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ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

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ІНОЗЕМНА МОВА

Навчальний посібник
для здобувачів ступеня вищої освіти бакалавра
спеціальності «Економіка»
освітньо-професійної програми
«Міжнародна економіка»

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Навчальний посібник з дисципліни «Іноземна мова» містить теоретичний матеріал з граматики англійської мови, комплекс вправ для розвитку професійно-орієнтованої комунікативної компетентності, тести, приклади ділового листування, глосарій. Видання допоможе оволодіти англомовними комунікативними вміннями для здійснення фахової діяльності у галузі міжнародної економіки, набути вмінь долати комунікативні бар'єри, застосовувати у практичній діяльності теоретичні знання щодо функціонування міжнародної економіки з використанням фахової іноземної мови та навичок ділового міжкультурного спілкування.

Для здобувачів ступеня вищої освіти бакалавра спеціальності «Економіка» освітньо-професійної програми «Міжнародна економіка».

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ЗМІСТ

Передмова …… **4**

Topic 1. ***Risk*** …… **6**

Topic 2. ***Leadership styles*** …….. **15**

Topic 3. ***Team building***…… **20**

Topic 4. ***Raising finance***…….. **27**

Topic 5. ***Customer service*** …… **36**

Topic 6. ***Crisis-management*** …….. **44**

Topic 7. ***Mergers and acquisition***…… **54**

Topic 8. ***International negotiations*** …… **66**

TEST (*Business Vocabulary and Grammar*) …….. **77**

Writing bank …… **81**

Glossary of grammatical terms..... **86**

Використана література …… .. **88**

Рекомендована література …….. **89**

ПЕРЕДМОВА

Вимоги соціального замовлення актуалізують завдання підготовки фахівців з міжнародної економіки у закладах вищої освіти на засадах реалізації компетентнісного підходу в освітньому процесі. Здатність спілкуватися іноземною мовою **у** професійному середовищі є важливою умовою для підвищення конкурентоспроможності фахівців-економістів на ринку праці.

Метою вивчення навчальної дисципліни «Іноземна мова» є набуття англомовної професійно-орієнтованої комунікативної компетентності для здійснення ефективного спілкування англійською мовою у професійній діяльності фахівців у галузі міжнародної економіки.

Основними **завданнями** вивчення дисципліни «Іноземна мова» є:

– набуття комунікативних умінь та перекладацької компетентності відповідно до професійних потреб, здатності використовувати лінгвістичні, фахові та соціокультурні знання у практичних ситуаціях усної та писемної комунікації англійською мовою;

– вдосконалення мовної компетентності (лексичної, граматичної) для ефективної участі у ситуаціях ділового міжкультурного спілкування фахівців у сфері міжнародної торгівлі, в економічних службах виробничих та торговельних підприємств, інвестиційних компаній та інших структурах, що проводять зовнішньоекономічну діяльність;

– оволодіння вмінням досягати розуміння важливих професійних і різнопланових міжнародних зовнішньоекономічних проблем, діяти соціально відповідально та свідомо на основі етичних принципів, цінувати та поважати культурне різноманіття, індивідуальні відмінності людей;

– набуття навичок міжособистісної взаємодії, вмінь виконувати навчальні завдання різного типу, надавати аргументацію, критично оцінювати логіку та формувати висновки з аналітичних текстів в економічній сфері

У результаті вивчення навчальної дисципліни відповідно до освітньо-професійної програми «Міжнародна економіка» студент повинен набути таких компетентностей:

Здатність розв’язувати складні спеціалізовані задачі та практичні проблеми в економічній сфері, які характеризуються комплексністю та невизначеністю умов, що передбачає застосування теорій та методів економічної наук

Здатність зберігати моральні, культурні, наукові цінності та примножувати досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя.

Здатність застосовувати знання у практичних ситуаціях.

Здатність спілкуватися іноземною мовою.

Здатність до пошуку, оброблення та аналізу інформації з різних джерел.

Здатність до адаптації та дій в новій ситуації.

Навички міжособистісної взаємодії.

Здатність використовувати сучасні джерела економічної, соціальної, управлінської, облікової інформації для складання службових документів та аналітичних звітів.

Здатність відтворювати в практичній діяльності теоретичні знання щодо функціонування міжнародної економіки з використанням фахової іноземної мови та навичок ділового кроскультурного спілкування.

Вивчення дисципліни «Іноземна мова» передбачає набуття програмних результатів навчання, що визначені освітньо-професійною програмою:

Відтворювати моральні, культурні, наукові цінності, примножувати досягнення суспільства в соціально-економічній сфері, пропагувати ведення здорового способу життя.

Визначати та планувати можливості особистого професійного розвитку

Демонструвати базові навички креативного та критичного мислення у дослідженнях та професійному спілкуванні.

Вміти використовувати дані, надавати аргументацію, критично оцінювати логіку та формувати висновки з наукових та аналітичних текстів з економіки.

Оволодіти навичками усної та письмової професійної комунікації державною та іноземною мовами.

Показувати навички самостійної роботи, демонструвати критичне, креативне, самокритичне мислення.

Демонструвати здатність діяти соціально відповідально та свідомо на основі етичних принципів, цінувати та поважати культурне різноманіття, індивідуальні відмінності людей.

Застосовувати набуті теоретичні знання щодо функціонування міжнародної економіки з використанням фахової іноземної мови та навичок ділового кроскультурного спілкування

Дисципліна «Іноземна мова» є обов’язковою і належить до блоку освітніх компонентів професійної підготовки освітньої програми.

Відбір навчального матеріалу здійснено з урахуванням принципів комунікативної спрямованості, сучасності, актуальності й автентичності. Запропонований у виданні навчальний матеріал надає можливість аналізувати фахову інформацію з різних джерел, відтворювати у практичних ситуаціях спілкування теоретичні знання щодо функціонування міжнародної економіки, використовувати дані, надавати аргументацію, критично оцінювати логіку та формувати висновки з наукових та аналітичних текстів з економіки

Topic 1. Risk

Aims: consider different types of risk, learn verbs and adjectives used in the context of risk, talk about insuring trade risks, discuss the importance of managing different types of risk, assess different areas of risk, comment on the use of passive voice and adverbs of degree

Keywords: *Reputational risk, Industrial espionage, Computer viruses, Goods, Countries and their Industries, Product recalls, Venture capitalists, Supply, Outsourcing production, Buyers, Sellers and the Market, Brand suicide.*

The Passive Voice

Form

The passive is formed by using the verb *be* and the past participle (e.g., *broken, driven, used).* For example, the present tense passive is formed with *am/is/are* + past participle:

I am driven. I am not driven. Am I driven?

You are driven. You are not driven. Are you driven?

He/she/it is driven. He/she/it is not driven. Is he/she/it driven?

We are driven. We are not driven. Are we driven?

They are driven. They are not driven. Are they driven?

on actions

We often use the passive to focus on something that happens to someone, when we do not want to focus on the person who does the action:

About 85% o f the world's rubber is produced in the Far East

(We use the passive here because we do not know, or need to say, who produces it.)

Systems and processes

The passive is often used to talk about systems and processes:

On most rubber plantations, the latex is collected from the rubber trees every day. It is mixed with water and then formic acid is added. This process creates crude rubber, which is then rolled into sheets.

Active or passive?

If it is important to say who performs an action, we can use the active or we can use the passive and the word *by:*

active: *Peter Franks runs the Marketing Department.*

passive: *The Marketing Department is run by Peter Franks.*

Both of these sentences are correct. If we were already talking about Peter Franks, we would probably use the active:

Peter Franks is an old colleague of mine. He works for Butterfield International, and he runs the Marketing Department.

If we were talking about the Marketing Department, and don't want to change the subject in the second sentence, we would probably use the passive:

The Marketing Department is a large and very successful division that employs over 100 people. It is run by Peter Franks.

Other tenses

The examples below show how to form the passive with other tenses.

Present continuous passive: *am being, is being,* or *are being* + past participle:

Our website is being re-designed at the moment.

Apparently some quite major changes are being made.

Past simple passive: *was* or *were* + the past participle:

Our company was founded in 1848 in London.

In 1849, three other branches were set up in Oxford, Cambridge and Edinburgh.

Note the passive form *be born:*

A: *When were you born?*

B: *I was born in 2004.*

Past continuous passive: *was being* or *were being* + the past participle:

I couldn't use the company car yesterday because it was being serviced.

We only noticed the mistakes when the brochures were being printed.

Present perfect passive: *has been* or *have been* + the past participle:

A small design fault has been found on our latest chip.

All o f the chips have been recalled.

Past perfect passive: *h a d been* + the past participle:

They emailed us to say that the shipment h a d been delayed.

None of their orders h a d been fulfilled.

Future passive: *will be* or *going to be* + the past participle:

The shipment is going to be delayed.

It will be delivered next Tuesday.

Personal or impersonal?

The passive is also often used in business correspondence, because it is less personal than the active. Compare:

Amanda Mason, who opens our post at this branch, received your letter yesterday. She has for warded it to Head Office, (active)

Thank you for your letter, which was received at this branch yesterday. It has been forwarded to Head Office, (passive)

The present perfect passive is often used when we are describing changes that have taken place, and we are more interested in the changes than who has made them:

The factory is completely different. The whole place has been modernized and computerized, and most o f the shop floor workers have been m ad e redundant.

Have something done

We can use the structure *have something done* to talk about things we pay or employ other people to do for us. We use the verb *have* + object + past participle:

have + object + past participle

We have our books printed in Singapore.

Common mistakes:

We put the object before the past participle, not after it:

wrong: *We have serviced our cars by a local garage.*

right: *We have our cars serviced by a local garage.*

Get something done

In most cases we can also use *get* instead of *have.* This is slightly less formal:
We get our brochures printed in Hong Kong.

Different tenses

We can use *have something done* or *get something done* in different tenses. To do this, we use the correct tense of the verb *have* (or the verb *get).* Look at the following examples:

present simple: *We have the machines cleaned regularly.*
present continuous: *He is having the letter typed out.*
past simple: *They got the order sent by courier.*
present perfect: *Have you had your accounts checked?*
going to: *We're going to have an ADSL line installed.*
modals: *You must have your office repainted.*
infinitive: *I want to get the a ir conditioning repaired.*
-ing forms: *Would you be interested in having your house valued?*

Managing people

When we talk about what we ask other people to do, we can use *have* + object + bare infinitive:

I'll have my secretary book a meeting room.
We can also use *get* + object + *to* infinitive:
I'll get my secretary to book a meeting room.

1. Use the right form of the verbs in brackets.

1. This man (know) from his experience what it (mean). 2. Nothing (happen) by accident. 3. As man (grow) older, he (tend) to be more sceptical. 4. My mother often (tell) me that you not (leave) your problems behind you when you (go) to another place. Pain and heartache (travel) well. And indeed they (do). 5. Mrs. Osborne (own) this business, and she (run) it herself. 6. He (be) a complete mystery to me. 7. What he (do) for a living? 8. In Rome every building (tell) its own story. 9. When the weather (heat) up and you (need) to cool down, a lake, a river, a pool - is what your body and soul (need). 10. My great-grandmother is very old, but she (hear, see and understand) everything quite well. 11. I (remember) that Margaret (own) a villa on the Adriatic.

2. Many of the following sentences sound unnatural because they are in the active. Rewrite them in the present simple passive, but do not mention the agent (e.g., *by workers, by people).*

1. Workers in China make these telephones.
These telephones are made in China.
2 Employers pay many manual workers weekly.
Many manual workers.....
3. They keep a large amount of gold at Fort Knox.

A large amount of gold.....
4. Workers build a lot of the world's supertankers in South Korea.
A lot of the world's supertankers.....
5. Farmers grow a third of the world's cocoa on the Ivory Coast.
A third of the world's cocoa.....
6. Countries store most nuclear waste underground.
Most nuclear waste.....
7. Scientists test most new drugs extensively before they go on sale.
Before they go on sale, most new drugs.....
8. Printers print a lot of our books in Hong Kong.
A lot of our books.....

3. Put the verbs in brackets into the *will* future active or passive.

Janet: I've booked you on the 8.30 Olympic Airways flight, so you 1… *'11 arrive*, (arrive) at 2.30 Athens time. You 2.....(meet) at the airport by one of their chauffeurs, and you 3..... (drive) straight to their Head Office.
Helen: Fine. Have you organized a hotel?
Janet: Yes, you 4.....(be) at the Inter-Continental.
Helen: OK. Do they know how long the meeting 3.....(last)?
Janet: They expect that you 6.....(be able) to finish at about 7.30 in the evening, and then you 7.....(take) to the hotel. I've told the hotel you probably 8.....(not arrive) until 8.30. They say that's fine - the room 9.....(keep) for you, and it 10 (not/give) to anyone else.

4. Some staff changes have taken place at a small UK engineering company. Complete the dialogue between a company employee and a friend who used to work there. Put the verbs in brackets into the present perfect active or passive *(has/have done* or *has /have been done).*

John: Are things different now?
Sara: Yes. What has happened is that the Sales and Marketing Department 1 *has been turned* (turn) into three separate divisions - there is now an International Division, a UK Division, and a new office that 2.....(just/set up) in the US.
John: Is Peter still in charge?
Sara: No, they 3..... (make) him Senior Director, so he doesn't have much to do with the department now. Laura 4.....(promote) to Sales Director, so they all report directly to her. Ben Warner and Katie Lang 5..... (put) in charge of the International Division and the UK Division.
John: Is Ken still there or 6.....(they/send) him to the US?
Sara: No, he's still there - but he doesn't get on with Laura, basically, so he 7 ..... (demote) to UK Sales Assistant, and now he works for Katie. Obviously, he's not very happy about it and he doesn't think that the company 8.....(treat) him fairly. I don't expect he'll stay long.

5. Are you a risk-taker? What risks have you taken?

6. Which item in each of the categories below carries the most and the least risk? Explain why.

Travel (car / plane / ship / train)
Lifestyle (drinking alcohol / poor diet / smoking / jogging)
Money (property / stocks and shares / savings account / cash)
Shopping (online / mail order / private sales / auction)

🕮 **7. Read and translate the text**:

Risks

All business is built on risk. Operating in politically unstable countries is one of the most extreme examples of this. The dangers may range from **kidnapping** of managers through to **confiscation of assets** by the government. Company managers may have to face **fraud** and **corruption**. But the fact that companies want to work there at all shows that they think the **returns** could be very high. As always, there is a **trade-off** between risk and return: investing in very challenging conditions is a graphic, if extreme, illustration of this trade-off.

Companies do not have to go to unstable countries to be harmed by criminal activity. **Industrial espionage** has existed for as long as there have been industries to spy on, but this can now be carried out at a distance by gaining access to company computer networks. **IT security** specialists may try to protect their company's systems with firewalls (technical safeguards against such snooping by hackers, and against **computer viruses**).

So far we have looked at some of the more extreme examples of risk, but even business as usual is inherently risky. For example, by putting money into a new venture, investors are taking serious financial risks. Most new businesses fail - some put the figure as high as nine out of ten. **Venture capitalists** who put money into such businesses **spread their risk** so that the **payback** from the one or two successful ventures will hopefully more than compensate for the money lost in the failures.

There is also the risk that even **well-established** companies, which are seemingly in touch with their customers, can easily start to go wrong: we can all think of examples in soft drinks, clothing, cars and retailing, to name a few. Here, the risk is of losing sight of the magic ingredients that made for success. Some companies are able to reinvent themselves, in some cases several times over. Others don't understand what they need to do to survive and thrive again, or if they do understand, are unable to transform themselves in the necessary ways. The things about the company that were formerly strengths can now become sources of weakness and obstacles to change. The financial markets see this and the company's shares fall in value. Investors are increasingly quick to demand changes in top management if there are not immediate improvements. In some cases, companies that were the leaders in their industry can even go bankrupt: in airlines, think of PanAm.

And then there is the risk of management **complacency**. Take Toyota. A few production faults can put a car company at risk through **product liability claims** following accidents caused, for example, by stuck accelerator pedals. **Product recalls** are the worst possible publicity imaginable for companies, and in the worst cases their

image is so damaged that they never recover. This is a case study in **reputational risk**: the trust that customers put in a company can be lost overnight. Another example of a company that destroyed the trust of its clients is the Internet service provider that announced free access at all times, and then immediately withdrew the offer. One commentator described this as **brand suicide**.

8. The verbs in the box are used when talking about risk. Check their meanings and put them under the appropriate heading in the table below.

anticipate calculate eliminate encounter estimate evaluate *face* foresee gauge identify measure minimise prioritise reduce spread weigh up

predict	**meet**	**assess**	**manage**
	face		

9. Match these sentence halves from newspaper extracts.

1. During the credit crunch, many
2. We can reduce risk ...
3. Trying to minimise risk ...
4. It is impossible to ...
5. It is difficult to foresee the risks ...
6 Actuaries calculate risk ...
7. It is important to consider ...

a) the risks involved when sending staff to work businesses ... in dangerous locations.
b) in order to advise insurance companies.
c) involved in setting up a new business.
d) eliminate all risk when entering a new market.
e) faced the risk of running out of money.
f) by spreading our lending across more markets.
g) is an important part of business strategy.
g) is an important part of business strategy.

10. Answer these questions.

1 What things do you and your family insure against?
2 What sort of things do big international companies need to insure against?

11. Match each of the words in the first column with words in the second column to make compound nouns.

1. market 2. market 3. disposable 4. pie 5. department 6. life 7. pocket 8. stereo 9. burglar 10. vacuum 11. microwave 12. brand 13. cash 14. mass 15. advertising 16. trade 17. distribution 18. raw 19. farm 20. air 21. profit 22. telephone 23. purchasing 24. patent 25. shop

a. segment b. tuners c. material d. income e. channel f. loyalty g. agency h. transport i. cleaners j. ovens k. calculators l. share m. window n. pending o. chart p. power q. media r. margin s. show t. alarms u. store v. produce w. discount x. directory y. cycle

12. Match the following key terms with their definitions:

Terms: 1 market segments 2 target markets 3 disposable personal income 4 product mix 5 brand 6 generic products 7 trademark 8 market share 9 stock turnover 10 publicity 11 trade show 12 point-of-purchase display 13 couponing 14 wholesalers 15 retailers 16 warehouse

Definitions

a Any name, sign or symbol used to identify the products of a firm.

b Products that bear only the name of the item, not of its producer, and which are sold at lower than normal prices.

c Proportion of the market controlled by a specific company or product.

d Facility for storing stocks of supplies or finished products.

e Distribution of certificates that entitle buyers to a discount on a particular item.

f Brand that has been given legal protection so that its owner has exclusive rights to its use.

g Industry gathering in which producers set up displays and demonstrate products to potential customers.

h Money that a family has to spend after paying taxes.

i Advertising or display materials set up at a retail location to encourage sales of an item.

j Firms that sell directly to the public.

k Groups of individuals or organizations within a market that share certain common characteristics.

l Specific groups of customers to whom a company wants to sell a particular product.

m Unpaid media coverage of news about an organization.

n Firms that sell products to other firms for resale or for industrial use.

o Number of times that average inventory is sold during a given period.

p Complete list of all products that a company offers for sale.

13. Read the article and answer these questions.

1. How did the insurance industry start?
2. What do reinsurers do?
3. How do the two examples of major losses in paragraphs 7 and 8 illustrate this quote?

"Countries with an underdeveloped system of insurance suffer immeasurably more from major catastrophes than those where a good part of the material losses can be covered by professional risk carriers."

Internationalisation – risk or opportunity?

The internationalisation of the economy is not as recent as the buzzword globalisation would have us believe. In fact, it was internationalisation that paved the way for the beginnings of the insurance industry back in the fourteenth century, as shipowners sought to protect the increasing value of their ships and cargoes.

Even today, the complex nature of risks emanating from international trade is one of the insurance industry's most difficult challenges and one that affects all classes of business. as the following examples show:

1) More than 90 per cent of all world trade is transported by sea or other waterways. The large t container ships today, with cargoes of up to 13.000 containers. may be worth far in excess of $ 1 bn. However, even this concentration of value is small compared with that found at the world's great container ports, such as Singapore or Hamburg, which act as depots to goods worth tens of billions of dollars every clay.

2) The outsourcing of production sites to low-wage countries does not just reduce costs. It can also reduce the quality of the goods produced. Defective products can result in recall costs or even product liability costs. Recent examples of recalls that spring to mind include toys coated with lead paint and toothpaste contaminated with the antifreeze diethylene glycol.

3) Liability losses can reach extreme proport ions when pharmaceutical products cause dangerous side effects in patients. National law in the country where the products are sold plays a key role in this connect ion. The US. in particular, has seen some extremely high awards for damages.

Insurance companies that cover such large risks need a secondary market where they can place them. Reinsurers assume this function. Sharing the load among several carriers helps to spread the risks. The diversification effects achieved by spreading risks across different regions and classes of business allows reinsurers to balance their portfolios and realise a level of capital efficiency that enables them to cover their clients' risks- and ultimately those of the insured - at a reasonable price.

Extreme losses in the past show just how important the reinsurer's role is. One of the biggest loss events in the history of insurance was on September 11.2001. The attack on the World Tracie Center in New York was a prime example of the complexity of classes such as fire, business interruption, liability. life and health. And compounded by significant capital market losses.

The insurance of large and accumulation risks is a definite advantage for the sustainable development of economies. ln countries where insurance is not very far advanced, it is the vulnerable economics and above all the inhabitants that have to bear the so brunt of these losses. The tsunami of 2004 not on l y brought immense human suffering but also caused losses of over US$ 10 bn. As the insurance density in the regions affected is still very low, the insurance industry only covered a small percentage of these losses. less than USS 1 bn.

Countries with an underdeveloped system of insurance suffer immeasurably more from major catastrophes than those where a good part of the material losses can be covered by professional risk carriers.

The global economy is increasingly networked and interconnected. Risks are becoming ever more complex and the insurance industry has to develop new concepts for its clients in order to meet their need for risk cover in this changed environment.

(by Torsten Jeworrek)

14. In your own words, summarise the key points in the numbered examples (1-3) in the article.

15. Find words i n the article which mean the following.

1) when the maker of a product is responsible for any injury that the product causes (paragraph 4)
2) money that a court orders someone to pay to someone else (paragraph 5)
3) the collection of all policies held by an insurer (paragraph 6)
4) the total combined risks that could be involved in a single loss event (paragraph 7)
5) a terrible event that causes a lot of destruction and suffering (paragraph 9)

16. Complete these sentences with words from Exercise 15.

1. They are being sued for . . . . . by clients who they advised to invest in an insurance company that went bankrupt.
2. The defect in her car caused the accident, and she is suing the company for product…….
3. The region was devastated by a natural . . . . . .
4. It's safer to spread your liability by holding a . . . . . of risks.
5. An . . . . . of risk happens when there is a concentration of risks that might give rise to very large losses from a single event.

17. Choose the best word to complete each sentence.

1. We've done exceptionally /moderately well this year. For the past five years, we've sold about 200,000 units a year, but we've already shifted 4 50,000 this year!
2. The employee happiness scores were 3/10 two years ago, 4/10 last year, and 5/10 this year, so our workers are becoming entirely /increasingly happy.
3. The flight delays and cancellations totally /slightly ruined our conference. We were supposed to have 1,200 delegates, but only about 150 were able to attend.
4. Entering the German market looks a bit I extremely risky, but I don't think we'll encounter any major problems. Let's do it.
5. He's been working successfully in top management for more than 20 years, so he's fairly /fully qualified to run the company.
6. We've sold 50,000 a year for the past five years, so I think increasing your sales target to 350,000 next year is highly /reasonably ambitious.

18. Talk about the types and levels of risks facing some of the following.

1) your company /institution;
2) a major company/industry in your country;
3) your city/town/country;
4) a foreign country.

Topic 2. Leadership styles

Aims: consider different leadership styles, comment on some statements about leadership style, look at vocabulary relating to management qualities and use it to discuss different management styles, talk about the qualities of good managers and the management style.

Keywords: *Leadership skills, Successful managers, Management styles, Charisma, Drive, Dynamism, Energy, Authoritarian, Organisational culture, Empowerment, Decentralized, Bureaucratic, Ownership.*

Text reference

In written English, we often use pronouns to avoid repeating words and phrases when it is already clear what we are talking about.

We need the report urgently- it's got to be sent to head office.

• Writers sometimes use we to refer to themselves and the readers together.

As we saw in Episode 1 ...

• We sometimes use it as an 'empty' subject with no real meaning.

It's nine o'clock.

• We can use it, this, that, these and those to refer back or forward to something in a text, or outside the text itself.

Most French senior management were educated at the Grandes Eco/es. These colleges champion an intellectual rigour in their students. This produces a highly educated management population.

• We can use they to avoid saying he or she, especially after indefinite words like anyone, no one, somebody, etc.

Someone's been trying to phone us all morning, but they can't get through

Read this text and note how certain words refer forward and back to other words in the text.

Although more women are becoming sales managers, they'll have to tailor their management styles to the gender of their employees if they want to have continued success. According to a study carried out by John Doyle and Jill Harris of the University of Hull, both female and male sates personnel welcome the newcomers. But it also points out that there can be a difference between the management style males prefer and the one that elicits their best performance.

In particular, the researchers wanted to discover differences in satisfaction and variations in sales performance under female supervision. Two management styles were identified. A transactional style is the more traditional of the two. Mate managers are hands-off until something goes wrong. The philosophy is 'When you're doing OK, you won't even know I'm around. But, when you mess up, I'll be right next door.'

Women take a more hands-on approach. A transformational mode encourages a more handsome, individual-orientated manner. Women more than men tend to motivate by encouragement and personal attention. The former relate to their staff

emotionally and tend to foster new ways of thinking, whereas the latter rely on rewards and punishments.

Grammatical reference

In paragraph 1 :

• they/their/they refer back to women

• it refers back to a study

• the one refers back to the management style.

In paragraph 2 :

• the two refers back to two management styles

• you/you/you refer back to any employee working under a male manager

• I refers to the male manager.

In paragraph 3:

• the former refers back to women

• the latter refers back to men.

Lexical reference

Very often in texts, words belonging to the same family, and synonyms and antonyms occur closely together.

gender ... men ... women, male ... female

John Doyle and Jill Harris ... the researchers

the newcomers ... women sales managers

employees ... personnel ... staff

differences ... variations

hands-off ... hands-on

something goes wrong ... you mess up ... do OK

style ... mode ... approach ... manner

individual ... personal

encourages ... motivate ... foster

encouragement ... rewards ... punishments

1. Which of these statements do you agree with? Explain your reasons.

Managers should:

1) know when your birthday is.

2) know where you are and what you're doing at all times during working hours.

3) not criticise or praise.

4) not interfere in disagreements between members of staff.

5) not ask people to do things they're not prepared to do themselves.

6) be available at all times to give staff advice and support.

7) keep their distance from staff and not get involved in socialising outside work.

8) use polite language at all times.

9) work longer hours than their staff.

10) comment on the personal appearance of their staff

2. What is the role of a manager? Choose your top three roles from the following and explain your ideas.

• motivator • problem-solver • friend • mediator • monitor • organiser
• leader • decision-maker • role model

3. Give the opposite meaning for each of these adjectives, using the prefixes in-, ir-, un-, il- or dis-. Then provide the noun forms.

considerate efficient organised flexible decisive competent inspiring responsible creative logical sociable diplomatic loyal supportive

4. Choose the four best qualities of a manager using the adjectives in Exercise 3 and rank them in order of importance (1 = most important).

Then choose the four worst qualities and rank them (1 = worst).

5. Discuss these questions.

1. Which management style (s) would you like to experience I have you experienced?
2. How would you describe your own management style? If you are not a manager, what do you think your management style would be?
3. What qualities do you think you possess or lack?

6. Match the adjectives in the box to the definitions below.

anti-authoritarian approachable demanding perfectionist ruthless self-motivated talented volatile

1 not caring if you have to harm others to get what you want
2 not satisfied with anything unless it is exactly right
3 having a natural ability to do something well
4 wanting to achieve something by themselves
5 against forcing people to obey strict rules
6 friendly and easy to talk to
7 expecting a lot of time and effort from others
8 liable to suddenly become angry

7. Before you read discuss the question.

Do women have a more collaborative approach as managers than men? Give your reasons.

8. Read this article from the *Financial Times b*y Michael Skapinker and do the exercises that follow.

Nature and nurture in the executive suite

Women are calmer than men. They are more collaborative and they dis- like self-promotion. It is all in their genes. Progressive thought once held that men and women were essentially the same and that it was social conditioning that made men ggressive and women co-operative. Some writers still argue this way. In 10 an article in the Harvard Business Review, Alice Eagly and Linda Carli say the reason women managers generally adopt a softer style is unlikely to be genetic. They do it because people react badly to aggressive women and a collaborative approach is how female managers assert their authority.

A new book, *Why Women Mean Business*, si bolder: biology matters, it says. The authors, Avivah Wittenberg-Cox and Alison Maitland, and approvingly cite recent research showing men's and women's brains differ. This inevitably affects the way they manage. "Why would differences in communication styles, biological rhythms, and brain functioning (to mention only a few stop just short of leadership styles?" they ask. If companies want to succeed, they will have to come around to women's way of doing things, the authors argue. Faced with falling populations, companies in Europe will need more women in senior management. In the new knowledge-based economy, they say, companies need collaborative managers who can persuade people to work in teams. There is no need for women to change their essential natures.

Why Women Mean Business is an innovative and stimulating book. But the resort to biology raises problems. First, scans have indeed shown differences between male female brain functioning. Newborn girls look at human faces for longer than they look at mechanical mobiles, while boys do the opposite. But the science is far from settled. We still do not know the precise mixture of nature and nurture that makes men and women what they are.

Second, if you argue that women's empathetic nature makes them particularly suited to helping run collaborative enterprises, a corollary would have to be that they are less well equipped for other tasks.

Third, the problem with characterising huge groups si that it takes no account of the large variations within them. Women, on average, may be more empathetic than men, but we all know collaborative male managers and sharp-elbowed female ones, just as we know boys who cannot turn plastic sticks into tractors and girls who do not listen quietly while others speak. Nature is important, but humans are endlessly complicated.

(by Michael Skapinker)

9. Put these expressions from there, and some related expressions, under one of the two headings a) 'Nature' or b) 'Nurture'

1. 'lt's the way you're brought up.'
2. 'lt's aII in the genes.'
3. 'lt's social conditioning.'
4. 'lt's unlikely to be genetic.'
5 .'That's the way you're born.'
6 .'lt all depends on your environment when you're growing up.'
7. 'Biology matters.'

10. Match each of the writers mentioned in the article to a) the 'nature' argument and Ь) the 'nurture' argument.

1. Avivah Wittenberg-Cox
2. Linda Carli
3. AIice Eagly
4. Alison Maitland

11. Decide if these statements are true or faise.

If...

a) you core round to an idea, you agree with it the first time you hear it.
b) people are collaborative, they believe in working together.
c) you change your essential nature, you behave in ways that you have to learn.
d) a book is stimulating, it is boring.
e) there is resort to a particular idea in your reasoning, you use that idea to support it.
f) an argument is settled, it has not been decided.

12. Which is the most important point? Choose the best summary.

a) Women need to learn how to be collaborative in order to succeed as managers in the future.
Ь) There are decreasing numbers of women who can become managers because of Europe's future population decreases.
c) It is in women's nature to be collaborative and this will ideally suit them to be managers of the types of companies we will increasingly have in the future.

13. Find words and grammatically related words iп the article to complete the table.

noun	**adjective**
precision	
stimulation	
	empathetic
collaboration	
equipment	
	varied
	male
complication	

14. Match these definitions to the adjectives above.

Used to describe ...

a) people who understand others and what they are feeling.
Ь) men and boys.
c) something that is exact.
d) something containing a lot of differences.
e) people who are good at working together.
f) people who have particular skills.

g) something interesting.
h) things that are complex.

15. Discuss these questions.

1. Is nature or nurture more important in the way people develop? Explain your reasoning.
2. Is collaborative working valued in your organisation, or one you would like to work for? Why? / Why not?

Topic 3. Team building

Aims: consider the success factors of team building, learn verbs and adjectives used in the context of team building, talk about the experiences of teams you have been in and do a quiz about different types of team members, look at a number of prefixes and use them in context to talk about people they have worked with and teams they have been in, practice techniques for dealing with disagreements.

Keywords: *Successful teams, Resolving conflict, Implementer, Co-ordinator, Shaper, Plant, Resource, Investigator, Monitor, Evaluator, Team Worker, Completer/Finisher, Selector/Facilitator, Stages of team life.*

Modal perfect

The modal perfect is formed using modal verb + hove + past participle.

His presence might have boosted the team's performance.

Two uses of the modal perfect are:

• criticising or commenting on past actions

You really should have bocked up the files.

We needn't have hurried to the airport, as the plane was late.

• speculating about the past or present

I think the meeting may have finished now.

I've phoned the office three times now. I think they must have gone home.

1. We use past modals to speculate about events in the past.

I thought I saw Yolanda in the car park, but it may/might/could have been someone else.

The project might/could have been a terrible failure, but turned out to be a great success. (We know it was a success, therefore may is not possible here.)

I wasn't there myself, but from what I hear, it must have been a very stormy meeting.

She says she met me in Brazil, but it can't have been me because I've never been to Brazil!

2. Past modals can also be used to express irritation.

She could/might have given me the information, but she didn't bother.

3. Missed opportunities are also expressed using could or might.

She could/might have had a brilliant career, but she gave it all up for love.

4. Would have and wouldn't have are used to make hypotheses about the past.

The team would have been stronger if she had been with us.

We wouldn't have achieved such good results if we hadn't worked together as a team.

5. Should have, shouldn't have and ought to have are used to criticise.

The report should have been submitted a Jot earlier.

He shouldn't have resigned without having another job to go to.

You ought to have made a reservation – there are no seats left now.

6. Note the difference between needn't have and didn't need to.

I didn't need to come into the office because there was no work for me to do, so I stayed at home.

I needn't have gone into the office because there was no work for me to do when I got there.

1. Think of at least two advantages and two disadvantages of working in teams.

2. Discuss these questions.

1. Does a team always need a leader, and if so, should a team change its leader regularly?
2. Does tension between team members make a team more effective?

3. Match the prefixes of the words (1-10) to their meanings (a-c).

Prefix	***Meaning of prefix***
1) mismatch	a) not b) do badly c) former
2) pro-European	a) opposite b) in favour of c) before
3) pre-event	a) not enough b) against c) before
4) post-activity	a) after b) too much c) not enough
5) disconnect	a) very b) former c) not
6) ex-military	a) opposite b) former c) after
7) bilateral	a) against b) after c) two
8) remotivate	a) again b) former c) after
9) multicultural	a) again b) many c) against
10) hyperlink	a) not enough b) very / more than usual c) opposite

4. Add prefixes to these words to give their opposite meanings. Then use them to discuss the questions below.

1 communicative
2 decisive
3 efficient
4 enthusiastic
5 flexible
6 focused

7 imaginative
8 loyal
9 organised
10 practical
11 sociable
12 stable
13 tolerant
14 patient

• Who is the best or worst person you have ever worked with? Explain why.
• What qualities could you contribute to a team? What qualities would the other members need to have to create an effective team?

🕮 5. Read and translate the text:

Team building

In constructing teams, it's important not just to get talented people, but the right combination of talents. In the famous phrase, it's important to have a great team of minds, rather than a team of great minds. Meredith Belbin sees these types as necessary in teams, whether in business or elsewhere:

• The **Implementer**, who converts the team's plan into something achievable
• The **Co-ordinator**, who sets agendas, defines team-members' roles and keeps the objectives in view
• The **Shaper**, who defines issues, shapes ideas and leads the action
• The **Plant**, who provides the original ideas and finds new approaches when the team is stuck
• The **Resource Investigator**, who communicates with the outside world and finds new ways to get things done
• The **Monitor Evaluator**, who evaluates information objectively and draws accurate conclusions from it
• The **Team Worker**, who builds the team, supports others, and reduces conflict
• The **Completer/Finisher**, who meets deadlines, gets the detail right and makes sure nothing is forgotten.

This model lends itself better to some business situations than others, but the idea of roles and competencies in a team is important, whatever form these take in particular situations. Some organisations are more **hierarchical** and less **democratic** than others, and team members are obviously expected to behave more deferentially in the former. Senior managers there have the traditional leader's role: what they say goes. In other organisations, power is more **devolved** and managers talk about, or at least pay lip-service to, the **empowerment** of those under them: the idea that decision-making should be decentralised to members of their teams.

In addition to the traditional organisation, we increasingly find **virtual organisations** and virtual teams. People are brought together for a particular project and then disbanded. Here, in addition to Belbin's types above, the role of the **Selector/Facilitator** is crucial. Finding the right talents and co-ordinating them takes

on new importance, especially when the team members may never actually meet face-to-face, but work by e-mail and phone.

Stages of team life

The typical team is said to go through a number of stages during its existence.

1 Forming: The group is anxious and feels dependent on a leader. The group will be attempting to discover how it is going to operate, what the 'normal' behaviours will be: how supportive, how critical, how serious and how humorous the group will be.

2 Storming: The atmosphere may be one of conflict, with rebellion against the leader, conflict between sub-groups and resistance to control. There is likely to be resistance to the task, and even the sense that the task is impossible.

3 Norming: At this stage, members of the group feel closer together and the conflicts are settled, or at least forgotten. Members of the group will start to support each other. There is increasingly the feeling that the task is possible to achieve.

4 Performing: The group is carrying out the task for which it was formed. Roles within the group are flexible, with people willing to do the work normally done by others. Members feel safe enough to express differences of opinion in relation to others.

5 Mourning: The group is disbanded, its members begin to feel nostalgic about its activities and achievements. Perhaps they go for a drink or a meal to celebrate.

All this may be familiar from the groups we encounter, and play our role in managing, in language training!

6. Answer yes, no or not sure to each of these questions.

1. They should have changed the team leader.
Did they change the team leader?
2. Alicia needn't have spent so much time on the report.
Did Alicia spend too much time on the report?
3. They could have prepared better if they'd had more time.
Did they prepare as well as they wanted to?
4. The team would have been stronger without him.
Was the team as strong as it could be?
5. The team may have made a decision by now.
Has the team made a decision yet?
6. Carlos shouldn't have spent all the budget on one team-building course.
Did Carlos spend all the budget on one team-building course?
7. The Chairman couldn't have prepared properly, as we lost the contract.
Did the Chairman do enough preparation?
8. I've lost my memory stick. I must have dropped it somewhere.
Did I drop my memory stick somewhere?

7. Which of these statements use the modal perfect correctly? Suggest alternative modals for the incorrect statements.

1. It's too late to sign the contract. You must have done it last week.
2. I'm a bit angry. You would have told me you had invited the entire team for dinner.
3. His behaviour yesterday could have ruined all the team spirit we have built up.

4. They bought the shares when they were cheap and sold them at their peak, so they needn't have made a lot of money.
5. Simone wasn't at the meeting. She might have been delayed at the airport.
6. You couldn't have booked a place on the June course because it was completely full.
7. She's made a lot of mistakes. She should have been very careless.
8. Abi was inspirational and a motivator. We must have made her team leader.

8. Role-play this situation in pairs. Use as many of these structures as possible: should have I shouldn't have I could have I needn't have I + past participle.

Student A: You are a sales rep. You have just been on a three-day business trip. You:

- stayed in a five-star hotel
- ordered breakfast in your room
- drank most of the mini-bar

Defend your actions.

- phoned home from your room
- hired a top-of-the-range car
- had your clothes dry-cleaned by the hotel.

Student B: You are the Finance Director. You think the rep's expenses are excessive and are refusing to pay them.

9. Read these suggestions about ways of dealing with conflict. Put each of them under one of these headings: Do or Don't.

1. Delay taking action if possible.
2. Get angry from time to time with difficult members.
3. Try to see the problem from the point of view of the team.
4. Be truthful about how you see the situation.
5. Encourage open and frank discussion.
6. Try to ignore tensions within the team.
7. Bring potential conflict and disagreement into the open.
8. Give special attention to team members who are creating problems.
9. Persist with 'impossible people' - you may win them over.
10. Try to find 'win-win' solutions.

10. Before you read the article answer the question.

How easy is it to transfer ideas for team building from sport to business? ExpIain your reasoning.

11. Read this article from the *Financial Times b*y Paul Betts and do the exercises that follow.

Capello's masterclass for on-the-ball Finmeccanica

When Fabio Capello flew to South Africa as the England football man- ager to attend the 2010 World Cup finals, he stopped briefly in Rome on his way to give the Italian defence and engineering group Finmeccanica a masterclass on leadership. Having previously managed one of the Italian capital's football clubs,

AS Roma, Mr Capello was inevitably the centre of attention. "So why are you doing this corporate coaching?" I asked at one stage. "I suppose because I have widespread international experience having led teams such as Juventus and Real Madrid as well as Roma and now England and I know a thing or two about managing players, creating a team spirit, in short leading," he said. Mr Capello clearly knows a thing or two about bringing discipline, direction and inspiration to the highest levels of his business.

Unlike in other countries, such as Brazil, he had to work hard to instill a hunger among some top English players to pull on an England shirt. Morale was pretty awful when he took over. Not surprisingly, he was the star at Finmeccanica's convention attended by some 3,000 managers from around the world. And probably his biggest fan in the audience was none other than his counterpart at Finmeccanica, Pier Francesco Guarguaglini. After all, the Italian group`s veteran boss is also a fanatical supporter of Juventus, where Mr Capello once worked his magic. Finmeccanica under Mr Guarguaglini has prospered in recent years thanks to clear leadership and a sense of purpose that previously was sorely lacking. Over the years up to Mr Guarguaglini 's appointment, the partly state-owned Finmeccanica had suffered badly from state interference that lacked any clear industrial vision for the group. More often than not senior politicians saw Finmeccanica primarily as a convenient place to park friends in top jobs to the detriment of its commercial success. It was the UK that Mr Guarguaglini chose as his starting point of Finmeccanica's renaissance. Within two years he had acquired full control of AgustaWestland, the helicopter-maker where previously GKN had been his partner. Then he quickly moved on to buy out BAE Systems from a joint venture in defence systems. All of a sudden Finmeccanica was the UK's second- largest defence contractor by sales, employing more than 10,000 Britons

(by Paul Betts)

12. Look through the whole article and find:

a) two leaders - one in sport and one in business.
b) the names of the organisations led by each leader above.
c) the names of five football teams.
d) the name of a helicopter manufacturer owned by one of the organisations

13. Complete these statements with appropriate forms of expressions from the article

lf ...

a) peopIe notice you more than others, you are
Ь) you train managers, you give them .....
c) you have done something a lot, you have .....of it.

d) you get team members to work together better, you among them.
e) you have a lot of knowledge about something, you know a it.
f) you cause an organisation to acquire particular qualities, you these qualities to it.

14. Find nouns in the article referring to...

a) a team's feeling of enthusiasm caused by someone or something outside it.
Ь) team members obeying the rules.
c) a team's sense of where it is going.
d) a team's need to be successful and win.
e) the good or bad feelings that team members have at a particular time.

15. Find nouns in the article illustrated by the examples (a-f).

a) the most famous person in a film
Ь) someone who admires e) above
c) the head of one company in relation to the head of another
d) someone who has worked for the same company for 35 years
e) the head of a company
f) someone who goes regularly to a team's football matches

16. Match the adverbs with expressions that could replace them without changing the meaning (a-h):

1 surprisingly	a) almost certainly
2 probably	Ь) fast
3 previously	c) badly
4 sorely	d) partially
5 badly	e) earlier
6 partly	f) sorely
7 primarily	g) unexpectedly
8 quickly	h) mainly

17. Find the answers to these questions iп the article

a) Which two qualities have allowed both Capello and Guarguaglini to succeed?
Ь) Give the main cause and the resulting reasons for Finmeccanica's poor performance before Guarguaglini took over.
c) Where did Guarguaglini start to change his company's fortunes?
d) How is this change referred to?
e) Which two companies did Finmeccanica take over? Are they both named?
f) Did Finmeccanica have holdings in them before?
g) ls Finmeccanica the second biggest defence company in the UK in terms oft he number of employees?

18. Discuss these questions.

1. What are the main differences between sports coaching and corporate team building?
2. What would you do if:

1) you saw two colleagues having an argument? *I wouldn't get involved*
2) a colleague criticised you?
3) you saw a colleague stealing something?
4) your boss never listened to your ideas?
5) your boss asked you to work till midnight?

3. Disagreement is a form of conflict. In what ways can it make meetings and discussions more productive?

Topic 4. Raising finance

Aims: consider different ways of obtaining new business finance, compare sources of borrowing and discuss some common sayings about money, practice business vocabulary related to finance, comment on the use of prepositions that follow certain verbs, adjectives and nouns. discuss negotiating tips, look at different techniques used in negotiations.

Keywords: *Venture capitalist, Business angels, Balance of trade, Interest rate, Exchange rate, Inflation rate, Tax incentives, Government bureaucracy, GDP (gross domestic product), Unemployment rate, Cashflow.*

Dependent prepositions

Here is a list of common verbs and the prepositions that follow them.

complain about / insure against / react against
hint at / account for / hope for /
long for / opt for / pay for
strive for / emerge from / stem from
suffer from / invest in / result in
bet on / insist on / re/y on
amount to / lead to / abject to
refer to / relate to / resort to
associate with/ contend with / sympathise with

Some verbs may be followed by more than one preposition, with a corresponding change in meaning.

How did you learn of his sudden departure?
I hope you will learn from your mistakes.
The team consists of (= is made up of) two Americans and two Japanese.
For her, job satisfaction consists in (= is based on) having almost no work to do.

Here is a list of common adjectives and the prepositions that follow them.

lacking in / aware of / capable of
representative of / contingent on / intent on
reliant an / conducive to / essential to
parallel to / prone to / susceptible to
vulnerable to / compatible with / filled with

This is a list of common nouns and the prepositions that follow them.

admiration for / aptitude for / bid for
demand for / need for /remedy for
respect for/ responsibility for/ room for
search for/ substitute for/ threat to
access to/ alternative to / contribution to
damage to / exception to / introduction ta
reference to/ resistance to / solution to
ban on/ comment on / constraint on
curb on / effect on/ tax on
contrast with / dealings with /dissatisfaction with
involvement with/ relationship with/ sympathy with

Relative clauses

People and things

We can use a relative clause beginning with *who, th a t* or *which* to describe and define a person or thing. To refer to people, we use *who* or *that.* To refer to things, we use *which* or *that:*

people: *The architect who/that drew these designs trained in New York.*

(The clause *who/that drew these designs* helps to identify the architect.)

things: *The mistakes which/that the company made were very basic.*

(The clause *which/that the company made* identifies the mistakes.)

Subject and object relative clauses

Look at the way these two underlying sentences can be combined into one sentence using a subject relative pronoun:

I share an office with a colleague. She dislikes everybody.

I share an office with a colleague who dislikes everybody.

In sentences like this, where the relative pronoun *who, which,* or *th at* is followed by a verb, we must keep the relative pronoun.

Look at the way these two underlying sentences can be combined into one using an object relative pronoun:

I share an office with a colleague. Everybody dislikes her.

I share an office with a colleague who/that everybody dislikes.

In sentences like this, where the relative *who, which,* or *that* is followed by a noun or pronoun + verb, we very often leave it out. So we can say:

I share an office with a colleague everybody dislikes.

In object relative clauses, it is possible to use *whom* to refer to people. However, this is only found in formal language, and rarely used in speech.

Formal: *The man whom they arrested was charged with fraud.*

Spoken: *The man (that) they arrested was charged with fraud.*

Whose

The relative pronoun *whose* is used to show possession:

Yesterday I met someone. His brother works in your department.

Yesterday I met someone whose brother works in your department.

***To whom, from which,* etc.**

It is possible, particularly in formal or written language, to put words like *to, from, about, on,* etc. in front of *whom, which,* and *whose* (but not: **who* or *that):*

The sales assistant to whom I complained was most unhelpful.

However, it is much more common to put words like *to, from, about, on,* etc. at the end of the relative clause:

The sales assistant I complained to was most unhelpful.

Where

The relative pronoun *where* is used to refer to places. It means *in which.*

The room in which we held the meeting was very cold.

The room where we held the meeting was very cold.

Where is not used if there is a preposition at the end of the clause:

wrong: *The room where we held the meeting in was very cold.*

right: *The room which /that/0 we held the meeting in was very cold.*

Use of *with*

When we want to describe what someone or something has, we can use a relative clause or *with* + a noun. So we can say:

I've got a new laptop that has an excellent screen.

or

I've got a new laptop with an excellent screen.

Use of *what*

We can use the relative pronoun *what* to replace *the thing(s) that* .... So we can say:

I'm afraid we haven't got the things that you want in stock.

or

I'm afraid we haven't got what you want in stock.

Non-defining relative clauses

Some relative clauses define what you are talking about. Some relative clauses simply add extra information. Look at the difference between the two types:

defining relative clause:

The colleague who I was telling you a b ou t is planning to retire next year.

(This indicates which colleague I'm talking about.)

non-defining relative clause:

My mother, who runs her own business, is planning to retire next year.

(The speaker does not need to define 'my mother', and the fact that she runs her own business is just an extra piece of information.)

In non-defining relative clauses we:

a) must use commas at the beginning and end of the clause

b) must use a relative pronoun (but not the word *that)*

wrong: *Intel's latest chip which was launched last week is very fast.*

(no commas)

wrong: *Intel's latest chip, that was launched last week, is very fast.*
(use of *that)*
right: *Intel's latest chip, which was launched last week, is very fast.*

1. Re-write these sentences using the relative pronoun *that.*

1 We've appointed a new non-executive director. Everybody knows him.
We've appointed a new non-executive director *that everybody knows*.
2 We've appointed a new non-executive chairman. He knows everybody.
We've appointed a new non-executive director.....
3 You interviewed a man. What did you think of him?
What did you think of the man.....
4 A man interviewed you. What did you think of him?
What did you think of the man.....
5 Mandy's got a new boss. She doesn't like him.
Mandy's got a new boss.....
6 I've got a new7 company car. It runs on electricity.
I've got a new company c a r.....

In which of the above sentences can you leave out the word *that*?

2. Rewrite the sentences without relative pronouns, putting the prepositions at the end of the relative clause.

1. I was talking to a man. He is the head of A1 Jazeerah.
The man I was talking to is the head o-f Al Jazeerah.
2. You were looking for an invoice. Jan has found it.
Jan has found the .....
3. I deal with customers. Most of them are very pleasant.
Most of the .....
4. We wanted to stay in a hotel. It was fully booked.
The hotel.....
5. She works for a company. It has a very good reputation.
The company.....
6. We went to a restaurant. It wasn't very good.
The restaurant.....

3. Complete the following sentences about yourself and your work, using relative clauses.

1. I work for a company *that manufactures components for aircraft.*
2. I have a boss.....
3. I am in a department.....
4. In my work, I deal with people.....
5. I sometimes have to do things.....
6. I prefer to work with people.....
7. I dislike working with people.....
8. In my spare time, I like to do things.....

4. What are the advantages and disadvantages for a private individual of borrowing money from these sources?

1) a bank
2) a friend or colleague
3) a loan shark
4) a member of your family
5) a pawnbroker
6) a credit-card company.

5. What do you think these sayings mean? Do you agree with them?

1. Money talks.
.2 Don't put all your eggs in one basket.
3. You have to speculate to accumulate.
4. Don't throw good money after bad.
5. Lend your money and lose a friend.
6. Out of debt, out of danger.
7. He who pays the piper calls the tune.
8. Beggars can't be choosers.

6. Choose the correct word to complete each sentence.

1 Customers not paying on time often leads to . . . . . problems.
a) cashflow b) equity c) asset
2 Our state-of-the art machinery is our major . . . . . .
a) possession b) asset c) equity
3 The . . . . . rate on the loan was 12%.
a) fee b) charge c) interest
4 They could not pay their debts and faced . . . . . .
a) bankruptcy b) warranty c) overpayment
5 Sorbat has gone into . . . . . with debts of about £20 million.
a) indemnity b) investment c) administration
6 The finance a company raises from issuing shares rather than taking out loans is known as . . . . . capital.
a) equity b) dividend c) stock
7 The . . . . . is the original amount of a loan not including any interest charged.
a) instalment b) principal c) subsidy
8 A/ An . . . . . is a particular type of loan for the purchase of property.
a) credit b) overdraft c) mortgage
9 If a company defaults on a loan, it means they miss a/an . . . . . .
a) budget b) instalment c) collateral
10 Money lent to start-up businesses is known as risk or . . . . . capital.
a) share b) venture c) working

7. Discuss these statements.

1. Leasing machinery, vehicles, etc. makes more financial sense than buying them.

2. There should be more controls on access to credit.
3. Expanding fast means going into debt.
4. Declaring bankruptcy is a useful tool for clearing debts and starting again.
5. It is good practice to pay suppliers as late as possible and maximise any credit terms.
6. A successful business shouldn't need to raise a lot of finance.

🕮 8. Read and translate the text.

Raising finance

You have a brilliant but unusual business idea. You could put all your life savings into it, and ask friends and family to invest in it as well. But this may not be enough. Or your friends may, perhaps wisely, refuse to lend you money. You go to your local bank, but they don't understand your idea and suggest you look elsewhere.

You go to a **venture capitalist.** Venture capitalists are used to looking at new ideas, especially in hi-tech industries, and they see the potential in your brilliant idea. The venture capitalist also recommends it to some **business angels,** private investors looking for new **start ups** to invest in. They provide you with **seed capital** to set up your business.

You launch your business and it's a great success. But the amount of money it generates from sales is not enough to invest in it further: it's not **se[f-financing,** so you decide to raise more capital in an initial public offering or IPO: your company is floated and you issue shares on a stock market for the first time, perhaps a market or a section of one that specialises in shares in hi-tech companies.

You wait anxiously for the day of the issue or float. interest from investors is high and all the shares are sold. Over the next few weeks, there is a stream of favourable news from your company about its sales, new products and the brilliant new people it has managed to recruit. The shares increase steadily iп value.

Now look at this process from the point of view of investors. The venture capitalists and business angels, for example, know that most new businesses will fail, but that a few will do reasonably well and one or two will, with luck, hit the jackpot, paying back aII the money they lost on unprofitable projects and much more. This exemplifies the classic trade-off between risk and return, tl1e idea that the riskier an investment is, the more profit you require from it.

In your IPO, there may be investors who think that your company might be a future IBM or Microsoft, and they want to get in on the ground floor, holding on to the shares as they increase inexorably in value. They make large capital gains that can be realised when they sell the shares. Or they m y anticipate selling quickly and making a quick profit.

Other investors may prefer to avoid the unpredictable world of techstocks altogether and go for steady but unspectacular returns from established, well-known companies. These are the blue chips that form the basis of many conservative investment portfolios. One day in a few years' time, when your company is mature and growing at five or 10 per cent a year, rather than doubling in size every six months, your brilliant business idea may have become a blue chip company itself.

Governments increasingly depend on investment from the private sector for their public projects. These public-private partnerships are financed by a combination of commercial investment and public money from taxation and government borrowing.

9. Discuss the question.

What conditions are important for people starting new businesses? Choose the three most important from the list.

- low taxes
- skilled staff
- low interest rates
- cheap rents
- stable economy
- good transport links
- training courses
- high unemployment
- a strong currency
- government grants

10. Many economies contain a mix of public- and private-sector businesses. Think of companies you know in the areas below. Which are public-sector companies and which are private-sector companies?

post office / TV /newspapers / energy / cars / rail / water / telecoms / airlines

🕮 11. Read and translate the article.

Starting a new business

A startup is a young company established by one or more entrepreneurs to create unique and irreplaceable products or services. It aims at bringing innovation and building ideas quickly. In our modern world, where everyone strives to bring innovation, a good idea isn't enough to create a startup. To understand the features of different startups better, you need to review the following six types.

- **Scalable startups.** Companies in a tech niche often belong to this group. Since technology companies often have great potential, they can easily access the global market. Tech businesses can receive financial support from investors and grow into international companies. Examples of such startups include Google, Uber, Facebook, and Twitter. These startups hire the best workers and search for investors to boost the development of their ideas and scale.
- **Small business startups.** These businesses are created by regular people and are self-funded. They grow at their own pace and usually have a good site but don't have an app. Grocery stores, hairdressers, bakers, and travel agents are the perfect examples.
- **Lifestyle startups.** People who have hobbies and are eager to work on their passion can create a lifestyle startup. They can make a living by doing what they love. We can see a lot of examples of lifestyle startups. Let's take dancers, for instance. They

actively open online dance schools to teach children and adults to dance and earn money this way.

- **Buyable startups.** In the technology and software industry, some people design a startup from scratch to sell it to a bigger company later. Giants like Amazon and Uber buy small startups to develop them over time and receive benefits.
- **Big business startups.** Large companies have a finite lifespan since customers' preferences, technologies, and competitors change over time. That's why businesses should be ready to adapt to new conditions. As a result, they design innovative products that can satisfy the needs of modern customers.
- **Social startups.** These startups exist despite the general belief that the main aim of all startups is to earn money. There are still companies designed to do good for other people, and they are called social startups. Examples include charities and non-profit organizations that exist thanks to donations. For instance, Code.org, a non-profit organization, encourages school students in the US to learn computer science.

If you consider creating your startup, we've prepared five startup business ideas that will inspire you to develop something unique.

- Create an online grocery delivery service
- Start a podcast
- Develop a dropshipping business
- Create an online language learning app or site
- Consider developing a blog

Before diving into one of the ideas on our list, you should define whether there's a demand for the startup idea you want to begin with. Consider researching your market first so that you can analyze the demand, supply, and what customers need.

Reasons to Work in a Startup

Startups open the door not to a to-do list but rather to new possibilities and challenges that will let you grow with it. Let's jump to the main reasons to join a startup.

- **Flexible schedule.** For sure, you'll have a lot of work to do, but you can schedule the tasks according to your own comfort. You just need to negotiate it with your boss. One more advantage is that you can work remotely from any part of the world. The only thing you need is a good Internet connection.
- **Variety of tasks.** The opportunities and challenges you will face during your work in a startup will constantly change. This means that you will have a chance to adapt to the situation and master new skills to do the tasks needed for the further development of the project.
- **Creative environment.** It's widely known that people who take risks and start new businesses have a lot of ideas and welcome creativity. They explore new approaches, products, and services to be original. That's why you should contact the founders who will help you see everything from a new perspective.
- **Professional growth.** Working in a startup from the very beginning enables you to build a foundation of necessary skills and knowledge, gain experiences in different functional areas, and take responsibility for multiple tasks. Besides, as a business grows, you will grow as a professional by obtaining new career opportunities.

- **Friendly team.** Since the majority of startups are small, you'll have the chance to get acquainted with all your colleagues personally. You'll also share your ideas and thoughts with your team to boost the company's success. Joining a startup is like becoming a part of a family.
- **Career opportunities.** Sometimes a large company pays more than a startup can afford. However, in a startup, you can obtain new incentives and skills while doing completely different tasks. In the long run, you'll have irreplaceable experience as a professional.

Our world is changing very quickly, and innovations and new ideas come to replace the previous ones. Startups are a result of bringing new ideas to life as they change people's lives, solve their problems, and simplify their daily routines.

12. Complete these sentences with to, for, of, about or in.

1. We have a lot of overseas sales, so we're vulnerable . . . . . exchange-rate fluctuations.
2. Do you have access . . . . . the on line database?
3. If there's a safety problem, we'll take responsibility . . . . . it.
4. Times are hard now, but I'm optimistic . . . . . the future.
5. We're capable . . . . . filling large orders in a short period of time.
6. Mr Iqbal was the founder . . . . . the company back in 1889.
7. Rising oil prices pose a threat . . . . . low-cost transport.

.8 We need to complain . . . . . the quality-control problem. The stuff they've been sending us isn't good enough.

9. If we pitch . . . . . serious athletes, the product will also appeal to people who wear athletic clothes for fashion.
10. We invest . . . . . our employees because we believe that people are our greatest asset.

13. Work in groups of three or four. Think about a business you could start as a group. Consider these questions.

• What kind of business would it be?
• What do you already have as a group? Think about
- skills
- experience
- contacts

• What other strengths do you have? What about your weaknesses?
• What difficulties do you think you may face? How will you overcome them?

If you consider creating your startup, you should define whether there's a demand for the startup idea you want to begin with. Consider researching your market first so that you can analyze the demand, supply, and what customers need.

✍ **14. Write the composition "I'm going to start my own business soon". Think about four key ingredients when starting a new business: an innovation, a good team, the right market opportunity and the right financing strategy.**

Topic 5. Customer service

Aims: consider the key customer service issues, talk about customer service and the place of customer care in a company's success, discuss its place in a company's overall strategy, look at words related to customer service and some common idioms, use them in context, study gerund formation and the way that gerunds are used.

Keywords: *Customer service, Customer satisfaction / dissatisfaction, Customer retention, Product support, Customer defection, Marketing networks, Customer loyalty, Profit margin, Customer relationship management (CRM).*

Gerunds

A gerund is formed from a verb but can behave like a noun.

- *It can be the subject of a sentence or clause.*

Satisfying the customer is the aim of every business.

- *It can be the object of a sentence o r clause.*

I hate listening to computerised voicemail mazes.

- *It often follows a preposition.*

They became successful by listening to their customers.

Gerunds are formed by adding -ing to the base form of the verb:

launch - launching; involve - involving; get - getting

Begin, start, continue and intend can be followed by the gerund o r to with little or no difference in meaning.

Some verbs can be followed by either a gerund or an infinitive, but the choice can lead to a change in meaning.

- She remembered to update the customer database. (She didn't forget.)
- She remembered updating the customer database. (She has a clear memory of this.)

1. The gerund is the -ing form of the verb used as a noun, either as the subject or object of the verb.

Selling is all about persuasion.

Getting through to the right person isn't always easy.

My idea of relaxation is going to a fitness centre.

2. Gerunds follow prepositions.

We are committed to giving the highest quality.

We depend on having fast communications.

3. They are often used to begin an item in a list.

Good leaders are skilled at:

• fixing goals
• motivating people
• producing creative ideas.

4. Gerunds can be made negative, used in the passive and used with past verb forms.

It's wonderful not having to get up early for work.

Being kidnapped is not a pleasant experience.

He mentioned having met our main competitor.

5. Many verbs are followed by a gerund (e.g. admit, avoid, consider, deny, dislike, involve, mention, recommend, risk, suggest).

He denied fiddling his expenses.

I dislike having to eat at my desk.

She suggests raising the price.

6. Some verbs are followed by either a gerund or an infinitive. The choice of one or the other usually leads to a change in meaning.

Increased production may mean taking on extra staff at the weekend. (= involve)

I didn't mean to cause any offence. (= intend to)

He remembered to buy his wife a present. (= He didn't forget.)

He remembers buying his wife a present. (= He has a clear recollection of this.)

7. The gerund is formed by adding -ing to the base form of the verb.

She's talking to a client.

However, some gerunds require minor spelling changes.

• For verbs ending in -e, take away the e before adding -ing.

He's making some coffee.

• For verbs ending in consonant + vowel + consonant, double the final consonant and add -ing.

Is anyone sitting here?

But do not double the final consonant if it is in an unstressed syllable.

developing, marketing

Multi-word verbs

A multi-word verb is a combination of a verb and one or two particles (like at, away, down, in, on, up). Particles can be prepositions or adverbs. The meaning of a multiword verb is sometimes very different from the meanings of the two words taken separately. How are you getting on? (*get on* is not the same as *get + on*).

Types of multi-word verbs:

• without an object

The photocopier has broken down. Something has come up.(= happened)

• with an object - separable

The direct object can come after the verb or before the particle.

Could you turn on the coffee machine? I Could you turn the coffee machine on?

• with an object - inseparable

The director cannot do without his secretary. (NOT The director cannot do his secretary without.)

In many cases, the multi-word verb is more informal than its synonym.

How did you find out? (= discover the information) We set off early. (= departed)

Many multi-word verbs are idiomatic; in other words, their meaning is difficult to interpret. However, it can help if you understand the meanings of the particles. For example:

• away (creating distance)

I'm going away next week.

Don't run away. I need to talk to you.

• on (continuing)

Corry on the good work!

The meeting went on until seven o'clock.

• over (considering)

I need time to think it over.

Come and see me, and we'll talk it over.

• up (completing)

Some urgent matters need clearing up.

Drink up. We've got to go.

We do not normally separate multiword verbs with two particles. However, there are some transitive three-word combinations that allow separation.

Multinationals can *play* individual markets *off against* each other.

She *puts* her success *down t*o hard work.

Verb + preposition combinations

Verb + preposition

Here is a list of common verbs and the prepositions that normally follow them:

account for / complain about / look at / talk to

agree on / comply with / look for / think about (= consider)

agree with / consist of / pay for / think of (= have an opinion of)

apply for / depend on / rely on / wait for

belong to / hear about / take care of / write to / complain to / hear from

I complained to the manager about the poor service we had received.

Whether or not the project succeeds will depend on a number of factors.

I liked the last candidate. What did you think of her, Bernard?

Verb + object + preposition

The following verbs can be followed by an object and a preposition:

ask someone for / divide something into / provide someone with

blame someone for / insure something against / spend something on

borrow something from / invest something in / supply someone with

congratulate someone on / protect someone from / thank someone for

I rang to congratulate Hasan on getting the promotion.

I would be grateful if you would provide me with a reference.

We currently spend over $20m a year on R&D.

Verb + no preposition

These verbs are not usually followed by a preposition: *phone / meet / enter / tell / discuss.*

I'll phone the Director in the morning, (not: phone to the Director)

Do you need a visa to enter Ecuador? (not: enter into Ecuador)

Note: We can say *have a meeting with someone,* and in American English it is also possible to say *meet with someone.*

1. Complete the following sentences with a preposition if it is necessary.

1. Well-qualified graduates with some work experience find it fairly easy to enter …….. the job market but people who leave school with no qualifications find it very hard.
2. When you see the tax inspector, you will have to account..... all the money you have received over the past six years.
3. If they won't help you, you should complain..... their Head Office.
4. If you need information about Senegal, phone..... the Embassy.
5. We have offered Helen a job in New York, but she says she needs a few days to think ..... it.
6. I'm looking..... that letter from Marlino's - have you seen it?
7. Yesterday the Prime Minster met..... the Secretary General of the United Nations in Geneva.
8. The next item on the agenda is promotion, and I would like to discuss..... the plans we have for next year.

2. Answer the following questions, using the words in brackets.

What would you do if ...

1 ... you were not satisfied with the service in a restaurant? (complain)
I'd complain to the head waiter.
2 ... you had a serious personal problem? (talk).....
3 ... you wanted a copy of a company's annual report? (write).....
4 ... you were offered a job in a different city? (think).....
5 ... you were asked to sign a contract that you couldn't understand? (rely)……

3. Using the words in the box, report what the following people said.

blame congratulate provide thank ask

1. She said to me: You caused the accident! It's all your fault!
She blamed me for the accident.
2. He said to me: Here is the information you wanted.
3. She said to me: Thanks a lot. You've been very helpful.
4. He said to me: What's your opinion of the new Marketing Assistant?
5. They said to us: Brilliant! Well done! You solved the problem.

4. Complete the sentences with a suitable verb. (All the verbs are in section of the grammar notes).

1. Who do you *blame* for the current rail strike? Do you think the management or the unions are responsible? (5 letters)
2. I have asked my former employer to .....me with a reference. (7 letters)
3. We have had a very good year, and in particular, I would like to .....Gupta on the excellent results he has achieved in R&D. (12 letters)
4. I phoned Bernard to .....him for all his help. (5 letters)

5. Many companies will not .....your premises against flooding, if you live in certain areas of the country, because the risk is too high. (6 letters)
6. When you write back, I think you ought to check how many units they will be able to .....us with each month. (6 letters)
7. A property developer bought the building and decided to .....it into six separate apartments. (6 letters)
8. The government is planning to .....about £ 30 billion on social security payments and unemployment benefit. (5 letters)

5. Match the following key terms with their definitions:

Terms:

1 market segments
2 target markets
3 disposable personal income
4 product mix
5 brand
6 generic products
7 trademark
8 market share
9 stock turnover
10 publicity
11 trade show
12 point-of-purchase display
13 couponing
14 wholesalers
15 retailers
16 warehouse

Definitions

a Any name, sign or symbol used to identify the products of a firm.
b Products that bear only the name of the item, not of its producer, and which are sold at lower than normal prices.
c Proportion of the market controlled by a specific company or product.
d Facility for storing stocks of supplies or finished products.
e Distribution of certificates that entitle buyers to a discount on a particular item.
f Brand that has been given legal protection so that its owner has exclusive rights to its use.
g Industry gathering in which producers set up displays and demonstrate products to potential customers.
h Money that a family has to spend after paying taxes.
i Advertising or display materials set up at a retail location to encourage sales of an item.
j Firms that sell directly to the public.

k Groups of individuals or organisations within a market that share certain common characteristics.
l Specific groups of customers to whom a company wants to sell a particular product.
m Unpaid media coverage of news about an organization.
n Firms that sell products to other firms for resale or for industrial use.
o Number of times that average inventory is sold during a given period.
p Complete list of all products that a company offers for sale.

6. Discuss these questions.

1. How important to a company's success is customer care?
2. Is it possible to have too much customer care?
3 In what situations can too much customer service become a problem? Have you ever experienced this?

7. Read this article from *the Financial Times* by Hannah Kuchler and do the exercises that follow

Bargain-hunting tourists find an outlet

Foreign tourists are fast becoming the primary customers for many of Britain's outlet villages. Some centres are even sending teams to 5 emerging markets to lure wealthy tourists to plan trips that snub Lon- don's Bond Street and opt for their discounted designer brands instead. The number of Chinese consumers visiting Bicester Village in Oxford- shire has almost doubled in the past year, with tourists from China now making up more than a quarter of all shoppers at the village.

Value Retail, which runs Bicester and eight other outlet villages throughout Europe, has a team of people who market the centres to foreign consumers. They visit the countries to give presentations to tourist companies and use social media to engage with shoppers directly. Bicester even has its own blog written in Chinese where it uses competitions to entice Chinese blog-gers to write for it. "Bicester is better known today in China that Selfridges or Harrods," says Scott Malkin, chairman of Value Retail.

We 'll get information that a Saudi princess is coming with other women so we'll create special accommodation for them and bring in Arabic-speaking staff," says Mr

Malkin. Tax-refunded sales, which are one way of tracking sales from outside the EU, increased 27 per cent in the West End of London last year, but rose 88 per cent at Bicestel. McArthur Glen runs seven outlets in the UK and has seen international customers rise by 50 per cent in the past year, albeit from a lower base than at Bicester. "Our teams on the ground noticed a shift in the number of tour buses, the Chinese became visible," says Heinrik Madsen, managing director for McArthur Glen in northern Europe.

Even though they are choosing to buy brands at a discount, foreign customers are not counting their pennies: the average spend per visit of an international visitor to Bicester is about f1,000 but it is not unusual for them to spend more than f10,000. Outlet village companies believe tourists are not embarrassed to buy discounted goods because of the importance of genuine brands when counterfeited products are rife at home.

Mr Malkin the Bond Street not only because of its prices but because it offers greater anonymity and the opportunity to visit Oxford or Warwick as part of a day out. To accommodate the new visitors, retailers have started stocking smaller sizes and some are employing sales staff who speak foreign languages. Value Retail runs courses to teach store staff what Asian customers expect. "The level of customer se1·vice has to Ье very precise because there's the language barriers, the customers take a lot of time and want to see a lot of products," says Jane Soper, store manager for Jimmy Choo.

(by Hannah Kuchler)

8. Look through the whole article and find:

a) a London shopping street
b) an outlet village not in London
c) two London department stores
d) two companies that own outlets
e) their chairman and managing director respectively
f) a retailer
g) a store manager

9. Look through the whole article and match these figures to the things that they refer to.

1. 30
2. 50
3. 27 per cent
4. 88 per cent
5. 50 per cent
6. £1.000
7. over £10,000

a) the increase in international visitors to McArthur Glen stores last vear
b) the increase in tax-refunded sales at Bicester last vear
c) the number of women that
a Saudi princess may bring shopping with her
d) the amount that visitors to Bicester spend on average
e) what a visitor to Bicester might spend
f) the increase in tax-refunded sales in the West End of London last vear
g) the number of people employed by Value Retail to market it in Asia

10. Choose the correct alternative to replace the expressions in the article, so as to keep the same meaning.

1 Foreign tourists are fast becoming the primary customers for many of Britain's outlet villages.
a) first b) main c) youngest
2 Some centres are even sending teams to emerging markets to lure wealthy tourists...
a) attract b) trick c) magnetise
3 … to plan trips that snub London's Bond Street...

a) go to b) ignore c take in
4 . . . and opt for their discounted designer brands instead.
a) exclude b) add c) choose
5 The number of Chinese consumers visiting Bicester Village in Oxfordshire has almost doubled in the past year, . . .
a) gone up by nearly 100 per cent b) gone up by nearly 200 per cent c) gone up nearly twice
6 … with tourists from China now making up more than a quarter of all shoppers at the village.
a) consisting b) consistent c) constituting

11. Find the infinitive forms of verbs in in the article that could be replaced by these verbs, with no change in meaning.
a) manage / b) sell / c) go to / d) employ (occurs twice) / e) communicate

12. Look through the article. Which of these things are not mentioned as part of village outlets' customer service?
a) employing staff that speak foreign languages
b) employing Arabic-speaking staff
c) employing Chinese-speaking staff
d) giving language training to existing staff
e) getting Arab visitors to write a blog in Arabic
f) getting overseas visitors to use social media to talk about their experiences
g) training staff in what Asian customers expect
h) keeping smaller sizes in stock
i) keeping larger sizes in stock

13. Use appropriate forms of the expressions in brackets to answer these questions.
a) Is the rise in the number of overseas visitors to McArthur Glen's outlets directly comparable to the rise of numbers visiting Bicester? (lower base)
b) Is it the managers at head office who have noticed the increase in numbers with their own eyes? (on the ground)
c) Has the number of tour buses with Chinese visitors stayed the same? (shift)
d) Are overseas visitors watching how much they spend overall? (count their pennies)
e) Are visitors happy to buy discounted goods? (embarrassed)
f) Are there are a lot of counterfeit goods in the countries they come from? (rife)

14. Discuss these questions
1.What could the retail outlets that you use do to improve their customer service?
2. Value Retail runs courses to teach store staff what Asian customers expect. Imagine that you are running a course for a retailer that has a lot of visitors from your country. What would the course cover?

Topic 6. Crisis-management

***Aims*:** consider common causes of conflict in companies and organizations, look at the steps to take in crisis situations. discuss the key elements that help to resolve business disputes, study business vocabulary related to handling crises, practice dialogues, develop the ability of negotiating and dealing with conflict, comment on the use of conditionals, analyze the strategies which contribute to managing conflict.

Keywords: *Crisis management, Managing Conflict, Credibility, Emotion, Consistency, Sympathy, Resolving Business Disputes, Patience, Calmness, Socializing,* N*egotiations, Image problem, Public relations nightmares.*

Conditionals

Zero conditional

We can talk about general facts or things that are always true using an if sentence. This kind of sentence has the present tense in both parts:

I f + present tense Present tense

I f the price o f a product falls, demand for it usually rises.

In statements like this, *i f* means the same as *when* or *every time.* This is sometimes called the 'zero conditional'.

First conditional

When we talk about the results of future events that are reasonably likely, we can use an if sentence. The if clause states the condition, and the other clause states the result.

Condition Result

I f + present tenses *will* + bare infinitive

I f you give me an extra day's holiday, I'll work this weekend.

The i f clause can come in the first part of the sentence or the second:

I f the government raises taxes in the next budget, consumer spending will fall.

Consumer spending will fall if the government raises taxes in the next budget.

Common mistakes: We do not use *will* in the i f part of the sentence:

wrong: *If the shipment will arrive tomorrow, I will collect it.*

right: *I f the shipment arrives tomorrow, I will collect it.*

***If* or *when*?**

When we talk about events that will take place in the future, we can use i f or *when,* but there is an important difference in meaning.

I'm flying to the States today. I'll give you a ring i f I get in at a reasonable time. (The speaker is not sure if he will get in at a reasonable time or not.)

I'm flying to the States tonight. I'll give you a ring w hen I get there.

(The speaker has no doubt that the plane will arrive safely.)

Variations

We can use the imperative, or a modal verb (see Units 23-6), instead of *will* + infinitive:

Imperative: *If you hear from Susan today, tell her to ring me.*

If Mr Duval comes in, get him to sign that contract.

Modal: *If the traffic is bad, I' m ay get home late.*

If we sign the contract today, we can start production at the end of next month.

We can use the present continuous or the present perfect in the if clause:

Present continuous: *If they are still considering Peru, I shall suggest Lima.*

Present perfect: *If you have p laced the order, the goods will arrive in ten days.*

If* and *unless

Unless means the same as *if ... not.* It always refers to the conditional part of the sentence and not the result part of the sentence:

If sales don't improve soon, we'll have to cut production. (condition) (result)

Unless sales improve soon, we'll have to cut production. (condition) (result)

We often use *not + unless,* which means *only ... if,* when we want to emphasize a condition:

The bank will only lend me the money i f I can give them some kind o f security.

The bank won't lend me the money unless I can give them some kind o f security.

In case* and so *that

We use *in case* to talk about precautions and safety measures we will take *before* a problem happens. These precautions, however, will not prevent the problem from happening.

I'll reserve the meeting room from 3.00-9.00 in case the meeting goes on a long time. (I'll reserve the room for 6 hours to be on the safe side - the meeting may or may not go on for a long time.)

We use *so that* to talk about the purpose of a decision or a safety measure. Usually these safety measures are designed to achieve a benefit of some kind or to prevent a problem from happening in the first place.

I'll reserve the room from 3.00-5.00 *so that the meeting doesn't go on for a long time.* (We will only have the room for 2 hours. That will prevent the meeting from going on for a long time - we will have to stop at 5.00.)

***Provided that, as long as,* etc.**

We can use *provided that/providing, as long as,* and *so long as* when we want to emphasize a condition. These mean if and *only if.*

I will sign this contract provided that you guarantee me a commission rate o f 15%. (I will not sign it if you do not give me this guarantee).

The strike will be successful as long as we all stay together.

(It will only succeed if we all stay together.)

Providing and so *long as* mean the same as *provided th a t* and *as long as,* but they are a little less formal. Note that we use the same sentence pattern as with other *if* sentences.

1. Complete the first part of the sentences in column A with the right endings in column B.

1. Governments expect something in return
2. Every time Peter chairs a meeting
3. People are usually more productive

4.If you send someone an email,
5. If inflation rises,
6. When you have a high staff turnover,
7. If anyone from our Hamburg office visits,
8. We spend a great deal on promotion
9. I always fly Club Class

B

a when I go on a long haul flight,
b it normally arrives in seconds,
c I usually look after them.
d if they give aid.
e whenever we launch a new model,
f it always goes on for a long time,
g if they work in pleasant surroundings,
h the value of people's savings goes down,
i something is wrong with the management.

2. Fill in the blanks with *i f* or *when*.

1. I don't think you'll have any problems, but call me .....you do.
2. Mrs Barton is coming this afternoon. Could you send her up .....she arrives?
3. We won't be able to compete.....we don't adopt a better Internet strategy.
4. Put that on my bill please, and I'll pay..... I check out.
5. I'll be disappointed.....I'm not promoted this year.
6. Sales are low this spring, but they will improve..... summer starts.

3. Complete these sentences.

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

4. Rewrite the following sentences using *unless.*

1. If nothing goes wrong, we will sign the deal tomorrow.
We will sign the deal tomorrow unless something goes wrong.
2. We're not going to get that contract if we don't improve our offer.
We're not going to get that contract…….
3. Only phone me if it is an emergency.
Please don't phone me…….
4. If demand doesn't increase soon, we're going to have a bad year.
We're going to have a bad year…….

5. This project will only be viable if you can cut your overheads.
This project will not be viable .....
6. I'll accept an overseas posting if I can have my job back when I return.
I won't accept an overseas posting.....

5. A manager is going to Frankfurt to attend a book fair. Complete the sentences about what he is going to do using *in case* + present tense.

Possible problems that may or may not happen:
The hotels may be busy
It might be cold.
He might want to hire a car.
The office might need to phone him.
He might have to see a doctor.
He may lose his passport.
1. He's going to book a room in advance in ca.se the hotels Are busy.
2. He's going to photocopy his passport.....
3. He's going to take his driving licence.....
4. He's going to take his mobile.....
5. He's going to take out medical insurance.....
6. He's going to take some warm clothes.....

6. A colleague is also going to the same book fair. Look at her decisions and at the list of the benefits she will achieve or the problems she will avoid. Write sentences about these using so *that.*

Benefits/Problems she will avoid:
1. She won't have to spend hours looking for a hotel.
2. She won't have to find a bank.
3. She will be able to change her flight times if necessary.
4. People will be able to phone her.
5. She won't end up with a large hospital bill.
6. She will be able to do some work on the plane.
1 She'll book a room well in advance *so that she doesn't have to spend hours looking for a hotel.*
2. She'll take plenty of euros in cash.....
3. She'll buy a full business class fare.....
4. She'll take her mobile.....
5. She'll take out medical insurance.....
6. She'll take her laptop.....

7. In each of the following sentences, fill in the blanks with *in case* or so *that.*
1. The building has smoke alarms *so that* we can detect fires immediately.
2. Keep the insurance documents safe.....we need to make a claim.

3. I'll send you a fax .....you get all the information you need today.
4. I'm going to hold a meeting.....everyone can say what they think.
5. I'll phone you later.....you have any problems with the program.
6. I've left the answering machine on .....anyone calls.

8. Complete the following sentences.

1. I'll probably stay in my present job unless ...
2. The economic situation will continue to improve as long as ...
3. I won't be able to go to the interview on Thursday unless ...
4. Provided that Boeing get the safety certificate for their new aeroplane ...
5. Unless I have to change the time of the meeting for some reason, ...
6. We will allow you to become the sole distributor of our product providing ...

9. Finish each of the sentences in three ways, using *if, in case,* and *so that.*

1. I'll take some local currency with me ...
a ... if .....
b ... in case.....
c ... so that.....
2. I'll take my address book with me ...
a ... if .....
b ... in case.....
c ... so that.....
3. They haven't paid the invoice yet. I'll send them a reminder ...
a ... if .....
b ... in case.....
c ... so that.....
4. You'd better take your driving licence with you ...
a ... i f .....
b ... in case
c ... so that

10. Use the correct form of these words to complete the first two columns of the chart. Use a good dictionary to help you.

Noun	Adjective	Opposite
1 patience	…….	…….
2 calmness	……	nervous
3 weakness	……	strong
4 credibility	……..	…….
5 emotion	……..	……..
6 consistency	…….	……..
7 sympathy	……	……
8…….	formal	Informal
9 enthusiasm	……..	……
10 …….	creative	…….

11. Discuss these questions.

1. What sort of crises do business managers have to face?
2. How is a business crisis different from a business problem?
3. Can you think of any examples of recent business crises? Which do you think have been the worst in recent years?

🕮 12. Read and translate the article.

Crisis-management

‘Never let a crisis go to waste, 'says one of Barack Obama's aides. A crisis may well be an opportunity to test a company's capabilities, but it is an opportunity that most companies would prefer to do without. Some businesses never recover from disasters involving loss of life, such as these:

- PanAm and the Lockerbie bomb terrorist attack
- Townsend Thoresen and its capsized ferry of Zeebrugge, Belgium
- Union Carbide and the Bhopal disaster: plant explosion.

Presumably, no amount of **crisis management** or **damage limitation** would have saved these organisations.

There are entire industries that live under a permanent cloud of crisis. For example, accidents and incidents around the world, small and large, have **discredited** the nuclear power industry and given it a permanently negative image. People perceive it as **secretive** and **detensive**.

Even in disasters where there is no loss of life, the result scan be dire, because there are situations that everyone can understand and relate to.

Food and drink is a very sensitive area. The mineral water and soft drinks companies that distribute **contaminated products** because of mistakes in their bottling plants know this all too well. Perrier struggled to recover from the contamination of its source more than 20 years ago. Despite repeated **reassurances** about the purity of its product, it never regained full **credibility** in the eyes of some consumers.

The way that Toyota seemed slow to react to problems with its accelerator pedals and other mechanical issues left it with a severe **image problem**. It will be interesting to see if it fully recovers its reputation for quality over time.

The new cruise ship that breaks down on its maiden voyage, or the liner that leaves on a cruise with workmen still on board because refurbishment is not finished, with passengers filming the chaos on their video cameras, scenes then shown on television, are **public relations nightmares.**

All the examples so far relate to the effect of crises on companies' external audience: customers and potential customers. But businesses are also increasingly being judged on how well they treat their internal audience in crisis situations: their staff. Companies may offer e**mployee assistance programmes** to help them through difficult situations or **traumatic incidents**. For example, bank staff may be offered counselling after a bank robbery. This is part of the wider picture of how companies treat their people in general. A reputation for **caring** in this area can reduce **staff turnover** and enhance a company's overall **image** in society as a whole. This makes

commercial sense too: high staff turnover is costly, and an image as a caring employer may have a positive effect on sales.

13. Work in pairs or small groups. Make a list of common causes of conflict in companies and organizations.

14 Match the sentences below (1-12) to these headings (a-f).
a) promise c) invitation/request e) speculating about the future
b) bargaining d) reflecting on the past f) advice/warning/threat

1. It wouldn't have been a problem if they'd told the truth immediately.
2. If I were you, I'd give media interviews as soon as possible.
3. We'll tell the truth if you print the entire statement.
4. We'll be able to limit the damage if we pay up now.
5. If you'd fixed the fault, we'd have placed an order.
6. Your money back if not 100% satisfied.
7. If we recall the products, it will be expensive.
8. If you would like a refund, call Customer Services on 0207113420.
9. If you order by the end of the year, we can give you a discount.
10. I wouldn't ignore the media if I were you.
11. If we'd tested the product properly, we'd have known about this problem.
12. I would be grateful if you would print our apology as soon as possible

🕮 15. Read the text and do the exercises that follow.

Conflict management

What is conflict management? Conflict management refers to the way you handle disagreements. On any given day, you may have to deal with a dispute between you and another individual, your family members, or fellow employees.

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict in the workplace. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. Properly managed conflict can improve group outcomes.

Although there are many reasons people disagree, many conflicts revolve around:

- Personal values (real or perceived)
- Perceptions
- Conflicting goals
- Power dynamics
- Communication style
- Cconflict management styles

It's human to deal with conflict by defaulting to what's comfortable. According to University of Pittsburgh professors of management Ken Thomas and Ralph Kilmann,

most people take one of two approaches to conflict management, assertiveness or cooperativeness. From these approaches come five modes or styles of conflict management:

1. Accommodating

An accommodating mode of conflict management tends to be high in cooperation but low in assertiveness. When you use this style, you resolve the disagreement by sacrificing your own needs and desires for those of the other party.

This management style might benefit your work when conflicts are trivial and you need to move on quickly. At home, this style works when your relationship with your roommate, partner, or child is more important than being right. Although accommodation might be optimal for some conflicts, others require a more assertive style.

2. Avoiding

When avoiding, you try to dodge or bypass a conflict. This style of managing conflicts is low in assertiveness and cooperativeness. Avoidance is unproductive for handling most disputes because it may leave the other party feeling like you don't care. Also, if left unresolved, some conflicts become much more troublesome.

However, an avoiding management style works in situations where:

- You need time to think through a disagreement.
- You have more pressing problems to deal with first.
- The risks of confronting a problem outweigh the benefits.

3. Collaborating

A collaborating conflict management style demands a high level of cooperation from all parties involved. Individuals in a dispute come together to find a respectful resolution that benefits everyone. Collaborating works best if you have plenty of time and are on the same power level as the other parties involved. If not, you may be better off choosing another style.

4. Competing

When you use a competitive conflict management style (sometimes called 'forcing'), you put your own needs and desires over those of others. This style is high in assertiveness and low in cooperation. In other words, it's the opposite of accommodating. While you might think this style would never be acceptable, it's sometimes needed when you are in a higher position of power than other parties and need to resolve a dispute quickly.

5. Compromising

Compromising demands moderate assertiveness and cooperation from all parties involved. With this type of resolution, everyone gets something they want or need. This style of managing conflict works well when time is limited. Because of time constraints, compromising isn't always as creative as collaborating, and some parties may come away less satisfied than others.

Tips for choosing a conflict management style

The key to successfully managing conflict is choosing the right style for each situation. For instance, it might make sense to use avoidance or accommodation to deal with minor issues, while critical disputes may call for a more assertive approach, like

a competitive conflict management style. When you're wondering which method of conflict management to choose, ask yourself the following questions:

- How important are your needs and wants?
- What will happen if your needs and wants aren't met?
- How much do you value the other person/people involved?
- How much value do you place on the issue involved?
- Have you thought through the consequences of using differing styles?
- Do you have the time and energy to address the situation right now?

The answers to these questions can help you decide which conflict management style to use in a particular situation.

Tips and strategies for conflict management

Conflicts inevitably pop up when you spend time with other people, whether at work or home. However, when conflicts aren’t resolved, they can lead to various negative consequences. These include:

- Hurt feelings
- Resentment and frustration
- Loneliness and depression
- Passive aggression and communication issues
- Increased stress and stress-related health problems
- Low morale
- Reduced productivity
- Staff turnover

Conflict is a part of life. Knowing a few strategies for managing conflict can help keep your home or workplace healthy. Here are a few tips to keep in mind when conflict arises:

Acknowledge the problem.

If someone comes to you with a dispute that seems trivial to you, remember it may not be trivial to them. Actively listen to help the other person feel heard, then decide what to do about the situation.

Gather the necessary information.

You can't resolve a conflict unless you've investigated all sides of the problem. Take the time you need to understand all the necessary information. This way, you'll choose the best conflict management style and find an optimal resolution.

Set guidelines.

Whether discussing a conflict with a spouse or intervening for two employees, setting guidelines before you begin is essential. Participants should agree to speak calmly, listen, and try to understand the other person's point of view. Agree up front that if the guidelines aren't followed, the discussion will end and resume later.

Keep emotion out of the discussion.

An angry outburst may end a conflict, but it's only temporary. Talk things out calmly to avoid having the dispute pop up again.

Be decisive.

Once you've discussed a dispute and evaluated the best approach, take action on the solution you've identified. Letting others in on your decision lets them know you care and are moving forward.

16. Discuss these questions in pairs.

What would you do if:

1) you saw two colleagues having an argument? *I wouldn't get involved*
2) a colleague criticised you?
3) you saw a colleague stealing something?
4) your boss never listened to your ideas?
5) your boss asked you to work till midnight?

17. Which of the following are good ways of dealing with conflict in a negotiation?

1. Avoid eye contact.
2. Smile a lot.
3. Sit back and appear relaxed. 4 Stop the discussion and come back to it later.
5. Say nothing for a long time.
6. Say 'I see what you mean.'
7. Find out why the other side is unhappy.
8 Focus on the issues, not on personalities.
9. Say something humorous.
10. Speak calmly and slowly.

18. Role-play this situation.

The US owner of an up-market chain of restaurants phones a Canadian supplier of shellfish. The supplier was recommended by a friend of the owner

Student A You are the US owner of an up-market chain of restaurants. You phone a supplier who was recommended by a friend. You want the supplier to make regular deliveries of lobster and crab to your restaurants in New York. 1 Introduce yourself, and mention your friend's recommendation. 2 Find out if the supplier is interested in doing business with you.

Student B You are a Canadian supplier of shellfish. A US restaurant owner phones you. You have never met the caller, so get more information about the person and his company.

1 Find out how the owner heard about your business.

2 Do not offer to supply the owner, as you have too many orders at present and are under-staffed. However, it may be possible later

19. Role-play this situation.

One day staff find that prices have risen by over 50% in the staff restaurant. This is because the company has stopped subsidising all drinks and meals. Their union representative meets the general manager to discuss the situation.

You are either: the union representative or the general manager.

Union representative

The workers are very unhappy with the price increases. They think that the subsidised restaurant is part of their terms and conditions of work. They are also angry that management did not discuss their plans with them first. You want to negotiate a solution to the problem. Your objectives are:

1) to get subsidised meals back immediately, or

2) to postpone the cuts in subsidies until the staff have been properly consulted.

General Manager

You think the staff restaurant still offers good value for money, despite the cuts in subsidies. Prices are roughly similar to those in other companies in your area. The company has to reduce costs or the staff's salaries will be affected. You want to negotiate and get a good solution to the problem. Your objectives are:

1) to listen carefully to what the union representative says

2) to explain why the cuts in subsidies are necessary.

Topic 7. Mergers and acquisition

***Aims*:** talk about takeovers and mergers, the reasons for them and examples that students know of, study words and expressions related to mergers and acquisitions, and learn how to use them, practice dialogues, develop the ability of negotiating, look at the language features associated with prediction and probability.

Keywords: *Mergers and acquisitions***,** *Minority stake, Majority stake, Acquires, Conglomerate. Subsidiaries, Shareholder value. Non-core assets, Restructuring, Joint venture, Cross-border mergers. Core activities.*

Prediction and probability

There are many ways to talk about prediction and probability.

• We can use will or going to.

Buying Kraft's pizza business will boost Nestle's presence in North America.

After the acquisition, the returns to investors are going to be extraordinary.

• We can use the future continuous and the future perfect to predict what will be in progress or will have been accomplished in the future.

Orange will be selling the iPhone from November 10.

The Bank of England will have bought £125bn in bonds by the end of July.

• We can use modals.

More European mergers may be on the way in the airline industry.

• We can use lexical phrases.

certain: There's certain to be more acquisitions of green companies in the next two years.

probable: *It's highly likely that Unilever will acquire them.*

possible: *Perhaps the share price will rise next month.*

unlikely: *I doubt whether L'Oreal will make a bid.*

impossible: *There's no chance of the merger taking place.*

Relative clauses

People and things

We can use a relative clause beginning with *who, th a t* or *which* to describe and define a person or thing. To refer to people, we use *who* or *that.* To refer to things, we use *which* or *that:*

people: *The architect who/that drew these designs trained in New York.*

(The clause *who/that drew these designs* helps to identify the architect.)

things: *The mistakes which/that the company made were very basic.*

(The clause *which/that the company made* identifies the mistakes.)

Subject and object relative clauses

Look at the way these two underlying sentences can be combined into one sentence using a subject relative pronoun:

I share an office with a colleague. She dislikes everybody.

I share an office with a colleague who dislikes everybody.

In sentences like this, where the relative pronoun *who, which,* or *th at* is followed by a verb, we must keep the relative pronoun.

Look at the way these two underlying sentences can be combined into one using an object relative pronoun:

I share an office with a colleague. Everybody dislikes her.

I share an office with a colleague who/that everybody dislikes.

In sentences like this, where the relative *who, which,* or *that* is followed by a noun or pronoun + verb, we very often leave it out. So we can say:

I share an office with a colleague everybody dislikes.

In object relative clauses, it is possible to use *whom* to refer to people. However, this is only found in formal language, and rarely used in speech.

Formal: *The man whom they arrested was charged with fraud.*

Spoken: *The man (that) they arrested was charged with fraud.*

Whose

The relative pronoun *whose* is used to show possession:

Yesterday I met someone. His brother works in your department.

Yesterday I met someone whose brother works in your department.

To whom, from which, etc.

It is possible, particularly in formal or written language, to put words like *to, from, about, on,* etc. in front of *whom, which,* and *whose* (but not: **who* or *that):*

The sales assistant to whom I complained was most unhelpful.

However, it is much more common to put words like *to, from, about, on,* etc. at the end of the relative clause:

The sales assistant I complained to was most unhelpful.

Where

The relative pronoun *where* is used to refer to places. It means *in which.*

The room in which we held the meeting was very cold.

The room where we held the meeting was very cold.

Where is not used if there is a preposition at the end of the clause:

When we want to describe what someone or something has, we can use a relative clause or *with* + a noun. So we can say:

I've got a new laptop that has an excellent screen.

or

I've got a new laptop with an excellent screen.

Use of *what*

We can use the relative pronoun *what* to replace *the thing(s) that* .... So we can say:

I'm afraid we haven't got the things that you want in stock.

or

I'm afraid we haven't got what you want in stock.

Non-defining relative clauses

Some relative clauses define what you are talking about. Some relative clauses simply add extra information. Look at the difference between the two types:

defining relative clause:

The colleague who I was telling you a b ou t is planning to retire next year.

(This indicates which colleague I'm talking about.)

non-defining relative clause:

My mother, who runs her own business, is planning to retire next year.

(The speaker does not need to define 'my mother', and the fact that she runs her own business is just an extra piece of information.)

In non-defining relative clauses we:

a) must use commas at the beginning and end of the clause

b) must use a relative pronoun (but not the word *that)*

wrong: *Intel's latest chip which was launched last week is very fast.*

(no commas)

wrong: *Intel's latest chip, th a t was launched last week, is very fast.*

(use of *that)*

right: *Intel's latest chip, which was launched last week, is very fast.*

1. Rewrite these sentences using the relative pronoun *that.*

1 We've appointed a new non-executive director. Everybody knows him.
We've appointed a new non-executive director *that everybody knows*.
2 We've appointed a new non-executive chairman. He knows everybody.
We've appointed a new non-executive director.....
3 You interviewed a man. What did you think of him?
What did you think of the man.....
4 A man interviewed you. What did you think of him?
What did you think of the man.....
5 Mandy's got a new boss. She doesn't like him.
Mandy's got a new boss.....
6 I've got a new7 company car. It runs on electricity.

I've got a new company c a r.....
In which of the above sentences can you leave out the word *that*?

2. Rewrite the sentences without relative pronouns, putting the prepositions at the end of the relative clause.

1. I was talking to a man. He is the head of A1 Jazeerah.
The man I was talking to is the head o-f Al Jazeerah.
2. You were looking for an invoice. Jan has found it.
Jan has found the .....
3. I deal with customers. Most of them are very pleasant.
Most of the .....
4. We wanted to stay in a hotel. It was fully booked.
The hotel.....
5. She works for a company. It has a very good reputation.
The company.....
6. We went to a restaurant. It wasn't very good.
The restaurant.....

3. Complete the following sentences about yourself and your work, using relative clauses.

1. I work for a company *that manufactures components for aircraft.*
2. I have a boss.....
3. I am in a department.....
4. In my work, I deal with people.....
5. I sometimes have to do things.....
6. I prefer to work with people.....
7. I dislike working with people.....
8. In my spare time, I like to do things.....

4. Rewrite the following sentences using *where.*

1. I've got the details of the hotel. You'll be staying there.
I've got the details of the hotel where you 'll be staying.
2. Would you like to visit the factory that we make the cars in?
3. I recently went back to the town. I used to work there.
4. Ivrea is the town in which Olivetti has its headquarters.
5. This is the building. They filmed the Pepsi advert here.

5. Rewrite these sentences using *what.*

1. He was selling something. I wasn't interested in it.
I wasn't interested in what he was selling.
2. You asked me to do something. I've done it.
I've done.....
3. You want a computer to do some things. This computer can do them.
This computer.....

4. You need something. We can deliver it tomorrow.
We can .....
5. I'm sorry, you said something. I didn't hear it.
I'm sorry, I didn't.....

6. Join the following sentences together using non-defining relative clauses and the relative pronoun in brackets.

1. The new air traffic control system is a disaster.
It cost a great deal of money, (which)
The new air traffic control system, which cost a great deal of money, is a disaster.
2. The Oriental Hotel is said to be the best in the world.
Many famous people have stayed in it. (where)
3. BMW's new Mini has been a great commercial success.
It is built at Cowley in England, (which)
4. Exxon Mobil is building a $3.5bn pipeline in Chad.
It is the world's second largest corporation, (which)
5. Their new range of cosmetics will be launched next month.
They've spent €10 million on it. (on which)
6. Mr Warburg would like to meet you next week.
I have discussed your proposal with him. (with whom)

7. Correct the mistakes in the following sentences.

1. Yesterday I spoke to your director, *that* seemed to be very pleasant.
Yesterday I spoke to your director, who seeded to be very pleasant.
2. The room where we held the meeting in was a little too small.
3. Brazil which had high inflation in the 1990s is now the leading economic power in South America.
4. The negotiators finally reached a formula on what everyone could agree.
5. I found it difficult to hear that the speaker was talking about.
6. Tim Lang only joined the company six months ago is going to be promoted.
7. BMW its headquarters are in Germany produces the new Mini in England.
8. I suggest we have a meeting in Romsey Street, which we rent a few offices.

8. State the type of the subordinate clause.

1.1 realized that they had fallen in love. 2. If you are successful, people will forgive you practically everything. 3. Will you be still using the computer when I come back to the office after lunch? 4. If you've got the means of getting something done, use it. 5. This afternoon Martha was late for the lecture because she had had a sleepless night. 6. It was an absolutely freezing day when we arrived in Moscow. 7. Although she was extremely surprised she didn't show any sign of it. 8. Since he had lost the keys, he had to break down the door. 9. As he had no alarm clock, he overslept. 10. Once they had found somewhere to park, they were able to have dinner. 11. The waiter served the food, which had been cooked by the best chef in Paris. 12. The police are looking for the woman, who had kidnapped the child. 13. They ran to the spot where they had

hidden the money. 14. Watch your every step lest you should get into trouble. 15. They were so poor that they couldn't make both ends meet. 16. Sophia behaves as if the world were at her feet. 17. Should you change your mind, let us know. 18.1 woke to find rain streaming down the windows. 19. He had come so close that he and Frank were almost nose to nose.

9. Insert what, that or which.

1.1 tried to decide ... I wanted most: the meal or sleep. 2. Don't worry! I'll do ... I can. 3. Nobody will believe ... it's true. 4. Where are the coins ... were in the box? 5. We haven't got the clue ...you are talking about. 6. *Why* do you blame me for the things ... go wrong? 7. – Did you hear ... I said? – No, ... was it? 8. Nobody knows ... he is like. 9. Relax, ... is no problem. 10. Why can't you tell me ... the problem is? 11. We fully believe ... she speaks the truth. 12. That is ... counts in the long run. 13. The book says one thing and you say another: I don't know ... to believe. 14. People are ... they think they are. 15. You can find ... you want to find in any situation. 16. One of the laws of life states ... by expressing love, you attract love. 17. Just imagine, how much there is ... we don't know, ... remains hidden from us.

10. Link the sentences with relative clauses omitting who or which where possible.

1.1 know the company. Jack works for it. 2.1 met a woman. She lives next door to Tina. 3. We are going to see the new James Bond film. Everybody is talking about it. 4. Susan reads a lot of books. They tell you how to be a success in business. 5. Look! There's the new teacher. I told you about her. 6. I'm wearing the leather jacket. My mother gave it to me on my birthday. 7. Did you meet the writer? He won the Booker Prize last year. 8. Have you been to this boutique? It has very trendy clothes. 9.1 took my son to my parents' house. He was one year old. 10. She wanted to see her friends. They were on an expedition in the North. 11.1 have to study mathematics. I do not enjoy it. 12. Can that be Mr. Bridgeman? We used to work with him. 13. This is the Director. He founded the company. 14. They went to see the flat. They lived in it when they were students. 15. The man is the manager. You spoke to him. 16. The woman is married. He's fallen in love with her. 17. The girl is one of his students. He's going out with her. 18. The course was a waste of time. I went on it.

11. Correct the four sentences which are wrong. The first one has been done for you.

1. We can't invest in that country until their economy will be stable.
We can't invest in that country until their economy is stable.
2. I'll let you know as soon as I receive their new brochure.
3. I'll let you know as soon as I've received their new brochure.
4. We'll phone you when the goods will be here.
5. When we've discussed the contract, we can close the meeting.
6. When we discuss the contract, we must ask about transport costs.
7. We'll deal with insurance after they will tell us about their special discount.

8. Our guests would like to visit the unit before they will go back to Qatar.
9. Before they sign this contract, they want us to promise better terms for future business.
10. I don't recommend investing there until they've reduced government bureaucracy.

12. Write third conditional sentences.

Example: I felt tired, I went to bed early.
If I hadn't felt tired, I wouldn't have gone to bed early.
1. I didn't have enough money, I didn't take a taxi.
   If…
2. I wasn't interested in the film. I didn't go to the cinema.
   If…
3. We took the wrong turning. We arrived late.
   If…
4. Romeo thought Juliet was dead. He committed suicide.
   Romeo…
5. Oliver lied. He was punished.
   Oliver…
6. I didn't go to the wedding. I wasn't invited.
   I…
7. I was afraid of the dark. I didn't go downstairs.
   If…
8. You didn't train hard enough. You didn't win.
   If…
9. He didn't apologize. She didn't forgive him.
   If…
10. She didn't have a car. She had to take a taxi.
    If…

13. What do you understand by these terms?

1) a takeover/acquisition
2) a merger
3) a joint venture

14. What do you think the advantages and disadvantages of acquisitions may be for a company's:

1) employees?
2) customers?
3) suppliers?
4) shareholders?
5) products and services?

15. Work in pairs. Make predictions about your company, your country or yourself. You may also find these phrases useful.

In my lifetime, ...
Before long, ...
In the near future, .. .
In the next ... years, .. .
Over the next decade, .. .
By this time next year, .. .
By the end of this century, ...
Sometime in the next decade/century, ...

🕮 12. Read and translate the text.

Mergers and acquisition

Magnetic's board rejected TT's bid as 'derisory, unsolicited, unwelcome and totally inadequate'. This is a familiar refrain from the board of a company that is the **target** of a **hostile bid,** one that it does not want, for example, because it thinks that the **bidder** is **undervaluing** its shares: offering less for the shares than the target company thinks they are worth in terms of its future profitability. A bid that a target company welcomes, on the other hand, may be described as **friendly.**

Bidders often already have a **minority stake** or **interest** in the target company: they already own some shares. The bid is to gain a **majority stake** so that it owns more shares than any other shareholder and enough shares to be abIe to decide how it is run.

A company that often takes over or **acquires** others is said to be **acquisitive.** The companies it buys are acquisitions. It may be referred to, especially by journalists, as a **predator,** and the companies it buys, or would like to buy, as its **prey**.

When a company buys others over a period of time. a **group, conglomerate** or **combine** forms, containing a **parent company** with a number of **subsidiaries,** perhaps including many different types of business activity. A group like this is **diversified.** Related companies in a group can have **synergy,** sharing production and other costs, and benefitting from cross-marketing of each other's products. Synergy is sometimes expressed as the idea that two plus two equals five, the notion that companies offer more **shareholder value** together than they would separately.

But the current trend is for groups to **sell off, spin off** or **dispose of** their **non-core assets** and activities, in a process of **divestment** and **restructuring,** allowing them to **focus on** their **core activities,** the ones they are best at doing and make the most profit from. Compare an old-style conglomerate like Hanson in the UK, with a wide variety of sometimes unrelated activities, and a group like Pearson, which has decided to concentrate on media, in broadcasting, publishing and now Internet ventures.

Companies may work together in a particular area by forming an **alliance** or **joint venture,** perhaps forming a new company in which both have a stake. Two companies working together like this may later decide to go for a **merger,** combining as equals. But as the Course Book unit points out, mergers (like takeovers) are fraught with difficulty and for a variety of reasons often fail, even where the merger involves

two companies in the same country. One of the companies will always behave as the dominant partner.

Take the scenario where one company's base is used as the headquarters for the merged company. The other company's office closes, and many managers in both companies lose their jobs. Those remaining feel beleaguered and under threat of losing theirs later. They may dislike the way the managers from the other company work. In **cross-border mergers,** these difficulties are compounded by cross-cultural misunderstandings and tensions. Problems such as these explain why merged companies so often fail to live up to the promise of the day of the press conference, when the two CEOs vaunted the merger's merits.

A **takeover** or **acquisition** refers to one firm gaining control of another by buying over 50% of its shares. It may be friendly or hostile, which is when the company being targeted doesn't want or agree to the takeover. If a company acquires a part of another company's shares, which may be less than 50%, this gives them an interest, holding or stake. Over 50% is a controlling interest.

A **merger** involves two companies or organisations coming together to form a larger one. Some mergers can be like two companies coming together on equal terms, but others are more like takeovers for one of the businesses involved, as usually there is a dominant partner.

A **joint venture** involves two quite separate companies co-operating for a limited time, or in a particular geographical area on a particular project, but maintaining their own identities.

13. Choose the correct verb forms.

1. We will have paid /will be paying back the loan by December.
2. I will be /will have been here for three years next May.
3. Next year, she will be working /will have worked in our Tokyo office.
4. We will be holding /will have held a meeting soon.
5. Don't phone me tomorrow because I'll be working /work on the bid all morning.
6. We will be offering /will have offered a special discount from January 1st.
7. By the end of next year, we will be launching /will have launched six new products in three years.
8. This time next year, we will be enjoying /will have enjoyed the results of the merger.

14. Circle the noun which forms a word partnership with each verb.

1 take a stake / a bid / an acquisition
2 make a merger / a stake / a bid
3 launch a bid / a share / a stake
4 target a company / a bid /a takeover
5 set up a share / a joint venture / a stake
6 make a merger / a joint venture / an acquisition
7 reject a bid / a stake / a share

8 sell a merger / a bid / a stake

15. Before you read.

What is the attitude in your country to takeovers of companies from abroad?

16. Read this article from the *Financial Times* by Robin Harding, Kathrin Hille and Song Jung-a and do the exercises that follow.

Japan's Rakuten poised for overseas expansion

In its 13 years of existence, Japan's Rakuten has expanded from online shopping into everything from credit cards and stockbroking to golf reservations and even a professional baseball team. So, when president Hiroshi Mikitani says that he plans to expand into 27 foreign markets - 10 of them by the end of this year 10 - he deserves to be taken seriously.

Rakuten's overseas push is part of a growing trend by Asian Internet companies to expand abroad as their domestic growth starts to slow down. But in spite of the ambitions of Asia's young Internet billionaires, cultural barriers and entrenched local competition may prove impossible to overcome. There have been a series of deals so far this year. In addition to Rakuten's tie-up with search engine Baidu to launch a Chinese version of its shopping site, South Korea's largest search engine NHN has bought the Japanese Internet access portal Livedoor, and China's Tencent has invested $300m in Digital Sky Technologies of Russia. Kentaro Hyakuno, the head of Rakuten's international business, says his company stayed domestic on purpose while building up the eco-system of merchants that use its e-commerce site. Now it is ready to expand abroad and, Mr Hyakuno says, "Japan is growing old, with less children, and if you want to keep growing as a corporation then you need opportunity."

South Korea, whose Internet companies began to venture abroad in the early 2000s, provides some evidence. Its portals and search engines have struggled to make inroads into other countries, but its online game makers have become serious contenders in overseas markets such as China, Japan and the US. Daum, the country's largest portal, took over Lycos of the US in 2004 but had struggled to turn around the loss-making US business as it could not compete effectively with bigger rivals such as Google and Yahoo.

"They face high entry barriers to offer portal and search services in foreign countries because such services are already dominated by big local players," says Wayne Lee, analyst at South Korea's Woori Investment & Securities. "Language and culture are very important for Internet access portals and search services, compared with online games. And it is not easy for foreign players to do well in offering such services based on local languages." For Rakuten, as it contemplates its international blitz, the answer is to look for markets where infrastructure such as broadband, credit cards and delivery logistics are improving but the market is not yet saturated with established players. "We evaluated about 50 countries, we grouped them, and then we worked out the best approach," says Mr Hyakuno. So far that has included launches in

Taiwan and China and an acquisition in Thailand. India - a huge potential market - may be next on the list.

(Robin Harding in Tokyo, Kathrin Hille in Beijing and Song Junga in Seoul)

17. Look through the whole article and find:

a) a Japanese Internet company (with other activities too) and two of its executives.
Ь) a Chinese Internet search company.
c) a South Korean search engine and the Japanese Internet access provider that it has bought.
d) a Chinese company company in which it has invested.
e) a South Korean Internet access provider and the US search engine that it bought.
f) a South Korean financial institution and someone who works for it.

18. Match the two parts of these expressions.

1 online barriers
2 domestic trend
3 Internet push
4 cultural billionaires
5 entrenched local shopping
6 overseas growth
7 growing competition

19. Now match the expressions above to their meanings.

a) strong companies in markets that you want to enter
Ь) increase in your home sales
c) efforts by a company to expand abroad
d) a tendency that is getting stronger
e) buying things on the Internet
f) ways of doing things in another market that make it difficult to enter
g) people who have made a lot of money from web businesses

20. Correct the expressions, using the same number of words.

a) If you do something intentionally, you do it with purposeful.
b) A company that enters foreign markets expansions broadly.
c) People and organisations that sell on the Internet are merchandise.
d) If a company starts trying to sell outside its home market, it adventures aboard.
e) If a company is not very successful in a foreign market, it fights to do roads on those markets.
f) Competitors new to a market can be referred to as contentious

21. Match these questions and answers.

1. Did Rakuten want to expand abroad earlier?
2. Is Japan's population getting younger?
3. Can Japanese companies expand in their domestic market?
4. ls the experience of South Korean Internet companies abroad typical?
5 ls the experience of South Korean game makers the same as that of Internet companies?
a) Yes, but for real opportunity they need to look abroad.
Ь) No, it stayed in Japan on purpose.
c) Yes, they have had trouble getting into other markets.
d) No, they've become serious competitors with overseas companies in at least three countries.
e) No, it's getting older.

22. Find the answers to these questions.

Find ...
a) the first mention of the first reason for Daum's difficulties in making a success of Lycos.
Ь) the second mention of this reason.
c) the second reason for Daum's difficulties.
d) four aspects of overseas markets that Rakuten looks at before deciding which ones to enter.
e) three steps that Rakuten went through in assessing overseas markets before deciding which ones to enter.
f) three countries that Rakuten h9 already entered.
g) one country it might enter.

23. Give advice on language and cultural issues to a foreign company that has acquired a company in your country.

Topic 8. International negotiations

***Aims*:** consider planning for economic development, discuss ways to plan effectively, study business vocabulary related to planning, meetings: interrupting and clarifying, define keys to good planning, practice dialogues, talk about future plans, comment on the use of the future tenses, analyze the strategies which contribute to good planning in business.

Keywords: *Business Planning, Report, Deadline, Budget, Schedule, Planning Team, Costs, Leasing, Business Angel, Loan, Concept, Cost-cutting, Research.*

different forms of written and spoken communication.

The Future Tenses

Spontaneous decisions

We can use *will* (or the short form *11)* + bare infinitive to refer to the future when we make an instant or spontaneous decision to do something:

A: *I haven't seen the minutes o f the last meeting yet.*

B: *Sorry - I'll email them to you now.*

We often use the *will* future after *I think* and *I don't think:*

A: I don't think I'll stay on in Geneva after the conference.

B: *Nor will 1.1 think I'll get a flight back home straight afterwards too.*

The negative of *will* is *won't (will not):*

I won't stay long. I've got a meeting at 2.15.

Common mistakes: We don't use *won't* after *I think.*

wrong: *1 think I won't come to the conference.*

right: *I don't think I'll come to the conference.*

Predictions

We can use *will* to make predictions and to state facts that will be true in the future: *Over the next few years, there will be a massive increase in TV channels because o f the growth in cable, broadband and satellite services.*

Future time words

We use a present tense (not: *will)* to refer to the future with time words like: *if, when, before, as soon as, after, etc:*

I will contact you as soon as I get the information, (not: *will get)*

Offers, promises, requests

Will can also be used to ask if someone is willing to do something, to make requests, promises, and threats, and to offer help:

I'm afraid the line is busy. Will you hold? (asking if they are willing)

A: *Will you give me a hand with these boxes?* (making a request)

B: *Of course - I'll take the big one.* (offering help)

Don't worry about the meeting. I will support you. (making a promise)

The word *won't* can mean *is not willing to* or *is refusing to:*

There's something wrong with the printer. It won't print copies in reverse order.

Present continuous - arrangements

The present continuous is often used to talk about appointments or things we have arranged to do in the future. We generally use it with a future time phrase:

Are you doing anything this weekend? (Have you arranged to do anything?) *Yes, I'm playing golf with Barry on Saturday.* (I have arranged to play golf with him.)

***Going to* - decisions**

We use the auxiliary *be* + *going to* + bare infinitive to talk about something we intend to do, or have already decided to do:

According to the papers, Richard Branson is going to buy a second island in the Caribbean.

***Going to* - predictions**

We can also use *going to* for making firm predictions when there is some physical evidence that an event will take place:

Can you get some more paper for the printer? It's going to run out any minute.

In many cases, however, it is possible to predict future events using either *going to* or *will.*

There is little difference in meaning, but *going to* usually suggests that the event will happen soon. Compare:

The present government will win the election (next year).

The present government is going to win the election (next week).

Will,* present continuous, or *going to?

The most important differences between the present continuous, *going to,* and *will* are as follows:

We use the present continuous for arrangements (except with stative verbs):

I'm having a meeting with the Export Manager on Thursday at 2.15.

We use *going to* for decisions and intentions:

I've made up my mind. I'm going to buy a BMW 730i.

We use *going to* for firm predictions:

It's already 28°c. It's going to be very hot today.

We use *will* for spontaneous decisions:

I wonder if Peter is back from his marketing trip? I'll give him a ring.

We use *will* for promises, offers, and requests:

I'll give you a hand with those boxes if you like.

We use *will* for general predictions:

In the twenty first century computers will play a vital role in everyone's life.

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

1. Sally's working on the sales forecast at the moment. I will give (give) you the figures as soon as I get (get) them.
2. Most people expect that there.....(be) trouble when the G7 meeting .....(take) place next month.
3. The shipment isn't in yet, but the agent..... (phone) us as soon as it

.....(arrive).
4. Give me the report and I ..... (show) it to the lawyers before they .....(leave).
5. Because of the bad publicity I expect our share price..... (fall) when the Stock Market.....(open) again on Monday.
6. When the company.....(move) production to Malaysia, most of the workers here.....(lose) their jobs.
7. I .....(give) you a ring next time I .....(come) to Helsinki and maybe we can arrange dinner.
8. When the strike.....(be) over, everyone.....(feel) happier.
9. We can't avoid a rise, but our sales.....(fall) when w e .....(put) our prices up next year.
10. Don't worry about the office. I ..... (tidy) it up before Mr Kosser

2. Rewrite the following sentences using *will* or *won't.*

1. Has anyone offered to collect you from the airport?
Will anyone collect you from the airport?
2. I promise not to be late again.
3. The finance group 3i has agreed to loan us $ 18m for the project.
4. The company has offered a 5% pay rise in return for a no-strike deal.
5. I promise not to discuss this information with anyone.
6. They have refused to increase our discount.
7. The company has offered to pay my relocation expenses.
8. The cash machine is refusing to take my card.
9. Let me give you a hand with those boxes.

3. Put the verbs in brackets into the Present Simple, the Future Simple or the Present Continuous Tense or be going to.

1.This dress fits me perfectly. I think I … (to buy) it. 2. It (to be) April in a week. 3.What time … the ferry … (to depart) tomorrow? – it … (to depart) at 11.30 a.m. 4.Shella can't attend the lecture tomorrow. She … (to visit) her dentist. 5. Henry has sent an e-mail letter to you. – It isn't urgent. I … (to read) it a bit later. 6.The wind if getting stronger. It … (to be) a stormy night. 7. … I … (to show) you our town? – Oh, yes! I'm sure we … (to enjoy) your excursion. 8.Look at that boy! He … (to break) a window. 9.I promise I … (to send) you the photos from Spain. 10.Be careful! You … (to get) sunburned. 11.What … your sister … (to plan) to do after the exams? – She … (to spend) a week in the village and then she … (probably to look) for a prat-time job. 12.Take your umbrella of you … (to get) wet! 13.The train … (to leave) the station at eleven o'clock next Monday. Don't be late!

4. Put the verbs in brackets the Future Simple or be going to.

1. I suppose she … (to tell) about her future plans. 2. I hope they … (to enjoy) our wedding party. 3. It's too cold in the room. I … (to close) the window. 4. Be careful! You … (to fall) of the ladder. 5. His son … (to be) ten next year. 6. They have bought

a new suitcase. They… (to fly) to London. 7. I promise … (to buy) your favorite cake for your birthday party. 8. My uncle has sold his old car. He … (to buy) a new one. 9. I'm sure he … (to win) this music contest. 10. My colleagues … (to come) from France next Monday. 11. My friends … (to spend) next weekend in the countryside. 12. Perhaps you … (to find) all necessary information for your report. 13. I know that our chief … (to have) an interview tomorrow morning. 14. The conference … (to take) place in our new head office next week.

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

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

6. Add comments to the sentences. Use the present continuous, *going to,* or *will.*

1. I'm afraid that I can't meet you for lunch on the 30th.
I'm seeing Mr. Karlssen in Oslo.
2. The management have announced how they intend to reduce costs.
3. I'm sorry, I didn't realize you were busy.
4. Our Sales Manager has finally chosen the new company car he wants.
5. I need some time to think about this proposal.
6. Our Export Manager is in Peru at the moment looking at newT offices

7. What do you consider when you plan these things?

- a holiday
- a special family occasion, for example, a wedding
- an ordinary working day /week
- your career

8. Which of the following do you use to plan your day or week? Which do you prefer? Why?

- desk or pocket diary
- asking someone to remind you
- notes stuck on board or fridge
- electronic organiser
- memory
- writing on the back of old envelopes

9. Discuss these statements.

1. Making lists of things to do is a waste of time.
2. You should plan your retirement from an early age.
3. If you make a plan, you should stick to it.

10. Match the verbs to the nouns (1-5). Each pair of words describes a way to plan effectively. Use a dictionary to help you.

estimate collect consider forecast do

1 ..... costs
2 ..... sales
3..... research
4..... information
5 ..... options

11. Fill in each blank with one of the terms from the following list:

deadlines / fulfillment / redundancies / turnover / output / boredom / subsidised / membership / subcontractor / shift / standard of living / pension

This industry is characterised by high trade union _____1_____ and low staff _____2_____ in a region where the _____3_____ is below the national average. Our company is a leading _____4_____ to the big automobile firms, which means that delivery _____5_____ are becoming tighter and the threat of _____6_____ greater. This puts a great deal of pressure on workers. They work on a _____7_____ system, which maximises the plant's _____8_____ but which is very tiring as the shifts are particularly long. We have a _____9_____ canteen and a generous _____10_____ scheme but workers complain of _____11_____ and a lack of _____ in their work.

12. Match the words 1-8 to their meanings.

1. predict	a) doing or carrying out
2. conducting	b) idea or design
3. trial	c) expect or forecast
4. declined	d) test
5. witnessing	e) experiencing or seeing
6. intense	f) controlled

7. dominated g) refused
8. concept h) strong

12. Discuss these questions.

Do you have any plans for working abroad?
What advantages do you see in working abroad?
What might be the particular difficulties you encounter?
Do you feel well enough prepared for an overseas assignment?

13. Choose the correct option to complete each sentence.

1. At the start of a negotiation, it can be important to establish a . . .with the other side.
a) rapport b) stalemate c) guarantee
2. When both sides give something away in order to make a deal, they reach a . . . .
a) concession b) compromise c) guarantee
3. When one side gives something away, they make a . . . . .
a) compromise b) breakthrough c) concession
4. Something which stops a negotiation going smoothly is a . . . .
a) limit b) sticking point c) lock
5/ A situation in a negotiation where no progress can be made is a . . . . . .
a) deadweight b) deadline c) deadlock
6. A . . . . . .is a creative solution which allows the negotiation to progress.
a) breakthrough b) breakout c) breakpoint
7. If both sides in a negotiation leave the table without a deal (empty-handed), the negotiation process . . . .
a) breaks down b) breaks off c) breaks out
8. The minimum offer you are willing to accept is known as your . . . . . .
a) opening position b) fallback position c) bottom-line position
9. Some negotiations may involve a time restriction or . . . . . .
a) deadlock b) deadline c) dead end

14. Read about the experiences of negotiating internationally below and answer these questions.

1. What are your personal reactions to the experiences described and views expressed?
2. Would the experiences described be
a) normal,
b) a little unusual, or
c) very unusual in your country?

It was very different to what I am used to. They didn't seem to want to write anything down. There was a real emphasis on getting to know you – lots of small talk. l felt it was all rather slow. No one seemed to be in a hurry to get anything done.

Our negotiation was interrupted by new people coming in all the time. There was also a lot of attention paid to the business cards, which was new for me. We had three meetings before we talked about any business at all. We were kept waiting for a long time.

There were too many jokes and first names. It wasn't clear who was in charge and making the decisions. It was too casual and relaxed for me. l think people should behave more formally, use surnames and behave like businesspeople.

We thought we had a deal and made an agreement. Then they asked for some new concessions.

It was all quite hard line. It was more like some kind of competition. They seemed to just want to win - to get something for nothing.

🕮 12. Read and translate the text.

Forms of communication

Within companies, communication falls into two main areas. There is the communication of information and technical knowledge needed to do the job at hand. Here, paper-based communication is being replaced by the company intranet, with internal company websites only accessible by employees. Some very large companies are appointing knowledge officers to exploit the informat[i]on in a company to the full and facilitate its communication to those who need it, (But in this age of increasingly accessible information, there will no doubt always be the information hoarders, employees and managers who find power and pleasure in keeping information for themselves, even if it would be useful to their colleagues.)

There is also what might be called 'celebration-exhortation'. The internal company magazine is the classic communication channel here. It may be produced in-house by a 'communications department' or out-of-house by journalists who specialise in this area, It may try to demonstrate how the company is putting its mission statement into action: the management may try to change employee behaviour by exhortation and by praising the performance of particular departments and individuals.

Externally, advertising has been the most visible form of communication with customers. Usually this is designed to increase product sales, but there is also institutional advertising designed to improve perceptions of the company as a whole, Companies naturally Eke to be seen as human and environmentally aware. But the communication between companies and their customers is increasingly becoming two-way, with customer service centres designed to gather information, not just complaints, from customers about all aspects of use of a company's products, Ideally, this information feeds back into product modification and new product design. Additionally some companies are now using social software and micro-blogging sites

such as Facebook and Twitter to communicate with their customers. See Unit 10 for more on customer relationship management.

Equally, a company must communicate with its investors, and investor relations are becoming an important specialised area of public relations, Investors want to know how their money is being used and what their prospects are.

Then there is the wider public audience to attend to. Press conferences may be called to announce important events such as product launches. Press releases may be issued to communicate more routine information. There is also the specialised area of crisis management and damage control.

Whatever a company does, it has an image, so it should try to influence (some would say 'manipulate') the moulding of this image. This is one reason why the communications industry, in all its forms, is a multibillion-dollar business.

13. Complete the text below with the words in the box.

aggressive closed open signalling softening summarising

Skilled negotiators often use several techniques to achieve their negotiating objectives. They use . . . . . 1 phrases such as I'm sorry, but ... and we were hoping .. . to modify language so that it doesn't sound too . . . . . .2. They also use two types of question . . . . . .3 questions gather information and explore the opposite number's views, while . . . . . .4 questions check understanding and ask for precise information. Phrases such as I'd like to make a proposal are called . . . . . 5 phrases. Skilled negotiators use them to say what they're going to do before they do it. Finally, skilled negotiators usually use . . . . . .6 phrases to highlight when agreement is reached, for example: Let's recap before we go on.

14. Choose the best word to complete each sentence.

1. Some team members may expect tasks to be very clearly set out by the manager or team leader, while others expect to use their own *initiative / empowerment*.

2. Team members from different cultures will have *expectations / plans* about the number and purpose of meetings.

3. Because of time-zone differences, *scheduling / writing minutes* of virtual meetings can be difficult.

4. When teams meet *virtually / face to face*, body language, dress and manners become very important.

5 A firm handshake can have different *connotations / challenges* in different cultures.

6 In some *cultures / people*, team meetings are simply for planning.

15. Research shows that skilled negotiators often use the techniques listed below to achieve their negotiating objective. Match the techniques (1-5) to their definitions (a-e).

1. Open questions

2. Closed questions
3. Softening phrases aggressive.
4. Signalling phrases
5. Summarising
a) say what you are going to do before you do it.
b) modify language so that it does not appear too
c) go over the points covered to highlight when agreement is reached.
d) gather information and explore the opposite number's views.
e) check understanding and ask for precise inform

16. Which of these negotiating tips do you agree with? Why? Why not?

1. In the early stages, you need to ask the other side a lot of questions.
2. Always interrupt if you don't understand something.
3. Never make a concession for free. Always get something in return.
4. Use simple, direct language and be open about your aims.
5. Signal what you are going to do. For example, say, 'I'd just like to clarify that.'
6. Summarise often so that everyone is clear when you reach agreement.
7. Adapt your language so that you don't appear aggressive.
8. Talk about your emotions and how you are feeling.

17. Discuss these questions.

1. What sort of negotiations have you taken part in (at work or outside work)?
2. How many people were involved? Were you alone or part of a team?
3. Was the atmosphere formal or informal?
4. Was the negotiation successful or unsuccessful? Why do you think this was?

18. Role play. Read the following information and then carry out the role play which follows.

Negotiating a sale

Excalibur is an industrial robot produced by Axetti, a Franco-Italian engineering consortium. Rivalling the Japanese giants on price and performance, Excalibur has begun to carve a niche for itself in Europe's increasingly robotised manufacturing industries. Its main successes have been with small and medium-sized plants in two principal sectors: precision engineering and moulded plastics. British manufacturers, however, have been slow to invest and Axetti is desperately hoping to gain a foothold in Britain and build up a strong brand image before the Japanese monopolise the market.

The company is also working on two new powerful models which are due to be launched within the next 18 months. The engineering trade fair in Geneva last autumn was a good opportunity for Europe's industrialists to see Excalibur in action. One interested visitor was James Howell, Production Manager with an up-andcoming precision-tool manufacturer based in Coventry, England. On his return to Coventry Mr

Howell spoke to his Managing Director, Pat Symes, about the need to invest in the most up-to-date technology if their company was to survive in a fiercely competitive environment. Ms Symes did not need convincing. She had been looking closely at the rise of her new South-East Asian competitors with dismay and she also knew that Coventry's post-war economic downfall was mainly due to lack of investment.

While Keil and Yokohama were modernising their plants in the fifties and sixties, Coventry sat back and watched. Ms Symes was determined not to make the same mistake as her father whose company went bankrupt while she was a teenager. Mr Howell and Ms Symes flew out to Milan the following week to have a closer look at some of the ways Excalibur could be programmed to perform the various tasks needed for the production of precision tools. They also spent two afternoons with Axetti's Sales Director discussing prices, maintenance, training facilities and so on.

Three weeks later Ms Symes faxed a message to Axetti asking them to draw up a quotation for the purchase of four Excalibur industrial robots. Full robotisation of the Coventry plant would require 26 robots but Ms Symes felt it safer to restructure the production operations in stages. This is a summary of the quotation drawn up by Axetti.

Axetti's quotation

Quantity	£148,000 4 Excalibur robots® £37,000
Delivery date	6 months after receipt of order
Terms of payment	20% of invoice amount on ordering 30% of invoice amount on receipt of order 50% of invoice amount within 90 days of receipt of order
Training	4 day training programme for 10 robot operators and maintenance personnel on Axetti premises in Milan (accommodation and meals included) £18,000
Warranty	Axetti undertakes to repair any faulty component for a period of 12 months from receipt of order. Labour costs and cost of components will be met by Axetti provided that the damage is not due to negligence or accident.

15. In pairs, read the role cards that have been assigned to you and negotiate an agreement that gives you the best possible deal.

Remember a negotiation differs from a simple sale insofar as a negotiation often involves several variables, for example:

- price
- discounts
- delivery date
- delivery point
- guarantee provision
- sale or return arrangement
- length of guarantee
- training facilities
- after-sales service

• supply of spare parts

• buy-back arrangement

A skillful negotiator will:

• Try and obtain his or her opponent’s list of variables before the negotiation begins.

• Keep in mind all the variable at all times.

• Not be afraid of introducing new variables whenever necessary. Everything is negotiable!

• Trade off one variable against another. A skillful negotiator will never donate a concession but will ‘trade concession’ so that something conceded is matched by something gained.

• Aim high but be prepared to compromise. If you do not aim high at the beginning you cannot raise the stakes later on.

Axetti's role card

Your robots are just right for Pat Symes's company. She knows this and she also knows that you know this. You will therefore have a psychological advantage at the forthcoming negotiation. On the other hand Ms Symes must know how much you want to enter the British market. In some ways the Coventry plant will be you showroom in Britain and a prominent customer will provide a good springboard for your new products. Axetti has recently developed a leasing arrangement whereby customers can hire robots with an option to buy. You have not yet mentioned this to Ms Symes as you would prefer to make a cash sale at this stage. Do not be afraid of introducing new variables into the negotiation. Remember to try and obtain Ms Symes's list of variables before the negotiation begins. She is going to negotiate hard so try and find ways of obtaining concessions in exchange for those you give

TEST
(Business Vocabulary and Grammar)

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

1. You *must/needn't* save a file before you turn the computer off, or you will lose it.
2. I'm afraid this is a non-smoking office, so you *haven't got to/can't* smoke in here.
3. Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
4. You *needn't/mustn't* send that reminder to Eastwood's - they paid the invoice this morning.
5. You don't *have to/can't* buy or sell alcohol in Iran, Saudi Arabia, and several other countries.
6. This income tax form *must/needn't* be completed and returned to the Inland Revenue within 30 days.
7. You *mustn't/don't* have to come to the meeting if you have more important things to do.
8. This information is highly confidential, so you *mustn't/needn't* discuss it with anyone.
9. As you are from the EU, you *mustn't/don't* have to have a visa to go to France.
10. Drivers wishing to hire a car *must/aren't* allowed to be over 21 and have a full driving licence.

2. Didn't need to vs needn't have. Fill in the blanks with didn't need to or needn't have and put the verb in brackets into the correct form.

1 We were worried we might have to cut the workforce, but we got some large orders, so we .....(make) anyone redundant.
2 We sent the manager of our Istanbul branch some important documents by air courier, but we .....(spend) so much money because he was away on holiday at the time.
3 An interpreter came with us to a meeting with some Japanese clients, but we ..... (hire) her because they all spoke excellent English.
4 The negotiation in Hamburg went very well, so w e .....(spend) the whole week there and we came back a day early.

3. Read the reply to the email above. Complete the sentences, using the verbs in the box in the infinitive form.

be change do finish go hear meet take teach

Dear Christina
Many thanks for your message - it was great to hear from you and I'd like very much 1 to ……more about the new project and what you are planning 2 .....
First of all let me fill you in with details of my schedule. I've agreed 3 ..... some students on a short English course at the Lake Enterprise Training Centre - I'm starting next Monday, but it's only a short course and I expect 4 .....on the

25th. I was planning 5 ..... on holiday the following week, but I can easily arrange 6 .....a break some other time.
How about meeting up on Monday 28th, say at 9.30 or maybe 10 o'clock as the traffic tends 7 ..... a bit better later on? If you can't manage 8 ..... me that Monday and want 9 ..... it to some other day, just let me know.
All the best
Michael

4. Complete the sentences, using the verbs in the box

attract demand go increase inform miss prevent reduce

1 I need a day off next week to …….to an interview.
2. He decided to take a later train..... the morning rush hour.
3. I am writing..... you of our change of address.
4. It is likely that the union will go on strike..... a pay rise.
5. The company had to move to cheaper offices..... its overheads.
6 .We will have to employ more factory workers.....production.
7. We have cut the price of our products by 1 0% .....more customers.
8. The government may soon raise interest rates.....inflation growing.
Increase inform miss prevent reduce

5. Some or any? Read the following sentences. Correct the ones that are wrong.
1. Could you send me some information about your latest range of furniture?
2. Did you make any progress in the meeting?.....
3. I've got any letters for you to sign.....
4. Shall I send you some samples of our latest fabrics?.....
5. We haven't had some major orders for several weeks.....
6. Would you like me to get you some money from the bank?.....
7. I'm having any problems with this new software.....
8. Are there any seats left on the BA flight to Tokyo next Tuesday?.....

6. Good and *well.* Complete the sentences with either *well* or *good.*
1. Did you have a good flight?
2. I've been learning English for three years, so I speak it quite.....
3. He's on sick leave at the moment, but it won't be long before h e 's ..... enough to return to work.
4. The magazine gave their latest fridge-freezers a very.....review.
5. I think it would be a .....idea to discuss this at next week's meeting.
6. Jane and I are old friends. We know each other very.....
7. The new computer system seems to be working.....

7. Complete the sentences with *more, less, much, many* or *fewer.*

1 Eurotunnel had to spend.....money than it had expected to deal with the unforeseen problem of illegal immigrants.
2 Because of ATMs, banks don't have a s .....branches as they used to.
3 They made 2,000 staff redundant, so now they employ.....people than they did last year.
4 Now that I'm in management, I don't spend a s .....time at home as I would like.
5 Thanks to the new ring road, there is much.....traffic in the town centre.

8. In the following sentences, choose the best option from the words a-d.

1. The latest iMacs are expensive, but if you wait, prices will.....down.
a) back b) run c) turn d) come
2. I agree, and if they criticize you at the meeting, I will back you .....
a) up b) down c) in d) out
3. By the way, I ..... into Siti in York, and she sends you her regards.
a) looked b) turned c) came d) ran
4. Could you ring British Airways and find ..... if there are any seats on the flight to Rome?
a) up b) in c) over d) out
5. Work is always so much better if you have a boss you .....on with.
a) get b) carry c) take d) hold.
6. At this time tomorrow he ……. to London.
a) flies b) shall be flying c) will fly d) will be flying
7. Jim was cooking supper in the kitchen while Alex …….. the dog.
a) is feeding b) was feeding c) has been feeding d) had been feeding
8. There was no money left because we …… it all.
a) spent b) had spent c) had been spending d) spend
9. I believe she …… the job she has applied for.
a) will get b) gets c) will be getting d) will have get
10. I … my lawyer tonight.
a) saw b) am seeing c) will have seen d) see
11. I can't get Nick on the phone. I …… all morning.
a) am trying b) have been trying c) try d) had been trying
12.We …… to the cinema this afternoon. Would you like to come?
a) went b) are going c) will be going d) will have gone
13. Mark asked ……. going to lend them the money.
a) that I was b) if I was c) was I d) whether was I
14. I wish I … …….more free time.
a) have b) had c) have had d) will have
15. If only I …… a little bit taller.
a) be b) will be c) were d) was

9. Choose the correct tenses to complete the text.

Two years ago, we had a lot of trouble with one of our new shampoos. It was selling really well, but then one day dozens of customers . . . . . .' (started / had started) phoning and complaining that the shampoo was burning their scalp. The newspapers . (heard / were hearing) that one of our products . . . . . .' (caused / was causing) allergies nationwide, and of course they started calling us too to ask what we . . . . . .' (did / were doing) about this problem.
Honestly, we didn't understand what . . . . . .' (happened / was happening). We are a responsible company and, as you would expect, we . . . . . .' (were testing / had tested) the shampoo for months before launching it, and there had been no bad reaction to it whatsoever. We had invested a lot of money in the testing and marketing and now we . . . . . .' (were losing / had lost) money because of bad publicity. We . . . .' (realised / had realised) that the growing number of complaints was harming our image, so we . . . . . .' (decided / had decided) to recall the shampoo.

10. Read the e-mail. In each line (1--6), there is one wrong word. Find them and correct them.

Dear Mr Pattison,
1) Please find attached the expenses claim form that you send to our Accounts Department last
2) week. I was afraid we cannot process it as it is, because it is incomplete.
3) Firstly, we need 10 know the names of the customers that you taken for lunch on May 1 2 , as
4) well as the name of the restaurant which you look them. We also need to know the reason for
5) The £60 that you entering under 'sundry expenses'. Finally, we would like to remind you that all
6) expenses had to be authorised by your manager.

Best wishes,

Lisa Ristic
Accounts

WRITING BANK

Letters

FAR EASTERN AIRWAYS
COMPANY LIMITED
Regent House, 5th Floor
12116 Haymarket London W1 V 5BX
Administration: 020 72B5 99B1
Reservations: 020 7564 0930
Fax: 020 7285 9984
20 February 2026

Mr Roberto Garda
Universal Imports
28 Whitechapel Court
London
E I 0 7NB

Dear Mr Gurcia
Re: Roxanna Garbcy

Roxanna Garbey has been accepted for a position as Passenger Service Agent with Far Eastern Airways at Galwick Airport.

In order for Roxanna to work at Gatwick. she must have a special pass which would permit her to visit high-security areas. She has given your name as a reference.

I would appreciate it if you could complete the enclosed form and return it to us as quickly as possible. She is due to start work with us on 1 5 March. but can only do so after we receive your reference.

Thank you for your cooperation. I enclose a stamped addressed envelope.

Yours sincerely

J-. P. Dent
Personnel Manager

E-mails

To John Waters (John.Waters@sitco.com)
From Peter Lewis
Subject Extension of trading agreement

Dear Mr. Waters

It was very good to see you again at our meeting in Paris on 1 6 July. I hope you had a safe journey home afterwards.

We agreed that your company will continue to represent us and to promote the full range of our services throughout Europe, the Middle East and North Africa for three years, with effect from 1 August. During this period, we expect to see an increase of at least 1 5% in the value of business we do in this region.

Full details of the payment we will make and the expenses we will cover are included in the attached agreement. Can you please check this and, if all is in order, sign and return one copy of the agreement to me.

We look forward to continuing to develop our business in the region in association with yourselves.

Best wishes
Peter Lewis
Managing Director
Mesnik Professional Services
397 City Lane
London EC2 3RW

Press release

For: Business editors, national press; motoring press
Release date: 26 February
Subject: Revolutionary new car to be unveiled at Motor Show

After weeks of rumour and speculation, ITS will unveil their revolutionary new concept car at the Tokyo Motor Show on 3 November. The vehicle requires very small amounts of petrol and instead uses a combination of solar energy and hydrogen to power it. Massive public interest is expected in this vehicle of the future.

For more information, contact:
Sarah Wells, High Profile Communications
sarah@hpc-centre.com

Business Software pic

Product report

Executive summary

We have been contacted by Lenz AG, a German manufacturer of mobile telephones, and asked about the possibility of a co-operation agreement. We would adapt our business software for use in their products. Tests show that their product is a very good one and popular with our target market.

Introduction

This report will look at:

- the hardware manufacturer and their equipment
- software that could be used on their mobile phones
- the advantages of working together
- recommendations for action

Findings

1. Lenz has been developing cheap, small-scale electronic devices for 35 years. In the last five years, they have focused on more expensive mobile phones for businesspeople. These have been very successful. One in four mobile phones for the business market is a Lenz.
2. Our new Executive Organiser software has a lot of attractive features for the travelling businessperson (e.g. address book, e-mail, video and voice recorder, street-finder function, etc.).
3. Market research shows that there is a lot of interest in our products being used on machines apart from computers.

Conclusion

The two companies have products which fit well together.

Recommendation

We should have a meeting with representatives from Lenz as soon as possible to discuss a joint venture between our companies, with the aim of putting our software onto their mobile phones.

Tracy Cruickshank
Research and Development Director
19 October

Summaries

Hispanics are more influenced by advertising than other US consumers, suggesting that the growth of the Spanish-speaking population could prove beneficial to big corporate sponsors, according to two studies.

A Nielsen Media Research study released on Wednesday found that Spanish-language television viewers pay more attention to commercials and are more likely to base their purchasing decisions on advertisements than other US consumers. The report was issued after Euro RSCG. the marketing communication agency, released a study that showed Hispanics are more aware of brand names than other US consumers.

Taken together, the reports suggest that growing corporate interest in Hispanic marketing might involve factors that go beyond the mere size of the Spanish-speaking population. The US Hispanic population is estimated at about 39m.

The studies also suggest that Hispanic consumers offer big companies the chance to use the kinds of sales pitches that worked with US consumers in decades past, but which are now less popular with advertising-weary viewers.

Fifty-two per cent of Hispanics say they frequently get information for making purchase decisions from watching TV commercials in Spanish, compared with 7 per cent of non-Hispanics watching English-Language television.

Recent research has found that Spanish TV viewers are very influenced by television commercials when they buy products, and they also know more about brands than other people in the United States.
Another finding of the research was that conventional methods of advertising appeal to Spanish-speaking people. even though other viewers are tired of them. Some interesting statistics: 52% of Hispanics depend on TV commercials for information about what to buy. Whereas only 7% of non-Hispanics do.

1. The Spanish-speaking population in the United States is 39m. Research has been carried out into this group's buying habits. Spanish TV viewers are very influenced by television commercials when buying products.
2. They know more about brands than other consumers.
3. Spanish-speaking people respond to conventional methods of advertising, but other consumers do not.
4. 52% of Hispanics use television commercials to help them choose products. Only 7% of non - Hispanics do so.

Glossary of grammatical terms

Adjective

A word like *large, cold, white, American,* etc. It helps to describe a noun or pronoun. *I work in a large, modem office. It's nice and spacious.*

Adverb

A word like *carefully, quickly, well, sometimes, yesterday, never,* etc. It is normally used to say how or when something happens.

My father drives slowly. I'll see you tomorrow.

Article

A word that precedes a noun. *A* and *an* are called "indefinite articles"; *the* is called the "definite article".

Auxiliary verb

A verb like *be, do,* or *have* which is used with another (main) verb to form tenses, passives, negatives, and questions.

I am working. She has gone home.

Do you like Germany?

Conditional (or conditional clause)

A clause or sentence constructed with *if, unless,* etc. It is normally used to discuss an event or situation in the future, present, or past, which may or may not be real.

I f you are late, we'll start the meeting without you.

I f I were you, I would pay the bill now.

I f the roads hadn't been so busy, we would have arrived on time.

Modal verb

A word like *can, could, may, might, must, ought, shall, should, will, would.* A modal verb comes before the bare infinitive of another verb, and adds a certain kind of meaning: for example, ability, permission, obligation, probability, or certainty.

I can speak Japanese, but I can't write it.

The problem might be to do with the computer system.

You should think about taking out a business loan.

(Modal verbs are also called modal auxiliary verbs.)

Noun

A word like *computer, accountant, information, Martin, America.* It is the name of an object, concept, place, or person. "Concrete nouns" are things you can see or touch, like *a car, a table,* or *an office "Abstract nouns"* are things that you cannot see or touch, like *an idea, a decision,* or *an opinion.* Nouns can be countable: *one book, two pages, three ideas, four days,* etc.; or uncountable: *water, advice, freedom* (you cannot say *two waters, an advice,* etc.).

Object

The object of a sentence (a noun or noun phrase) usually comes after the verb. In these sentences, *the report* and *a new telephone system* are the objects. They follow the verbs *wrote* and *installed.*

Peter wrote the report.

We installed a new telephone system last week.

Participle

The *-ing* or *-ed* forms of verb endings. The *-ing* form is called the “present participle”; the *-ed* form is called the “past participle”".

Passive and active forms

In an active sentence we say what people or things do, so we use active verb forms like *went, explain, is developing, will increase.* In this sentence, *The police* is the subject, *arrested* is the verb and *Alain* is the object. This is an active sentence.

The police arrested Alain.

In a passive sentence, we say what happens to people or things. The passive is formed by using the verb *to be* and a past participle. The object of the active sentence *(Alain)* becomes the subject. The subject of the active sentence (*the police)* is called the 'agent', and is introduced by the word *by.* This is a passive sentence.

Alain was arrested by the police.

Preposition

A word like *to, in, behind, over, through, into, under,* etc. Prepositions are used to give information about things like place, time, direction, and manner.

I telephoned our office in London a t 7.00 this morning.

Last week we drove through the Alps into Switzerland.

We sent them the documents by fax.

Pronoun

A word like *it, me, you, she, they, him, her,* etc. which replaces a noun in a sentence, usually because we do not want to repeat the noun.

I bought a new fax machine yesterday; it was very expensive.

Tenses

The forms of a verb which help us to know the time of an action or event (past, present, or future). There are many different tenses. Here are two examples: *I work in the centre of Munich,* (present simple tense)

I worked in the centre of Munich, (past simple tense)

Some tenses are formed with the main verb and an extra verb such as *be* or *have.* These extra verbs are called “auxiliary verbs”.

Antoinette is working late this evening, (present continuous tense)

Jan has finished his report, (present perfect tense)

Verb

A word like *buy, sell, be, seem, think, break, decide,* etc.

A verb describes an action, a state, or a process. In the following sentences, *competed, lies, buy,* and *sell* are the verbs.

Five companies competed for the engineering contract.

La Defense lies to the west o f Paris.

We buy and sell shares on the open market.

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Навчальне видання
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