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## Business English Language Portfolio

### Языковой портфолио делового английского языка

Электронный учебный материал



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Языковой портфолио состоит из четырех основных разделов: языкового паспорта, языковой биографии, досье и оценки результатов учебной деятельности студентов по деловому английскому языку.

Учебное издание предназначено для студентов экономических специальностей, начинающих изучать деловой английский; нацелено на развитие самооценки студентов, их социальной и академической мобильности.

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В современном, быстро меняющемся мире выпускник высшего учебного заведения должен обладать такими качествами, как компетентность, мобильность и конкурентоспособность. Владение иностранным языком является обязательной составляющей подготовки высококвалифицированного специалиста. В связи с этим постоянно ведется разработка новых подходов к системе оценивания качества образования. Среди новых перспективных технологий обучения иностранному языку все большее распространение на всех этапах обучения имеет технология «языковой портфель (или портфолио)».

Пособие «*Business English Language Portfolio (Языковой портфолио делового английского языка)*» базируется на применении технологий Европейского языкового портфолио (ЕЯП). Технологии Европейского языкового портфолио открывают широкие возможности для модернизации процесса языковой подготовки студентов. ЕЯП был разработан и пилотирован Отделом языковой политики при Совете Европы в Страсбурге в 1998-2000 годах. Он представляет собой гибкий инструмент, обеспечивающий пользователя системой оценки языковых компетенций, которые у него реально сформированы. Благодаря детально расписанным дескрипторам, Языковой Портфолио дает возможность как преподавателю, так и самим студентам, оценить, в какой степени последние способны общаться на иностранном языке. Он позволяет получить информацию о степени языковой компетенции в терминах, принятых Советом Европы и понятных на всем европейском пространстве.

Пособие адресовано студентам, приступающим к изучению делового английского языка, для самостоятельной и аудиторной работы. Основными целями пособия являются создание альтернативной формы контроля и оценки образовательных результатов студента в процессе изучения делового английского языка, развитие навыков оценивания собственных достижений в учебной деятельности, развитие стремления студента выполнять более сложные задания, формирование адекватной самооценки студента.

Языковой портфолио состоит из четырех основных разделов: языкового паспорта, языковой биографии, досье и оценки результатов учебной деятельности студентов по деловому английскому языку.

Раздел «Языковой паспорт» отражает опыт и уровень владения английским языком студентом. Владелец портфолио самостоятельно представляет оценку своих знаний, разбивая их по навыкам и уровням владения языком (общеевропейская шкала шести уровней):

A1-Выживание	A2-Допороговый
B1-Пороговый	B2-Пороговый продвинутый
C1-Высокий	C2-Владение в совершенстве

Раздел «Языковая биография» отражает способность студента к самооценке и планированию изучения языка. В этом разделе владелец

портфолио представляет свою историю изучения языка, анализируя собственные достижения и прогресс и подкрепляя анализ примерами и фактами языковой биографии; перечень межкультурного опыта, т.е. поездок и контактов, и как они повлияли на развитие компетенций и навыков. Студенту также предлагаются разнообразные стратегии изучения иностранного языка.

Раздел «Досье» предоставляет обладателю портфолио возможность отобрать материал, который ему кажется интересным и информативным, и разместить его в качестве иллюстраций тех достижений в области изучения английского языка, которые были представлены в разделах «Языковой паспорт» и «Языковая биография». Материал может включать в себя либо творческие сочинения, либо наиболее удачные тестовые работы, либо материалы проектов, т.е. все, что, по мнению студента, является показательным в плане изучения языков. В раздел включены разноуровневые тесты к учебному курсу делового английского языка Market Leader Pre-Intermediate, что дает студенту определенную свободу выбора учебного задания и возможность поработать с более легким и более сложным тестом.

Раздел «Оценка результатов учебной деятельности студентов по деловому английскому языку» был включен в пособие специально, чтобы студент был осведомлен о всех критериях оценивания по основным видам речевой деятельности в процессе его обучения.

Автор надеется, что Языковое портфолио будет способствовать вовлечению студентов в осмысление результатов обучения и постановку целей дальнейшего развития в изучении делового английского языка.



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# Introduction

What is a Language Portfolio?

The *Business English Language Portfolio* is a document to help you learn English more effectively and prepare better for a career in business. It helps you to think about how you learn, and provides a record to show other people your language abilities and progress. This issue provides you with authentic and professional content.

It has four sections:

The Passport

The Biography

The Dossier

Assessment of foreign language performance of Business students.

**The Passport** is a summary of your language learning experiences, including time spent abroad, courses attended, certificates gained, and books you've used. There is a self-assessment grid for each language skill area (levels **A1-C2**), to help you decide on your current language level.

**The Biography** is a summary of your language learning history, your language learning experiences at school, and how you use your languages now. There are also suggestions on how to become a more effective learner. This section helps you to plan your learning, think about how you learn, and improve the way you learn.

**The Dossier** is the section where you collect examples of your work. This helps you to record your progress. The Dossier contains three level Unit tests (A, B, C). the Tests are designed for the Market Leader course which aims at bringing the real world of international business into the classroom.

**Assessment of foreign language performance of Business students** includes specific descriptions for the linguistic skills necessary for studying at The Belarusian National Technical University. You can be aware how the teachers assess students' work in class and during exams.

# Language Passport

## How to use your Language Passport

Your Language Passport is a record of your language qualifications and experiences. It is also where you assess your overall language level. As the Language Passport is proof of your language abilities, you can show it to potential employers, when you apply for a language course, or when you change schools.

Keep this section up-to-date.

## Personal details

Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

First Language: \_\_\_\_\_

Other languages: \_\_\_\_\_

## Your exams and certificates

What language qualifications do you have in English? What exams have you taken in English?

Exam	Authority	Date	Grade



# Your language and cultural experiences

Your experiences with other languages and cultures are also important. Think about your experiences of the English language or English-speaking cultures and write about them below.

<b>Where</b>	<b>Experience</b>	<b>When and how long?</b>
School		
School holidays		
English courses		
Work		
Travel		
Contact with English speakers		
Study in English		
Free time activities (e.g. books you have read in English)		
Stays abroad		
Other		

# Language assessment scales - a comparison

This chart indicates how approximately European and UK frameworks and qualifications compare.

SCALE			
<b>Common European Framework (Council of Europe Global Scale)</b>	<b>UK National Language Standards (revised 2005)</b>	<b>Languages Ladder<sup>1</sup> Stages</b>	<b>Common English/Welsh/Northern Irish General Qualifications</b>
<b>A1</b> Breakthrough	Entry Level	Breakthrough: grades 1 -3	Entry 1-3
<b>A2</b> Waystage	Level 1	Preliminary: grades 4-6	Foundation GCSE
<b>B1</b> Threshold	Level 2	Intermediate: grades 7-9	Higher GCSE
<b>B2</b> Vantage	Level 3	Advanced: grades 10-12	AS/A/A EA
<b>C1</b> Effective Operational Proficiency	Level 4	Proficiency: grades 13-15	Honours degree
<b>C2</b> Mastery	Level 5	Mastery: grades 16 & 17	Postgraduate, e.g. professional linguist

<sup>1</sup> The Languages Ladder, the national recognition scheme for languages in England: for more information see [www.dfes.gov.uk/languages](http://www.dfes.gov.uk/languages)

## **What I already can do in a language and what I still would like to learn: Self-assessment Checklists**

With the *Checklists* you can assess your language skills by yourself. You can get your estimates checked by other people, for example a teacher, and have them verified. The *Checklists* also assist in selecting and defining which objectives are important for you and what you would still like to learn.

There are *Self-assessment Checklists* for all 6 Council of Europe levels (A1, A2, B1, B2, C1, C2). They are organised according to skills — Understanding (Listening and Reading), Speaking (Spoken Interaction and Spoken Production) and Writing. The *Checklists* contain precise descriptions of what the learner is generally able to do with language at each of the six levels.

YOU can also ask your teacher to advise you in selecting the *Checklists* which correspond most closely to your level. As your proficiency level in certain skills (for example listening and writing) can vary, more than one *Checklist* might be necessary. Fill in the relevant skills on the different *Checklists*.

Use the *Self-assessment Checklists* regularly to check your progress and to set new learning goals.

Self-assessment Checklist

Use the following symbols:

level A 1

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

*If you have over 80% of the points ticked, you have probably reached the Level.*

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.			
I can understand simple directions how to get from X to Y, by foot or public transport.			
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.			
I can understand numbers, prices and times.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand information about people (place of residence, age, etc.) in newspapers.			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.			
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).			
I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking", "keep left").			
I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.			
I can follow short simple written directions (e.g. how to go from X to Y).			
I can understand short simple messages on postcards, for example holiday greetings.			
In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can introduce somebody and use basic greeting and leave-taking expressions.			
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.			
I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.			
I can make simple purchases where pointing or other gestures can support what I say.			
I can handle numbers, quantities, cost and time.			
I can ask people for things and give people things.			
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.			
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".			

<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can give personal information (address, telephone number, nationality, age, family, and hobbies)			
I can describe where I live.			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can say when I don't understand.			
I can very simply ask somebody to repeat what they said.			
I can very simply ask somebody to speak more slowly.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can fill in a questionnaire with my personal details (job, age, address, hobbies).			
I can write a greeting card, for instance a birthday card.			
I can write a simple postcard (for example with holiday greetings).			
I can write a note to tell somebody where I am or where we are to meet.			
I can write sentences and simple phrases about myself, for example where I live and what I do.			

Self-assessment Checklist

Use the following symbols:

level A2

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached the Level.

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.			
I can generally identify the topic of discussion around me when people speak slowly and clearly.			
I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).			
I can grasp the main point in short, clear, simple messages and announcements.			
I can understand the essential information in short recorded passages dealing with predictable everyday matters provided they are spoken slowly and clearly.			
I can identify the main point of TV news items reporting events, accidents, etc. when the visual supports the commentary.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.			
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football, or asking me to be at work early.			
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.			
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			
I can understand simple user's instructions for equipment (for example, a public telephone).			
I can understand feedback messages or simple help indications in computer programmes.			
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can make simple transactions in shops, post offices or banks.			
I can use public transport : buses, trains and taxis, ask for basic information and buy tickets.			
I can get simple information about travel.			
I can order something to eat or drink.			
I can make simple purchases by stating what I want and asking the price.			
I can ask for and give directions by referring to a map or plan.			
I can ask how people are and react to news.			
I can make simple transactions in shops, post offices or banks.			
I can make and respond to invitations.			
I can make and accept apologies.			
I can say what I like and dislike.			
I can discuss with other people what to do, where to go and make arrangements to meet.			

<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can describe myself, my family and other people.			
I can describe where I live.			
I can give short, basic descriptions of events.			
I can describe my educational background, my present or most recent job.			
I can describe my hobbies and interests in a simple way.			
I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can ask for attention.			
I can indicate when I am following a conversation.			
I can very simply ask somebody to repeat what they said.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can make myself understood by using memorised phrases and single expressions.			
I can link groups of words with simple connectors like "and", "but" and "because".			
I can use some simple structures correctly.			
I have sufficient vocabulary to cope with simple everyday situations.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write short, simple notes and messages.			
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).			
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.			
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			

Self-assessment Checklist

Use the following symbols:

level B1

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached the Level.

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.			
I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.			
I can listen to a short narrative and form hypotheses about what will happen next.			
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
I can grasp the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
I can understand simple technical information, such as operating instructions for everyday equipment.			
I can understand the main points of a discussion on familiar matters within my own field (e.g., in a seminar, at a round table, or during a television discussion), provided that the participants speak clearly and use standard language.			
I can take notes on the main points of a lecture which are precise enough for my own use at a later date, provided the topic is within my field of study and the talk is clear and well-structured.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand the main points in short newspaper articles about current and familiar topics.			
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.			
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).			
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
In private letters and e-mails I can understand what is dealing with events, feelings and wishes well enough to correspond regularly with a friend.			
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.			
I can identify the main conclusions in clearly written argumentative texts.			
I can read straightforward factual texts on subjects related to my field and interests at a satisfactory level of understanding.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.			
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.			
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.			
I can ask for and follow detailed directions.			
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			
I can give or seek personal views and opinions in an informal discussion with friends.			



I can agree and disagree politely.			
I can speak about topics in my field in informal situations with colleagues or fellow students.			
I can manage most discussions involved in the organisation of my studies, either face to face or by telephone.			
<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can relate the plot of a book or film and describe my reactions.			
I can paraphrase short written passages orally in a simple fashion, using the wording and structure of the original text.			
I can give straightforward descriptions on a variety of familiar subjects related to my own fields of interest or study.			
I can give a simple, prepared presentation on a familiar topic within my field that is clear and precise enough to be followed without difficulty most of the time and in which the main points can be understood.			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying — especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write simple texts about experiences or events, for example about a trip, for a club newsletter.			
I can write personal letters or e-mails to friends or acquaintances asking for or giving them news and narrating events.			
I can describe, in a personal letter, the plot of a film or a book or give an account of a concert.			
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey — via fax, e-mail or a circular — short simple factual information to friends or colleagues or ask for information.			
I can write my CV in summary form.			
I can record the course of a scientific experiment in keywords.			
I can write simple texts in my field, correctly using the most important specialised terms.			

Self-assessment Checklist

Use the following symbols:

level B2

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached the Level.

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.			
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.			
I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.			
I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.			
I can understand a clearly structured lecture on a familiar topic and take notes on points that strike me as important, although I sometimes get stuck on words and therefore miss part of the information.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.			
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.			
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
I can quickly look through a manual (for example, for a computer programme) and find and understand the relevant explanations and advice for a specific problem.			
I can understand, in a narrative or play, the motives for the characters' actions and their consequences for the development of the plot.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can initiate, maintain and end discourse naturally with effective turn-taking.			
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and highlight the personal significance of events and experiences.			
I can engage in extended conversation in a clearly participatory fashion on most general topics.			
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
I can contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc.			
I can initiate, maintain and end discourse naturally with effective turn-taking.			

I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
I can actively participate in conversations on specialised or cultural topics, whether during or outside of courses.			
I can efficiently solve problems arising from the organisation of my studies, for example, with teachers and the administration.			
<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, and hypothetical situations.			
I can give a short talk in my field, either without notes or using keywords.			
I can summarise information and arguments from various written sources and reproduce them orally.			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can use standard phrases like "That's a difficult question to answer" to gain time and keep my turn while formulating what to say.			
I can make a note of "my common mistakes" and consciously monitor speech for them.			
I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
I can pass on detailed information reliably.			
I have sufficient vocabulary to express myself on matters connected to my field, and on most general topics.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
I can write summaries of articles on topics of general interest.			
I can summarise information from different sources and media.			
I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
I can write about events and real or fictional experiences in a detailed and easily readable way.			
I can write a short review of a film or a book.			
I can express, in a personal letter or e-mail, different feelings and attitudes and can report the news of the day making clear what—in my opinion — are the important aspects of an event.			
I can write summaries of scientific texts in my field for use at a later date.			
I can write seminar papers on my own, although I must have them checked for linguistic accuracy and appropriateness.			

Self-assessment Checklist

Use the following symbols:

level C1

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached the Level.

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium, etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can, without too much effort, understand films which contain a considerable degree of slang and idiomatic usage.			
I can understand radio and television programs in my field, even when they are demanding in content and linguistically complex.			
I can understand in detail speech on abstract and complex topics of a specialist nature outside my own field, although on occasion I need to confirm details, especially when the accent is unfamiliar.			
I can take detailed notes during a lecture on a familiar topic in my field of interest, recording the information so accurately and so closely to the original that they are also useful to other people.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can understand fairly long demanding texts and summarise them orally.			
I can read complex reports, analyses and commentaries where opinions, viewpoints and implications are discussed.			
I can extract information, ideas and opinions from highly specialised texts in my own field, for example, research reports.			
I can understand long complex instructions, for example, for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.			
I can read any correspondence with occasional use of a dictionary.			
I can read contemporary literary texts with ease.			
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas, and connections.			
I can recognise the social, political, or historical background of a literary work.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately, and effectively on a wide range of general, professional, or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely and can present and respond to complex lines of reasoning convincingly.			

<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and spontaneously following up points raised by members of the audience.			
<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can skilfully relate my own contribution to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions, or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and present it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness, and vary my vocabulary and style according to the target reader, the kind of text and the topic.			
I can select a style appropriate to the target reader.			
I can use the specialised terms and idiomatic expressions in my field without major difficulty.			

Self-assessment Checklist

Use the following symbols:

level C2

In columns 1 and 2

√√ I can do this under normal circumstances

√ I can do this easily

In column 3

! This is an objective for me

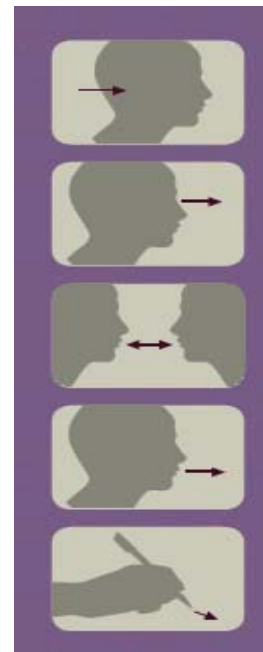
!! This is a priority for me

If you have over 80% of the points ticked, you have probably reached the Level.

	Me	My teacher / another	My objectives
<b>Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to become familiar with the accent.			
I can follow specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology.			
I notice, during a lecture or seminar, what is only implicitly said and alluded to and can take notes on this as well as what the speaker directly expresses.			
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can recognise puns and appreciate texts whose real meaning is not explicit (for example irony, satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
I can understand in detail lengthy and complex scientific texts, whether or not they relate to my own field.			
<b>Spoken Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can take part effortlessly in all conversations and discussions with native speakers.			
I have a good command of idiomatic expressions and colloquialisms as well as the specialised language of my field, with connotative levels of meaning. I can also convey finer shades of meaning.			
I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers.			
I can handle difficult and even hostile questioning after a speech or a presentation.			
<b>Spoken Production</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to avoid ambiguity.			
I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.			

<b>Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.			
<b>Language Quality</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.			
I have a good command of idiomatic expressions and colloquialisms together with an awareness of implied meaning and meaning by association.			
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write well-structured and easily readable reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well-structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well-structured, complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter or an e-mail I can express myself in a consciously ironical, ambiguous and humorous way.			
I can write scientific texts in my field, with a view to being published, that are generally correct and stylistically appropriate.			
I can write a critical essay (e.g., a review) of scientific literature for publication in my field.			
I can take accurate and complete notes during a lecture, seminar, or tutorial.			
I can summarise information from different sources, reconstructing arguments in such a way that the overall result is a coherent presentation.			
I can edit colleagues' texts, improving them grammatically and stylistically, with little hesitation.			

Listening
Reading
Spoken Interaction
Spoken Production
Writing



Put a tick ✓ in appropriate column

	A1			A2			B1			B2			C1			C2		
	-	+/-	+	-	+/-	+	-	+/-	+	-	+/-	+	-	+/-	+	-	+/-	+



# Language Biography

## How to use your Language Biography

Your Language Biography is a tool to help you think about why you are learning English and the best way for you to learn. The Language Biography can help you to become a more effective learner by helping you focus on your objectives, and a learning style that suits your needs.

## Your aims and objectives

Think about why you are learning English (for work, travel, etc.) and what level of English you will need to achieve those objectives - you can refer to the levels in your Language Passport to assist you.

Reasons	Time Scale	English Level Required
e.g. to travel abroad on holiday	6 months	Listening B1 Reading A2 Speaking (interaction) B1 Speaking (production) A2 Writing A1
		Listening Reading Speaking (interaction) Speaking (production) Writing
		Listening Reading Speaking (interaction) Speaking (production) Writing
		Listening Reading Speaking (interaction) Speaking (production) Writing

# How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

## 1 I understand words/sentences better if I

- A listen to them on cassette/CD.
- B listen to my teacher saying them.
- C see them written down.
- D see, listen and do something with them.
- E other

## 2 I learn words/phrases better if I

- A listen to them on cassette/CD.
- B listen to my classmates saying them.
- C read them.
- D write them down.
- E repeat them.
- F act them out, sing them, etc.
- G come across them on a video/DVD, etc.
- H other

## 3 I can express myself best if I

- A already know all the words I need to use.
- B know some of the words I need to use.
- C use mime, objects and pictures to help me.
- D already have some life experience of the subject.
- E other

## 4 I learn best if I work

- A on my own.  B in pairs.  C in groups/teams.  D other

## 5 I am more eager to learn if

- A I know why I'm doing an activity.
- B I know an activity will help me.
- C I am rewarded.
- D an activity will help me to find out more about the things I like.
- E other

## 6 I understand grammar rules better if

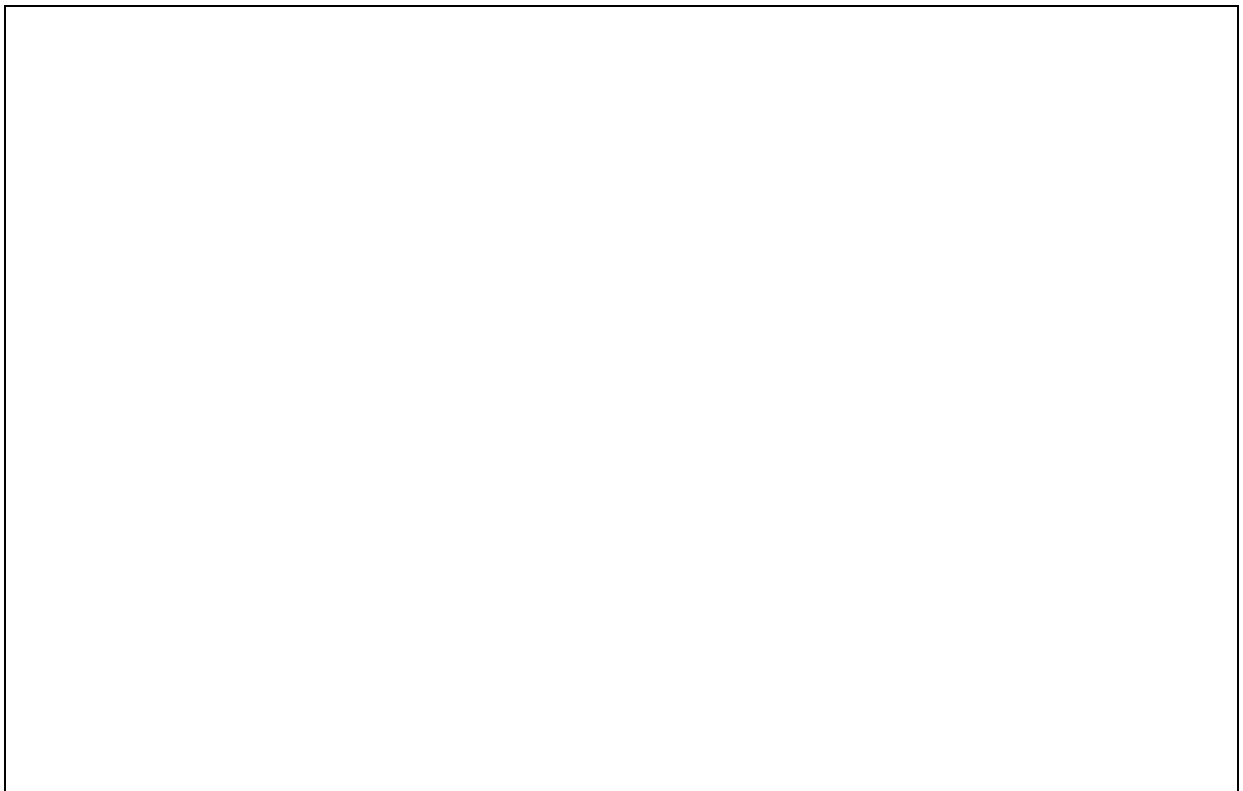
- A they are explained to me in my mother tongue.
- B I compare them with the grammar rules of my mother tongue.
- C I explore a text and come up with the grammar rules myself.
- D other

## My plans

Use this page to capture things you may not have been able to log using the checklists.

Write down:

1. what you are good at in the language;
2. what you need to work harder on;
3. why you want to learn the language (e.g. for your job, for travel or for study);
4. what you want to achieve (e.g. to be able to write an answer to a job advertisement, to be able to chat to someone about your travel experiences, to be able to find information quickly on the Internet).



# Your language learning history

Think about all the experiences that have helped you to learn English (e.g. lessons in school, language courses, travel to English-speaking countries, etc.)

How successful were they?

Complete the first section, then write about your experiences chronologically.

Where I started learning English.

Why I started learning English.

When	Experience	How successful?

## Your language experiences

People learn in many ways: by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorising and visualising.

You may find it helpful to reflect on your own learning styles. Each individual is different. Look at the learning styles described below and see which might apply to you.

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with.

<input type="checkbox"/> I prefer to learn practical examples first and become aware of grammatical rules through using these.	<input type="checkbox"/> I prefer to study the grammar first and build my own sentences until I feel I have a practical repertoire.
<input type="checkbox"/> I prefer to be given the linguistic facts and then to work on these by myself until I feel confident that I can communicate with little risk of error.	<input type="checkbox"/> I prefer an interactive approach to mastering new language, 'taking risks' in putting over meaning and learning from any resulting errors.
<input type="checkbox"/> I enjoy reading and prefer to see the words I am learning. I like to learn by looking at pictures and flashcards.	<input type="checkbox"/> I prefer to learn by listening. I enjoy conversations and the chance for interactions with others.
<input type="checkbox"/> I prefer to concentrate on the details of language, such as language rules and structures, and enjoy taking apart words and sentences.	<input type="checkbox"/> I prefer to think about the language and how to convey what I want to say accurately. I prefer to take my time in formulating what to say.

Choose three experiences which have helped you the most to learn English.

Experiences	Reason
1	
2	
3	

# How to become a more effective learner

Look at these ways of studying and learning.

Tick ✓ the methods you currently use.

Put an asterisk \* next to methods you'd like to use in the future.

<b>Ways of studying</b>	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics, and translations in it.	
Write new words on a flash-card - English on one side, your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall - use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to the radio / music in English.	
Read English graded readers.	
Read websites / magazines / newspapers in English.	
Practise English with other people via email or the Internet.	
Keep a journal in English.	
Write something in English everyday - e.g. your response to a newspaper article, or web-story.	
Talk to other students in English outside of class.	
Use a MultiROM to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

# Entrepreneurial Readiness

## Test

Your answers to the following questions will help you determine whether or not you're ready to take the plunge into business ownership.

- |  |        |
|--|--------|
| 1. Are you comfortable with not receiving a regular paycheck?  | YES NO |
| 2. Do you like work that offers challenge, change, and variety, even if it involves some risk?                               | YES NO |
| 3. Are you flexible enough to meet changing market demands?  | YES NO |
| 4. Are you willing to invest your own money as well as ask others to invest in your business venture?                        | YES NO |
| 5. Are you committed to spending as much time and effort as it takes to make your business successful?                       | YES NO |
| 6. Is it important to you to do the strategic planning as well as take care of the day-to-day details of running a business? | YES NO |
| 7. Is your business idea based on your expertise, interests, and solid market research?                                      | YES NO |
| 8. Are you able to bounce back and learn from failures or temporary setbacks?  | YES NO |
| 9. Are you optimistic, persistent, and passionate about your work?   | YES NO |
| 10. Are you confident that you are capable of succeeding as an entrepreneur?   | YES NO |

\_\_\_\_\_ My Yes Total

The more Yes you have the more you are ready to set up your own business.

Material excerpted from *The Accidental Entrepreneur: Practical Wisdom for People Who Never Expected to Work for Themselves*, by Susan Urquart-Brown, found at [www.TheAccidentalEntrepreneur.biz](http://www.TheAccidentalEntrepreneur.biz).

# Managerial Suitability

**Test** by A. Bronwyn Llewellyn with Robin Holt, M.A.

Remember that not everyone is cut out to be a manager. While it takes a certain set of skills and knowledge to perform a job, it takes different skills to manage other people well. This test will help you determine if you have what it takes to become a manager.

Read each statement and decide how much it sounds like you. If it sounds like you often, score 3; sometimes, score 2; and rarely, score 1. Remember, there are no right or wrong answers.

- \_\_\_\_\_ I have the ability to find key issues in a situation.
- \_\_\_\_\_ I am known for getting my points across effectively.
- \_\_\_\_\_ I am interested in the growth and development of others.
- \_\_\_\_\_ I am good at organizing myself and managing my time.
- \_\_\_\_\_ I have a good sense of priorities.
- \_\_\_\_\_ I communicate my feelings as well as my ideas.
- \_\_\_\_\_ I like to motivate others to achieve a common task.
- \_\_\_\_\_ I set a good example in my work.
- \_\_\_\_\_ I am able to think things through and make key decisions.
- \_\_\_\_\_ People know where I stand on important issues.
- \_\_\_\_\_ I make it a priority to help others succeed at work.
- \_\_\_\_\_ I adapt easily to changes around me.
- \_\_\_\_\_ I am able to analyze, synthesize, and value a situation.
- \_\_\_\_\_ I am able to clearly define the tasks at hand.
- \_\_\_\_\_ I am good at building the synergy of a team.
- \_\_\_\_\_ I maintain high standards of personal performance.
- \_\_\_\_\_ I can find new ways to overcome a problem.
- \_\_\_\_\_ I know when to appropriately use humor to relieve tension.
- \_\_\_\_\_ I am able to give others a sense that they are doing something worthwhile.
- \_\_\_\_\_ I am willing to accept the risks of leadership.
- \_\_\_\_\_ I am able to assess consequences.
- \_\_\_\_\_ I am comfortable giving honest feedback to others.
- \_\_\_\_\_ I am able to take the initiative to get a group going.
- \_\_\_\_\_ I have a sense of pride in my own work.
- \_\_\_\_\_ I can evaluate team performance.
- \_\_\_\_\_ I am tactful and sensitive when dealing with others.
- \_\_\_\_\_ I like to inspire and encourage others.
- \_\_\_\_\_ I am curious about people, ideas, and things.
- \_\_\_\_\_ I evaluate myself and my work on an ongoing basis.
- \_\_\_\_\_ I am good at asking for input and listening to others.



- \_\_\_\_\_ I am able to recognize qualities and abilities and give credit to others.
- \_\_\_\_\_ I am known for fair dealing and honesty.
- \_\_\_\_\_ I know how my work contributes to the overall result.
- \_\_\_\_\_ I am able to give clear, concise directions to others.
- \_\_\_\_\_ I like to get to know, encourage, and motivate others.
- \_\_\_\_\_ I have an open mind in respect to others' points of view.
- \_\_\_\_\_ I set realistic and challenging targets.
- \_\_\_\_\_ I treat others with dignity and respect.
- \_\_\_\_\_ I can effectively delegate the tasks at hand.
- \_\_\_\_\_ I can be a stabilizing influence in a crisis.
- \_\_\_\_\_ I operate well under pressure or in a rapidly changing environment.
- \_\_\_\_\_ I encourage and listen to new ideas.
- \_\_\_\_\_ I like to motivate others by understanding their needs and aspirations.
- \_\_\_\_\_ I can effectively deal with stress.
- \_\_\_\_\_ I am able to set goals and measure progress toward them.
- \_\_\_\_\_ I pay close attention to others when they are speaking.
- \_\_\_\_\_ I like to give personal guidance and direction.
- \_\_\_\_\_ I can face up to a mistake and not blame others.

\_\_\_\_\_ Now write your total score here (out of a possible 144).

If you scored a total of 100 or more, you are probably well suited to be a manager, but take the time to reflect on the areas in which you scored lowest to see potential areas for growth.

If you scored between 60 and 100, being a manager may be appropriate for you, but find out more about what is required.

If you scored below 60, managing others is probably not for you, at least not at this point in your career. You may be happiest as an individual contributor.



# Dossier

## How to use the Dossier

The dossier section of your Language Portfolio allows you to keep evidence of your ability to use English. It is a collection of your work. Choose examples of your work from class, or work that you've done elsewhere.

Examples of evidence you might wish to include are:

- Certificates, or copies of these, relating to qualifications you have listed in the 'passport' section
- Tests
- Reports
- Corrected texts from class

Type of work	Date	Description	Why I chose this

Now you are offered to choose the right level (A, B, C) Unit test and practice your knowledge of Business English. The Unit tests are designed for the course Market Leader Pre-Intermediate.

**A level** corresponds marks **6-7**, **B level** corresponds marks **8-9**, **C level** corresponds mark **10**

## Unit Test 1

## Level A

### 1 Complete each of these sentences with the correct option.

1. Anna attends lots of professional development seminars because she wants to \_\_\_\_\_ a career move.  
a) take      b) make      c) earn
2. Multinationals often \_\_\_\_\_ their employees excellent career opportunities if they are willing to travel.  
a) offer      b) make      c) take
3. Sales representatives often earn a \_\_\_\_\_ in addition to their salary when they achieve their targets.  
a) money      b) living      c) bonus
4. It is very inconvenient to have to work \_\_\_\_\_ when you have young children.  
a) flexitime      b) overtime      c) time off
5. Phillip believed he deserved a \_\_\_\_\_, so he just asked his boss for one.  
a) target      b) progress      c) promotion
6. If you want to get \_\_\_\_\_ in your career, you have to have clear short- and long-term goals.  
a) ahead      b) progress      c) the sack
7. 'Bright Sparks' is an agency that helps school leavers \_\_\_\_\_ on a career plan.  
a) offer      b) decide      c) take
8. It is not enough just to \_\_\_\_\_ your best; you need to have ambitions as well.  
a) make      b) work      c) do
9. In many countries, there are very few career \_\_\_\_\_ for people without formal qualifications.  
a) plans      b) breaks      c) opportunities
10. It is useful to set your own goals and to think about the skills you need to \_\_\_\_\_ them.  
a) reach      b) make      c) master

### 2 Complete the sentences using the words in the box.

take    do    evaluate    master    make
--

11. Do not always wait for your boss to tell you how well you are doing. You also need to \_\_\_\_\_ your progress yourself.
12. Vladimir is hoping to \_\_\_\_\_ research in informatics.
13. John's dream is to \_\_\_\_\_ a living as a public relations consultant.
14. Delegating tasks is an important skill to \_\_\_\_\_.

15. Max is only 52, but he would like to \_\_\_\_\_ early retirement.

**3 Complete these sentences with the appropriate form (positive or negative) of can, could or would.**

16. Sasha could speak English well when he was ten years old.

17. If you have a creative personality you can bring new ideas to projects.

18. He can't drive, he's never learnt how to.

19. Last year we could visit Poland.

20. Would you like a cup of tea?

**4 Match each question 21–25 to the appropriate response a–e.**

21. Who's calling, please?

22. . Could you tell me what it's about?

23. Could I speak to Mrs Zhang, please?

24. . Can I take a message?

25. Sorry. Could you say the second name again?

a If you could just tell her that Imelda Reyes rang.

b Well, I would like some information about the conference.

c Sure. That's Loys. L—O—Y—S.

d Just a moment, please. I'll put you through.

e Dieter Eked, from LPL.

**4 Translate the sentences into English.**

26. Создайте ваши собственные цели.

27. Могу я предложить вам что-нибудь?

28. Он работал в одной компании в течение своей карьеры.

29. Мария последняя уходит с работы каждый день.

30. Я хочу, чтобы люди получали удовольствие, работая в нашем отделе продаж.

## Unit Test 1

## Level B

### 1 Match a word from A and B and complete sentences 1–10.

A make    deserved    earn    reach career    working    sales    running antisocial    clear	B a bonus    career move    promotion overtime    goal    opportunities    the company    hours    strategy    ability
--	---

Peter's performance at work was excellent and his boss considered that he ..... a  
.....  
He can ..... his ..... to o pen a workshop by the end of the year.  
..... .....for nurses have improved in the last 10 years.  
They're ..... ..... to get the job finished.  
People ..... ..... , when they feel really qualified to enter a new field.  
In ten years, Jeff went from working in the mailroom to ..... ..  
I got fed up with the low pay and ..... ..  
If you work with diligence you can ..... ..... by the end of the year.  
Failure of new business is often the inability to define and communicate a ..... ..  
She has nice ..... ..... because she can persuade the consumer that buying the  
product will benefit him or her.

### 2 Add necessary prepositions.

Pay attention ..... every single task that you do.  
My son is thinking of starting a career ..... the medical profession.  
We recently interviewed three candidates ..... this position.  
If you want to move ahead ..... your career, you need to evaluate your progress  
regularly.  
Pauline is a fourth year student and she has decided ..... a career plan.

### 3 Complete these sentences with the appropriate form (positive or negative) of can, could or would.

16. Alice \_\_\_\_\_ get a promotion at GFS, so he wants to move to another company.
17. Do you think you \_\_\_\_\_ recommend one or two employment agencies?
18. \_\_\_\_\_ you like to take a career break?
19. Alex \_\_\_\_\_ speak Chinese, but he is planning to start learning next year.
20. Last year, our employees \_\_\_\_\_ use the new software, so we hired a

consultant to teach them.

#### 4 Complete the following phrases using the words in the box.

calling   catch   engaged   on   afraid
---

21. Hold \_\_\_\_\_, please. I'll connect you.
22. Sorry, I didn't \_\_\_\_\_ your first name.
23. I'm \_\_\_\_\_ there's no answer.
24. I'm \_\_\_\_\_ about the meeting tomorrow.
25. I can't get through. Their phone's always \_\_\_\_\_.

#### 5 Translate the sentences into English.

26. Большинство преподавателей вузов должны сделать исследования в своей научной области.

Недавние результаты продаж компании были низкие.

Можете ли вы говорить на любом другом языке?

Вам надо хорошее академическое образование и соответствующий опыт чтобы быть менеджером.

Обращайте внимание на каждую задачу, которую вы делаете.

## Unit Test 1

## Level C

**1 Match a word from A and B and complete sentences 1–10. Use each word in appropriate form.**

<b>A</b> sales flexitime achieve make clear career work make deserve take	<b>B</b> career move strategy work break goal a living ability overtime retirement promotion
--	---

1. .... is a system that allows employees to vary the time that they start or finish ....., provided that an agreed total number of hours are spent at work.
2. The Sensor razor is helping Gillette ..... its ..... of getting new customers.
3. Of course they can only ..... in this way if they are faster than other dealers in the market.
4. She has nice ..... because she can persuade the consumer that buying the product will benefit him or her.
5. A simple but ..... gives you direction and success in business.
6. I took up a position in a university library after a .....
7. He says engineers are ..... to fix the problems.
8. Some people don't intend to ....., because they want to stay in their comfort zones.
9. Dr. Franklin early ..... and moved to Hawaii.
10. Peter's performance at work was excellent and his boss considered that he ..... a .....

**2 Complete the sentences using either can, could or could have.**

11. If you are good at mental arithmetic you ..... calculate quickly in your head.
12. Why didn't she ring to tell me she would be late? She ..... contacted me on my mobile.
13. He was a brilliant linguist and ..... speak over a dozen languages fluently.
14. Autonomous people ..... work well on their own.
15. When I was younger I ..... run several kilometers without feeling tired.
16. It wasn't worth us taking a taxi, the station was within walking distance. We ..... walked.
17. As they have a creative personality they ..... bring new ideas to projects.

**3 Find a word which should not be there in lines and write it in the space. If the line is correct tick (✓) it.**

Paval is happily working down with an e-commerce portal.

18. ....

The last 15 months with the company have given him 19. ....  
ample exposure into website design suitable, content and 20. ....  
management. Now, with second the portal up and running, 21. ....  
Paval is recommended for a role change by his manager. 22. ....  
But he wants understand something more challenging. 23. ....  
While his friends are been suggesting him to move on, he is 24. ....  
not about sure if he wants to take the plunge leaving his plush 25. ....  
and comfortable 9-5 job.

#### **4 Translate the sentences into English.**

26. Работники в крупных транснациональных корпорациях имеют отличные возможности для карьерного роста, если они готовы путешествовать.
27. Всегда ищите возможности расширить свои навыки.
28. Составьте список своих приоритетов и обрисуйте в общих чертах свои задачи на день.
29. У него есть навыки работы с цифрами и административные способности.
30. Вы можете посещать семинары по профессиональному развитию.



## Unit Test 2

## Level A

### 1 Choose the six correct words from the box to complete the sentences.

warehouse	bulk	delivery	despatch	discount	enquire
payment	refund	return	bargain	stock	sale

1. There's a 30% ..... on all electrical goods.
2. You can return it within 30 days for a full .....
3. I got this shirt when I was in Indonesia. It was a real .....
4. Please complete the enclosed application form and ..... it in the envelope attached.
5. Goods are normally ..... within 24 hours.
6. As we are always having storage problems, I think we should build a new .....

### 2 Complete these sentences with suitable endings.

- |   |                                     |
|---|-------------------------------------|
| 7. There's a branch of the store in almost      | a. services than other departments. |
| 8. Some mail-order outlets offer a 30-day,      | b. runs the farm shop.              |
| 9. I'm sorry, that swimsuit is completely       | c. buying a gun is required by law. |
| 10. We have a huge stock of                     | d. quality carpets on sale.         |
| 11. Our products are sold through the Body Shop | e. credit for up to 50 weeks.       |
| 12. They also offer interest-free               | f. and other well-known retailers.  |
| 13. A third brother, Ben,                       | g. money-back guarantee.            |
| 14. They make a greater use of online business  | f. every high street in Britain.    |
| 15. A 28-day cooling-off period after           | h. out of stock in your size.       |

### 3 Complete sentences with have to, should and must.

16. I ..... buy my wife a present before I go home.
17. The letter ..... be printed on good-quality paper.
18. Sasha, you will ..... take our dog for a walk.
19. You ..... not wear jeans at work.
20. I think you ..... study biology next year.
21. I ..... to lose some weight. The doctor says so.

### 4 Write the extra incorrect word in each phrase.

22. Could I ask you why do you want to pay that way? \_\_\_\_\_
23. Let's talk about it the cost of redesigning our website. \_\_\_\_\_
24. We must to have delivery by May 12. \_\_\_\_\_
25. How is about paying by credit card? \_\_\_\_\_

## **5 Translate the sentences into English.**

26. Мы предлагаем скидку клиентам, которые покупают оптом.

27. Людям нравится видеть обложки книг.

28. Сайты должны предоставлять хорошие картинки и хорошую информацию.

29. Розничные продавцы должны уважать своих покупателей.

30. Сейчас (в наше время) магазины могут гарантировать качество своей продукции.

## Unit Test 2

## Level B

### 1 Choose the six correct words from the box to complete the sentences.

warehouse	bulk	delivery	despatch	discount	enquire
payment	refund	return	bargain	stock	sale

1. Recently a new model of MAZ bus has been supplied to the \_\_\_\_\_.
2. If there is a problem with any of the goods you receive, please \_\_\_\_\_ them within three days.
3. We offer a 5% \_\_\_\_\_ on orders over \$500.
4. At that price, the car you bought was a real \_\_\_\_\_.
5. Our policy is to \_\_\_\_\_ goods within 72 hours of receiving an order.
6. You cannot get a \_\_\_\_\_ if you do not send back the goods in their original packaging.

### 2 Supply the missing word in each definition.

7. After-\_\_\_\_\_ service is the help people get from the shop where they have bought a product.
8. The \_\_\_\_\_ street is the street of a town where many shops and businesses are.
9. A \_\_\_\_\_-off period is the time when you can change your mind and cancel an order.
10. A money back \_\_\_\_\_ is a promise by the seller to give you your money back if you are not satisfied with the goods you bought.
11. If you \_\_\_\_\_ about, you go to different places to compare prices and quality before you buy something.
12. If the goods you want are out of \_\_\_\_\_, it means that they are not available.
13. If a shop gives you interest-free \_\_\_\_\_, it means that you can pay for the goods after you have bought them, at no extra cost.
14. A \_\_\_\_\_ is a person or company that sells goods to people in shops.

### 3 Complete these sentences so that they are true for Belarus. Use have to, don't have to and must not.

15. You.....carry a gun.
16. You.....pay to use buses and trams.
17. You.....vote if you are over 18.
18. You.....drink alcohol at work.
19. You.....wear a seat belt when driving a car.

#### **4 Match the following sentence halves.**

20. Not all consumers are very good at surfing the Internet,  
21. If you do not want to risk losing important data,  
22. If you want to stay ahead of your competitors,  
23. To be successful in both the online and offline world,  
24. All our admin staff are trained by our own IT specialists,  
25. You will need your password every time you want to access our website,
- a . businesses should try and integrate the two as much as possible.  
b . so a good website shouldn't be too complicated.  
c . you must shut down your computer properly every time.  
d . so we don't have to send them on expensive courses.  
e . so you mustn't forget it.  
f . you have to start selling online.

#### **5 Translate the sentences into English.**

26. Покупатель может сравнить цены на любой продукт.  
27. Продавцы должны понимать чего хотят их покупатели.  
28. Покупатели, которые не полностью удовлетворены покупкой, могут вернуть товары в течение семи дней.  
29. Мы воспринимаем каждого покупателя как отдельную индивидуальность.  
30. Становится темно, таким образом, нам надо идти.

## Unit Test 2

## Level C

### 1 Choose the six correct words from the box to complete the sentences.

warehouse	bulk	delivery	dispatch	discount	enquire
payment	refunds	return	bargain	stock	sales

1. A ..... price may well attract considerable sales and at the same time discourage competitors.
2. Existing tickets are valid for the new dates although ..... can be obtained if required form point of purchase.
3. The 500 washers are currently in a ..... in downtown Los Angeles.
4. Goods are normally ..... within 24 hours.
5. Air UK are currently offering tickets to students at a special .....
6. Toll Brothers Inc., a builder of luxury homes, is seeing a rapid rise in its .....

### 2 Supply the missing word in each sentence.

7. There's a branch of the store in almost every ..... street in Britain.
8. Customers signing new life policies will have a ..... -off period of 14 days in which to cancel.
9. Are they quality products sold at a reasonable price with a ..... -back guarantee?
10. Your credit card ..... are the name, number and expiry date on your credit card.
11. I'm sorry, that swimsuit is completely out of ..... in your size.
12. This is a strategically important move in the development of our ..... business in the teenage market.
13. Talbot's is a women's ..... with 20 stores in California.
14. Depending on when you make your purchases, you can enjoy up to 56 days interest-free .....

### 3 Complete sentences with have to, should and must in appropriate form.

15. I enjoy going to conferences unless I ..... make a presentation.
16. The bus didn't come on time so we ..... to wait long at the bus stop.
17. You ..... declare income earned abroad.
18. I ..... buy my wife a present before I go home.
19. We ..... wear a uniform at work, it's not our choice.
20. I ..... remember to get in touch with Mr Gonzales, I keep forgetting.

#### **4 Read the part of an interview and write if the statements are true (T) or false (F).**

Lots of people have pointed out the parallels between the two, I suppose the key difference is when you're selling online, it's much more like a mail order company rather than a retailer. You have to have warehouses with all the goods, and then you have to send those out in the post or by delivery, couriers and the difference when you're a retailer on the high street is that it's much more about having the right location and when people come into your shop, presenting the items in an attractive way that gets them to buy.

21. Selling online is similar to selling by mail order in many ways.
22. Warehouses are not essential when selling online.
23. Location is more important for online selling than for high street retailing.
24. High street retailers need to present goods attractively to get people to buy.

#### **5 Translate the sentences into English.**

25. Для возмещения полной стоимости, покупатели должны отправить товар обратно в оригинальной упаковке.
26. Цены на сайте идентичны ценам в магазине.
27. Наиболее важная вещь-это понимание того, что покупатели используют сайт по множеству разных причин.
28. Персонал магазина должен состоять из дружелюбных и хорошо квалифицированных людей.
29. Товары будут доставлены в течении 24 часов с момента заказа.
30. Если вам нужно больше информации вы можете обратиться в колл-центр.

## Unit Test 3

## Level A

### 1 Write the appropriate word or phrase from the box into the suitable gap.

competition	head office	market share	profit
subsidiary	capital investment		

1. The coal industry here is suffering from a lack of modern equipment and needs huge amounts of .....
2. We need to think carefully about all the options and make sure ..... is ready for the board meeting next week.
3. That's where they make most of the important decisions, of course. ....
4. It's really fierce in our business sector, but so far we've managed to stay ahead of .....
5. If we buy out our local competitor, ..... will increase to 16 %.
6. We've already got three in Europe, and we're opening a new ..... in Japan next month.
7. If we don't produce and sell more than 10,000 sets a year, we won't make any .....

### 2 Write the verbs in brackets in the correct tense (Present Simple or Continuous).

8. Sue ( work) on the new design at the moment.
9. British Airways flight BA 729 (leave) Geneva at 16.40.
10. Sorry, I (not understand).
11. It (weigh) 4kg with the packaging.
12. I ( taste) the soup to see if it needs more salt.
13. 'What you (do)?' 'I (try) to find a file.'
14. They (offer) a 20% discount for the duration of the trade fair.
15. He (not work) in Libya on a contract, he (work) in Belarus.

### 3 Re-order the words to make sentences.

16. your out much find as possible audience as about.
17. the years next planning where to expand are five in you?
18. industry for parts company our produces the car.
19. have at let's some a statistics look.
20. market the survey and they a research to US finance trips.

### 4 Match the two halves of these phrases.

21. First, I want to give you
22. Secondly, I'll talk
23. Finally, I want to look
24. I'll be pleased to answer
25. Thanks very much
  - a. about our new subsidiaries in Asia.
  - b. any questions at the end of my talk.
  - c. for listening to my talk.
  - d. at our future plans.
  - e. some basic information about our activities.

**5 Translate the sentences into English.**

26. Основная вещь – это понимание рынка, нужд покупателей.
27. Мы предлагаем конкурентоспособную зарплату.
28. Они делают все, чтобы сделать клиентов удовлетворенными.
29. Им следует производить более экологичные машины.
30. Высокая цена товаров стала причиной падения прибыли в прошлом году.



## Unit Test 3

## Level B

**1 What does each of these comments refer to? Write the appropriate word or phrase from the box next to the comment.**

competition / customer service / head office / investment plan  
market share / profit / share price / subsidiary / turnover / workforce

- 1 They do everything to make their clients satisfied, so I'm not surprised they are praised for it. \_\_\_\_\_
- 2 It's really fierce in our business sector, but so far we've managed to stay ahead of it. \_\_\_\_\_
- 3 If we buy out our local competitor, it will increase to 33%. \_\_\_\_\_
- 4 That's where they make most of the important decisions, of course.  
\_\_\_\_\_
- 5 It was particularly hard hit during the recession last year, when it fell to an all-time low of \$8.5. \_\_\_\_\_
- 6 Two thirds of it are women. \_\_\_\_\_
- 7 It increased by 5% to \$61 million last year, but unfortunately our profit figures are not so impressive. \_\_\_\_\_
- 8 We need to think carefully about all the options and make sure it's ready for the board meeting next week. \_\_\_\_\_
- 9 We've already got five in South America, and we're opening a new one in Mexico next month. \_\_\_\_\_
- 10 If we don't produce and sell more than 10,000 sets a year, we won't make any.  
\_\_\_\_\_

**2 Write the verbs in brackets in the correct tense (Present Simple or Continuous).**

1. Population (11) (mean) the number of people who live in a particular area. The population of the world (12) (not stay) the same. At the moment it (13) (grow) at an increasing rate. In fact, scientists (14) (believe) that the world population will increasing until 2200, and then stop growing. However, things are not the same in all parts of the world. At present in many Western industrial countries the population (15) (fall). This (16) (happen) because families are small, and health conditions are good. In developing countries, on the other hand, the population (17) (rise) sharply. Ghana, for example, most families (18) (have) several children. Many children in China (19) (die) from illness, so it is important to have lots of children. They earn money for the family and (20) (look after) their parents in old age.

**4 Complete the text with the words from the box.**

listen	summarise	strategy	aims	should
--------	-----------	----------	------	--------

Whenever you have to negotiate, you (21)\_\_\_\_\_ prepare carefully beforehand. It is important to let the other side know what you want, so you need to have very clear (22)\_\_\_\_\_. Of course, you should also (23)\_\_\_\_\_ carefully to the other side and ask questions if necessary. If the negotiation gets difficult, you may have to change your (24)\_\_\_\_\_. Finally, remember to (25)\_\_\_\_\_ often the points you agree on.

### **5 Translate the sentences into English.**

26. Главное здание или расположение крупной организации - это головной офис.

27. Они не сосредоточились на том, как увеличить долю рынка.

28. Мы являемся одним из крупнейших розничных продавцов мобильных телефонов в Европе.

29. В какие новые проекты вы вовлечены в настоящее время?

30. Компания может продолжить расти, но если только она разработает новые продукты.

## Unit Test 3

## Level C

### 1 Write the appropriate word or phrase from the box into the suitable gap.

head office / competition / share / profit / price / investment / workforce / turnover / subsidiary / service

1. Coca-Cola reported strong \_\_\_\_\_ in the latest quarter.
2. People today are attracted to discount stores because they don't want to pay full \_\_\_\_\_.
3. State industry employs almost one-third of China's urban \_\_\_\_\_ of 150 million.
4. The commercial services business unit had an annual \_\_\_\_\_ of 3.9 billion kronor.
5. A parent company in the UK will be legally responsible for the debts of its \_\_\_\_\_.
6. The company foresees improvement in profit this year through increasing its \_\_\_\_\_ of the California housing market.
7. Most of the important decisions are made by \_\_\_\_\_.
8. \_\_\_\_\_ between the two cable companies has driven down the price for program services.
9. For further information on product availability, contact Customer \_\_\_\_\_.
10. The Postal Service has made an extremely large \_\_\_\_\_ in automated technology.

### 2. Complete the text with present simple or present continuous forms of the verbs in brackets.

Hi Sam,

We (11) \_\_\_\_\_ (have) a fantastic time here in Beijing.

The conference itself (12) \_\_\_\_\_ (not start) until next Wednesday, so I (13)

\_\_\_\_\_ (take) the opportunity to learn some Chinese. In fact, I (14) \_\_\_\_\_ (attend) a conversation class every morning, and I think I (15) \_\_\_\_\_ (make) good progress.

Klaus and Ana (16) \_\_\_\_\_ (not stay) at the same hotel. We (17) \_\_\_\_\_

(see) each other at head office every afternoon. We (18) \_\_\_\_\_ (meet) a lot of interesting people there and (19) \_\_\_\_\_ (talk) about the future of our companies.

People here (20) \_\_\_\_\_ (like) to look ahead, and that's great.

Tomorrow afternoon, we (21) \_\_\_\_\_ (meet) Sarah Li to discuss our investment options. I (22) \_\_\_\_\_ (not think) it's going to be very easy, so I (23) \_\_\_\_\_ (need) to be prepared.

We (24) \_\_\_\_\_ (wish) you were here with us already. (25) \_\_\_\_\_ you \_\_\_\_\_ (arrive) next Thursday as planned?

Talk soon, Max

## **5 Translate the sentences into English.**

26. Сумма денег, получаемая компанией за определенный промежуток времени называется ее оборотом.

27. Чтобы успешно провести презентацию, вам необходимо представиться, использовать ясные цели.

28. Компания, которая более чем на 50% принадлежит материнской компании, называется дочерней.

29. Наша компания поддерживает местное сообщество, создавая рабочие места, и дает деньги на благотворительность.

30. Их продукты класса люкс завоевали много международных наград.

## Unit Test 4

## Level A

### 1 Complete the sentences with the phrases from the box.

win an award / enter a market / protect the environment / meet a need /  
reduce waste

1. Nokia develops mobile phones which really aim to ....., to satisfy consumer demand.
2. The clean technologies we have adopted will ..... by cutting the amount of fuel and dangerous chemicals we have to use.
3. Our new model is based on a brilliant idea, and I'm sure it will ..... for innovation.
4. In the past, our company threw away tons of used paper every year but now, thanks to selective recycling, we can ..... by almost 75%.
5. This new product will enable our company to ..... of 60 million consumers.

### 2 Supply the missing noun in each sentence.

status range gap breakthrough advantage

6. Scientists have made a major ..... in the treatment of cancer.
7. The product ..... includes finger wipes, shoe shine, shampoo, bath gels, shower caps, and sewing kits.
8. Slava took ..... of the opportunity to buy a good chip jacket.
9. However, most Orc tribes also include inferior Goblins of lower .....
10. Sales of gold from central banks were needed to fill the .....

### 3 Write the words in brackets in the correct tense.

11. Alexander Graham Bell (invent) the telephone.
12. 'you (read) the contract?' 'Yes, and I (send) it back to the legal department.'
13. He (work) on the report all day long.
14. During the 1990s computer scientists (try) to deal with the millennium bug.
15. I (meet) the president yesterday.
16. We (talk) about safety procedures when the fire alarm went off.
17. I (speak) to them an hour ago.
18. Ted Turner (launch) CNN in 1980.
19. The standard of living in Europe (go) up during the 1960s.
20. you (discuss) the problem at last week's meeting?

### 4 Complete the following phrases using the words in the box.

recap	item	favour	feel	purpose
-------	------	--------	------	---------

21. The ..... of this meeting is to discuss the launch of our new model.
22. Most of us are in ..... of May or June.
22. How do you ..... about this?
24. The next ..... on the agenda is promotion.
25. OK, let's ..... on the points we've covered so far.

### **5 Translate the sentences into English.**

26. Некоторые продукты разрабатывают в ответ на потребности потребителя.
27. eBay это вебсайт где люди покупают и продают товары по всему свету.
28. Почему Анна хочет запустить новые часы в декабре?
29. Есть дефицит на рынке на наши продукты.
30. Нет новых идей.

## Unit Test 4

## Level B

### 1 Match the words or word partnerships with their explanations.

the environment	discover by accident	an award
meet a need	to kill an idea	

1. something such as a prize or money given to someone to reward them for something they have done
2. the natural world that people, animals, and plants live in
3. to do something that someone wants, needs, or expects you to do or be as good as they need, expect
4. to find something in a way that is not planned or intended
5. to make a plan or a project stop operating or fail

### 2 Supply the missing noun in each sentence. The first letter is given.

6. People buy our office supplies because they raise their s\_\_\_\_\_. They give them a more upmarket image, in other words.
7. Senovo Pharmaceuticals say they are going to make a major b\_\_\_\_\_ in the treatment of cancer with a new drug developed in India.
8. We noticed that demand for this kind of camera was increasing all the time, so we just took a\_\_\_\_\_ of the opportunity and launched a much better model.
9. Our customers simply want more choice, so we have to extend our product r\_\_\_\_\_.
10. There is absolutely nothing like our new cleaning product available in shops. It really fills a g\_\_\_\_\_ in the market.

### 3 Complete each paragraph, using the verbs in the boxes.

The Bell story

have	say	begin	introduce
------	-----	-------	-----------

In 1985 Simon Bell .....(11) his computer business at the University of Southampton. In 1987 his company .....(12) the Z5000 machine which the magazine PC Journal .....(13) 'may become the next industry benchmark'. The following year he .....(14) an office in the United States and soon .....(15) offices in 28 countries.

amount	decide	employ	run
--------	--------	--------	-----

In 1989, Bell .....(16) public. By now the firm .....(17) 750 people and sales .....(18) to over \$159 million. Then two years later employees .....(19) to celebrate 1 April by hanging a giant inflatable banana outside company headquarters, the first of many publicity stunts. On another occasion the CEO .....(20) the London marathon.

setup	launch	total	offer
-------	--------	-------	-------

In 1992 Bell .....(21) free installation of applications software as a standard option and in 1993 .....(22) the low-priced Explorer PCs, one of the most highly praised systems in the industry. In 1996 Bell .....(23) an Internet computer store, through its website [www.bell.com](http://www.bell.com). Last year sales .....(24) more than \$10 million a day.

### **5 Translate the sentences into English.**

25. Исследования и разработки являются ключом к великим бизнес идеям.
26. Они смогли решить проблему, потому что рассмотрели ее с разных точек зрения.
27. Что следует делать компаниям, чтобы стимулировать новые идеи?
28. Олег искал способы добыть деньги для обучения в университете.
29. Нам нужно решить на какие торговые точки нам следует нацелиться.



## Unit Test 4

## Level C

### 1 Complete the sentences with the words or word partnerships from the box in appropriate form.

environment	a niche in the market	win an award
to meet demand	reduce	waste

1. After a while, I started writing again, even ..... for an environmental article in the High Country News.
2. It clearly concentrates the information in a commendable format and fills ..... .
3. We have tried to create a working ..... in which everyone can develop their skills.
4. Compaq are accelerating production in an attempt ..... .
5. Supermarkets can help promote healthy eating habits by ..... the amount of sugar and fat in their products.
6. Industrial ..... had leaked into the water supply.

### 2 Supply the missing noun in each sentence.

7. Now that he was a bank manager, he wanted a car that could raise his ..... .
8. A growing proportion of companies now expect to hire workers from abroad to fill the .....
9. I think this is Holsten trying to broaden its product ..... and that is not necessarily an incentive to purchase.
10. The Postal Service announced Tuesday it has made a significant ..... in getting machines to read handwriting.
11. The enemy could not fail to see his opportunity and take ..... of it.

### 3 Complete this text. Write the words in brackets in the correct tense.

Manuel Ayala (12) ..... (develop) the new drug LKJ in 1998 while he (13) ..... (do) some research at the university of Santiago. In the next two or three years, he (14) ..... (write) a lot of articles about it and (15) ..... (give) talks at conferences around the world. One day when Manuel (16) ..... (tour) Australia, the CEO of a large pharmaceutical company (17) ..... (invite) him to work at their laboratories in Melbourne. Manuel (18) ..... (explain) that he (19) ..... (work) on an exciting project in Santiago and that he (20) ..... (need) six months to see it through. In 2002, he (21) ..... (go) to Australia on his own.

4 Read the following passage and choose where to insert these sentences.

- a) Magazines such as Fortune and Business Week were all mocking him.
- b) But it is true that Jobs was still losing money. In the early 1990s he was going

bankrupt at an alarming rate.

c) Pixar Animation Inc. was also bleeding cash fast.

d) His two businesses, Next (a computer firm) and Pixar (a computer animation company), were rapidly going bankrupt.

Entrepreneurs can go through long periods of bad luck and fall on hard times.

Steve Jobs, the founder of Apple, is one of these people. Since enjoying tremendous success in the 1980s he spent 11 years of humiliating failure.

After he was sacked by Apple, he lost millions of dollars by selling his shares at the wrong time. ....(22). Next had spent \$180 million of its shareholders' money and had nothing to show for it. ....(23).

For five years, the criticism from the business press was universal and deafening.

....(24). Then a writer called Randall Stross published a book called Steve Jobs and the Next Big Thing which accused him, among other things, of fostering false optimism on successes that didn't exist and having no financial know-how. It was a humiliating attack. ....(25). By 1995 he had lost \$200m out of a fortune of \$300m.

Now all that is behind him. Pixar now makes animated movies in partnership with Disney. Toy Story was the third-highest earning animation of all time and the launch of the iMac was a huge success. We haven't heard the last of Mr Jobs.

## **5 Translate the sentences into English.**

26. Большинство лучших идей изобретается (отрывается) случайно.

27. Мозговой штурм это техника чтобы помочь людям породить (генерировать) много идей.

28. Сотни людей толпились в демонстрационном зале, чтобы любоваться новыми моделями спортивных машин.

29. Эта инициатива является ключом к долгосрочной конкурентоспособности на одном из самых больших потребительских рынков.

30. Из-за низких цен их журнал пользовался большим спросом среди компаний, нуждающихся в рекламном месте.

## Unit Test 5

## Level A

### 1 Complete the sentences with the verbs from the box.

have	do	do	make	keep	spend
------	----	----	------	------	-------

1. The basic responsibility is to ..... our children safe.
2. He used to ..... karate when he was in college.
3. We'll have to ..... the night in a hotel.
4. I wanted to ..... my own research.
5. He loved to have an audience, to have customers to ..... presentations to, and to close the deal.
6. What can people do to ..... a good work-life balance?

### 2 Supply the missing word in each sentence.

equipment	lifestyle	workaholics	workload	flexitime	deadline
-----------	-----------	-------------	----------	-----------	----------

7. Working under pressure to meet a ..... had a motivating effect.
8. .... is a system in which people can change the times at which they start and finish each day.
9. You really need to think about leading a healthier ..... .
10. We hired another secretary to handle the increased ..... .
11. Selling is a career that seems to attract ..... .
12. A large number of employees are suffering from poor ventilation and badly designed furniture and ..... .

### 3 Choose between the past simple and present perfect.

Stella McCartney, Paul McCartney's daughter, joined / has joined (13) the troubled Paris fashion house Chloe barely a year ago. It took / has taken (14) her just one year to reverse its fortunes. Previously Chloe was / has been (15) virtually invisible as a major force in the world of fashion. But almost single-handedly she transformed/ has transformed (16) Chloe into the most talked about fashion brand in the world. She increased / has increased (17) sales fivefold. Paris didn't see / hasn't seen (18) anything like it since the young Yves St Laurent took / has taken (19) the city by storm 30 years ago.

When she was / has been (20) appointed it was / has been (21) clear she knew/ has known (22) what she had /has had (23) to do. 'I want to bridge the gap between the consumer and the press. At the moment fashion is just sort of stuck in the middle.' So far, Stella stuck / has stuck (24) to her philosophy of avoiding outrageous and uncommercial catwalk creations. She kept / has kept (25) to the simple philosophy of designing clothes that she or her friends would want to wear. As her best friends

are Kate Moss, Naomi Campbell and Yasmin Le Bon, it also brings her big publicity.

#### **4 Translate the sentences into English.**

26. Моральное состояние персонала низкое.
27. Тихая и спокойная музыка помогает справиться со стрессом.
28. Он работает консультантом по стрессу с 2011.
29. Вам нравится работать под давлением?
30. Занятия спортом помогают избежать стресса.

## Unit Test 5

## Level B

### 1 Complete the sentences with the verbs from the box.

do / do / make / keep / spend

1. The problem is, I still have to ..... a lot of research for my paper.
2. My boyfriend suggests that I should ..... judo or karate to relax.
3. I just wish I could ..... a few days in the countryside.
4. I'm already under stress because I have to ..... a presentation at our next sales conference.
5. One thing I really want to do is to ..... my evenings free.

### 2 Supply the missing word in each sentence. The first letter is given.

6. Ana's always last to leave the office and never talks about anything but work. Her colleagues says she's become a w\_\_\_\_\_.
7. Jim missed yesterday's d\_\_\_\_\_ for submitting his sales report. His boss is furious!
8. Since our department has introduced f\_\_\_\_\_, we feel we have more control over our working hours. Why should we all work from nine to five every day?
9. In addition to our usual duties, we now have to deal with all the admin work, so we have a very heavy w\_\_\_\_\_. A part-time assistant would really ease it.
10. A good number of highly-paid executives give up their stressful job to adopt a simpler, healthier l\_\_\_\_\_.

### 3 Complete this dialogue. Write the verbs in brackets in the correct tense.

A: How frustrating! I (11) ..... (try) to call Lea all week and I just can't get through.

B: I can't believe nobody (12) ..... (tell) you yet! She (13) ..... (leave) our department ten days ago. She's no longer in Tunis.

A: Really? Why (14) ..... she ..... (leave)? I thought she (15) ..... (be) happy here.

B: Well, yes and no. She told me she (16) ..... (like) the team but she (17) ..... (not get on) with our new manager.

A: I'm not surprised! (18) ..... she ..... (say) anything else?

B: Before leaving, she applied for the post of Deputy Sales Manager at our head office in Cairo. Then she (19) ..... (have) a phone interview and she got the job immediately.

A: Great! I'll miss her, but I'm glad she's got a better job. Have you talked to her recently?

B: No, she (20) ..... (not be) in touch since she left. She must be very busy.

A: Sure. Anyway, give her my regards next time you talk to her, will you?

#### **4 Write the extra incorrect word in each phrase.**

21. For me, that's be out of the question. \_\_\_\_\_

22. OK, but on the other one hand, it will make some people unhappy. \_\_\_\_\_

23. I'm not sure I'm agree. \_\_\_\_\_

24. Why don't we to send out a questionnaire? \_\_\_\_\_

25. I feel it that we have to consider the cost. \_\_\_\_\_

#### **5 Translate the sentences into English.**

26. Наш офис переполнен.

27. Она в депрессии, так как она боится потерять работу.

28. Она контролирует сотрудников 11 лет.

29. Ты предпочитаешь медленный или быстрый темп жизни?

30. Тихая и спокойная музыка помогает справиться со стрессом.

## Unit Test 5

## Level C

### 1 Complete the sentences with the verbs from the box in appropriate form.

do	do	make	keep	spend
----	----	------	------	-------

1. There was one woman who presented a story about how nervous she felt ..... a presentation to the board.
2. I prefer ..... sports than watching them.
3. There are many ways in which we can ..... time in recreation, re-charging our batteries.
4. Sending students to the library to ..... research reports on two possible careers simply is not adequate.
5. Please stay in your seats and ..... calm.

### 2 Supply the missing word in each sentence.

6. The manager predicts variations in ..... for the off-duty period.
7. The group members used ..... without clocks and effectively policed their own team discipline.
8. Delegates had set a November ..... for completing the negotiations in Geneva, which began in January 2014.
9. Steve's doing a sixty-hour week at the moment - I never realized he could be such a .....
10. Undetected by their clothed neighbors, Michelle and her husband live a nudist ..... inside the walls of their own home.

### 3 Complete these announcements, read out a radio programme called **Business in Action**. Complete each one, using these verbs in either the past simple or the present perfect.

agree	buy	give	issue	slump
-------	-----	------	-------	-------

In a gigantic deal, BRITISH AMERICAN TOBACCO, the world's second-largest international cigarette maker, ..... (11) to take over ROTHMANS (the fourth-largest) for \$8.7 billion.

Shares in MARKS AND SPENCER, Britain's biggest retailer ..... (12) by more than 10% in the last 24 hours after the firm ..... (13) a profits warning.

Europe's postal market is becoming increasingly competitive. Only weeks after the British government ..... (14) the state-controlled POST OFFICE greater commercial freedom, it ..... (15) Germany's third-largest private carrier. GERMAN PARCEL has a big distribution network and a large stake in GENERAL PARCEL, which operates Europe-wide.

**4 Supply the missing word in these sentences, which are all in the past simple or the present perfect.**

16. .... Nichipar found a less stressful job yet?
17. .... you see your stress counsellor yesterday?
18. They .... n't said anything to the manager.
19. Tim and Kemal .... n't resign – they were made redundant.
20. .... you ever worked in Accounts?

**5 Match the problems (21-25) with the suggestions (a-e).**

- a) -We could make sure they don't have to work overtime more than once a week.
- b) – Well, I suggest you take it home with you and finish it over the weekend, then.
- c) – Shall we call a meeting to discuss the problem, so we can look for ways of making them less strict?
- d) – What about asking your boss to stop putting them up?
- e) – Well, I think we should make it absolutely clear to everyone that only mobiles may be used for private conversations.

21. – I can't meet my sales targets.
22. – Everybody complains about the tight deadlines.
23. – I'm afraid I can't finish this report by Friday.
24. – Many of us need to make a personal call sometimes.
25. – Our admin staff all say they can't balance their work and home lives.

**6 Translate the sentences into English.**

26. Мы могли бы предложить персоналу бесплатный медицинский осмотр каждый год.
27. Женщины преуспевают лучше в делании многих вещей одновременно.
28. Она была успешным, высокооплачиваемым консультантом по рыночным исследованиям, которая иногда работала до 10 вечера.
29. Никому из нас не нравится работать в офисе с открытой планировкой.
30. Все эти увольнения означают, что меньшему количеству людей приходится делать больше работы.



## Unit Test 6

## Level A

### 1 Complete the sentences with the words from the box.

charged	bill	menu	exclusive	service	tip	book
convenient	cosy	delicious				

1. Is there any fish on the .....
2. The restaurant ..... us £40 for the wine.
3. The nightclub was dark and ..... and filled with beautiful people.
4. The ..... was terrible and so was the food.
5. I'd like to talk to the manager - can you suggest a ..... time?
6. We've just had a huge telephone .....
7. The bar is warm and ....., with an open fire and oak beams.
8. You need to ..... well in advance for Christmas.
9. Thank you, that was a ..... meal.
10. Did you leave a .....

### 2 Complete the sentences with the words from the box.

set back	look after	turn up	looking forward to	put off
looked around	took out	took part	took up	turned down

11. My coming summer holiday started on the same day as my cousin's, and I was much ..... it.
12. He had to ..... his visitors.
13. Alan put down his newspaper and ....., "What was that noise?"
14. The match has been ..... until tomorrow because of bad weather.
15. Illness had ..... me ..... a couple of weeks.
16. He ..... me ..... on Friday night to a lovely restaurant.
17. Roger ..... painting ..... for a while, but soon lost interest.
18. Nearly 500 teams ..... in the competition.
19. They offered her the job but she ..... it .....
20. You can't just ..... and expect a meal.

### 3 Match each phrase (21–24) to the correct response (a–d).

21. Would you like me to show you round?
22. Marco, have you met Max Reger?
23. How are things?
24. Can I get you a drink?

- a Oh yes, I've never been here before.  
b No. Hello, Max. Nice to meet you.

- c Yes, please. I'll have an orange juice.
- d Very good, thank you. It's really busy at the moment.

#### **4 Translate the sentences into English.**

- 25. Фирмы развлечений всегда ищут новые идеи.
- 26. 30-ти минутный полет на реактивном самолете стоит 1000 долларов.
- 27. Вы бы хотели поужинать с нами завтра вечером?
- 28. Конференция пройдет в декабре.
- 29. Нам следует обсудить, как компания может улучшить свои продукты и услуги.

## Unit Test 6

## Level B

### 1 Complete sentences 1–5 with answers a, b or c.

1. If you want to go to the Astoria, remember to \_\_\_\_\_ a table in advance.  
a) book      b) check      c) order
2. In many countries, it is usual to leave a \_\_\_\_\_ if you are satisfied with the service.  
a) pound      b) note      c) tip
3. It's getting late. Shall we ask for the \_\_\_\_\_?  
a) course      b) bill      c) card
4. Let's ask the waiter if they have a \_\_\_\_\_ in Spanish for our guests.  
a) menu      b) recipe      c) check
5. The Palace restaurant is famous for its friendly and efficient \_\_\_\_\_.  
a) starter      b) prices      c) service

### 2 Complete the words with the missing vowels (a, e, i, o, u).

6. It's a rather \_\_\_\_\_ restaurant, so be prepared to spend a lot of money!
7. The Peking Inn is in a very \_\_\_\_\_ location – just five minutes from the office.
8. They say it's got a \_\_\_\_\_, welcoming atmosphere.
9. Il Vesuvio is great, and they charge \_\_\_\_\_ very reasonable prices.
10. The food they serve at Frère Jacques is absolutely \_\_\_\_\_.

### 3 Complete each conversation excerpt with a multi-word verb from the box.

look after /look around /look forward to /put off /set back /take out take part in /take up / turn down /turn up
---

11. A: I'm sure our guests would love to \_\_\_\_\_ the old town before they leave.  
B: Yes. Let's ask Ben to show them some of the sights.
12. C: So, why did you \_\_\_\_\_ their offer, then?  
D: Well, the schedule was absolutely horrible.
13. E: I \_\_\_\_\_ seeing the new head office.  
F: Me too. They say it's in a superb location.
14. A: Do you think we should \_\_\_\_\_ their offer?  
B: Yes, we've got to accept. The conditions are really good.
15. C: Who will \_\_\_\_\_ our guests from Venezuela?  
D: Karen, as usual. She loves taking care of visitors.
16. E: Franz didn't \_\_\_\_\_ the discussion.

- F: No. I noticed that he didn't want to get involved.
17. A: I think February is too early for our trade fair.  
B: I agree. Why don't we \_\_\_\_\_ it \_\_\_\_\_ until May?
18. C: Our visitors have nothing to do this evening.  
D: I think we should \_\_\_\_\_ them \_\_\_\_\_ .
19. E: We'll have problems because some people always arrive unexpectedly.  
F: How many extra participants do you think might \_\_\_\_\_, then?
20. A: That was an expensive party, wasn't it?  
B: It certainly was. It \_\_\_\_\_ us \_\_\_\_\_ \$5,000!

**4 Put the lines of this conversation in the correct order (a-e).**

21. \_\_\_\_\_ 22. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_ 25. \_\_\_\_\_

- Hi, I'm Joaquim.

a. - Absolutely! I'll get in touch when we can confirm the dates of the event, OK?

b.- Yes, it is. It's very lively. Well, maybe you could come to our next trade fair there. It's in May.

c.- Hello, Joaquim. Pleased to meet you. I'm Leila from the Cairo office.

d.- Mm, I'd love to. And it would be great if we had a stand at the fair, don't you think?

e.- Oh, Cairo! I've never been to Egypt, but I hear Cairo is a fascinating city.

- Thanks, that's great! I'll look forward to that.

**5 Translate the sentences into English.**

26. Многие компании тратят много денег на корпоративное развлечение зарубежных бизнесменов.

27. Место проведения должно быть на разумном расстоянии от международного аэропорта.

28. Это ключевое событие для компании и оно повлияет на наш имидж.

29. Вы не против, если я возьму одну из ваших брошюр?

30. Вы бы хотели, чтобы я показал вам все вокруг?

## Unit Test 6

## Level C

### 1 Complete the text with the words from the box.

dish sparkling menu bill tip jugs vegetables plate herbs portions
---

Restaurants: Be sure to notice if the service charge is included. (1) ..... should only be given for service rendered. Italians usually leave a very few Euros, just the loose change from the (2) ....., as a tip for extra service. The (3) ..... should be posted outside the restaurant stating the service charge. The standard drink is wine and mineral water ((4) ..... or regular). The “table wines” in Italy are superb. They are often served in (5) ....., Both lunch and dinner usually consist of several courses; the pasta course takes the place of a soup course, not a main dish. Many times, they will just serve the dish when it comes out of the kitchen – so you may get your entrees at different times. Remember that (6) ....., including potatoes, are rarely included with a (7) ....., they are a separate order called 'contorni' and will come on a separate (8) ....., (9) ..... are often large because they are intended to be part of a meal with many courses nor are the flavours necessarily the same as Italians make good use of (10) ..... and other flavourings such as truffles.

### 2 Complete the words with the given first letter.

11. When she went home to tea with them she ate d..... food.
12. Small shops c..... much higher prices for the same products.
13. We can no longer be the e..... tourist attraction.
14. Credit cards are probably the most c..... way of paying for concert tickets.
15. Most people like some form of bedside lighting - either for reading in bed or simply to create a c..... atmosphere.

### 3 Match a word from A and B and complete the sentences. Put verbs in appropriate form.

A	B
look take turn set put	off up part after out back up round down forward to

16. I'd almost given up hope of finding a house I liked, and then suddenly this one ..... .
17. I'm leaving you here to ..... the business until I get back.
18. The speaker finished her speech and ..... to see if there were any questions.
19. I .....going to the doctor but I wish I hadn't.
20. Environmental experts said the move would .....further research.

21. Before ..... a loan ....., calculate your monthly outgoings.
22. She was asked to ..... in a TV debate on drugs.
23. I'm not going to ..... an invitation to go to New York!
24. He ..... the end of his shift.
25. Peter will ..... the management of the finance department.

### **5 Translate the sentences into English.**

26. В корпоративном развлечении самая важная вещь – работать с целью клиентов.
27. Они предлагают своим клиентам опыт который они вряд ли забудут.
28. Поразить воображение корпоративных клиентов стоит дорого.
29. Это важное событие и отдел маркетинга должен спланировать его тщательно.
30. Победитель соревнования получает шанс переехать автомобиль танком.

## Unit Test 7

## Level A

### 1 Match a expressions from the table and complete sentences 1–10.

market segment   consumer goods   advertising budget   product range  
advertising campaign   customer profile   consumer behaviour   product  
lifecycle   advertising agency   market share

1. .... is an organization's spending plan for advertising during a particular period of time.
2. Our strategy through the year was to maintain .... and control costs.
3. .... is a group of customers that share similar characteristics, such as age, income, interests, and social class.
4. .... goods bought by people for their own use, rather than by businesses and organizations
5. .... is an organization's programme of advertising activities over a particular period of time with specific aims, for example to increase sales of a product.
6. .... a description of the typical customer likely to be interested in a particular product
7. This week our department is carrying out research on .....
8. .... management is the management of the work needed to get the most profit from a product during the time when it is being sold .
9. .... a set of similar products made by a particular company or available in a particular shop.
10. .... is a business that gives advice to companies about how they should advertise their products, and produces advertisements for them.

### 2 Re-order the words to make questions.

11. the account take packaging you into do? \_\_\_\_\_
12. this bottles of how did you buy many water week?  
\_\_\_\_\_
13. much advertising do how on spend you ? \_\_\_\_\_
14. does endorsement mean what ? \_\_\_\_\_
15. strengths and are company's weaknesses what your ?  
\_\_\_\_\_
16. range did extend product their they when ? \_\_\_\_\_
17. is team leading sales who your ? \_\_\_\_\_

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

Would you like them to do the marketing? / Could you give me a few details? / Did

you say 5%? / Have you finished your report? / Why? / How about our market share? / How are things? / What do you think of 'Eureka!'?

Hi, Vladi. Raul here. (18) \_\_\_\_\_

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

A: (19) \_\_\_\_\_

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

A: Excellent. (20) \_\_\_\_\_

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

A: That sounds good. (21) \_\_\_\_\_

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

A: Sorry, I didn't catch that. (22) \_\_\_\_\_

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

A: That would be great. By the way, there's something else I wanted to ask you. (23) \_\_\_\_\_

B: Oh, the new advertising agency. I think they're really good. (24) \_\_\_\_\_

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

B: Right. (25) \_\_\_\_\_

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

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

#### 4 Translate the sentences into English.

26. К какой возрастной группе вы принадлежите?

27. На нашем сайте вы можете посмотреть наш ассортимент.

28. Цена это стоимость для покупателя товаров и услуг.

29. Мы только что совершили очень успешный запуск продукта.

30. Их рекламное агентство консультирует компании по вопросам рекламы.



## Unit Test 7

## Level B

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

A advertising / consumer / market / product / sales	B goods / figures / budget / campaign / forecast / launch / lifecycle / profile / research / segment
---	---

1. Rising incomes have brought higher demand for cars and other western \_\_\_\_\_.
2. The traditional approach to \_\_\_\_\_ management has failed many companies.
3. The shipping company announced the £360 million \_\_\_\_\_ of its industrial services division next year.
4. The telecommunications company \_\_\_\_\_ raised to 216 million pesos.
5. The company ran an \_\_\_\_\_ for its drink products that was targeted at teenagers.
6. \_\_\_\_\_ showed very good potential for marketing the magazine to executives in the age range 25–35.
7. A \_\_\_\_\_ is simply a description of a typical customer.
8. The introduction of a product to the market is called the \_\_\_\_\_.
9. A \_\_\_\_\_ is a group of customers of similar age and income level.
10. I don't think cutting our \_\_\_\_\_ by half is a good idea. Our campaigns are highly successful and always generate huge profits in the long term.

**2 Complete each question with an appropriate word.**

- 11 \_\_\_\_\_ your market share increase last year?
- 12 \_\_\_\_\_ kind of products do footballers endorse?
- 13 \_\_\_\_\_ they doing any market research at the moment?
- 14 \_\_\_\_\_ of these two products is more successful?
- 15 \_\_\_\_\_ you met our new manager?
- 16 \_\_\_\_\_ often do you launch a new product?
- 17 \_\_\_\_\_ Kaori phoned recently?

**3 Find a word which should not be there in lines and write it in the space. If the line is correct tick (✓) it.**

Miranda, what is the key to successful marketing? 18. ....  
 Well, the key to successful marketing involves a many different 19. ....  
 things. Most people would say successful marketing is just because 20. ....  
 a good creative campaign. Some people plant would go further 21. ....  
 than that and say it involves many good marketing communications, 22.....  
 reaching the right people, clear opportunity marketing messages, and 23. ....  
 working well with sales teams to had get the right sales channels. 24. ....  
 But the most common mistake of marketing is just two words: customer 25. ....  
 orientation. What does that actually instead mean though?

#### **4 Translate the sentences into English.**

26. Мы ожидаем выдающееся достижение в промышленности.
27. Почему бренды ищут новые пути привлечения клиентов?
28. Продвижение это информирование потребителей о продуктах и убеждение их покупать их.
29. Ваш менеджер понимает, как компания зарабатывает деньги?
30. Мы выполнили план продаж и увеличили долю рынка на два процента.

## Unit Test 7

## Level C

**1 Fill in this questionnaire by writing the correct question forms.**

0 NAME	What is your name?	Peter Lysovsky.
1 STATUS	..... you single or married?	I'm separated.
2 ADDRESS	..... do you live?	In Borisov.
3 AGE	..... are you?	27
4 OCCUPATION	..... do you do for a living?	I'm an engineer.
5 LENGTH OF SERVICE	..... have you been working for your present employer?	Three years.
6 SALARY	..... do you earn?	4 000 000 a month.
7 FOREIGN TRAVEL	..... do you go abroad?	Three times a year, mostly to Sweden.
8 ENGLISH AT WORK	..... did you last have to make a presentation in English?	Last week at a meeting in Minsk.
9 REASON FOR LANGUAGE TRAINING	..... do you need training in foreign languages?	To speak with my colleagues and customers abroad.
10 LANGUAGE ABILITY	..... of the words describes your ability in English: beginner, intermediate or advanced?	Advanced, I hope!

**2 Match a word from A and B and complete sentences 1–10. Use each word from A once, twice or three times.**

A advertising / consumer / market / product / sales	B targets / profiles / budget / agency campaign / forecast / behaviour / lifecycle / profiles / share / segment
--	--

11. Faced with decreasing ..... and falling profits, the firm laid off workers.
12. How can a manufacturer target his products successfully on his chosen .....
13. We have more than one asset-allocation model for different .....
14. He is planning director at the ..... J. Walter Thompson.
15. Procter and Gamble spends nearly 90% of its ..... on TV commercials.
16. The ..... is the length of time people continue to buy a particular product.
17. I'm afraid I can only make a pessimistic ..... for February and March.
18. Our representatives are under a lot of pressure to meet their .....
19. Family and friends are a major factor in ..... . They really influence what people buy, where and how.

20. Our company has established its brand name through a multi-million multi-media ..... .

**3 Find a word which should not be there in lines and write it in the space. If the line is correct tick (✓) it.**

I think the most unsuccessful recent campaign for me was the one	21.....
where an electrical goods fully manufacturer tried to roll out a very	22.....
simple sales promotion. Initially if you should bought any electrical	23.....
appliance over a certain value you were promised meaning free flights	24.....
with every purchase reasonable. Now although initially this campaign.....	25.....

**4 Translate the sentences into English.**

26. Для продвижения наших товаров мы можем использовать приглашение знаменитости.

27. Компания пытается получить большую прибыль в этом году, увеличивая свою долю на национальном рынке.

28. Есть ли у вас понимание перспектив (возможностей) и угроз которым противостоит компания?

29. Маркетологу следует группировать потребителей и понять какая группа самая привлекательная для вашей компании.

30. Исследование рынка показывает информацию о том, что хотят и в чем нуждаются клиенты.

## Unit Test 8

## Level A

### 1 Match the definition with the words in the box.

1. a date or time by which you have to do or to complete something
2. a plan of what someone is going to do and when they are going to do it
3. a detailed plan made by an organization or a government of how much it will receive as income over a particular period of time, and how much it will spend, what it will spend the money on etc
4. to calculate what you think the value, size, amount etc of something is or will probably be
5. the money that a business or an individual must regularly spend
6. to make a statement saying what is likely to happen in the future, based on information that is available now
7. a choice between two or more possible things, for example products
8. study of a subject to find out new things about it or to test new ideas, products etc

option   research   schedule  
estimate   deadline  
forecast costs   budget

### 2 Complete the conversation with the sentences from the box.

<p>Kati: Ana? Ana: .....<i>Yes, speaking.</i> .....</p> <p>Kati: Hi. I'm phoning about our visitors from Stockholm. I'm afraid they've changed their plans. Ana:.....(9)</p> <p>Kati: Yes, they are. But they're arriving on Thursday, not on Wednesday as they originally planned. Ana: .....(10)</p> <p>Kati: Well, I think they're going to be very busy all day Thursday. You know the Performance Evaluations and all that. They could see you after that, but I'm sure Friday morning would be better. Would 10 o'clock be convenient for you? Ana:.....(11)</p> <p>Kati: How about earlier, say 8.30? Ana:.....(12)</p> <p>Kati: Fine. I'll confirm the appointment as soon as possible. Ana:.....(13)</p>	<p>a) I see. So what about our meeting?</p> <p>b) All right. Let's make it at 8 o'clock, just to be on the safe side.</p> <p>c) Well, I'm seeing an important client at 10.15. I can't change that, I'm afraid.</p> <p>d) Thanks, Kati. That's great.</p> <p>e) Yes. Speaking.</p> <p>f) You mean, they're not coming next week?</p>
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### 3 Use the appropriate tense referring to the future.

14. Within five years we ( plan) to open a new subsidiary.
15. I think we (set) a deadline tomorrow.

16. It 's getting dark, I (turn ) on the light.
17. We ( visit) our suppliers next week.
18. Sally ( hope) to get a bonus at the end of the year.
19. They hope Gleb (become ) the CIO one day.
20. The manager considers that delays in construction (increase) costs significantly.

#### **4 Re-order the words to make sentences.**

21. Brazil expand hoping in they're to \_\_\_\_\_
22. not a bonus expecting get good is she to \_\_\_\_\_
23. attract foreign we investment like more to would \_\_\_\_\_
24. a Bangalore in open planning subsidiary to we're \_\_\_\_\_
25. are going launch when model this to you ? \_\_\_\_\_

#### **5 Translate the sentences into English.**

26. Они перерасходовали бюджет на 15 процентов.
27. Что Вы продумываете, когда Вы планируете свой отпуск?
28. Питер написал отчёт для совета директоров на прошлой неделе.
29. Люди, которые рассчитывают вложить деньги в ваш бизнес, должны посмотреть ваш бизнес-план.
30. Икея планируют инвестировать 40 миллионов евро в центр розничной торговли.

## Unit Test 8

## Level B

### 1 Match a word or phrase from A and B and complete sentences 1–10.

A	B
collect / consider / do / estimate / forecast / keep within / meet / rearrange	costs / information / our budget / sales / some research / options / the schedule / the deadline

1. The bank's chief economist \_\_\_\_\_ about the fall of interest rates.
2. They \_\_\_\_\_ of €340 000 this year.
3. Mr O'Reilly \_\_\_\_\_ to buy shares of stock or to invest money in new production facilities.
4. Jim wants to \_\_\_\_\_ into the factors that influence consumer behaviour.
5. It's difficult to \_\_\_\_\_ accurately when your suppliers increase their prices without warning.
6. It will be impossible to \_\_\_\_\_ of June 20 now that the project manager is ill. Everything will have to be put off until next month.
7. The project was successful, except that we didn't \_\_\_\_\_. We overspent by about 5%.
8. Our visitors are arriving two hours later than planned, so let's \_\_\_\_\_ immediately.

### 2 Match the statements on the left with the appropriate request for clarification on the right.

9. A: We forecast an increase in sales.
  10. A: I don't think I can finish my report by Wednesday.
  11. A: Unfortunately, they did not estimate the costs properly.
  12. A: I hope Peterson will attend the board meeting.
  13. A: They're not expecting to move into their new offices until January.
  14. A: It seems that there's going to be a slight delay.
- a) B: You mean, it was a lot more expensive?  
b) B: So what you're saying is that they are not sticking to their plan.  
c) B: What exactly do you mean by 'slight delay'?  
d) B: Are you saying that business is picking up, then?  
e) B: You mean, you're not completely sure he'll come?  
f) B: So what you're saying is that you won't be able to meet the deadline.

### 3 Use the appropriate tense referring to the future.

15. I hope he (arrange) a meeting with BCA's sales manager.
16. The London train (arrive) at 6:35 pm.
17. The Ontario Court (go) to extend the deadline for filing its restructuring plan.
18. The value of the deal (be) estimated next week.
19. Jean (go) to write the next quarterly sales report.

**4 In each sentence, one word is missing. Re-write each sentence with the correct word in the right place.**

20. Analysts say the economy will better next year.

\_\_\_\_\_

21. They want relaunch their video camera.

\_\_\_\_\_

22. We look forward seeing you soon.

\_\_\_\_\_

23. We going to visit our suppliers next week.

\_\_\_\_\_

24. I help you write the report if you like.

\_\_\_\_\_

25. The rising costs of land and labour have weakened the ship repair business Singapore. \_\_\_\_\_

**5 Translate the sentences into English.**

26. Кто ответственный за обеспечение выполнения плана в вашем отделе?

27. Мы не назначили встречу с отделом финансов еще, чтобы обсудить проект.

28. Они должны передвинуть крайний срок из-за международной конференции.

20. Выбирайте структуру для вашего бизнеса очень тщательно, и не изобретайте снова колесо.

30. Сельское хозяйство в этом регионе предоставляет работу половине рабочей силы.



## Unit Test 8

## Level C

**1 Match a word or phrase from A and B and complete sentences 1–10 and use the appropriate tense.**

<b>A</b> collect / consider / prepare / estimate / forecast / keep within / do / arrange	<b>B</b> costs / information / deadlines / a budget / sales / research / the options / the schedule / deadline
--	---

1. What we need to do is \_\_\_\_\_ about the buying habits of the people who live in that area.
2. The successful applicant must have the ability to \_\_\_\_\_.
3. He was known as a demanding boss who \_\_\_\_\_ tight \_\_\_\_\_.
4. We are running several weeks behind the plan so we need \_\_\_\_\_.
5. First, let's \_\_\_\_\_ that we have for the launch date: it could be late spring, or early autumn, or next year.
6. The company \_\_\_\_\_ to bring out its new product in March.
7. Each year business managers \_\_\_\_\_ and suggest a series of financial targets.
8. Officials \_\_\_\_\_ of the supply every year and since the beginning of 2011 they have exceeded demand by £7.5 billion.
9. Our advertising campaign is producing good results, and we \_\_\_\_\_ of at least \$150,000 in the next quarter.
10. What sets us apart from the rest of the industry is that we \_\_\_\_\_ on our products to prove our claims.

**2 Use the appropriate tense referring to the future.**

11. I believe he (implement) that plan with rather small budget.
12. I'm sure that financially troubled company (meet) tomorrow's deadline for filing its annual report.
13. The Danish government (present) the budget which would reduce the national deficit on Monday.
14. The company probably (bring) in skilled workers from abroad at high cost.
15. We hope the training schedule (prepared) by April 5.

**3 Complete this text with the correct prepositions.**

I find it very hard working with Andy. He just doesn't communicate (16) \_\_\_\_\_ people. He does his own job well enough, but he never talks (17) \_\_\_\_\_ what

he's doing or what he's done. It makes it very difficult to deal (18) \_\_\_\_\_ problems. Sometimes I try to discuss problems with him, but he doesn't respond (19) \_\_\_\_\_ my concerns. He leaves everything to me. For example, yesterday, a customer file was missing. I asked him if he'd seen it and he said 'no'. But then I found it on his desk. And he never apologised (20) \_\_\_\_\_ me!

**4 Write the questions that lead to each answer below. Use the question words given.**

21. Which \_\_\_\_\_?  
I prefer the first option.
22. Who \_\_\_\_\_?  
Jane Moorcroft is the CEO of Binhams plc.
23. Where \_\_\_\_\_?  
We held the meeting in London last year.
24. Why \_\_\_\_\_?  
I've decided to resign because of stress.
25. How much \_\_\_\_\_?  
The new model costs \$144.

**5 Translate the sentences into English.**

26. Эта структура поведет вас логически через все виды деятельности, которые вам надо сделать.
27. Ваш рабочий бизнес-план это шаблон для любого плана, который вы могли бы подготовить для внешнего инвестора.
28. Люди, которые рассчитывают вложить деньги в ваш бизнес, должны посмотреть ваш бизнес-план.
29. Им надо сосредоточиться на качестве, если они хотят конкурировать в своей отрасли.
30. Чтобы развить экономику они должны привлечь инвесторов и квалифицированную рабочую силу.
31. Ожидай самое лучшее, планируй относительно худшего, и готовься быть удивленным.

## Unit Test 9

## Level A

### 1 Complete each sentence with a verb from the box.

believe	deal	delegate	invest	respond
---------	------	----------	--------	---------

1. We \_\_\_\_\_ a lot in training courses for our employees. We know it's money well spent.
2. Our new manager can \_\_\_\_\_ with problems very effectively.
3. Don't try to do everything on your own. You should \_\_\_\_\_ tasks to your assistant more often.
4. Our previous manager didn't even try to \_\_\_\_\_ to our concerns.
5. When your employees feel that you \_\_\_\_\_ in their abilities, they often start to perform better.

### 2 Complete each sentence with a preposition from the box.

for	on	to	with	to
-----	----	----	------	----

6. They managed to agree ..... a date for the wedding.
7. Your story doesn't agree ..... what the police told us.
8. I think you should apologize ..... your brother.
9. Claudia spent a long time talking ..... him.
10. Gallacher continued to argue ..... the referee throughout the game.

### 3 Re-order the words to make reported statements and questions.

- 11 . do him I it to told \_\_\_\_\_
- 12 . were said they she wrong \_\_\_\_\_
- 13 . asked he members team the were who \_\_\_\_\_
14. invoice manager me not pay the the to told \_\_\_\_\_  
asked finish meeting she the time what would \_\_\_\_\_

### 4 Report what people said.

16. The manager asked: "Are you heavy with orders, Mr Blake?"
17. "Stay with me until the mother comes." said little Polly.
18. Smolin asked: "Can I get to Kobryn by car?"
19. He said: "I don't know how to cook an omelette."
20. "I will go sightseeing tomorrow." said Helen.

### 5 Complete these phrases with a word from the box.

comment   could   interrupt   mean   on   what

21. \_\_\_\_\_ I say something?
22. So \_\_\_\_\_ you're saying is that we've overspent?
23. Sorry, could I just \_\_\_\_\_ on that?
24. Sorry to \_\_\_\_\_, but what are the options?
25. Hold \_\_\_\_\_ a minute.

**6 Translate the sentences into English.**

26. Какие качества и навыки следует иметь хорошему менеджеру?
27. Вы можете почувствовать базовую нехватку опыта.
28. С какими проблемами молодые менеджеры сталкиваются?
29. Коалиция это группа людей, которые соглашаются работать вместе, чтобы достичь одной и той же цели.
30. Показывайте уважение к старшим коллегам.

## Unit Test 9

## Level B

### 1 Match the definition with the words in the box.

1. to be sure that something is true or that someone is telling the truth
2. to put money into a business, in order to make money
3. to do something as a reaction to something that has been said or done
4. to give part of your power or work to someone in a lower position than you
5. to take the necessary action, especially in order to solve a problem

respond	delegate	deal
believe	invest	

### 2 Complete each sentence with a preposition from the box.

for	on	to	with	to
-----	----	----	------	----

6. We need to agree \_\_\_\_\_ the date of the relaunch of our new series.
7. Tom apologised \_\_\_\_\_ making so many mistakes in his report.
8. A good manager should listen \_\_\_\_\_ suggestions from staff.
9. It was my mistake, I know. I have already apologised \_\_\_\_\_ the director.
10. I couldn't agree \_\_\_\_\_ the others that our suppliers were responsible.

### 3 Rewrite the sentences beginning in the way shown.

11. 'The team leader is from Canada.'  
He said \_\_\_\_\_
12. 'Listen to all suggestions from staff.'  
She told me \_\_\_\_\_
13. 'Why don't you talk to your manager more often?'  
He asked me \_\_\_\_\_
14. 'Do you find it difficult to delegate tasks?'  
He asked me \_\_\_\_\_
15. 'Don't forget to call Max.'  
She told me \_\_\_\_\_

### 4 Each phrase contains a mistake. Write the phrase correctly.

16. I'll be in the touch soon. \_\_\_\_\_
17. Thanks you for showing me round the town. \_\_\_\_\_
18. I'm really enjoyed the meal last night. \_\_\_\_\_
19. Bye! Have you a nice journey back! \_\_\_\_\_

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

20 \_\_\_\_\_ 21 \_\_\_\_\_ 22 \_\_\_\_\_ 23 \_\_\_\_\_ 24 \_\_\_\_\_ 25 \_\_\_\_\_

- 20. Would you like to come with us to the theatre tonight?
- 21. I'm glad you enjoyed the tour.
- 22. Goodbye, Li. All the best.
- 23. Can you tell me about any interesting places to visit?
- 24. What do you usually do in the evenings?
- 25. Thanks very much for your hospitality.

a Bye, Lucas. And thanks again for everything.

b You are very welcome. I hope you can come again soon.

c I like to spend time with my children. Sometimes I watch TV.

d I certainly did. It was wonderful. Thank you so much!

e It's very kind of you, but another time perhaps. I'm quite tired.

f The old town is very pretty. And you must see Liberty Square.

**6 Translate the sentences into English.**

26. Вам нужно получать удовольствие, работая с другими.

27. Молодые руководители возвращаются из бизнес школ вооруженные большими идеями.

28. Лидеры завоевывают уважение, относясь ко всем людям одинаково.

29. Отдел достаточно инвестирует в обучение?

30. Очень мило с вашей стороны, но возможно в другой раз.

## Unit Test 9

## Level C

### 1 Complete each sentence with a verb from the box in the appropriate form.

believe	deal	delegate	invest	respond
---------	------	----------	--------	---------

1. I firmly ..... that the business will be a success.
2. The council has failed to ..... with the problem of homelessness in the city.
3. Minor tasks should be ..... to your assistant.
4. It was very difficult to leave a home we had ..... so much in.
5. The meeting will give administrators a chance to ..... to the community's questions and concerns.
6. We don't ..... enough – it's one of the things that gets driven out.

### 2 Choose the right preposition.

7. It's a budget that the President and Congress can agree .....  
a) with                      b) for                      c) on
8. If she felt he was right, she would agree ..... him.  
a) on                      b) with                      c) into
9. Perhaps unwisely, Clinton has apologized ..... raising taxes in 1993.  
a) for                      b) in                      c) with
10. He was sent off the court for arguing ..... a referee.  
a) to                      b) with                      c) about
11. They were arguing ..... how to spend the money.  
a) at                      b) with                      c) about
12. The hardest thing is to figure out what you take ..... granted.  
a) in                      b) for                      c) out

### 3 Read this extract from a meeting and the minutes of the meeting (протокол совещания). Choose the reporting verb which most accurately reflects what each speaker said.

Robert Dunne: Right, let's start. The main item on the agenda is whether we reorganise our operations in France. I'd like to hear your views about this. Can you put us in the picture, John?

John Marsh: Yes. As you all know, we set up a regional centre in Lille two years ago. We hoped it would be a base for expansion into other areas of France and Benelux. Unfortunately, I have to say that it hasn't been a success. It hasn't made the kind of impact we expected and, as I see it, it's going to be very difficult to get much of a return on our investment.

Robert Dunne: Thank you, John. How do you feel about this, Gillian?

Gillian Hall Well, if you remember I told everybody at the time that I was not in

favour of Lille as a location. We should never have set up there. If you want to gain a foothold in the French market you've got to be in the capital.

Robert Dunne: Thank you, Gillian. What's your reaction, Mark? Do you think Gillian's right?

Mark Atkins: No, I don't agree at all. Benelux is a big market and Lille is right from a geographical point of view. I really think we need to give them more time.

Gillian Hall : Well, you've got a point, but what about the rest of France? You've got to be in Paris, like I said.

Penny Mure: I think the local staff are useless, they haven't done what they're employed to do.

They never reply when I try to get in touch with them.

Robert Dunne: Is that true?

Gillian Hall : Yeah, that's happened to me on several occasions.

John Marsh: Look. Why don't we bring in a French consultancy to analyse the situation for us? We obviously need more information about what is going on.

Robert Dunne: OK, I'll look for a suitable firm of consultants in the next few days. If we don't do something quickly we'll just lose out to our competitors.

invited	pointed out	confirmed	disagreed	raised	reminded	advised
warned	complained	outlined	suggested	offered	acknowledged	

Mr Dunne (13) ..... the issue of operations in France and the siting of the regional centre in Lille and(14) ..... comments from the review committee. Mr Marsh (15) ..... the reasons for choosing Lille and(16) ..... that it had not been a success. Ms Hall(17) ..... the meeting that she had never been in favour of Lille and(18)..... that it was important to have a presence in Paris in order to gain a foothold in France. Mr Atkins (19) ..... and (20) ..... the committee to allow the Lille centre to continue for the time being. Ms Mure (21) ..... and Ms Hall(22) ..... that the staff in Lille were apparently incompetent. Mr Marsh(23) ..... that they hire a consultancy to investigate and Mr Dunne (24) ..... to look for a suitable firm and(25) ..... that there was a risk of losing market share if they didn't act swiftly.

### 5 Translate the sentences into English.

26. Вам нужно помнить, что люди уникальные и отличающиеся друг от друга личности.

27. Ему надо показать, что он соответствует занимаемой должности.

28. Сохраняй голову холодной, даже если ты находишься под большим давлением.

29. Они предпочитают работать как команда и поддерживают друг друга.

30. Я позвоню вам, как только поговорю с моими коллегами о вашем предложении.



## Unit 10 Test

## Level A

### 1 Complete these sentences about personal qualities with the missing word. The first letter is given.

1. When someone tells you about their problems, try to show some s\_\_\_\_\_, be kind and say something to make them feel better.
2. The people in our team always come up with new ideas, new solutions. Their c\_\_\_\_\_ seems endless.
3. The participants didn't seem very e\_\_\_\_\_ about the new proposal. In fact, most of them didn't show any interest whatsoever.
4. Our supervisor is very i\_\_\_\_\_. One day he tells you to do things this way, and the next day he says you should do things another way.
5. Many people believe that i\_\_\_\_\_ meetings, where participants feel comfortable and relaxed, are often the most productive ones.

### 2 Complete the second sentence in each pair with another form of the underlined word.

6. During a negotiation, her face never shows any emotion.  
She seems completely \_\_\_\_\_.
7. The previous manager had lied to his staff and was no longer credible.  
He had lost all his \_\_\_\_\_.
8. People criticised him because they found him weak.  
People criticised him for his \_\_\_\_\_.
9. A good manager should always have a lot of patience.  
A good manager should never be \_\_\_\_\_.
10. They liked her because she was always so calm.  
What they liked about her was her \_\_\_\_\_.

### 3 Match the sentence halves.

- |   |                                    |
|---|------------------------------------|
| 11. If you want to play golf well,        | a) it loses market share.          |
| 12. If inflation is high,                 | b) people tend not to save.        |
| 13. If the national currency is strong,   | c) it is more difficult to export. |
| 14. If you have an offshore bank account, | d) you have to practise regularly. |
| 15. If a firm doesn't advertise,          | e) you don't pay income tax.       |

### 4 Underline the correct form in italics.

16. If he listens / *listened* to all sides first, he would find it easier to resolve conflicts.

17. He is / will be / would be more popular if he treated people with respect.
18. Would you get involved if you saw / would see two colleagues having an argument?
19. If she wins / will win / would win this contract, she'll be promoted.
20. Do you think he will / would resign if he doesn't get a pay increase?

**5 Complete these phrases with a word from the box.**

deal	covers	points	see	view
------	--------	--------	-----	------

21. I can see your point of ..... .
22. Let's go over the main ..... again.
23. Right. I think that ..... everything.
24. Fine. We've got a ..... , then.
25. Let's ..... what we've got so far.

**6 Translate the sentences into English.**

26. Обходитесь с людьми уважительно.
27. Как люди обычно справляются с личными конфликтами?
28. Давайте сделаем перерыв и вернемся со свежими идеями.
29. Вам надо провести полное и прямое обсуждение со спорящими сторонами.
30. Самая распространенная причина споров на работе это нехватка гибкости.

## Unit 10 Test

## Level B

### 1 Match the definitions of some abstract nouns and adjectives to the examples.

1. not showing your feelings	a) I have absolutely no sympathy for students who get caught cheating in exams.
2. the quality of deserving to be believed and trusted	b) His voice was unemotional.
3. inconsistent behaviour, work etc changes too often from good to bad	c) The atmosphere at work is fairly informal.
4. a fault in someone's character or in a system, organization, design etc	d) All the staff are enthusiastic about the project.
5. relaxed and quiet, not angry, nervous, or upset	e) The plan has strengths and weaknesses.
6. the feeling of being sorry for someone who is in a bad situation	f) The team's performance has been highly inconsistent this season.
7. the ability to use your imagination to produce new ideas, make things etc	g) Don't be so impatient. I'm working as fast as I can.
8. feeling or showing a lot of interest and excitement about something	h) Companies need to encourage creativity and innovation.
9. annoyed because of delays, someone else's mistakes etc.	o) Keep calm and try not to panic.
10. relaxed and friendly without being restricted by rules of correct behaviour	p) The scandal has damaged his credibility as a leader.

### 2 Change the verbs in the brackets as in the example.

If you (give) me 90 days to pay I (buy) right now.

If you give me 90 days to pay I'll buy right now.

11. If you (give) me a special price I (put in) a bigger order.

12. I (take) last year's stock if you (take off) 15%.

13. I (purchase) the equipment if you (throw in) the accessories.

14. How long (you hold) your prices if we (order) today?

15. If I (pay) cash how much discount (you allow)?

### 3 Complete these sentences using the words in brackets.

For example:

\_\_\_\_\_ to the conference even if you invited him.  
(he / not / come)

He wouldn't come to the conference even if you invited him.

16. Would you move to our Taiwan office if \_\_\_\_\_ ?

(you / can)

17. If you were in my position, how \_\_\_\_\_ with this crisis? (you / deal)

18. They wouldn't do business with us if they \_\_\_\_\_ our terms favourable. (not / find)

19. If you look at our catalogue, you \_\_\_\_\_ how much we have expanded our product range. (see)

20. You'd be more popular if \_\_\_\_\_ so nervous all the time. (you / not / be)

#### 4 Match the two halves of the phrases.

21. A compromise could be

22. I understand

23. Why don't we

24. You don't have to worry

25. Our bank used to have a branch

a about transport costs.

b in every high street.

c come back to that later?

d to pay half the sum in dollars.

e what you're saying.

#### 5 Translate the sentences into English.

26. Выясните, что происходит.

27. Посредник (примиритель) это человек, который пытается положить конец разногласию между людьми.

28. Иногда менеджеры начинают обходиться с людьми, как с непослушными школьниками.

29. Послушайте, что люди говорят, и попробуйте поставить себя на их место.

30. Сосредоточьтесь на предмете спора, а не личностях.

## Unit 10 Test

## Level C

### 1 Complete each sentence with a word from the box.

informal   calm   inconsistent   enthusiastic   creativity   sympathy  
weakness   credibility   impatient   unemotional

The Web is getting faster and easier to use, giving people more access to multimedia .....

There are serious questions about the ..... of these reports.

The legislation has a fundamental .....

Hugh remained ..... at the wheel, driving with the window open.

By this time there was a queue of ..... customers waiting to be served.

Police were shocked at the ..... way the murderer described the killings.

The two companies have an ..... arrangement to share each other's sports and leisure facilities.

This week-end event continues to excite ..... support, demonstrating the strength of community life which exists in Kidlington.

The best writers manage to have ..... for all their characters; there is always more than one side to represent.

Students are rightfully upset by the college's ..... grading policy.

### 2 Complete each sentence with either if or unless.

11. .... you don't have persistence, you can't be a good salesman.

12. We don't employ people ..... they're flexible and keen to work hard.

13. .... you do business abroad, it's a good idea to learn about the local culture.

14. .... you encounter any problems with your mobile phone, we will provide a complete repair service.

15. .... you call to tell me you're not coming, I'll see you tomorrow afternoon.

16. Don't promise anything ..... you're completely sure.

17. Your presentation will be better ..... you make good eye contact with the audience.

### 3 Expand the prompts to make conditional sentences as in the example.

*firm orders in advance for one year   reduce the price by 10%?*

*If I gave you firm orders in advance for one year would you reduce the price by 10%?*

18. make a firm order

agree to split the transport costs 50-50?

19. ensure free maintenance

buy a new photocopier from us?

20. buy the turbo-diesel model

install air conditioning and a CD-player free

of charge?

**4 Read the article and complete each gap (21–25) with one of these words (a–e).**

- a) decision-making
- b) future
- c) crisis
- d) events
- e) results

### **Grocery bears fruit**

When Alfred Josefsen, Managing Director of Irma, first arrived at the Copenhagen-based grocery chain, the workforce was not happy. Employee motivation was low, and staff members were frequently leaving to go to work for other companies. ‘It was a big (21) .....,’ says Mr Josefsen.

This year, the company is listed in the 100 Best Workplaces in Europe and wins a special award for best practices in internal communication. Some 93 per cent of the company’s employees believe Irma’s management team is approachable and easy to talk to, and 83 per cent agree that management always informs them about corporate developments.

Mr Josefsen describes the process that was needed to get the company from its low point to this position. ‘The first thing that was important was to decentralise the company and put more (22) ..... back into the hands of store managers,’ he explains.

The idea was to have each store operating like a local grocery, competing with stores around the corner. The new approach brought good (23) ..... within a remarkably short time. ‘In half a year, the atmosphere in the company was much more positive,’ says Mr Josefsen.

Irma started life in 1886 as a small shop in Copenhagen. Today, it focuses on quality foods. Irma now has more than 1,700 employees working in 70 supermarkets and administrative offices.

Mr Josefsen likes to walk about in the company’s head office, and he also visits the stores themselves to talk to shop assistants and customers.

Regular workshops and social (24) ..... allow staff to come together. At ‘Strategy Days’, hundreds of employees get together for three days to share ideas. Mr Josefsen is frequently present at such events.

Another effective way to improve communications has been a short e-mail from Mr Josefsen that goes out regularly to all staff conveying key business messages.

‘I try to be in contact with people so they know that the Managing Director is working hard for the (25) ..... of the company,’ he says. ‘You have to be in contact with people if you want to show what you’re doing and that you have direction.’

### **5 Translate the sentences into English.**

26. Постарайтесь не показывать своё превосходство над людьми.
27. Какие советы вы можете дать, чтобы справиться с конфликтом.
28. Давайте пройдемся по основным пунктам снова.
29. Майкл стал очень сердитым и был крайне груб со своим коллегой.
30. Вам надо суметь создать подходящую атмосферу для трудных разговоров.

# Unit Test 11

# Level A

**1 Choose a word from list A and one from list B to make a phrase. Then match the phrases with the definitions below.**

A	B	
government	rate	_____
labour	policy	_____
tax	bureaucracy	_____
monetary	incentive	_____
inflation	force	_____

1. Annual percentage increase in prices
2. All the people in work or available for work
3. Official rules, regulations and paperwork
4. The control of money in the economy
5. Low rates of tax to encourage new business

**2 Complete the text with the words from the box.**

insurance rates	exchange rate	foreign investment	interest rate
gross domestic product			

6. The coal industry is suffering from a lack of modern equipment and needs .....
7. The credit card has an ..... of 14.8%.
8. .... is the price at which one currency can be bought with another.
9. Women drivers get cheaper ..... because their accident records are better.
10. Our ..... was literally heavy, for it was dominated by coal, steel, iron, and grains.

**3 Match the sentence halves.**

- |  |                                    |
|--|------------------------------------|
| 11. The population of Dublin is mostly Irish,                | a) to our established clients.     |
| 12. Her work as a pollster consists chiefly of the public.   | b) of interviewing members of      |
| 13. Violent crime is growing at a rapid rate,                | c) or, more specifically, Toledo.  |
| 14. Boredom was mainly at the lectures                       | d) have just lost all credibility. |
| 15. Some early doctors, notably Hippocrates, were important. | e) thought that diet and hygiene   |
| 16. Linda is hoping to move to Spain, nation                 | f) but there are many other        |
| -nalties living there as well.                               |                                    |
| 17. Predictions of economic recovery                         | g) why I decided to quit.          |

18. This offer is available exclusively h) especially in urban areas.

#### **4 Link the statements.**

19. Heathrow is Europe's most modern airport.
20. I would like to spend more time with my family.
21. The drug has powerful side effect.
22. The weak demand for our products in the domestic market and in Asia hits us harder than we expected.
23. She's been under a lot of pressure recently.
24. I didn't enjoy the time I spent on the production line.
25. Your plan must be factual attractive.

- A) Next, it must not be too long.
- B) However, it is severely congested.
- C) Moreover, competition in the US and Europe is increasing.
- D) On the other hand, it did give me first- hand experience of factory work.
- E) I have therefore decided to resign as chairman.
- F) As a result, she's decided to take time off to relax a little.
- G) Furthermore, it may be addictive.

#### **5 Translate the sentences into English.**

26. Какие условия важны для людей начинающих новый бизнес?
27. Компания смогла вырасти, потому что свои слабые места.
28. Трудно собрать вместе подходящую команду.
29. Иметь великую бизнес идею недостаточно, чтобы начать дело.
30. Успех вашей новой компании отнимает все ваше время и все ваши великие идеи.



## Unit 11 Test

## Level B

### 1 Complete these sentences with the words from the box.

bureaucracy exchange inflation interest investment labour  
domestic trade unemployment incentives

1. The fall in ..... rate will probably lead to more business investment.
2. Because of the euro-yen ..... rate, Japanese exporters lost huge amounts of money that year.
3. The number of people claiming benefit rose to 945,000, and the ..... rate climbed to 5.5%.
4. Prices went up again, and the country's ..... rate rose to 5.4% last month.
5. Exports have increased considerably, so now our balance of ..... is positive again.
6. Our country is now attracting production from companies looking for a highly skilled ..... force.
7. The chamber of commerce recommended giving tax ..... to boost private sector investment.
8. The gross ..... product is the standard measure of the overall size of the economy.
9. Too many rules and regulations and too much government..... in general have a negative
10. impact on trade.
11. The government is trying hard to revive the economy and attract foreign ..... .

### 2 Match the sentence halves to make meaningful sentences.

11. I'm in charge of Marketing
12. As soon as we get the figures we need,
13. We can't open a subsidiary in that country
14. While I'm head of this department,
15. Before you take up their offer,
- a. there will be massive investment in staff training.
- b. until the security conditions have improved.
- c. we'll complete the report.
- d. you should ask for advice.
- e. while our manager is away at the trade fair.

### 3 In each sentence, underline the two possible time words in italics.

16. Our local representative will contact you when /until/as soon as you arrive.
17. Don't make a decision before /until / while you've read the contract.

18. Laura will supervise the work while / when / after I' m away.
19. Before / When /As soon as you arrive tomorrow, I'll give you a copy of the report.
20. We'll visit the production unit during/as soon as/when we have time.

#### **4 Write the underlined numbers in these sentences in words.**

For example:

They moved to New Zealand in 1995.nineteen ninety-five

21. It costs £80.
22. There were exactly 234 participants.
23. About 2/3 of the staff agreed.
24. They employ about 2,400 people.
25. Profit increased 18%.

#### **5 Translate the sentences into English.**

26. Новый бизнес нуждается в низких налогах, квалифицированных сотрудниках, дешевой аренде и хороших транспортных связях.
27. Многие компании в Беларуси приватизировали.
28. Продукт, который они разработали, был проблематичным с экологической точки зрения.
29. С какими трудностями вы думаете, вы можете столкнуться?
30. Когда мы встретимся с кандидатами, мы решим сколько нанять.

# Unit 11 Test

# Level C

## 1 Complete the text with the words from the box.

A	B
labor interest exchange tax	investment force rates rate
unemployment monetary	policies incentives bureaucracy
government gross domestic inflation	product
foreign	

1. Out of Minnesota's ..... of 2.1 million, only 110,000 are reckoned to be earning the minimum wage.
2. The fear of higher ..... is driving down the stockmarket.
3. If the yen-dollar ..... remains at its current level, U.S. exporters could lose \$5 billion to \$10 billion in business annually.
4. Canada's ..... rose to 8.3% of the working population in August.
5. The program is aimed at maintaining the exchange rate against other currencies by tightening .....
6. The Government offers a generous range of ..... to help people save for old age through private schemes.
7. The ..... 's huge ..... limits creativity and independent thinking.
8. Investment was sharply down and was estimated to represent only 9 percent of .....
9. An annualized ..... of between 12 and 15 percent was predicted and provision made for salary increases in line with this rate.
- 10..... in manufacturing has fallen by 18.8 percent in the past year.

**2 Look at the schedule for opening a new restaurant business. Below is a memo which describes the schedule. In each line of the memo, there is one mistake. Cross out the word which is wrong and write the correct word on the right. The first one is given as an example.**

Schedule:

complete purchase → building work → order equipment → recruit chef → start advertising → opening night

As soon than we complete the purchase of the building, we will start	as	
building work. We not order any equipment or furniture until		_____ 11
we have a date for completing the building. When the work will		_____ 12
finished, we can begin hiring staff. We want to recruit a chef before we started		_____ 13
advertising. That way, the chef can preparing some menus		_____ 14
that we can use in the advertisements. When we had a chef, we can		_____ 15
also start planning for the opening night.		

### 3 Choose the correct linking word in each of these paragraphs.

16. *Whereas / Although / Despite* having to wait four to five years before it delivered to you, demand for a Stirling car is strong.

17. *Although / Despite / Nevertheless* American software firms are still well ahead of their European and Asian counterparts, the latter are catching up fast.

18. *However / Although / Nevertheless* the types of jobs for which intercultural training is considered essential – namely expatriate positions – are on the decline, the globalization of firms has increased the need for cultural sensitivity training.

19. Many women feel that full equality in the workplace has not been achieved. *Nevertheless / Whereas / Although* most will admit that there has been progress over the last 30 years.

20. *Whereas / Nevertheless / Despite* American companies are allowed to own 49% of European airline, European groups are limited to 25% of US carriers.

### 4 Choose the best phrase (a–e) to complete each gap in the conversation.

- a) How about
- b) Right, that's it, then
- c) I can see your point of view
- d) Let's look at it another way
- e) A compromise could be

A: I really want to take my holidays in June. That's when my husband is on holiday.

B: (21)\_\_\_\_\_. But company policy says that senior staff have priority, and that's when your manager will be away.

A: (22)\_\_\_\_\_ if you ask Mr Cox to change. He isn't married.

B: I'm sorry. I asked him before, but he says he has already booked his travel.

(23)\_\_\_\_\_ to give you one week's holiday in June and the rest at another time.

A: My husband won't be very happy with that.

B: OK. (24)\_\_\_\_\_. Maybe we can transfer someone from another department to do your job during June.

A: Oh yes! That would be very good!

B: (25)\_\_\_\_\_. I'll see if I can find someone who can transfer.

### 5 Translate the sentences into English.

26. Новый бизнес нуждается в низких процентных ставках, стабильной экономике, правительственных грантах и высокой безработице.

27. Нам нужно урегулировать наши финансы, прежде чем мы сможем развивать бизнес.

28. Обсудите четыре страны для новой фабрики и выберите самую подходящую для размещения.

29. Не много оформления документации требуется для импорта и экспорта товаров.

30. Есть ограничения по прибыли, которую компании могут вывезти из страны.

## Unit 12 Test

## Level A

### 1 Match a word from the box with each description.

inexpensive   long-lasting   reliable   stylish   user-friendly

1. It's very easy to use to record and play DVDs. \_\_\_\_\_
2. You can be sure it will work effectively and without any problems.  
\_\_\_\_\_
3. It only costs \$60 – which is less than other similar products on the market.  
\_\_\_\_\_
4. You'll be able to enjoy it for many years. \_\_\_\_\_
5. It's fashionable and looks very attractive. \_\_\_\_\_

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

modify   discontinue   turn   promote   distribute

6. He was offered a job there but he ..... it down as it was too far from home.
7. I'm afraid this product is no longer available. In fact, the whole range has been .....
8. We have always ..... our products through several wholesale companies.
9. Sales of the RPX3 have increased considerably since we ..... it slightly three months ago.
10. Their new soft drink was aggressively ..... and marketed.

### 3 Complete each sentence with a verb in the passive form.

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

#### 4 Complete the sentences with passive forms of the verbs in brackets.

17. The new office furniture ..... (deliver) yesterday.  
18. There wouldn't be so many complaints all the time if the goods ..... (pack) more carefully.  
19. All our documents ..... (translate) into Spanish and English, and this always makes our work easier.  
20. If the machine breaks down again, our new chocolates ..... (not / produce) in time.

#### 5 Choose the best phrase (a–e) to complete the gaps in the description of a new model of car.

- a) Another advantage is  
b) A very useful feature  
c) I'd like to tell you about  
d) It comes in  
e) The seats are made of
21. \_\_\_\_\_ our new model, the S502.  
22. \_\_\_\_\_ is that you can cut fuel costs by over 60 per cent.  
23. \_\_\_\_\_ the small size, which helps you to park in busy city centres.  
24. \_\_\_\_\_ high-quality leather.  
25. \_\_\_\_\_ a range of exciting new colours.

#### 6 Translate the sentences into English.

26. Не могли бы вы рассказать нам что-нибудь об особых чертах вашей офисной мебели?  
27. Его рекламируют во всех национальных газетах.  
28. Наша новая модель имеет несколько особенностей, которые понравятся нашим покупателям.  
29. Компании тратят много денег на запуск и продвижение новых продуктов.  
30. Подставка сделана из дерева и вмещает 20 дисков. Она привлекательная и стильная.

## Unit 12 Test

## Level B

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

- 1 Sony and Panasonic make l \_\_\_\_\_ -l \_\_\_\_\_ batteries.
- 2 Louis Vuitton bags are w \_\_\_\_\_ -m \_\_\_\_\_ products.
- 3 HP manufactures h \_\_\_\_\_ -t \_\_\_\_\_ computer products.
- 4 Wrangler makes jeans that are both fashionable and h \_\_\_\_\_ -  
w \_\_\_\_\_.
- 5 Estée Lauder and L'Oréal have both developed b \_\_\_\_\_ -s \_\_\_\_\_  
cosmetics.
- 6 Rolex and Tissot produce h \_\_\_\_\_ -q \_\_\_\_\_ watches.

**2 Rewrite these sentences in the passive form.**

7. We will hold the conference in Sydney, from 16th to 17th January.  
The conference \_\_\_\_\_
8. We have invited delegates from all over the world.  
Delegates \_\_\_\_\_
9. We hired the Renaissance Center in Detroit for the event last year.  
The Renaissance Center in Detroit \_\_\_\_\_
10. Professor Graham Bell will give the opening speech.  
The opening speech \_\_\_\_\_
11. We usually send the conference programme to delegates after they have paid their fees.  
The conference programme \_\_\_\_\_

**3 Complete the text below with the correct word from the box. There is one word you don't need.**

advertising / launch / market / redundant / share / subsidiary

Carston has announced that it will close its UK (12) \_\_\_\_\_, which employs about 70 staff. Most of the staff will be made (13) \_\_\_\_\_. The company spent £5 million on (14) \_\_\_\_\_ last year to promote its latest product. But the product (15) \_\_\_\_\_ was a failure. Competition from other UK companies, such as Fyfield and Brix, has been strong, and Carston has seen its market (16) \_\_\_\_\_ decline sharply over the last three years.

**4 Complete the text below with the best verb from the box. There are more verbs than you need.**

do / get / make / market / set up / take / work

Erika always wanted to work for herself. After getting a good qualification in art and design, she decided to (17) \_\_\_\_\_ her own business making jewellery. Two years later, she is finding it hard to (18) \_\_\_\_\_ a living from her business. In fact, she has to (19) \_\_\_\_\_ part-time in a shop to earn extra money. Erika makes innovative jewellery that is both high quality and stylish, but she doesn't have a strong customer base and often finds it difficult to (20) \_\_\_\_\_ her work. She needs to (21) \_\_\_\_\_ some market research and then to develop an effective marketing strategy.

**5 Choose the correct answer (a, b or c) to complete the article.**

Michel Saline (22) \_\_\_\_\_ in a Paris hospital as a cancer specialist. But at present, he is only working part-time. In his free time, he (23) \_\_\_\_\_ his wife to develop a biotech company called Imstar. Mr Saline describes the difficulties of setting up a new company in France: 'We (24) \_\_\_\_\_ the necessary investment, but it was impossible. There is much less help for developing companies than in the US.' Mr Saline believes that Imstar (25) \_\_\_\_\_ a bigger company by now if it was based in California.

22. a) works      b) worked      c) working  
23. a) helped      b) was helping      c) is helping  
24. a) look for      b) looked for      c) will look for  
25. a) was      b) would be      c) have been

**6 Translate the sentences into English.**

26. Каких потребителей каждый бренд выбирает в качестве целевой аудитории?  
27. Позвольте рассказать о его размерах. Он 34 сантиметра в высоту, 17 сантиметров в длину и 20 сантиметров в ширину.  
28. Мой дом – лучшая вещь, которую я когда-либо покупал, так как это место, в котором выросли мои дети.  
29. Подставка хорошо спроектирована. Она крепкая, элегантная и удобная для пользователя.  
30. И еще одна вещь, вы можете сэкономить 15 фунтов, если вы купите две единицы вместо одной.



## Unit 12 Test

## Level C

**1 Think of the words from the unit matching the definitions given below and fill the gaps.**

- a) something that can be trusted
- b) using high technology
- c) popular, especially for a short period of time
- d) continuing for a long time
- e) easy to use, understand, or operate

1. This is the latest style of hat worn by ..... women in Milan.
2. Eating sensibly and taking regular exercise is a fairly ..... method of losing weight.
3. But post-modern war has no need of politics, or states, or disciplined armies, or ..... weapons.
4. The microscopic particles bond themselves to metal surfaces, providing ..... lubrication.
5. WIMPs: windows, icons, menus and pointers - are different ways of making programs more .....

**2 The following passage describes the production of paper. Put the words in brackets into the appropriate form, using the passive when necessary.**

The trees (6) ..... (transport) to the paper mill by lorry, train or ship. First the bark (7) ..... (remove). Then the logs (8) ..... (cut) into chips and (9) ..... (cook) under high pressure for four hours to make paper pulp. Next the pulp (10) ..... (bleach) to (11) ..... (remove) dirt spots and (12) ..... (improve) its ageing properties. The fibres (13) ..... (mix) with additives and (14) ..... (dilute) with water. This mixture (15) ..... (spray) onto the paper machine where it (16) ..... (press), then (17) ..... (dry) and wound onto one large reel which (18) ..... (weigh) up to 20 tons. Each part of the process (19) ..... (control) by computers which automatically (20) ..... (correct) any errors.

**3 Read the text and mark the statements true (T) or false (F).**

### **The man behind GE's quiet revolution**

Thirty years ago, Jeffrey Immelt politely advised his high-school basketball coach to be less aggressive with the new players. It worked: the coach's calmer behaviour helped the team to win more games. It was the first successful strategy from the future chief executive of General Electric, the world's second largest company by market value.

Mr Immelt has brought some of that basketball psychology to the current job. GE's former leader, Jack Welch, was more typical of the imperial CEOs who have presided over American capitalism for much of its history. Admired by analysts and feared by subordinates, Mr Welch ran GE with an aggression that helped to drive the company's earnings.

But Mr Immelt set about creating a quiet revolution in the company when he replaced Welch in 2001, bringing in a new approach to leadership.

Under Mr Welch, GE was a productivity machine – an organisation where cutting costs and building value was the priority. When Mr Immelt took over, GE needed to find a new way to cope with growing Asian competition and increasingly global markets. Mr Immelt changed GE by giving priority to organic growth and marketing superiority.

Making the company more global has been a key part of Mr Immelt's strategy. During his leadership, GE has become a multinational that earns half of its \$150bn revenues from outside the country. But Mr Immelt maintains that the US, where GE still employs 160,000 of its 316,000 employees, remains the ideal place to manufacture complex equipment such as jet-engine turbines. America, he believes, still produces top professionals.

But the bottom line is clear: without the benefit of buying and selling products around the world and employing skilled people from other countries, the 128-year-old company would be smaller than it is today.

Mr Immelt set ambitious goals – a 10-per-cent annual growth in profits and an 8-per-cent increase in sales growth. Few companies have grown so fast year after year, and none as big as GE.

21. Jeffrey Immelt was rude to his basketball coach at school. \_\_\_\_\_
22. Mr Immelt has a similar management style to Jack Welch. \_\_\_\_\_
23. Mr Immelt has been the CEO of General Electric since 2001. \_\_\_\_\_
24. Mr Immelt has made General Electric more global. \_\_\_\_\_
25. Most of GE's employees work outside the USA. \_\_\_\_\_

### **5 Translate the sentences into English.**

26. Какой имидж каждый бренд пытается создать?
27. В национальной индустрии безалкогольных напитков господствует Кока-кола, которая имеет огромный маркетинговый бюджет.
28. Она (книга) заставляет меня думать о том, как я обхожусь с людьми и каким образом я веду дела вообще.
29. Это был первый предмет мебели, который я купил здесь, и он служит мне очень хорошо более десяти последних лет.
30. Она такая практичная, это высококачественный продукт и предмет, стоящий уплаченных за него денег.

# Assessment of foreign language performance of Business Students

## Оценка результатов учебной деятельности студентов по деловому английскому языку

### Рецептивные виды речевой деятельности.

#### Восприятие и понимание речи на слух, чтение

Контроль и оценка уровня развития умений восприятия и понимания речи на слух и чтения проводятся в устной и письменной формах и определяются с учетом изложенных ниже критериев.

#### Критерии оценки

##### Понимание содержания текстов для восприятия на слух и чтения

- правильность определения темы, основных действующих лиц, фактов, событий и их последовательности;
- установление логической/хронологической связи между фактами / событиями;
- понимание деталей текста, причинно-следственных связей между фактами и событиями. понимания:
- точность понимания лексических и грамматических средств в данном контексте;
- различение фактической и оценочной информации.
- оценка изложенных в тексте фактов, событий, самостоятельный вывод.

#### Шкала оценки

##### сформированности умений понимания содержания текстов для чтения и восприятия на слух

Оценка	Показатели оценки результатов учебной деятельности
<b>10</b> <b>превосходно</b>	<i>Коммуникативная задача решена полностью.</i> Определены тема текста, факты, события, их последовательность. Выявлены все детали, установлены причинно-следственные связи между фактами и событиями. Однозначно поняты значения лексических и грамматических средств в данном контексте. Понята идея текста, отношение автора к событиям и действующим лицам и дана своя оценка извлеченной из текста информации. В случае необходимости недостающая информация восполняется с помощью компенсаторных умений.
<b>9</b> <b>отлично</b>	<i>Коммуникативная задача решена полностью.</i> Определены тема текста, факты, события, их последовательность. Выявлены все детали, установлены причинно-следственные связи между фактами и событиями. Однозначно поняты значения лексических и грамматических средств в данном контексте.

	<p>Поняты идея текста, отношение автора к событиям и действующим лицам. Имеются <i>незначительные затруднения</i> в оценке извлеченной из текста информации.</p> <p>В случае необходимости недостающая информация восполняется с помощью компенсаторных умений.</p>
<b>8 почти отлично</b>	<p><i>Коммуникативная задача решена полностью.</i></p> <p>Определены тема текста, факты, события, их последовательность. Выявлены детали, установлены причинно-следственные связи между фактами и событиями.</p> <p><i>Поняты большинство значений</i> лексических и грамматических средств в данном контексте.</p> <p>Имеются <i>затруднения в определении идеи</i> текста, отношения автора к событиям и действующим лицам и собственной оценке извлеченной из текста информации.</p> <p>В случае необходимости недостающая информация восполняется с помощью компенсаторных умений.</p>
<b>7 очень хорошо</b>	<p>Коммуникативная задача решена <i>относительно полно</i>.</p> <p>Правильно определены тема текста, факты, события, их последовательность. Выявлены основные детали, установлены причинно-следственные связи между фактами и событиями.</p> <p><i>Не точно поняты значения</i> отдельных лексических и грамматических средств в данном контексте.</p> <p>Имеются <i>затруднения в определении идеи</i> текста, отношения автора к событиям и действующим лицам.</p> <p><i>Отсутствует собственная оценка</i> извлеченной из текста информации.</p> <p>В случае затруднения недостающая информация восполняется с помощью компенсаторных умений.</p>
<b>6 хорошо</b>	<p>Коммуникативная задача <i>в основном решена</i>.</p> <p>Определена тема текста.</p> <p><i>Есть искажения</i> в понимании отдельных фактов, событий.</p> <p>Поняты <i>не все детали</i>, установлены не все причинно-следственные связи между фактами и событиями.</p> <p><i>Неправильно поняты значения</i> некоторых лексических и грамматических средств в данном контексте.</p> <p><i>Не определены идея текста</i>, отношение автора к событиям и действующим лицам.</p> <p><i>Отсутствует собственная оценка</i> извлеченной из текста информации.</p> <p><i>Не используются</i> компенсаторные умения.</p>
<b>5 почти хорошо</b>	<p>Коммуникативная задача <i>решена не полностью</i>.</p> <p>Определена тема.</p> <p>Есть <i>существенные нарушения</i> в понимании основных фактов, событий.</p> <p>Поняты <i>не все детали</i>, установлены <i>отдельные причинно-следственные связи</i> между фактами и событиями.</p> <p><i>Неправильно поняты значения</i> многих лексических единиц и грамматических средств.</p> <p><i>Не определены идея текста</i>, отношение автора к событиям и действующим лицам.</p>

<p><b>4</b> <b>удовлетво- рительно</b></p>	<p>Коммуникативная задача <i>решена частично</i>.          Определена тема.          Есть <i>серьезные нарушения</i> в понимании фактов, событий.          Поняты <i>отдельные детали</i>, не установлены причинно-следственные связи между фактами и событиями.  <i>Неправильно поняты</i> значения многих лексических единиц и грамматических средств.  <i>Не определены идея</i> текста, отношение автора к событиям и действующим лицам.</p>
<p><b>3</b> <b>неудовлетво- рительно</b></p>	<p>Коммуникативная задача <i>решена частично</i>.          Определена тема, поняты отдельные факты, события, изложенные в тексте.  <i>Не поняты детали</i>, не установлены причинно-следственные связи между фактами и событиями.  <i>Не поняты значения многих</i> лексических единиц и грамматических средств.</p>
<p><b>2</b> <b>неудовлетво- рительно</b></p>	<p>Коммуникативная задача <i>не решена</i>.  <i>Не поняты</i> изложенные в тексте факты, события.</p>
<p><b>1</b> <b>неудовлетво- рительно</b></p>	<p>Коммуникативная задача <i>не решена</i>.          Поняты <i>отдельные слова</i> и словосочетания.</p>

## Продуктивные виды речевой деятельности.

### Оценка сформированности умений говорения

#### Диалогическая речь. Критерии оценки

- степень реализации коммуникативной задачи;
- умение инициировать и поддерживать беседу по предложенной ситуации / теме / проблеме;
- быстрота реакции;
- умение выражать свое отношение / мнение;
- выбор языковых и речевых средств в соответствии с ситуацией / темой / проблемой общения;
- разнообразие используемых языковых и речевых средств (в пределах продуктивного языкового минимума, определяемого программой);
- использование речевых клише для оформления реплик;
- лексико-грамматическая и фонетическая правильность речи;
- использование компенсаторных умений в случае затруднений в общении;
- количество реплик.

#### Шкала оценки

#### сформированности умений диалогической речи

Оценка	Показатели оценки результатов учебной деятельности
<b>10</b> <b>превосходно</b>	<p>Коммуникативная задача <i>решена полностью</i>. Диалогическое высказывание <i>соответствует</i> предложенной ситуации / теме / проблеме, характеризуется быстротой реакции. Студент умеет инициировать и поддерживать беседу. В высказывании выражено свое отношение к обсуждаемой теме / проблеме. Используемые в репликах языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируют в пределах изученного материала. Для оформления реплик используются речевые клише. Количество реплик соответствует программным требованиям.</p> <p>В случае затруднений в общении используются компенсаторные умения. Допущены единичные произносительные ошибки, не препятствующие коммуникации.</p>
<b>9</b> <b>отлично</b>	<p>Коммуникативная задача <i>решена полностью</i>. Диалогическое высказывание соответствует предложенной ситуации / теме / проблеме, характеризуется быстротой реакции. Студент умеет инициировать и поддерживать беседу. В высказывании выражено свое отношение к обсуждаемой теме / проблеме. Используемые в репликах языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируют в пределах изученного материала. Для оформления реплик используются речевые клише. Количество реплик соответствует программным требованиям.</p> <p>В случае необходимости в общении используются компенсаторные умения. Допущены единичные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.</p>

<p style="text-align: center;"><b>8</b> <i>почти отлично</i></p>	<p>Коммуникативная задача решена <i>относительно полно</i>. Диалогическое высказывание соответствует предложенной ситуации / теме / проблеме. Студент характеризуется достаточно быстрой реакцией и умением поддержать беседу. Используемые в репликах языковые и речевые средства соответствуют ситуации / теме/ проблеме и варьируют в пределах изученного материала. Для оформления реплик используются речевые клише. Количество реплик соответствует программным требованиям.</p> <p>Есть <i>затруднения</i> в выражении своего отношения к обсуждаемой теме / проблеме. В случае затруднений в общении используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.</p>
<p style="text-align: center;"><b>7</b> <i>очень хорошо</i></p>	<p>Коммуникативная задача решена <i>относительно полно</i>. Диалогическое высказывание соответствует предложенной ситуации / теме / проблеме. Студент характеризуется достаточно быстрой реакцией и умением поддержать беседу. Используемые в репликах языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Для оформления реплик используются речевые клише. Количество реплик соответствует программным требованиям.</p> <p>Есть <i>затруднения</i> в выражении своего отношения к обсуждаемой теме / проблеме. В случае затруднений в общении используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.</p>
<p style="text-align: center;"><b>6</b> <i>хорошо</i></p>	<p>Коммуникативная задача <i>в основном решена</i>. Диалогическое высказывание в основном соответствует предложенной ситуации / теме / проблеме. Студент характеризуется недостаточно быстрой реакцией, но в основном умеет поддержать беседу. Не выражает своего отношения к обсуждаемой теме / проблеме. Используемые в репликах языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Для оформления реплик не всегда используются речевые клише. Количество реплик несколько ниже программных требований.</p> <p>Недостаточно используются компенсаторные умения. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на коммуникацию.</p>
<p style="text-align: center;"><b>5</b> <i>почти хорошо</i></p>	<p>Коммуникативная задача <i>решена не полностью</i>. Диалогическое высказывание недостаточно соответствует предложенной ситуации / теме / проблеме. Студент характеризуется недостаточно быстрой реакцией, испытывает затруднения в поддержании беседы. Не выражает своего отношения к обсуждаемой теме / проблеме. Используемые в репликах языковые и речевые средства не всегда</p>

	<p>соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Для оформления реплик не всегда используются речевые клише. Количество реплик ниже программных требований.</p> <p>Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.</p>
<b>4</b> <b>удовлетво- рительно</b>	<p>Коммуникативная задача <i>решена частично</i>. Диалогическое высказывание в значительной степени не соответствует предложенной ситуации / теме / проблеме. Студент характеризуется медленной реакцией и испытывает значительные затруднения в поддержании беседы. Используемые в репликах языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Количество реплик ниже программных требований.</p> <p>Компенсаторные умения не используются. Допущен ряд произносительных, лексических ошибок и значительное количество грамматических ошибок, затрудняющих коммуникацию.</p>
<b>3</b> <b>неудовлетво- рительно</b>	<p>Коммуникативная задача <i>решена частично</i>. Диалогическое высказывание в значительной степени не соответствует предложенной ситуации / теме / проблеме. Студент испытывает значительные затруднения в поддержании беседы. Используемые в репликах языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Количество реплик значительно ниже программных требований.</p> <p>Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, препятствующих коммуникации.</p>
<b>2</b> <b>неудовлетво- рительно</b>	<p>Коммуникативная задача <i>не решена</i>. Реакция на реплики собеседника практически отсутствует. Количество реплик не соответствует программным требованиям. Допущено значительное количество ошибок, препятствующих коммуникации.</p>
<b>1</b> <b>неудовлетво- рительно</b>	<p>Коммуникативная задача <i>не решена</i> Диалогическое общение сводится к отдельным словам и словосочетаниям. Студент не умеет поддержать беседу.</p>



## Монологическая речь.

### Критерии оценки

#### Шкала отметок для оценки говорения: монологическая форма

В процессе оценивания монологического высказывания учитываются следующие факторы:

- соответствие коммуникативной задаче;
- полнота раскрытия темы;
- беглость и связность высказывания;
- относительная грамматическая правильность;
- диапазон используемых лексических средств;
- относительная фонетическая правильность;
- объем.

Оценка	Критерии оценки
<b>10</b> <b>превосходно</b>	<i>Адекватная и полная реализация коммуникативной задачи (КЗ).</i> Беглая, хорошо композиционно организованная речь. Богатый, идиоматичный словарь. Правильное и уместное употребление лексических единиц и грамматических структур. Отсутствие выраженного отклонения от произносительной нормы английского языка.
<b>9</b> <b>отлично</b>	Содержание высказывания полностью соответствует поставленной в задании КЗ. Высказывание содержит не только факты, но и комментарии по проблеме, выражение личного отношения к излагаемым фактам и обоснование этого отношения. Высказывание отличается логичностью. Беглая речь с незначительными композиционными отклонениями и паузами. Незначительные грамматические ошибки исправляются отвечающим. Ответ содержит максимальное количество изученной лексики. Богатый словарь. Правильное употребление лексических единиц и разнообразных грамматических структур.  Незначительные и редкие оговорки и ошибки, не снижающие эффективность речи. Незначительное отклонение от произносительной нормы английского языка.
<b>8</b> <b>почти</b> <b>отлично</b>	<i>Уверенная реализация коммуникативной задачи.</i> Содержание высказывания практически полностью раскрывает заданную тему. Высказывание содержит не только факты, но и комментарии по проблеме, выражение личного отношения к излагаемым фактам. Высказывание выстроено в определенной логике. Встречающиеся грамматические ошибки не затрудняют понимание высказывания. Допустив ошибку, отвечающий часто сам ее исправляет. Ответ изобилует изученной лексикой. Хорошая беглость речи с некоторыми композиционными отклонениями и паузами, вызванными затруднением в формулировании содержания речи или в выборе средств его выражения.  Встречаются ошибки в сочетании используемых слов, что не препятствует пониманию высказывания. Наличие некоторых фонетических ошибок не

	затрудняет понимание речи говорящего.
<b>7</b> <i>очень хорошо</i>	<p>Содержание высказывания не в полной мере раскрывает затронутую тему, слабо выражено свое отношение к проблеме.</p> <p>Удовлетворительная беглость речи.</p> <p>Высказывание недостаточно логично построено.</p> <p>Встречающиеся грамматические ошибки не затрудняют понимание высказывания.</p> <p>Встречаются грубые грамматические ошибки, но простые предложения грамматически правильные.</p> <p>Ответ содержит ограниченное количество изученной лексики.</p> <p>Некоторые нарушения композиционной структуры текста.</p> <p>Наличие пауз.</p> <p>Заметные оговорки и ошибки в употреблении слов и грамматических структур.</p> <p>Нарушение норм произношения, в отдельных случаях затрудняющих понимание речи говорящего.</p>
<b>6</b> <i>хорошо</i>	<p><i>Частичная реализация</i> коммуникативной задачи.</p> <p>Ограниченный объем высказывания.</p> <p>Довольно частые логические и композиционные разрывы повествования.</p> <p>Недостаточная беглость и наличие значительного числа пауз.</p> <p>Большое количество грамматических ошибок затрудняет понимание высказывания.</p> <p>Ответ содержит небольшое количество изученной лексики.</p> <p>Встречаются ошибки в сочетании используемых слов, что затрудняет, но не препятствует пониманию высказывания.</p> <p>Наличие фонетических ошибок не затрудняет понимание говорящего.</p>
<b>5</b> <i>почти хорошо</i>	<p><i>Неполная реализация</i> коммуникативной задачи.</p> <p>Содержание высказывания не раскрывает или раскрывает лишь частично затронутую тему, отсутствует выражение своего отношения к затрагиваемой проблеме.</p> <p>Реализации коммуникативного намерения осложнена затруднениями в выборе языковых средств и формулировании содержания речи, нарушением логики и композиционной организации речи.</p> <p>Большое количество грамматических ошибок затрудняет понимание высказывания.</p> <p>Встречаются грубые грамматические ошибки.</p> <p>Ответ содержит незначительное количество изученной лексики.</p> <p>Встречаются ошибки в сочетании используемых слов, что затрудняет понимание высказывания.</p> <p>Большое количество фонетических ошибок затрудняет понимание речи говорящего.</p>
<b>4</b> <i>удовлетво- рительно</i>	<p>Содержание высказывания соответствует в малой степени коммуникативной задаче.</p> <p>Неполная реализация коммуникативного намерения.</p> <p>Ограниченный объем высказывания.</p> <p>Содержание высказывания не раскрывает или раскрывает лишь частично затронутую тему, отсутствует выражение своего отношения к затрагиваемой проблеме.</p> <p>Отсутствуют логические связи между частями высказывания.</p> <p>Встречаются грубые грамматические ошибки.</p> <p>Ответ содержит минимальное количество изученной лексики.</p>

	Значительное количество пауз, разрывающих связность речи, наличие лексических, грамматических и фонетических ошибок затрудняет понимание речи говорящего.
<b>3</b> <i>неудовлетво- -рительно</i>	Содержание высказывания не соответствует поставленной в задании коммуникативной задаче. Ограниченный словарный запас и слабое владение грамматическими структурами препятствуют реализации коммуникативного намерения. Объем высказывания ограничен. Речь плохо организована структурно и логически. Наличие лексических и грамматических и фонетических ошибок сильно препятствует пониманию высказывания.
<b>2</b> <i>неудовлетво- -рительно</i>	<i>Отсутствие реализации</i> коммуникативной задачи. Крайне ограниченный словарь и плохое владение грамматическими структурами препятствуют реализации коммуникативного намерения. Объем высказывания ограничивается набором кратких предложений. Нарушена связность речи и логичность изложения. Речь осложнена длительными паузами, большим количеством лексических, грамматических и фонетических ошибок. Большое количество фонетических ошибок затрудняет понимание говорящего.
<b>1</b> <i>неудовлетво- -рительно</i>	Полная неспособность реализовать коммуникативную задачу Произнесение бессвязных фраз, избыток ошибок.

### Сочинение / Эссе

<i>Оценка</i>	<b>Содержание</b>	<b>Словарь и структура</b>
<b>10</b> <i>превос- ходно</i>	<i>Точное соответствие</i> коммуникативной задаче. Абсолютно полное, аргументированное повествование, описание предметов, событий или изложение точки зрения. Логичное и последовательное развитие идеи и сюжета. Полное соответствие жанру и стилю произведения. Уместное и точное употребление разнообразных художественных средств выразительности.	Богатый идиоматический словарь, соответствующий нормам современного языка. Отсутствие орфографических ошибок. Абсолютно правильное и уместное употребление грамматических структур.
<b>9</b> <i>отлично</i>	<i>Достаточно точное соответствие</i> коммуникативной задаче. Полное, аргументированное повествование, описание предметов, событий или изложение точки зрения. Логичное и последовательное развитие идеи и сюжета. Соответствие жанру и стилю произведения. Уместное и точное употребление разнообразных художественных средств выразительности.	Насыщенный идиоматический словарь, достаточно соответствующий нормам современного языка. Менее одной лексической (в том числе орфографической) или грамматической ошибки на 100 словоформ. Незначительные отклонения в употреблении грамматических структур.

<p><b>8</b> <i>почти отлично</i></p>	<p><i>Относительно точное соответствие</i> коммуникативной задаче. В целом полное и убедительное повествование, описание предметов, событий или изложение точки зрения. Некоторые отклонения от логики и последовательности развития идеи и сюжета. Отдельные случаи несоответствия идеи жанру и стилю.</p>	<p>Хороший словарный запас, в основном употребляемый уместно. Не более одной лексической (в том числе орфографической) или грамматической ошибки на 100 словоформ. Наблюдаются отклонения в употреблении грамматических структур.</p>
<p><b>7</b> <i>очень хорошо</i></p>	<p><i>Соответствие</i> коммуникативной задаче. Наблюдаются отклонения от логики и последовательности развития идеи и сюжета. Ограниченный выбор художественных средств выразительности. Отклонение от норм жанра и стиля.</p>	<p>В целом выбор словарных средств удовлетворительный. Однако словарь ограничен, наблюдаются ошибки в выборе слов. Не более 2 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ. Отдельные случаи в употреблении грамматических структур затрудняют точное понимание смысла.</p>
<p><b>6</b> <i>хорошо</i></p>	<p>Идея, представленная в коммуникативной задаче, в целом отражена, однако не полностью реализована из-за отсутствия убедительных аргументов и ясности изложения точки зрения. Наблюдаются отклонения от логики и последовательности изложения, смешение стилей и несоответствие жанру.</p>	<p>Словарный запас ограничен. Наблюдаются значительные ошибки в выборе слов. Не более 3 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ. Достаточно серьезные нарушения в употреблении грамматических структур.</p>
<p><b>5</b> <i>почти хорошо</i></p>	<p>Присутствует попытка реализации коммуникативного намеренья, но основные идеи недостаточно полно раскрыты. Отклонения от логики и последовательности изложения затрудняют понимание содержания и точки зрения автора.</p>	<p>Словарный запас и выбор синтаксических структур сильно ограничены. Наблюдаются большое количество ошибок в выборе словаря и употреблении грамматических структур. Не более 4 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ.</p>
<p><b>4</b> <i>удовлетво- - рительно</i></p>	<p>В работе намечены основные идеи, но они <i>недостаточно</i> полно раскрыты. Выраженные логические разрывы. Слабо прослеживается содержание и точка зрения автора.</p>	<p>Скудный словарный запас. Много случаев неадекватного употребления слов и нарушений грамматических норм. Не более 5 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ.</p>
<p><b>3</b> <i>неу- довлетво- рительно</i></p>	<p>Представленные в работе идеи в <i>значительной</i> мере не соответствуют коммуникативной задаче. Отсутствует последовательность и логичность изложения.</p>	<p>Неадекватный и скудный словарь. Не более 6 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ.</p>

<b>2</b> <b>не-</b> <b>довлетво-</b> <b>рительно</b>	<i>Несоответствие</i> коммуникативной задаче. Объем работы сильно ограничен.	Более 6 ошибок на 100 словоформ.
<b>1</b> <b>не-</b> <b>довлетво-</b> <b>рительно</b>	<i>Полное несоответствие</i> коммуникативной задаче. Работа списана с источника информации.	Обилие грамматических и орфографических ошибок.

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