

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО

ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ІНОЗЕМНИХ МОВ

Р. В. Майборода

ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Навчальний посібник

для проведення самостійної роботи

з іноземної мови (за професійним спрямуванням)

для студентів факультету економіки

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Рецензенти:

Присяжнюк О. Я., кандидат філологічних наук, доцент кафедри іноземних мов гуманітарних факультетів Одеського національного університету імені І. І. Мечнікова;

Щербина М. А., кандидат філологічних наук, доцент кафедри перекладу факультету МЕСФ Дніпропетровського державного технічного університету

Майборода Р. В.

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У посібнику «Іноземна мова (за професійним спрямуванням). Завдання для самостійної роботи» пропонуються завдання для самостійного опрацювання студентам економічних спеціальностей та викладачам спеціальностей, пов'язаних з менеджментом, маркетингом, економікою, логістикою тощо.

Посібник складається з чотирьох частин, в кінці посібника додається глосарій (англо-англійський тлумачний словник).

Запропонований комплекс вправ та завдань реалізується за єдиною кредитно-трансферною системою організації навчання, враховує різний рівень підготовки студентів, різний рівень швидкості сприйняття та засвоєння матеріалу, сприяє індивідуалізованому вирішенню проблем, які виникають у процесі самостійної підготовки до заняття. Оригінальні англійські тексти з численними вправами та завданнями висвітлюють різні аспекти англійської мови за професійним спрямуванням.

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ПЕРЕДМОВА

Основна задача вищої освіти полягає у формуванні творчої особистості спеціаліста, здібного до саморозвитку, самоосвіти, інноваційної діяльності. Вирішення цієї задачі навряд чи можливо тільки шляхом передачі знань у готовому вигляді від викладача до студента. Необхідно перевести студента від пасивного споживача знань до активного їх творця, який вміє формулювати проблему, аналізувати шляхи її вирішення, знаходити оптимальний результат та доводити його правильність. Реформа вищої освіти, яка відбувається зараз, пов'язана за своєю суттю з переходом від парадигми навчання до парадигми освіти. У цьому плані слід визнати, що самостійна робота студентів є не просто важливою формою освітнього процесу, а повинна стати її основним чинником. Це передбачає орієнтацію на активні методи оволодіння знаннями, розвиток творчих здібностей студентів, перехід від поточного до індивідуалізованого навчання з урахуванням потреб та можливостей особистості. Мова йде не просто про збільшення кількості годин на самостійну роботу. Підсилення ролі самостійної роботи студентів означає принципіальний погляд на організацію учбово-виховного процесу, який повинен будуватися так, щоб розвивати вміння вчитися, формувати у студента здібності до саморозвитку, творчому застосуванню отриманих знань, способам адаптації, до професійної діяльності у сучасному світі.

Дослідники, які займаються проблемою, яка нас цікавить, стосовно вищої школи (С. І. Архангельський, М. Г. Гарунов, У. Я. Голант, Б. Г. Юганзен, С. І. Зінов'єв, А. Г. Молибг, Р. А. Німазов, Н. Д. Нікандров, П. І. Підкасистий та інші), вкладають у термін «самостійна робота» різний зміст. Так, поняття «самостійна робота» трактується як самостійний пошук необхідної інформації, набуття знань, використання цих знань для рішення учбових, наукових та професійних задач (С. І. Архангельський); як діяльність, яка складається з багатьох елементів: творчого сприйняття та осмислення учбового матеріалу у

ході лекції, підготовки до занять, екзаменам, залікам, виконання курсових та дипломних робіт (А. Г. Молібог); як різні види індивідуальної, групової та пізнавальної діяльності студентів на заняттях або у поза аудиторний час без безпосереднього керівництва, але під спостереженням викладача (Р. А. Нізамов). Організація самостійної роботи у вищій школі розглядається як система мір по вихованню активності та самостійності як рис особистості (Б. Г. Іоганзен). Самостійна робота розуміється також деякими авторами як система організації педагогічних умов, які забезпечують управління учбовою діяльністю, яка відбувається під час відсутності викладача (В. Граф, І. І. Іл'ясов, В. Я. Ляудіс). Іноді самостійна робота ототожнюється з самоосвітою (С. І. Зінов'єв).

Як видно з наведених вище визначень, самостійна робота розглядається, з одного боку, як вид діяльності, який стимулює активність, самостійність, пізнавальний інтерес, та як основа самоосвіти, поштовх до подальшого підвищення кваліфікації, а з другої – як система заходів або педагогічних умов, які забезпечують керівництво самостійною діяльністю студентів.

Модернізація учбового процесу спрямована на скорочення аудиторних годин та зміщення акценту на самостійну підготовку студента. Досвід викладачів свідчить, що вивчення будь-якої програмної теми може бути продовжено у самостійній роботі. Самостійні заняття демонструють студентам результати оволодіння мовою і сприяють подальшому вдосконаленню вмінь та навичок.

Однак результативність діяльності визначається правильною та систематичною організацією самостійної роботи. Викладачу потрібно вибрати ті з них, які найбільш повно допомагають у рішенні практичних загальноосвітніх та виховних задач і разом з тим економічні за часом, не громіздкі, сприяють створенню вмотивованих ситуацій мовного зразка, відповідають інтересам студентів, вдало поєднуються з усією системою учбово-виховного процесу.

Актуальність самостійної роботи у тому, що вона цілеспрямовано формує комунікативні вміння та навички, проявляє турботу про розширення кругозору студентів, виховує естетичне відношення до літератури країни, мова якої вивчається, та до самої мови.

Позааудиторна робота студентів - це запланована учбова, учбово-дослідна, науково-дослідна робота студентів, яка виконується у поза аудиторний час за завданням або під методичним керівництвом викладача, але без його безпосередньої участі.

Об'єм самостійної роботи студентів визначається державним освітнім стандартом. Самостійна робота студентів є обов'язковою для кожного студента і визначається учбовим планом.

Під час визначення змісту самостійної роботи студентів слід враховувати рівень самостійності абітурієнтів та вимоги до рівня самостійності випускників для того, щоб за період навчання був досягнутий необхідний рівень.

Для організації самостійної роботи необхідні наступні умови:

- готовність студентів до самостійної праці;
- мотив до отримання знань;
- наявність та доступність всього необхідного учбово-методичного та довідкового матеріалу;
- система регулярного контролю якості виконаної самостійної роботи;
- консультаційна допомога.

Контроль за самостійною роботою та оцінювання її результатів організується як єдність двох форм:

- самоконтроль та самооцінка студента;
- контроль та оцінка з боку викладача.

У посібнику «Ділова іноземна мова. Завдання для самостійної роботи» пропонуються завдання для самостійного опрацювання студентам економічних спеціальностей та викладачам спеціальностей, пов'язаних з менеджментом, маркетингом, економікою тощо.

Під самостійним опрацюванням ми розуміємо таку форму організації навчально-пізнавальної діяльності студентів, яку спрямовує і контролює викладач або сам студент відповідно до програми навчання на аудиторних заняттях та у поза аудиторний час з метою оволодіння знаннями, навичками й уміннями ділової англійської мови. Це, передусім, сприяє саморозвитку особистості, надає можливість диференційного підходу у навчанні та творчого підходу до організації самоосвіти студентів. З метою покращення рівня володіння англійською мовою за професійним спрямуванням ми вирішили впровадити у навчальний процес для самостійного опрацювання та поглиблення знань студентів наступні теми: «Країни та національності. Команди з яскравими ідеями. Ділова активність в ухваленні рішень. Компанії. Відділи компанії. Їх класифікація і характеристика діяльності», «Офіси. Їх класифікація і роль в суспільстві. Корпоративні заходи на підприємстві. Гроші, фінанси, кредит», «Проекти. Особливості розробки економічних проектів. Процес прийняття рішень в бізнесі. Види товарів та послуг», «Роль конкуренції на ринку. Робота за кордоном. Еміграція. Роль кар'єри в житті людини».

Самостійна робота на заняттях з ділової іноземної мови розвиває у студентів такі важливі вміння, як пошук інформації, її аналіз та виділення головного, оцінювання інформативності матеріалу та професійно-орієнтоване спілкування на основі отриманої інформації. Таким чином, необхідно підвисити відповідальність студентів за хід та результати їхньої самостійної учбової діяльності щодо оволодіння іноземною (англійською) мовою.

Метою самостійної роботи студентів з іноземної мови є формування навичок роботи з іншомовними професійно-орієнтованими джерелами інформації (читання, переклад, творче переосмислення інформації, її особиста оцінка та подальше використання), а також формування навичок усного мовлення у рамках загальноосвітніх тем та професійної тематики.

Застосування самостійної роботи в учбовій діяльності дозволяє 1) оптимізувати процес навчання іноземній мові (англійській) з точки зору

економії аудиторного учбового часу; 2) актуалізувати та активізувати пошук нових знань того, хто навчається; 3) підвищити якість засвоєння запропонованих учбових програм.

Підготовленість студентів до самостійної діяльності щодо вивчення запропонованого матеріалу визначається: 1) наявністю базових учбових навичок з усіх видів мовленнєвої діяльності, а саме: говорінню, аудіюванню, читанню, письму (у більшій ступені, безумовно, читанню та письму, тому що основними засобами перевірки виконання самостійної роботи є усне та письмове виконання вправ за самостійно пройденим матеріалом); 2) наявністю навичок перекладу та методами роботи зі словником та довідковою літературою; 3) вмінням працювати з комп'ютерним програмним забезпеченням та Інтернетом.

Навчальний посібник складається з 4 модулів. Кожен модуль містить тексти за запропонованою темою та певний граматичний матеріал. До кожного тексту пропонується низка завдань, більшість яких має творчий характер і спрямовані на розвиток навичок вживання граматичних явищ у розмовній мові. Студенти, працюючи над текстом, зважають не тільки на його зміст, але й на ті чи інші граматичні конструкції у ньому. Різноманітні граматичні вправи та тексти і діалоги до них сприятимуть збагаченню лексики загалом і повторенню та закріпленню граматичного матеріалу зокрема, а це поліпшить опанування англійською мовою.

Отже, самостійна робота набуває особливого значення. Вона сприяє виробленню звички систематично з максимальною продуктивністю працювати над мовою у відведені для занять години, продовжувати вивчення матеріалу позааудиторно. Зауважмо, що завдання для самостійного опрацювання можна починати виконувати під керівництвом викладача. На першому занятті викладач проводить інструктаж щодо виконання окремої частини: скільки годин відведено на дану тему (підтему), труднощі, специфіка роботи з даної темою тощо.

**РЕКОМЕНДОВАНІ ЗАВДАННЯ
ДЛЯ САМОСТІЙНОЇ РОБОТИ
З ДІЛОВОЇ ІНОЗЕМНОЇ МОВИ**

Modulus 1

**Contacts. Working in a foreign country. Countries and nationalities. Jobs.
Teams. Teams with bright ideas. Business activity in decision-making.
Companies. Departments. Their classification and characteristics activity.**

I. Complete the introductions. Use the words from the box:

<i>from</i>	<i>name's</i>	<i>My</i>	<i>I'm</i>
-------------	---------------	-----------	------------

1. Good morning. My ____ Erica Schulz. I'm a product manager from Germany.
I'm in the marketing.
2. Hello. I'm Bo Chang ____ China. I'm a university student.
3. Hi. I'm Nikolai Ivanov. I'm from Russia. ____ an accountant.
4. Hi. I'm from Argentina. I'm a senior manager. ____ name's Eva Rosado.

II. Write the words from the box under the correct heading:

<i>accountant</i>	<i>finance</i>	<i>marketing manager</i>	<i>technician</i>	<i>engineer</i>	<i>cashier</i>
<i>production</i>	<i>director</i>	<i>doctor</i>	<i>telephone operator</i>	<i>human resources</i>	
<i>receptionist</i>	<i>lawyer</i>	<i>sales assistant</i>	<i>personal assistant (PA)</i>		

Job

Department

III. Fill in the missing letters to make jobs and workplaces.

1. I'm an a.....t. I work in an o....e.
2. He's an e.....r. He works in a f.....y.

3. She's a t.....n. She works in a l.b.
4. I'm a s...s a.....t. I work in a s..p.
5. She's a r.....t. She works in a h...l.

IV. Complete the chart of countries and nationalities. Use the words from the box. Add other countries and nationalities:

<i>Brazilian</i>	<i>Polish</i>	<i>Germany</i>	<i>Kuwaiti</i>	<i>French</i>	<i>Oman</i>	<i>Italian</i>	<i>Spain</i>
<i>Russia</i>	<i>Turkey</i>	<i>Japanese</i>	<i>Swedish</i>	<i>China</i>	<i>Greece</i>	<i>British</i>	
<i>American</i>							

Country	Nationality	Country	Nationality
	- an		-ish
Brazil	Brazilian	Poland	_____
Germany	German		Spanish
Italy	_____	Sweden	_____
_____	Russian	_____	Turkish
	-ese		others
Japan	_____	France	_____
_____	Chinese	_____	Greek
	-i	the UK	_____
Kuwait	_____	the US	_____
_____	Omani		

V. Ask and answer questions about the nationality at the companies:

- A: Is Sony Japanese? B: Yes, it is.
- B: Is Givenchy Swedish? A: No, it isn't. It's French.

<i>Sony</i>	<i>Givenchy</i>	<i>Volvo</i>	<i>Zara</i>	<i>Gucci</i>	<i>Aeroflot</i>	<i>Michelin</i>	<i>Siemens</i>
<i>McDonald's</i>	<i>Olympic Airways</i>						

- Think of three companies you know. Give their nationalities.

VI. Discuss the following questions in groups:

- People have always needed a common language to communicate. What language have they used for this purpose in Europe?
- What language have European community had as an international one in different periods of history?
- What language do you learn as a second language? How can you apply the knowledge of English in your future life? What are your ambitions?

VII. Read the following statement. Do you agree or disagree? Prepare arguments to support your view:

- “English is more and more necessary for international business, but less and less sufficient”.

VIII. Read, learn and keep in memory the following expressions, try to use them in your own sentences:

- public funding
- tangible return on investment
- to benefit from learning a foreign language
- competition for public funding
- market failure
- insufficient language skills
- the revealing results
- inadequate intercultural skills
- small-and medium-sized enterprises (SMEs)

- the total value of smth
- a quantifiable benefit
- to undertake a number of studies
- export markets

IX. Read the text:

YOUR BENEFITS FROM LEARNING A FOREIGN LANGUAGE

a) Why should you learn a foreign language? That might seem like a stupid question, particularly coming from a company that publishes language-learning magazines. Surely, the more foreign languages you can speak, the better. Yes, probably. But sometimes simple questions are not as stupid as they seem.

Of course, it's easy to think of reasons for learning languages. You can travel more easily, communicate with more people, and learn about other countries and cultures. Languages can also help you in your current job, or be an advantage if you want a new job.

b) But look again at that last paragraph. It's all about "you, you, you". You benefit privately from learning a foreign language. You benefit in your career, language skills benefit society more generally -- for example, by improving international understanding. And companies benefit from the language skills of their employees.

c) Anne Davidson Lund, a director of CILT, the National Centre for Languages in the UK. says: "Figures speak more loudly than words in a climate where language learning is not an unquestioned right, where competition for public funding for education and training is intense, and where the prize goes to those who can show a tangible return on investment in terms of their nation's bank balance. Can we win that prize for languages?"

d) Lund argued that, if the business sector wants to secure more public funding for foreign-language education and training, it must show that language skills bring a

quantifiable benefit to companies. Also, the business sector must show that there is "market failure": that is, firms are not currently getting all the language skills they need.

CILT has undertaken a number of studies to look into these questions. The most important one was the 2007 "ELAN" study {Effects on the European Union Economy of Shortages of Foreign Language Skills in Enterprise-- see box, page 19) for the European Commission. This looked at firms in 29 European countries and tried to quantify the value of contracts lost because of insufficient language skills.

e) The results were revealing. The report found that there was a clear link between language skills and export success. And among a sample of 2,000 small- and medium-sized enterprises (SMEs), 11 per cent said that they had lost contracts as a result of a lack of language skills. (In most countries, ten per cent said they had also lost contracts because of inadequate intercultural skills.) Some of these contracts were worth over €1 million, with the average being €345,000. The report estimated that the total value of lost business to the EU economy because of poor language skills in SMEs was around €100 billion a year.

f) The ELAN report identified four key elements of language management in companies that were successful in export markets:"... having a language strategy, appointing native speakers, recruiting staff with language skills and using translators and interpreters". An SME investing in all of these four elements was found to have an export-sales proportion 44.5 per cent higher than one that does not do so.

X. Match each sentence 1-7 to the sentence a-g that should logically follow it.

1. Foreign languages can
2. You benefit privately
3. You can travel more easily, communicate with more people and
4. Language skills benefit society more generally by
5. The prize goes to those who can show a
6. If you want to secure more public funding for foreign-language training and

educations...

7. Four key elements of language management for success in export markets are:

- a) it must show that language skills bring a quantifiable benefit to companies;
- b) improving international understanding?
- c) a language strategy, appointing native speakers, recruiting staff with language skills and using translators and interpreters;
- d) also help you in your current job;
- e) learn about other countries and cultures;
- f) tangible return on investment in terms of their nation's bank balance;
- g) from learning a foreign language.

XI. Think about the questions to paragraphs A-F which require the answers, presenting the main idea of each paragraph.

XII. Read, learn and remember the following expressions, try to use them in your own sentences:

- to make recommendations for improving language skills
- regional and minority languages
- linguistic diversity
- to gain a competitive advantage
- less sufficient
- mother tongue
- to deal with different languages
- the importance of implementing strategies for developing the language skills
- disseminating best practices on language strategies

- targeting the official language
- to master the language of the consumers
- to have access to the behaviour and attitudes of others
- to target English as a priority
- to meet companies' language needs
- challenges facing multinational companies
- to integrate employees into their workforces

XIII. Read the text:

COMPANIES SHOULD INVEST MORE IN FOREIGN-LANGUAGE SKILLS

Following the ELAN report, Leonard Orban, the EU Commissioner for Multilingualism, set up the "Business Forum for Multilingualism" to make recommendations for improving language skills in EU companies. Orban speaks about the role of foreign languages in business.

1) Why is multilingualism so important for the EU?

The EU already has 23 official languages, more than 60 regional and minority languages and hundreds of other languages spoken by people originally from outside the EU. We now want to make full use of this linguistic diversity. We want to show that, rather than being a burden, it is an asset for the EU -- for cultural, educational and professional reasons. Also, EU companies can gain a competitive advantage through foreign language skills. But one of the main ideas from the Business Forum for Multilingualism is that English is not enough. English is more and more necessary for international business, but less and less sufficient.

2) So, how good are the language skills of EU citizens?

We are still a long way from our goal of every citizen learning at least two foreign languages. Only 28 per cent of European citizens are able to speak at least two foreign languages. And nearly half of European citizens can speak only their mother tongue.

3) What role should companies play here?

Companies should invest more in developing the abilities of their workers to deal with different languages. I think especially at the level of small- and medium-sized enterprises (SMEs) there is not enough awareness of the importance of languages other than English and of the importance of implementing strategies for developing their employees' language skills. So we have made a number of recommendations in the report on ways to help firms. Of course, increased financial support should be considered -- at the EU level, but also at national, regional and local levels. But we also propose a new European internet platform for collecting and disseminating best practices on language strategies.

4) But are language skills only the companies' responsibility?

No, it's a shared responsibility. The European institutions also have a contribution to make, but so do the member states through improvements in their education systems. And so do individuals themselves.

5) Latin is still one of the most common foreign languages taught in educational institutions. Shouldn't this time and effort be spent more usefully on modern foreign languages?

Our task in the European Commission is to defend and promote the linguistic diversity in Europe. That means targeting mainly the official languages of the EU. So, we look less at languages like Latin or ancient Greek. But these languages, even though they are no longer tools of communication, can be useful in terms of personal development. So we are not against these languages. But we would encourage people to learn a large variety of European languages. There are so many languages -- for example, those of neighbouring countries in the EU, or of non-EU countries -- and people should choose whatever languages they want.

6) When you say people should learn two foreign languages, do you mean two EU languages?

No, Europeans should also learn the languages of non-EU countries. For example, there are more and more Chinese people who are learning European languages. But Europeans should also learn Mandarin, Russian, Urdu, Japanese and

so on. This will help not only individuals but also our companies, and so help the Union to become more competitive.

7) But, surely, learning better English is still the priority for many EU employees.

Of course, we acknowledge that English is more or less a lingua franca for communication between companies. And we are talking about the need for good English, because very often people speak bad English. But when you are addressing consumers, it is a completely different story. English is not enough. You need to master the language of your consumers. For example, it has been shown that many people in Germany don't understand advertising slogans that are in English. And we are not only talking about language skills; we're talking about intercultural skills. Teaching a language doesn't mean just teaching grammar, pronunciation etc. It means teaching a culture, literature and so on. It means having access to the behaviour and attitudes of others. We need to understand that others may think in a different way. These are the sorts of skills that are needed to do business in other places. So, while English will continue to be important, companies should add other languages, and other abilities, in order to become more competitive.

8) Which, then, are the most important foreign languages for EU workers to learn apart from English?

That's not for us to say. It's up to every company to decide which language skills they need, according to their activities and plans. For example, some companies may target Mandarin as a priority. Others may target Hindi. We don't want to tell the companies what to do. We just want to tell them that languages are an important part of their performance, and that they should consider this seriously.

9) Don't firms solve their language needs pragmatically by, for example, hiring people from other countries who speak two other languages as well as their native tongue?

Yes, in many cases, companies do meet their language needs by finding the right people to employ. On the other hand, as politicians, we have to think about all

European citizens and give them the chance to become more competitive and to find better jobs. It is also to the advantage of EU companies if they can find people in their own countries with the necessary language skills. And, as we say in our report, one of the main challenges facing multinational companies in the EU -- and society more generally -- is to integrate employees from different nationalities and ethnic backgrounds into their workforces. And this means that the training of existing employees could be the best option.

XIV. Match each sentence 1-10 to the sentence a-j that should logically follow

it:

1. EU companies can gain...
2. Only 28% of European citizens are able
3. Companies should invest more in
4. We propose a new European internet platform for
5. Our task in the European Community is
6. We acknowledge that English is more or less a
7. Teaching a language doesn't mean
8. While English will continue to be important,
9. It's up to every company to decide which language
10. One of the main challenges facing multinational companies in EU is
 - a) collecting and disseminating best practices on language strategies
 - b) lingua franca for communication between companies
 - c) a competitive advantage through foreign language skills
 - d) integrate employees from different nationalities and ethnic backgrounds
 - e) companies should add other languages and other abilities in order to become more competitive
 - f) to speak at least two foreign languages
 - g) to promote the linguistic diversity

- h) skills they need, according to their activities and plans
- i) just teaching grammar and pronunciation, but also a culture, literature and so on
- j) developing the abilities of their workers to deal with different languages

XV. Read through the article once more. Try to summarize in a sentence what each paragraph 1-9 is about.

XVI. Read the questions which are the headings of the paragraphs 1-9. Answer the questions. Don't look into the text.

XVII. Read the article. Then complete the chart.

Meet Phil Knight

Phil Knight is the founder and CEO of Nike, a famous sports and fitness company. He is from Oregon, the USA. He is 65 and is a very rich man. He is married, and his wife's name is Penny. They have two sons and one daughter. Knight loves sport, including tennis, running and golf. He also likes fast cars. He says, "I love the fact that Nike is about sports". He has a tattoo of the Nike logo on his left leg.

Knight's ad agency is Wieden and Kennedy. At his first meeting with Wieden Knight said, "Hi, I'm Phil Knight and I hate advertising". But they are still partners after 21 years. At meetings with Wieden, Knight is relaxed and tells jokes. He wears blue jeans, a T-shirt and suit jacket, and a pair of Nike shoes.

Knight is interested in Asia, especially Japan. His office is full of objects from Asia. It is in Nike's World Headquarters in Beaverton, Oregon.

Phil Knight

Age

Nationality

Family

Job

Type of company

Interests

XVIII. Tick the correct sentences. Correct the mistakes in the other sentences:

1. Phil Knight is the head of Nike.
2. He isn't rich.
3. Knight is married with two children.
4. His wife's name is Penny.
5. Knight's tattoo is on his right leg.
6. Wieden is in advertising.
7. Knight's office is full of objects from Austria.
8. Knight's office is in California.

XIX. Ask and answer questions about Phil Knight and his office:

- A: Is Phil Knight American? B: Yes, he is.
B: Is his wife's name Sandra? A: No, it isn't.

XX. What sort of person are you? For each question choose one answer:

1. I like to work
a) alone. b) in a team. c) with a partner.
2. For appointments I like to be
a) early. b) on time. c) five minutes late.
3. I prefer to work
a) at home. b) in an office. c) outside.
4. I like to travel
a) to new places. b) to places I know well c) only when I need to.
5. In meetings I prefer

a) not to speak much b) to speak a lot c) to be the chairperson

6. I work best

a) in the morning b) in the afternoon c) in the evening/ at night

7. I think a lot about

a) the future b) the past c) the present

8. I like my friends or colleagues to be

a) intelligent b) good-looking c) funny

- Compare your answers with a partner. Then find people with the same answers as you.

XXI. a) Match the statements 1 to 10 to the adjectives a) to j):

They...

- | | |
|---|-----------------|
| 1. like to spend time with other people. | a) ambitious |
| 2. want to reach the top in their career. | b) creative |
| 3. have a lot of new friends. | c) hard-working |
| 4. do what they promise to do. | d) motivating |
| 5. are usually calm. | e) helpful |
| 6. spend a lot of time doing a good job. | f) punctual |
| 7. like to be on time. | g) relaxed |
| 8. encourage other people to work well. | h) sociable |
| 9. are good at making things work. | i) practical |
| 10. like to do things for other people. | j) reliable |

b) Use adjectives from Exercise A to complete this Human Resources report:

Maria Karlsson

Maria is good in a team, and she gets on well with her colleagues. She is extremely _____ (1). She is never late for meetings – she is always _____ (2). She is

very _____ (3); she always meets deadlines. She is in the office at 8:00 a.m. every day and often stays late – she is very _____ (4).

She is also a very _____ (5) person with a lot of ideas for the future of the company.

c) Look again at the adjectives in Exercise A. Which types of colleague do you like to work with? Discuss your answer with a partner:

I like to work with ambitious people. They get things done.

d) Read the description of three employees. Complete the sentences with three adjectives from Exercise A:

1. Andrei spends a lot of time doing a good job. He is usually calm. He likes doing things for other people.

Andrei is _____ (1), _____ (2) and _____ (3).

2. Yolanda wants to reach the top in her career. She is always on time. She does what she promises to do.

Yolanda is _____ (4), _____ (5) and _____ (6).

3. Fabio has a lot of new ideas. He is good at making things work. He likes to spend time with other people.

Fabio is _____ (7), _____ (8) and _____ (9).

XXII. Stella McCartney is Paul McCartney's daughter. Work in pairs.

Answer this question: Is she

a) an actress? b) a musician? c) a fashion designer?

Now read the article and check your answer.

Stella Qualities

By Adrian Michaels

Stella McCartney opened her first shop on West 14th Street in New York's meatpacking district. She loves the area although she is a vegetarian. The fashion

designer is the daughter of Sir Paul and Linda McCartney, who was also a famous vegetarian. But Stella feels that the place suits her style more than New York's fashion areas such as SoHo or Madison Avenue.

McCartney founded her own company after a successful time at the house of Chloe in Paris. Her new business is a fifty-fifty partnership with Gucci.

Her friends include actors and musicians such as Gwyneth Paltrow, Sting and Brian Eno. 'I do have famous friends,' she says. 'But I also have friends that work in a bakery, in property. I wanted to be a fashion designer when I was young. In those days it wasn't all Versace. I think these days anyone's a celebrity. Anyone can have a zoom lens on them. I just happen to work as a fashion designer. I've got a job and work hard'.

McCartney spent her childhood summers on Long Island, and she has both British and American nationality. That explains why she is comfortable with opening her first shop in New York.

She did not do any research to see what Americans like. 'I have no idea if New Yorkers will like my style. I hope so. The research I do is from the heart. I try to create something that I would like and which reflects my personality'.

From the Financial Times

- **Read the article carefully. Are these statements true or false?**

1. Stella does not eat meat.
2. Her mother did not eat meat.
3. Stella's company is a partnership with Chloe.
4. All Stella's friends are famous.
5. Stella can have British and US passports.
6. Stella studies US style before she opened the shop.

- **Match the verbs and nouns to make word partnerships. Check your answers in the article.**

Verbs

1. open
2. do
3. found
4. have got
5. spend

Nouns

- a) time
- b) research
- c) a job
- d) a company
- e) a shop

XXIII. Match the descriptions of people (1-10) to the skills and characteristics (a-j).

1. She works well with other people.
2. He certainly knows the business, after thirty years.
3. She always does a lot of work.
4. He has some really good ideas.
5. Things are changing fast, but she's coping well.
6. She is an excellent manager.
7. He always completes work on time.
8. He's very good at making presentations.
9. There's a lot of stress, but she can deal with it.
10. He's good at looking at problems in detail.

- a) creative
- b) hard-working
- c) experienced
- d) a strong leader
- e) reliable
- f) adaptable
- g) can cope with pressure
- h) a confident communicator
- i) a good team player
- j) analytical

- **PAF, an advertising agency, is looking for young employees for its creative department. Which skills and characteristics from a-j do you think the people need?**

XXIV. Discuss the following questions:

- What forms of business do you know about in your home city? Give examples.
- What sort of business would you like to start?
- Where would you start it?
- What sort of person would you start a business with?

XXV. Do the companies quiz. Discuss your answers with a partner. Then check your answers.

Which company:

1. began in 1865 as a forestry and power business?

- a) Ericsson b) Nokia c) Motorola

2. produces the most successful toy in history?

- a) Disney b) Fisher-Price c) Mattel

3. has its head office in San Francisco?

- a) Levi-Strauss b) Nike c) Calvin Klein

4. buys more sugar than any other company in the world?

- a) Nestle b) Coca-Cola c) Suchard

5. employs more people than any other company?

- a) Wal-Mart b) Siemens c) General Motors

6. has the largest factory in the world?

- a) Boeing b) Ford c) Sony

7. was started by Ray A. Kros in 1955?

- a) Burger King b) Kentucky Fried Chicken c) McDonald's

(The key: 1. b; 2. c; 3. a; 4. b; 5. c; 6. a; 7. c)

- **What famous companies come from your country? What do they do**

or make?

XXVI. a) These sentences describe two companies, Autotech and Green Fingers. Choose pairs of sentences which describe similar things and match them with the correct company:

AUTOTECH

A large car parts company **GREEN FINGERS**

A small garden products company

John Smith started Autotech in 1960. George and James Hawkins began Green Fingers in the 1920s.

1. John Smith started Autotech in 1960.
2. It has a workforce of 2,500.
3. Autotech exports to over 12 countries.
4. It manufactures car parts.
5. It produces one or two new components each year.
6. It employs about 35 people.
7. Green Finger sells some of its products abroad.
8. It makes garden products.
9. George and James Hawkins began Green Fingers in the 1920s.
10. Green Fingers supplies the gardening industry.
11. It launches twelve new products a year.
12. Autotech provides components for the car industry.

b) Use verbs from Exercise A which you underlined to complete this company profile:

GKS

GKS Services _____ (1) in 1989 when Dieter Norland left his job as an engineer in the computer industry. The company _____ (2) high-tech security alarms and _____ (3) its products all over the world. It _____ (4) 150 people at its factory near Rotterdam, although the company's head office is in Amsterdam and _____ (5) a staff of 20. The company _____ (6) a number of new products each year. GKS Services _____ (7) products to the security industry and _____ (8) domestic alarms for the general public.

XXVII. What products do you think of when you see these brands?

1. Louis Vuitton
2. Givenchy
3. Kenzo
4. Donna Karan

Read the first paragraph of the article about LVMH and complete the fact file:

Name: LVMH

Products:

Head office:

Number of brands:

Number of stores:

Workforce:

LVMH Reports Strong Sales

By Jo Johnson and

Martin Arnold in Paris

LVMH (Louis Vuitton, Moet Hennessey) manufactures and sells luxury goods, such as designer clothes, fashion accessories, watches and luggage. There are several companies in the group. LVMH has 60 famous brands, such as Louis Vuitton, Givenchy, Kenzo, Christian Dior and Donna Karan. It has 1,500 stores worldwide and is expanding its network. It employs 56,000 people. Its head office is in France, but 63 % of its staff work outside France.

Sales at its Louis Vuitton division rose 22 % to € 1.175 bn (\$1.26 bn) in the fourth quarter. Total sales at the LVMH group rose 4% to € 12.7 bn last year. Bernard Arnault, chairman, said that the fashion and leather goods division of LVMH made ‘excellent progress’.

LVMH has excellent sales because of its strong brands, store openings and successful new product launches. One of its new products, the Tambour watch, did not have huge sales but it brought customers into the stores.

Sales in the US, France and Japan were good. Fewer Japanese tourists travelled last year, but they bought more goods in their home market. Recently, LVMH opened a large store in Japan, which is doing well.

LVMH is a creative and innovative group. It aims to impress its customers with its high quality and long-lasting products. Its new products – particularly in cosmetics – depend a lot on research and development. LVMH controls every detail of the brand’s image.

From the Financial Times

- **Answer these questions:**

1. What percentage of LVMH’s staff do not work in France?
2. What was the percentage increase in sales at the Louis Vuitton division in the fourth quarter?
3. Which of the following were reasons for the increase in LVMH’s sales?
 - a) well-known products
 - b) new stores
 - c) better research
 - d) new products
4. How did the launch of the Tambour watch help LVMH?
5. In which markets did LVMH sell a lot of products?

- **Mark each statement true or false:**

1. LVMH’s main product is cosmetics.

2. LVMH doesn't launch many new products.
3. Sales in Japan are poor.
4. LVMH's products are well made.
5. The image of its products is important to LVMH.

- Why do you think LVMH is a successful company? What other successful companies do you know? Why are they successful?

XXVIII. a) Fill in the gaps. Explain the words in bold. Say two things you remember about each person.

*talented proud travel look for hurricanes bombs and rockets patient
excitement dangerous brave*

There are people who don't like desk jobs. They prefer adventure and 1) Sometimes, they often 2) ... a little danger!

Warren Faidley is a real-life storm chaser whose job is to photograph tornadoes, lightning strikes and 3) He's very 4) ... and determined. The 5) ... adventure and excitement are the things which he likes most about his job.

Jonathan Alpeyrie is a war photographer. Every day he wakes up in the middle of a war zone where 6) ... are going off all the time. It's a 7) ... job which requires a lot of courage. Jonathan wants to show the world the horrors of war so that governments do more to stop them.

Joel Sartore is a 8) ... wildlife photographer who works with the National Geographic Society. "Photography is the key to the whole world", he says. "You have to be 9) ... and careful, but when you see the pictures you've taken, then you feel really 10) ...".

b) Think! What is more important in a job: making a lot of money or personal satisfaction? Give reasons.

XXIX. Choose the correct word.

1. He usually travels on *train* / *foot*.
2. She's a *talented* / *rewarding* photographer.
3. He never lies. He's a(n) *honest* / *patient* person.
4. I miss the hustle and noise / bustle of LA.
5. Public transport is *convenient* / *heavy* here.
6. I'm *hometown* / *homesick*, I miss home.
7. I hate the *constant* / *crowded* noise in Paris.
8. He feels *lonely* / *friendly* away from his family.
9. War reporters must be *proud* / *brave*.

XXX. Fill in the gaps.

have buy sell make own come from

1. Southland companies ... products for the office.
2. 350 million customers ... their products each year.
3. James and Ross Milburn ... the Southland Group.
4. James and Ross Milburn ... the USA.
5. They ... 32 factories.
6. They ... 48 different products in their factories.

XXXI. Here some forms of businesses are listed (on the left - A). Match them with their definitions (on the right - B):

A

B

- | | |
|------------------------------------|--|
| 1. Partnership | a) a business owned and run by one person |
| 2. Sole (or single) proprietorship | b) a business owned by many people who hold stock, or shares, in it, though the number of stockholders, or shareholders, is limited. Only shareholders can directly sell their shares (stock); they are not sold |

freely at the stock exchange.

3. Public company (corporation) c) a business owned by several people (only up to 20) who have agreed to pool their money and efforts.
4. Private company (privately owned corporation) d) a business owned by different people who hold stock (shares) in it. The number of shareholders is unlimited. Stock (or shares) is sold, bought, and traded freely at the stock exchange by brokers

XXXII. Choose any business in your home city that you know about. What advantages do you see in that form of business? What are the disadvantages, if any? Decide which of those businesses seem to you to be the most successful and profitable. Report this to the class.

XXXIII. If you decided to go into business, would you choose:

- a) to open your own business as a single proprietor?
- b) to form a partnership?

Give reasons for your decision.

XXXIV. Read and translate the text:

Sole Proprietorships and Partnerships

From a legal point of view, there are two simplest ways of organizing a business.

The first is sole proprietorship, sometimes called single proprietorship, or individual proprietorship (in American English). It is the simplest and the cheapest method of starting a business, because a sole proprietor invests his or her own capital and personal assets (anything that belongs to the person), or gets a loan from a bank.

He or she alone decides what he or she will do to achieve the objective of any business – profit.

So, to start a sole proprietorship, you only require the capital to invest and, of course, knowledge of the local laws.

The advantages of a sole proprietorship are:

- It is easy to start.
- It is inexpensive to start.
- It is flexible, because the sole proprietor himself/herself holds all the authority.
- It is best adapted to a small business because it can provide individualized products and services to their customers.

The disadvantages are:

- It is unlimited legal liability because the sole proprietor is personally responsible for all the debts and everything that is done in his or her business.
- It lacks stability and continuity because the sole proprietor's disease is a threat to the business, and his or her death usually stops it.
- The difficulty of raising money and the slow growth of the business: it is often difficult to get loans and credits for the business, and it will grow very slowly because one person can only do a limited amount of work.
- It has a high risk of failure because the competition is usually great.

The second simple form of business organization is a partnership. In a partnership, no less than two, and no more than twenty people (according to British law) pool their property, capital (including intellectual capital), efforts, and managerial talents to do business and gain profits. The co-owners make a written agreement regarding how to invest capital and share dividends, called an Agreement on Capital and Dividends Share. They also write a Statue of their partnership where all the rights and duties of co-owners are regulated. The Statue is a legal document, and its contents are regulated by law. At least one of the partners has unlimited liability, but quite often every co-owner is liable for all the debts of the partnership.

The advantages of a partnership are:

- It is easy to organize.
- It has potential additional sources for raising investment capital because new partners can be added.
- It does not pay corporate tax (tax on the corporation's profits), as the co-owners can use the profits gained as their personal income, and then only pay ordinary income tax for it.
- Every partner may act on behalf of the entire partnership.

The disadvantages are:

- The business suffers if partners have serious and constant disagreements over decision-making.
- Senior partners have unlimited personal liability.
- In case of bankruptcy, the co-owners who invested more capital (the senior partners) lose more than the junior partners do who invested less.
- In case of death or incapacity of a senior (major) partners, the partnership may cease to exist (be dissolved).
- It is often difficult to get rid of a bad partner.

XXXV. Tell whether each statement below is true (T) or false (F), according to what you have read in the text:

- At least two partners are needed to start a sole proprietorship.
- A sole proprietor only requires the investment capital and knowledge of local laws to start his or her business.
- It is the sole proprietor alone who decides what to do to achieve profits in his or her business.
- Sole proprietorships are very inflexible.
- It is easy to raise money for sole proprietorships and they grow quickly.
- Partnerships may have an unlimited number of partners.
- Partners may be liable for all the debts of their business.
- Partnerships do not need any legal documents in order to set up business.

- Every partner can speak and act for the entire partnership.
- In case of bankruptcy of a partnership, those partners who invested less capital suffer more.

XXXVI. Discuss whether you can think of any other advantages and disadvantages of a sole proprietorship or a partnership.

XXXVII. At the beginning of this unit you discussed which form of business you would prefer to start: a sole proprietorship or a partnership. Have you changed your opinion after reading the text? If yes, why? If not, why not? Explain this to the other students.

XXXVIII. Speak about any company, using the given information. Fill in the gaps with the words from the table:

customers price shareholders leader products share profit
employees company subsidiaries turnover competitors

1. I work for a _____ called Sportswear.
2. Our main _____ are sports shoes.
3. Sportswear is a world _____ in the tennis and basketball shoe sector.
4. It has a national market _____ of 31%.
5. It has 1,950 _____ in one country.
6. It has six _____ in four different countries.
7. Its main _____ are aged 16-35 years old.
8. Its main European _____ are in France and the USA.
9. Its main _____ are banks and pension funds.
10. Its _____ last year was \$1.1 billion.
11. Its _____ last year was \$15 billion.
12. Its share _____ today is \$52.

XXXIX. Read the article about Goran Tatic.

Goran Tatic

Multi millionaire Goran Tatic is just 36 years old. He comes from Split in Croatia, but today he lives in Victoria, Australia and has Australian nationality. Mr Tatic owns half of the Orion Group. (His colleague, James Bernard, owns the other 50%). Orion companies have total sales of about \$3 billion a year, and about 50,000 people work for the group.

Orion Group companies buy steel from suppliers in Russia, Eastern Europe and Korea and sell it all over the world. They buy and sell 2.5 million tonnes a year. They also make steel in a number of factories in Russia.

1. Are these statements true (T) or false (F)?

1. Goran Tatic comes from Germany.
2. He owns all of the Orion Group.
3. He has 50,000 employees.
4. Orion companies buy steel from suppliers in Western Europe.
5. They sell steel to customers in Western Europe.
6. They make steel all over the world.

2. Read the article about Goran Tatic again. Then fill in the gaps with the correct numbers.

one two three five six thirty fifty
hundred thousand million billion point

1. Goran Tatic is _____ - _____ years old.
2. Total sales are _____ _____ dollars a year.
3. Orion companies have _____ _____ people.
4. Orion companies sell _____ _____ tonnes of steel a year.
5. Goran Tatic and James Bernard own _____ _____ percent of Orion.

XL. Read and translate the text.

What is business

Business is a word that is commonly used in many different languages. But exactly what does it mean? The concepts activities of business have increased in modern times. Traditionally, business simply meant exchange or trade for things people wanted or needed. Today it has a more technical definition. One definition of business is the production, distribution, and sale of goods and services for a profit. To examine this definition, we will look at its various parts.'

First, production is the creation of services or the changing of materials into products. One example is the conversion of iron ore into metal car parts. Next, these products need to be moved from the factory to the marketplace. This is known as distribution. A car might be moved from a factory in Detroit to a car dealership in Miami.

Third is the sale of goods and services. Sale is the exchange of a product or service for money. A car is sold to someone in exchange for money. Goods are products that people either need or want; for example, cars can be classified as goods. Services, on the other hand, are activities that a person or group performs for another person or organization. For instance, an auto mechanic performs a service when he repairs a car. A doctor also performs a service by taking care of people when they are sick.

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

2. Answer the following questions.

1. What is one modern definition of business?
2. What does production involve?

3. What example of distribution is given in the reading?
4. How do goods differ from services?
5. In addition to production, distribution, and sale, what other factor is important in defining' business?
6. What is profit?

3. Are these statements true (T) or false (F)?

1. Business is not just one activity but a combination of different operations such as production, distribution, and sale.
2. From ancient to modern times the definition of business has remained the same.
3. Moving a truckload of oranges from the orchard to the supermarket is an example of production.
4. A salesclerk provides a service by answering customers' questions.

XLII. Fill in the gaps in the sentences.

<i>of</i> <i>after</i> <i>to</i> <i>with</i> <i>for</i>

1. I look _____ customer service for Europe.
2. I report _____ the customer service manager.
3. He's in charge _____ the department.
4. We're responsible _____ customers in Europe.
5. I deal _____ problems most of the time.

XLIII. Fill in the gaps in these sentences from the conversation.

<i>make</i> <i>making</i> <i>manage</i> <i>managing</i> <i>sell</i> <i>selling</i> <i>work</i> <i>working</i>

1. We want someone to _____ the department.
2. We need a manager to _____ the new strategy work.
3. But _____ Marco the department manager's also a risk.

4. OK, he enjoys _____ for the company.
5. ... but that doesn't mean he's good at _____ a team.
6. The manager has to _____ the new strategy to the team.
7. We know Marco's a good salesman. He likes _____ ideas.
8. They work with him at the moment. What happens if they have to _____ for him?

XLIII. a) What do you know about the 'dot.com boom' of the late 1990s?

b) Read the review. Why do you think the book is called *boo hoo*?

c) Read the review again and answer the questions.

1. What is the book about?
2. What sort of company was boo?
3. Who is Ernst Malmsten?

Business Book Review

boo hoo: \$135 million, 18 months ... a dot.com
story from concept to catastrophe

Ernst Malmsten, Erik Portanger and Charles Drazin

If you want a change from books about business success, *boo hoo* is perfect. It tells the incredible—but-true story of boo.com, an Internet sports clothing retailer. The firm was set up in 1998 by Swedish entrepreneurs Ernst Malmsten and Kajsa Leander. Both were 28 years old, and had a strong track record in business (in the mid-90s, they built a successful Internet book-selling firm in Sweden). But their ambitions for boo were much bigger...

d) Can you complete the chart of boo's history? Fill in the gaps 1-5 with missing text a-e.

a) Boo.com was finally launched on November 3rd. The company started making money.

b) The founders travelled all over the world, meeting new investors. They need finance for computer equipment, and to recruit workers. They

worked extremely hard, but lived well – they stayed in the best hotels, sometimes flew on Concorde and even rented a private jet.

c) Sales don't reach forecasts and cost was still too high. On May 18th, boo closed its website. A short time later, the firm went bankrupt.

d) Before they set up boo, the founders planned their strategy carefully.

e) Boo expanded fast. It opened offices in New York, Munich, Paris and Stockholm. The firm hired 200 employees. By the summer, salary costs were \$1, 4 million per month. But the website launch was delayed, due to technical problems.

1998 – (1) _____ .

- They planned to find investors to raise finance for the company.

- They intended to launch boo.com in May, 1999.

- By the end of 1999, they aimed to have offices in eight countries.

- In early 2000, they hoped to list boo on the stock market.

- Boo was set up at the end of the year. The company opened its first office in London.

1999 – (2) _____ .

- The firm invested in expensive equipment. It spent \$2 million on a server, for example.

- (3) _____ .

- Newspapers and magazines around the world printed stories about the founders. The boo brand quickly became well known. But the website still wasn't open.

- (4) _____ .

2000 - ... but not fast enough. Boo had to cut costs. In January, it laid off 130 workers.

- (5) _____ .

e) Match the definitions to the words a-i.

- | | |
|---------------------------------------|------------------|
| 1. start a new business | a) invest |
| 2. find money for a business | b) lay off |
| 3. put money into a business | c) set up |
| 4. put (a product) on the market | d) go bankrupt |
| 5. grow (a business) | e) cut costs |
| 6. employ (workers) | f) raise finance |
| 7. spend less | g) expand |
| 8. fire / dismiss workers | h) hire |
| 9. close the business because of debt | i) launch |

g) What do you think boo's biggest mistake was?

XLIV. Fill in the gaps in these sentences from the conversation.

carefully easily gradually hard quickly significantly well

1. The business has done ____ over the last three years.
2. To expand _____, I need more than just money.
3. I'm sure you know what it's like to work _____, seven days a week.
4. ... each year, your job changes _____.
5. ... obviously, that's a big change, so your job needs to change _____.
6. It's not a decision you can make _____.
7. You need to think about your future _____.

XLV. Find the words and fill in the gaps.

brispolenes lead troper agmane grehac kool

1. He's _____ for export sales.
2. I _____ five people.
3. I _____ to the office manager.

4. I'm in _____ of the London office.
5. They _____ with financial problems.
6. We _____ after customers in 50 countries.

XLVI. Fill in the gaps.

install export supply manufacture deliver design advise

1. We usually ... orders the next day.
2. We ... our products to China and Japan.
3. Our engineers ... the equipment at the customer's factory.
4. We use computers to ... our products.
5. They ... the part at their factory in France.
6. These two companies ... us with spare parts for our machines.
7. We ... new customers on the maintenance of the machines.

XLVII. Fill in the gaps.

*hard-working reliable adaptable creative confident experienced
strong analytical*

1. She's very ... after 16 years in the job.
2. He's never behind schedule. He's so\
3. She only takes a 20-minute break for lunch. She's really
4. They are a very ... team. They ale=ways think of new ways of doing things.
5. He can work in lots of different situations, because he's so
6. He's very ... and can quickly see what the problem is.
7. He sets clear objectives for his team. He's a very ... leader.
8. She's a ... speaker, even with people she doesn't know.

XLVIII. Fill in the gaps.

Masters joined promoted trainee post left graduated

I studied French and Spanish at the University of London and 1) _____ in 2001. I accepted a 2) _____ at Flexco as a 3) _____. Luckily Flexco paid for me to do a 4) _____ in Management. After two years I was 5) _____ to assistant Manager of international sales, but I didn't like it. It was too stressful! I 6) _____ Flexco six months later and went to work for Practicon. I 7) _____ my current company, TZK, a few months ago and I'm very happy here.

XLIX. Match the pairs to make sentences.

1. They've made very good
2. Our engineers are two months
3. We're having trouble
4. This delay means that we're now
5. Our new sales executives
6. I've got some
7. I'm optimistic about the business
 - a) installing the new machines.
 - b) because things are going well.
 - c) ahead of schedule.
 - d) is doing well.
 - e) two weeks behind schedule.
 - f) good news – we've found a new supplier!
 - g) progress in the last three weeks.

L. Match the pairs to match sentences.

1. I'm not sure
2. I'm worried about

3. I'm going to make a few proposals
4. I recommend that
5. We have to consider the
6. There are many benefits in cutting our
 - a) unstable economic situation.
 - b) about laying off staff at the moment.
 - c) spending on advertising.
 - d) we should build a new factory.
 - e) expanding the business too quickly.
 - f) for you to discuss.

LI. Fill in the gaps with the correct pronoun and the correct form of the verb *to be*.

Present Simple *to be*

I'm an export manager.

He is in charge.

We're responsible for ten countries.

I'm not in charge.

She isn't on the course. (or She's not)

They aren't all here. (or They're not)

1. I'm Paul Reed and this is Julia Bell. ... from Zap Production.
2. This is Diana Edison. ... from CCC.
3. This is Alan Parker and this is Alan Dale. ... from NorthNet.
4. This is George Carter. ... from B-Line.
5. I'm David Clark. ... from Safeguard.

LII. Fill in the gaps with these forms of the verb *to be*.

are is I'm he's isn't we're they're aren't isn't

1. My name's Ella Grady. _____ in customer service. It _____ a very big department - only six people.
2. I'm not in charge of the department. David Kemp _____ the manager, _____ my boss.
3. I work with five colleagues. _____ in the European section of the department.
4. Alicia, Todd, Mike, Eric and Hans _____ all in my team. _____ my assistants.
5. Sue Arpel _____ on the course. There _____ any directions on the course.

LIII. Put the words in order. Make questions and answers.

1. she / from / where's?
2. from / jim / London / is?
3. from / they / are / where?
4. are / where / from / you?
5. you / Germany / are / from?

LIV. Look at these sentences. Fill in the gaps with negatives.

doesn't don't isn't aren't not isn't

1. It ... late.
2. I'm ... a morning person.
3. We ... work late.
4. We ... evening people.
5. My boss ... a morning person.
6. He ... have lunch.

LV. Fill in the gaps in the sentences.

<i>know mean spell stand for think understand</i>

1. I don't ... an abbreviation on page six.
2. It's sales jargon. What does it ... ?
3. Good question. I don't
4. Does B ... 'business'?
5. I'm not sure, but I ... it's netlingo dot com.
6. How do you do ... 'netlingo'?

(**What is NetLingo?** What does the 'e' stand for in 'e-mail'? What does 'com' mean? What does 'www' stand for? If you don't understand the language of the Internet and e-business, the answers are at netlingo.com. The NetLingo website has an online dictionary with thousands of words, from @ to Zip).

LVI. Write the correct form of the verb.

Present Simple

I work in this office. He works with me.

He doesn't work here. We don't work together.

The verb *have* is irregular.

I have an assistant. She has a new job.

I don't have an assistant. She doesn't have a new job.

1. David Thomas ... a small company. (to own)
2. The ... products for the home. (to sell)
3. I ... from suppliers in Germany. (to buy)
4. We ... two factories in France. (to have)
5. Sarah Taylor ... Chicago. (to come from)
6. The factories ... mobile phones. (to make)

LVII. Underline the correct verb from these sentences.

1. I work / works for a hotel company.

2. We check / checks customer service.
3. He write / writes a report.
4. It don't / doesn't take long.
5. I don't / doesn't pay.
6. They travel / travels a lot.
7. She don't / doesn't like the paperwork.

LVIII. Fill in the gaps in the questions with *do* or *does*.

1. – Where ... Eva Bianchi live?
- She lives in Rome.
2. - ... James Bernard own 50% of Orion?
- Yes, he owns 50%.
3. – Where ... Goron Tatic come from?
- He comes from Croatia.
4. - ... Southland factories make office products?
- Yes, they make office products.
5. - ... you sell products on the Internet?
- Yes, we sell products on the Internet.

LIX. Make negative sentences.

1. My company has a cafeteria.
2. Alan is in the office.
3. I have the phone number.
4. Sharon works in the Melbourne office.
5. We sell these products.
6. I am an engineer.

LX. Put the words in the correct order to make sentences.

1. you / could / that / say / again?

2. spell / you / that / could?
3. could / slowly / more / speak / you?
4. repeat / your / you / could / please / name?
5. me / write / could / for / number / the / you?

LXI. Fill in the gaps.

my is your his of her our their

1. John and Rita are in ... office.
2. Mr Evans is the sales manager. This is ... phone number.
3. I have Mr Wade's e-mail address, but I don't have ... fax number.
4. We make the products at ... factory in China.
5. I have a mobile phone. ... phone number is 0589 19827 3801.
6. A: Do you have a fax?
B: Yes.
A: What's ... fax number?
7. What's the number ... the Paris office?
8. What ... Jan e-mail address?

LXII. Make questions for these answers.

1. _____ ?
The trade fair is in Frankfurt.
2. _____ ?
The show ends on the May 20th.
3. _____ ?
Yes, we're an in the international company.
4. _____ ?
We manufacture rollercoasters.
5. _____ ?

Yes, the company deliver products all over the world.

6. _____ ?

No, I'm not in a customer service.

7. _____ ?

Yes, the site is large.

Modulus 2

Offices. Their classification and role in the company. Events.

Corporate events in the enterprise. Money, finances and credit

I. What do you think of you company's offices? What do you like about them? What don't you like?

- **Do you agree or disagree with the following opinions?**

1. Offices are just places to work. They only need to be basic.
2. Good offices and good facilities attract good people.

II. Fill in the gaps.

turn where's on over through where end excuse past please

1. A: ... me.

B: Yes?

A: ... the lift, please?

2. A: ... are toilets, please?

B: Go to the ... of the corridor and ... right.

A: ... the doors?

B: Yes, and it's the second door ... your left.

III. Write the opposites of the adjectives.

1. hot –

2. new –

3. nice –

4. cheap –

5. high –

6. small –

7. safe –

8. near –

9. difficult –

10. modern –

IV. Fill in the gaps.

conference trips meetings fairs presentations

1. Do you go on business ...?
2. I sometimes go to trade
3. I usually have ... in my office.
4. I sometimes give ... to large groups.
5. I go to our company ... every day.

V. Fill in the gaps into the sentences.

read receive send write

1. I ... ten to fifteen e-mails a day to colleagues and friends.
2. I ... about thirty or forty messages a day from colleagues and customers.
3. I don't ... messages in English.
4. I ... e-mails in English. I understand about 50%.

VI. Fill in the gaps into the sentences.

computer copy download files print save software book

1. You read e-books on a
2. Adobe Reader is
3. Customers ... music from i-tunes.
4. I-Tunes doesn't sell songs on CDs. The songs are computer
5. If you download a file, you ... it on your computer's hard drive.
6. Itunes customers ... music from their computers to CDs.
7. Itunes sells CDs covers to download and ... on paper.
8. You can ... easy Jet flights by phone on online.

VII. Fill in the gaps.

know mwan understand spell stand sure

1. How do you ... 'information'?
2. A: What does this ... ?
B: I don't
3. A: I think 'B2B' means 'business-to-business'.
B: Are you ... ?
4. A: What does UPS ... for?
B: 'United Parcel Service'.
5. A: Do you ... this e-mail in English?
B: Yes.

VIII. Fill in the gaps in the e-mail.

dear manager message Mr regards send thank

To: Nick Planter

1 _____ 2 _____ Planter,

3 _____ you for your 4 _____ .

Could you 5 _____ your telephone number?

Best 6 _____,

Ed Fisher

Human Resources 7 _____

IX. Fill in the gaps in the computer expressions.

software (x2) print save copy files music

computer _____

a document _____

download _____

X. Fill in the missing letters to complete the sentences.

1. You can use our f.x m.....e to send a message.
2. You can use the hotel p....c....r to make copies.
3. We can't plug in the laptop because there are no p...r s.....s.
4. Each computer in the room has a p.....r.
5. Can you book a m.....g r..m for tomorrow at 10 am?
6. I can draw a diagram on the f..p c...t.

XI. Fill in the gaps.

<i>first after urgent next finally then</i>

_____ (1) let's have a coffee and _____ (2) that we can discuss work. Let's talk about the new office plan, that's the most _____ (3) job, and _____ (4) we can discuss the new office furniture. The _____ (5) thing to do is to look at suppliers and prices for the furniture, _____ (6), we need to arrange a meeting with the suppliers we choose.

XII. Read and translate the text.

Top website

amazon.cm.uk

Amazon sells books and hundreds of other products. You pay by credit card and Amazon sends your products by mail. You can also download 'e-books' to read on your computer (with Adobe Reader software).

Q: I can't read e-books – I don't have Adobe Reader. How much is it? Where can I buy it?

A: Adobe Reader is free. You can download the software from the Amazon or Adobe websites.

iTunes.com

At **iTunes** you can download music. The site has 700, 000 songs. You can save the music on your computer, or copy the files to a CD. And customers can download and print CD covers.

Q: Can I make two or three copies of CDs?

A: If the CDs are for you, yes. But you can't give or sell copies to other people.

easyJet.com

Come on, let's fly!

You can book an easyJet flight at **easyJet.com**. You pay by credit card. You can also book by phone, but if you do it on the Internet you save \$ 14.

Q: Do I receive my plane tickets by mail?

A: No, easyJet doesn't have tickets. You just get a reference number.

- Underline the correct words in the sentences:

1. You *can* / *can't buy* books from Amazon.
2. You *can* / *can't* read e-boks with Adobe software.
3. You *pay* / *don't pay* for Adobe Reader.
4. You *can* / *can't buy* CDs from iTunes.
5. You can / can't buy CDs from iTunes.
6. easyJet flights *are* / *aren't* free on the Internet.
7. easyJet *prints* / *doesn't print* tickets.

XIII. Read the article and answer the questions.

1. What are 'business facilities'?
2. Where is the Emirates Towers Hotel?
3. What group is the hotel in?
4. What is the group's business strategy?
5. Does the hotel have good business facilities?

The Emirates Towers Hotel means business

‘Is there a meeting room at the hotel? Are there tables and chairs? We need a photocopy of this — is there a photocopier? Can we use the fax machine? I need to make a phone call. Are there power sockets and Internet connections for laptops? Is there a printer we can use?’ There are a thousand questions about business facilities at hotels. At the Emirates Towers Hotel in Dubai, there’s just one answer. ‘Yes’.

The Emirates Towers is in the Jumeirah International group, where ‘Yes’ isn’t just a word, it’s a business strategy (We don’t say ‘No’ to our customers’). What business facilities are there at the Emirates Towers? The answer is , the hotel doesn’t just have business facilities — it is a business facility.

XIV. Make verbs from the underlined nouns and fill in the gaps in A’s sentences.

1. A: I need to ... this. Could I use the photocopier?
B: Yes,
2. A: I need to ... my assistant. Can I make a phone call from here?
B: Yes,
3. A: I need to ... this to my office. Could I use the fax machine?
B: Yes,
4. A: I need to ... this file. Can I send e-mails from this computer?
B: Yes,... .
5. A: I need to .. .a copy of this file. Is there a printer I can use?
B: Yes,....

XV. Fill in the gaps in the sentences with *at, in* or *on*.

1. I’m free ... the end of January.
Yes, I can make it... the twenty-eighth.
2. I’m free ... February.
I’m busy ... the beginning of February.
3. Are you free ... the middle of March?
No, I can’t make it ... Friday.

4. ... the morning?
... nine o'clock?

Prepositions with times and dates	
on	Tuesday July 9 th (dates)
in	March (months) summer (seasons) the middle of... the morning / afternoon / evening
at	ten o'clock (times) the beginning / end of night the weekend Christmas

XVI. Fill in the gaps with *in, on, or at*

1. I can make it... the fifteenth.
2. Can we meet... the beginning of the month?
3. I'm going to the Toronto office the last week ... March.
4. Our next meeting is ... the end of April.
5. Vickie can see you ... Thursday.
6. What about a meeting ... the nineteenth?
7. I can phone you ... the afternoon.
8. The presentation is ... three o'clock.

XVII. Fill in the gaps.

<i>busy</i>	<i>meet</i>	<i>free</i>	<i>make</i>	<i>fine</i>	<i>about</i>
-------------	-------------	-------------	-------------	-------------	--------------

1. When can we ...?
2. When are you ...?

3. What ... the fifth of June?
4. Yes, I can ... it on the tenth of April.
5. No, I'm ... on the thirtieth.
6. Ten o'clock? Yes, that's

XVIII. Can you match the words to the documents.

agenda bar chart graph minutes pie chart schedule

table

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

The collage contains several documents:

- Warehouse - Stocks:** A bar chart showing stock levels for Zone 1, Zone 2, Zone 3, and Zone 4. Zone 1 has the highest stock, followed by Zone 2, Zone 3, and Zone 4.
- Stock (by Product Code):** A pie chart showing the distribution of stock by product code: ICP (38%), DP (36%), SP (15%), and other (11%).
- Warehouse Zone 5 Design Phase:** A table with columns for Design Phase (Design, Consultation, Revisions, Final design) and rows for months (Feb, Mar, Apr, May).
- Customer Data Table:**

Customer	Product Code	Export
Amati Moda	DP	Yes
Anston Fabrics	ICP	No
Aquarius	ICP	Yes
- Total Stock:** A line graph showing stock levels over time, with values ranging from 27,000 to 29,000.
- Points to discuss at the meeting:**
 - 1) Warehouse Zone 5
 - 2) Stock information
- Meeting Notes:**
 - 1) Paul Todd presented the stock forecast. All participants accepted the figures.
 - 2) Alice Draper presented the plans for the Zone 5 project.

XIX. Fill in the gaps to complete the telephone calls.

afraid busy calling could hold moment back speaking who's

Call 1.

Reception: Hello. Camden Marketing.

Rob: Hello. _____ (1) I speak to Louise Miller, please?

Reception: _____ (2) calling, please?

Rob: Rob Sears.

Reception: Her line's _____ (3) at the moment.

Rob: Oh, right. Um... OK. I'll call back later.

Reception: OK.

Rob: Bye.

Reception: Bye.

Call 2.

Reception: Hello. Camden Marketing.

Rob: Hello. Louise Miller, please. It's Rob Sears.

Reception: One _____ (4), please. I'm _____ (5) she's still on the phone.

Would you like to _____ (6)?

Rob: Um... Could you ask her to call me back?

Reception: Yes.

Rob: She has my number.

Reception: Could I take your name again?

Rob: Yeah. Rob Sears. S-E-A-R-S.

Reception: OK. I'll ask her to call you _____ (7).

Rob: It's quite urgent.

Reception: OK. I'll give her the message as soon as possible.

Rob: OK. Thanks very much. Bye.

Reception: Bye.

Call 3.

Rob: Hello.

Louise: Hello. Is that Rob?

Rob: Yes, _____ (8).

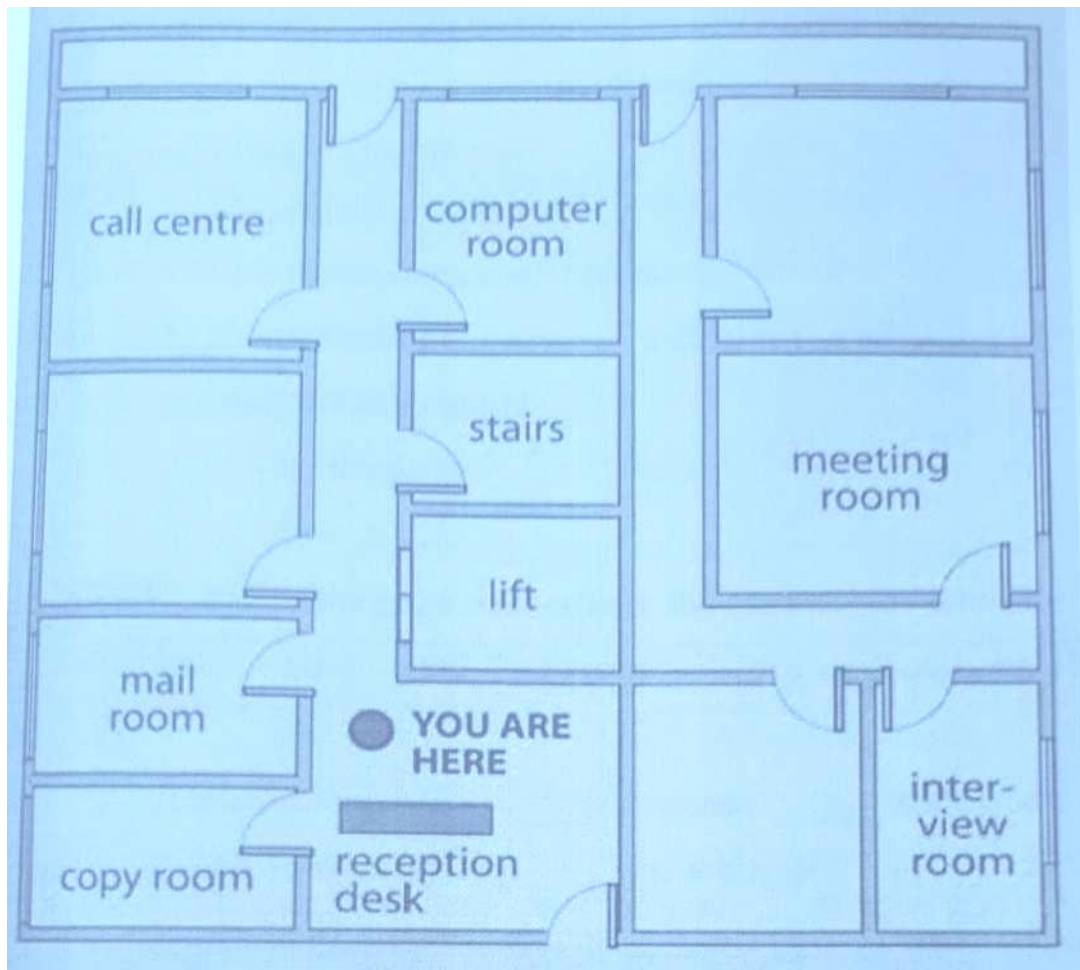
Louise: Hi, Rob. It's Louise.

Rob: Oh hi, Louise. Thanks for _____ (9) back.

Louise: You're welcome. What can I do for you?

XX. You are a visitor at a company. You are at the reception desk. Ask your partner for directions to these rooms:

- the meeting room;
- the mail room;
- the interview room;
- the call centre.
- the call centre.
- the call centre.



XXI. Fill in the gaps in these sentences from the conversation.

<i>compulsory</i>	<i>difficult</i>	<i>essential</i>	<i>necessary</i>	<i>possible</i>
<i>important</i>				

1. ... how much space do you need? And that's one of the most _____

questions.

2. So you want big windows, if_____.

3. ... the most_____question is money. You know, cost is always the biggest problem.

4. ... walls cost money. If they're not an_____ requirement, then why have them?

5. With anything that costs money, clients always ask, is it really_____ ?

6. Offices are expensive, even if you only have what's in the regulations- what's_____ ?

XXII. a) Which of these things do you often arrange?

- meeting in your country/ abroad;
- visits to conferences;
- visits to exhibitions;
- video/ telephone conferences.

b) In international business, what are the advantages / disadvantages of making arrangements

- by telephone?
- by e-mail?

XXIII. Fill in the gaps to complete the expressions from the conversation.

<i>get</i>	<i>back call</i>	<i>contact</i>	<i>give</i>	<i>look</i>	<i>speak</i>	<i>touch</i>
------------	------------------	----------------	-------------	-------------	--------------	--------------

1. phone someone = _____ someone / _____ someone a call

2. talk to someone = _____ to someone

3. phone again later = phone _____ / _____ back to someone

4. phone or email someone = _____ someone / get in _____ with someone

5. find / check some information = _____ into something

XXIV. a) Sylvie and her colleague Michael are going to a conference in San Francisco. Read the e-mail (a) from Sylvie to Rita, the conference organizer,

and complete the sentences.

1. Sylvie sends Rita some _____
2. It isn't possible for Sylvie and Michael to meet_____.
3. Sylvie, Michael and Rita are meeting on_____.

b) Now read the e-mail (b) from the hotel to Sylvie and complete the sentences.

1. Earlier in the day, Sylvie spoke to_____ .
2. The hotel manager is writing to confirm_____.
3. If Sylvie needs more information, she can_____.

c) Which of the e-mails (a or b) is formal or which is informal? Give examples of formal and informal words and phrases in the messages.

Hi Rita,

It was good to talk to you yesterday. Thanks again for helping me find a hotel.

Please find attached the slides for the presentation I'm making at the conference.

It's a Power Point file - let me know if you can't read it, and I can send it as a word document. Your comments will be welcome.

As discussed, my colleague, Michael Morgan, is coming with me to the conference. We're flying out on Wednesday, October 25th. Our flight gets into San Francisco at 11:00 pm, so unfortunately we can't meet you for dinner on Wednesday evening. But we look forward to seeing you on Thursday morning. The conference starts at 9:00, but I'll be there early to prepare for my presentation. It'll be a short night!

Bye for now.

Sylvie

Dear Ms Dam,

Following our telephone conversation this morning, I confirm your hotel

reservation for the next month.

Please find below details of the booking:

- 2 single rooms - in the names of Michael Morgan and Sylvie Dam, from Charing Medical Equipment;
- 4 nights: October 25th to 28th inclusive;
- Booking reference: 038956678 SR

As discussed, you're checking in after 23:00.

If you need any further details, please do not hesitate to contact me.

Best regards,

Luis Gomez,

Hotel Manager

- **Read the e-mails again. Find:**

1. two expressions to explain where information is in the e-mail;
2. two expressions to confirm an earlier discussion;
3. one whole sentence to offer more information / help.

- **Look at these sentences. Do they describe arrangements (A) or timetables (T)?**

1. We're checking in after 23:00.
2. Our flight gets into San Francisco at 11:00 pm.
3. My colleague is coming with me to the conference.
4. I'm making a presentation at the conference.
5. The conference starts on October 26th.

XXV. Talk about the Internet.

1. How often do you use the Internet?
2. What do you use the Internet for?
3. What websites do you visit more often?
4. How has the Internet made life easier in last ten years?

5. Do you ever download a software from the Internet?
6. How do you search for information on the web?
7. Are you registered at, or are you a member of, any websites?

XXVI. Match the pair to make sentences.

1. To enter some sites, you have to type a secret word called a _____.
2. At some sites, you can complete a form with your details to _____.
3. These days, most software is easy to _____.
4. Before you enter a password, you usually type your _____.
5. When you're registered at a site, you enter your password to _____.
6. To look for information on the web you can use a _____.
7. Sites that accept payments by credit card use a _____.
8. When you get large files from the Internet, they take time to _____.
9. To use a search engine, you type in a _____.
10. If you pay to have access to a website, we say you _____.

- | | |
|-------------|---------------------------|
| a) download | f) register |
| b) install | g) search engine |
| c) keyword | h) secure server |
| d) log in | i) join / become a member |
| e) password | j) user name |

XXVII. a) Look at three extracts (a-c), from the website of a magazine.

Fill in the gaps, using the words a-j from Ex. XV.

a)

For free access to selected articles from the current print edition of the magazine, you need to (1) _____.

Full access to current and past articles is only available to members.

Click here to complete the registration form.

If you are a registered user, please log in below.

User name (2)

(3)_____now for full access. Membership costs only \$ 10 a month and the first month is FREE.

Click here to pay by credit card using our (4)_____ .

b)

Use the (5)_____ to search for current and past articles.

Enter one or more (6)_____s.

FAQ. If you can't find what you're looking for, or need help, go to our frequently asked questions page.

c)

To read this page from the print edition, you need Adobe Reader.

Click here to 7) _____ Adobe Reader free.

b) Read the web pages again and answer the questions.

1. What's the difference between registering and becoming a member?
2. How do you register at the site?
3. Do you have to pay to register?
4. How much does it cost to become a member?
5. What can you use the search engine for?
6. What does FAQ stand for?

XXVIII. a) Fill in the gaps in these sentences from the meeting.

agenda apologies attend called chair circulated hold item
minutes take

1. John Gates can't make it. He sends his _____.
2. John asked me to _____ the meeting, so I'm in the hot seat!
3. OK, first, has everyone got an _____? John told me copies were _____ on Monday.
4. I got the agenda, but I didn't get a copy of the _____ from the meeting last

week.

5. ... you all met last week to talk about the conference. I didn't _____ , I wasn't here last week.

6. No, we didn't _____ a meeting. We didn't _____ minutes or anything.

7. So, we've _____ this meeting to talk about the sales conference...

8. So, let's look at the first _____ on the agenda.

b) Write sentences that mean the same at 1-6. Use the words from the box.

1. What are we going to discuss in the meeting? - *What's on the agenda!?*

2. I sent the agenda to everyone last Friday.

3. I wasn't at the last meeting.

4. John's sorry but he can't more.

5. Why have they arranged a meeting?

6. Let's look at the first point on the agenda.

XXIX. In your opinion, what makes good meetings? Discuss these points.

- the length of the meeting;
- the time of day the meeting is held;
- the number of people who attend;
- what's on the agenda;
- preparation;
- how the meeting is chaired.

XXX. a) How often do you talk about discussions you had with other people? Think about

- talking and receiving telephone messages;
- telling colleagues what was discussed in meetings they didn't attend;
- giving feedback about discussions with customers or suppliers.

b) Do you think the following opinion is true? Can you give examples of it?

'It's easy to report the facts after a meeting. It's more difficult to report people's opinions or feelings - and this can be very important in business'.

XXXI. a) Read the e-mail and answer the questions.

1. Why did Amelia phone Sam and Mai?
2. How successful were her discussions with them?
3. Why did she speak to Tom?
4. Did Tom tell her what she wanted to know?

b) From the e-mail, work out what Sam, Mai and Tom said to Amelia on the phone, before she wrote the e-mail message. Circle the correct answer: *a* or *b*.

1. Sam: a) Yes, OK, I'll be a speaker.
b) I don't really want to be a speaker.
2. Sam: a) I'd love to make a presentation.
b) I don't really want to make a presentation.
3. Sam: a) I'll answer questions.
b) I don't really want to answer questions.
4. Mai: a) I'd love to make a presentation.
b) I don't want to make a presentation.
5. Tom: a) OK, I'll tell you what the gifts are.
b) No, I'm not telling you what they are!
6. Tom: a) Wait until the conference!
b) I'll tell you a few days before the conference.

To: Victoria Carr

From: Amelia Donovan

Subject: Chinese culture speakers

Hi Victoria,

I spoke to Sam Wu yesterday, and he agreed to be one of our 'culture speakers' at the conference. Unfortunately, he's reluctant to make a presentation. He said he was happy to answer questions in the group discussion, though. I also spoke to Mai j Cheng. She's very keen to give a talk, which is obviously good news.

So I think, with the two of them, we can arrange a presentation followed by a Q&A session, or something like that. Mai is going to think of some ideas, and meet Sam next week, so they can discuss them. I told her we were happy for her and Sam to I decide what to talk about.

I also called Tom about his 'surprise gifts' for the conference. He refused to say what they are! He's decided not to say anything until the last minute, but he has promised to tell me what they are a week before the conference. I don't know what he's planning but, knowing Tom, it'll be something 'different'!

Regards,

Amelia

Amelia Donovan

Sales Consultant - CC Software

XXXII. a) Read the article and answer the questions.

1. What does the article say about small talk in international business?
2. What's cross-cultural' training?
3. What does the article suggest instead of small talk?
4. Are 'company lollipops' a joke or a serious idea?

b) What would your clients or colleagues think if you offered them a company 'lollipop'?

Linda's Lollies

Small talk can be all or nothing in international business. Sometimes, cultural differences are an interesting topic of conversation. Sometimes, they're a barrier. There's a growing market for 'cross-cultural' training, where businesspeople are taught what to do and say (and what not to do and say) when they meet people from different parts of the world. There's a lot to learn. There is, however, a much simpler solution. To avoid problems with small talk, you can simply avoid small talk altogether. How? Give your client or colleague a lollipop to suck!

If you think lollies are just for children, think again. Lollipops are popular business gifts in the USA, Canada, and also in Japan. The idea of producing ‘gourmet lollies’ for adults came from Linda Harkavy. Today, her New York based company, Linda’s Lollies, sells a range of ‘main course’, ‘dessert’, and ‘after dinner’ lollipops, in flavours such as red hot spices, cherry cheesecake and cappuccino. Of course, the aim of ‘company lollipops’ isn’t to stop the conversation. In fact, they’re more likely to get everyone talking - businesspeople from most countries would be pretty surprised if they were given a lolly during a coffee break or presentation.

XXXIII. Match the pairs to make sentences.

1. The most important
2. The regulations make it
3. We have air-conditioning, so it’s
4. There’s only one possible
5. It’s absolutely essential
6. It’s quite a difficult
 - a) not necessary to open the windows.
 - b) to have good light to work in.
 - c) compulsory to have fire exits.
 - d) problem to solve.
 - e) solution to this problem.
 - f) thing is to finish the job on time.

XXXIV, Fill in the gaps.

<i>impossible</i>	<i>solve</i>	<i>work</i>	<i>trouble</i>	<i>solution</i>
-------------------	--------------	-------------	----------------	-----------------

1. I couldn’t the problem.
2. We had with the new computer.
3. We used a special camera, but it still didn’t .
4. It was to film at night.
5. I don’t think there’s an easy to this problem.

XXXV. Fill in the gaps.

<i>contact</i>	<i>speak</i>	<i>touch</i>	<i>give</i>	<i>look</i>	<i>back</i>
----------------	--------------	--------------	-------------	-------------	-------------

1. I'll... to the conference organizer about accommodation.
2. Will you ... Max a call this afternoon?
3. I'll get in ... with Jenny.
4. Can you ... the supplier after the meeting?
5. Shall I get... to the sales manager?
6. I can't... into it now. I'm too busy.

XXXVI. Fill in the gaps.

<i>forward</i>	<i>discussed</i>	<i>find</i>	<i>following</i>	<i>attached</i>	<i>confirm</i>	<i>hesitate</i>
----------------	------------------	-------------	------------------	-----------------	----------------	-----------------

1. I'm writhing to ... my flight details.
2. Please ... below the details of the hotel.
3. As ... , we are arriving in Toronto at 14.45.
4. Please don't... to contact me, if you need further details.
5. I look ... to meeting you again soon.
6. Please find ... the schedule for the project.
7. ... on phone conversation, I reserved your train tickets.

XXXVII. Fill in the gaps.

<i>leaflet</i>	<i>guided</i>	<i>souvenirs</i>	<i>peak</i>	<i>shuttle</i>	<i>map</i>
----------------	---------------	------------------	-------------	----------------	------------

1. The ... of the city centre shows interesting places for tourists.
2. There is a ... bus every hour from the airport to the hotel.
3. Most tourists buy ... of their visit.
4. Many museums offer ... tours.
5. This information ... has a list of restaurants.
6. It's difficult to get theatre tickets during ... periods.

XXXVIII. Fill in the gaps.

*regulations safety accidents procedure prevent health protective
precautions*

1. There are ... and ... signs in every part of the factory.
2. You must take safety ... to avoid
3. The ... say that you have to wear ear protection at all times.
4. Hard hats help to ... injuries.
5. You must complete each ... in the order on the list.
6. What... equipment do you need for this job?

XXXIX. Match the pairs to make sentences.

1. Sally and Jenny, who are both away,
2. Jack has kindly agreed
3. The agenda
4. I think everyone has a copy
5. If you can't attend a meeting,
6. We didn't hold
7. We've called this meeting to
8. Let's discuss
 - a) to chair the meeting today.
 - b) of the minutes of the last meeting.
 - c) a progress meeting last week. **We were too busy.**
 - d) item for on the agenda.
 - e) discuss the financial crisis.
 - f) send their apologies.
 - g) was circulated last week.
 - h) send an e-mail on phone to tell us.

XL. Fill in the gaps.

reluctant keen promised refused happy

agreed

1. He said he wasn't ... to have a formal meeting, but was ... to talk over coffee.
2. I asked Jenny if we could change the date of the meeting and she
3. The travel agent... to give us a refund because we cancelled at the last meeting.
4. I'm ... to agree to this, because last time you didn't deliver on time.
5. He ... to deliver the order on time.

XLII. Fill in the gaps with correct form of *go*, *play*, or *do*.

go / play / do

I go + nouns with -ing

I play + sports, games, musical instruments

I do + aerobics, weight training

1. I... running.
2. Do you ... football?
3. He ... weight training.
4. She ... aerobics after work.
5. I ... cycling in the morning.
6. He ... the guitar in a band.
7. They ... fishing.

XLIII. Where would you like to have a holiday home? In your country?

What about abroad?

a) Read the first paragraph of the article. What sort of company is Vladi Private Islands?

b) Read the rest of the article and fill in the gaps.

tropical lake islands coast climates forests beaches ocean

Islands for sale

Buying your own Piece of Paradise

Lots of people own, or would like to own, a holiday home in the sun. But imagine buying a whole island. It sounds like a dream, but for some people, private islands are a reality. There are hundreds of private islands around the world. Vladi Private Islands, an island real-estate agency, has nearly 100 properties for sale. And you don't have to be a millionaire to buy one - although it helps.

Some of the most beautiful properties are in the tropical regions of the Atlantic - in the Caribbean and the Bahamas. In the southern hemisphere, there are a few private (1) _____ in French Polynesia, in the Pacific. There are also some places in the Indian (2) _____, mostly in the Seychelles, 600 km off the eastern (3) _____ of Africa. (Although, further east, there are thousands of islands around Indonesia, Malaysia, Thailand and the Philippines, there are almost no private islands in Asia).

Typical prices for (4) _____ islands are between one and five million dollars. But if you don't have a multi-million-dollar budget, you can buy an island for as little as \$100,000. However, instead of warm, white sand, you get cold, white snow, and an island on an icy (5) _____ in Western Canada. Of course, mountains and pine (6) _____ can be as beautiful as (7) _____ and palm trees. In fact, some of the most expensive islands in the world are in colder (8) _____ - mostly in North America and Europe - not too far from the northern business capitals of New York and London, where their owners work.

XLIII. Fill in the gaps in the sentences:

<i>cash</i>	<i>change</i>	<i>cheque</i>	<i>extra</i>	<i>medium</i>	<i>number</i>	<i>try</i>
-------------	---------------	---------------	--------------	---------------	---------------	------------

1. In a shop, you can pay with a credit card, with a _____ (1), or with _____ (2).

2. If something costs \$15, and you pay with a \$20 note, you get \$5 _____ (3).

3. When you pay by credit card, you sign your name or put in a pin_____ (4).
4. Sizes of T-shirts are small,_____ (5), large and_____ (6) large.
5. People often_____ (7) onclothes and shoes before they buy them.

XLIV. Fill in the gaps so that the second sentence in each pair has a similar meaning to the first.

<i>loss</i>	<i>quarter</i>	<i>increased</i>	<i>profit</i>	<i>improved</i>	<i>costs</i>
-------------	----------------	------------------	---------------	-----------------	--------------

1. We earned a lot of money.
We made a big
2. Here are figures for the last three months.
Here are figures for the last....
3. We spent less money.
We cut....
4. Sales grew by 10%.
Sales ... by 10%.
5. We lost money last year.
We made a ... last year.
6. Our business got better.
Our business

XLV. Fill in the gaps.

<i>pin</i>	<i>changing</i>	<i>off</i>	<i>credit</i>	<i>receipt</i>	<i>sale</i>	<i>size</i>
<i>on</i>						

1. They are having a Everything is half price.
2. They are half price. There's 50%
3. The ... room is just over there.
4. It's too small. Do you have it in a bigger ... ?
5. A: Can I pay by ... card, please?
B: Yes, of course. Can you put in your ... number, please?

6. A: Is it the right size?
B: I don't know. I'll try it... .
7. I'll put your ... in the bag.

XLVI. Read and translate the text:

Financing a Company

Meeting the needs of small and medium enterprises is important for the development of a viable local private sector. Let us take an example. The Smiths were planning to start up a small retail business. Before making the final decision, they looked at the amount of personal capital they had to invest. The remaining funds they would have to finance through various short-term and long-term arrangements. Another consideration was the type of equipment they would have to purchase initially. Similarly, the Smiths evaluated the costs of inventory, employee salaries and benefits, and other general expenses. After reviewing all these factors, the Smiths decided to open their business.

So, when going into business money is one of the most important factors. Without sufficient funds a company cannot begin operations. The money needed to start and continue operating a business is known as capital. A new business needs capital not only for ongoing expenses but also for purchasing necessary assets. These assets – inventories, equipment, buildings, and property – represent an investment of capital in the new business. Capital is also needed for salaries, credit extension to customers, advertising, insurance, and many other day-to-day operations. In addition, financing is essential for growth and expansion of a company. Because of competition in the market, capital needs to be invested in developing new product lines and production techniques and in acquiring assets for future expansion.

How this new company obtains and uses money will, in large measure, determine its success. The process of managing this acquired capital is known as financial management. In general, finance is securing and utilizing capital to start up,

operate, and expand a company. In financing business operations and expansion, a business uses both short-term and long-term capital. A company utilizes short-term capital to pay for salaries and office expenses that last a relatively short period of time. On the other hand, a company seeks long-term financing to pay for new assets that are expected to last many years. When a company obtains capital from external sources, the financing can be either on a short-term or a long-term arrangement. Generally, short-term financing must be repaid in less than one year, while long-term financing can be repaid over a longer period of time.

Finance involves the securing of funds for all phases of business operations. In attracting and using this capital, the decisions made by managers affect the overall financial success of a company.

- **Answer the following questions:**

1. What does a new business need to start operations?
2. What is capital?
3. Why does a company need capital?
4. Give the definition of finance.
5. What is the difference between short-term and long-term financing?
6. Who makes financial decisions in a company?

XLVII. Match the words with their definitions.

- | | |
|--------------|--|
| 1 investment | a) money for a specific purpose |
| 2 source | b) anything owned by a person or a company |
| 3 expansion | c) plan of expected spending |
| 4 fund | d) placing of money so that it will increase in value |
| 5 limited | e) of or pertaining to money |
| 6 budget | f) any thing or place from which something is obtained |
| 7 property | g) development in size and importance |
| 8 monetary | h) restricted, small in amount |

XLVIII. Find the synonyms.

acquire	use
secure	pay back
utilize	get
repay	look for
obtain	guarantee
seek	purchase
property	expansion
growth	ownership

XLIX. Write the derivatives of verbs.

A verb	A noun	An adjective/an adverb
to acquire	acquiring, acquisition	acquired
to utilize		
to finance		
to expand		
to grow		
to extend		
to operate		

L. Replace the italicized terms by their synonyms that are in the table.

<i>acquire</i>	<i>utilizes</i>	<i>primary</i>	<i>arrangement</i>	<i>last</i>
<i>repaid</i>	<i>expect</i>	<i>capital</i>		

1. The management is still searching for the _____ (money) necessary to purchase equipment.
2. The managers _____ (anticipate) that the company will grow in the nearest future.
3. In making investments, a financial manager _____ (uses) a wide variety of information provided by all departments of the company.

4. A company needs sufficient funds to _____ (obtain) necessary assets, such as property, buildings, and inventories.
5. One of the _____ (chief) elements in financial planning is achieving the correct balance between long-term and short-term capital.
6. When a company wants to expand, one _____ (factor) that always affects this decision is cost.
7. When an individual borrows money from a bank, this money must be _____ (paid back) by a specific date.
8. In general, a business that is able to manage its finances successfully will _____ (continue) to exist.

LI. Fill in the blanks with the words from the table.

money value purchase investments evaluated priced

Comparing international _____ (1), like comparing apples and oranges, can be a difficult task. How can an investment in Japanese stocks be compared to the _____ (2) of impressionist pictures? Just as an apple or an orange can be _____ (3) according to its weight, an international investment can be _____ (4) according to its total return, the total increase in value plus ant dividends or other payments. In this way, all investment instruments can be compared and evaluated by yield: their percentage increase in _____ (5) over a given period of time. Inflation also has to be considered. Money is worth only what it will buy in goods and services. If prices rise, _____ (6) loses its value.

LII. Fill in the gaps.

<i>fell</i>	<i>rose</i>	<i>index</i>	<i>currencies</i>	<i>stock</i>	<i>shares</i>
-------------	-------------	--------------	-------------------	--------------	---------------

1. We accept payment in all major
2. The FTSE index ... 100 points yesterday to its lowest point in ten years.
3. The London ... market is closed for the holidays.

4. We now hold 30% of the ... in BM Products.
5. The CACV 49 is the stock market... in France.
6. The strong dollar ... against the yen yesterday.

LIII. Match the pairs to make sentences.

1. Last month property prices in the UK
2. This year house prices in Japan
3. So far this year house sales in
4. In the late 1980s house prices in
5. At the moment people
6. A two-bedroom flat in London
 - a) are spending huge amounts of money on property.
 - b) the UK started to rise.
 - c) fell by 0.2%.
 - d) the USA have stayed strong.
 - e) have fallen,
 - f) costs the same as a house in Liverpool.

LIV. Fill in the gaps.

<i>hire invest raise go bankrupt launch set up cut costs lay off</i>
--

1. We ... the company five years ago.
2. The company couldn't... enough finance to expand.
3. Fortunately we found someone who wanted to ... in our business.
4. We are planning to ... our new product next year.
5. We ... by closing one of our factories.
6. Business isn't good this year, so we are going to ... some of our production team.
7. If our business doesn't improve rapidly we'll....
8. It costs a lot of money to ... experienced workers.

LV. Match the pairs.

1. Is it safe to pay by credit card?
2. Click here to join now.
3. I've bought some antivirus software.
4. It was easy to fill in the registration form online.
5. You need two pieces of information to log in.
 - a) You have to have a user name and password.
 - b) They didn't want much information.
 - c) Members get full access to the site.
 - d) Yes, this site has a secure server.
 - e) It's important to install regular updates.

LVI. Fill in the gaps.

<i>how</i> <i>idea</i> <i>could</i> <i>why</i> <i>about</i> <i>suggestions</i> <i>not</i>

1. That's a really interesting
2. We ... let people download direct from the Internet.
3. What... using direct packaging?
4. Why ... just change the shape of the box?
5. Any ... about the marketing strategy?
6. ... about using a new logo?
7. ... don't we ask our customers what they want?

LVII. Choose the correct word and fill it in into the sentence.

consideration / considered / considerable

1. A company must raise a _____ amount of capital in order to purchase these assets.
2. One of the primary _____ when going into business is money.
3. Before buying his new video, David _____ every factor.

utilizes / utilization / utilizing

1. Finance is securing and _____ capital to start up, operate, and expand the company.
2. A company _____ short-term capital to pay for items that last a relatively short period of time.
3. Every company needs proper funds _____ .

investment/to invest/invested

1. Management decided _____ \$ 10,000 in research and development.
2. Although he had researched the market carefully, he took a loss on his.
3. A stockholder's _____ funds are usually not tax-deductible.

acquisition / to acquire / acquired

1. There are numerous ways for a business _____ capital.
2. The _____ of funds is an important aspect of financial management.
3. The ability to operate the computer is an _____ skill.

finance / is financed / financial

1. The management decisions affect the _____ success of a company.
2. Most students' education _____ by their parents.
3. There are many job opportunities for individuals who major in the field of _____.

LVIII. Choose the right variant.

Borrowing and Lending

1. If you possess something, you can say that you ... it.
a) owe b) own c) owner
2. If you have to reimburse or repay someone, you ... money.
a) owe b) own c) yield
3. To let someone else have the use of your money for a certain period of time, after which it must be paid back, is to ... it.
a) borrow b) credit c) lend

4. To take money that has to be repaid, is, on the contrary, to ... it.
a) borrow b) lend c) steal
5. The amount of money lent is a
a) debit b) debt c) loan
6. A person who has borrowed money is a
a) creditor b) debtor c) owner
7. Another word for a lender is a
a) creditor b) debtor c) owner
8. The income received by someone who lends money is called
a) dividends b) premium c) interest
9. The borrower has to pay back the loan itself, also known as the
a) principal b) principle c) premium
10. The amount of money a lender receives for a loan or an investment, expressed as a percentage, is known as its return or
a) credit b) income c) yield

LIX. Match the pairs to make sentences.

- | | |
|-----------------------------|---------------------------------------|
| 1. There is a 20% | a) money, if you shop online. |
| 2. The delivery charge | b) discount on all products. |
| 3. You can save time and | c) directly from the warehouse. |
| 4. All the products in that | d) buying expensive goods online. |
| 5. People don't like | e) is included in the price. |
| 6. They deliver the goods | f) a quote before you place an order. |
| 7. It's important to get | g) store are good quality. |

LX. Choose the right variant.

Forms of Money

1. Money in coins and notes is called
a) cash b) capital c) reserves
2. The dollar, the pound, and the yen are called

- a) currencies b) income c) loan
3. Borrowed money that has to be paid back constitutes a
a) fund b) debt c) subsidy
4. Money borrowed from a bank is a
a) deposit b) income c) loan
5. All the money received by a person or a company is known as
a) aid b) income c) wages
6. The money earned for a week's manual work is called
a) income b) salary c) wages
7. The money paid for a month's (professional) work is a
a) loan b) salary c) wages
8. Money placed in banks and other savings institutions constitutes
a) capital b) deposits c) finance
9. Money paid by the government or a company to a retired person is a
a) pension b) rebate c) subsidy
10. The money that will ultimately be used to pay pensions is kept in a
a) budget b) deposit c) fund
11. The money needed to start a company is called
a) aid b) capital c) debt
12. The money paid to lawyers, architects, etc. is called
a) fees b) installments c) wages
13. Regular part payments of debts are called
a) deposits b) loans c) installments
14. Part of a payment that is officially given back (for example, from taxes) is called
a) gift b) instalment c) rebate
15. Estimated expenditure and income is written in a
a) budget b) reserve c) statement
16. A person's money in business is known as his or her

- a) deposit b) fund c) stake
17. Money given to producers to allow them to sell cheaply is called a
a) loan b) rebate c) subsidy
18. Money given to developing countries by richer ones is known as
a) aid b) debt c) subsidy

LXI. Choose the right variant.

1. The restaurant meal tasted
a) well b) good c) better d) best
2. The goods ... to customs duty.
a) is likely b) are likely c) is liable d) are liable
3. Harvard University and MIT are ... the fourth and fifth largest employers in the area.
a) respectful b) respectfully c) respective d) respectively
4. This apartment ... perfect if it were a little tighter.
a) Would be b) is c) be d) were
5. Each ... must take the Graduate Management Admission Test.
a) business's student b) student of business
c) student business d) business student
6. We can't go ... our work finished.
a) we don't get b) unless getting c) unless we get d) unless
7. We expect ... forty students to come.
a) approximate b) until c) as many as d) more
8. ... their disagreement, they plan to be roommates.
a) In spite b) Spite c) Spite of d) Despite
9. I wish that the snow ... soon.
a) will stop b) stops c) stopped d) would stop
10. There are ... thirty students in the lab, but only two computers.
a) more than b) as many to c) as much as d) up as
11. Classes were cancelled ... a national holiday.

a) because b) because of c) for d) that's why

12. The Olympic flame burns ... throughout the games.

a) in a continuous way b) continuous

c) continual d) continuously

13. They have known each other ... 2000.

a) in b) when c) since d) from

14. Please change my reservation to

a) thirtieth May b) the thirtieth of May

c) May thirtieth d) the thirtieth May

15. Let's get Ann ... us with her.

a) take b) to take c) taking d) taken

16. Finances can consist of a combination of stocks, bonds, and properties.

a) Exceptions b) Assets c) Donations d) Bequests

17. Their financial hardship has lessened as Peter has succeeded as a writer.

a) accumulated b) become smaller c) went up d) improved

18. Businesspersons learn to conceal their disappointment when they fail.

a) ignore b) regret c) accept d) disguise

19. The yearly growth of GNP is often used as an indicator of a nation's economy.

a) annual b) haphazard c) routine d) sluggish

20. The company is not allowed to exceed its budget.

a) be equal to b) lessen c) be greater than d) be lower than

LXII. Match each job title on the lefty with the correct definiyion (a-j) on the right.

1. tax inspector a) the person who is responsible for an individual bank

2. tax consultant b) someone who advises peopke on how to manage their financial affairs

3. bank manager c) someone who prepares an individual's (or a company's) tax return

- | | |
|----------------------|--|
| 4. commodity trader | d) the person who is responsible for running the financial side of a business |
| 5. accountant | e) a government official who checks to see if you are paying your taxes |
| 6. finance director | f) the person who finds you the best insurance policy at the best price |
| 7. market analyst | g) someone who buys and sells stocks and shares for clients, and charges a commission |
| 8. financial advisor | h) someone who advises you or a company on how to pay less tax |
| 9. insurance broker | i) someone who comments on business and share prices in a particular sector of the economy |
| 10. stock broker | j) someone who buys and sells things in large quantities, especially food products such as tea, coffee, cereals, and other raw materials |

LXIII. Put the words in the correct order. Make sentences.

1. by / products / where / I / can / the?
2. CDs / I / how / the / can / copy?
3. the / can't / read / I / file.
4. your / have / e-mail / can / address / I?
5. website / this / you / download / can't / from / music.
6. Internet / on / buy / can / books / where / we / the?

LXIV. Fill in the gaps with the correct form of *there is/are*.

1. ? ... a drinks machine here?
2. + ... a photocopier in the office.
3. + ... two messages for you.
4. -... a fax machine here.

5. ? ... two power sockets in the room?
6. ? ... a phone I can use?
7. + ... 20 stores in this country.
8. -... two managers at the factory.
- 9.

LXV. Fill in the gaps with the correct object pronoun.

<i>me</i>	<i>you</i>	<i>him</i>	<i>her</i>	<i>it</i>	<i>us</i>	<i>them</i>
-----------	------------	------------	------------	-----------	-----------	-------------

1. I don't have the agenda. Could you send ... to me?
2. There's a message for ... Can you phone Trevor before 3 pm?
3. Julia wants to see your report. Can you send ... a copy?
4. I'm sending four attachments. I hope you can open
5. Mr Johnson phoned. Can you contact... today, please?
6. We don't have the new schedule. Can you e-mail it to ...?
7. Could you send ... the minutes for the last meeting?

LXVI. Underline the correct form of the verbs.

1. *I love swim /swimming.*
2. I like watch /watching football, but I can't play/playing it very well.
3. *I hate nm/runnim. I much prefer cycle / cycling.*
4. What do you like do/doing in your spare time?
5. I can't ski /skiing very well. It's very difficult.
6. I don't like plav /playing chess. It's boring.

LXVII. Make questions for these answers.

1. When _____ ?
I bought it yesterday.
2. _____ ?
No, she didn't work in the office today.
3. _____ ?
Yes, he made a video.
4. Where _____ ?
They saw the product in a supermarket.
5. _____ ?
Yes, we found your office very easily.
6. When _____ ?
I went there last week.

LXVIII. Fill in the gaps.

<i>over</i> <i>under</i> <i>out</i> <i>around</i> <i>above</i> <i>along</i> <i>through</i> <i>off</i>

1. To get of the building, go ... the door opposite reception.
2. Drive ... this road for two kilometres - the station is on the right.
3. We drove all... the city yesterday but couldn't find the office.
4. Don't forget to get... the train in Birmingham.
5. The bridge goes ... the A204 road near the town centre.
6. The Eurotunnel goes ... the English channel.
7. A hovercraft flies just... the water.

Modulus 3.

Projects. The features of making economic projects. Decisions. The process of decision-making in business. Products. Types of service and products

I. What sort of problems might these people have at work?

- a) an office worker
- b) a factory worker
- c) a shop / sales assistant
- d) a call-centre worker

Look at the problems. Which do you think go with which person?

1. always being busy
2. difficult customers
3. changes to orders
4. computer crashes
5. rude people
6. missing documents
7. delivery delays
8. machinery not working

II. Read the information about four people. Look back at Exercise I. Where does each of them work (a-d), and which problems do they mention (1-8).

Person 1

Well, I think the biggest problem is when we have late deliveries. Then there isn't enough stock to sell to customers. We also sometimes get difficult customers who want you to spend a lot of time with them, or who want their

money back for no reason!

Person 2

I have big problems with the computer system. It seems to crash once or twice a week. When this happens, it means I can't work. The other big problem is we have a lot of documents, which are sometimes difficult to find. It's a big office, and a lot of documents go missing when people don't return them.

Person 3

Well, we're always very busy. It's never quiet. I guess the worst problem, apart from that, is people who are rude to you on the phone. People think they can say anything because they can't see you. Sometimes it's difficult to be polite to all the customers.

Person 4

Well, it can be very noisy at times, but for me, that's not a problem. I think it's normal. The worst problem is when the machinery breaks down and we can't work. We have to stop production and call the engineers. The other big problem is when customers want to change their orders.

III. Complete the sentences below using adjectives from the box.

<i>broken</i>	<i>clean</i>	<i>confusing</i>	<i>fast</i>	<i>flexible</i>	<i>noisy</i>
---------------	--------------	------------------	-------------	-----------------	--------------

1. Our employees enjoy having ... hours.
2. The new sales assistant got a ... promotion.
3. We want a ... and well-furnished apartment.
4. Their old printer is ..., so they want a new one.
5. The instructions are not clear. They are very ...
6. When the machinery in the factory starts, it is very

IV. a) Read about Jeremy Keeley, a specialist in change leadership who talks about problems he has at work. Decide whether these statements are true (T) or false (F). Correct the false ones.

I: What are typical work problems for you?

JK: As a consultant, I run my own business and I'm often on my own, but my clients have quite complicated problems that they need to resolve. My biggest problem is having enough time to do a good job with the amount of work I've got to do. And then I also face urgent requests for help when I'm already very busy.

1. Jeremy often works with a large number of people.
2. His clients have quite complicate problems.
3. Jeremy's biggest problem is having enough time to do a good job.
4. He also faces urgent requests for help when he is already very busy,

b) Read the second part of the interview and answer the questions.

I: What are the biggest problems in companies you know?

JK: Most of the companies I work with are big, international companies facing complicated situations. Probably the biggest problem they face is the amount of change they have to go through all the time, and they have to go through that change fast, at speed.

Secondly, they find it very difficult to plan their needs and therefore also to plan their resources; in other words, their staff, the equipment, the property, the money they need to satisfy their customers. And their customers expect them to reduce their prices at the same time as these companies have increasing costs. So they have to be much more productive, much more efficient, all the time.

I: Can you give an example of a problem you've solved?

JK: My customers usually ask me to help them solve complicated problems, where lots of people need to be involved in designing the solution. Recently, there was a computer system that had to be introduced that affected millions of customers and their bills.

At the last moment, a problem arose that affected the whole system. I brought the technical team, the project team and the suppliers together in one room, and by understanding the whole problem, and by understanding each other's individual

problems, we came up with the solution that solved the problem altogether.

1. What sorts of problem is Jeremy asked to solve?
2. What was the problem Jeremy had to solve?
3. Which different groups did he bring together to solve the problem?

V. a) Which of these adjectives describe work in a call centre?

<i>badly paid</i>	<i>boring</i>	<i>interesting</i>	<i>noisy</i>	<i>quiet</i>	<i>relaxing</i>	<i>stressful</i>
<i>well paid</i>						

b) Three call-centre workers answer the question “What are the biggest problems for you at work?” Read their replies.

Reply 1

‘At our call centre, 150 agents work in one large room. A lot of them are women or students. The workstations are very close together, so it’s very noisy. We wear headphones but they’re not good enough. I’m only 21, but my doctor says I have hearing problems. Sitting at a workstation for many hours causes other health problems. Most of my colleagues have backache. I often get headaches from looking at the computer screen for too long’.

Birgit, 21, Stuttgart, Germany

Reply 2

‘The job is well paid, but the hours are long. We work nine hours a day, but we often work overtime. The call centre is a long way from my home. It takes me two hours to commute to work, so my real working day is often 13 hours. Difficult customers are another problem. Our customers in the UK are often very rude. It’s not easy to talk to customers when they’re angry and don’t want to understand. A lot of my colleagues want to leave and find another job, but it’s not easy to find such well-paid work’.

Vijay, 27, Mumbai, India

Reply 3

‘A lot of the work in a call centre is very boring. You do the same job day after day. On a typical day, each of us takes up to 200 calls. We’re often on the phone for four or more hours continuously. Most of the calls are complaints, and we’re expected to solve each problem within two minutes. When one call finishes, another call starts immediately. You don’t get time to think. It’s very stressful. Another problem is there’s no possibility of promotion. It’s just a job, it’s not a career. Nobody stays in the job very long, so the company is constantly recruiting and training new staff.

Kevin, 26, Sydney, Australia

c) Tick the problems the call-centre workers talk about in the replies. Who talks about each problem?

<u>Problems</u>	<u>Name</u>
-----------------	-------------

- long working day
- breaks too short
- long hours at workstation
- boring work
- no promotion
- angry customers
- low pay
- no time between calls
- high staff turnover
- a lot of noise

d) Which three physical problems are mentioned in Birgit’s reply?

VI. Complete the sentences.

1. Let’s take a taxi. We don’t want to be 1... for the meeting.
2. The documents aren’t in the envelope. They’re m..... .
3. It’s a new computer, but it c..... two or three times a week.

4. Don't sit on that chair! It's b..... .

5. Oh no! The photocopier is not w..... .

VII. Read the title of the text. What do you think it is about? Read and check.

Choices ... you make them

Clever companies know that there is big money in small pockets, which means that they're after your pocket money! And that's why they advertise everywhere, persuading you to buy their products with their small slogans, attractive colours and beautiful, smiling people. Some companies even send out 'coolhunters' to find out what young people find cool and then make adverts that appeal especially to them! Sometimes we need the things they are advertising, of course, but many times we really don't. We buy food, clothing. Beauty products and many other things to fit in with our friends, or simply because it's fun to shop! But every time we buy something, there's an effect on the environment. When clothes are made, for example, lots of natural resources are used and harmful chemicals are produced. So, the next time an advert tempts you to buy something new, STOP and THINK about your choices before you do! Here are a few ideas to get you started...

Buy smart. Take some time to think about why you are buying something and whether you really need it. Send an e-card instead of a paper birthday card., for example. And buy well-made clothes that will last a long time!

Share with friends. Perhaps you and your friends like the same kind of music, magazines or video games? Don't buy the same ones! Buy different ones and then share or swap.

Buy recycled and recycle. Fewer natural resources are used to produce recycled items. So read the labels and choose recycled! Sick of that old jacket? Go ahead and get a new one, but donate the old one to a charity shop.

We all have the power to make smart buying choices ... and that includes YOU!

Answer the questions:

1. Where can we see product advertisements?
2. According to the text, why do we buy things?

3. What can we do to make wise choices?
4. How do companies get us to buy things we don't really need?

VIII Match the products (1-8) with the shops (a-h).

- | | |
|------------------|-----------------|
| 1. cheese | a) grocer's |
| 2. pens | b) optician's |
| 3. carrots | c) stationer's |
| 4. clothes | d) boutique |
| 5. sunglasses | e) fishmonger's |
| 6. medicine | f) antique shop |
| 7. lobster | g) delicatessen |
| 8. old furniture | h) chemist's |

IX. Complete the sentences with: *persuade, fit in with, produce, last, share, be after, swap, match, suit, fit* in the correct form.

1. Young people buy clothes to ... their friends.
2. Good quality products are better because they ... a long time.
3. This black belt... your trousers perfectly.
4. The lady in the shop tried to ... me to buy something I did not like.
5. Would you like to ... your shirt with mine?
6. You should not buy shoes if they don't... you properly.
7. We can save money if we ... our things with friends instead of each buying the same thing.
8. If we ... less harmful chemicals, we can help stop pollution.
9. Jenny's new hairstyle does not... her.
10. He can't find what he ... at this store so he will look somewhere else.

X. Use the words in the box to complete the gaps.

pocket smart recycled charity good natural harmful beauty designer

- When I go shopping, I am not just When I go shopping, I am not just after
 1) ... labels, but clothes that are of 2) ... quality. It is easy to be tempted by 3) ...

slogans, but I try to use my 4) ... money wisely. So I use less 5) ... products and sometimes I buy 6) ... items which are not treated with 7) ... chemicals. I also donate my old clothes to 8) ... shops. In this way, I hope to help save our planet's 9) ... resources. We can all help!

XI. Read the text below and look carefully at each line. Put a tick next to the lines which are correct. If it has a word which should not be there, write this word on the line.

Shopping Online

I really love to shopping online. I buy everything on 00 _____
 the Internet: books, CDs, even my groceries. It wasn't 0 _____
 always about like this, though. I have had my computer 1 _____
 for years and I always enjoyed surfing the Net but I 2 _____
 had never used it to buy anything. Even as though I 3 _____
 knew most sites were more safe and trustworthy, I was 4 _____
 worried about who might get hold out of my credit 5 _____
 card number and whether anything I paid for would 6 _____
 actually arrive. Finally, one of my friends convinced me to 7 _____
 give it up a try and so I decided to do my Christmas 8 _____
 shopping online. It was so many easy; everything I 9 _____
 wanted was there at the touch of a button. I didn't have 10 _____
 to fight my way through the crowds in the bad weather 11 _____
 or struggle to carry through my shopping home at the 12 _____
 end of the day. Everything arrived in plenty time and in 13 _____
 perfect condition and since to then, I've been hooked. It 14 _____
 saves me time and makes shopping a real pleasure.

XIII. Look at the different shops and say where you can buy these things?

What else can you buy in each place?

Shops: a lace shop, a confectioner's, a bookstall, a bookshop, a butcher's, a bakery, a post office, a newsagent's, a greengrocer's, a chemist's, a travel

agent's, a supermarket, an antique shop, a boutique, a jeweller's, a department store, a flower stall, a florist's, a hair and beauty salon, a designer fashion house
Goods: apples, a plane ticket, old clocks, a book, a pair of trousers, a packet of painkillers, a diamond ring, lilies, an armchair, grapes, pralines, a bottle of perfume, lamb chops, lace tablecloths, a leather suitcase, stamps, a woolen skirt, a leather jacket, hairspray, a bouquet of roses, a washing machine, a magazine, sugar, a gold necklace, a loaf of bread

XIV. a) Read the article and match the headings to the correct paragraphs.

A Recommendation

C Shopper's Paradise

B Opening Hours

D Places to Go and Things to Buy

Exotic Shopping in Paris

1. Paris, the capital of France, is a shopper's paradise, with plenty of large department stores as well as thousands of delightful smaller shops.
2. Antique lovers can find fantastic furniture in the small antique shops on Bonaparte and Jacob Streets, and collectors can find rare books on the bookstalls lining the banks of the River Seine. There are also some great department stores which sell everything from perfume to furniture. Galleries Lafayette, Paris's largest department store on Boulevard Haussmann, offers a great variety of high quality woolen skirts, leather jackets and designer clothes. The Marais is a group of little streets with some of the trendiest boutiques. There you can buy fashionable clothes, shoes and jewellery. For shoppers with big bank accounts, there is a wide range of jewellers' and designer fashion houses along the Rue de Rivoli, such as Cartier, Chanel, Nina Ricci and Christian Dior.
3. Shops in Paris are usually open from eight or ten in the morning till about seven in the evening from Monday to Saturday. The big sales come after Christmas and before the autumn collections.
4. Don't miss the chance to go shopping in Paris. There is always something to

suit everyone's pocket and taste.

b) Fill in the words from the list, then make sentences using the completed phrases.

fashion, rare, designer, shopper's, high, bank, woolen, autumn, department, antique

- | | |
|----------------------|---------------------|
| 1. a(n) ... paradise | 6... skirts |
| 2. ...lovers | 7... clothes |
| 3. ...books | 8... accounts |
| 4. a(n) ... store | 9... houses |
| 5. ... quality | 10. ... collections |

c) Fill in the synonyms from the list.

Chance, trendy, plenty of, a wide range of, fantastic

- | | |
|-------------------------|------------------|
| 1. fashionable - | 4. opportunity - |
| 2. a great variety of - | 5. a lot of - |
| 3. wonderful- | |

d) Fill in the correct words from the list.

line, offer, suit, buy, miss

1. You can ... cheap clothes during the big sales.
2. Flower stalls ... the banks of the river.
3. At Galleries Lafayette, shoppers can always find something to ... their taste and pocket.
4. Don't... the chance to visit the big department stores.
5. The large department stores ... a great variety of products.

e) Fill in the correct prepositions, then make sentences using the completed phrases.

1. ... Bonaparte Street; 2. ... the bookstalls; 3. The banks ... the River Seine; 4. ... eight... the morning ... seven ... the evening

XXV. Read the information.

Communications are only effective if the receiver actually receives and understands the message the sender intends. Barriers to effective communications can arise for several reasons. Now try to determine the main barriers to communication.

language atmosphere jargon physical barriers timing

The most common barriers are:

1_____ can effect communications in several ways. Most obviously, if the person sending and the person receiving the communication are not both fluent in the language used for the communication, whether written or oral, misinterpretations of the communication may occur.

Similar misinterpretations and lack of understanding can occur if the language used by the person sending the communication is too technical or academic for the person receiving it. Many businesses and functions within businesses have their own 2_____, which is used fluently by those in the business or function, but not by those outside. Indeed, such jargon often uses words that have other meanings in everyday language.

3_____ in which a communication is made can effect its effectiveness. For example, if the atmosphere is strained, and the person receiving the communication is nervous, perhaps afraid for their job, they are likely to look for hidden meanings in a communication – and will often find one that is not intended.

4_____ to effective communications come in many forms. Some effect the ability of a person to communicate normally, but physical barriers also include factors in the environment that may interfere with the communication. Physical barriers include noise in a factory where a meeting or conversation is taking place, interference on a telephone line and so on.

5_____ of a communication is frequently important to its effectiveness. Notification of a meeting or other event, for example, should be given in sufficient time for people to arrange to be present and to prepare for the event. If an organization must make a decision about action to be taken on Friday, a report containing the results of research

which the organization needs to enable it to make that decision is of little use if it is not completed until the following Monday.

XXVI. Read and translate the given words. Divide them into the following groups:

a) kinds of goods; b) brands of the products; c) packaging; d) a process of creating a new product:

appeal	inventory	product
brand	to invent	product development
family brand	label	product line
capacity	manufacturer	product planner
coat	marketing research	quality
consumer goods	merchandising	sales
demand	market manager	sales advantage
to design	market segment	sales force
fashion	services	profitable
funds	overhead	size
industrial goods	packaging	taste
to introduce	profit	input

XXVII. Read the text and find out what is the process of product development, why the firm needs product brands, what is the role of product packaging.

Product Planning

Marketing begins if buyers have money and desire to spend it and the sellers have the product. The first step is to understand these groups and to make marketing research to determine the number of buyers, what they want to buy, how, when, where, at what price. At one time all products are new; a product is new if it is new for the manufacturers who are entering the market to challenge the existing competition or if it has enough design modifications to make it a new product issue.

The main rule is to have the right goods at the right place at the right time at the right price.

The product planners determine if there will be a demand for a given product. Marketing managers then, working together with top management, integrate these predictions with the analysis of all the areas of the business. They should answer the questions: Does the firm possess the capacity and the funds to enter into the new product area? What are the existing marketing strengths, skills, resources? How strong is the competition?

Appraising new products and changing the existing product line are ongoing processes. For example, Volkswagen in Germany introduced 3 new models to feel the needs of the market seeking different qualities in an automobile. Its decision to stop production in most plants of the renewed “bug” or “beatle” is another side of marketing.

When a product makes a profit, it is introduced into the product line; when a product is no longer makes a profit it is eliminated from the product line.

Some new product may be sold to current customers by the existing sales force, used the distribution channels previously developed, the same price and advertising appeals. Some new product appeals new markets.

Some firms invest large sums in new product R&D because pioneering is risky. In a less expensive way, some firms monitor the product development to others to see if the item is saleable, or introduce products only into mature markets. This kind of business has low overhead and usually manufactures large volumes at low cost, relying on price as its only important sales advantage.

After deciding to produce a product, the planners carefully weigh all the input (style, fashion, packaging).

Marketing a new product is always a gamble, but information and planning reduce the risk of failure.

XXVIII. Answer the questions according to the text:

1. Describe the role of marketing to those who buy or use goods or

services.

2. How does marketing affect product planning?
3. What makes a product “new”?
4. How might the introduction of a new product affect the distribution, sales force, promotion policies of a firm?
5. What are the major decisions which must be made after the decision to introduce a new product?

XXIX. Read the following text and speak about the way how a firm forms its commercial range of goods:

Product Policy: What Sells

The product should be designed to function as efficiently as possible to its price and use. Design elements add to sales appeal. Naturally fashion designers try to influence public taste. Another important thing is quality which is judged by both manufacturers and customers. Quality control is especially important to the entire merchandising process.

By designing consumer goods in various models, sizes, classes, a producer is able to reach for parts of the market that would be unavailable if the pattern or product is single or limited.

Industrial marketing is marketing of industrial goods and services. It is important to focus a marketing strategy on target customers by selecting smaller, more homogeneous segments, better oriented and more profitable marketing practices.

Another aspect of product policy deals with brands. Branding is used to influence consumers' perceptions. Family branding is marketing all its products under one recognizable brand name.

XXX. Answer the questions according to the text:

1. What is the role of marketing in relation to the usefulness of the product?
2. Give an example of this role, think of supplemental features which might be added to help a product appeal to a wider market.

3. What is the role of fashion in product-planning? Give your examples.
4. What is the role of quality for a product? Give your examples.
5. What questions on a product marketers ask? (potential size of market, financial position of a firm, practices of a firm, resources available)
6. What trademarks (brands) do you know?

XXXI. Discuss the following problems:

1. You are a market manager. Your chief asks you to develop a program to merchandise ballpoint pens. What questions should you ask? What kinds of input do you need?

2. Focus on a product which you wear, eat regularly – what is its basic utility, does it have any supplemental features which persuaded to buy it – what attracted you, what aspects of its sales appeal caused you to purchase it?

3. Do you usually like some particular style of clothes, food, means of transportation? How do fashion trends in your areas affect you? Do you reject or accept it?

4. Think of the packaging of the last product you purchased. Was it functional? In what ways you think it helped preserve and protect the product? Was it adequate? Do you know how to improve it?

XXXII. Read and translate the following words. Divide them into the following groups: methods of product distribution, types of products, names of the various participants of goods movement, the storage of goods, the process of manufacturing goods:

agent	to assemble	broker
to build up stock	chain stores	component parts
consumer	condition	customer
custom made	delivery	demand
department store	distributor	direct mail
door-to-door	supplier	understocking
finished products	food products	intermediary

low lost	manufacturer	to mix
to negotiate	overstocking	producer
resale	raw materials	quantity
ready-made	retailer	to refine
wholesaler	warehouse	services

XXXIII. Read the following text. There are five channels for the product distribution. What are they? What aspects distribute goods?

Distribution

Today normal method of distribution products or services is that goods go from producers to intermediaries before they get to us. To a wholesaler or retailer the key element of merchandising is what goods to select for resale.

There are 5 channels of distribution:

producer ----- wholesaler ----- distributor ----- retailer ----- consumer

producer ----- wholesaler -----retailer ----- consumer

producer ----- consumer

producer ----- direct mail ----- consumer

producer ----- door-to-door ----- consumer

You see producers may sell directly to customers, through sales agents, directly to retailers or through sales representatives. They may also choose intermediaries (brokers) or manufacturer's agents, wholesalers, in turn, sell to retailers.

Industrial marketing channels feature proportion of raw materials, semi-finished products, component parts, service, and finished products.

There are three types of agents. 1. Manufacturers' agents sell part or all of the producers' product line within a sales territory. They may stock them in their warehouses; they have no authority to set process. 2. Brokers are used to sell food products. They call on grocery wholesalers for the manufacturers who are their clients. 3. Selling agents have the authority to negotiate prices and usually work without territorial limits.

There are some major types of retailing. Specialty stores sell a complete assortment of one line or a limited number of closely related lines. They can fulfil any demand for their types of product. A department store is a consolidation of specialty shops, there are many lines of goods. Chain stores are the group of stores under the same management. They save money for themselves and the consumer by buying and selling in large quantities. Vending machines sell many types of small-sized, low-cost, popular demand, standard quality goods (candies, cigars, soft drinks, books).

XXXIV. Read the following text. What are the types of goods transportation?

From Maker to User

There are many stages in the marketing process. Each marketer has financial dealings with suppliers and customers. Each marketer takes some risk with some degree of profit or loss. Most products undergo substantial changes before they are ready for the final user. Making products involves three types of processes. One, the synthetic process, mixes ingredients or assembles parts. Plastics produced by mixing chemicals are made by assembling ready-made parts. Another, the analytical process, breaks down raw materials to produce an end result. Oil refineries separate the elements of crude oil to produce gasoline and petrochemicals. A third process, conditioning, changes the form of the raw materials. Ore from mines becomes steel which becomes part of a telephone cable.

Each juncture in the marketing process involves some purchasing experience. Because consumers' tastes and needs change, the intermediaries try to stay alert to trends in the public's buying habits and modify their own buying accordingly.

The questions of when and how much to buy are linked to the question of storage. How large an inventory to stock is continuing problem (preserve stocks of raw materials, processing planning). Many traders keep extensive storage facilities so that they can control their sales flow. Wholesalers try to keep an inventory large enough to satisfy normal customer needs promptly. How much is enough? Since large orders usually involve quantity discounts and freight savings, there is an

advantage in quantity buying. On the other hand, it ties up working capital and keeping large storage areas can be expensive (effective overstocking forces left over sales, which may result in loss of profit).

The movement of products is an important delivery problem to solve (refrigerated vans, freight carries, ships, aircraft). The main aim is transportation and protection of goods. At all levels of marketing credit or deferred payment, all of the component parts require financing. The owner sacrifices the opportunity to use the invested capital for their purposes. Manufacturers need capital or credit to finance their marketing mix while awaiting sale and pay to build up stock for specific season, hoping to repay it from sales. Service is still an important part of marketing. When a single enterprise carries out all of activities described, it integrates all the marketing functions (rare cases).

XXXV. Answer the questions to the text:

1. Is storage important? Why?
2. What is the process of making products?
3. Why is movement of goods an important stage in marketing?
4. What is the role of services in marketing?

XXXVI. Make up the plan to the text and retell in according to the plan.

XXXVII. Read and translate the given words. Divide them into the following groups: advertisement, propaganda, personal selling, means of disseminating information:

to appeal	display	promotion
to arouse curiosity	expensive	publicity
advertising	face-to-face	sales promotion
advertising agency	image	self-interest
animation	income	sample
to attract	insurance	to sell
billboards	long-term	short-term
bottom line	mass-selling	shopper

commercial	to please the eye	window-display
commission rate	premium	word-of-mouth

XXXVIII. Read and translate the text:

Promotion And Selling

If marketers are to persuade consumers to buy their products, there must be communication. It may announce new products, describe new features, uses, improvements of familiar goods. The aim is to stimulate sales, so marketers carefully analyse the names, methods, information.

The following questions should be answered: At which consumer groups should the communication be directed? What kind of information do these groups seek? How much will it cost?

Promotion is one of the strategic decision areas of marketing. Methods are as follows: face-to-face personal selling, mass-selling to large numbers of customers at the same time, short-term sales promotion. They are used to tell the target market about the “right” product.

The first advertising agency was founded in Philadelphia, in 1841. The agencies earn most of their income for commissions: their standard rate is 15%. To be effective, they must appeal to the customers’ self-interests and arouse their curiosity. An advertisement does not sell encyclopaedias, but “knowledge” on “your child’s future”, not a house but “the good life”, not fire insurance but “protection for your family”.

TV ads (commercials) are the most expensive because they reach the most people. Spots are live action, animation or stop-motion techniques.

National and international shows are excellent opportunities for identifying new product ideas and marketing trends. Displays attract customers by pleasing the eye. Often manufacturers or wholesalers will supply retailers with window-display materials. Counter, shelf or floor displays encourage shoppers to buy on impulse.

Another advertising tool is packaging.

In addition to advertising, marketers always hope to get favourable publicity for their products. By putting forth a positive public image, the potential for greater realisation of profits exists.

Personal selling is more important for technically complex products – those available in a wide variety of styles and colours and custom-made.

Here are channels of advertising and promotion:

word-of-mouth ---- direct mail ----- packaging ----- radio ----- industrial films ----- hand bills ----- billboards ----- magazines and newspapers ----- samples and premiums ----- TV ----- signs in stores.

Clearly, there is no formula, technique, method or kind of material that can guarantee sales. The end result (the bottom line) measures the success or failure of promotion and selling efforts.

XXXIX. Answer the following questions to the text:

1. What must all advertisements do to be effective?
2. What is the main aim of promotion?
3. What are promotion methods?
4. What are the channels of advertising and promotion?

XL. Study the advertising information in any magazine and answer the following questions:

1. What basic ideas does the advertisement set out to convey?
2. What attitudes is the advertisement trying to change?
3. Who is the target audience?
4. What emotional appeals does the advertisement make?
5. In what part of the press would you place it? Explain why.

XLI. Discuss the following questions:

1. Give some examples of commercials, ads, etc. Comment on them.
2. Give some examples of selling the benefits of a product or service rather than the products or services themselves. How do your examples appeal to the emotions of the potential customers?

3. Compare TV and painted, radio advertisements.
4. Where are films especially valuable for promotion to be shown?
5. List some sales promotional activities typically used by firms to call attention to their products.

XLII. PRESENTATIONS

Greetings

Formal In the office:

Welcome to our company.

I'm pleased to be able to welcome you to our company.

I'd like to thank you for coming.

May I take this opportunity of thanking you for coming.

Out of the office:

I'm delighted / pleased / glad to have the opportunity to present...

I'm delighted / pleased / glad to be making this presentation.

I'm grateful for the opportunity to present...

I'd like to thank you for inviting / asking me / giving me the chance to...

It's my pleasant duty today to ,..

I've been asked to ...

Informal

I'm glad you could all get here.

Hello again, everybody. Thank you for being on time / making the effort to come today.

Let's get started. Shall we?

Introducing a subject

The subject of my presentation is ...

I shall be speaking today about...

My presentation concerns ...

Today's topic is ...

The main area that I intend to cover in this presentation is ...

Setting time limits

I shall be speaking for about ten minutes.

My presentation will last for about ten minutes.

I won't take up more than ten minutes of your time.

I don't intend to speak for longer than ten minutes.

I know that time is short, so I intend to keep the brief.

Selling the presentation

What's in it for your audience

I'm going to be speaking about something that is vitally important to all of us.

My presentation will help solve a problem that has puzzled people for years. At the end of this presentation you will understand why this company has been so successful for so long.

I'm going to be talking about a product that could double your profit margins.

Over the next ten minutes you are going to hear about something that will change the way your companies operate.

Dealing with questions

I'll be pleased to answer any questions you may have at the end of the presentation.

Please can you save your questions till the end.

If you have any questions, I'll be pleased to answer them at the end of the presentation.

If you need clarification on any point, you're welcome to ask questions at any time.

Can I come back to that point later? That's a tricky question. I'm afraid there's no easy answer to that one. Yes, that's a very good point.

Perhaps we could leave that point until the questions at the end of the presentation.

I think we have time for just one more question.

Rephrasing

Put another way ...

Let me put that another way.

In other words, ...

Alternatively, you could say that...

To put it more bluntly / more concisely, ...

Clarification

I think I'll just rephrase that.

I'll try and put that more clearly / more simply.

Just in case that wasn't clear, I'll rephrase it.

Don't misunderstand me, what I mean is ...

I'll just repeat that to make it clear.

Going into detail

Let's focus on one aspect of this.

One point bears closer examination.

If we can concentrate on one aspect of this for a moment...

There is one detail that is worth focusing on.

Let's go into this in more detail.

Upon closer examination / investigation ...

If we make an in-depth study of this ...

Getting down to the nuts and bolts of the thing ...

Generalization

Broadly / generally speaking ...

With a few exceptions / without exception ...

In general... By and large... On the whole ... Overall ... As a rule of thumb ...

As a (general) rule, ... It is generally accepted that...

Usually / often / frequently it is the case that...

Bridging two points

Having dealt with [A], I now want **to move on to [B]**.

One point that follows from [A] is [B].

From [A], it follows that...

Despite what we said in [A], ... [B] ...

One exception to [A] is ... [B],

... and this leads us to ...

... which brings me to my next point.

... which leads me nicely into my next topic.

As regards [B], however, the situation is somewhat different.

Proving a framework

Signposting

I'm going to examine these topics in the following order: (first, ...; next ...; after that finally,...).

I've divided my talk into five parts: ...

I will deal with these topics in chronological order.

I want to start with this particular topic, and then draw some more general conclusions from it (... specifically,... in a wider context).

There are (a number of) factors that may affect...

We have to take into account in any discussion of this subject the following considerations.

We all ought to be aware of the following points.

Introducing a point

The most important point to make is ...

Another aspect to bear in mind is ...

It must also be remembered that...

We mustn't forget that...

Now for something completely different. This brings me to ...

Ending a point

That is all I want to say about the point...

This concludes what I want to say about...

.. .which concludes what I want to say about...

That wraps up that point.

That covers that area.

So it can be seen that...

So I've shown that...

To conclude this point then ...

There's nothing left to say on this point, I think, so ...

Examples

A good example (of this) is ...

... for example,...

For instance,...

As an example (of this),...

To illustrate this,...

An illustration of this is ...

We can illustrate this by ...

We can demonstrate / show this by ...

This can be seen in the following illustration.

Take X, for example.

Adding a minor point

In this context it is worth mentioning ...

As an extension of this ...

It's also true that...

One further point to add is ...

If I can digress for a moment, ...

Perhaps I might also mention that...

As an afterthought, (how, what) about...

I'll just touch on one other point in passing.

Before we leave this subject, it's worth saying that.

Returning to the main theme

... but this is taking us away from the main theme.

To return to the main point / subject, ...

Picking up where we left off, ...

As I was saying before that digression / interruption,

To continue the main discussion, ...

Going back to what I was saying,...

Going back to an earlier point

As I said earlier / before, ...

You may have been wondering why I said ...

When I was talking about this point earlier I said ...

In my introduction I said ...

Five minutes ago I said ...

You may have noticed that...

I mentioned earlier that...

Let me pick up a reference made earlier to ...

Introducing overhead pictures and wall charts

If we look at this ... we can see ...

... as we will see in a moment on this overhead.

This is shown in diagrammatic form on this overhead.

This point can be made more clearly in visual form.

I have prepared an overhead to illustrate this.

I'll just put this on the overhead.

I think perhaps you can see this more clearly on the overhead.

Let's have a look at this transparency.

This overhead shows ...

We can see on this overhead that...

Notice here that...

The figures in red indicate / show / stand for ...

Various apologies

I'm sorry if this is too simple for some of you.

I'm sorry if this seems a little over-technical.

I'm sorry to have gone on for so long.

I'm sorry if I have labored the point.

I'm sorry if my English is a little difficult to understand.

I'm sorry I don't know the exact word for this in English.

I'm sorry ... could you just bear with me for a moment while I check my notes.

I'm sorry. I'll just start that again.

Excuse my English.

Vocabulary extension

subject	topic, issue, question, discussion
presentation	talk, outline, summary, analysis
step	stage, development, move, section, phase
point	aspect, feature, factor, argument
important	vital, significant, critical, serious, crucial, main
good	interesting, excellent, impressive, successful
bad	dreadful, terrible, appalling, disappointing, severe
discuss	deal with, examine, analyze
now	currently
soon	presently
possibility	opportunity

Summarizing

To summarize,...

Briefly, then, ...

The main point, therefore, are ...

If I can summarize what I have said (so far),...

Thus we can see ...

It must now be clear that...

I've attempted to explain here that...

So, to sum up: ...

To recap, then, ...

Closing

Finally...

By way of conclusion ...

I hope I have made myself understood.

I hope you have found this useful.

I hope this has given you some idea / a clear idea / an outline of.

That was all I had to say on ...

I hope I've managed to give you a clearer picture of...

If there are any questions, I'd be delighted to ...

Thank you for your attention...

You have been a very attentive audience - thank you.

Let's break for a coffee at this point.

I'm afraid that the clock is against us, so we had better stop here.

Examples of presentations

Introduction 1 (recommendations from a study)

Presenter: Good morning. My name is Sarah Benson and, as you know, I work as a consultant for the LX Consulting Group. You've all been aware of the presence of myself and two of my colleagues over the past couple of weeks, and I'd like to thank you very much for your cooperation and understanding. What I'd like to do this morning is to present the results of our study on the consolidation of your computer activities in Europe. I'm going to be addressing three main points. First, I'll give you some background information about the LX project team which as many of you know, was set up three months ago to study levels of computer activity. Then, after outlining the objectives of the team, I'll go on to examine the current organization of your European data centres. Lastly, I'll explain our recommendations for maximizing

the efficiency of those centres.

Introduction 2 (treatment of chocolate addiction)

Master of ceremonies: Good morning, ladies and gentlemen. It's my privilege today to introduce Dr. Martin Roberts who is going to be talking to us about addiction. His specific area of interest is rather unusual, so perhaps I'd better let him introduce the subject in detail. Dr Roberts.

Presenter: Good morning. Before I get down to the serious business of the presentation, I'd just like you to think for a few seconds what these letters, C and A, stand for... No, it's not the famous store! In this case the letters stand for chocolate addiction, which is the subject of my presentation. My first point will be to define what chocolate addiction is - in the scientific sense, that is. Then, I'll give you some clinical data about chocolate addiction - this, I'm sure, will be of particular interest to those of you involved in the area of hyperactive children. And finally, I'll describe the treatment suitable for acute forms of addiction.

Introduction 3 (future investments to improve the lighting in the tunnels)

Presenter: I imagine many **of** you here today have been to Italy on holiday. And no doubt, some of you have driven along the famous Autostrada del Sole, and noticed the large number of tunnels which have been carved through the rock. In fact, here in Italy, we have about 300 km of tunnels. But, what about the lighting of these? Did you know, for example, that the total energy consumption for lighting this network **of** tunnels is equivalent to lighting a city the size of Turin? But, in spite of all this investment much of the lighting is inadequate, and is the cause of many car accidents. In fact, eight out of ten accidents in tunnels can be attributed to bad lighting, and many of these have fatal consequences. So, in my presentation today I'm going to explain the technical problems involved in lighting tunnels, and outline the investments we intend to make to improve efficiency and safety.

Structuring a presentation

Good morning, ladies and gentlemen. Today, I'm	<i>Introducing presentation</i>
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<p>going to talk about changes in consumer prices in Britain, the United States, France, Germany and Japan during the period 1988 to 1991.</p> <p>First of all, let's look at a country whose price inflation was higher than anyone else's during this period.</p> <p>As you can see from the graph, price inflation in Britain stood at around 5% in 1988, rising to almost 10% in 1990, before falling back to 4% in 1991.</p> <p>Now, if we turn to another large trading country, Japan, we can see that the situation is different. Price inflation in Japan was as low as 1% in 1988, and even though it subsequently rose, it was always well below 4%.</p> <p>Finally, let's look at Germany, the only country experiencing a rise in inflation in 1991. This rise from around 2% in 1990 to over 3% in 1991 was largely due to the extra costs of reunifying East and West Germany.</p> <p>In conclusion, we can observe that Britain had the highest rate of inflation of the five countries examined throughout this period, although the gap narrowed substantially in 1991.</p>	<p><i>Introducing first point</i></p> <p><i>Referring to visuals</i></p> <p><i>Changing topics</i></p> <p><i>Introducing final topic</i></p> <p><i>Conclusion</i></p>
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Practice the opening phase of a meeting. Use the following information about the background of the issue and the objective of the meeting. Include a phrase to attract attention. Follow the example,

Right, let's get started. As you may know, we have received a directive from HQ in New York demanding a 5 % reduction in costs over the next six months. So I've called this meeting firstly to identify possible areas of waste, and secondly to get some suggestions about where we should cut back.

Background	Objective
1. Directive from HQ demanding 5% reduction in costs over the next six months.	a. Identify areas of waste. b. Come up with some suggestions concerning possible economies.
2. Takeover of the company by a big international firm who wants to streamline the business.	a. Ideas for improving efficiency in the department 1 b. Introduction of new technology
3. Interviews have to be held for two vacant sales positions.	a. Define exactly what we are looking for b. Draw up a short-list of candidates
4. A trade delegation is arriving from Japan next month.	a. Agenda for the week b. Program of social events
5. Several complaints have been received about delivery delays.	a. Where exactly the delays happen b. The causes c. Solutions

Modulus 4

Competitors. The role of competitiveness on the market. The role of the company or organization's location for its benefits. Working Abroad.

Emigration. The role of a career in a human's life.

I. Fill in: *work, get, wear, do*. Use the phrases to make sentences about you, your family, your friends.

1. ... a good salary
2. ... from home
3. ... long hours / shifts / weekends
4. ... a suit / a uniform to the office
5. ... a lot of travelling

II. Read and translate the text.

a) **Read the title, the introduction and the questions in the text. What do you expect the article to be about? Listen, read and check.**

b) **Read the text and mark the sentences Y (Yes), N (No) or DS (doesn't say).**

1. Angela started diving when she finished school.
2. Angela has passed two diving exams.
3. It is important for Angela to earn a good salary.
4. Angela is adventurous and determined.
5. It helps to have other skills as well as diving skills.
6. Angela works on her own.
7. Coral reefs are in danger.
8. We can't do much to help protect the coral reefs.
9. Angela often gets homesick.
10. Angela has had no difficulties with her groups so far.

c) **What do we learn about coral reefs from the text?**

Cracking career

Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a driving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about the environment ... Meet Angela Webb and discover how you can make your hobby your career!

So, Angela, is it hard to become an instructor? What qualifications do you need?

If you are determined and you really want to succeed, anything's possible! But, yes, it takes a lot of time to gain the relevant experience and qualifications. Through the BSAC (British Sub-Aqua Club), I first trained as a Sports Diver and then went on to do my Instructor qualification. If you are really ambitious, you can even progress to Advanced Instructor.

What kind of personality do you need to have to do this line of work? What qualities?

I would say a sense of leadership is important. Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organized. But then there are also skills you need to acquire, like knowing how to use computers or how to speak other languages.

What facts can you tell us about coral reefs?

As much as quarter of all marine life lives there - did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs?

When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do?

Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect — it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed - touch wood!

d) Complete the sentences with words from the text.

1. You need to study to get... before becoming a doctor.
2. After university, I... to become a teacher.
3. Kindness and patience are necessary ... if you want to be a nurse.
4. Typing and filing are essential ... for secretaries.
5. It took him a while to ... to the new work environment.

e) **Match the underlined words to their synonyms.**

frightening, feeling, take care of, move on, danger, thrown away, get, ideal

f) **Make notes under the headings, then speak about what it is like being a diving instructor.**

qualifications personal qualities pros / cons

g) **Project: Interview a person about his / her job. Use the headings from the text to prepare your questions. Interview the person, then write a short article (60-80 words) about him / her, similar to the one about Angela.**

III. a) **Match the words to form compound nouns.**

- | | |
|------------|--------------|
| 1 bus | a instructor |
| 2 bank | b agent |
| 3 web | c clerk |
| 4 security | d programmer |
| 5 travel | e driver |
| 6 factory | f guard |
| 7 ski | g worker |
| 8 computer | h designer |

b) **Choose two jobs from a). Use these phrases to make as many true sentences about each job as possible.**

work: shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

be: your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

the work is: boring / creative / stressful / interesting / repetitive / challenging / satisfying

I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.

IV. Use the notes to talk about what skills / qualities each job requires, as in the example.

a teacher, an architect, a lawyer, a tour guide, a librarian, a songwriter, an office worker, a vet, a secretary

Needs to have ... good computer / organizational skills; a good telephone manner; a driving license / university degree

Must be good at ... foreign languages, ICT, maths, music, etc.; working alone / as part of a team; explaining things **Should be ...** careful, creative, dedicated, hard-working, honest, patient, polite, reliable

Must be interested in ... helping others, reading, working with children / animals / etc

A teacher needs to have a university degree, and must be good at explaining things.

They should be dedicated and patient, and interested in helping others.

V. Read the descriptions of six personality types. Which type(s) are most/least like you? Which of these jobs would you like to do? Does this match the personality type you think is most like yours?

Risk-taker: You like to be in charge. You focus on goals and like to reach your target. You see opportunities and take them. You want to be reach and successful.

stockbroker, pilot, business manager

Conventional: You like to see things through to the end and you pay attention to detail. You like order, routine and structure.

secretary, cashier, accountant

Investigative: You're very curious and enjoy problem solving. You like to know how things work and to test out your ideas.

scientist, doctor, astronomer, detective

Creative: You're a bit of a dreamer, but you can express yourself and you like to find different ways of doing this.

artist, photographer, musician

Practical: You like to get things done and don't like wasting time. You are good with your hands and like to spend time outdoors.

policemen, carpenter, farmer, electrician, mechanic

Caring: You like being with people and working as part of a team. You are a good listener and like helping people with their problems.

teacher, nurse, social worker

VI. Fill in: *payslip, applied, dismissed, unemployed, vacancy, resign, promotion, retired.*

1. A: Have you found a job yet?

B: I... to join the army, but I haven't heard anything yet.

2. A: Is your brother still ... ?

B: No. There was a ... at the local factory, so he's working there now.

3. A: Have you heard? Jones from Sales was

B: No. He just... early so he can spend more time with his family.

4. A: I can't believe I didn't get that... !

B: You should ... and look for another job.

5. A: How's your new job going, Sam?

B: It's great. I can't wait to get my first....

VII. Fill in: *for, as or in.* Check in your dictionaries.

1. I'd like to apply ... the post.

2. I have worked ... a singer since 1995.

3. How long have you worked ... Accounts?

4. Fill ... the application form.

VIII. Complete the sentences with the correct word. Make sentences using the rest of the words.

1. I haven't had a *salary / wages / pay* rise for four years.
2. Until he *earns / gains / wins* more experience, there's no chance of him getting a better job.
3. Sarah is a teacher by *job / career / profession*.
4. Eve wants to make herself a(n) *occupation / career / employment* in the music industry.
5. *Jack works for a sales* business / industry / company.

IX. Read the theory, then complete the sentences with the correct adjective derived from the verbs in bold.

We can form adjectives from verbs with the suffixes: **-able** (imagine - imaginable), **-ible** (sense - sensible), **-ive** (impress - impressive), **-ed** (please - pleased) and **-ing** (please - pleasing)

1. You have to be (create) to be an artist.
2. Sam can't find a (suit) job.
3. I orn is brilliant at making any subject ... (comprehend) to small children.
4. Being a teacher is always ... (interest) because every day is different.
5. Now he has finished university, Lee is a ... (qualify) architect.

X. Complete the sentences with the correct verb form. Choose the phrasal verb.

look through put through carry through go through fall through

1. Can you ... me ... to Mr Smith, please? (**connect by phone**)
2. John's working on a difficult problem but fm sure he can ... it... .
(**complete successfully**)
3. Their plans for opening a new branch ... due to lack of money. (**failed**)

4. Sue ... a painful time when she got fired, (**experienced**)
5. Why don't you ... the local paper for a vacancy? (**look at quickly**)

XI. Project. Write a short e-mail to your English pen friend about your dream job. Say: *what it is, why it's your dream job, how it matches your personality type.*

XII. Identify the jobs from the descriptions of what the people do.

1. This person flies aeroplanes.
2. You take your car to this person to be repaired.
3. This person takes care of sick animals.
4. This person works in an office typing letters and answering the phone and arranging meetings.
5. This person will help you invest money in companies.
6. This person controls the movements of aircraft.
7. This person designs pages for the Internet.
8. You pay money to this person in a shop or bank.
9. This person helps children and families who have problems.
10. This person will give you the key to your hotel room.

XV. Complete the exchanges with verbs from the list.

promote apply dismiss retire resign

1. A: So, are you going to ... for the job?
B: No. I don't think I'm suitably qualified for it.
2. A: Ian is going to
B: Really? Why?
A: He's found a better-paid job.
3. A: If this project is successful, my manager will... me.
B: Good luck!
4. A: I've still got six years ahead of me before I... .
B: Hang in there!

5. A: I've heard that the company will... several people next month.

B: Oh, no. Any idea who?

XIV. Fill in the correct response from the list.

Somebody got the sack. Let's call it a day. The way she's going.

She's been working around the clock.

1. A: I can't work any more tonight; I'm very tired.

B: So am I.....

2. A: It's midnight and Rita is still at the office.

B: What's going on?

3. A: Did you hear what happened this morning?

B: Let me guess....

4. A: Did you see what Kate did this morning?

B: Yes, I did she'll get fired.

XV. Complete the text with phrases from the list. You may have to change the form of the verbs.

work overtime be her own boss work for a successful career

work from home be employed setup self-employed

Sheila has 1) ... with a large cosmetics company where she 2) ... as a senior marketing manager for the past three years. Although she is quite satisfied with her job, she sometimes feels that her work is not appreciated, especially when she has to 3) She is now thinking of 4) ... her own business so that she can 5) Sheila thinks that she would be happier 6) ..., even though she accepts that people who are 7) ... are less secure than those who 8)... a large company.

XVI. Choose the best word to complete the job adverts.

1. We have a **1) vacancy / space** for a young, dynamic and hard-working **2) student / graduate** to lead our growing sales force in the London area. As leader you will be responsible for **3) team / group** development and **4) education / training** and you will **5) reply / report** directly to the company Sales Director.

2. Are you willing to work 6) **changes** / **shifts**? Do you enjoy the 7) **happiness** / **satisfaction** of solving challenging 8) **problems** / **questions** without 9) **control** / **supervision**? Are you 10) **practical** / **handy**? Do you have a 11) **clean** / **tidy** driver's licence? If you can answer 'yes' to these questions, then we would like to hear from you.

3. We want you

With over 300 stores nationwide Book World is now firmly established as the JNbl bookshop in the UK. If you are 12) **stimulated** / **motivated**, committed, 13) **ambitious** / **ruthless** and enjoy succeeding in an exciting fast-paced work 14) **location** / **environment**, we want you! No previous 15) **skill** / **experience** required.

XVII. Cross the odd one out.

1. salary, wages, skills, pay
2. earn, gain, win, fail
3. experience, job, career, profession
4. under-paid, well-paid, poorly paid, overworked
5. boring, creative, uninteresting, repetitive
6. business, university, industry, company

XVIII. a) The people (1-4) are all looking for new jobs. Read their descriptions and underline the key words.

1. Geoff has always liked making things to entertain his children. Since losing his job as a teacher he has been looking for a way to turn his hobby into a career.

2. Susan first noticed her flair for writing when she won a creative writing competition at school. However, her career as a poet is not going very well and she must find a new job to pay the bills.

3. Michael has had several well-paid jobs. Now, he would like to use his psychology degree in a job that he can improve people's lives.

4. Brooke is currently working in an office for a publishing company, but she dreams of a less ordinary life. She wants to explore new places and help protect the environment.

XIX. b) Read the job advertisements (A-F) and decide which job would be the most suitable for each person. There are two you don't need.

A. Tour Guide - Explore Alaska Ltd

A life of adventure awaits you in Alaska. Explore Alaska Ltd is looking for guides to lead small groups of tourists through the Alaskan wilderness and to promote conservation in the area. No previous experience is required as on-the-job training will be provided. Apply in writing to William Seward, Explore Alaska Ltd, 3 Primrose St, Ketchikan, Alaska, AK 99950-3365

B. Animal Psychologist Dunstable Zoo Pic

Can you deal with animal anxieties? Dunstable Zoo Pic is looking for a trained animal psychologist to work with our collection of wild and exotic animals. Ideal candidates should have a degree in veterinary medicine and a background in psychology. Application forms are available from Human Resources Dept, Dunstable Zoo, Bedfordshire, LU6 INF.

C. Film Extra — Talent Inc

Want to be on the movies? Talent Inc is looking for people to take part in a Hollywood film that is being shot here in London. The work requires a great deal of waiting around. Although there can be no guarantee that you will appear in (he final film, you may see yourself next to a major star. For more information, call Sandy on 01292 364 807.

D. Cards Writer - Comic Cards Ltd

Can you say it with style? Comic cards Ltd wants writers with wild and witty imaginations. Salaries are good for those who can come up with catchy lines and lots of laughs. Email John Keats at www.comiccards.co.uk.

E. Caregiver — Spring Lake Retreat

Do you have the qualities to help people with mental illness lead rich and

rewarding lives? Spring Lake Retreat has an excellent success rate in dealing with mental illness and we are looking for caregivers who can approach those in need with respect. For further information call Florence on 01484 627 895.

F. Toy Designer — Lullaby Toys Plc

Want to bring a little magic into young lives? Lullaby Toys Pic is looking for an imaginative toy designer to expand our range of educational toys for children under 7 years of age. The ideal candidate should have experience in toy design and a passion for education. Tel. Joy Fischer on 02646 738 991.

XX. Writing (a letter of application).

1. **Read the rubric and underline the key words. Then, answer the questions that follow.**

Do you want to get out and see the world? Are you interested in photography?

If yes, then you could work on a cruise ship! We are looking for a photographer who's always around to take memorable photos of our passengers as well as develop and sell the pictures. All equipment is provided by the cruise line.

If interested, contact Mr Elliot on 0898-786756 or via email at relliot@cruiseline.com and we will arrange a job interview. Portfolio is necessary.

1. What kind of letter do you have to write?
2. Who is going to read your letter?
3. Should the style be formal or informal?
4. Tick in the list of points below what you should include in your letter:
 - your favourite subjects at school _____
 - your qualifications _____
 - any previous experience _____
 - a description of your appearance _____
 - your personal qualities _____
 - your plans for the summer _____

5. What do you think the successful candidate should be like?

- a) artistic
- b) friendly
- c) caring
- d) adventurous
- e) sociable
- f) sporty

6. For this job someone would need experience in:

- a) modeling
- b) taking pictures
- c) working with young children

7. What qualifications would someone need in order to be considered for this job?

- a) energetic and sociable;
- b) can drive a car
- c) taken a course in photography;
- d) good organizer;
- e) speak English and German;
- f) worked as a photographer for the school newspaper;
- g) worked as a shop assistant.

XXI. Read application letters A and B and write the paragraph number next to the headings in the list below.

- opening remarks / reason(s) for writing _____
- closing remarks _____
- age / qualifications I experience
- other information _____
- personal qualities _____

A

Dear Manager,

1. Hi! I've decided to drop you a line about the job you advertised in this week's online edition of NY Magazine for Teens.

2. I am a 20-year-old student and I'm quite good at taking pictures. Two years ago I took a one-year course in photography and I've worked as a photographer for

our college newspaper. I've worked part-time as a shop assistant at a photo studio, too. I want to study photography at UEL and some day I'm sure I'll work as a professional photographer for National Geographic. My English and German aren't bad either.

3. I haven't worked professionally before but I'm sure I'd be good at the job. I am very friendly and outgoing. I love travelling and seeing different places. Also, I can provide a reference letter in which my previous employer says I'm a good photographer and that you can count on me. I can show you my work any time you want.

4. I won't be doing anything in July and August. We have our holidays then so I can work whenever you want.

5. You can get in touch with me on 08657345 or at lhirsch@yahoo.com. Let me know soon!

All the best.

Laura Hirsch

B

Dear Mr Elliot,

1. I am writing to apply for the position of photographer which was advertised in this week's online edition of NY Magazine for Teens.

2. I am a 20-year-old student. Two years ago I took a one-year course in photography and I've worked as a photographer for our college newspaper. I have also worked part-time as a shop assistant at a photo studio in my neighbourhood. It is my ambition to study photography at UEL and some day to work as a professional photographer for such prestigious magazines as National Geographic.

3. Despite my lack of formal work experience, I feel that I am quite suitable for the position. I am very friendly and sociable and I love travelling and seeing different places. What is more, I am very fluent in both English and German.

I can provide a reference letter from my previous employer in which I am described as hard-working, efficient and a photographer with great potential. My portfolio is available at your request.

4. Since the school holidays include the months of July and August, I will have no other commitments and I would be available to work the whole two months.

5. I may be contacted by telephone on 08657345 or via email at lhirsch@vahoo.com. I look forward to receiving a reply in due course.

6. Your sincerely,

7. Laura Hirsch

2. a) Compare the two letters. Which one uses an appropriate formal style suitable for a letter of application? Mark the features in the list below as A or B.

1. passive voice _____
2. a friendly, personal tone _____
3. everyday vocabulary _____
4. formal linking words / phrases _____
5. phrasal verbs or idioms _____
6. long and complex sentences _____
7. advanced vocabulary _____
8. colloquial expressions _____
9. a polite, impersonal tone _____

b) Find and underline examples of these features in the letters.

3. Look at the highlighted sentences / phrases in letter A and underline the corresponding appropriate sentences / phrases in letter B.

4. a) Read the rubric, then, answer the question that follows.

You have come across the following job ad in the local newspaper and you want to apply for the job. Write your letter of application.

Do you: love the shop? Pay attention to details? Why don't you get started as a Mystery Shopper? Visit different businesses, pose as a customer, evaluate the service and complete an evaluation form. Get paid to shop at stores, eat at restaurants, watch movies and more!

No experience is necessary.

Apply online at www.mvsteryshopper.com

1. What skills / qualifications do you think would help you get the job?

Circle.

- a) love shopping
- b) have worked as a shop assistant
- c) be friendly
- d) have worked as a waiter / waitress
- e) be fluent in foreign languages
- f) be a good organizer
- g) be artistic
- h) be sporty
- i) can drive a car

b) How are you going to begin and end your letter?

a) Dear Sir/Madam,

c) Dear,

Yours faithfully,

Yours sincerely,

b) Dear Mystery shopper,

Yours,

5. Now, write your letter of application. Use letter B as a model.

XXII. Discuss the questions.

1. How global is the news you hear each day? How does it influence your life?

2. How do electronics means of communication (e-mail, the Internet, fax and so on) differ from face-to-face communications?

3. People say that intercultural communication is a fact of life. Do you agree? Prove using examples.

4. Describe and analyze a recent intercultural encounter. Were you completely satisfied with the results of your communication?

5. What made it successful and what interfered with it? Were there any challenges?

6. Do you need special knowledge and skills to communicate effectively across cultures?

7. How do you think it is possible to overcome the complexities of intercultural communication?

XXIII. Consider these statistics and say what conclusions you can come to.

1. Japan, the USA, Canada, France, Germany, Italy, Russia, and the United Kingdom account for less than 20 per cent of the world's population, but "own" 80 per cent of Internet hosts and most traffic.

2. France takes in about 60 000 immigrants annually; in West Germany more than 15 million refugees were settled between 1945 and 1990; in 1992 and 1993 Germany had an annual average of 1,4 million immigrants putting it ahead of the United States with an annual average of 800 000 (United Nations, 1994).

3. Experts estimate that some 2 million people cross international borders daily. Some 700 million a year travel for pleasure, although not all cross national boundaries. Others, approximately 190 million, are fleeing from civil war, famine, or extreme economic hardship.

4. A journalist asked a Dell computer manager where his laptop is made. The answer was that it was codesigned by engineers in Texas and Taiwan; the microprocessor was made in one of Intel's factories in the Philippines, Costa Rica, Malaysia, or China; the memory came from factories in Korea, Germany, or Japan.

Other components (keyboard, hard-disc driver, batteries, etc) were made by Japanese, Taiwanese, Irish, Israeli, or British firms with factories mainly in Asia; and finally the laptop was assembled in Taiwan.

XXIV. Complete the statements with suitable words and expressions from the box.

<i>diversity</i>	<i>interactions</i>	<i>benefit</i>	<i>globalization</i>	<i>imperatives</i>
<i>various cultural backgrounds</i>		<i>immigration</i>		

1. There are several ... - reasons why to study intercultural communication: peace, economic, technological, demographic, and ethical.
2. Businesses all around the world are continually expanding into overseas markets in a process of... .
3. One of the sources of demographic change is ... which has a significant effect on the social landscape.
4. International trade is one of the driving forces in ... between cultures.
5. Through high-tech communication, we come into contact with people with
6. Understanding people of other cultures, their cultural ... is important not only to decrease misunderstandings but also to make the world a safer place in which to live.
7. The main ... of intercultural studies is the ability to develop and maintain quality relationships with a wide variety of people.

XXV. Read some advice how to improve communication skills given to students by experts in intercultural communication. What do you think of it?

1. Become more conscious of your communication. This may sound simple, but how often do you really think about your communication and whether it is working? Much of your communication, including intercultural communication, occurs at an unconscious level. A first step in improving your intercultural communication is to become aware of the messages you send and receive, both

verbal and nonverbal. You can't really work on improving your communication until you become aware of it on a conscious level.

2. Become more aware of others' communication. Understanding other people's communication requires the important intercultural skill of empathy — that is, knowing where someone else is coming from, or “walking in his or her shoes”. This is no easy task, but by doing things such as improving your observational skills and learning how to build better intercultural relations you can accomplish it.

3. Expand your own intercultural communication repertoire. This involves experimenting with different ways of looking at the world and of communicating, verbally and nonverbally.

XXVI. Read the article.

The Necessity of Intercultural Communication

Marshall McLuhan's term global village is no longer considered an abstract idea but a virtual certainty. Technological and sociopolitical changes have made the world a smaller planet. There appeared a lot of opportunities to interact with people from different cultural backgrounds. In virtually every facet of life — in work, play, school, and family — communication with others is marked by cultural differences.

Telecommunication systems link the world via satellites and fiber optics. The ability of the mass media to bring events from across the globe into our homes, businesses, and schools dramatically reduces the distance between people of different cultures and societies. Modern transportation systems also contribute migrations force interaction between people of different races, nationalities, hostilities. Only through intercultural communication international conflicts can be managed and reduced. Only by competently and peacefully interacting with others who are different from ourselves can our global village survive. Both internationally and domestically, competent intercultural communication has become a necessity.

Although the challenges of an increasingly diverse world are great, the benefits are even greater. Communicating and establishing relationships with people from different cultures can lead to a host of benefits, including healthier communities;

increased international, national, and local commerce; reduced conflict; and personal growth through increased tolerance. Through open and honest intercultural communication people can work together to achieve goals that benefit everyone, regardless of group or cultural orientation. Effective communication can ultimately lower or remove the walls and barriers of misunderstanding that separate human beings from one another. Our ability to interact with persons from different cultures both within and outside our borders has immense economic benefits.

Intercultural communication is inevitable; we will never be able to avoid it entirely. We can, however, through cooperative intercultural communication, reduce and manage it. Often conflict stems from our inability to see another person's point of view, especially if that person is from a different culture. We develop blatant, and often incorrect, generalizations about people from other cultures that lead us to mistrust them. Mistrust leads to defensive behavior, which fosters conflict. However, by thinking and acting cooperatively, and by communicating assertively (not aggressively) and responsively, we can learn to effectively manage and reduce intercultural conflict.

As you communicate with people from different cultures, you learn more about them and their way of life, including their values, history, habits, and the substance of their personality. As your relations with people from different cultures develop, you start to understand them better. One of the things you will learn eventually is that although your cultures are different, you have much in common. As humans we all have the same basic needs and desires - we just have different ways of achieving them. As we learn that our way is not the only way, we develop a tolerance for difference.

Three international developments have made intercultural contact more axiomatic and pervasive: (1) new technology and information systems, (2) changes in the world's population, and (3) rapid movement toward a global economy.

New Technology and Information Systems

Technology has accelerated intercultural contact. This contact has been spurred

on by developments in two areas: transportation systems and information systems. You can now board a plane and fly anywhere in the world in a matter of hours. Reduced airfares now make the tourist industry one of the largest producers of revenue in the world. One result of these expanded travel opportunities is that you may routinely encounter cultures that sometimes seem bizarre or even mysterious. Sources of diversity now go far beyond eating utensils, traditional attire, and modes of travel. You can be exposed to cultural idiosyncrasies in the perception of time and space, the treatment of women and the elderly, the ways and means of conducting business, and even the discovery and meaning of truth.

New and advanced information systems continue to encourage and facilitate cultural interaction. Communication satellites, sophisticated television transmission equipment, and fiber-optic or wireless connection systems permit people throughout the world to share information and ideas instantaneously. The growth in wireless telephone systems, for example, is expanding rapidly with well over fifty thousand new subscribers each day. And, of course, the impact of Internet on communication exchanges is phenomenal. You can now, with the simple click of mouse, “talk anyone almost anywhere in the world. It has also permitted what Microsoft’s Bill Gates has referred to as “the ability to conduct business at the speed of thought”.

Evolving Populations

The second impetus to intercultural communication is a rapid increase in and redistribution of the world's population.

Not only is the world's population growing rapidly, it is also on the move many as 100 million people are living outside the country of their birth.

It should not surprise you that with increases in the world’s population, numerous problems have arisen that make successful international contact more important than ever before. Let us touch on some of the problems.

Finite Natural Resources. The world must come to realize that the resources necessary to life and survival are finite. For instance, over the next half century, it is predicted that water, our most precious natural resource, will replace oil as the prime

trigger for international conflict.

A decrease in food resources, both from the ground and the sea, is another example of how limited resources can produce intercultural friction. Shortages of productive land to grow crops and disputes over fishing rights have generated serious armed clashes. And, of course, there is the human cost of these shortages. For example, the United Nations estimates that each year over forty thousand children die of malnutrition.

Negotiating the limits of natural resources and avoiding strife and disorder are among the goals of intercultural communication. When we consider that well over a billion people worldwide lack sufficient food to meet energy and protein requirements for a productive and healthy life, it is easy to see how food insecurities could pit nation against nation. Finite natural resources provide yet another reason for people to come together for international understanding.

The Environment. Environment problems do not observe geographic or cultural boundaries and thus affect all cultures. Hence, the importance of a healthy environment to the well-being of all people provides yet another important reason to develop facility as an intercultural communicator. From China to Central America, weather-related flooding events have resulted from deforestation that left many hillsides bare, causing rainfall to run quickly into rivers rather than being absorbed, thus leading to devastating landslides and floods.

Although nations are beginning to realize that they must work together to solve environmental problems, progress is slow and serious problems numerous. The environmental crisis produces a long and somber list of problems that touch all cultures. Destruction of the forests, famine, the pollution of air and water, the growing list of endangered plants and animals, toxic dumping, and the greenhouse effect are just a few of the many conundrums we all face as we try to balance population and the health of the planet.

International Conflict. Conflict among nations and peoples provides yet another reason to encourage effective intercultural communication. Since ineffective

communication can lead to increased tensions and violence, it should be obvious to you that effective intercultural communication is the superior means of reducing international conflict.

Recent events have given credence to the axiom that hostility anywhere has the potential to become hostility everywhere. Distance no longer matters. The need for effective intercultural communication is apparent.

The increasing levels of terrorism and the spread of nuclear weapons sorely indicate the need for effective intercultural communication. People must discover that the resolution of conflict by communication is superior to the use of force. Unfortunately such issues as ethnic pride, religious fervor, famine, and economic concerns often act as barricades to effective communication. And, when communication fails, other political means invariably follow.

The Global Economy

The economic success in the global arena increasingly depends on individual and collective abilities to communicate competently with people from other cultures. Economic relationships require global interdependence and intercultural competence. The economic growth and stability are linked to word business partners. In global economy people from diverse cultures come together to engage in commerce and, of course, communicate. The world economy is borderless and markets are becoming essentially one. Corporations are looking at the free flow of goods and services, capital and human resources as well as information as the pathway to growth. The trend toward globally connected markets is likely to become even stronger in the future.

*(Source: L. Samovar, R. Porter.
Communication between cultures.
5th Edition. 2004. P. 5-9.)*

1. Finish the following phrases.

1. Interaction between people from different cultural backgrounds ...

2. Modern means of communication contribute to ...
3. World's population ...
4. Limited resources ...
5. To solve environmental problems ...
6. The free flow of goods and services is ...
7. Ineffective communication ...

2. Divide the text into paragraphs. Find in each paragraph a sentence which best introduces or summarizes information.

3. Discuss the following issues.

1. Describe the peace imperative for studying intercultural communication. Give examples to support your point of view.
2. Identify and describe the economic imperative for studying intercultural communication. Illustrate your words with examples.
3. There are many reasons to study intercultural communication, including the ones discussed in the text. What other imperatives can you identify?
4. What benefits can come out of interactions with those from different cultures?
5. What is important for successful intercultural communication?
6. What are the factors which contributed to the expansion of intercultural communication?

4. Activities.

1. Look at the products in your home. How many different countries do they come from? How might your purchases increase intercultural contact?
2. Read the news about intercultural events. Try to find articles about the same incident from other newspapers that may come from communities quite different from your own (for example, the English version Japan Times, Jerusalem Post). What are the differences in the presentation of the news?

5. Give a short summary of the text.

6. Translate into Ukrainian the following sentences.

1. Innovative communication systems have also encouraged and facilitated cultural interactions.

2. Communication satellites, sophisticated television transmission equipment, and digital switching networks now allow people throughout the world to share information and ideas instantaneously.

3. Changes in immigration patterns have also contributed to the development of extended intercultural contact.

4. Intercultural encounters are now ubiquitous; they occur within neighborhoods, across national borders, in face-to-face interactions, through mediated channels, in business, in personal relationships, in tourist travel, and in politics.

5. Marshall McLuhan coined the term *global village* to describe the consequences of the mass media's ability to bring events from the far reaches of the globe into people's homes, thus shrinking the world.

6. Diplomatic and economic links are reinforced by the ease with which people can now travel to other places.

7. Census figures indicate that cultural diversification is a nationwide phenomenon.

8. In a world of international interdependence, the ability to understand and communicate effectively with people from other cultures takes on extreme urgency.

9. While the tendency to make judgments according to our own cultural standards is natural, it hinders our understanding of other cultures and the patterns of communication of their people.

10. Interaction with people from different cultures tends to involve the highest degree of "strangeness" and the lowest degree of familiarity.

Competition. Location. Careers. The role of a career in a person's life

I. You are going to read about the ambitions of three young people. For questions 1-6, choose from the people (A-C). Who ...

- is still at school?
- is going to study Medicine?
- exercises regularly?
- has just completed a course?
- has already arranged a job for next summer?

1. Ito Oshima is a schoolboy from Japan. He is seventeen years old.

"I've always wanted to be a firefighter because I want to save lives. Firefighters have to be brave and strong, as their work is often dangerous. I work out twice a week at the local gym because I want to be ready for the entrance test. I'm sure I'll pass it. After the test, in September, I'm going to begin a firefighting training course. I know the course isn't going to be easy, but I'm going to work really hard. I hope I'll pass it, so wish me luck!"

2. Roberto Fellini is a 21-year-old from Italy.

"I want to work as a barman because I like meeting people. A good barman has to be friendly and patient. This won't be a problem for me, as I like socializing and I never get angry. I recently finished a bartending course in Rome and I'm very excited at the moment, as I'm getting a full-time job in my uncle's bar next summer."

3. Natasha Wilkins is a 16-year-old schoolgirl from Scotland.

"I'd like to work as a doctor because I like helping sick people. It's not an easy job though, as doctors have to be hardworking and careful. They often work very long

hours and they can't make mistakes. When I finish my A levels, I'm going to study Medicine at university. I just hope I'll be a good doctor."

II. Fill in the words from the list, then make sentences using the completed phrases.

complete, training, local, save, wish, meet, get, full-time, entrance, long

- | | |
|--------------------|---------------------|
| 1 to ... lives | 6 to ... people |
| 2 the ... gym | 7 to ... angry |
| 3 a (n) ... test | 8 a (n) ... job |
| 4 a (n) ... course | 9 to work ... hours |
| 5 ... me luck | 10 to ... a course |

III. Underline the correct word:

1. He took / passed the test because he worked hard.
2. Gill is learning / studying Architecture at university.
3. He does good job / work.
4. Doctors look after sick / ill people.

IV. Fill in make or do, then make sentences using the completed phrases.

- | | |
|-------------------------|--------------------------|
| 1 to ... mistakes | 6 to ... a cup of coffee |
| 2 to ... a phone call | 7 to ... a noise |
| 3 to ... my homework | 8 to ... the shopping |
| 4 to ... the beds | 9 to ... the ironing |
| 5 to ... the washing-up | 10 to ... my best |

V. Fill in the correct prepositions, then make sentences using the completed phrases.

1 to be ready ... a test; 2 ... September; 3 to work ... a barman; 4 ... Rome; 5 ... the moment; 6 to get a job ... my uncle's bar; 7 to study Medicine ... university

VI. 1. Read the article, the introduction and the questions in the text. What do you expect the article to be about?

Cracking Career

Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a diving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about the environment... Meet Angela Webb and discover how you can make your hobby your career!

So, Angela, is it hard to become an instructor? What qualifications do you need?

If you are determined and you really want to succeed, anything's possible! But, yes, it takes a lot of time to gain the relevant experience and qualifications. Through the BSAC (British Sub-Aqua Club), I first trained as a Sports Diver and then went on to do my instructor qualification. If you are really ambitious, you can even progress to Advanced Instructor.

What kind of personality do you need to have to do this line of work? What qualities?

I would say a sense of leadership is important. Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organized. But then there are also skills you need to acquire, like knowing how to use computers or how to speak other languages.

What facts can you tell us about coral reefs?

As much as a quarter of all marine life lives there – did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster than the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs?

When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious

reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do?

Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect – it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed – touch wood!

2. Read the text and mark the sentences Y (Yes), N (No) or DS (doesn't say).

1 Angela started diving when she finished school.

2 Angela has passed two diving exams.

3 It is important for Angela to earn a good salary.

4 Angela is adventurous and determined.

5 It helps to have other skills as well as diving skills.

6 Angela works on her own.

7 Coral reefs are in danger.

8 We can't do much to help protect the coral reefs.

9 Angela often gets homesick.

10 Angela has had no difficulties with her groups so far.

3. Complete the sentences with words from the text.

1 You need to study to get q... before becoming a doctor.

2 After university, I t... to become a teacher.

3 Kindness and patience are necessary q... if you want to be a nurse.

4 Typing and filing are essential s... for secretaries.

5 It took him a while to a... to the new work environment.

4. Match the underlined words to their synonyms.

Frightening, feeling, take care of, move on, danger, thrown away, get, ideal

VII. 1. Match the words to form compound nouns.

- | | |
|------------|--------------|
| 1 bus | a instructor |
| 2 bank | b agent |
| 3 web | c clerk |
| 4 security | d programmer |
| 5 travel | e driver |
| 6 factory | f guard |
| 7 ski | g worker |
| 8 computer | h designer |

2. Choose two jobs from Ex.1. Use these phrases to make as many true sentences about each job as possible.

work: shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

be: your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

the work is: boring / creative / stressful / interesting / repetitive / challenging / satisfying

I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.

VIII. What about you? What job would you love / hate to do? Why?

I could never be a ... because I wouldn't like working shifts. I'd prefer to be

IX. Use the notes to talk about what skills / qualities each job requires, as in the example.

Teacher, architect, lawyer, tour guide, librarian, songwriter, office worker, vet, secretary

Needs to have...good computer / organizational skills; a good telephone manner; a driving licence / university degree

Must be good at ...foreign languages, ICT, maths, music, etc., working alone as part of a team; explaining things

Should be ...careful, creative, dedicated, hard-working, honest, patient, polite, reliable

Must be interested in ...helping others, reading, working with children / animals / etc

A teacher needs to have a university degree, and must be good at explaining things.

They should be dedicated and patient, and interested in helping others.

X. Read the descriptions of six personality types. Which type(s) are most / least like you? Which of the jobs would you like to do? Does this match the personality type you think is most like yours?

Risk-taker: You like to be in charge. You focus on goals and like to reach your target.

You see opportunities and take them. You want to be rich and successful.

stockbroker, pilot, business manager

Conventional: You like to see things through to the end and you pay attention to detail. You like order, routine and structure.

secretary, cashier, accountant

Investigative: You're very curious and enjoy problem solving. You like to know how things work and to test out your ideas.

scientist, doctor, astronomer, detective

Creative: You're a bit of a dreamer, but you can express yourself and you like to find different ways of doing this.

artist, photographer, musician

Practical: You like to get things done and don't like wasting time. You are good with your hands and like to spend time outdoors.

policeman, carpenter, farmer, electrician, mechanic

Caring: You like being with people and working as part of a team. You are a good listener and like helping people with their problems.

teacher, nurse, social worker

XI. Fill in: payslip, applied, dismissed, unemployed, vacancy, resign, promotion, retired

1 A: Have you found a job yet?

B: I ... to join the army, but I haven't heard anything yet.

2 A: Is your brother still ... ?

B: No. There was a ... at the local factory, so he's working there now.

3 A: Have you heard? Jones from Sales was

B: No. He just ... early so he can spend more time with his family.

4 A: I can't believe I didn't get that ... !

B: You should ... and look for another job.

5 A: How's your new job going, Sam?

B: It's great. I can't wait to get my first

XII. Fill in: for, as or in. Check in your dictionary.

1 I'd like to apply ... the post.

2 I have worked ... a singer since 1995.

3 How long have you worked ... Accounts?

4 Fill ... this application form.

XIII. Complete the sentences with the correct word. Check in your dictionaries.

1 I haven't had a salary / wages / pay rise for four years.

2 Until he earns / gains / wins more experience, there's no chance of him getting a better job.

3 Sarah is a teacher by job / career / profession.

4 Eve wants to make herself a(n) occupation / career / employment in the music industry.

5 Jack works for a sales business / industry / company.

XIV. Read the theory, then complete the sentences with the correct adjective derived from the verbs in bold.

We can form adjectives from verbs with the suffixes: - able (imagine - imaginable), - ible (sense - sensible), - ive (impress - impressive), - ed (please - pleased) and -ing (please - pleasing).

1 You have to be ... (create) to be an artist.

2 Sam can't find a ... (suit) job.

3 Tom is brilliant at making any subject ... (comprehend) to small children.

4 Being a teacher is always ... (interest) because every day is different.

5 Now he has finished university, Lee is a ... (qualify) architect.

XV. Identify the jobs from the descriptions of what the people do.

1 This person flies aeroplanes.

2 You take your car to this person to be repaired.

3 This person takes care of sick animals.

4 This person works in an office typing letters, answering the phone and arranging meetings.

5 This person will help you invest money in companies.

6 This person controls the movements of aircraft.

7 This person designs pages for the Internet.

8 You pay money to this person in a shop or bank.

9 This person helps children and families who have problems.

10 This person will give you the key to your hotel room.

XVI. Complete the exchanges with verbs from the list.

promote apply dismiss retire resign

1 A: So, are you going to ... for the job?

B: No. I don't think I'm suitably qualified for it.

2 A: Ian is going to

B: Really? Why?

A: He's found a better paid job.

3 A: If this project is successful, my manager will ... me.

B: Good luck!

4 A: I've still got six years ahead of me before I

B: Hang in there!

5 A: I've heard that the company will ... several people next month.

B: Oh, no. Any idea who?

XVII. Complete the text with phrases from the list. You may have to change the form of the verbs.

work overtime, be her own boss, work for, a successful career, work from home, be employed, set up, self-employed

Sheila has 1) ... with a large cosmetics company where she 2) ... as a senior marketing manager for the past three years. Although she is quite satisfied with her job, she sometimes feels that her work is not appreciated, especially when she has to 3) She is now thinking of 4) ... her own business so that she can 5) Sheila thinks that she would be happier 6) ..., even though she accepts that people who are 7) ... are less secure than those who 8) ... a large company.

XVIII. Choose the best word to complete the job adverts.

1. We have a 1) vacancy / space for a young, dynamic and hard-working 2) student / graduate to lead our growing sales force in the London area. As leader you will be responsible for 3) team / group development and 4) education / training and you will 5) reply / report directly to the company Sales Director.

2. Are you willing to work 6) changes / shifts? Do you enjoy the 7) happiness / satisfaction of solving challenging 8) problems / questions without 9) control / supervision? Are you 10) practical / handy? Do you have a 11) clean / tidy driver's licence? If you can answer 'yes' to these questions, then we would like to hear from you.

3. We want you

With over 300 stores nationwide Book World is now firmly established as the No 1 bookshop in the UK. If you are 12) stimulated / motivated, committed, 13) ambitious / ruthless and enjoy succeeding in an exciting fast-paced work 14) location / environment, we want you! No previous 15) skill / experience required.

XIX. Cross the odd one out.

1 salary, wages, skills, pay

2 earn, gain, win, fail

3 experience, job, career, profession

4 under-paid, well-paid, poorly-paid, overworked

5 boring, creative, uninteresting, repetitive

6 business, university, industry, company

XX. Read and translate the text:

Employment

It is very difficult to find an interesting and well-paid job. Especially it is hard, if you claim the high position. Requirements for applicants are very strict. They must be capable of independently tackling the tasks, set to them; be able to compile documents, to conform to the company's image, to be responsible for results of their work. Free command of foreign languages will raise your chances. You must be ready to pass the attitude test, which will help to assess the candidate's suitability for the post. An applicant for a job must be hard on people, but modest. At hiring it's necessary to tell your background, dates about successes in your previous job, reasons of dismissal (you might become redundant or at own will).

You should bear in mind that your revenue and your future position will depend of your track record. For example, you can be worker, self-employed or member of senior management. Your salary will also depend of your employment at the work. Many firms offer a work-flexibility. The information about requirements at hiring to different companies and firms you may find in eye-catching leaflets, in Internet and at people, who are directing mail short.

Every company has own rivals. That's why it's very important to be able to appear clients, to be hard on people at hiring of new personnel and to testify to the company's dependability on the market right. Good workers always receive bonuses. It is necessary to remember, that you can't claim the senior position without high education.

If you have passed probationary period successfully, have come up to the expectations of the company, if you are pleased of salary, of graphic of work, of requirements that the company has offered to you, it means, that this job approaches you.

XXI. What should you do to find a job? Find logical sequences of the steps you should take to get an invitation for an interview:

- make an appointment with an employment agency counselor;
- read the classified ads, think what kind of job you want;
- analyze your skills, personality traits and accomplishments;
- get ready for the interview;
- find out what employment agency you can use;
- find out as much as you can about the company.

XXII. Read the text.

So, You Are Looking for a Job

What must you begin with? There are several traditional ways of looking for a job.

A civilized and active means of looking for a job is studying the market of offered vacancies to get an idea of necessary demands and size up your own chances.

The best way of doing this is to use the help of employment agencies or to study independently the ads of job opportunities being published.

Announcements of job opportunities can be read in different printed publications. But which of them is worth reading to?

Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation.

Your main task is to understand whether the position being offered is consistent with the levels of your skills, education, and experience in work.

The structure of job opportunities ads is usually the same: the name of the vacant position, the list of the candidate's professional duties, the demands made of the candidate, and the system of compensations and benefits. Ads are often published by employment agencies on behalf of their clients. The address of the office is usually not given - it is suggested that the resume should be sent to a P.O. box or else faxed.

Having carefully studied the demands and duties being offered, an experienced reader may extract information on the activities of the company and prospects of its development.

The phrases often used about «successful work over many years in the Ukrainian market», «New missions being opened» etc., really testify to the company's dependability, serious prospects for its growth, and the durability of its stay in Ukraine.

First, one must pay attention to the position. To grasp what lurks behind the position's English name, there is a need to visualize at least in general outline the personnel structure at western companies. For instance one may be misled by the incorrect interpretation of the word «Assistant». There is a need to understand that this word does not at all imply secretarial functions. A more exact meaning of this word is: mate, apprentice manager, high-class specialist capable of independently tackling the tasks set to him.

Therefore using all possible means, try to learn as much as possible about this position to prepare yourself as best as possible for a meeting with the employer.

Carefully read the demands made of the given position. The demand to know a foreign language is very important, in most cases there is a need for free command of the language - Fluent English. Free command implies an ability freely to deal with a foreign manager, competently to compile documents and speak on the phone. This demand may prove to be the most important.

Quite often the ads do not decipher other demands in detail. For example, the ability to type in Ukrainian/Latin. According to international standards, an adequate level of typewriting is a speed of 60 words per minute. Therefore, when claiming the given position, you need to check your speed or bring it up to the required level. Besides, a secretary is usually required to be able to work on a personal computer. In general, if the ads meticulously enumerate the software products, systems, languages, etc., which the candidate must necessarily know, remember that these demands have a strictly binding force.

Such special demands set the level of the candidate's indispensable qualifications.

Thus you have decided to find a job, buy a magazine, carefully study the ads given by employment agencies. Now you will be faced with the labor-consuming procedure of writing and circulating your resume.

XXIII. You are looking for a job. Analyze your interests and abilities. Answer the following questions.

1. What are my abilities?
2. What special talents do I have?
3. What are my special interests?
4. What are my physical abilities and limitations?
5. What are my attitudes and values?
6. How do I see myself, or what is my self-concept?
7. What is my previous experience?
8. What are my educational plans for the future?
9. Am I the kind of person who works well in a large group, or do I work better with only one or two people?
10. Am I willing to accept change?

XXIV. Read the rules and discuss them.

DOs and DON'Ts For Job Seekers.

DO learn ahead of the time about the company and its product.

Do your homework.

DO apply for a job in person.

DO let as many people as possible know you are «job hunting».

DO stress your qualification for the job opening.

DO recount experience you have had which would fit you for the job.

DO talk and think as far as possible about the future rather than the past.

DO indicate, where possible, your stability, attendance record and good safety experience.

DO assume an air of confidence.

DO approach the employer with respectful dignity.

DO try to be optimistic in your attitude.

DO maintain your poise and self-control.

DO try to overcome nervousness and shortness of breath.

DO hold yourself erect.

DO answer questions honestly and with straitforwardness.

DO have a good resume.

DO know the importance of getting along with people.

DO recognize your limitations.

DO make plenty of applications.

DO indicate your flexibility and readiness to learn.

DO be well-groomed and appropriately dressed.

DON'T keep stressing your need for a job. DON'T discuss past experience which has no application to the job.

DON'T apologize for your age. DON'T be untidy in appearance.

DON'T display «cocksureness».

DON'T cringe or beg for consideration.

DON'T speak with muffled voice or indistinctly.

DON'T be one of those who can do anything.

DON'T hedge in answering questions.

DON'T express your ideas on compensation, hours, etc. early in the interview.

DON'T hesitate to fill out applications, give references, take physical examination or tests on request.

DON'T hang around, prolonging the interview, when it should be over.

DON'T go to an interview without a record of your former work connection.

DON'T arrive late and breathless for an interview.

DON'T be a «know it all» or a person who can't take instructions.

DON'T isolate yourself from contacts that might help you find a job.

DON'T feel that the world owes you for a living.

DON'T make claims if you cannot «deliver» on the job.

DON'T display a feeling of inferiority.

XXV. Write a few mini-dialogues using the following questions:

Should I... or...? Do you think I ought to... or...? Wait for the bus or take a taxi? Take bus or taxi to work? Vacation: stay home or go abroad? This evening: go out or watch TV? This weekend: stay home and study or visit a friend?

XXVI. Read the text and discuss the advice, given in the text.

Information, which indicates your suitability to the job, should be highlighted. If you have had previous experience in various phases of employment. It may be to your advantage to have two-three different resumes, each emphasizing a different area of competence.

It is a standard practice to begin the resume with personal data, essentials such as your name, address, social insurance number, home phone number and business phone number (recommended only if your present employer is aware of your job search, facts, such as your date of birth, marital status, and number of dependents).

An option, which may be included in your resume, is a brief explanation of your career objective or goals. If you have only one version of your resume, it may be best to include this section in a covering letter so that you can tailor it to the specific position for which you are applying.,

The structure of the next portion of your resume will depend a great deal on the extent of your "work history". If you are a recent graduate with limited business experience, begin with your education first. Highlight achievements and honours, and note extracurricular activities. Expand on any courses you took which are relevant to the position, or specialized training you may have participated in. Progress to your part-time or summer employment and indicate responsibility and achievements.

If you possess a strong background in the work world, you should begin with your work experience first. Information provided here will include a title, name of employer, address, date of employment, and a brief summary of duties. Emphasize responsibilities and highlight personal achievements, advancement and recognition!

Your list of position should be in reverse chronological order, so begin with your current employer.

Next, your resume could include a brief section designed to give employers an insight into your leisure and non-work activities. You might include: clubs or professional associations, community volunteer work, sports and hobbies.

XXVII. Tick the items you would state in your CV and write your own CV:

- The title and reference number of the job you wish to have
- Your surname, first name, address and telephone number
- Your date of birth
- Your marital status
- Your hobbies and leisure interests
- The sports you play
- The name and address of present or last employer
- Details of all the jobs you have had
- Details of your achievements and responsibilities in your working carrier
- The languages you speak or write
- Details of the examinations you passed at a secondary school
- Details of the examinations you had at a higher school
- Details of the professional diplomas or degrees you have
- Details of training courses you have attended
- Your suitability for the job advertised
 - Your reasons for applying for this job

XXVIII. Resume

An excellent resume may help you get the job of your dreams and a poor resume may mean a lost opportunity.

Since this is the first piece of information a company will receive about you, it is critically important that your resume be well-written.

It should be presented at the beginning of any interview that you have with a company. Ideally, resume should not be longer than one page.

The contents of a resume can be roughly categorized as: 1) PERSONAL INFORMATION (address and telephone number), 2) JOB OBJECTED, 3) EDUCATION, 4) EXPERIENCE 5) SKILLS, 6) EXTRACURRICULAR ACTIVITIES, 7) REFERENCES.

The resume begins with PERSONAL INFORMATION, name, address, telephone number centered at the top page. After your address, a statement of intent or JOB OBJECTIVE should be written. This objective should be well thought one from the very beginning since it will influence how you will write the rest of the resume. It should not be too general, e.g.: 'To obtain a managerial position in a Western company'.

Think about your job search and career goals carefully, write them down in a way that shows you have given this much thought.

For example: "Objective: To obtain a position in telecommunication that will allow me to use my knowledge of engineering and take advantage of my desire to work in sales'."

Notice that your desire to have a well-paid job is not included in this statement. A focus on money in your resume's first sentence will not make the best impression anywhere in the world, not just in Ukraine.

After the statement of intent, describe your EDUCATION.

List the universities and colleges you have attended in reversed chronological order.

Any studying you have done abroad should be included and courses that you have taken that are relevant.

If you graduated with honors, you should definitely include this. A «red diploma» can be called «graduated with high honors' in English. Do not include your high school.

Your working EXPERIENCE is the next section. List your experience starting with your most recent place of employment and work backwards.

Spell out the exact dates of employment, your position, and the name of the company you worked for.

Following experience, you should list your special SKILLS.

These include your language skills, computer abilities, and any other talent that relates to your statement of intent.

When describing your language abilities, it is best to be honest about assessing your level, «Fluent English», «native Ukrainian», «intermediate German», and «beginning French» are all ways to describe your language abilities

EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here.

Do not list «reading» or «writing» as an activity. It is assumed most people with a higher education do these things.

The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for a job.

Then names, titles, places of work, and telephone numbers should be included. If you do not have space on your resume for this, write «Available upon request». You will then be expected to give this information to a prospective employer if it is requested.

The style and format of a resume are extremely important. Your resume must be typed, preferably on a computer in order to format it most effectively. A neat and well-written resume with no spelling mistakes will give an employer the impression that you are accurate and take care of details.

A resume will not get you a job. An interview with a company will get you a job.

XXIX. Write the reasons why Stephen wanted to have the post of the sales representative in this area.

Crystal Danziger's interview

I: Come in, Ms Danziger. Did you have a good trip?

C: It was OK. I got in on the early flight this morning.

I: Ah, you're from Los Angeles, aren't you?

C: I live in L.A. at the present time, but I'm originally from New York. Of course, I'm not often in L.A. I travel a lot.

I: Tell me about your present job.

C: I'm a sales representative for a book publisher. We sell guide books and maps. I travel around Latin America. You see from my resume that I speak Spanish and Portuguese. I majored in Spanish for my Bachelor's degree.

I: Where did you get your degree?

C: I got it from the University of Chicago. Then, after that, I did my Master's at the University of New Mexico.

I: And do you speak any Asian languages?

C: No, but I learn fast. I majored in languages.

Keys:

Modulus 7

Careers. The role of a career in a person's life

- I. 1. save 2. local 3. entrance 4. training 5. wish 6. meet 7. get 8. full-time 9. long
10. complete
- II. 1. passed 2. studying 3. job 4. Sick
- III. 1 make 2 make 3 do 4 make 5 do 6 make 7 make 8 do 9 do 10 do
- IV. 1 for 2 in 3 as 4 in 5 at in 7 at

Glossary

Unit 1. Contacts

1. business card n – a small card with your name, job title, company, address, phone, e-mail, etc. on it: My business card has my e-mail address on it.
2. contact n – a person that you meet because of your work: I make a lot of contacts at conferences. - contact v
3. greet v – to welcome someone by saying, for example, Hello or Good morning: My job is to greet people when they arrive at my company's offices. – greeting n
4. introduce v - to tell people each other's names: Let me introduce Karl, from Germany. Karl, this is Ann. – introduction n
5. job title n – the name of the job: Her job title is 'sales manager'.
6. legal adj – connected to the law: I see my lawyer for legal advice. – law n – the system of rules for a company.
7. name n – what people call you: My first name is John and my family name, or surname, is Smith.
8. nationality n – the right to belong to a country: I have Australian nationality.
9. qualification n – something to show you passed an examination at school, university or work, for which you often receive a certificate or diploma: He has a good qualification in engineering. – qualify v

10. software n – a program that a computer uses to do different jobs: I have some new accounting software on my computer.

Unit 2. Teams.

1. colleague n – a person that you work with: This is my colleague, Juan.

2. communication n – when people give information to each other: Good communication is important in business. – communicate v

3. consultant n – a person who gives a company advice about something: We employ a consultant to organize our computer system.

4. degree n – a qualification, usually a BA (Bachelor of Arts) or BSc (Bachelor of Science), from a university: I have a degree from Cambridge University.

5. group n – a number of people or things that belong together: I work in a group of four scientists.

6. opinion n – what someone thinks about a subject: What's your opinion of the new production plan?

7. PhD n – the highest university degree: Please call her Doctor Oliveira because she has a PhD.

8. team n – a group of people who work or play sports together: It's a great team because everyone wants to help everyone else.

9. team leader n – the person in charge of a team: The new team leader is popular and a good manager.

10. team member n – a person in a team: All the team members like working together.

11. teamwork n – the ability of a group of people to work well together: Teamwork is very important for this project.

12. technology n – the development of techniques, machines and equipment in science and industry: We are leaders in computer technology.

13. traditional adj – ideas and ways of working that have existed for a long time: We like our traditional ways of working and we don't want to change. – tradition n

Unit 3. Companies

1. base n – to use somewhere as your main place of business: Our company is based in Sitzeland.
2. company n – a group who make or sell things: I work for a food company.
3. employee n – someone who works for a company: My company has 200 employees. – employ v – give someone a job: My company employs 200 people. – employer n – someone who employs workers
4. factory n – a place where workers make things: He works in a car factory.
5. headquarters n - the most important place of work of a company: I often have to go to meetings at my company's headquarters.
6. manufacture v – to make products using machines: They manufacture mobile phones in their German factory. – manufacturing n – making things in factories – manufacturer n – a person or company that does manufacturing
7. profit n – when you get more money from a product or service than it costs you to make or do it: Our profits increase every year. – profitable adj
8. retail n – sales to customers in shops: We sell our products in retail outlets in most European countries. – retail outlet (= shop) n – retail v – sell to customers in shops: We retail this product at \$ 3.50. – retailer n
9. sector n – part of an economic system: We are in the food manufacturing sector.
10. service industry n – companies that sell services (= help) instead of products: Architects and consultants sell services.
11. specialize v – to do only one activity: They specialize in computer software. – specialist n – a person who knows a lot about something: We have three computer software specialists in our company.

Unit 4: Offices

1. analysis n - a careful examination of something: We make an analysis of all our products before we sell them.
2. desk n - a table where you work: I spend a lot of time at my desk every day.
3. equipment n - things you use to do a job: We use special equipment to fight fires.

4. file n - a group of papers with information about something or someone: Do you have Mr

Roberts' file?

5. furniture n - things in homes and offices such as tables and chairs: How often do you buy new

furniture for your office?

6. office n - a room where people work, usually at desks: We have an open-plan office instead of

individual offices.

7. organized adj - when you have a system for something: My desk isn't very well organized. –

organization n – organize v to put things in a system

8. share v - to use something with other people: Everyone has their own computer but we share a

printer.

9. stationery n - things used for writing such as envelopes, paper and pens: We keep all our

stationery in a large cupboard.

10. tidy adj - when everything is in the correct place: I'm not a very tidy person. – tidy v Tidy

your desk.

Unit 5: Events

1. client n - a customer, often one that buys a service: We need more clients.

2. corporate event n - something organized by a company to entertain clients: We often have

corporate events and take our best clients to international football matches.

3. entertain v - to take clients to films, shows, restaurants, etc.: We often entertain foreign

clients in our large company restaurant. – entertainment n We spend about \$10,000 a year

on entertainment for clients.

4. event n something you organize such as a party or conference: My job is to organize events for

important visitors.

5. guest n - someone you invite to an event or to visit your home: We plan to have a big party

with more than a hundred guests.

6. health and safety n laws and systems related to stopping accidents and illness at work: Who is

in charge of health and safety in the factory?

7. order v - to ask for something such as food in a restaurant: I'd like to order steak and chips.

8. presentation n when someone explains an idea to a group: He gave a presentation about the

new marketing plan. – present v - to give a presentation

9. reception n - a formal party: We sometimes go to a reception at a top London hotel.

10. socialize v - to go out with people to have fun: I often socialize with my colleagues.

11. special occasion n an important event or ceremony: People often have parties for special

occasions like birthdays.

12. waiter n (male), waitress n (female) - a person who brings you food and drinks in a

restaurant: Waiter, can I have the bill, please?

Unit 6: Money

1. account n - if you have an account with a bank, you can leave money there: He pays 500\$ into his bank account every month.

2. cost of living n - the amount of money people need in order to buy the things they need: The

cost of living is increasing all the time.

3. currency n - the money that a country uses: The currency in France is the euro.

4. discount n - a lower price than usual: There is a 10% discount on all our products this week.

5. exchange rate n - the value of the money of one country when you change it for the money of

another country: The exchange rate today is two dollars to the pound.

5. goods n - things that are made for people to buy: Our company produces electrical goods.

6. invoice n - a document that a supplier gives to a customer, with information about what the

customer is buying and how much it costs: Can you pay last month's invoices, please?

6. money n - coins and notes that you use to buy things: I never have enough money at the end of

the month.

7. pay v - to give money for something that you buy: Can I pay in euros? – pay n - the money

you get for working: I get my pay at the end of the month.

8. price n - how much money something costs: What's the price of this laptop?

9. supplier n - a company that sells goods to shops and businesses: They work for an office

equipment supplier. – supply – v to sell to a company: They supply our paper and pens.

Unit 7. Projects

1. aim n – something that you want to do or get: My aim is to work for a big company. – aim v – to want to do something: We aim to increase sales.
2. budget n – an amount of money that is available: My team has a budget of one million dollars. – budget v – to organize how to spend money: We budget about \$ 50,000 for advertising every year.
3. deadline n – a date or time when you must finish something: The deadline for completing the project is 1 May.
4. labour n – the total number of workers: The cost of labour is not high at the moment.
5. materials n – the things you use in order to make something: Chairs are made of materials like plastic or wood.
6. project n – planned work that is done over a period of time: The new project starts in June and finishes in September.
7. project manager n – someone who is in charge of a project: Rafael is the project manager.
8. research n – the activity of finding information about a subject: Steve did a lot of research into the new car design.
9. schedule n – a list of things to do and when to do them: The project is behind schedule so we need to work faster. – schedule v – to plan when you do things
10. stage n – part of a process: We started stage four of the project last week.

Unit 8. Solutions

1. agriculture n – growing plants for food and keeping animals to produce food: There is a lot of agriculture in my country, mainly fruit and sheep.
2. complain v – to say you are not happy with goods or services: I complained to the waiter about my food. – complaint n
3. create v – to make something new: We need to create more jobs in this industry. – creative adj – good at thinking of new ideas: Most designers are creative.
4. electricity n - the power that we use for lights and computers: Many machines that use electricity need a battery.

5. emergency n – a dangerous situation that happens suddenly: Telephone 911 if there is an emergency.
6. energy n – power from oil, coal, etc. that makes machines work: Solar energy can heat homes.
7. fix v – to repair something: A mechanic fixed my car.
8. invent v – to think of or make something completely new: Leonardo da Vinci invented the helicopter. – invention n
9. power n – energy used to make a machine work: Wind power is cheap and it's good for the environment.
10. solution n – the answer to a problem: We found a solution to our financial problems. – solve v
11. work v – to not be broken: Is your computer working now?

Unit 9. Products

1. describe n – to say or write what something is like: Can you describe the mobile phone that you lost? – description n
2. feature n – something that is different about a product: This mobile phone has many special features, like a camera and an MP3 player.
3. packaging n – the box or bag that you sell a product in: We need to reduce plastic packaging. – package n – We sent three packages to you in the post.
4. product n – something that is made or sold by a company: We sell about 200 different food products. – product description n – information about the size, shape and material of a product: The product description says that it's made of wood and is one metre long. – production n – the process of making things: Production costs were high and we didn't make a profit. – produce v
5. shape n – the shape of something is whether it is a circle or a square, etc.: What shape is the table?
6. size n – how big or small something is: His garden is the size of a football field.

7. useful adj – helping you do or get what you want: My car is very useful for getting to work.

8. weight n – how heavy something is: The weight of this product is 1 kg. – weigh v This product weighs 1 kg.

Unit 10. Competitors

1. architect n – a person who design buildings: A famous German architect designed our new factory.

2. competitor n – a company that sells products or services in the same market as your company: There are too many competitors in this market. – compete v – to try to be more successful than another company: We compete in many different markets. – competition n – a situation where businesses try to be more successful than other companies: We have a lot os competition in the African market. – competitive adj

3. marketing n – finding the best way to make customers buy products: We need to spend more on marketing so people know about our products. – market v – to make customers interested in what your company sells: We use TV and radio advertisements to market our products.

4. opportunity n – the chance to do something: I had the opportunity to work in New York, but I couldn't go.

5. range n – all the products a company sells: We have nearly 1,000 products in our range.

6. strength n – what you are good at doing: My strength is in sales. – strong adj

7. threat n – something that can have a bad effort: The new product is a threat to us in the Asian market.

8. weakness n – what you are not good at doing: Their big weakness is their marketing. – weak adj

Unit 11. Location

1. abroad adj – in a foreign country: He often travels abroad.

2. average adj – usual: My average lunch break is 45 minutes.

3. climate n – the typical weather conditions in an area: The climate in Egypt is hot and sunny.
4. culture n – what people believe, do and how people think, in a particular country: I learned about Spanish culture before I went to live in Spain.
5. emigrate v – to go to another country to live and work: Many people emigrated to America in the 1900s. – emigration n
6. healthcare n – using doctors, nurses, hospitals and medicine: Some healthcare is free in the UK.
7. location n – the place where something is: What's the location of your factory? – locate v - to put something somewhere: They located their new factory in South America.
8. quality of life n – how well people live: We moved out of the city to get a better quality of life.
9. temperature n – how hot something is: The temperature is 12 degrees above zero today.

Unit 12. Careers

1. apply v – to ask for something in writing: You can apply for this job online. – application form n – a printed piece of paper on which you write answers to questions: You have to complete an application form to get a visa.
2. career n – a job or profession that you do for a long time: You have to study for a long time if you want a good career in law.
3. conditions n – the situation in which you work: The pay is low but the working conditions are very good.
4. curriculum vitae (CV) n – a document that gives information about a person's education and previous jobs: To apply for this job, please send a letter and your CV.
5. employment agency n – an organization that helps people find a job: I found my new job by using an employment agency.

6. MBA (Mastera in Business Administration) n – a postgraduate degree in business for people who have work experience: Jean has an MBA from a French business school.
7. pa (per annum) adj – every year: She earns \$ 50,000 pa.
8. pension n – money a company or government pays to people after they stop working because they are too old or ill: Most people get a pension when they retire.
9. promotion n – a better job in the same company: He really deserves promotion.
– promote v
10. retired adj – stop working because of age, usually after many years: He was an accountant, but he's retired now. – retire v – Most people retire at 65 in my country.
11. salary n – money that you get for working: I want a job with a higher salary.

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ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Навчальний посібник

для проведення самостійної роботи

з іноземної мови (за професійним спрямуванням)

для студентів факультету економіки

спеціальності: Менеджмент

