to centralized factories. These factories, cursed with mass-produced goods, needed to sell their products in a wider market, to a customer base familiar only with local goods. It quickly became apparent that a generic package of soap had difficulty competing with familiar, local products. The packaged goods manufacturers needed to convince the market that the public could place just as much trust in the non-local product.

Many brands of that era, such as Uncle Ben's rice and Kellogg's breakfast cereal furnish illustrations of the problem. The manufacturers wanted their products to appear and feel as familiar as the local farmers' produce. From there, with the help of advertising, manufacturers quickly learned to associate other kinds of brand values, such as youthfulness, fun or luxury, with their products. This kick-start of the practice we now know as "branding".

Criticisms of branding

Criticism has been leveled against the concept and implementation of brands, much of it associated with the "antiglobalization" movement. One of the more well developed attacks of branding is included in Naomi Klein's book, No Logo. The book claims that corporations' brands serve as structures for corporations to hide behind, and that such global problems as sweatshop labor and environmental degradation have been permitted and exacerbated by branding.

Criticism of the branding also comes from within corporations, with some employees becoming frustrated by being limited by overall brand strategies that restrict what they can say, how they say it, and what pantone colour to say it in. Some shareholders also have concerns about the amount of money invested in branding.

Exercise.1. Answer the questions to the text above:

1. What are the main attributes of the uniqueness of brands?
2. What is the usual symbolic construct of a brand?
3. How to create a brand name and sustain it?
4. What is brand equity?
5. What is the history of branding?
6. Why is the concept and implementation of brands criticized by antiglobalists, employees, and shareholders?

Exercise. 2. Match the branding terms and word combinations with their definitions:

1. brand essence
2. brand image
3. brand parity
4. brand positioning
5. brand equity
6. brand loyalty
7. brand name
8. premium brand
9. fighting brand
10. brand leveraging
11. corporate branding
12. family branding

13. individual branding
14. co-branding
15. brand licensing
16. power brand
17. trademark
18. to back a brand
19. to nurture a brand
20. to create a brand
21. to stretch a brand
22. to sustain a brand
23. to launch a brand
24. to rejuvenate a brand
25. to reinforce a brand
26. to develop a brand
 - a. to make it stronger by giving support to it
 - b. to make a brand effective again by bringing new ideas
 - c. to support a brand especially with money, power, or influence
 - d. to make it possible for a brand to stay strong
 - e. to make a new brand available for the first time
 - f. when one brand name is used for several related products
 - g. to help a brand to develop
 - h. to make a brand be successful
 - i. to make a brand that didn't exist before
 - j. to use an existing brand name on a different type of product, hoping that people will buy it because they recognize the name
 - k. the most fundamental aspect of a brand. It is often possible to express this in a single word or phrase
 - l. how a product is similar to that of a competitor
 - m. the result of a customer's decision to always buy a particular brand
 - n. how a brand is perceived in the minds of customers and what they associate with it
 - o. how a brand is presented to differentiate it from a competing brand
 - p. the brand which costs more than other products
 - q. the value that a brand name and symbol adds to a product or service.
 - r. when two or more brands work together to market their products
 - s. the part of the brand that can be expressed verbally as words, letters or numbers
 - t. the brand which is created specifically to counter competitive threat
 - u. when a company sells the rights to use a brand name to another company for use on a non-competing product or in another geographical area
 - v. a word, phrase or symbol that represents a company or identifies a product and is registered to protect against its use by another party. A brand name that acquired legal protection becomes a trademark
 - w. the marketing strategy in which every product in a company's range has its own brand name
 - x. when all a company's products are given different brand names
 - y. when a company uses the brand equity associated with an existing brand name to introduce a new product or product line
 - z. when a company's name is used as a product brand name

Exercise 3. Fill in the gaps with the words or phrases from the exercise above:

1. Brand managers do their best to ... by incorporating innovations into the existing brands.
2. Research has shown that the ... has more influence on the consumer decision-making process than other intrinsic attributes such as price.

3. Correctly worked out the brand identity makes it more attractive and authoritative for business partners and clients and is the guarantee of their further
4. Firms with leading brands aim to ... them by fine-tuning the brand image to reflect changes in society.
5. Nowadays more emphasis is placed on ... internationally, trying always to focus on the few common core values held by culturally different customers, yet adapting brand communication strategies to match regional differences.
6. Advertising is a controlled means of creating
7. Many major, nationally distributed brands of beer fall into the category of ... because they don't have special distinctiveness.
8. The presence of large amounts of advertising ... and extends the inherent market presence of such brands.
9. Most marketers understand that price-cutting does little to enhance the ... and may lower the perceived value of the product.
10. Marketers that try to rest on their laurels and do not ... are doomed to failure in the intense competition of brand marketing.
11. ... is the extent to which a brand is valuable to the organization; this value can be manifested in terms of financial, strategic and managerial advantages.

Exercise 4. Insert prepositions:

1. Before being introduced ... the market a product should undergo market tests.
2. She was prepared to go to court ... the company to get compensation for damage.
3. They don't see the point in tampering ... a system that has worked fine so far.
4. The jewel thief was taken to the police station where a charge of robbery was leveled ... him.
5. So many people rushed ... the bus that people could hardly get off.
6. I always associate the smell of those flowers ... my childhood.
7. His income is derived ... several different businesses.
8. The drugs had been tampered ... and the pharmaceutical company was accused ... fraud.
9. There is growing concern ... the effect of pollution to health.

Exercise 5. Match the two parts of these expressions used in the texts above:

1 brand	A formula
2 positive	B trend
3 downward	C rights
4 ingredient	D sentiment
5 fundamental	E equity
6 consumer	F acceptance
7 counterfeit	G owner
8 financial	H loss
9 lawful	I brand
10 fake	J infringement
11 trademark	K products

Exercise 6. Finish this description about “branding” using the words below:

Differentiate, trust, slogans and logos, associate, value, loyalty, awareness, guarantee

Branding

As a key marketing component, branding uses ... to ... a product or service from its competitors. Customers ... a brand name with quality and Branding should ... the highest standards for customers. This creates brand ... and brand ... where the consumers ... the product and services.

Exercise 7. Read the text and speak about a brand name and its influence on the consumers’ decision process.

The desired competitive position of a brand can also be of importance in the choice of a brand name. When a strongly differentiated branded article is introduced onto the market, the brand name should support this in terms of originality. An original brand name could send the signal to the consumer that this is something new. Here the brand name can also strengthen the (relative) positioning (for example, the *Prestige* series of Citroen). The desired competitive position can also be expressed in the pay-off (for example, the former pay-off of Lexus: 'The *luxury* division of Toyota'). Latour (1998, p. 131) notes that a reference in the brand name to luxury, first class, etc., is also used by relatively cheap branded articles.

If a branded article is introduced on the basis of an identification strategy, the brand name should be anything but original. It is then better to tune it to that of the leading brand in the product class or make use of stereotypical associations that are of importance for that particular product class. Two types of similar brand names can be distinguished. First of all one could consider brand names that have similarities in phonology/spelling with that of the market leader. Here the trick is to choose a similar brand name within the legally specified limits. Another form of similar brand names is not related to the spelling of the name, but to the experience world around the brand name.

The brand name (and the packaging) of Malibu (rum) calls up associations with “a tropical, exotic and relaxed way of living”. Brand names that do not resemble the brand name Malibu in terms of spelling could, however, resemble that name in terms of semantics and hence call up similar associations (consider, for example, brand names like Caribbean Breeze, Casablanca or Surfer’s Paradise).

Thus a good brand name should:

- be legally protectable
- be easy to pronounce
- be easy to remember
- be easy to recognize
- attract attention
- suggest product benefits (e.g.: Easy off) or suggest usage
- suggest the company or product image
- distinguish the product’s positioning relative to the competition.

A final general factor in the choice of a brand name is whether, with time, one plans to use the brand name in different language areas. On the one hand, this can have consequences for the judicial protection of the brand name; on the other hand, one should take into account that a name already chosen may be negatively associated with other concepts in another language area. For example, in Portugal the literal meaning of Nescafe is 'it is not coffee' (Collins 1974). The following examples of brand names also proved unsuitable for other language areas, or led to some

commotion in other countries. If at the introduction of a new brand it is already certain that it will be exploited in different countries in the future, it is advisable to take this into account in the choice of a brand name.

Examples of brand names that are problematic abroad

- In the UK the deodorant brand *Axe* from Unilever was renamed Lynx, because the name *Axe* invoked too many negative associations (e.g. with a murder weapon).
- The Spanish bread brand *Bimbo* is associated in English with an attractive but empty-headed young woman.
- The Dutch bread brand *Bums* was associated in English with a person's backside, and in German with sex.
- The Fiat brand *Croma* achieved little success in the Netherlands, because this brand name is also used for a popular brand of margarine.
- Volkswagen changed the name of a new model, just before its introduction from *Diago* to *Vento*, because in England the name was associated with the controversial goal of Diego Maradona in 1986 which meant that England did not become the World Cup champion of football.
- In Australia, the name *Durex* was used for sticky tape. Australian tourists in Europe were looked at strangely when they asked for this brand of sticky tape in a shop.
- The airline company *Emu* did not really get off the ground, because an emu is an Australian bird that cannot fly.
- The Daewoo brand *Espero* experienced problems in Spain, because in Spanish *Espero* means 'I wait'.
- In England the Citroen brand *Evasion* was changed to *Synergie*, because 'evasion' is a synonym for tax evasion.
- The brand name *Gammon* (deodorant and men's cosmetics from Beiersdorf) is associated in English with smoked ham.
- The Russian car brand *Zhiguli* was renamed *Lada* because in England *Zhiguli* was pronounced almost the same as 'gigolo'.

Exercise 8. Read the text and answer the questions:

Management of brands quality

Functional capability of brands.

In order to compete, all brands must meet the level of quality which the target market expects. A brand cannot look forward to a long-term future if it is of poor quality or does not function well. Evaluating the quality of a brand is problematic, since there are many dimensions of quality; a helpful framework has been devised by Garvin (1987), which provides a useful checklist for evaluating the eight dimensions of quality on which brands compete. These are:

1. Performance (which can be evaluated on criteria such as calorific value, nutrient composition and taste for foods, or engine noise and acceleration for a car).
2. Features (examples could include a directional nozzle on a salt container, or a measuring cup with a package of detergent).
3. Reliability (the profitability of a crème liqueur 'going off' before its best-by date).
4. Conformance (the degree to which the finished product meets the original specification: does a car actually get the advertised fuel mileage?).
5. Durability (the amount of use one gets, such as number of hours a light bulb will last).
6. Serviceability (the ease and speed with which goods such as microwave ovens or televisions can be repaired).
7. Aesthetics, in terms of presentation of the brand (do cars come in the desired colours, or are food products presented in attractive packages?).
8. Perceived quality (consumers do not have, or comprehend, all the information about a brand, so they make their own assessment of quality on brand aspects such as reputation, colour or appearance and price).

In order to achieve a satisfactory level of brand quality, the corporate culture itself must be built on a belief in quality. Success must be driven by setting and regularly monitoring quality standards, and by encouraging employee initiatives which eradicate quality problems. Employees must also be provided with regular feedback from consumers about the quality of the firm's brands. By taking these actions and ensuring that standards remain high, firms can signal the quality of their brands by means of higher prices and distributing only through quality retailers.

Service component.

More firms are recognizing the need to back their brands with higher levels of customer service. Staff, as brand builders, are increasingly being trained in effective customer service, as opposed to routinized 'have a nice day' service; the revival of British Airways was partly due to this. Empowerment programmes can allow employees to take more initiative in change programmes directed at ensuring greater customer satisfaction. These programmes are based on the staff themselves identifying every point of contact between customers and the firm, and then developing their own integrated customer service programmes which coherently support all aspects of a particular brand.

1. What dimensions of quality can brands compete on?
2. How to ensure a success in quality management of brands?
3. How is service component add to the value of a brand?

Exercise 9. Read the text about counterfeiting and tell how the problem of piracy is dealt with in Russia:

Successful brands draw the attention of competitors and, unfortunately, some may respond with illegal reproductions, which is called counterfeiting. In the case of counterfeiting, a well-known brand name is used by a usually illegally operating company, which is not the owner of the brand name.

Perry of Unilever humorously illustrates the problem of counterfeit brands: "I have no problem with sitting at the same table as my competitors, but I will not tolerate them eating from my plate." Counterfeiting leads to a financial loss for the lawful owner of the brand. World-wide, trade in counterfeited products totals \$120-\$180 billion (approx. 3-5% of world trade).

Market in Spain is one of many instances where products are available which look very similar to recognized brands, often with only very small changes; for example, the differences between a bottle prominently labeled Gordon's Dry Gin and another labeled Gord's Dry Gin, with an almost identically coloured label and the same shape of bottle, may not be noticed by consumers who are only giving the product a cursory glance.

This trade is not limited to perfume, clothing, shoes, watches, and alcoholic drinks; the counterfeiting industry even brings medicines and fake parts for planes and nuclear power stations onto the market.

To protect their valuable assets, trademark registration offers legal protection against counterfeiters. This protection is in theory international; however, some countries, particularly in southeast Asia, are not as diligent in their legal systems as many brand owners would wish. The software company Microsoft has complained repeatedly about counterfeiting and trademark infringement of its products in the Far East.

Some firms are trying to turn threats from counterfeiters into brand opportunities. For example, Volvo ran an advertising campaign extolling the virtues of its spare parts brands over pirate copies, using the slogan: "If your Volvo could fly, would you use anything but genuine Volvo parts?"

Exercise 10. Translate the sentences into English:

1. Защита авторских прав – это защита прав собственности, и большинство стран имеют законы, предотвращающие нарушение авторских прав и патентов.
2. Сейчас основным капиталом многих компаний являются бренды, поэтому покупатели, приобретая эти компании, сегодня платят намного больше за эти

нематериальные активы, чем за оборудование, машины и другие материальные активы.

3. Репутация бренда обеспечивает бизнесу устойчивую конкурентоспособность и является мощным фактором повышения стоимости товара или услуги.
4. Выпуск контрафактной продукции ведет к финансовым потерям законных владельцев бренда.
5. Существует несколько критериев оценки конкурентоспособности бренда. К ним относятся: надежность, прочность, эстетичность, соответствие спецификациям, простота обслуживания, полезные свойства, рабочие характеристики и т.д.
6. Высокий уровень сервиса является важной поддержкой имиджа бренда, поэтому компании уделяют все больше внимания обучению персонала эффективному обслуживанию клиентов.

Exercise 11. Choose a brand from the list below. Answer the following questions:

- What is the brand name?
- Is it a power brand?
- What do you think is the brand essence?
- What is your image of the brand?
- Can you describe the brand parity and its positioning?
- Can you say how the brand creates and maintains loyalty?

Examples of prominent brand names

The 2001 ranking of the 100 most valuable brands worldwide by Apple (computer):

Boeing (aerospace)

Coca-Cola (soft drink)

Columbia Records (recorded sound—since 1988 owned by Sony)

Ford Motor Company (automobiles)

McDonald's (fast food restaurant)

Microsoft (software)

Brands (European):

BP (petrol—UK)

Cadbury (chocolate—UK)

Ferrari (automobile—Italy)

Ikea (furniture—Sweden)

Lego (toys—Denmark)

Mercedes-Benz (automobile—Germany)

Nestlé (food—Switzerland)

Nokia (cell phones—Finland)

Brands (Japanese):

Canon

Honda

Sony

Toyota

Exercise 12. Read the Coca-Cola case and speak about:

1. The reasons for the Coca-Cola company's failure in the introduction "New Coke" brand?
2. A financial and strategic value of brands for the company.

One of the most important developments in brands after 1980 has been the realization among managers that established brands could represent a certain value for the company. Initially, this idea circulated only among financial analysts who saw strong brands as a guarantee of future income for the company. In the second half of the 1980s, the idea that brands have a value that should not be underestimated also caught the attention within marketing circles. The idea that a

successful brand is one of the most valuable, if not the most valuable, possession of a company, is referred to by the term “brand equity”. From the perspective that brands not only represent a financial but also a strategic value for the company. The Coca-Cola case is discussed below.

The introduction of New Coke and Coca-Cola Classic

Coca-Cola (1886) and Pepsi-Cola (1898) are two cola brands originating in America, which have been involved in a so-called “cola war” since the Second World War. Via the Pepsi test, Pepsi-Cola managed to convince many consumers that the taste of Pepsi-Cola certainly was not inferior to that of Coca-Cola. Partly because of the increasing popularity of the somewhat sweeter tasting Pepsi-Cola, after 1960 the market share of COCA-Cola decreased slightly in terms of turnover from 22.5% to 21.8%. In terms of percentage this seems like a small setback, but in absolute terms the decrease of 0.7% meant a turnover decrease of almost \$50 million! As a result of this downward trend, The Coca-Cola Company decided to introduce a sweeter cola on the American market under the name “New Coke”. Extensive blind product tests of 190.000 (!) Canadian and American consumers in the age group of 13-59 years showed that 61% of the people involved liked New Coke better than traditional Coca-Cola. On 23 April 1985 New Coke was introduced on the American market and the old Coca-Cola disappeared from shelves. Shortly after the company made the product change known, there was a rush for the old Coca-Cola and consumer protests became loud and frequent. These protests led, among other things, to the establishment of the “Old Coke Drinkers of America”, which quickly grew to an association with 60.000 members. The leader of this association, Gay Mullins, went to court against The Coca-Cola Company from Atlanta (Georgia). The “Old Coke Drinkers of America” not only accused The Coca-Cola Company of fraud because of the fact that it brought a new product on the market in an old package, but Mullins’ association also wanted to force The Coca-Cola Company to reveal the secret ingredient formula of Coca-Cola (this formula was seen as the property of the whole nation). These are a few quotes from the consumer protests:

Coca-Cola has denied us one of the fundamental rights guaranteed by the American constitution: freedom of choice.

Changing Coca-Cola would be like painting the White House green.

What ignoramus decided to change the formula of Coke?!?! The new formula is gross, disgusting, unexciting, and WORSE THAN PEPSI!!!

As a result of these protests, The Coca-Cola Company finally succumbed and reintroduced the old cola under the name Coca-Cola Classic on 10 July 1985. At the end of 1985, the turnover share of Coca-Cola in America was again more than 25%. In America, The Coca-Cola Company has exploited both Coca-Cola Classic and New Coke for some time; however, in Europe (and other parts of the world) New Coke was never introduced. At the time that The Coca-Cola Company brought both Coca-Cola Classic and New Coke on the market, Pepsi-Cola mockingly spoke of “Coke are it” instead of “Coke is it”. This New Coke case makes it clear that apparently for consumers there is a difference between a branded article and a product. Although more than half of the consumers questioned in taste tests indicated a preference for New Coke (the sweeter cola), the public was apparently not comfortable with the idea of tampering with one of America’s most prominent brands.

What was made clear by the reintroduction of the Classic Coca-Cola is that – despite the fact that consumers rated the new, sweeter cola higher in blind trials – the brand Coca-Cola had such an emotional value that consumers did not appreciate the branded article being changed. This incident made it clear that the brand experience of consumers can differ significantly from the product experience and that even one of the strongest brands in the world is in the end dependent on consumer acceptance. In essence, this case makes it clear that a brand can have a certain value for consumers that cannot be derived from the physical product itself.

Speaking 3. Work in pairs. Discuss the following questions. Then discuss them in a group.

1. What is branding?

- Emergency meetings are held suddenly, often without much planning and notice. They usually involve discussions about crisis either internal or external to the organisation. An emergency meeting will need to be attended by all members of a team which may cause disruption to a days work, yet is very important. An agenda is not necessary for an emergency meeting due to the short notice, however minutes should still be noted either during or after the meeting.

Administrative Support for Meetings

It is vital that administrative support is provided for meetings. Before a meeting is held, a list should be made of all the attendees and brief information should be gathered about the purpose of the meeting. As people enter for the meeting it is important that somebody takes a note of who arrives.

There should always be a minute taker; these are people who write down about the discussions and agreements that take place during a meeting, enabling people to refer back to them. As people enter the area for the meeting, it is important that somebody writes down the names of the people there in case a second meeting needs to be held with the same attendees. Also this enables the manager etc to know who has been given the new objectives or who is aware of the new outcomes.

Administrative support is also needed whilst planning and organising a meeting (refer to question 3 for what they help with).

Organising Meetings

When organising a meeting, consider the purpose of it and who will be the 'head' of the meeting. A suitable time should be arranged so that the meeting does not conflict with any important appointments of the people involved in the meeting. The length of the meeting should be planned as well as a list of who will be attending and a suitable venue should be chosen (one that all attendees will be able to get too). An agenda should be created; this is a list of items outlining the topics to be discussed at the meeting.

If any refreshments are to be provided, the amount should be thought about and depending on how far/close the meeting is, the refreshments should be bought and stored correctly. Special diets should be considered.

Disability access should be considered to support attendees. If necessary, the location of the meeting should be checked to ensure it is suitable for wheelchair access etc. Sign language interpreters could be hired or invited to attend to help with communication.

Business Accommodation

When travelling for business purposes the area could be local or international. It is important that all of the different travel options are researched before booking to compare the suitability and reliability as well as the different types of accommodation.

Different travel options: car, taxi, bus, coach, train, boat/ferry, plane

Different types of accommodation: Hotel, bed and breakfast.

It is very important within the business sector to confirm instructions and requirements for business travel and accommodation. When arranging business travel with accommodation, the planning process is very important. The amount of people travelling and the budget will need to be discovered to move forward with the planning process.

Firstly the different types of business travel should be known; is the travel going to be local or international? Once the location is confirmed careful consideration should be used to choose accommodation. Hotels often provide three square meals a day (which can include a packed lunch) yet can be quite expensive. However they provide visitors with lots of different facilities including public rooms in the hotel and may also provide free WiFi which will enable business workers to keep up-to-date with their tasks whilst in their room and will enable them to

communicate with fellow workers. Bed and Breakfasts always provide breakfast in the morning which is inclusive in the cost of somebody's stay. The facilities in some bed and breakfasts are limited, which should not be too much of a concern as when on business travel it is likely that the worker will not often be in their allocated room.

When booking travel it is important that extra research is done. If the hotel/bed and breakfast has a curfew time for booking in it is vital that the business worker arrives there before. In some cases it is easier to travel the day before to settle into a room and to relax until work begins. Expenses will need to be checked carefully so that the cost is within budget.

Tickets for travel and the hotel/bed and breakfast rooms(s) should be booked in advance to avoid disappointment and stress. In some cases, business travellers may be provided with a certain amount of money to buy food, to travel by bus or taxi and to provide for other needs.

When the planning is complete all staff members to participate for the business travel should be given the details about the travel and accommodation so that they are able to prepare and know the exact details of what they are doing.

It is important to keep records of business travel and accommodation to keep track of cash flows and company profits as the money used for a business travel is often set to a budget. If details are kept about travel and accommodation, for example how much money they cost and their suitability, the record may be referred back to in the future to save money and/or find better accommodation.

It is also helpful to keep records as it enables communication to employees about possible changes during their travels.

Types of Office Equipment

Stationery: Stationery is largely used within the office. Examples of stationery: Pens, pencils, staplers, paper-clips, post-it notes, rulers.

Security System: Within my workplace, all office doors are kept shut and have coded locks. This is to ensure that the public and unauthorised people can gain access to patients files as well as petty cash. There are also CCTV cameras within reception and outside the building to ensure safety of both internal and external customers. All staff computers have a special 'panic' button which when pressed, pops up as an alert on other staff computer. This warns them that you are under distress and it is our policy that if this happens whilst we are not dealing with the patient, we are to go to the staff member who activated the panic button to see what is wrong.

Computer: A computer is one of the main pieces of equipment used in the office. They contain different software, for example Microsoft word, which allows members of staff to create letters etc. Computers are usually connected to the internet which enables online communication and research. Special anti-virus software should be installed on all computers for safe use when using the internet. It is also important that all work is backed up in case to avoid losing work. Most software on computers can be password encrypted to only allow authorised access and to protect confidentiality.

Printer/Photocopier: Photocopiers are used to make copies of documents that are on paper. It is always useful to have copies of information especially if it concerns a customer.

Scanner: Scanners are connected to computers and are used to transfer something from paper onto the computer. My job in my workplace is to use the scanner to put patient notes and hospital letters onto the system for allocating.

Desks and Chairs: Most employees within an office organisation are assigned to their own

desks. In some organisations employees 'hot desk'. This means that they do not have their own area, they just take wherever is available.

Fax Machine: Fax machines are used to copy documents to an external business. Each fax machine has an individual number, much like a telephone number, which makes it available for other businesses to forward you information straight away.

Franking Machine: Franking machines are used to weigh and 'print' on envelopes (letters/parcels) so that they can be posted. Credit is bought for and input into the machine to pay for the stamp costs which can be changed to either 1st or 2nd class. (refer to unit 12 for more information about franking machines)

Laminator: Paper or card is inserted into a laminator which then gets 'sealed' in a plastic covering to protect them from water damage and tear. Documents are often laminated if they are to be put on display for example posters or instructions.

Landline phone: Phones are nearly always used in the office. They can be used to give/receive external as well as internal calls. Within my workplace telephones are used to communicate with other employees and are used to call other health businesses and patients. We also receive incoming calls from patients who may have a query or who are willing to book an appointment. Each telephone also has a 'mail box' where people calling can leave a message if you are unable to answer it. They can be also be put onto a 'do not disturb' setting.

Filing Cabinet: A filing cabinet is used to organise and store documents. They often have multiple drawers and sections which can be labelled to help with organisation. Within my work place we have filing cabinets especially for patients personal data which are arranged in alphabetical order by surname and can be locked. An advantage of many of these is that they are fireproof so vital information will not be destroyed if a fire occurs.

Shredder: Shredders may be used in the office to dispose of private and confidential information about another member of staff or a customer/patient. This is to ensure that no unauthorised people can obtain the information. The Data Protection Act states that personal information should be 'kept for no longer than is absolutely necessary'. Within my work place we shred any confidential information that is no longer needed.

Safe: A safe is a piece of vital 'equipment' for an office if the storage of money takes place. A safe will securely store the money and only authorised people should know how to access it either by a key or a code. The key(s) to a safe should also be kept in a secure place to avoid loss or theft.

Using Office Equipment

When selecting office equipment to complete a task, it needs to be considered what the task requires you to do. If you have to write a letter, you may choose to use Microsoft Word on a computer and then use a printer. (Consider available resources: there may not be enough paper to print.)

It is also important to consider the amount of time you have to complete a task. For example if you are required to make a chart, it will take more time drawing it free-hand than if you are using software on a computer.

If the task involves providing other people with information, does this need to be done quickly or is speed not very important? Faxing and the use of telephone communication are almost instant whereas e-mailing depends on how long it takes somebody to access and read it.

Expense and quality will also need to be considered when undertaking a task. Some office equipment can produce higher quality documents but at a high expense, this will need to be carefully planned.

It is important to keep waste to a minimum in the working environment as performance will be more efficient and customers/patients will feel more at ease. Correct training should be provided to all employees including how to identify and minimise waste.

The use of e-mail helps to reduce paper waste as meeting minutes, newsletters etc can be sent to staff e-mails instead of being given to them on paper.

If an employee is using a printer, they should only print the amount of pages that they need and if possible, duplex them. This can also apply when using a photocopier.

'Electric waste' is also highly important to reduce: bills will be lower and the building and environment will be more economic. When the working day has ended all lights should be switched off as well as computers and their components (scanners, printers, photocopiers). Central heating or air conditioning should only be used if necessary.

Exercise 1. Vocabulary. Business travel terms

The acronym MICE is often used to describe the different parts of the business travel industry. What do you think the letters stand for?

Exercise 2. Look at the table and find the four words, beginning with M, I, C, and E which mean the following.

- 1 occasions when people come together to discuss or decide something - usually involving a small number of people
- 2 journeys or holidays given to a worker or group of workers as rewards for good work
- 3 large official meetings, usually lasting for a few days, at which people with the same work or interests come together to discuss their views
- 4 events at which products and services produced by different companies are shown to the public

Individual business travel	Business tourism
----------------------------	------------------

- | | |
|---|--|
| <ul style="list-style-type: none"> • Presentations
 • Consultations • Investigations
 • One-to-one meetings | <ul style="list-style-type: none"> • Meetings and seminars • Conferences • Product launches
 • Incentive trips (team, family) • Exhibitions (trade fairs, trade shows, consumer shows) • Corporate hospitality (spectator, participative) |
|---|--|

Exercise 3. Match the events (a-e) in the text with items from Business tourism from the table. Then complete the sentences (1-5) with the words or phrases below.

delegates a PowerPoint presentation stands gala banquet box

a _____: The World Federation of Tour Guides is meeting in Hong Kong to discuss a number of issues affecting their business and to hear talks from key representatives of the industry. There will be _____¹ from all over the world.

b _____: Hammond Brothers Ltd are pleased to announce their new 'Green machine' power-cycle, ideal for the business person and the weary sightseeing tourist alike. Come to the Meeting Room of the Imperial Hotel for _____² by the Chief Designer and the Sales Manager. Drinks and snacks will be provided.

c _____: Join us for the final of the Rugby League World Cup for champagne and a superb buffet lunch. Watch the game from the comfort and luxury of our own private _____³.

d _____: As a reward for achieving record sales figures in the last financial year, the Directors of General Instruments Inc. are delighted to invite you on a tour of the capitals of Western Europe. On the final evening the CEO will attend the _____⁴ to personally thank you.

e _____: FITUR is the world's largest travel show after ITB Berlin. There are three trade days (with 75,000 professional visitors expected) and two consumer days (with 50,000 visitors expected). FITUR is also the major event for Latin American tour operators contracting their European tours. Industry partners can hire _____⁵ for five days for approx €4,000.

Marketing and promotion in tourism

Exercise 1. Make a list of five different products from the tourism industry.

EXAMPLE *a package holiday*

Exercise 2. Think of different ways you could advertise them. Which ones are the most effective?

The marketing process in travel and tourism

Every day of our lives we can see examples of travel and tourism marketing around us - adverts on TV, adverts in newspapers and magazines, brochures in travel agencies, internet pages, posters in stations, etc. This is because all tourism businesses need to market their products if they hope to be successful. But marketing is not just advertising; it is about researching and identifying the needs of a specific group of customers, and then creating a product that satisfies them.

Reading

A large hotel chain, for example, will spend a lot of time and money finding out what its guests want-what kind of services and facilities they need most, which location they prefer, or how much they are prepared to pay. It will then develop a new product, taking care to gear it to the customers' needs. Then, once the company has the right product, it will use different promotional techniques to let its clients know about it

Private companies are not the only ones that use marketing. Tourist boards and other public sector organizations also have products, and it is important that their customers are aware that these exist. From a museum in a country village to the multiple attractions of a major city like Sydney, all travel and tourism products need good marketing.

The marketing process does not end after a product has been sold, however. Customers might not be happy with it, and of course people's tastes change with time. Because of this, it is essential to evaluate how

customers feel about a product. With the results of the evaluation, it is then possible to improve your product, and in this way continue to meet your customers' expectations.

What is marketing?

1. Look at the statements on marketing. Decide if they are true or false.

- Marketing is the same as advertising.
- Marketing means knowing what your customers want.
- Marketing is what you do before the product is sold.
- Marketing is done by both public and private organizations.

2. Which stage are these marketing activities part of

- 1 develop?
- 2 monitor?
- 3 research?

3. Which stage of marketing

- 1 is the most expensive?
- 2 needs most creativity?

4. Which part of the marketing process do you think you would be good at? Why?

Exercise 3. Vocabulary. Marketing technology. Match 1-9 with a-i to produce marketing tips.

- | | |
|----------------|--|
| 1 monitor... | <i>a ... and wants the first thing you must find out.</i> |
| 2 advertise... | <i>b ... your customers' preferences by using market research.</i> |
| 3 research... | <i>c ... the effectiveness of your advertising and promotional techniques.</i> |
| 4 knowledge... | <i>d ... uses questionnaires to find out what people want.</i> |
| 5 evaluate... | <i>e ... of what your clients want is essential in marketing.</i> |
| 6 tastes... | <i>f ... the market carefully before you create your product.</i> |
| 7 identify... | <i>g ... your product in the places where your customers will see it.</i> |
| 8 needs... | <i>h ... your product towards your clients.</i> |
| 9 gear... | <i>I ... change with time so products must change too.</i> |

CAREERS IN TOURISM



Like most service industries, **tourism** is labor – intensive; that is, it employs a high proportion of people in comparison to the number that it serves.

The range of jobs is also very **wide**, from unskilled, like a dish washer in a restaurant, to semi – skilled, like a waiter or a chambermaid, to skilled, like a travel agent or a tour operator. In addition, tourism generates **many** jobs that are not usually considered to be within the industry itself – jobs in construction, manufacturing, and merchandising.

A **majority** of the jobs in tourism have one common feature: contact with the public, including both the positive and negative aspects of dealing with ordinary human beings. Anyone who has

chosen a career in tourism should enjoy working with people and be tolerant, especially since the irritations of travel can bring out the worst qualities in some people.

In majority of the jobs in which it is necessary to deal with the public, language skill is necessary or desirable. **People** who hold jobs of this kind include travel agency employees, ticket and reservation agents, airline flights personnel, front – desk employees in hotels, tour conductors or guides, waiters, barmen and so forth. The degree of language skill may vary from using special terms in catering service jobs to speaking fluently among travel agents and tour guides. The degree of language skill may vary according to the **location of the job**.

The tourist industry differs from many others as it employs more women than other kinds of business. Indeed, women are found at all levels. Many successful travel agents are women who have established independent enterprises after gaining experience elsewhere in the industry. There are many different ways to acquire the necessary experience. Some **agents** begin as clerical workers or secretaries in travel agencies or in the transportation companies. Particular jobs that provide useful knowledge include those of ticket agent and reservations agent for the airlines.

In addition to dealing with the public, the travel agent must deal with **people** who work for other components in the industry. One of the most important aspects of the job is keeping important of the highly complex pricing policies of airlines and the resort hotels. The agent must also keep up with other development in the industry – new resorts, changing travel regulations, new services. So travel agents who go on familiarization tours are given **lavish treatment** so as to impress them favorably with the services that are being offered.

The people who write about travel also receive lavish treatment from the tourist industry. There are relatively few travel writers, but they fill an important place in publicizing the industry. **Some of them** work full – time for magazines or newspapers. Others are free – lancers: they work for themselves and sell their articles to any publication that is interested in them. There is also a small industry involved in writing and publishing travel guidebooks.

The tour operators **work** much within the framework of ordinary corporate practice than the small retain agencies do. Companies like Cook and American Express employ people in nearly all phases of tourism, ranging from the jobs that would be found in a **retail travel agency** to those that deal with packaging tours or establishing overall policy for the companies. They also employ a large staff to work on advertising and publicity.

Exercise 4. Work in pairs and discuss the following questions.

- 1. How often do you travel? What mode of transport do you prefer?*
- 2. Do you like to travel? Why?*
- 3. Which countries do you like to travel to? Give your reasons.*
- 4. How do you usually plan your trip? What preparations do you do before going on vacation?*
- 5. What can you say about the tourism sector in Belarus?*
- 6. What recommendations can you give to develop the tourism in Belarus?*
- 7. Name the most important and interesting places of interest in Belarus?*
- 8. Would you like to work in the tourism sector of economy? Why or why not?*
- 9. What advice can you give to foreign tourists who come to Belarus?*
- 10. What would you like to tell tourists from abroad about your native country?*

Unit 3. Change.

Speaking 1. Discuss the following questions in pairs. Choose the most interesting ones and discuss them with your classmates.

STUDENT A's QUESTIONS

- (1) Do you like change?
- (2) What's the biggest change you've made in your life? Was it good / bad?
- (3) Are you good at dealing with change?
- (4) Do you think change is important?
- (5) What is the biggest change this world needs?
- (6) What things in your life would you hate to change?
- (7) What three things about your past would you like to change?
- (8) What advice would you give to someone who hates change?
- (9) What happens to people who find it difficult to change?
- (10) Can you teach someone to accept and like change?

STUDENT B's QUESTIONS

- (1) Is the world changing faster than before?
- (2) How do old and young people cope with change?
- (3) What is the biggest change you'd like to make to your life?
- (4) Why are some people better than others at dealing with change?
- (5) What has changed in your life compared to ten years ago?
- (6) Is change always good?
- (7) What has been your biggest life-changing event?
- (8) What would you like to change about yourself?
- (9) How has your society changed in the past decade?
- (10) What will change in the future?

5. Professional Live Video Video will continue to be a trend in 2018 but not just video, professional live video. Every social media platform is jumping into live video and adding new features monthly to their platforms. Live video is a great way to connect with your audience, and the shaky, holding-a-phone-in-your-hand live video won't be acceptable anymore. - [Thomas Brodbeck, Site Strategics](#)

6. Conversational User Interfaces Conversational interactions, such as Amazon's Alexa, Google's Assistant, Microsoft's Cortana, chatbots and others, will continue to find their place in consumers' daily routines and lives. Conversation is the original user interface. It's extremely natural and will allow for brands to naturally interact with consumers that want information, or to transact, or just to be entertained. - [Andrew Howlett, Rain](#)

7. Video Marketing Video is becoming the most popular and influential form of digital content for businesses today and if done right, it can have a very positive impact on your business. As our attention spans decrease, marketers are heavily relying more and more on creating video content to boost search engine rankings, increase engagement and website traffic rates, as an example. - [Solomon Timothy, OneIMS](#)

8. Personalization Along All Stages Of The Sales Funnel Impersonalized email blasts and ads are going the way of the fax machine. Becoming hyper-targeted and focusing on personalizing every interaction is becoming increasingly important. Personalized landing pages should be connected to every one of your advertising campaigns. Attention is a currency, and building a personalized connection with prospects will be critical for digital marketing in 2018. - [Twila Grissom, Acorn Digital Strategy](#)

9. Contextual Targeting Strategies In the context of General Data Protection Regulation (GDPR), we can expect that it will be more complicated for ad tech vendors to track user behaviors with cookies. Audience targeting strategies will be progressively replaced by contextual targeting strategies and it will be mandatory for advertisers to understand what each page context is all about, for targeting and brand safety purposes. - [Julien Verdier, Adyoulike](#)

10. Cost Per Experiment As A Leading Metric Smart digital marketers will continue to get closer to a true ROI on their work by identifying all the old metrics rolled up into a cost per experiment — those old metrics like CPM (impressions), CPC (clicks), CPL (leads) and even CPP (pixels) the advanced marketers were tracking. With too many channels and even more martech tools to consider, marketers must run experiments and measure outcomes. - [Todd Earwood, MoneyPath Marketing](#)

11. Native Advertising Companies seeking to enhance market reach, brand relevance and improve overall engagement can benefit greatly by implementing native advertising into their digital marketing strategy. Engaging with your audience by utilizing native language and your proprietary tools increases the opportunity to expand viral sharing and can lead to developing a more involved relationship with your target market. - [Timothy Nichols, ExactDrive, Inc](#)

12. Digital Integrated Into Offline Experiences I believe that in 2018, digital will no longer stand alone as a separate discipline. We will see it become more integrated into real-life experiences and the two will become seamless. We have started to see this in professional sports and arena events where the online experience begins prior to the event and continues during the event. I expect to see marketers experiment with this in 2018. - [Lisa Allocca, Red Javelin Communications](#)

13. Voice Marketing Google says that **20% of its mobile queries** are voice searches, and that number is only going to increase as consumers get used to asking Alexa, Siri and their smart fridge for insight on what to buy. Marketers need to prepare by creating content that captures these types of searches, and advertising in non-traditional places (like sponsoring smart-fridge recommendations). - [Brett Farmiloe, Markitors](#)

14. Predictive Algorithms Application programming interfaces are opening for machine-learning algorithms, natural language processing and artificial intelligence. This is enabling any size business to better predict its marketing spend to optimize its overall budget. This is a huge advancement, given that marketers are often biased in their methodologies. - [Douglas Karr, DK New Media](#)

15. Different Kind Of Content Marketing With new formats evolving every day and the popularity of video, content marketing is no longer about writing blog posts and listicles. Voice search will alter a lot of content strategies to aim more for featured snippets or present interactive tutorials that can be spoken to people as they complete mundane or complex tasks. Content will be more interactive and integrate with other UI features. - [Kristopher Jones, LSEO.com](#)
[Forbes Agency Council](#) is an invitation-only community for executives in successful public relations, media strategy, creative and advertising agencies. ***Do I qualify?***

Speaking 2. Answer the following questions.

- 1 What global issues are in the news at the moment?
- 2 Which issues are you most worried about? Why? Are there any you are not worried about?
- 3 Which ones affect your company, your working life, and you personally?

Reading 2. Read the text and find out when the global oil crisis is predicted to start.

Countdown to crisis

Oil is running out and the race is on to find an alternative source of energy. Over the last 40 years oil has been used worldwide to give us food, warmth, chemical, medicine, clothing and most of all, mobility. But now Jeroen van der Veer, CEO of the oil multinational Royal Dutch Shell, has named the year that our needs will exceed supply of oil. He predicts **global demand** for oil will rise dramatically in the next years due to **population growth** and the rapid **economic development** of countries such as China and India. He forecasts that, because of this, the **world supply** of oil will no longer be able to meet that demand as early as 2015.

Despite the urgency of this problem and the millions invested in **renewable energy** using sources, such as wind, waves, and sunlight, world governments are far from finding a solution. This means that if we don't take the **oil shortage** seriously, the **energy crisis** will happen sooner than we think.

Exercise 1. Work with a partner and answer these questions,

- 1 What is oil used for, apart from cars?
- 2 What reasons does Jeroen van der Veer give for the rise in the demand for oil?
- 3 What measures are governments taking to prevent the energy crisis?

Exercise 2. Match the phrases in bold in the text to definitions 1-7 below.

1. energy whose source will always exist _____
2. the need for something in the world _____

3. an improvement in financial conditions _____
4. a time when energy will cause problems _____
5. an increase in the number of people _____
6. a situation where there is not enough oil _____
7. the amount available in the world _____

Exercise 3. Work with a partner. Take turns to say the first word of the phrases in 2 and for your partner to say the second word.

Example: A global
B demand

Speaking 3. Read the situations below. Try to imagine getting into these situations. Describe your actions and ways to cope with the situations.



Situation 1. Imagine that a company you are working for is entering the global market. You receive an offer to move to one of the EU countries and become an executive director in a new subsidiary. Will you accept the offer? What problems can you face? What changes will become the most difficult and the most favourable for you?



Situation 2. You are an accountant in a multinational corporation. Due to economic recession, your company is reducing the staff now. You are one of those people who were fired. Is this situation stressful for you? What challenges can you face? What actions will you take next?



Situation 3. Imagine that one of your parents was promoted and offered a highly paid position in Argentina. He (or she) decided to accept the offer. Do you think that this is a significant change in your life? What is concerning you? What will you do first? What should you do to make this situation easier for you?



Situation 4. Your managing director decided to promote you. He offers you a managing position in one of your company's subsidiary. However, you will be the youngest manager in the team. Will that be challenging for you? What will you do to prove you are a valuable member of you new team?



Situation 5. You were a manager in a marketing department in a well-known company. You keep your job after a merger, but now you are a less powerful position. What do you think about this change? How will it affect you? What are you going to do next?



Situation 6. You are a managing director in an oil company. You are asked to relocate to a dangerous foreign country. High salary, luxurious apartment and profitable bonuses are included. Will you accept an offer? What will be challenging for you? Name the most difficult aspects in this situation.

Unit 4. Organisation.

Speaking 1. Starting up. Work in pairs. Answer the following questions.

1. What is the difference between small and large companies?
2. Name the advantages and disadvantages of running a small firm.
3. Enumerate the advantages and disadvantages of running a large company.
4. Which of these companies would you like to work for? Why?
5. Can you name a company you would like to work for in the future? Explain your choice.
6. Give an example of the most successful multinational company. Tell what you know about it.
7. Would you like to start up your own company? Why or why not?
8. What kind of a company would you like to start up?
9. Which Belarusian companies are doing well?
10. Which Belarusian companies are not doing well? What recommendations can you give to these companies?

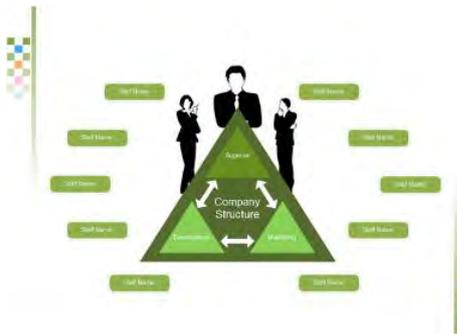
COMPANY STRUCTURE

Exercise 1. Before you read discuss these questions:

- How many different ways of organizing or structuring a company can you think of?
- If you work for a company or organization, how would you describe the company structure?

Exercise 2. Read the text about the different ways in which companies are organized and answer these questions:

- Four main kinds of organizational structure are described in the article. What are they?
- Is one kind of or
- ganizational structure more common than the others?
- When did “delaying” take place?
- What were the reasons for delaying and what were the results?
- How does Julia MacLauchlan describe Microsoft’s organizational structure?



DOING THE BUSINESS

Roisin Ingle hears how efficient management structures are vital for success

The need for a solid structure within all business entities is “absolutely fundamental”, according to Ms. Angela Tripoli, a lecturer in Business Administration at University College Dublin. “Organizational structure concerns who reports to

whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology”. Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, “many firms are opting for a kind of hybrid of all of them”. The most recognizable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making. More and more companies are organizing themselves along product lines where companies have separate divisions according to the product that is being worked on. “In this case the focus is always on the product and how it can be improved”. The importance for multinational companies of a good geographic structure, said Ms. Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market. The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams. During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was, driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic. The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more “customercentric” approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines. Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge. Ms. Julia MacLauchlan, Director of Microsoft’s European Product Development Centre in Dublin, said the leading software company had a very flat organizational structure. “There would not be more than around seven levels between the average software tester and Bill Gates”, she said. Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localization of the software for all Microsoft’s markets, the company is split up into seven business units. Each unit controls the localization of their specific products while working closely with the designers in Microsoft’s Seattle Headquarters. It works, said Ms. MacLauchlan, because everyone who works in the unit is “incredibly empowered”. “Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company’s objectives”.

Exercise 3. Match these definitions with the four organizational structures described in the text:

1. A cross-functional structure where people are organized into project teams.

2. A structure rather like the army, where each person has their place in a fixed hierarchy.
3. A structure that enables a company to operate internationally, country by country.
4. A structure organized around different products.

Exercise 4. Use an appropriate phrase from the text to complete each sentence:

1. Banks need to be fully aware of their customers'
2. Silicon Valley is full of
3. Many companies are now organized along, in which each division is responsible for a group of products.
4. A matrix organization groups people into
5. Some companies are divided into different, often also called profit centres.
6. A multinational company will often have a number of, in charge of activities in different parts of the world.

Exercise 5. Complete these sentences with an appropriate preposition:

1. Organizational structure concerns who reports whom.
2. Depending its size, there are several organizational structures a company can choose from.
3. Many companies are organizing themselves product lines.
4. In the 1980s a wave of restructuring went industry.
5. Delaying was driven the need to reduce costs.
6. Microsoft in Ireland is split seven business units.

Speaking 2. Questions for discussion.



1. Is there a particular company you would like to be a part of? Why?
2. Is there a particular company you would definitely not want to be a part of? Why?
3. Would you prefer to work in a large international company or a small local company? Why?
4. Which type of company do you think treats their staff better - small family companies or big international ones?
5. How would you feel if your company asked you to move to a different country to help your career?

Reading 2. Exercise 1. Before you read discuss these questions:

- > How many different ways of organizing or structuring a company can you think of?
- > If you work for a company or organization, how would you describe the company structure?

Exercise 2. Read the text about the different ways in which companies are organized and answer these questions:

- > Four main kinds of organizational structure are described in the article. What are they?
- > Is one kind of organizational structure more common than the others?
- > When did "delaying" take place?
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DOING THE BUSINESS

Roisin Ingle hears how efficient management structures are vital for success

The need for a solid structure within all business entities is "absolutely fundamental", according to Ms. Angela Tripoli, a lecturer in Business Administration at University College Dublin. "Organizational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology".

Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, "many firms are opting for a kind of hybrid of all of them".

The most recognizable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organizing themselves along product lines where companies have separate divisions according to the product that is being worked on. "In this case the focus is always on the product and how it can be improved".

The importance for multinational companies of a good geographic structure, said Ms. Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.

The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was, driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more "customercentric" approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines.

MacLauchlan, Microsoft's Development Centre leading software flat organizational would not be more than around seven levels between the average software tester and Bill Gates", she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localization of the software for all Microsoft's markets, the company is split up into seven business units. Each unit controls the localization of their specific products while working closely with the designers in Microsoft's Seattle Headquarters.

It works, said Ms. MacLauchlan, because everyone who works in the unit is "incredibly empowered". "Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company's objectives".

Exercise 3. Match these definitions with the four organizational structures described in the text:

1. A cross-functional structure where people are organized into project teams.
2. A structure rather like the army, where each person has their place in a fixed hierarchy.
3. A structure that enables a company to operate internationally, country by country.

4. A structure organized around different products.

Exercise 4. Match these nouns as they occur together in the text:

1.	product	a.	teams
2.	target	b.	objectives
3.	borrowing	c.	lines
4.	project	d.	units
5.	delaying	e.	company
6.	country	f.	process
7.	business	g.	markets
8.	software	h.	needs
9.	company	i.	managers

Exercise 5. Use an appropriate phrase from the text to complete each sentence:

1. Banks need to be fully aware of their customers'.....
2. Silicon Valley is full of.....
3. Many companies are now organized along , in which each division is responsible for a group of products.
4. A matrix organization groups people into.....
5. Some companies are divided into different , often also called profit centres.
6. A multinational company will often have a number of..... , in charge of activities in different parts of the world.

Exercise 6. Match these terms with their definitions:

1. business entities a. focusing on the customer rather than the product
2. set up b. new, original
3. innovative c. companies
4. flopped d. something that makes you better than other companies
5. outsourcing e. did not succeed, failed
6. customercentric f. structure
7. competitive edge g. getting external companies to do work for your company

Exercise 7. Complete these sentences with an appropriate preposition:

1. Organizational structure concerns who reports..... whom.
2. Depending its size, there are several organizational structures a company can choose from.
3. Many companies are organizing themselves..... product lines.
4. In the 1980s a wave of restructuring went..... industry.
5. Delaying was driven..... the need to reduce costs.
6. Microsoft in Ireland is split..... seven business units.

COMPANY STRUCTURE

Most organizations have a hierarchical or pyramidal structure, with one person or a group of people at the top, and an increasing number of people below them at each successive level. There is a

clear line or chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give instructions).

Some people in an organization have colleagues who help them: for example, there might be an Assistant to the Marketing Manager. This is known as a staff position: its holder has no line authority, and is not integrated into the chain of command, unlike, for example, the Assistant Marketing Manager, who is number two in the marketing department.

Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization. Today, most large manufacturing organizations have a functional structure, including (among others) production, finance, marketing, sales, and personnel or staff departments. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department.

Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.

Yet for a large organization manufacturing a range of products, having a single production department is generally inefficient. Consequently, most large companies are decentralized, following the model of Alfred Sloan, who divided General Motors into separate operating divisions in 1920. Each division had its own engineering, production and sales departments, made a different category of car (but with some overlap, to encourage internal competition), and was expected to make a profit.

Businesses that cannot be divided into autonomous divisions with their own markets can simulate decentralization, setting up divisions that deal with each other using internally determined transfer prices. Many banks, for example, have established commercial, corporate, private banking, international and investment divisions.

An inherent problem of hierarchies is that people at lower levels are unable to make important decisions, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as the managers responsible for the traditional functions of finance, sales and production. This is one way of keeping authority at lower levels, but it is not necessarily a very efficient one. Thomas Peters and Robert Waterman, in their well-known book *In Search of Excellence*, insist on the necessity of pushing authority and autonomy down the line, but they argue that one element - probably the product - must have priority; four-dimensional matrices are far too complex.

A further possibility is to have wholly autonomous, temporary groups or teams that are responsible for an entire project, and are split up as soon as it is successfully completed. Teams are often not very good for decision-making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. In fact they still require a definite leader, on whom their success probably depends.

> Which of the following three paragraphs most accurately summarizes the text, and why?

First summary:

Although most organizations are hierarchical, with a number of levels, and a line of command running from the top to the bottom, hierarchies should be avoided because they make decision-making slow and difficult. A solution to this problem is matrix management, which allows people from the traditional functional departments of production, finance, marketing, sales, etc. to work

together in teams. Another solution is decentralization: the separation of the organization into competing autonomous divisions.

Second summary:

Most business organizations have a hierarchy consisting of several levels and a clear line of command. There may also be staff positions that are not integrated into the hierarchy. The organization might also be divided into functional departments, such as production, finance, marketing, sales and personnel. Larger organizations are often further divided into autonomous divisions, each with its own functional sections. More recent organizational systems include matrix management and teams, both of which combine people from different functions and keep decision-making at lower levels.

Third summary:

Most businesses are organized as hierarchies, with a clear chain of command: a boss who has subordinates, who in turn have their own subordinates, and so on. The hierarchy might be internally divided into functional departments. A company offering a large number of products or services might also be subdivided into autonomous divisions. Communication among divisions can be improved by the introduction of matrix management or teams.

> The text mentions the often incompatible goals of the finance, marketing and production (or operations) departments. Classify the following strategies according to which departments would probably favour them:

1. a factory working at full capacity
2. a large advertising budget
3. a large sales force earning high commission
4. a standard product without optional features
5. a strong cash balance
6. a strong market share for new products
7. generous credit facilities for customers
8. high profit margins
9. large inventories to make sure that products are available
10. low research and development spending
11. machines that give the possibility of making various different products
12. self-financing (using retained earnings rather than borrowing)

Exercise 9. Sentences 1 to 9 make up a short text about different ways in which companies can be structured. Complete each sentence, by taking a middle part from the second box and an end from the third box:

1. Most organizations have a hierarchical or pyramidal structure,
 2. A clear line or chain of command runs down the hierarchy,
 3. Some people in an organization have an assistant who helps them;
 4. Yet the activities of most large organizations are too elaborate
 5. Large companies manufacturing a wide range of products, e.g. General Motors,
 6. Businesses that cannot be divided into autonomous divisions with their own markets
 7. An inevitable problem with hierarchies is that people at lower levels
 8. One solution to this problem is matrix management, in which people report to more than one superior:
 9. Another, more recent, idea is to have a network of flexible groups or teams _____
- a. are normally decentralized into separate operating divisions,
 - b. are unable to make important decisions, but are obliged to pass on responsibility to their boss,
 - c. can simulate decentralization, setting up divisions that use
 - d. instead of the traditional departments, which are often at war with each other;

- e. so that all employees know who their superior or boss is, to whom they report,
- f. e.g. a brand manager with an idea can deal directly with
- g. this is an example of a staff position: its holder has no line authority,
- h. to be organized in a single hierarchy, and require functional organization,
- i. with a single person or a group of people at the top, _____
- j. and an increasing number of people below them at each successive level.
- k. and is not integrated into the chain of command.
- l. and who their immediate subordinates are, to whom they can give instructions.
- m. each with its own engineering, production and sales departments.
- n. internally determined transfer prices when dealing with each other.
- o. the appropriate managers in the finance, manufacturing and sales departments.
- p. they are formed to carry out a project, after which they are dissolved and their members reassigned.
- q. unless responsibilities have been explicitly delegated.
- r. usually with production or operations, finance, marketing and personnel departments.

Exercise 10. Complete the text using the correct form of the following verbs:

achieve allocate balance deal with develop employ establish follow require set

The top managers of a company (1) have to..... objectives and then develop particular strategies that will enable the company to (2)..... them. This will involve (3)..... the company's human, capital and physical resources. Strategies can often be sub-divided into tactics - the precise methods in which the resources attached to a strategy are (4)The founders of a business usually establish a "mission statement" - a declaration about what the business is and what it will be in the future. The business's central values and objectives will (5) from this. But because the business environment is always changing, companies will occasionally have to modify or change their objectives. It is part of top management's role to (6)..... today's objectives and needs against those of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers are also expected to set standards, and to (7) human resources, especially future top managers. They also have to manage a business's social responsibilities and its impact on the environment. They have to (8)..... and maintain good relations with customers, major suppliers, bankers, government agencies, and so on. The top management, of course, is also on permanent stand-by to (9)..... major crises. Between them, these tasks (10)..... many different skills which are almost never found in one person, so top management is work for a team. A team, of course, is not the same as a committee: it needs a clear leader, in this case the chairman or managing director.

Complete the following collocations:

- 11. to set.....
- 12. to allocate.....
- 13. to..... responsibility
- 14. to..... standards
- 15. to..... and..... good relations
- 16. to..... a crisis

Exercise 11. Complete the text using the following verbs:

appointed attacked combined defined constituted reviewed supervised supported

Large British companies generally have a chairman of the board of directors who oversees operations, and a managing director (MD) who is responsible for the day-to-day running of the

company. In smaller companies, the roles of chairman and managing director are usually (1)..... Americans tend to use the term president rather than chairman, and chief executive officer (CEO) instead of managing director. The CEO or MD is (2)..... by various executive officers or vice-presidents, each with clearly (3)..... authority and responsibility (production, marketing, finance, personnel, and so on).

Top managers are (4)..... (and sometimes dismissed) by a company's board of directors. They are (5)..... and advised and have their decisions and performance (6)..... by the board. The directors of private companies were traditionally major shareholders, but this does not apply to large public companies with wide share ownership. Such companies should have boards (7)..... of experienced people of integrity and with a record of performance in a related business and a willingness to work to make the company successful. In reality, however, companies often appoint people with connections that will impress the financial and political milieu. Yet a board that does not demand high performance and remove inadequate executives will probably eventually find itself (8)..... and displaced by raiders.

Exercise 13. Many big firms have lots of different sections and it can be helpful to know which part of the company does what. Look at the following company departments. Which department does which job?

Human Resources Production Marketing Finance
 Sales, Financial Services, Quality, Training, Payroll, Production, Advertising, Accounts,
 Distribution, Maintenance, Marketing, Customer Service, Purchasing, Personnel, Packaging

Exercise 14. What department does which job? Match each job from the column on the left to a company department from the column on the right:

1.	puts the product into boxes?	A.	Training
2.	pays wages and salaries?	B.	Production
3.	plans how to promote products?	C.	Marketing
4.	has systems to prevent mistakes?	D.	Purchasing
5.	looks after the equipment?	E.	Personnel
6.	deals with complaints?	F.	Packaging
7.	manufactures the products?	G.	Sales
8.	sends invoices to customers?	H.	Accounts
9.	buys equipment?	I.	Payroll
	arranges credit facilities?	J.	Distribution
	helps staff develop new skills?	K.	Customer Service
	sends products to the customer?	L.	Financial Services
13.	buys media space?	M.	Quality
	recruits new staff?	N.	Advertising
	sends representatives to visit	O.	Maintenance
	customers?		

GRAMMAR. Теоретический раздел

Unit 1. Present Simple and Present continuous.

PRESENTATION a Routine or moment of speaking?

We use the present simple for things that happen every day or regularly:



Normally I **take** the train to work.

We use the present continuous for things that are happening **now**, at the moment of speaking:



Today, there's a train strike so I'm **taking** the bus.

b Long-term or short-term situations

We use the present simple to talk about permanent or long-term situations:

*I **work** for Costar Construction. We **build** houses, hotels, and roads.*

(I work for them all the time. We do this all the time.)

We use the present continuous to talk about situations that are temporary or short-term. We often use it with words like *today, this week, this month*:

*This month I **am working** on a housing project near Oxford.*
(I am only doing this for four weeks.)

PRACTICE

1 Routine or moment of speaking?

Complete the dialogues with the present simple or the present continuous form of the verbs in brackets.

- 1 A: Is Jack here? I need to speak to him.
B: No, sorry, he isn't here. Oh, look, he's there in the car park. He **is leaving** (leave).
- 2 A: Do you always travel by train?
B: No. Usually I _____ (take) my car.
- 3 A: Are you busy at the moment?
B: I _____ (have) lunch. Call me in an hour.
- 4 A: Can we have a meeting tomorrow?
B: Sorry, I _____ (not/work) on Wednesdays.
- 5 A: Could I speak to Ken Olsen?
B: I'm sorry, he _____ (have) a meeting at the moment.
- 6 A: Maria is here early!
B: No, she always _____ (get) here at eight.
- 7 A: Are you at the office?
B: No, I _____ (call) from the train.
- 8 A: Are 4x4s cheap to run?
B: No, they _____ (use) a lot of petrol.

PRESENTATION a **Actions and states**



They **are building** a new skyscraper.

There are many verbs that refer to actions. Here are some examples:

She **is driving** to work.

He **is selling** flowers.

We can use verbs like this in the present continuous.



She **doesn't like** lifts.

There are other verbs that refer to states (stative verbs). Here are some examples:

I **enjoy** my job.

Sara **knows** Xavier.

! We do not use verbs like this in the continuous form.

wrong: I ~~am knowing~~ Paris well.

right: I **know** Paris well.

b Common stative verbs

Here are some verbs that we normally use in the simple form, not the continuous form.

Verbs of thinking, knowing: **know, want, understand, believe, think** (have an opinion), **feel** (have an opinion).

A: I **want** to start my own company.

B: I **know**, but I **don't understand** why. I **don't think** it's a good idea.

Verbs of liking and disliking: **love, like, don't mind, don't like, dislike, hate**.

A: I **love** the new design. What do you think?

B: I'm not sure. I **like** the design, but I **hate** the colour.

Verbs of possession, verbs of appearance: **have, own, belong to, appear, look like, seem**.

A: Who does that car **belong to**?

B: It **looks like** Mr Danzig's.

PRACTICE 1 **Actions and states**

Are the sentences about actions or states? Write *action* or *state*.

- 1 a Natasha owns a large yacht. state
- b She is sailing round the Bahamas. _____
- 2 a Jason is talking to a new supplier. _____
- b He doesn't know him very well. _____
- 3 a Clara is a vegetarian. _____
- b She doesn't like meat. _____

Unit 2. Talking about future.

PRESENTATION a Form

We can use **will** + bare infinitive to talk about the future:

Positive	Question	Negative
<i>I will work.</i>	<i>Will I work?</i>	<i>I will not work.</i>
<i>You will work.</i>	<i>Will you work?</i>	<i>You will not work.</i>
<i>He/She/It will work.</i>	<i>Will he/she/it work?</i>	<i>He/She/It will not work.</i>
<i>We will work.</i>	<i>Will we work?</i>	<i>We will not work.</i>
<i>They will work.</i>	<i>Will they work?</i>	<i>They will not work.</i>

i The short form of **will not** is **won't**.

b Use

We can use **will** to make predictions about the future:

In the year 2050, many workers in Europe will be over 65.

Sophia won't be happy when she sees this!

We often use **will** after *I think ...* or *I don't think ...* :

I think the stock market will rise for two or three years.

I don't think shares will fall.

For appointments or arrangements, use the present continuous (see Unit 17):

I am seeing Mr Tanaka tomorrow afternoon at 3.30. (not will see)

For plans or intentions, use *going to* (see Unit 18):

I am going to emigrate to Australia in October. (not will emigrate)

c Quick decisions

We often use the short form of **will** when we make a quick decision:

A: *Do you want a lift to the station?*

B: *No, thanks – I think I'll walk.*

A: *I'm afraid the flight on the 19th is full.*

B: *Is it? OK then, I'll go on the 20th.*

PRACTICE

1 Form

Complete the sentences with **will/won't** and the words in brackets.

- 1 What will the weather be (the weather/be) like tomorrow?
- 2 _____ (I/not be able) to come to the meeting.
- 3 Don't worry. _____ (Everything/be) OK.
- 4 When _____ (the economy/start) to improve?
- 5 Our costs are higher, so _____ (our prices/rise).
- 6 Do you think that _____ (interest rates/go up) next month?

PRESENTATION a Form

We can use the present continuous to talk about the future:

Positive	Questions	Negative
<i>I am working.</i>	<i>Am I working ...?</i>	<i>I'm not working.</i>
<i>We/You/They are working.</i>	<i>Are we/you/they working ...?</i>	<i>We/You/They aren't working.</i>
<i>He/She/It is working.</i>	<i>Is he/she/it working ...?</i>	<i>He/She/It isn't working.</i>

A: ***Are you seeing** Anja tomorrow?*

B: *No, **I'm not seeing** her tomorrow – **I'm seeing** her on Friday.*

b Use

We use the present continuous to talk about appointments and arrangements. We often use a future time word (*tomorrow, next week, etc.*):

***I'm coming** to London next Friday.*

***I'm seeing** Bob Simpson in the afternoon.*

***I'm not going** back until Saturday.*

***Are you doing** anything on Friday evening?*

! Do not use *will* to talk about things you have arranged to do with someone else.

wrong: *I ~~will have~~ dinner with Mr Mori tonight.*

right: *I **am having** dinner with Mr Mori tonight.*

c Timetables

We can use the present simple (*I do, I come, etc.*) to talk about timetables:

A: *Do you know the train times to Munich this afternoon?*

B: *Yes, there's a train that **leaves** at 2.35, and it **gets in** at 4.10. And there's a later one that **goes** at 3.20 and **arrives** at 5.05.*

PRACTICE

1 Form

Say if the sentences are right or wrong and correct the mistakes.

- Are you staying for the presentation? right
- They ~~aren't come~~ to the conference next week. wrong aren't coming
- You've seeing Raoul tomorrow, aren't you? _____
- What do you do this evening? _____
- Juanita isn't coming to the meeting tomorrow. _____
- Tanya seeing Mrs Davis tomorrow. _____
- I don't doing anything tonight. _____
- What time are you leave tomorrow? _____
- Are you doing anything on Friday? _____
- Jan's going to New York next week. _____

PRESENTATION **a** Form

We can use **am/is/are going to** + bare infinitive to talk about the future:

Positive	Negative	Question
<i>I am going to work.</i>	<i>I'm not going to work.</i>	<i>Am I going to work?</i>
<i>You are going to work.</i>	<i>You aren't going to work.</i>	<i>Are you going to work?</i>
<i>He/She/It is going to work.</i>	<i>He/She/It isn't going to work.</i>	<i>Is he/she/it going to work?</i>
<i>We are going to work.</i>	<i>We aren't going to work.</i>	<i>Are we going to work?</i>
<i>They are going to work.</i>	<i>They aren't going to work.</i>	<i>Are they going to work?</i>

A: *Are you going to work late tonight?*

B: *No, I'm not going to work late tonight. I'm going to work at the weekend.*

b Talking about decisions

I **am going to** often means the same as *I have decided to*. We use **going to** to talk about things we intend to do or have decided to do:

I am going to look for a new job. (= I have decided to look for a new job.)

Jackie is going to study engineering. (= Jackie has decided to study engineering.)

c Talking about plans

We can use **going to** to talk about definite plans:

We are going to start production in China in May.

We are going to manufacture the new model, the NV 300, there.

We are going to produce 2,000 units a week.

d Making predictions

We can also use **going to** to make predictions. We often use this when we can see that something is going to happen:

Look at the time. We're going to be late.

PRACTICE **1** Form

Complete the dialogue with **going to** and the words in brackets.

A: I hear that Andrew is ill and he ¹ is not going to come (not/come) in next week.

What ² _____ (we/do)?

B: Don't worry, everything is organized. Anna ³ _____ (look after) the trainees, and Bob and Sue ⁴ _____ (help) with the exhibition.

A: He's got a meeting in London too, hasn't he?

B: Yes. I spoke to his secretary, and she ⁵ _____ (ring) them up and cancel it. I ⁶ _____ (not/send) anyone else, because Andrew needs to be there.

A: ⁷ _____ (Who/look after) his visitors from Frankfurt?

B: I've asked Harry to do that. He ⁸ _____ (collect) them from the airport, and then take them out in the evening.

PRESENTATION **a** going to

We use **going to** when we talk about plans, decisions, and intentions:



She **is going to fly** to Madrid this afternoon.

She **is going to give** a presentation.

We can also use **going to** for predictions:

*The new model **is going to be** a big success. There is a lot of interest in it.*

b will

We use **will** to make predictions about the future:

*In a few years, this investment **will be** worth a lot of money.*

We often use **will** after *I think* and *maybe* and when we are making a decision as we speak:

A: *Do you want to see the report now?*

B: *No, thanks. I think **I'll look** at it tomorrow.*

c Present continuous

We use **is doing, am doing, are doing**, etc. to talk about arrangements and appointments with other people:

A: *Can you come to the meeting on Friday afternoon?*

B: *No, I'm sorry, but I can't. I **am seeing** Jorgen at 3.15.*

! Remember that we do not use the present continuous with stative verbs (see Unit 10).
wrong: *I ~~am being~~ there tomorrow afternoon.*
right: *I **will be** there tomorrow afternoon.*

PRACTICE

1 going to or will?

Complete the sentences with **will, 'll, or going to**.

- A: I can't get this computer to write in two columns.
B: It's not difficult. Move over and I'll show you what to do.
- A: Have you chosen the factory for the new model?
B: Yes, we _____ produce it in Shanghai.
- A: Hello, I'm Mr Danvers. I have an appointment with George Drake.
B: Please take a seat and I _____ tell Mr Drake you're here.
- A: How can you produce an extra 1,000 units per week?
B: We _____ take on 180 new employees.
- A: Is your son planning to look for a job?
B: No, he _____ go to university first.
- A: Are you planning to have the conference in France again?
B: No, we _____ hold it in Greece this year.
- A: I'm sorry, I'm very busy right now.
B: That's OK. I _____ come back later if you like.
- A: What's the big meeting about?
B: I don't know, but the CEO wants everyone there. She _____ make an announcement.

Unit 3. Past Simple and Present Perfect.

PRESENTATION

a Use of the present perfect

with *just* to talk about very recent actions:

I've just sent you an email.

with *ever* and *never* to ask and talk about experiences:

Have you ever been to the USA?

No, I *have never been* to the USA.

with *yet* and *already* to check and talk about progress:

A: *How are they getting on* with the new website?

B: They've *already put up* the home page, but they *haven't done* any of the product pages *yet*.

with *for* and *since* to talk about duration:

I have been with the company *for* three years.

I haven't spoken to Jack *since* last Monday.

with unfinished times (for example *today*, *this week*, *this month*, *this year*, etc.):

We *have spent* \$300,000 on advertising *this year*. (It is only September; the year is not finished.)

b Use of the simple past

to say when a recent action happened:

I sent you an email *two minutes ago*.

I visited their website *this morning*.

to say when we had an experience:

I didn't go to the USA *last year*, but I *went* to Brazil and Uruguay.

to say when some progress on a project happened:

They *put up* the home page *last week*.

to say how long a finished action lasted:

I worked for the company *for three years*, and in 2002 I *left* to start my own business.

to talk about finished times:

We *spent* \$300,000 on advertising *last year*. (from January to December)

PRACTICE

1 Recent actions

Complete the newspaper article from the financial pages. Use the present perfect or the past simple form of the verbs in brackets.

Buy, sell, or hold? Share news from Investor online

TCN holdings ¹ has just announced (just/announce) profits of \$233m, mainly from gas and oil projects in Eastern Europe, and the company ² (just/buy) two oil refineries in Romania. CEO Nicholas	Leicester, who ³ (take) control last year, is keen to increase profits. He ⁴ (appoint) a new Finance Director in July, and in December the company ⁵ (sell) its loss-making	South African gold mines. The market clearly likes the changes, and shares ⁶ (just/rise) to an all-time high of \$3.22. RECOMMENDATION: BUY or HOLD
---	--	---

2 Experience and progress

Complete the interview with the present perfect or the past simple of the verbs in brackets.

Experience

Jonas: Could you tell us a little about your work experience?

¹Have you ever worked (you/ever/work) in Poland or the Czech Republic?

Laura: Yes, I ² (work) in Poland from 2002 to 2004, and I speak the language well. I ⁴ (never/be) to the Czech Republic, but I would like to visit it.

Unit 4. Noun Combinations.

1. We use 's to express a relationship between a person or organisation and another person or thing.

Mr Blake's secretary

her husband's car

BA's employees

Volvo's reputation

The 's very often means that the relationship can be expressed using *have*.

Mr Blake has a secretary.

Volvo has a reputation.

2 When two nouns are used together, the first noun functions as an adjective and describes the second noun.

a business card

a job description

an office complex

a travel agency

Sometimes three or more nouns occur together.

a company credit card (a credit card issued by a company)

a management training programme (a training programme designed for management)

3 Two nouns are joined by *of* 'when the ideas are more abstract.

the cost of living

independence of mind

the joy of working and lifelong learning

4 Some compound nouns are written as one word.

database

answerphone

letterhead

headquarters

5 When compound nouns are used with a number in expressions of measurement, the first noun is singular.

a six-lane motorway

a four-day week

GRAMMAR. Практический раздел

Unit 1. Present Simple and Present continuous.

2 Long-term or short-term situations

Complete the sentences from the notes. Say what the companies do and what projects they are doing at the moment.

1	COMPANY	work/T&R	I work for T&R.
	MAIN BUSINESS	operate/cruise ships and ferries.	We operate cruise ships and ferries.
	CURRENT ACTIVITY	run/Christmas cruises in the Caribbean.	At the moment we are running Christmas cruises in the Caribbean.
2	COMPANY	work/Honda	I _____.
	MAIN BUSINESS	manufacture/cars	We _____.
	CURRENT ACTIVITY	develop/a new hydrogen car	At the moment _____.
3	COMPANY	work/Danzig Telecom	I _____.
	MAIN BUSINESS	install/mobile phone systems	We _____.
	CURRENT ACTIVITY	build/a new telecoms system in India.	At the moment _____.
4	COMPANY	work/Gravis Books	I _____.
	MAIN BUSINESS	publish/books and magazines	We _____.
	CURRENT ACTIVITY	produce/a new encyclopedia	At the moment _____.

3 Long-term or short-term situations

Complete the text with the present simple or present continuous form of the verbs in brackets.

Come to the Harrison's Sale - on NOW! Massive sale! Hundreds of bargains!

Afghan Bokharas from \$299

These beautiful carpets ¹ come (come) from Afghanistan. In our amazing Summer Sale we ² _____ (sell) them for only \$299.

Men's Fashion

Armani suits ³ _____ (look) great for every occasion. This week we ⁴ _____ (give away) a FREE silk tie with every order.

Health and Beauty

Allure by Chanel ⁵ _____ (be) one of the world's most beautiful perfumes. In the sale we ⁶ _____ (offer) 50ml bottles for only \$22.

Food and Wine

Chateau La Lagune ⁷ _____ (be) a Bordeaux classic. It ⁸ _____ (taste) fantastic and it usually ⁹ _____ (cost) \$60. This week we ¹⁰ _____ (cut) the price by 50% - down to only \$30!

ONE WEEK ONLY

OVER TO YOU

Write about your company and a current project.

Your company:

*I work for Testra Trading.
We import things from all over the world and sell them to stores in Europe and the USA.*

A current project:

At the moment we are working in China. We are looking for new suppliers and we are trying to find an office in Beijing.

2 Common stative verbs

Complete the text with the words in the boxes.

TERENCE CONRAN is the founder of Habitat and one of Europe's top designers.

has belongs likes look know believe

He ¹ has over 40 years' experience of being a shop-keeper, designer, and restaurateur.

He sells furniture and household goods in his Conran Shops, with branches in London, Paris, New York, and Tokyo. (Habitat was sold in 1990 and now

² to Ikea.) His designs always ³ clean and modern, and have simple lines. He

⁴ to remind people of William Morris's famous saying: 'Have nothing in your house that you do not ⁵ to be useful or ⁶ to be beautiful'.

hate look like loves thinks

Terence Conran also owns a range of huge restaurants of 300 or more seats which ⁷ old Parisian

brasseries. They serve mainly French food, which Conran ⁸, and they are good value for money. Conran is not a fan of fast food, and

⁹ hamburgers are terrible. 'I ¹⁰ McDonalds', he says, 'and everything it stands for.'

know seems want

Terence Conran changes with the times and takes on new ideas. But he ¹¹ to ¹² what

people ¹³ – and he gives it to them. Maybe that is the secret of his success.

3 Review

Say if the sentences are right or wrong and correct the mistakes.

- 1 I ~~am not understanding~~ you. wrong don't understand
- 2 I love seafood. right
- 3 At the moment Mr Lund is attending a conference in Oslo. _____
- 4 Klaus is wanting a new job. _____
- 5 You aren't seeming very happy with this proposal. _____
- 6 Are you liking classical music? _____
- 7 I think that's a good idea. _____
- 8 I am feeling it's a good offer. _____
- 9 Their new people carrier looks like a bus. _____
- 10 Do you own your house? _____

OVER TO YOU

Write sentences about yourself using the verbs in this unit.

Possessions Write about things you have and things you want.

.....

Likes and dislikes Write about things you like or don't like.

.....

Opinions Write about what you or other people think of your company or business.

.....

Appearance Write about how you look and the clothes you wear at work/home.

.....

Unit 2. Talking about future.

2 Use

Complete the text with *will/won't* and the verbs in the boxes.

become ~~change~~ grow

We all know the pictures of Chinese city streets full of bicycles, but in the future, all of that ¹ will *change*. The car market in China is booming, and next year experts think that it ² _____ by 30%. Volkswagen Chairman Bernd Pischetsrieder says that China ³ _____ VW's main market very soon.

cost export not/be not/continue start

At the moment, the trade is one-way, but that ⁴ _____ for long. In the future, VW and Honda ⁵ _____ cars from China to Australia and Europe. There are local companies too – next year Chinese company

Geely ⁶ _____ selling the Uliou saloon in the USA. It ⁷ _____ easy for American car makers to compete because the Uliou ⁸ _____ around \$7,000.

have increase become lead

But not everyone is happy. In about 2020, China ⁹ _____ the world's largest car market, and green groups are worried that this ¹⁰ _____ a bad effect on the environment. Oil consumption ¹¹ _____ every year, and this ¹² _____ to very serious pollution.

3 Quick decisions

Complete the replies with the ideas in the box.

call back later	come next week	send it today
use another one	have a word with her	take another route

- 1 A: I'm sorry, the line is busy.
B: OK, I'll *call back later*.
- 2 A: I'm afraid Meeting Room 23 is booked.
B: OK, _____.
- 3 A: Andersens wants that report immediately.
B: OK, _____.
- 4 A: I'm afraid I can't see you this week.
B: That's OK – _____.
- 5 A: Amelie seems very upset.
B: Does she? _____.
- 6 A: The motorway is blocked.
B: Is it? OK, _____.

OVER TO YOU

Answer the questions. Give your ideas about the future using *I think* or *I don't think*.

- 1 What will happen to the price of oil?
I think it will go up.
- 2 What will happen to interest rates?
_____.
- 3 Who will win the next election in the USA?
_____.
- 4 Who will win the next election in your country?
_____.
- 5 What will happen to the climate of the world?
_____.
- 6 What will happen to sea levels?
_____.
- 7 What important things will happen in your home life?
_____.
- 8 Do you think you will move to another town or city?
_____.

2 Use

Max Black is in Switzerland to give some talks. Read his schedule for the visit. Max is in Tina's car, leaving the airport. Complete the dialogue with the present continuous form of the verbs in brackets.

Publicity tour: 23–26 May	
Schedule for Max Black	
Tuesday 23 May.	MB arrives at Bern Airport 19.30. Tina Brown to meet. To Allegro Hotel with Tina.
Wednesday 24 May.	10.00 Tina to meet MB at Allegro Hotel 11.00–12.30 Exhibition & Presentation at BEA Conference Centre Title: Managing Success 13.30 lunch with Henri Daoud (Chairman SCI Bank) 16.00 meet Pauline Freyer, Allegro Hotel To Zurich. Hotel Schweizerhof

Tina: As I said, we have made a few changes to your schedule for the next few days.
 Max: That's OK, can you tell me what ¹is happening (happen)?
 Tina: Sure – well, tonight ²_____ (you/stay) at the Allegro Hotel, and ³_____ (I/meet) you there tomorrow morning at 10.00.
 Max: OK, and where ⁴_____ (we/do) the exhibition?
 Tina: ⁵_____ (We/do) it at the BEA Conference Centre – it's very close – and ⁶_____ (you/give) your talk at 11.00. After that, ⁷_____ (you/have) lunch with Henri Daoud – he's the Chairman of the SCI Bank. Now, I spoke to him today, and ⁸_____ (he/take) you back to the hotel after lunch.
 Max: OK, so how ⁹_____ (I/get) to Zurich?
 Tina: ¹⁰_____ (Pauline Freyer/come) to the hotel at 4 p.m., and ¹¹_____ (she/drive) you to Zurich.
 Max: ¹²_____ (Where/we/stay) in Zurich?
 Tina: ¹³_____ (You/stay) at the Hotel Schweizerhof – it's very nice.

3 Timetables

Complete the dialogue with the present simple form of the verbs in brackets.

LONDON WATERLOO	06.29	07.43	08.39	10.42	12.39	14.42	16.39	
Ashford	07.20	–	09.30	–	13.30	–	17.30	
Bruxelles Midi/Zuid arr		10.01	11.03	12.10	14.05	16.10	18.02	20.10
Bruxelles Midi/Zuid dep		10.37	11.25	12.37	14.37	16.37	18.25	20.37
The Hague HS	12.57	13.27	14.57	16.57	18.57	20.27	22.57	
AMSTERDAM CS	13.38	14.06	15.38	17.38	19.38	21.06	23.38	

A: Can you tell me about trains to Amsterdam from about 08.00?
 B: Sure. There's a train that ¹leaves (leave) at 08.39.
 A: Is it a direct train?
 B: Yes, it ²_____ (go) via Brussels, but you ³_____ (not/change) trains.
 A: OK, so what time ⁴_____ (it/get) to Brussels?
 B: It ⁵_____ (arrive) at 11.03 and it ⁶_____ (depart) at 11.25.
 A: And when ⁷_____ (it/arrive) in Amsterdam?
 B: It ⁸_____ (get) there at 15.38.

OVER TO YOU

Write down four things that you or your colleagues have arranged to do this week or this month.

- 1 I am having a meeting with Kira on Tuesday 18th.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Write down four things that you or your family have arranged to do socially this weekend or this month.

- 6 We are having some people to dinner on Saturday.
- 7 _____
- 8 _____
- 9 _____
- 10 _____

2 Talking about decisions

Match the beginnings of sentences 1–7 with endings a–g.

- | | |
|--|--|
| 1 Helene's very busy, so | a we are going to meet them at their office. |
| 2 Maria isn't happy at work, so | b we are going to close the factory. |
| 3 They can't meet us here, so | c she is going to look for a new job. |
| 4 We are very pleased with your work, so | d it is going to raise taxes. |
| 5 We need to cut costs, so | e we are going to give you a bonus. |
| 6 Anna's car keeps breaking down, so | f she isn't going to come to the meeting. |
| 7 The government needs more money, so | g she is going to sell it. |

3 Talking about plans

A manager from Kerzner International is talking about the company's plans for a new hotel. Complete the text with *going to* and the verbs in brackets.



INTERNATIONAL HOTELIER

Sol Kerzner ¹ is going to open (open) his next luxury resort on the man-made Palm Island in Dubai.

'There ² _____ (be) two hotels – the first hotel ³ _____ (have) 1,200 beds, and we ⁴ _____ (build) a second hotel with 800 beds for the middle market.'

The funds for the project ⁵ _____ (come) from Kerzner International and Istithmar (owned by the government of Dubai). Both Kerzner and Istithmar ⁶ _____ (buy) \$100 million of Class A common stock, and commercial banks ⁷ _____ (provide) the rest of the funding.

4 Making predictions

Look at the pictures. Say what the people are going to do with the words in the box.

write/cheque order/lunch answer/phone change/tyre go/home paint/office



1 She is going to go home.



2 _____



4 _____



3 _____



5 _____



6 _____

OVER TO YOU

Write about some of the plans that you have over the next few months:

- 1 I'm going to do a training course.
- 2 _____
- 3 _____
- 4 _____

Write about some of the plans your company has for the coming year:

- 5 We are going to open a new factory.
- 6 _____
- 7 _____
- 8 _____

2 will or present continuous?

Complete the dialogue with *will* or the present continuous form of the verbs in brackets.

- Alan: I know it's a promotion, but I'm a bit worried about moving to Paris for a year.
Lucy: Oh, don't worry. It's a great city. You ¹ *will have* (have) a lovely time.
Alan: I hope so, but I don't speak French.
Lucy: You can learn some. ² *Are you having* (you/have) any lessons before you go?
Alan: Yes, I ³ _____ (have) lessons from Mme Marechal. We ⁴ _____ (start) next week.
Lucy: That ⁵ _____ (be) fine, then. She's a great teacher and I'm sure you ⁶ _____ (learn) a lot. Have you got a place to stay?
Alan: Yes, I ⁷ _____ (stay) in a company flat in the Boulevard St Michel.
Lucy: That's great, so you ⁸ _____ (not/have to) spend time looking for an apartment. Have you got the phone number?
Alan: Yes, it's on my mobile. I ⁹ _____ (see) what it is. Here we are – it's 22 44 36 78.
Lucy: OK, I ¹⁰ _____ (make) a note of that. I ¹¹ _____ (come) to Paris in May for some meetings. I ¹² _____ (give) you a ring when I arrive.
Alan: That'd be great.

3 Review

Will, present continuous, or going to? Choose the correct option from the words in *italics*.

- The weather *will be/is being* nice tomorrow.
- I can't see you at 3.30 tomorrow. I *am having/will have* a meeting with Peter all afternoon.
- I think the new IT system *will be/is being* very expensive.
- It is probable that the economy *is recovering/will recover* next year.
- Don't take the bus. I'll *give/am giving* you a lift if you want.
- A: Are sales going well?
B: Yes, we're definitely *reaching/going to reach* our targets this year.
- A: Shall we meet at 10.30 tomorrow?
B: Yes, that's fine. I'm *not doing/won't do* anything tomorrow.
- A: I think Xavier needs to know about these changes.
B: OK, I *am sending him/ll send* him an email.

OVER TO YOU

Plans

Give details of two plans or decisions you or your company have made. Say what the plan is and when it is going to happen.

- (you) I'm going to start an accountancy training course in September.
- (you) _____
- (your company) _____

Predictions

Make two predictions about politics or the economy. Say what will happen and when.

- (politics) I think the government will lose the election next year.
- (economy) I think _____
- (politics) I think _____

Arrangements

Give details of two meetings you are having in the next few days. Say who you are meeting, where, when, and why.

- I am seeing Sally in London on Tuesday to talk about the new catalogue.
- _____
- _____

Unit 3. Past Simple and Present Perfect.

Progress

Jonas: Thank you. Now could you tell me ... are you applying for jobs in other companies?

Laura: Yes, there is one other company I am interested in.

Jonas: ⁵ _____ (you/have) an interview there yet?

Laura: Yes, I ⁶ _____ (go) to see them last week. In fact, they
⁷ _____ (already/offer) me a job.

Jonas: Do you think you will take it?

Laura: I ⁸ _____ (not make) a decision yet.

Jonas: OK, thank you for letting me know.

for and since

Jonas: Before you go, can I check that we have references for you?

Laura: Yes, they're on my CV – the first one is Janis Godfrey, my current boss.

Jonas: ⁹ _____ (how long/she/know) you?

Laura: She ¹⁰ _____ (be) my boss for two years. I've been with the company for longer than that, as you know, but she ¹¹ _____ (take) over my department two years ago. And the other referee is an old colleague, Ken Smith. I ¹² _____ (know) him for a long time – in fact we ¹³ _____ (work) together at ICC Korea for two years from 1996 to 1998.

3 Unfinished and finished time

Complete the sentences with the past simple or present perfect of the verbs in brackets.

- 1 Sales *have fallen* (fall) this year, but we hope they will recover before December.
- 2 You _____ (be) late three times this month, and it's only the 15th.
- 3 The company _____ (get) into financial trouble last year.
- 4 Jenna needs to talk to you – she _____ (already/phone) twice this week.
- 5 The new computers _____ (arrive) last week.
- 6 I _____ (not/see) Harry today, but I may see him this afternoon.
- 7 I _____ (not/see) Harry this morning, so I phoned him after lunch.
- 8 I'm calling about the units we _____ (order) last month.

OVER TO YOU

You meet an old colleague in the street. Tell him/her three pieces of recent news about your office or workplace.

1 Dave *has just moved* to the London office.

- 2 _____
- 3 _____
- 4 _____

You have a meeting with your boss to check on your progress. Tell him/her about three things you have done or haven't done yet this month.

5 I've ordered the new equipment, but it *hasn't arrived* yet.

- 6 _____
- 7 _____
- 8 _____

You are at an interview. Write down three things you could say to tell them about your experience.

9 I *have run* a medium-sized department for three years.

- 10 _____
- 11 _____
- 12 _____

Unit 4. Noun Combinations.

Look at the definitions and write the words.

- a station from which trains leave *a train station*..
- a bottle once containing medicine and made of glass *a glass medicine bottle*
- 1. a wall made of stone
- 2. a centre where information is given to tourists
- 3. a towel you use after having a bath
- 4. clothes for working in
- 5. a block of offices in the centre of a city
- 6. a graph showing sales
- 7. a card that gives you credit
- 8. a race for horses
- 9. the Director of Marketing
- 10 a tour by bicycle at the end of the week

Exercise 1

Make two compound nouns from the nouns in each group.

1. profits course training company
2. staff forecast meeting sales
3. card store credit department
4. Internet sale summer access
5. figures price inflation range
6. survey market hour rush
7. technology keys car information
8. assistant shop failure power
9. shopfloor working worker lunch
10. insurance loan contract bank
11. features costs production product
12. market marketing budget leader

Exercise 2

Cross out the one word in each group that does not make a common compound noun with the first word in bold.

1. **sales** forecast/figures/trade/target 6 **product** manager/range/features/share
2. **market** forces/sector/check/share 7 **advertising** slogan/campaign/line/agency
3. **price** offer/list/range/rise 8 **production** market/line/capacity/target
4. **brand** image/leader/loyalty/process 9 **working** conditions/trend/hours/lunch
- 5 **tax** relief/benefits/output/allowance 10 **stock** option/decision/market/exchange

Exercise 3

Underline the most suitable noun combination in each group. Translate them into Russian.

1. a) the meeting of today b) today's meeting c) today meeting
2. a) a letter of credit b) a credit's letter c) a letter's credit
3. a) a business card b) a card of business c) a businesses' card
4. a) a data's base b) a base of data.....c) a database

Exercise 4

Nouns used as numerical adjectives are singular. For example, *a plan which lasts for 10 years = a ten-year plan*. Change the following phrases in the same way. Translate the sentences.

1. a hotel with five stars
2. a budget worth 3 million dollars
3. a presentation that lasts 20 minutes
4. a contract worth 200,000 pounds
5. an industrial empire which is 150 years old

Exercise 5

Match each noun in column 1 to two of the nouns in column 2 to make word partnership.

1. business	a. virus	b. cards	c. plan
2. management	a. style	b. technology	c. policy
3. sales	a. campaign	b. department	c. trade
4. labour	a. force	b. technology	c. market
5. company	a. house	b. headquarters	c. logo
6. trade	a. union	b. technology	c. fair
7. consumer	a. goods	b. logos	c. awareness
8. research	a. project	b. findings	c. knowledge
9. information	a. technology	b. force	c. desk
10. computer	a. union	b. program	c. virus

Exercise 6

Make sentences with the noun combinations in the previous exercise. For example:

*It is common practice to exchange **business cards** when meeting new clients.*

Exercise 7

Use the words (1-15) below to form compound nouns that fit in the same numbered gaps in the text. You will need to add the second part of the compound yourself. The exercise begins with two examples (0) and (00)

0 lap 00 buyer's 1 brand 2 mail 3 credit 4 high 5 shop 6 check 7 soft 8 hard 9 word 10 key 11 world 12 out	<p>Today's consumer guide looks at (0) <i>laptop</i> computers. The range of these portable computers on the market can be daunting, but a good place to start is computer magazines. These often contain useful (00) <i>buyer's guides</i> and reviews of models currently on the market. Suppliers of the leading (1)..... often sell their products at cut prices through these magazines. If you decide to buy by (2)..... you will find the advertisements a good source of bargains. And if you pay by (3)you will automatically be insured. But if you need help in choosing a model, it might be better to shop in the (4), where you can ask a (5)..... for impartial guidance and advice. You should make a (6)..... Of the features and facilities you require, and these will depend to a large extent on the way you plan to use your machine. If you use a lot of graphics (7)..... you'll need a fast processor, a large (8)..... And a high-definition screen. If you are only going to be using the</p>
---	--

13 short 14 instruction 15 after	machine for (9)....., processor speed will not be so important, but you will want a comfortable and sturdy (10)..... Almost everyone these days needs to access the Internet in order to use e-mail and cruise the (11), so look for a high-speed modem. Be aware of the input and (12)..... devices you want; CD and floppy disk drives usually come as standard, but you may want a DVD drive or a PC-card slot. Once you have checked all these features you can compile a (13)of models you are interested in. Check that your chosen models include comprehensive (14)..... and ask your supplier about warranties and (15)..... service.
---	--

Exercise 8

Which explanation is correct, A or B?

1. Stephanie loved her beautiful daughter's sports car.
 - a. Stephanie's daughter was beautiful.
 - b. The car belonging to Stephanie's daughter was beautiful.
2. there's a new doctor's surgery on the corner of Greenford Street.
 - a. The doctor has recently qualified.
 - b. The surgery has recently opened.
3. She inherited a wonderful wooden doll's house.
 - a. The doll is made of wood.
 - b. The house is made of wood.
4. The company manufactures low-cost nurses' uniforms.
 - a. The nurses earn low wages.
 - b. The uniforms aren't expensive.
5. Gary didn't think much of his new boss's management techniques.
 - a. Gary has a new boss.
 - b. Gary's boss has some new management techniques.
6. Bill and Suzy found hiring a well-educated children's nanny was worth every penny.
 - a. Their nanny was well-educated.
 - b. Their children were well-educated.
7. I managed to find a place in the 24-hour supermarket's parking lot.
 - a. The supermarket is open 24 hours.
 - b. The parking lot is open 24 hours.
8. Dave was often embarrassed by his aggressive flatmate's comments.
 - a. Dave's flatmate was aggressive.
 - b. His flatmate's comments were aggressive.
9. My uncle is restoring a redundant tax-inspector's office in Newcastle.
 - a. Some tax inspectors have been made redundant in Newcastle.
 - b. The office in Newcastle is no longer required by the tax inspectors.
10. Who's going to look after our sick neighbour's puppy?
 - a. Our neighbour is sick.
 - b. Our neighbour's puppy is sick.

Revision

Exercise 9

Use compound nouns to complete the sentences. The compound nouns you need can be formed by combining words from each of the boxes below. Then rewrite these sentences using appropriate possessive forms to replace the phrases in brackets. In two sentences the phrase in brackets does not need to be changed.

land down horse news bank.....traffic data out rail filing wind five-minute walking	jam fit cabinet robber stick turn agent surfer racing walk lord ways bases
--	---

0 The only thing missing from (the office belonging to my boss) is a

The only thing missing from my boss's is a filing cabinet.

1. Could you pop down to the and pick up (the evening paper that Charles orders).
2. That silver-topped.....belongs to (one of the friends that I have).
3. The (private beach of the hotel) is only a from here.
4. The (privatization organized by the government) of theis going ahead next year.
5. Thewouldn't allow (the girlfriend of his tenant) to move in.
6. (The pension fund of my father) has been badly affected by the in the value of blue-chip stocks.
7. Clare bought a beautiful newfor (the wedding of the sister of her brother-in-law).
8. The managed to ignore (the screams of the crowd) lining the beach.
9. Whenever we are over at (the house belonging to Dad) we seem to spend the entire time watching on the television.
10. Therefused to accept (the jurisdiction of the legal system) over him.
11. (The firm my wife works for) specializes in setting upfor insurance companies.
12. The..... was caused by the volume of cars setting out for the south coast at (the start of the bank holiday).

Начальный уровень владения иностранным языком

Unit 1. Introductions.

LANGUAGE FOCUS 1: TO BE

Complete the conversation with the correct form of *be*.

- A Hi. My name (1)_____ Maxine Gray.
 B Oh, hi, Maxine. I (2)_____ Richard Smith.
 A Nice to meet you, Richard. Where (3)_____ you from?
 B I'm from Las Vegas.
 A Las Vegas? Is that in California?
 B No, it (4)_____. It's in Nevada.
 A Oh, yes, of course.
 B What about you? Where are you from?
 A I live in Leeds but I work in Manchester.
 B Leeds and Manchester? Are they in the south of England?
 A No, they (5)_____. They're in the north.

LANGUAGE FOCUS 2: A/AN WITH JOBS; WH- QUESTIONS

One word is incorrect or missing in each conversation. Correct the mistakes.

- 6 A Where is Leon's job?
 B He's an accountant.
 7 A What is Ahmed from?
 B He's from Dubai.
 8 A Is Beatta engineer?
 B Yes, she is.
 9 A What does Rudolf do?
 B He's pilot.
 10 A What is the director of the company?
 B Elaine Piccolo.

VOCABULARY: NATIONALITIES

A Choose the best word to complete each sentence.

- 11 Bosch is a (German / Germany) company.
 12 All of our factories are in (Chinese / China).
 13 Susen comes from (Turkish / Turkey).
 14 Petrobras is a (Brazilian / Brazil) petrochemicals company.
 15 Todd comes from (American / the USA).

B Complete the table.

	Country	Nationality
16	Japan	
17		French
18		Greek
19	The UK	
20		Swedish

SKILLS: INTRODUCING YOURSELF AND OTHERS

A Complete the conversations with the phrases and sentences (a–e).

- a) Pleased to meet you
- b) This is Kook-Hee Lee
- c) I'm
- d) Nice to meet you both
- e) I'd

Conversation 1

A Hello. (21)____ Adriana Lopez. I'm the new Marketing Assistant.

B Oh, hello. (22)____. I'm Roberto Banderenko, Accounting Manager. Would you like a coffee?

A (23)____ love one.

Conversation 2

A Good morning. My name's In-Sook Kim. (24)____, my assistant.

B (25)____. I'm Albert Dauber from Sales. Let's go into the meeting room.

B Match the sentence beginnings (26–30) with the endings (a–e).

- | | | | |
|----|----------------------|----|------------------------------|
| 26 | I'm | a) | for a manufacturing company. |
| 27 | Dean works | b) | is in Human Resources. |
| 28 | Let me introduce you | c) | to meet you. |
| 29 | Good | d) | an architect. |
| 30 | Pietro | e) | to our Sales Director. |

Unit 2. Work and Leisure.

LANGUAGE FOCUS 1: PRESENT SIMPLE

Write sentences using the present simple.

1 Sylvio / travel / on business / .

2 she / walk / to work / .

3 Tony / not leave the office / until 9.30 / .

4 he / like / his new flat / .

5 I / not spend / a lot of time in meetings / .

LANGUAGE FOCUS 2: ADVERBS AND EXPRESSIONS OF FREQUENCY

Each sentence is incorrect. Rewrite them correctly. There may be more than one correct answer.

6 Never we go out for a drink after work.

7 They one day a week have a planning meeting.

8 He is in the office usually on Saturday.

9 Carlos works sometimes in the Osaka office.

10 She once a month goes to Dubai.

VOCABULARY 1: DAYS, MONTHS, DATES

Complete the text with words from the box.

January 1st July New Year Saturday Spring

Our European office always closes for one week at (11)_____. We're never busy in (12)_____, so it's a good time for a holiday. (13)_____ is a busy season for us. In March, we always have a six-day working week. Everyone comes to the office on (14)_____.

This year, we have a special celebration on (15)_____. The company is ten years old!

VOCABULARY 2: LEISURE ACTIVITIES

Match the sentence beginnings (16–20) with the endings (a–e).

16 I love going to

a) DVDs on Friday night.

17 Jean likes watching

b) music on my iPod in the morning.

18 Hiro quite likes playing

c) running.

19 I listen to

d) golf on Sunday.

20 They don't like

e) the gym at the weekend.

SKILLS: TALKING ABOUT WORK AND LEISURE

Complete the conversation with words from the box.

Are do finish go like manage meet play watch work

- A What (21)_____ you do in your job?
- B I (22)_____ a web team at an IT company.
- A What do you (23)_____ best about your job?
- B I (24)_____ flexible hours, which is great.
- A When do you (25)_____ work?
- B Usually about six o'clock.
- A Do you (26)_____ your colleagues after work?
- B From time to time. We sometimes (27)_____ for a meal.
- A (28)_____ you into sport?
- B Yes, I am. I (29)_____ golf every weekend and I (30)_____ football on television.

Unit 3. Problems.

LANGUAGE FOCUS 1: PRESENT SIMPLE: NEGATIVES AND QUESTIONS

Put the words in the correct order to make sentences.

1 work / does / How / this / ?

2 travel / I / abroad / don't / .

3 work / you / do / Where / ?

4 in / doesn't / London / He / live / .

5 does / Who / report / she / to / ?

LANGUAGE FOCUS 2: HAVE; SOME AND ANY

Choose the best words to complete the short conversations.

Conversation 1

A Does the hotel (6)(has / have) any meeting rooms?

B Yes, they (7)(do / are).

Conversation 2

A Does Ian have (8)(a / any) new laptop?

B Yes, but he has (9)(any / some) problems with it.

Conversation 3

A Barbara doesn't have (10)(some / any) money.

B Oh, no.

VOCABULARY: ADJECTIVES; TOO/ENOUGH

A Complete the sentences with words from the box.

broken	clean	confusing	flexible	wider
--------	-------	-----------	----------	-------

11 I don't understand the instructions. They're very _____ .

12 I can't park my car in this car park. I need a _____ parking space.

13 I like this hotel. The rooms are _____ .

14 Gemma sometimes starts work at eight o'clock. She enjoys having _____ hours.

15 Leon can't use his phone. It's _____ .

B Choose the best sentence, a or b, for each situation.

16 I can't carry this box.

a) The box isn't heavy enough.

b) The box is too heavy.

17 Six people can't go in the taxi.

a) The taxi isn't big enough.

b) The taxi is too big.

18 I can't use my phone in this restaurant.

a) The restaurant is too noisy.

b) The restaurant isn't noisy enough.

19 I don't arrive at work until nine o'clock.

a) A meeting at eight o'clock isn't early enough.

b) A meeting at eight o'clock is too early.

20 We're going to be late. This isn't an express train.

a) This train isn't fast enough.

b) This train is too fast. Skills: Telephoning: solving problems

A Number the sentences in order (1–5) to make the beginning of a conversation.

21 ____ A Hi, Mona. How can I help you?

22 ____ B Hello, Brian. Mona Urbach here.

23 ____ A Sure, no problem.

24 ____ A Hello? Brian Smith speaking.

25 ____ B I've got a problem. I can't meet you next Tuesday. Something's come up. Can we make it Thursday?

B Complete the conversation with the sentences (a–e).

a) Which model is it?

b) Hello. This is Mike Jarvis, PDQ Mobiles.

c) Oh, I'm sorry to hear that. We can send them right away.

d) I've got a problem with some of your smart phones.

e) And what's the problem?

A Hello, this is Agnes Wu.

B (26)____

A Hi, Mike. How can I help?

B (27)____

A Oh, dear. (28)____

B It's the PT-019.

A (29)____

B They don't have instructions.

A (30)____ How many do you need?

B Fifteen, please.

Unit 4. Travel.

LANGUAGE FOCUS 1: CAN/CAN'T

Complete the telephone conversation with *can* or *can't*.

A Hi, Jeremy. This is Jane.

B Hi, Jane.

A I'm calling about our meeting tomorrow. I'm sorry but I (1) _____ come at ten o'clock.

B No problem. (2) _____ you come at eleven?

A Sorry, no, I (3) _____. I'm busy all morning. How about the afternoon?

B I'm afraid I (4) _____ make it in the afternoon. I'm going to be out of the office. (5) _____ you make it on Friday at ten o'clock?

A Yes, Friday at ten will be fine.

LANGUAGE FOCUS 2: THERE IS / THERE ARE

Put the words in the correct order to make sentences.

6 near / there / Are / any / the / restaurants / hotel / ?

7 meeting room / There / the / aren't / in / tables / any / .

8 the computer / Is / with / a / there / problem / ?

9 to / flight / a / Durban / isn't / today / There / .

10 available / Are / seats / there / window / any / ?

VOCABULARY: TRAVEL DETAILS

A Choose the correct words to complete the sentences.

11 Can I buy (a ticket / a flight) to Moscow, please?

12 We can meet after we (go through / take) security.

13 Did you (do / watch) an in-flight movie?

14 We can (take / queue) a bus to the hotel.

15 Where do I collect my (luggage / hotel room)?

B Match the sentence beginnings (16–20) with the endings (a–e).

16 Can I take this as a) receipt, please?

17 I'm b) passport

control?

18 Which way is c) a reservation for two nights.

19 I have d) checking out today.

20 Can I have a e) hand luggage?

SKILLS: MAKING BOOKINGS AND CHECKING ARRANGEMENTS

Complete the conversation with words from the box.

are there	book	expect	give	have	help	is there	repeat
there are	there is						

- A Hello, Regal Hotel. How can I (21)_____ you?
- B I'd like to (22)_____ a single room from Monday 5th to Wednesday 7th July, please.
- A OK. I can (23)_____ you a single room on the ground floor.
- B How much is it?
- A It's €85 per night.
- B Is there a pick-up service?
- A Could you (24)_____ that, please?
- B I arrive at the airport. Is there a pick-up service?
- A What time do you (25)_____ to arrive?
- B My flight arrives at four o'clock in afternoon.
- A Yes, we can meet you at four o'clock.
- B OK, good. (26)_____ any meeting rooms in the hotel?
- A Yes, (27)_____ .
- B One more question. (28)_____ a restaurant in the hotel?
- A Yes, (29)_____ . And there are three or four restaurants very near the hotel.
- B Great.
- A Can I (30)_____ your credit card details, please?
- B Sure. It's a Visa card. The number is

Средний уровень владения иностранным языком

Unit 1. Careers.

LANGUAGE REVIEW: MODALS 1: ABILITY, REQUESTS AND OFFERS

A Choose the correct words to complete the conversation.

A (1)(Would / Can) I help you?

B Yes. I'm here to see Marcia Lopez.

A (2)(Could / Would) I have your name, please?

B It's Jensen. Lars Jensen.

A Ah, yes, Mr Jensen. We're expecting you. (3)(Would / Can) you like a cup of tea or coffee?

B No, thank you. But (4)(would / can) I use my mobile phone here? I'd like to make a call.

A No problem. Or (5)(would / could) you like to use the meeting room? No one's in there right now.

B That would be great. Thanks.

B Put the words in the correct order to make sentences.

6 you this read Can ?

7 you your please name spell Could , ?

8 some you Would food like ?

9 the can I piano play .

10 could grandmother My Russian speak .

VOCABULARY: CAREER MOVES

A Complete the sentences with words from the box.

break	ladder	move	opportunity	plan
-------	--------	------	-------------	------

11 Changing to a job with more responsibility can be difficult, but it can be a great career _____.

12 I have a new baby son so I'm taking a six-month career _____ to look after him.

13 I finish university this year, but I don't yet have a clear career _____.

14 Engineers often climb the career _____ by taking a management job.

15 We want to offer you a great career _____ – we want you to become the manager of the Hong Kong office.

B One word in each sentence is incorrect. Cross it out and write the correct word.

16 When Jorge sells his business, he'll do a fortune. _____

17 Sal Davis is being a promotion from assistant manager to manager. _____

18 I don't write German very well and I often do mistakes. _____

19 Every year, two or three employees work early retirement. _____

20 Everyone is making overtime tonight because we have an important deadline tomorrow. _____

SKILLS: TELEPHONING: MAKING CONTACT

A Complete the conversation with the sentences (a–e).

- a) This is Marcel Dubois from Clark and Company.
- b) Could you ask him to call me back?
- c) I'm afraid there's no answer.
- d) Could I speak with Fawaz Abbas, please?
- e) Is this the marketing department?

A Hello, ABC Consulting. Can I help you?

B (21) _____

A Yes, it is.

B (22) _____

A Who's calling, please?

B (23) _____

A OK, Mr Dubois, I'll put you through.

B Thanks.

...

A (24) _____

Can I take a message?

B (25) _____

He's got my number.

A OK, Mr Dubois.

B Match the sentence beginnings (26–30) with the endings (a–e).

- | | | | |
|----|-----------------------|----|--|
| 26 | Could you transfer me | a) | hold? |
| 27 | Can I leave | b) | a message? |
| 28 | Could you tell me | c) | her I called? |
| 29 | Can you | d) | to the technical support department, please? |
| 30 | Could you tell | e) | what it's about? |

Unit 2. Companies.

LANGUAGE REVIEW: PRESENT SIMPLE AND PRESENT CONTINUOUS

A Complete the e-mails using the correct form (present simple or present continuous) of the verbs in brackets.

Dear Lazlo,
 We (1)_____ (need) to talk urgently. What (2)_____ (you do) first thing tomorrow morning? Can we get together? I (3)_____ (usually arrive) at the office at eight o'clock so how about eight thirty?
 Juan

Dear Juan,
 I (4)_____ (work) in the New York office this week. So we can't meet, but I can call you. The time difference (5)_____ (be) five hours so I'll call you in London at 13:00 your time.
 Lazlo

B Write sentences using the present simple or the present continuous.

6 Sylvia / take the bus / every day / .

7 _____
 What / you do / next weekend / ?

8 Yusuf and Hector / have / a meeting / right now / .

9 _____
 What / your company / produce / ?

10 _____
 At the moment / I / study / for a Master's degree / .

VOCABULARY: DESCRIBING COMPANIES

A Complete the sentences with the words in the box.

head office share price subsidiary turnover workforce

11 Our _____ is about €1m a year.

12 I work for the Brazilian _____ of a multinational pharmaceutical company.

13 We plan to hire 250 new employees and double the size of our _____ to 500.

14 When a company announces a good net profit, its _____ often increases.

15 We have regional offices all over Europe, but our _____ is in Madrid.

B One word in each sentence is incorrect. Cross it out and write the correct word.

16 Samsung is a Korea company which makes electronics. _____

17 Toyota is a Japanese car manufacture. _____

18 Petrobras is an oil and gas company; it's Brazil's. _____

19 Cisco Systems supplies Internet equipments. _____

20 Hapag-Lloyd is a Finnished company. It operates container ships. _____

SKILLS: PRESENTING YOUR COMPANY

Choose the correct words to complete the extracts from a presentation.

Hello, everyone. (21)(My name's / This is) Andreas Urbanowicz. My main (22)(reason / purpose) today is to talk to you (23)(of / about) our company, UrbSys. First, (24)(I'll give / I'm giving) you some basic background information about the company. (25)(In second place / Next), I'll talk about our recent expansion. Then I'll (26)(discuss / tell) our plans for the next 12 months. (27)(At last / Finally), I'll answer any questions you may have.

OK. Here are some (28)(information / key facts) about our company. ...

(29)(Moving / Move) on now to our recent expansion. ...

Right. What about our plans for the next 12 months? ...

Thanks (30)(for coming to / for) my talk. Are there any questions?

Unit 3. Selling.

LANGUAGE REVIEW: MODALS 2: *MUST, NEED TO, HAVE TO, SHOULD*

A Complete the conversations with the words in the boxes.

Conversation 1

don't have to mustn't should

A We (1) _____ leave now. We (2) _____ be late for this meeting.

B We (3) _____ leave yet, do we? It's only ten o'clock.

A No, it's nearly 10:30!

B What? Oh, no. My watch has stopped!

Conversation 2

don't need to should shouldn't

A You (4) _____ talk on the phone during presentations. It's really rude!

B Sorry. It was an emergency.

A Next time, you (5) _____ step out into the hall when your phone rings.

B You (6) _____ raise your voice. I can hear you!

B Put the words in the correct order to make sentences.

7 need a taxi We to get .

8 loudly You speak must more .

9 leave have now we to Do ?

10 I my bring laptop Should ?

VOCABULARY: MAKING SALES

A Choose the correct words to complete the text about a small toy-making company.

When we are ready to begin making and selling a new product, we find a (11)(manufacturer / wholesaler) – a company that will actually produce the toy in their factory. Often we want them to use certain special materials for production. This means we tell them which (12)(refunds / suppliers) to use for materials. After the toys are made, they are shipped to our (13)(purchaser / distributor) – the company that handles the wholesale part of the business. They have a large (14)(warehouse / storage) where they keep the merchandise. They sell the toys to (15)(retailers / deliverers), who finally sell them to consumers.

B Match the sentence beginnings (16–20) with the endings (a–e).

- | | | | |
|----|---|----|-----------------------|
| 16 | Every one of our products comes with a | a) | interest-free credit. |
| 17 | We don't keep customers' | b) | method of payment. |
| 18 | This month, we're offering | c) | money-back guarantee. |
| 19 | If you shop here a lot, you should join the | d) | credit-card details. |
| 20 | Cash is my favourite | e) | loyalty-card scheme. |

SKILLS: NEGOTIATING: REACHING AGREEMENT

A **Number the sentences in order (1–5) to make a conversation.**

21 ____ A Unfortunately, we can't do that. We don't have the money today. But we can pay you tomorrow.

22 ____ A That's very reasonable. We've got a deal.

23 ____ A We'd like to start the service on Friday.

24 ____ B That might be OK, if you can pay before noon.

25 ____ B We can do that, as long as you make a down payment today.

B **Complete the conversation with the sentences (a–e).**

a) I'm sorry, we can't agree to that.

b) That sounds OK to me.

c) We could possibly deliver by the end of June.

d) Right, we've got a deal.

e) That could be all right, as long as you deliver the second half by 15 July.

A We must have delivery as soon as possible.

B (26) _____

A That's not good enough. We need delivery no later than 15 June.

B (27) _____ We could possibly deliver half of the order by June 15.

A (28) _____

B We can do that, providing you make a 50 per cent down payment.

A (29) _____

B (30) _____

Unit 4. Great Ideas.

LANGUAGE REVIEW: PAST SIMPLE AND PAST CONTINUOUS

Complete the text using the correct form (past simple or past continuous) of the verbs in brackets.

Last week when Abbas (1) _____ (work) late at the office one evening, his mobile phone (2) _____ (ring). It (3) _____ (be) his friend Lucien. Lucien (4) _____ (walk) to a restaurant near Abbas's office and he (5) _____ (want) Abbas to join him for dinner. Abbas (6) _____ (say) yes to the dinner invitation. As Abbas (7) _____ (leave) the office, he (8) _____ (meet) Andreas. Abbas (9) _____ (invite) Andreas to dinner, too. But Andreas (10) _____ (go) to meet a client so he couldn't go to dinner with Abbas and Lucien.

VOCABULARY: VERB AND NOUN COMBINATIONS

A Match the definitions (a–e) with the underlined words and phrases in the sentences (11–15).

- a) make an important discovery or change
- b) do something when you get a chance to do it
- c) start selling goods or services in a new area
- d) provide something that is necessary
- e) offer a larger variety of goods.

- 11 The research is finished and now we're ready to enter the market.
- 12 Rupert is sure that the new product will meet a need.
- 13 My research is going very well. I think I'm going to make a breakthrough very soon.
- 14 When we extend our product range, we will increase our turnover.
- 15 The exchange rate is good so we want to take advantage of the opportunity to begin exporting.

B Complete the text with words from the box.

reduce	fill	raise	win	protect
--------	------	-------	-----	---------

Our electric cars are expensive, but they (16) _____ a gap in the market. Customers want to (17) _____ the environment and they're willing to pay a lot for the right car. In fact, because our cars cost a lot, they (18) _____ customers' status. If you own one, you're probably rich. In addition to making 'green' cars, we also (19) _____ waste in our manufacturing process by about 10 per cent a year. In five years, we expect to have a zero waste manufacturing process. We feel confident that we're going to (20) _____ an award at next month's Green Car Motor Show for the best new electric car design.

SKILLS: SUCCESSFUL MEETINGS

A Choose the correct words to complete the conversation.

A Is everyone here? (21)(Right, let's begin / OK, let's summarise). Thank you all for coming. (22)(The next thing to discuss / The main aim of this meeting) is to plan next year's sales conference. We're considering having it in Hong Kong rather than in Langkawi. Mr Kimura, (23)(can we start / how do you feel about this)?

B (24)(I'm in favour of / I don't agree) having it here in Hong Kong. Langkawi's nice, but ... difficult.

A (25)(What do you mean by / Right, let's recap) difficult?

B I mean that it's expensive. It costs a lot of money to put on a conference there. So (26)(the main aim is to / I think we should) have it here and keep costs down.

- C (27)(I'm afraid / I totally agree), Mr Kimura.
- A So that's settled. (28)(Let's move on now to / Can we start now) ...
- D Can I just (29)(say something / hold on)?
- A Sure, go ahead.
- D (30)(I think you're right / I'm afraid I don't agree). The sales team works very hard and the trip to Langkawi is always a highlight of the year. We can't just cancel it.

Продвинутый уровень владения иностранным языком

Unit 1. Brands.

VOCABULARY: BRAND MANAGEMENT

1 Complete the sentences about brands and products with the missing word. The first letter is given.

- 1 A problem with product e _____ is that the celebrities used might get into trouble, which could then cause negative publicity.
- 2 Brand l _____ is declining among shoppers, who are increasingly turning to the cheaper supermarket own-label products.
- 3 By expanding their product r _____, many companies hope to attract new customers.
- 4 Ferrari's brand i _____ is that of an upmarket, well-engineered, well-designed and sophisticated car.
- 5 In many countries, the 'bic' brand n _____ has become a synonym for ballpoint pens.
- 6 Last year, our company started a huge advertising campaign to support its biggest European product l _____ ever.
- 7 In marketing, the length of time that people continue to buy a particular product is called the product l _____.
- 8 Several consumer associations are running campaigns to require disclosure of product p _____ in all media, including TV, movies and video games.
- 9 We want more consumers to become familiar with our products. So the aim of our next advertising campaign should be to raise brand a _____.
- 10 When Bic, the manufacturer of ballpoint pens, moved into windsurf boards, disposable lighters and razors, it was a typical example of brand s _____.

2 Match each adjective to its definition. Write your answers here:

- 11 ___ 12 ___ 13 ___ 14 ___ 15 ___
- 11 top of the range
 - 12 sophisticated
 - 13 reliable
 - 14 durable
 - 15 value for money
- a able to stay in good condition for a long time
 - b always working well
 - c complicated and advanced in design
 - d worth its price
 - e the most expensive in a category or market

LANGUAGE REVIEW: PRESENT SIMPLE AND PRESENT CONTINUOUS

3 Complete these sentences with the appropriate present simple or present continuous forms of these verbs. Use each verb twice.

buy / do / keep / make / test

- 16 All our staff _____ all they can to ensure the success of the forthcoming advertising campaign.
- 17 Demand is at a peak this month, but the production department _____ every possible effort to meet the targets.
- 18 Despite the pressure this week, we _____ within schedule.
- 19 Foreign investors _____ a lot of properties in our country this year.
- 20 It is well-known that a number of cosmetics companies routinely _____ their products on animals.
- 21 Most of my colleagues usually _____ designer brands, but for me price is more important.
- 22 Our sales representatives always _____ a detailed record of their expenses.
- 23 Our suppliers always _____ their best to deliver on time.
- 24 Santorel _____ a new malaria medicine at the moment. Production is scheduled to start next year.
- 25 Unilever _____ a wide variety of consumer goods.

SKILLS: TAKING PART IN MEETINGS

4 Complete this meeting excerpt with the correct words.

- Dieter The proposal is that we change our logo and then rethink our brand image. So, what are your views on this?
- Milica (26) _____ my opinion, this is the only way to solve our current problems.
- Sven Why don't we focus on our brand image first? That's the key issue!
- Hans I'm (27) _____ I can't agree. What we need is a wider product range.
- Nikola How (28) _____ doing both? We can stretch our brand and improve our image at the same time.
- Thomas I see what you (29) _____, but we've got to start somewhere, and a new image is more important at this stage.
- Peter I think (30) _____ too. When we decide on our image, ideas for a new logo will follow.

Unit 2. Travel.

VOCABULARY: BRITISH AND AMERICAN ENGLISH

1 Complete the text with the correct British English option a), b) or c).

My last overseas business trip was highly enjoyable. I set off fairly early in the morning, so there was hardly any traffic on the (1) _____, and I got to the airport very quickly. I drove straight to the multi-storey (2) _____. Level four was practically empty so I parked very easily. I then took the (3) _____ down and made my way to departures. As usual, I had (4) _____ my ticket online. This allows me to use one of the express check-in desks, where there is hardly ever a (5) _____. As I just had one piece of (6) _____, it took only a couple of minutes to check in, and then just a little longer to go through security. I was relieved to see that there were no delays or cancellations. I boarded my plane and set about doing some work. What's great about Santol Airlines is that even if you fly (7) _____ as I usually do, there is plenty of work space for the business traveller. I finished my report and then just relaxed until landing. I made my way to the (8) _____ station, checked the (9) _____ and the platform number, and took the first train to the (10) _____. I got off at Opera, which was within easy walking distance of my hotel.

- | | | | |
|----|------------------|-----------------|---------------------|
| 1 | a) runway | b) motorway | c) freeway |
| 2 | a) car park | b) parking lot | c) parkway |
| 3 | a) elevator | b) lift | c) carousel |
| 4 | a) reserved | b) checked | c) booked |
| 5 | a) queue | b) line | c) row |
| 6 | a) travel bag | b) hand luggage | c) carry-on baggage |
| 7 | a) coach | b) savings | c) economy |
| 8 | a) underway | b) subway | c) underground |
| 9 | a) timetable | b) diary | c) schedule |
| 10 | a) downtown area | b) city centre | c) district |

LANGUAGE REVIEW: TALKING ABOUT THE FUTURE

2 Underline the correct verb form in *italics*.

- 11 A: I can't believe it! Our flight's just been cancelled.
B: Oh no! What *will we do / are we going to do*?
- 12 A: Our travel expenses claim system isn't working properly.
B: I know. We've got it all planned. *We're going to introduce / We'll introduce* a new procedure.
- 13 A: I hear you're off to Hengzhou next Monday.
B: That's right. But I'll come and see you before *I leave / I'll leave*.
- 14 A: I've been trying to e-mail them my invoice but I can't get connected to the Internet.
B: Not to worry. If you give me their details *I'm going to fax / I'll fax* it over for you.
- 15 A: Are you free on Tuesday?
B: Well, *I'll see / I'm seeing* our new Sales Manager in the morning, but the afternoon is OK.
- 16 A: Have you checked the timetable?
B: Yes. The next train leaves at 10 a.m., but it *doesn't stop / won't stop* at Linz.
- 17 A: What are your plans for next week?
B: *We are visiting / We'll visit* our Chinese subsidiaries.

3 Complete the sentences using the correct future form of the verb in brackets. Use contracted forms where possible.

- 18 I'm afraid Ms Aydin can't see you on Thursday. She _____ our annual sales conference. (*attend*)
- 19 If I could just take down your phone number, I _____ Mr Di Pietro to call you back as soon as possible. (*ask*)
- 20 I've just received our schedule. Our train _____ from Central Station at 8.15 a.m. tomorrow. (*leave*)
- 21 I'll contact you as soon as I _____ my itinerary. (*receive*)
- 22 If you accept that job in Vietnam, you _____ it. (*never regret*)
- 23 A: Have you booked our tickets?
B: Sorry, I forgot. I _____ the travel department now. (*phone*)
- 24 Look at this fog! Flights _____ just like last time. (*be delayed*)
- 25 We won't start the meeting until everyone _____ here. (*get*)

SKILLS: TELEPHONING: MAKING ARRANGEMENTS

4 Complete the conversation. Write one word in each blank.

- A Travel Section. Good afternoon. How can I help you?
- B I'd like to speak to Zehra Kadic, (26) _____. That's extension 211.
- A Thank you. Who's calling, please?
- B Jan Degraaf, from Smets Electronics.
- A Just one moment please, Mr Degraaf. I'm putting you through.
- C Hello, Zehra Kadic speaking.
- B Hello, Zehra. Jan here. The (27) _____ I'm calling is that I'd like to fix another time for our Friday meeting. I'm afraid something's (28) _____ up, and I'm tied up all day. Sorry about that.
- C No problem. How (29) _____ Thursday morning instead?
- B I can't (30) _____ it then, I'm afraid. But I'm free in the afternoon after 15.00.
- C OK. Shall we say 15.30?
- B That's fine for me.
- C Good. So I'll see you on Thursday at 15.30.
- B That's great. See you then!

Unit 3. Change.

VOCABULARY: DESCRIBING CHANGE

1 Add a prefix from A to a word from B to make verbs connected with change, and complete definitions 1–10.

A	B
down- de- up- re-	train size regulate organise locate launch grade develop centralise assess

- 1 _____: to move responsibility, services or jobs away from a central place to several different smaller places.
- 2 _____: to think about something again carefully in order to decide whether to change your opinion or judgement about it.
- 3 _____: to make a computer, machine, or piece of software better and able to do more things.
- 4 _____: to reduce the number of employees and levels of management that a company has.
- 5 _____: to make an area more modern by putting in new buildings or changing or repairing the old ones.
- 6 _____: to start or present a product again in a new or different way, often involving changes in advertising, packaging, etc.
- 7 _____: to learn new skills or to teach someone the skills needed to do a different job.
- 8 _____: to reduce the number of government controls on a particular business activity, done to make companies work more effectively and to increase competition.
- 9 _____: to move to a different place.
- 10 _____: to arrange or organise something in a new way.

LANGUAGE REVIEW: PAST SIMPLE AND PRESENT PERFECT

2 Complete the message from Prunel's CEO with the past simple or present perfect forms of the verbs in brackets.

I (11) _____ (receive) our company's end-of-year results yesterday, and I am delighted to announce that it (12) _____ (be) an excellent year for Prunel. As you all remember, we only (13) _____ (start) ten years ago in a suburb of Grenoble where we (14) _____ (employ) six people, two of them part-time. Today, that number (15) _____ (grow) to over 1,500. In more than 30 countries, people now associate the Prunel brand name with trendy and trendsetting clothing designs. At the beginning of the new century, we (16) _____ (begin) targeting the Japanese and North American markets for future growth, and things (17) _____ (improve) considerably since. You will be pleased to hear that we (18) _____ (just / acquire) full control of our Canada-based joint venture. A lot of other positive changes (19) _____ (take place) recently despite signs of a global downturn. Earlier this year, our staff (20) _____ (expect) redundancies; instead, we (21) _____ (take on) 15 new shop assistants since May. Besides, we (22) _____ (open) our new flagship store in Toronto three weeks ago. I know that our success is down to all your hard work. Congratulations to you all.

SKILLS: MANAGING MEETINGS

3 Complete the expressions. Write one word in each blank.

- 23 Starting: 'OK. Let's get _____ to business.'
- 24 Setting objectives: 'The _____ of this meeting is to map out a new marketing strategy.'
- 25 Asking for reactions: 'How do you _____ about this suggestion?'
- 26 Dealing with interruptions: 'Could you let him finish, _____?'
- 27 Keeping to the point: 'Perhaps we could get _____ to the point.'
- 28 Speeding up: 'I think we should move _____ now.'
- 29 Slowing down: 'Hold _____, I think we should look at this in a bit more detail.'
- 30 Summarising: 'Right, let's go _____ what we've agreed.'

Unit 4. Organisation.

VOCABULARY: COMPANY STRUCTURE

1 Each comment below was made in a different place in an organisation. Choose the correct place from the box and write it next to the appropriate comment.

subsidiary / factory / headquarters / distribution centre / call centre / warehouse / service centre / outlets

- 1 'Just one moment, please. I'll put you through to your branch.' _____
- 2 'As you can see, the smaller components are put together here.' _____
- 3 'Practically all key decisions are made here.' _____
- 4 'This is where we ship repaired equipment back to customers.' _____
- 5 'Stock levels are just right.' _____

2 Supply the adjective in each sentence. The first and the last letters are given.

- 6 Our marketing department is constantly changing, growing, developing. Everyone says it's the most d _____ c department in the company.
- 7 We firmly believe that a d _____ d management style improves motivation. That's why we like to involve a large number of employees from all parts of our organisation in the decision-making process.
- 8 We've never met the CEO, we know the names of two of the six managers and we hardly know the people from the other departments. The whole organisation is extremely i _____ l.
- 9 Our bosses are not particularly open to new ideas and don't like change. They are deeply c _____ e.
- 10 We think positively about the future, we support change and welcome new ideas. In other words, we are a typically p _____ e organisation.

LANGUAGE REVIEW: NOUN COMBINATIONS

3 In each line, cross out the noun a), b), c) or d), which does not form a common word partnership with the underlined head noun.

- 11 company a) car b) market c) policy d) director
- 12 consumer a) survey b) advertising c) awareness d) despatch
- 13 trade a) deficit b) show c) property d) barriers
- 14 business a) work b) idea c) card d) traveller
- 15 product a) costs b) force c) range
d) placement

4 Change the following phrases in the same way as in the example.

Example: a hotel with five stars: a five-star hotel

- 16 a sales conference which lasts three days: _____
- 17 a takeover bid worth five million dollars: _____
- 18 a company which is 75 years old: _____
- 19 an office block that has 40 storeys: _____
- 20 A TRAIN JOURNEY THAT LASTS FIVE HOURS: _____

5 Add a word from the box to each noun below to make five common noun combinations.

agency / base / room / satisfaction / work

- 21 board _____
- 22 customer _____
- 23 data _____
- 24 team _____
- 25 travel _____

Вспомогательный раздел

Начальный уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
4. John Hughes & Jon Naunton. Business Result. Elementary. Student's Book/ John Hughes & Jon Naunton – Oxford University Press, 2008.
5. Michael Duckworth. Essential Business Grammar&Practice / Michael Duckworth - Oxford University Press, 2006.
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7. Tonya Trappe, Graham Tullis. Intelligent Business. Course Book. Elementary / Tonya Trappe, Graham Tullis - Pearson Longman, 2005.

Средний уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
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