МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

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ІНОЗЕМНА МОВА

Навчальний посібник
для здобувачів ступеня вищої освіти бакалавра
спеціальності «Менеджмент»
освітньо-професійної програми
«Менеджмент організацій»

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Навчальний посібник з дисципліни «Іноземна мова» містить теоретичний матеріал з граматики англійської мови, комплекс вправ для вдосконалення загальної англомовної компетентності (лексичної, граматичної, орфографічної) та формування професійно орієнтованої мовленнєвої компетентності, тестові завдання, глосарій. Видання допоможе оволодіти англомовними комунікативними вміннями для здійснення фахової діяльності у галузі менеджменту, а також вміннями організовувати ефективні комунікації в процесі управління з дотриманням правил ділового етикету.

Для здобувачів ступеня вищої освіти бакалавра спеціальності «Менеджмент» освітньо-професійної програми «Менеджмент організацій».

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ПЕРЕДМОВА

Відповідно до вимог соціального замовлення перед українською вищою школою постає завдання на засадах реалізація компетентнісного підходу в освітньому процесі підготувати фахівців, які б володіли іноземною мовою та були спроможні застосовувати її у майбутній професійній діяльності для встановлення ділових контактів та співпраці із закордонними фахівцями відповідної сфери діяльності.

Метою вивчення навчальної дисципліни «Іноземна мова» є набуття англомовної професійно орієнтованої комунікативної компетентності для здійснення ефективного спілкування англійською мовою в академічному та професійному середовищі фахівців у галузі менеджменту.

Основними завданнями вивчення дисципліни «Іноземна мова» є:

– набуття комунікативних умінь та перекладацької компетентності відповідно до професійних потреб для створення та організації ефективних комунікацій в процесі управління;

– вдосконалення мовної компетентності та здатності застосовувати лінгвістичні знання у практичних ситуаціях спілкування фахівців-менеджерів;

– оволодіння вмінням досягати розуміння важливих професійних і різнопланових проблем у контексті міжнародної діяльності, діяти свідомо і відповідально на основі етичних міркувань в аспекті міжнародних зв'язків;

– набуття навичок взаємодії та командної роботи, вміння виконувати навчальні завдання різного типу, надавати аргументацію, критично оцінювати логіку та формувати висновки з аналітичних текстів у галузі менеджменту.

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

Здатність спілкуватися іноземною мовою.

Здатність вчитися і оволодівати сучасними знаннями.

Цінування та повага різноманітності та мультикультурності.

Здатність працювати у міжнародному контексті.

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

Спілкуватись в усній та письмовій формі державною та іноземною мовами.

Демонструвати здатність діяти соціально відповідально та громадсько свідомо на основі етичних міркувань (мотивів), повагу до різноманітності та міжкультурності.

Демонструвати навички самостійної роботи, гнучкого мислення, відкритості до нових знань, бути критичним і самокритичним.

Виконувати дослідження індивідуально та/або в групі під керівництвом лідера.

Дисципліна «Іноземна мова» належить до циклу загальної підготовки. Запропонований у виданні навчальний матеріал сприятиме аналізу методів та засобів управлінської діяльності менеджерів різних країн світу та України.

Розділ 1. Stress management

Тема 1. Stress and problems at work

***Aims*:** consider causes of stress, discuss and rank stressful jobs, compare stress levels in different jobs and in their own job, discuss working conditions, health and safety standards, define and practice business vocabulary related to stress in the workplace, develop the ability to participate in discussions, comment on the use of the present perfect and the present perfect continuous.

Keywords: *Time Tips, Downshifting, Work and Leisure, Health and Safety, Bullying and Harassment, Stressful Situations.*

Present Perfect

The present perfect tense is formed by using the present tense of the auxiliary *have* and the past participle. For negatives and questions we also use the present tense of the auxiliary *have* and the past participle:

I have/'ve taken I have not/haven't taken Have I taken?

You have/'ve taken You have not/haven't taken Have you tak en ?

He/she/it has/'s taken He/she/it has not/hasn't taken Has he 1 she/it taken?

We have/'ve taken We have not/haven't taken Have we taken?

They have/'ve taken They have not/haven't taken Have they taken?

Note: The short forms of the positive and negative are commonly used in speech and informal writing.

Present result of the past

The present perfect often links a present situation with something that happened at an unspecified time in the past. Therefore we do not use specific time expressions such as *yesterday, last week, in 2025, two days ago,* etc.:

I have given your report to the MD. (Past action: *I gave her your report yesterday.* Present result: *She has the report now.)*

I have sent them the samples they wanted. (Past action: *I sent the samples this morning.* Present result: *They are in the post now.)*

Specific and non-specific time

If we say when something happened, we use the past simple, not the present perfect:

wrong: *1 have spoken to her yesterday.*

right: *I spoke to her yesterday.*

Similarly, with expressions such as *on Monday, in 2025, at 3.30,* etc. or with questions beginning *When ...?* and *How long ago ...?,* we use the past simple and not the present perfect.

Just

The present perfect is often used with the word *just* to talk about very recent news or actions that have taken place very recently. Again, the exact time is not mentioned:

I'm sorry, Mrs Smith is not here. She has just left.

Been* and *gone

Notice the difference between *has been* and *h a s gone:*

I'm afraid Mr Smith is not here at the moment. He has gone to a meeting in London. (He is still at the meeting.)

Amanda has been to the travel agent. She has your tickets for Hong Kong. (She went to the travel agent and has returned.)

***Ever* and *never* + present perfect or past simple**

The present perfect is often used with the words *ever* and *never* to talk about general life experience:

Have you ever worked abroad? (i.e., In all your life up to now?)

I have never been to South America. (i.e., Not in all my life up to now.)

The present perfect with *ever* is often followed by the past simple. We use the past simple to give more information about a completed action, when referring to a specific time or context:

Have you ever been to Hong Kong?

Yes, I have. I worked there when I was with Coopers and Lybrand.

Already* and *yet

The present perfect is often used with *already* and *yet:*

They are getting on well with the new building. They' have already modernized the warehouse, but they haven't decorated the reception area yet.

Already is used in positive sentences. It often indicates that something has taken place slightly earlier than expected. Notice its position in the sentence (between the auxiliary and the verb):

She has already shown me the figures, (not: *She has shown me already ...)*

Yet is used in questions and negatives. It shows that we expect that an action will take place if it has not happened up to now. Notice the position of *yet,* and *not yet:*

wrong: *Have you talked yet to Peter?*

right: *Have you talked to Peter yet?*

wrong: *1 haven't talked yet to him.*

right: *I haven't talked to him yet.*

The present perfect is often used with words or phrases indicating periods of time that have not finished yet. Common examples are: *today, this morning, this month, this year, so far, to date, over the last few weeks, up to now, recently,* etc.:

This month we have received a lot o f complaints about late deliveries.

(The month has not finished, and there may be more complaints.)

If we are speaking after one of these time periods, we use the past simple because we are referring to a period of time that has finished. Compare:

Have you seen John this morning? (It is now 11.15 in the morning; the morning has not finished.)

Did you see John this morning? (It is now 2.30 in the afternoon; the morning has finished.)

Stative verbs + *for* and *since*

The present perfect is often used with *for* and *since* and stative verbs to talk about things that began in the past and have continued up to now:

I have known about the takeover bid for several weeks. (And I know now.)

She has owned shares in GM since she started work there. (She owns them now.)

***For* or *since*?**

We use *for* to talk about the duration of periods of time and *since* to talk about when a period started.

for ten minutes/five days/three months/two years/a long time/ages/etc.

since 10.15/Monday/the 18th/last week/June/2024/1 left school/etc.

I have been with this company for six years.

I have been in advertising since the beginning of 2023.

How long ...?, for* and *since

To ask questions about periods of time up to the present, we can use *How long ...?* + the present perfect:

How long have you been in England? I have been here since August/for six months.

Common mistakes:

We do not use the present simple tense with *for* and *since* to talk about something that began in the past and has gone on up to the present:

wrong: *1 am here since December.*

right: *I have been here since December.*

Negatives

We can use the present perfect negative to talk about the amount of time that has passed between now and the last time something happened:

We haven't h a d any large orders from them fo r several months.

I'm not sure i f his trip is going well. I haven't h ea rd from him since Monday.

Completed actions over a period of time

If we talk about a completed action, (particularly if we give details about how much, how many, etc), we can use the present perfect and *since* (but not *for).* We can also use other phrases of duration such as *to date, recently, over the p a st five years,* etc. The action itself is finished, but the period of time extends right up to the present:

We have opened six new branches since July. (From July until now.)

Present Perfect Continuous

The present perfect continuous is formed with the present perfect of *be (have been*) and the *-ing* form of the verb.

I have/'ve been working I have not/haven't been working Have I been working?

You have/'ve been working You have not/haven't been working Have you been working?

He/she/it has/'s been working He/she/it has not/hasn't been working Has he/she/it been working?

We have/'ve been working We have not/haven't been working Have we been working?

They have/'ve been working They have not/haven't been working Have they been working?

Note: The short forms of the positive and negative are commonly used in speech and informal writing.

Ongoing activities

The present perfect continuous is used with *for, since, How long* ...? and other expressions of duration (e.g., *a ll day),* to talk about activities starting in the past and still happening now. The activity may have been going on continuously or repeated several times:

They have been producing cars here for ten years.

(They started producing cars ten years ago. They are still producing cars.)

I have been trying to ring them a ll day.

(I started trying to ring them this morning. I am still trying to ring them.)

However, we normally use the present perfect simple with stative verbs or for situations we consider permanent:

Ken has been in London since 9 o'clock this morning, (not: *has been being* ...)

I have lived in London all my life, (not: *have been living* ...)

Finished and unfinished activities

We use the present perfect simple if we are talking about an action completed recently, particularly if we give details of how much or how many. We use the present perfect continuous when something is still going on:

I've written a report for the Director. (It is finished.)

I've been writing a report for the Director. (I am still writing it.)

Negatives

In the negative, the present perfect simple focuses on the amount of time that has passed since something happened. The present perfect continuous focuses on the verb itself:

I haven't h a d a holiday for two years. (The last time was two years ago.)

I haven't been feeling well recently. (This has been continuing for days.)

Recently finished activities

We can use the present perfect continuous to talk about an activity that has just finished. Often there is something you can see that shows the activity has just finished.

Look - the ground is very wet. It has been raining.

1. Complete the following sentences by putting the irregular verbs into the present perfect. See the example.

1. I'm going to send them a reminder. They *haven't paid* (not pay) us for their last order.
2. Some of these tech shares.....(fall) by over 80%, and they still look very risky.
3. .....(you/write) to them about that shipment, or do you want me to phone them?
4. We .....(spend) a lot on modernizing the factory, and it is now very well equipped.

5. Unemployment is very high here because all of the coal mines.....shut) down.
6. The lawyers.....(draw) up the contracts, so we are now ready to go ahead with the deal.
7. I .....(not speak) to the MD about your proposal, but I will soon.
8. .....(you/find) a suitable replacement for Ivan Sloboda, or is the post still vacant?
9. Carmen..... (just/get) back from lunch. Why don't you call her now?
10. Peter,.....(you/meet) Alistair MacFarlane? He's our new Finance Director.

2. Complete the sentences wiith one of the verbs in the box, using *fu st* and the present perfect. See the example.

announce / arrive / buy / give / leave / read /speak

1. I'm afraid Ms Japtha isn't here. She *has just left*.
2. A: There's an article in the paper about BMW.
B: Yes, I know7. I .....it.
3. He's feeling very pleased. They..... him a pay rise.
4. I .....a new7 car. Would you like to come and have a look at it?
5. A parcel for y ou ..... in reception. Shall I send it up to you?
6. I ..... to the MD about your proposals, and he wants to discuss them.
7. The company.....it is going to close the Glasgow factory next month.

3. Put the verbs in brackets into the Present Perfect Tense.

1.… you … (to meet) your boss today? – No, I …7) … Helen … (ever to be) to England? – No, she … . But she … (already to plan) her trip there.. My boss … (just to go) to the bank. 2.… your partners … (yet to leave) for London? – Oh, they … (already to be) there for three days. 3.… you … (yet to send) a message to the supplier? – Yes, I … . But he … (yet not to answer) it. 4.Nick … (to be) very upset these days … anything ... (to happen)? – Well, his sister … (to be) ill. She … (to be) ill for two days now. 5.… you … (to read) my report? – Yes, I …. And I … (to check) the data. 6.… they … (to prepare) everything for the corporate party? – They … (already to buy) some meat and vegetables, but they … (yet not to decide) about the place for the picnic. 7.… Helen … (ever to be) to England? – No, she …. But she … (already to plan) her trip there. 8… you … (lately to meet) them? – No, I … (not to see) them since last month. 9… the conference … (yet to start)? – No, it …. The members … (not yet to get) ready.

4. Fill in the blanks with *have/has been* or *have/has gone.* See the example.

1. I'm afraid Mr Davis *has gone* to Bali and won't be back for two weeks.

2. Jane will know a good place to stay in New York. Sh e .....there lots of times.
3. I .....to the printers to collect the brochures. They're in my car.
4. Mr Lund.....to Oslo. Would you like the phone number of his hotel?
5. I don't know where their new offices are. I .....n o t ..... there.

5. Complete the text using the Present Perfect or Present Perfect Continuous of the verbs in brackets.

The Internet … (to change) our lives in so many ways. Most people say it … (to make) life better, and this is probably true. It … (to have) some bad influence, too but I think it …(to do) more good than harm. First of all, it … (to make) communication much easier and it … (to bring) people around the world much closer. I have a friend in Mexico, who I … (to write) to for years. First, I used to write her letters and I had to wait for weeks before I got a reply. It took ages! Now we communicate by email. Already this week, I … (to send) her five emails, and now I … (to received) a reply to all of them. What else? Well, for the last few days, my son … (to teach) me to make video calls so I can talk to friends and see them at the same time. It's amazing! Already this morning, I … (to sit) in front of the screen for three hours, and I … (not to finish) half my emails yet.

6. Complete these sentences. Use a verb in the present perfect to explain why the present situation has occurred. See the example.

1. Our sales are improving because ...
we. have introduced some new product lines
2. Our agent wants the brochures delivered urgently because ...
3. Maria is off work for three months because ...
4. We are having a very successful year because ...
5. At the moment the government is very unpopular because ...
6. This year's coffee crop in Colombia will be very small because ...
7. I think it would be a good time to buy shares now because ...

7. Complete or continue these sentences using the present perfect. See the example.

1. Indira's definitely here today. I've, just spoken to her on the phone.
2. He isn't coming in to work today.....
3. Yes, the report is ready.....
4. Boeing's financial future now looks very secure.....
5. Why don't we have lunch in that new restaurant that.....
6. I think she must be out.....
7. No, I won't have a coffee, thank you.....

8. Read the following dialogues. Put the verbs into the present perfect or the past simple. See the example.

1 A: Have you ever been (you/ever/be) to Kyoto?
B: Yes, I have. I went (go) there last year.
A: How long did you *stay* (you/stay)?
B: I was (be) only there for a couple of days for a meeting.
2 A: .... (you/ever/be) to Europe?
B: Yes, I have. We.....(have) a skiing holiday in the Alps last
A: Which resort..... ..... (you/go) to?
B: We ....(go) to W'engen.
3 A: .... (you/ever/be) to one of Karl Mason's seminars?
B: Yes, I have. I .... (go) to one a couple of months ago.
A: What..... ..... (it/be) like ?
B: I .... (think) i t ..... (be) very interesting.
4 A .... (you/ever/visit) the Frankfurt office?
B: No, I .... (never/visit) Germanv, but I ..... (be) to France.
A: Reallv. When..... .....(you/do) that?
B: I .... (give) some talks there a couple of years ago.

9. Complete the dialogue by putting the verbs into the present perfect. See the example.

A: Good afternoon, Mr Heinriksen here. How are you getting on with the car I brought in this morning? 1 *Have you finished it yet* (you/finish it/yet)?
B: Nearly. We 2..... (already/do) most of the work on it. We 3..... (not/find any major problems/yet), but we 4..... (already/fix) the things you mentioned.
A: 5..... (you/check) the headlights? I think they need adjusting.
B: Yes, we 6.....(already/alter) them. The only other thing is that you need two new tyres, but I 7.....(not/order them/yet), because they're €140 each.
A: That's fine, go ahead with that. Do you know what the bill will be?
B: No, I 8.....(not/work it out/yet), but it'll be about €380. Are you coming to get the car now?
A: No, I 9.....(not/finish work/yet). I'll be there in about an hour.

10. Fill in the blanks with *for* or *since*. See the example.

1. They have operated as joint directors since, the company started.
2. Orders have risen .....the start of the new TV ad campaign in June.
3. Our sales executives have used the same hotel.....over 20 years.
4. I can't get hold of Erik. He has been in a meeting.....8.30.
5. When I joined the company, I worked in the LA branch..... six months.
6. Car prices have fallen.....the introduction of the new EU directive.
7. We have done all our business in Euros..... 2002.
8. It isn't a new Mercedes. He has had i t .....several years.

11. Complete the sentences by putting the verbs into the present perfect continuous. See the example.

1. I didn't realize you had moved to Novartis. How long have, you been working (you/work) for them?
2. We .....(export) a lot of high technology equipment to China since the government relaxed export regulations.
3. The price of new cars fell when the EU introduced new laws, and it ..... (fall) ever since.
4. Because of the recession, many businesses..... (not/invest) in capital equipment over the last couple of years.
5. We .....(not/fly) in Business Class because we are trying to keep our costs down.
6. They.....(try) to sell their dotcom business, but so far there has been very little interest in it.
7. I ..... (make) contributions to my pension for the last five years.
8 How lon g..... (you/use) psychometric tests in interviews?

12. Put the verbs in brackets into the present perfect simple or the present perfect continuous. See the examples.

1. We are thinking about opening an office in Warsaw, so I *have, been learning* (learn) Polish at evening classes for the last two months.
2. By the way, I have worked (work) out those figures. They are on your desk now.
3. So that's where the order form is! Peter.....(look) for it all morning.
4. I'm sorry, I didn't know that you were here.....(you/wait) long?
5. Since January, our turnover.....(increase) by 18%.
6. The film company is a reasonable investment. They.....(make) four very successful films.
7. The lawyers.....(look) through the contract, but they say they need another day to read it all.
8. We .....(visit) potential sites for the new workshops, but we haven't found anything suitable yet.

13. Before you read text discuss these questions.

How big a problem is stress in the workplace? What are some of the main causes of stress at work?

🕮 8. Read and translate the text into Ukrainian.

Problems at work

Health and safety

Here are some health and safety issues for people at work. temperature, passive smoking, repetitive strain injury or RSI, dangerous machinery, hazardous substances, fire hazards. All these things contribute to a bad working environment. The government sends officials called health and safety inspectors to make sure that

factories and offices are safe places to work. They check what companies are doing about things like: heating and air-conditioning, first aid, ire precautions

Bullying and harassment

If someone such as a manager bullies an employee, they use their position of power to hurt or threaten them, for example verbally. Someone who does this is a bully. Sexual harassment is when an employee behaves sexually towards another in a way that they find unwelcome and unacceptable. The related verb is harass.

Discrimination

If people are treated differently from others in an unfair way, they are discriminat-ed against.

If a woman is unfairly treated just because she is a woman, she is a victim of sex discrimination. In many organizations, women complain about the glass ceiling that allows them to get to a particular level but no further.

If someone is treated unfairly because of their race, they are a victim of racial dis-crimination or racism. Offensive remarks about someone's race are racist and the person making them is a racist.

In the US, affirmative action is when help is given in education and employment to groups who were previously discriminated against. In Britain, affirmative action is known as equal opportunities.

The BT group has recognized the seriousness of the problem. BT reports that 40 per cent of its work-related ill health is due to stress and mental illness. It has reduced sickness absence and saved costs in three ways: by reducing the sources of stress; identifying early signs; and helping individuals who are suffering or recovering from stress.

15. Rank these situations from 1 (most stressful) to 9 (least stressful). Then discuss your choices.

- making a presentation to senior executives
- leading a formal meeting
- telephoning in English
- writing a report with a tight deadline
- negotiating a very valuable contract
- meeting important visitors from abroad for the first time
- asking your boss for a pay rise
- dealing with a customer who has a major complaint
- being afraid of losing your job

16. Discuss these questions.

What do you do to relax? Which of these activities are the most effective for you and why? In what other ways do you relax?

playing a sport / reading / eating / having a bath
walking / gardening / massage / shopping
listening to music / watching TV / meditating
surfing the Net

Тема 2. Corporate entertaining

***Aims*:** consider different options for entertaining businesspeople, discuss the activities offered by companies to their clients, define basic corporate entertaining terminology, do conversation and practice dialogues, greetings and small talk, comment on the use of the past perfect та the past perfect continuous, look at the behavior of multi-word verbs in the context of entertaining, analyze the different possible venues for a company conference and choose the most suitable one.

Keywords: *Corporate Entertaiment, Business Trips. Eating and Drinking, Arrangements on the telephone Responding, Requests, Offers.*

Past Perfect

The past perfect is formed with *h a d* + the past participle of the verb:

I had/'d worked / I had not/hadn't worked / Had I worked?

You had/'d worked / You had not/hadn't worked / Had you worked?

He/she/it had/'d worked / He/she/it had not/hadn't worked / Had he/she/it worked?

We had/'d worked / We had not/hadn't worked / Had we worked?

They had/'d worked / They had not/hadn't worked / Had they worked?

Note: The short forms of the positive and negative are commonly used in speech and informal writing.

Previous and subsequent events

The past perfect is used to refer back to completed actions that happened before other events in the past. Compare:

1 Past simple: *When I got to the hall, the presentation started.*

(I arrived at the hall, and then the presentation started.)

2 Past perfect: *When I got to the hall, the presentation h a d started.*

(The presentation started before I got to the hall. I was late.)

In 1, it is also possible to use *As soon as* and *After* in place of *When.*

In 2, it is also possible to use *By the time* in place of *When.*

Present perfect and past perfect

The past perfect acts as the past form of the present perfect (see Units 5-9). It is often used with adverbs like *just, already, never.* Compare:

I am nervous because I have never h a d an interview. (I am about to have an interview.) *I was nervous because I h a d never h a d an interview.* (I was about to have an interview.)

The past perfect is often used in reported speech structures and in 3rd Conditionals

Past Perfect Continuous

The past perfect continuous is formed by using the auxiliary *h a d been* + the *-ing* form of the verb *(I/he/you/etc. h a d (not) been working).*

We use the present perfect continuous to talk about how long an activity has been going on up to the present. We use the past perfect continuous to talk about the duration of an activity up to a point in the past. Compare:

I have been working here for nine months.

(I am still working here now.)

When I left my last job, I had been working there for six years.

(I started in 2019 and I left in 2025.)

We do not use the past perfect continuous with stative verbs like *know, like*, etc.. Instead, we use the past perfect:

I recognized my old boss at once even though I hadn't seen him for over 20 years.

1. Complete each of the following sentences in two ways, using *because* + Past Perfect and *so* + *P*ast Simple. See the example.

1. When I left the office, the building was empty ...
(everyone/go home) because everyone *had gone home*.
(I/lock the doors) *so I locked the doors.*
2. When I arrived at the office the next morning, the place was in a terrible mess ...
(I/phone the police).....
(someone/break in) .....
3. The chairman was in a very good mood ...
(we/win/a major contract).....
(we/open/a bottle of champagne).....
4. The negotiators realized another meeting would be necessary ...
(they/not reach an agreement).....
(they/get out/their diaries).....
5. I didn't know their phone number ...
(I/call/Directory Enquiries).....
(they/move/to new premises).....
6. The Marketing Manager's flight from Japan arrived late ...
(she/go/straight home from the airport).....
(there/be/a security alert in Tokyo).....

2. Present Perfect and Past Perfect. Change the following sentences into the Past Perfect. See the example.

1. I don't want lunch because I've already eaten.
I didn't want lunch because. I had already eaten.
2. We can't give him the job because he hasn't had enough experience.
We couldn't give him the job because.....
3.I'm phoning Jocelyne to say a fax has just arrived for her.
I phoned Jocelyne to say that .....
4. I can't give Armando a lift because I haven't finished work.
I couldn't give Armando a lift because..... .....
5. I'm looking forward to my trip because I've never been to French.
I was looking forward to my trip because.....
6.He is calling a press conference because we've just closed a major deal.
He called a press conference because.....

3. Complete the following sentences using the Past Perfect. See the example.

1 She found working from 9.00 to 5.00 very difficult because ...
She had never had a full time job before.
2. The company decided to take legal action because ...
3. The company was forced to pay a fine to the tax authorities because ...
4. My trip to the airport to collect Mr Olivera was a waste of time. When I got there I found that.....
5 .She was not worried when the stock market fell because ...

4. Put the verbs in brackets into the Past Perfect Tense.

1. I … (to arrange) my visit to the dentist the day before. 2. Nick … (not to finish) his project by the end of November. 3. Mary … (to see) this film before it was on at our local cinema. 4. How many articles … you … (to read) by the end of last month? 5…. your sister … (to book) the tickets for concert beforehand? – Yes, she …. 6. Peter … (not to attend) computer courses before he entered the university. 7. I … (not to hear) about this folk festival before she told me about it. 8.What museums … the tourists … (to visit) before their departure? 9. I understood what mistake I … (to do) some days before. 10. Where … she … (to leave) a note before she went to the supermarket? – She said she … (to put) it on the table in the kitchen. 11. When we came to the station, the train … (to arrive) already. 12. CEO took the documents which the secretary … (to prepare) for him the day before.

5. Put the verbs in brackets into the Past Perfect Tense or the Past Simple.

1. Mary … (to stop) to see who … (to call) her name. 2. I … (not to phone) him because I … (to leave) my mobile at home. 3. When I … (to return) from school yesterday, my sister … (to tell) me that she … (to bake) an apple pie. 4. I … 9not to see) Peter yesterday because he … (to fly) to Paris for international trade fair two days before. 5. They … (to be) hungry and (to decide) to go to a restaurant to have dinner. 6. The boss …(to be) sure that the employer (to tell) him the truth. 7.In the morning Mary … (to remember) that she … (not to send) a message to the chief of their firm. 8. When Paula … (to see) Mr Jonson, she … (to remember) that she … (to see) him before. 9. Mother … (not to know) that her son … (already to find) a new job in a big corporation. 10. Nick … (to meet) me after he … (to return) from his business trip.

6. Put the verbs in brackets into the Past Perfect Continuous Tense.

1. My daughter … (to practice) for three months before the performance. 2. The boys … (to fish) for two hours before Nick caught the fish. 3. He … (to wait) for half an hour before he saw his assistant getting off the tram. 4. Driving to the city centre was difficult as it …(to snow) all night. 5. Ron was irritated because the office manager … (to ask) him questions for two hours. 6. Alex … (to study) English for ten years before he entered the university. 7. Tom's collection of stamps was valuable as he … (to collect) them since he was ten years old. 8. We … (to discuss) the budget plan for more than two hours before we found the right solution. 9. How long ... you … (to

fix) your car before Mark helped you? 10…. Alex …(to study) for his economy exam all last week?

7. Put the verbs in brackets using the proper tense.

1. The concert was a great success. When the pianist … (to finish) his part, the audience … (to applaud) the orchestra for some minutes. 2. No sooner I … (to complain) that I … (not to hear) from them for a long time than the letter … (to come). 3. We … (to walk) for some hours before we … (to realize) that we (to lose) our way. 4. When he … (to arrive), I … (to live) in London for a week. 5. I … (to drive) home when I … (to hear) the news on the radio. 6. When Alex … (to phone) me, I … (to write) a letter. 7. When my friend … (to come), I … (to do) an exercise for an hour. 8. They always … (to have) loud parties which … (to go on) till the early hours. 9. The bank … (to close) by the time I … (to get) there.

8. Comment on the use of the Past Perfect in the following sentences.

1. The programmer had done the work by four o'clock. 2. The policeman asked if there had been any witnesses. 3. By the time we got to the shopping centre it had closed. 4. The students had written the test and were now checking them up. 5. Mike phoned Rosie, but she hadn't returned home yet. 6. We had discussed the news arid were now thinking about it. 7. She complained that she was penniless as she had spent all her money. 8. When I came back home, my family had already had dinner and were now watching the film. 9. It turned out that Dick was ill and he had been ill for a fortnight. 10. We learnt that they had been close friends for many years. 11. Hardly had I turned on the television, when I heard shocking news. 12. No sooner had he opened the door than the children rushed to meet him. 13. Scarcely had the inspector opened the envelope when he understood everything. 14. By next morning, the snow that had begun in the night had turned into a blizzard so thick that the last class of the term was cancelled. 15. She had a stock of excuses, as usual, when in fact she had overslept as usual.

9. Before you read text answer the question.

How important do you think entertaining clients is? Should companies also reward staff in a similar way?

🕮 10. Read and translate the text into Ukrainian.

Business and the ultimate pleasure

In a world where corporate hospitality and staff incentives are big business, yachts are chartered by many companies. Miriam Cain of Camper & Nicholsons, a company which hires and sells yachts, says companies use them because they offer high levels of security and privacy.

They are like six-star, self-contained private resorts, complete with business and conference with business and conference facilities and entertainment and relaxation amenities. Their controlled environment is a key selling point, but at 90,000 a day they may seem too expensive for most companies.

It is important to get professional advice when chartering a yacht. Edmiston is one of the best-known names in the yachting world, with offices in London, Monte Carlo and Mexico. Their expertise and specialist knowledge of large yachts has led to partnerships with such companies as Netjets or Boeing Jets.

Attention to Detail is the brand name of the company that manages corporate charters for Edmiston's. They will not say who individual clients are, except that a lot Attention's business comes from the telecommunications and motors sectors. The company can arrange anything the client wants, including celebrities, guest speakers, music and entertainment.

Yacht company Moody does a lot of business for conferences in Cannes, especially during the film festival. Companies use the yachts for accommodation, meetings and presentations. They also specialize in charters for the Monaco Grand Prix. These are mostly for companies wanting to entertain or impress clients and reward successful employees.

11. Use the correct form of the words from the text to complete these definitions.

1. If you want to encourage someone to do something, you may offer them an i…...
2. When you want to hire a plane or boat for your own use, you c….. it.
3. It's important to have good s….. so that no one gets into a building without permission.
4. A town, usually near the sea, where people go for holidays is known as a r…...
5. A….. are the facilities which are offered by a hotel, for example.
6. When someone has a lot of knowledge and experience, we say they have e…..
7. If you make a p….., you give a talk to people about a specific subject.
8. When someone does a job well, it is nice to r….. them with a gift or bonus.

12. Look at the expressions below. Which are said by a) a host? b) a guest? Label each expression either H (for host) or G (for guest).

1. Can I get you a drink?
2. Yes, it's just down there on the left.
3. It all looks good. What do you recommend?
4 Would you like me to show you round?
5. Help yourself to some food.
6. Yes, please. I'll have a white wine.
7. Can I give you a lift to the airport?
8. Yes, I'd love to see some of the sights.
9. Could you tell me where the toilet is, please?
10. It's very kind of you to offer, but there's a taxi coming for me at 11.00.

13. Many companies spend a lot of money on corporate entertaining. Do you hink the money is well spent? Why or why not?

14. What expressions can you use in these phone situations?

a) the person speaks too fast or too quietly;
b) you want someone to stop talking while you do something;
c) you don't understand a word/expression the other person uses;
d) you want to make sure of the spelling of something;
e) you want more information about a subject;
f) the connection is not good and you can't continue the conversation;
g) you want to confirm some information.

15. Work in pairs. Role-play the situation below.

Participant A. Two colleagues from your company will be visiting company headquarters next month. You need to telephone head office and give the following details about the visit. Names of visitors: Rachel Buergisser and Ignacio Alfonso Paz Contact number: 05876 549006 Flight details: BA 3098 arriving at 16:40, not 18:30, on the 13th May Hotel: Park Crowne Plaza (13th-16th May) Note: You tend to speak quite fast on the telephone.

Participant B. You are expecting a call from an overseas subsidiary confirming the details of a visit to your head office next month. You have been given some information by a colleague, but are not sure if it is correct. Names of visitors: Bargaster? and Paz? Contact number: 06875 413870? Flight details: BA 3765 arriving at 17:10 on the 12th May? Hotel: Hilton Plaza (12th-14th May) Note: You have a rather quiet telephone voice.

16. Work in pairs. Role-play the conversation below.

You are at a conference. You recognise someone you met at a conference two years ago. Introduce yourself and make small talk. Use your role card to prepare for the conversation.

Participant A. You met B two years ago at a conference on Customer Care in Frankfurt. You own a small firm which sells office equipment. It's your first day at the conference -you arrived late last night. You haven't seen the city yet. You are staying at the Grand Hotel in the city centre (a good choice: room service and the facilities are excellent). You are leaving in three days' time. You think the conference will be very interesting.

Participant B. You met A two years ago at a conference on Customer Care in Frankfurt. You are the sales manager for a large telecommunications company. You have been at the conference for three days. You have visited the city (beautiful old cathedral, interesting museum, excellent restaurants, but very expensive). You are staying at a small hotel outside the city (a bad choice: room too small, too far from the centre of the city). You are leaving tomorrow. The conference is boring- the speakers talk too much and go overtime.

17. Write a letter to your business partners and invite them to the entertaining or sporting event, which your company organize every year.

Розділ 2. Marketing and market orientation

Тема 3. Marketing. Companies and market

***Aims*:** consider the product life cycle and the role of marketing, discuss pricing and distribution strategies, study basic marketing terms and word combinations with market, consider the four Ps as the basis of the marketing-mix, train telephoning in English, practice dialogues, comment on the use of the verb plus prepositions combinations, analyze the strategies which contribute to successful marketing

Keywords: ***M****arketing-mix, Companies and market, Product, Price, Promotion, Advertising, Consumer Trends, Publicity, Sales and Costs, Negotiating, Campaigns, Target Markets, Wholesalers, Retailers, Warehouse, Market Segments.*

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 o f factors.
I liked the last candidate. What did you think o f 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 i f 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. The four Ps form the basis of the marketing mix. If you want to market a product successfully, you need to get this mix right. Match the Ps (1-4) to the definitions (a-d).

1 Product 2 Price 3 Promotion 4 Place

a) the cost to the buyer of goods or services
b) informing customers about products and persuading them to buy them
c) where goods or services are available
d) goods or services that are sold

6. Think of some products you have bought recently. Why did you buy them? Which of the four Ps influenced your decision to buy?

7. Tell your partner about a marketing campaign that impressed you

🕮 8. Read and translate the text.

The Marketing Mix

The marketing mix is a blend of four components: product, price, promotion and place. By manipulating these components (often referred to as the four Ps) a marketer can best respond to the needs of customers and thus maximize sales.

Product

Determining consumers' needs and wants and then translating them into desirable products is a marketer's first task. There are many ways to classify products, the most basic distinction being between goods and services. Another distinction is between consumer and industrial items, the markets and purchasing patterns being very different in each case. Consumer products are divided into three subgroups with different marketing tools needed for each:

• Convenience goods and services are products which are readily available, low priced and heavily advertised, and which are purchased quickly and often.

• Shopping goods and services are purchases for which a consumer spends a lot of time shopping in order to compare prices, quality and style. Personal selling by the retailer is often a key factor in the purchase, particularly if the product is relatively complicated.

• Speciality goods and services are products that a consumer will make a special effort to locate. As far as industrial products are concerned, two broad categories can be identified:

• Expense items are relatively inexpensive industrial products that are consumed within a year of their purchase.

• Capital items are relatively expensive industrial products that have a long life and are used in the operations of the business. Selecting capital items is often a long process and personal selling is often a key element in the purchasing decision.

Price

Once a company has developed a product it has to decide how to price it. This is a tricky decision and the stake/ can be high. Before deciding on its pricing method the company has to define its objectives. Some of the most common are:

• to achieve a certain overall profit target
• to increase sales
• to get a, bigger share of the market
• to achieve high profits on a particular product
• to discourage competition
• to promote a particular product image
• to accomplish social or ethical goals.

Place

There are many ways that products can be distributed to customers. The channel of distribution may include wholesalers, who sell products to other firms for

resale or for industrial use, and retailers, who sell directly to the public. Here are a few examples of retail outlets:

• **department stores:** large stores that carry a wide variety of high-quality merchandise

• **speciality stores:** shops carrying only particular types of goods such as children's clothing

• **supermarkets:** large departmentalised stores specialising mainly in food and household products

• **mail order firms:** companies selling products through catalogues and shipping them directly to customers by mail

• **open-air markets, kiosks, trade shows, auctions.**

Promotion

Promotion is persuasive communication that motivates people to buy a company's products. It may take the form of advertising, personal selling, publicity, sales promotion, reseller support or a combination of these activities.

• Advertising is any paid form of impersonal presentation of goods, service or ideas using a mass communication medium.

• Personal selling is the use of person-to-person communication to assist or persuade a prospect to buy, and is used especially when the number of buyers is limited and the product is expensive and complicated. A good salesperson must have an intimate knowledge of the product and strategic understanding of the buyer.

• Publicity is unpaid media coverage of news about an organisation, its personnel or its products, Publicity may, of course, be positive or negative. Positive publicity may generate far more sales than pages of paid advertising.

• Sales promotion is a direct inducement that motivates someone to purchase a product. It covers a wide variety of activities such as exhibiting at trade shows, displaying material at a retail location, and giving away coupons that offer a discount.

• Reseller support refers to incentives given to wholesalers and retailers.

9. 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.

10. Discuss three or four of the products, giving a description of the product, how it is packaged, where you can buy it, who buys it, how much it costs, what influences the buyer in his or her choice, etc.

11. Read the article and answer the questions.

Most people and many managers do not understand the role of marketing in modem business. Marketing is two things. First, it is a strategy and set of techniques to sell an organization's products or services. This involves choosing target customers and designing a persuasive marketing mix to get them to buy. The mix may include a range of brands, tempting prices, convenient sales outlets and a battery of advertising and promotions. This concept of marketing as selling and persuasion is by far the most popular idea among both managers and the public.

The second, and by far more important concept of marketing, focuses on improving the reality of what is on offer. It is based on understanding customers' needs and developing new solutions which are better than those currently available. Doing this is not a marketing department problem, but one which involves the whole organization.

For example, for Rover to beat Mercedes for the consumer's choice involves engineering new models, developing lean manufacturing processes, and restructuring its dealer network.

Creating company-wide focus on the customer requires the continual acquisition of new skills and technology. Marketing is rarely effective as a business function. As the chief executive of Hewlett Packard put it: “Marketing is too important to leave to the marketing department.” Such companies understand that everybody's task is marketing. This concept of marketing offering real customer value is what business is all about.

1. Which of the four Ps are mentioned here?
2. Does the author think the four Ps are a complete definition of marketing?
3. Does the author think that marketing is only for marketers?

12. Choose a well-known brand for each of these categories.

- cars *Mercedes*
- newspapers and magazines
- watches/jewellery
- clothing

13. Discuss with your partner a recent purchase you made. What was the product, where did you buy it, how much did it cost and what influenced you in your choice of what to buy and where to buy it?

14. Give an example of how personal selling has influenced a purchasing decision you have made.

15. Do you think that luxury-brand advertisements are all the same? Find some advertisements in glossy magazines and compare them.

16. Give typical consumer profiles for each brand. Include the following:

- age
- sex
- job
- income level
- other products the consumer might buy

17. What sort of advertising campaign could you have in your country for each of the brands you chose in Exercise 16? How else could you try to increase the sale of each brand?

18. Discuss these questions.

1. Which celebrities from your country have appeared in advertisements? What kind of products do they endorse?

2. Which world-famous film stars and sportspeople have appeared in advertisements? In your opinion, which of those ads was the most effective?

Тема 4. Business planning

***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.*

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, w e ..... . (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?

🕮 12. Read and translate the text.

Managing human resources

Zephyr is a medium-sized company based in the South-East of England, a region of high growth and relatively low unemployment. Most of its 372 production line workers are involved in the assembly of high-quality electronic components for the auto-mobile industry for which Zephyr has been a subcontractor since before the Second World War. The workers as a whole enjoy similar pay and status to other semi-skilled workers in the area. Sixty per cent of the workers belong to a trade union, and union membership has increased significantly during the past six months.

The plant operates on a shift system, a typical week being composed of five eighthour shifts with one 10-minute tea break and one 30-minute lunch break per shift. The factory is modern, with air conditioning, controlled humidity, diffused lighting and soberly painted grey walls. The workshops are spacious, each worker having his own bench and tools for the assembly operations. There are two canteens, one for the workers and one for the management, with subsidised meals and drinks in both.

New recruits are given a three-day training course during which they learn the basic operations of assembly work. They develop speed and dexterity with practice. Apart from this there is no systematic training given to workers. Shop-floor supervisors indicate that Pakistani and Indian immigrants quickly develop speed. Language barriers, though, prevent them from integrating fully into the culture of the firm. Other workers often complain that the immigrants work too hard.

Almost three-quarters of the plant's workers are between 18 and 24 years of age and of these 69% are women. The basic rate of pay depends on length of service in the company; workers receive annual increments of 10%. The average length of service is seven years and the annual staff turnover is 20% although this is increasing all the time. Delivery delays have occasionally occurred as a result.

Incentive bonuses are paid to each worker according to the number of components he or she assembles above a certain monthly quota, and they are expressed as a percentage of his or her basic salary. A highly productive worker may earn an extra 10% of his wage in bonus payments, but most workers typically earn between 3% and 5%, with some earning no bonus at all because of failure to reach the quota.

Zephyr's sales have been in steady decline since the mid 1960s when the British automobile industry began to disintegrate. Equally worrying is the decline in output per worker, despite Zephyr's heavy investment in new technology. Several attempts have been made to diversify, especially in the area of components for domestic appliances (washing machines, hair dryers, etc) but with limited success. Three years ago the company was forced to dismiss 150 workers; this was done on a last-in-first-out (LIFO) basis, and now it is feared that more redundancies are imminent. One of the most common subjects discussed in the canteen is whether or not the plant will close down. Rumours of workers experiencing nervous breakdowns have been circulating; the number of workers on sick leave has actually increased.

The Managing Director of Zephyr, Mr John Hurd, is hoping to avoid further redundancies and has been negotiating with top officials of a Nissan plant which is due to open in South Wales in 18 months' time. It appears that Zephyr's chances of doing business with Nissan are good, its reputation for quality components being highly appreciated by the Japanese car giant.

In negotiating with the Japanese Mr Hurd has discussed changes in human resources management. In concrete terms this means that Zephyr will have to become more competitive by raising productivity by 10% while maintaining high-quality standards and respecting very tight delivery deadlines - a seemingly impossible task in view of its recent poor productivity record.

13. Role-play this situation. Imagine you are a management consultant who has to meet Mr Hurd to advise him on the best course of action to take.

a) Before your meeting with Mr Hurd, write a list of questions you wish to ask him in order to help you analyse the problems(s) in greater depth. When you have finished your list, read your questions aloud to the class.

Example: Who leaves the company and why? Why is there no ongoing training?

b) Describe what you see as Zephyr's problem(s) and explain the possible causes.

Example: There is a high staff turnover which is bad for morale and may be due to a lack of promotion prospects.

14. In small groups, outline a plan to improve Zephyr's situation.

15. Choose one member from each group to play the role of Mr Hurd. He or she has a maximum of five minutes to make a presentation to the Zephyr employees. He or she should:

• present the plan he or she hopes to implement, justifying it where necessary

• be prepared to answer any questions the employees may have.

16. Before you read the text answer the questions

How important is planning for a company? How often should companies revise their plans?

🕮 **17. Read the article from the *Financial Times* and answer the questions.**

Ford restructuring plan shifts up a gear

Ford will unveil its accelerated restructuring plan at the end of next month as the US car-maker tries to halt losses and adapt to a huge change in domestic demand. Mark Fields, president of Ford Americas, yesterday said it would speed up the 'Way Forward' plan announced in January in response to the changes in buying habits caused by high fuel prices and market trends.

Ford suffered from the fall in demand for large pick-up trucks and utility vehicles, once its, most profitable segment, in the face of $3-a-gallon petrol prices. It

has also been hit by the poor performance of its luxury car segment and has hired advisers to explore a potential sale of non-core assets.

Mr Fields outlined a range of future product launches, including an addition to the luxury Lincoln brand. 'I can confirm that our plans do include more new products and quicker and deeper cost-cutting,' he said. They may have to add to the 14 plant closures and 12,000 job cuts 30 outlined in January. 'Acceleration doesn't mean a new plan. It means a new timetable:

Mr Fields said Ford's own new product line-up had seen it gain market share in the light-truck sector and maintain the steady share in the car segment, despite being overtaken in July sales by Toyota, the first time the Japanese auto-maker has claimed the second spot in the US market behind GM.

Ford is also considering plans to invest $lbn at its plants in Michigan to improve flexibility and boost research and development to keep up with changing consumer tastes.

Which of these are part of Ford's plans?

a) increasing exports
b) building new factories
c) launching new product in Lincoln brand
d) further cost-cutting
e) restructuring
f) laying off staff
g) investing in existing factory
h) producing new truck designs

18. Role-play this situation. The head of your department is leaving the company in a month's time. Your department plans to hold a farewell party. Discuss these questions with other members of the department.

1. When and where will the party be? At work, in a restaurant or at another location?
2. How much should each member of staff contribute towards the cost of the party?
3. What sort of gift should you get? Who will present it?
4. Will there be a speech? If so, who will make it? Should it be serious or humorous? How long will it be?
5. What kind of entertainment will you have at the party?
6. What else do you need to plan?

✍ **19. Write an essay “Keys to good planning”.**

Розділ 3. Business people and business leaders

Тема 5. Managing people

***Aims*:** consider the most important responsibilities of a manager and the best way to motivate people in specific situations, discuss what makes a good manager, define qualities and managerial skills, study business vocabulary related to managing people, practice dialogues, comment on the use of reported speech, analyze the strategies which contribute to good managing people.

Keywords: *Managerial skills, Chief Executive Officer (CEO), Responsibility, Reputation, Promotion, Performance, Objectives, Targets, Motivation, Business Administration, Co-founder, Staff, Boardroom, Workplace, Employee.*

Reported speech

There are three ways to report what someone said. We can:

1) repeat the exact words using inverted commas *(''):*

The Prime Minister said: "Unemployment is falling."

2) use a reporting verb in the present tense and keep the same tense as the original words:

The Prime Minister says that unemployment is falling.

3) use a reporting verb in the past and change the tense:

The Prime Minister said that unemployment was falling.

Tense changes

Tenses change in reported speech when we use a reporting verb in the past tense:

Actual words	Reported speech
I work for IBM.	*He said (that) he worked for IBM.*
I am working for IBM.	*He said (that) he was working for IBM.*
I worked for IBM.	*He said (that) he had worked for IBM.*
I was working for IBM.	*He said (that) he had been working for IBM.*
I have worked for IBM.	*He said (that) he had worked for IBM.*
I will work for IBM.	*He said (that) he would work for IBM.*
I may/can work for IBM.	*He said (that) he might/could work for IBM.*

We do not change the past perfect, or *might/could/should/would/ought to.*

We don't have to use the word *that* after the reporting verb. So we could also say: *He said he worked for IBM.*

Reporting thought

We use the same tense changes when we are reporting what people think or know (e.g. after *I didn't realize, I knew, I thought, I had no idea*, etc.):

I didn't realize you were Canadian. I thought you were American.

Reporting commands and requests

We report commands and requests using *tell* or *ask* and the infinitive:

"Come in." He told me to come in.

"*Don't take the train." He told me not to take the train.*

"Please join me for lunch." He asked me to join him for lunch.

"Please don't smoke." He asked me not to smoke.

Other changes

It is sometimes necessary to change other words:

"I saw him here yesterday." She said she had seen him there the previous day.

"I'll send him this information." She said she would send him the/that information.

"I'll drop in tomorrow." She said she would drop in the following day

***Wh*- questions**

Some questions begin with a question word *(who, where, which, why, when, what, how, how much,* etc.). Look at the way we report these questions:

"When will the shipment arrive?" they asked me.

They asked me when the shipment would arrive.

Common mistakes:

When we report a question, the word order changes from verb + subject to subject + verb:

"Where is the file?" he asked me.

wrong: *He asked me where was the file.*

right: *He asked me where the file was.*

Note that the tense changes are the same as with reported speech (see Unit 31) and we do not use a question mark.

***Yes/no* questions**

When we report *yes/no* questions, we use *if* or *whether:*

direct question: "*Are you planning to stay late?"*

reported question: *She asked me i fI was planning to stay late.*

direct question: "*Do you know anyone in Marketing?"*

reported question: *He asked me whether I knew anyone in Marketing.*

Embedded questions

When we begin a sentence with one of the following phrases, we need to use the same word order as for reporting questions. We do not need to change the tense if the introductory phrase is in the present tense:

I wonder... where Henk is. (not: *where is Henk.)*

I'm not sure ... if it is a good investment. (not: *is it a good investment.)*

Could you tell me ... what my bank balance is? (not: *what is my bank balance?)*

Do you know ... when the plane leaves? (not: *when does the plane leave?)*

Reporting verbs

We often use other verbs instead of *say, tell,* etc. to report what someone says.

The verbs *warn, order, advise, encourage, remind, persuade* are followed by an object +infinitive:

I think you ought to look for another job.' - He advised me to look for another job.

The verbs *offer, refuse, promise* are followed by an infinitive:

We will not accept less that 5.5%. - They refused to accept less than 5.5%

The verbs *admit, deny, apologize for* are followed by the *-ing* form:

Sorry to keep you waiting. - He apologized for keeping me waiting.

It necessary to change these words:
here-there;
this-that;
these-those;
now-then, at that time;
today-that day;
tonight-that night;
yesterday- the day before, the previous day;
tomorrow – the next day, the following day;
last week/month, etc. – the week/month before, the previous week/month;
next week/month, etc. – the next week/month, the following week/month;
an hour ago – an hour before/earlier.

1. Complete the sentences using *ask* or *tell* + infinitive.

1. They were late paying the bill, so I phoned and told them to pay a t once.
2. I was too busy to see Jane, so I .....
3. I could see that he had had too much to drink, so I .....
4. Peter said he was going to the bank, so I .....
5. The machine they sold us was faulty, so I .....
6 I wanted the mechanic to tell me how much the repairs would cost, so .....

2. Put the following sentences into indirect speech.

1. She said, “I’m working in a restaurant , and don't much care for it”. 2.”I can’t live on my basic salary,” said Peter. 3“We’re waiting for the school bus,” said the children. 4. “I’ve made a terrible mistake!” said Peter. 5. “The ice will soon be hard enough to skate on,” said Tom. 6. “Would you like to come with us?” they said. 7. “Whom did you give the money to?” asked Ann. 8. “How much do you think it will cost?” he said. 9. “Did you sleep well?” asked my hostess. 10. “Have you been here long?” the other pupils asked the teacher. 11. “How long have you been learning English?” the examiner said. 12. “Where are you going for your summer holidays?” I asked them. 13. “Who do you want to speak to?” said the telephonist. 14. “Does anyone want tickets for the boxing match”’ said Charles. 15. “Could we speak to the manager, please?” said the two men. 16. “Which train are you going to get?’ my friend inquired.

3. Read the situations, and underline the correct words in *italics*.

1. At 10.00 this morning, Julia says to you; “Dr Bangermann is arriving this fternoon.” At 10.30 the same morning you say to your boss, Julia said that Dr Bangermann was arriving *this afternoon/that afternoon.*
2. The sales manager says to you; “I'll show the visitors round the factory tomorrow.” Three weeks later, you say to your boss, He said he would show the visitors round the factory *the followmg day/tomorrow*.

3. A client calls from his office and says: “I'd like to hold the meeting here”. Later you speak to your boss in your own office and say, He said he'd like to hold the meeting *here/there.*
4. A customer rings to say; “We sent the cheque yesterday”. A week later you say to your boss, When I spoke to him, he said that he had sent the cheque *yesterday/the previous day*.
5. A client rings you at your office and says; “'I'll meet you there tomorrow”. The same day at your office you say to your boss, He said he would meet me *here/there* tomorrow.

4. A headhunter took you out to dinner last night. Now a colleague is asking you about what you said. Answer his questions using reported speech.
1. 'What personal details did you give him about yourself?'
I told him I was married and that I lived in London.
2. 'What did you tell him about the company?'
3. 'What did you say your responsibilities were?'
4. 'What did you tell him about the salary you would need?'
5. 'What did he tell you about the new company?'
6. 'What did he tell you about the new job?'
7. 'So in the end what did you say to him?'

5. Put the following questions into indirect speech.
1. Can I have some more pocket money? The boy asked ….
2. Are you still living in Kyiv? I asked him…
3. Do you work in the central branch or in the provinces? She asked me…
4. Are you going to give me the money or not? She asked him…
5. Has he brought the camera back? I wanted to know…
6. Is it snowing in Lviv? He asked…
7. Are you married? The man asked me…
8. Have you been eating properly? The doctor asked him…
9. Would you like to join us tomorrow? They asked me…
10. Do you speak Arabic? The manager asked me….
11. Have you finished the work? The chief asked the worker…

6. A colleague of yours came back from a business trip, and you asked her the following questions. Rewrite the questions using reported speech.
1. Did you have a good trip?
I asked her if she had had a good trip.
2. Have they signed the contract?
3. Will you need to go back again?
4. Was the hotel any good?
5. Did you manage to have any time off?
6. Are you feeling tired?
7. Did you have any problems?

8. Did they like the idea of a joint venture?

7. Re-write these sentences using the reporting verbs and structures in brackets.

1. I'll report you to the police. (threaten to do something)
He threatened to report me to the police.
2. Go on, give a talk at the conference. (encourage someone to do something)
He .....
3. No, I will not give you a pay rise. (refuse to do something)
He .....
4. I didn't leave the office unlocked - it wasn't me. (deny doing something)
He .....
5. Don't leave your hotel after dark - it's dangerous. (warn someone not to do something)
He.....
6. I'm sorry I missed the meeting. (apologize for doing something)
He.....
7. I think you should get an agent. (advise someone to do something)
He .....

8. What qualities and skills should a good manager have? Choose the six most important from the list.

To be a good manager you need to:
1) like people;
2) enjoy working with others.
3) give orders;
4) listen to others;
5) make suggestions;
6) judge people's abilities;
7) plan ahead;
8) be good with numbers;
9) make good presentations;
10) be persuasive.

9. Verb and preposition combinations are often useful for describing skills and personal qualities. Match the verbs (1-7) with the prepositions and phrases (a-g).

A good manager should:
1 respond
2 listen
3 deal
4 believe
5 delegate
6 communicate
7 invest

a) in their employees' abilities.
b) to a deputy as often as possible.
c) to employees' concerns promptly.
d) with colleagues clearly.
e) with problems quickly.
f) in regular training courses for employees
g) to all suggestions from staff.

10. Which do you think are the three most important qualities in Exercise 9?

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

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

12. Match the attributes in the left-hand column with their definitions

Attributes (S)he is: 1 articulate 2 punctual 3 computer literate 4 tactful 5 scrupulous 6 astute 7 tenacious 8 charismatic 9 outgoing 10 tough 11 numerate 12 outstanding 13 ruthless ***(S)he has:*** 14 drive 15 commitment 16 flair 17 foresight ***Definitions;***

a able to attract, influence and inspire others
b able to anticipate future events
c careful not to offend or upset others
d remarkable and very impressive
e determined and does not give up easily
f naturally able to do something well g without pity
h fair and honest
i has a strong belief in an idea of system
j can use a range of computer software
k acquainted with the basic principles of mathematics
l expresses herself easily and well
m strong and independent
n motivated and persistent
o clever and skillful
p friendly and open
q arrives on time

In small groups, discuss which of the above attributes you have, you wish to have, or you will need to have in your career.

🕮 13. Read the article below and find the answers to the questions which follow.

Training global managers

One of the reasons why the Japanese have been so successful in penetrating world markets is that they have understood and responded to the challenges of doing

business in alien countries and cultures. Japanese expatriate personnel ire far better equipped than their American counterparts for living and working abroad.

In a recent survey, three-quarters of the 80 US corporations responding reported that between 10% and 40% of their personnel assigned overseas had to be recalled or dismissed due to poor performance. Only 14% of the 35 Japanese companies responding reported a failure rate of over 10% and in no case did it reach 20%.

Maintaining a US family overseas costs an average of $200,000 per year. Recalling key personnel is not only expensive but also highly disruptive, often leading to confusion and lost opportunities. Furthermore, an expatriate who is recalled will, in most cases, leave the company even though his or her performance may have been good prior to the overseas assignment. Replacing him or her means that the company has permanently lost a valuable human asset.

Even those US expatriates who complete their assignments may not be working to full capacity and although technically they have not failed, they may be costing their company a great deal in foregone profits.

The reason why Japanese and American expatriates perform so differently may be explained by the better preparation and support which Japanese managers and technicians receive. In Japanese companies, a thorough selection is made at least one year before the assignment is to begin, so that anybody at risk is rejected.

The selection procedure is followed by a training programme where assignees learn the culture, customs, language and ways of doing business in the host country. They learn that they will have to do without many homecountry comforts, and to accept, respect and even enjoy inconvenient customs and procedures.

Upon arrival in the country, the Japanese expatriate is assigned a mentor. This is usually a local person who will help the newcomer to settle in and get through the first year or so.

During their assignments Japanese managers or technicians are in constant contact with head office. They are kept up-to-date on any changes that take place during their absence and this reduces any worries about returning home. They also know that their foreign assignments are an integral step in their career plans.

Two-thirds of American companies have no formal training programmes to prepare personnel for overseas work. The other third limit their training to an informational briefing just before departure, but with no simulation activities or question-and-answer sessions with host nationals. Furthermore, no attempt is made to involve the family in preparing themselves for their new environment. Many expatriate personnel are recalled because their spouse or children cannot adapt, and this creates immense pressure on the whole family.

One of the reasons why American companies are so reluctant to set up effective training-and support programmes is that a trend has developed to replace expatriate personnel by host-country nationals. However, the increasing globalisation of business has led to a net increase in the number of Americans working overseas, in spite of the trend to replace them. This increase is likely to continue if American headquarters want to maintain and strengthen links with their overseas businesses.

Expatriate personnel may be divided into three categories, each with its own set of needs. Firstly, there are the short-stay technicians engaged in technical assistance or the transfer of technology. Because they rarely stay for more than a few months abroad their needs are mainly limited to techniques for survival. For example, they will need to know something of the uniqueness of the hostcountry culture and learn to engage in activities which make life in an alien land tolerable

Secondly, there are the long-term expatriates whose needs go beyond pure survival. Learning to be effective is a major challenge, and this means knowing what to expect, how to read cues, and how to adjust one's management style to the foreign culture. Furthermore, learning to enjoy the foreign culture is essential in order to avoid culture fatigue. The third type of expatriate is the foreign national coming to America, and they too have their own needs which must be met

Any training programme must take into account the different needs of these three groups. It should also be specific to the country of assignment or, in the case of foreign nationals coming to America, the country of origin. Cultural differences encountered in France are very different from those in Russia, Nigeria or Saudi Arabia, and it is the instructor's job to identify these differences, explain why they might be problematic and teach the skills necessary to cope with them and, ultimately, to appreciate them

14. Answer the questions.

1. How do US and Japanese expatriate personnel cope with overseas assignments?
2. What are the costs of the high rate of failure among US expatriates?
3. What do the Japanese do to minimise their failure rate?
4. What training activities are available for American managers and technicians working overseas?
5. What are the three kinds of expatriates and what are their needs?

15. 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

16. Discuss these questions.

What kind of manager do you think you are / would be? Do you think it`s better to work for a manager with strong opinions or one who asks staff for their ideas?

17. 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

18. Work in pairs. Role-play this situation.

A team of six multinational staff is managing a number of key accounts at an advertising agency. However, one of the team is unhappy. The employee is difficult to work with and uncooperative

Student A You are the team leader. You meet a member of your team who is uncooperative and unhappy. Find out what the problems are and try to offer solutions so that the employee performs better as a member of your team.

Student B You are a member of the team. You meet your team leader to discuss your performance at work. You are unhappy for these reasons:

• You feel you are working harder than everyone else. You are always the last to leave work.

• Your hard work is not recognised and appreciated by the team.

• You recently married and are missing your partner and young child.

• You do most of the boring paperwork for the accounts while your colleagues are given more face-to-face contact with clients. You are not happy with how the workload is being distributed.

• You think the team leader is too young and inexperienced, and is not managing the team well. This is the main reason why you are unhappy.

✍19. As the sales manager of the company, write the recommendations section of a report to the CEO about the actions agreed on the meeting with the suppliers.

Тема 6. Conflict management

***Aims*:** consider common causes of conflict in companies and organizations, discuss the key elements that help to resolve business disputes, define qualities and managerial skills, study business vocabulary related to handling conflict, 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: *Managing Conflict, Credibility, Emotion, Consistency, Sympathy, Resolving Business Disputes, Patience, Calmness, Socializing,* N*egotiations.*

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 fa ll i f 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 th a t 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 th a t 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 qualities does a mediator need?

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

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

🕮 13. Read and translate the text.

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

5 conflict 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.

14. 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?

15. 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.

16. 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

17. 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.

Розділ 4. New Business. Innovation and invention

Тема 7. New Business

***Aims*:** consider public-sector companies and private-sector companies, discuss the main problems facing new businesses, define the most important key ingredients when starting a new business, discuss conditions for starting new businesses, study economic terms, practice business vocabulary related to dealing with numbers, develop the ability to participate in discussions, comment on the use of relative clauses.

Keywords: *Balance of trade, Interest rate, Exchange rate, Inflation rate, Labour force, Tax incentives, Government bureaucracy, GDP (gross domestic product), Unemployment rate, Foreign investment*

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 wh ich /th at/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 th a t 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. 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. 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. Match the economic terms (1-10) to their definitions (a-j).

1 interest rate
2 exchange rate

3 inflation rate
4 labour force
5 tax incentives
6 government bureaucracy
7 GDP (gross domestic product)
8 unemployment rate
9 foreign investment
10 balance of trade
a) total value of goods and services produced in a country
b) general increase in prices
c) cost of borrowing money
d) price at which one currency can buy another
e) percentage of people without jobs
f) people working
g) low taxes to encourage business activity
h) money from overseas
i) official rules/regulations/paperwork
j) difference in value between a country's imports and exports

14. Discuss these questions.

There are four key ingredients when starting a new business: an innovation a good team, the right market opportunity, and the right financing strategy. In what ways are they important? These phrases may help you.

If you have (an innovation), you can ..... .
Without a good (team), you can't ..... .
If you want to ..... , you have to have ..... .

15. How do you say these numbers in English? Write your answers after each one

1. 462	9. 47 %
2. 21/2	10. 10 September
3. 2,345	11. 3 July
4. 6.75	12. 602 8477 (phone number)
5. 0.25	13. -5° Centigrade
6. 31/3	14. In 1903
7. 1,250.000	15. In 2025
8. 10,04	16. 0.7

16. Discuss the question.

What conditions are important for people starting new businesses? Choose the three most impotant 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

17. 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

18. Before you read the article answer these questions.

How difficult do you think it is to spot a gap in a market?

Have you ever thought of a product/service which you'd like to see in the market, but which doesn't exist at the moment?

🕮 19. 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.

20. 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.

✍ **21. 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.**

Тема 8. Making things. Products

***Aims*:** consider the importance of brand recognition, define the market research methods, discuss the importance of researching a product concept, analyze why do companies product mixes regularly change, discuss conditions for launching the product, practice business vocabulary related to making things, comment on the use of passive voice.

Keywords: *Product Life Cycle, Product mix, Promoting, Market Segment, Generic Products, Margin, Profit, Purchasing, Market Share, Stock Turnover, Publicity, Retailer, Warehouse, Distribution Channels. Launching the Product.*

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 o f 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 o f 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 h a d 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 b oo k a meeting room.

1. Read this interview with a taxi driver. Put the verbs in brackets into the present simple passive.

A: 1 *Are. you employed* (you/employ) by a taxi company or is Pet Taxi your own business?
B: Pet Taxi is all mine - and I started it because there are lots of drivers who don't like it when 2 ..... (they/ask) to drive cats and dogs in their cars.
A: Is that a problem?
B: Yes, it can be, because every time you have a cat or a dog, dust and hairs 3 ..... (leave) behind. And these days there are lots of passengers who 4 ..... (not/allow) to go anywhere near animals because of allergies.
A: So what does your taxi look like?
B: It's a bit like a van, but it ..... (fit) with a big cage where the animals 6 ..... (keep), and in the roof there are vents so that the air 7 ..... (let) in - which is important for long journeys.
A: So what sort of animals 8 ..... (you/ask) to carry round?
B: Well, mostly, 9 ..... (I/contact) by people who want me to take their cats and dogs to the hairdresser's or vet's. But I do some work for a film studio too, so sometimes 10.....(I/give) more unusual creatures - I once had a huge snake - a python!

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. Add a response to each of the following questions.

Have you heard what...

1 ... has happened to their Spanish subsidiary? *It has been sold.*
2 ... is happening to the department?.....
3 ... happened to the chairman at the meeting
4 ... has happened to the strikers?..... .....
5 ... is happening to the price of petrol?.....
6 ... happened to our office in Singapore?.....
7 ... has happened to the Euro?.....

6. Open the brackets and use the verbs in appropriate form of the Passive Voice.

1. David wants to know when the final decision … (to take).
2. Don’t make a noise, we … (to listen) to.
3. The first draft resolution … (not to discuss) yesterday, it … (to withdraw) long before the beginning of the negotiation.
4. The chief is not at work, he … (to send) to a special mission.
5. Do you suggest that this problem can … (to solve)?
6. The money … (to lend) to her three weeks ago, but it … (not to give) back yet.
7. This translation may … (to write) with a pencil.
8. The working day was in high gear: the mail … (to look) through, documents … (to type), letters … (to answer), talks … (to hold).
9. The contract which … (to sign) last month is discussing now.
10. If you … (to ask) about it, will you be able to answer?
11. A new factory … (to construct) now.
12. It must … (to do) without delays.

7. Open the brackets and use the verbs in appropriate form of the Passive Voice.

1. The government says tax reforms … (to introduce) next year.
2. In some countries, books … (to sell) in Kiosks as well as supermarkets.
3. A new CEO … (to elect) by the end of the month.
4. A new security system … (to install) in all our offices in the next few months.
5. At the moment, the president … (to interview) by the journalists.
6. The news … (to broadcast) at 5 o’clock every day.
7. The theatre … (to close down) four years ago.
8. There must be a mistake. The bill … (to pay) by my partner already.

9. The office … (to clean) twice a week in the morning.
10. The meeting … (to postpone) yesterday.

8. 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

9. 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.

10. Before you read the text answer the question.

Raymarine is going to launch 12 new products. What kind of strategy do you think a company needs when launching so many products in one year?

🕮 11. Read the text.

Raymarine to launch 12 new products

Raymarine, the marine electronics group, is to launch 12 new products this year, including a device that uses the satellite positioning system to pinpoint anyone falling overboard.

The company also expects continuing strong sales of the E-series of navigation products, launched a year ago. These products use one screen to display information such as navigation charts, fish-finding equipment and engine performance.

Last year, the company moved most of its production from Portsmouth to Hungary, where all its printed circuit boards are now made. It expects to complete the transfer of all production facilities to Hungary by the end of this year.

The restructuring led to charges of 10.9m for the year to December 31, leaving pre-tax profit at 8,1m, compared with 5,3m for the previous year. However, adjusted operating profits rose 38 per cent to 19.4m (14.1m) after a rise in sales from 106.3m to 121.9m.

This is both a restructuring story and one of the few successful consumer electronics stories. The fact that the company was still manufacturing anything in the UK shows how old-fashioned it was, and the outsourcing to Hungary should add at least 5m to profits next year and 10m the following year. It should also enable the company to lift its market share in a market that is expanding as more people retire and have money to spend on leisure. In the US, for example, many of those who move to Florida and take up boating love spending their money on such equipment. Profits this year are expected to be about 21m, rising to 28.5m next year.

12. Choose the correct word to complete the summary.

Abroad, expanding, launch, manufacturing, operating outsourcing, overboard, restructuring, retire.

Raymarine produces electronic devices for use on boats. One of its new products can signal when someone has gone ..... The company is now moving its ..... to Hungary. The ..... has been expensive, but a lot of money should be saved by ..... to Hungary. The market is ..... because more people in the USA are buying boats when they ..... .

13. Match the words (1-8) with their meanings (a-h).

1. marine	a) stop working
2. pinpoint	b) relocation
3. overboard	c) free time
4. navigation	d) make a slight change
5. transfer	e) locate
6. adjust	f) connected to the sea
7. retire	g) into the sea (from a boat)

8. leisure h) finding the direction

14. 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 skilful 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 skilful 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

16. Developing a Marketing Mix

In small groups, choose three products with which you are familiar and develop a Marketing Mix for each of them. Make a copy of the grid below and fill it in. Give as much relevant information as possible regarding each element of the Marketing Mix.

	A convenience good or service	A speciality good or service	A capital item
Product			
Price			
Promotion			
Place			

17. Create a web page of your company describing the products manufactured. Make a presentation.

GRAMMAR TEST

1. The book …. Is on the table.
a) what b) who c) whose d) which
2. The problem is …. to do.
a) which b) whose c) who d) what
3. She early became …. she is now.
a) what b) who c) which d) that
4. I am busy at the moment. I …. On the computer.
a) work b) am working c) worked d) have been working
5. I already ….my things and I am ready to go.
a) packed b) have packed c) pack d) was packing
6. He usually … this fence once a year.
a) paint b) painted c) paints d) was painting
7. We …. our parents since last Christmas.
a) haven't seen b) didn't see c) hadn't seen d) haven't seing
8. I am busy, …. I?
a) am b) is not c) aren't d) amn't
9. The teachers didn't have dinner at the canteen, …. they?
a) did b) didn't c) had d) hadn't
10. Which team …. the game yesterday?
a) will win b) had won c) won d) did win
11. She is never late, …. ?
a) isn't she b) is she c) doesn't she d) does she
12. I … anyone play so well in my whole life.
a) did never see b) had never seen c) have never seen d) will have never seen
13. She asked when the chief usually ….
a) is coming b) comes c) came d) will come
14. I didn't know if he … a photograph of me the day before.
a) took b) had taken c) takes d) was taking
15. At this time tomorrow he …. to London.
a) flies b) shall be flying c) will fly d) will be flying
16. 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
17. There was no money left because we … it all.
a) spent b) had spent c) had been spending d) spend
18. I believe she … the job she has applied for.
a) will get b) gets c) will be getting d) will have get
19. I … my lawyer tonight.
a) saw b) am seeing c) will have seen d) see
20. I can't get Nick on the phone. I … all morning.
a) am trying b) have been trying c) try d) had been trying
21. We … to the cinema this afternoon. Would you like to come?
a) went b) are going c) will be going d) will have gone

22. By the time we get back he … a bath and we shall find him asleep in his bed.
a) will have taken b) will take c) will be taking d) would take
23. How long …. for this company? Five years.
a) had you worked b) were you working c) have you been working
d) had you been working
24. The rain … before we arrive in the city.
a) stopped b) had stopped c) will have stopped d) would stop
25. Will she be upset if she … the news?
a) heard b) is hearing c) hears d) had heard
26. If he drops out college he … to look for a job.
a) have b) will have c) would have d) had
27. If I … the question, I would be able to answer it.
a) would understand b) understood c) will understand d) had understood
28. We would go by plane if it … cheaper.
a) would be b) will be c) is d) were
29. We …. all our friends to stay if we had a bigger house.
a) had invited b) need invite c) must invited d) could invite
30. … you sing before breakfast, you will cry before night.
a) Unless b) If only c) If d) I wish
31. If I were him … a bodyguard.
a) I shall hire b) I would hire c) I have hired d) I am hiring
32. If we … missed the train, we wouldn't have been late for the interview.
a) wouldn't b) hadn't c) shouldn't d) couldn't
33. If he … here, he wouldn't have got a ticket.
a) hadn't parked b) had parked c) parked d) didn't park
34. If he hadn't been afraid of height, he … to the tower.
a) will try b) would try c) will have tried d) would have tried
35. If he hadn't failed one of his final exams, he … to spend part of the summer in college.
a) wouldn't have had b) wouldn't had had c) won't have had d) will not have
36. The judge asked the witness … give her more information.
a) that he b) if he could c) that he could d) whether he
37. They asked if … always wanted to be a doctor.
a) did she b) has she c) was she d) she had
38. They wanted to know what … the money on.
a) she had spent b) had she spent c) did she spend d) she spent
39. I asked Joe … in a flat.
a) if she lives b) does she live c) if she lived d) did she live
40. Mark asked … going to lend them the money.
a) that I was b) if I was c) was I d) whether was I
41. I wish I … more free time.
a) have b) had c) have had d) will have
42. If only I … a little bit taller.
a) be b) will be c) were d) was

43. I wish we … on the same flight tomorrow.
a) will travel b) would travel c) had travelled d) travelled
44. Pineapples … in Greece.
a) are growing b) is grown c) are grown d) grew
45. They said that the new cinema … in the town.
a) is being built b) will be built c) build d) would be built
46. Many new schools … in our city now.
a) were built b) are built c) have been built d) are being built
48. A new skirt … for my daughter tomorrow.
a) will be bought b) is bought c) will buy d) was bought
49. The match … because of the weather.
a) was put off b) was being put off c) was putting off
d) were put off
50. Just sit there and wait till the time of departure …
a) will be announced b) will announce c) was announced d) is announced

TEST YOUR BUSINESS VOCABULARY

1. The CEO is the head of … team.
a) administration b) management c) organization
2. They have not been paid this month? Ok, I will put you through to the … department.
a) salary b) finance c) pay
3.I am in charge of training in the human …. Department.
a) support b) resources c) staff
4. I supervise all the … workers on the manufacturing line.
a) manual b) white-collar c) labour
5. Our company has a …of 65 in Paris and about 30 in Kyiv.
a) staff b) union c) headquarters
6. Our … department is responsible for recruitment.
a) worker b) personnel c) employee
7. When you join a company now you can not expect a … for life.
a) work b) job c) career
8. He was appointed on a … contract so his job isn't very safe.
a) full-time b) overtime c) permanent
9. My aunt works in a bank and her … is about 5.000 a month.
a) salary b) bonus c) wages
10. When he is 65 he will be able to give up work and live on his …
a) package b) pension c) perks
11. We need to … two new people for our new office.
a) recruit b) join c) hire
12. Over 50 people have applied for the …
a) posts b) works c) jobs
13. We will invite you to come to …
a) interview b) appointment c) meeting
14. Workers look forward to 5 because they can … off for the day.
a) shift b) clock c) go
15.We …about 30 in our office and most have been with us for ten years.
a) hire b) employ c) appoint
16. We have carried out a lot of market … lately.
a) focus b) development c) research
17. Next month they are going to … three new products.
a) innovative b) launch c) forecast
18. Competition is … in the fast food business.
a) efficient b) intense c) successful
19. Our most important market … is women aged from 20 to 30.
a) segment b) share c) place
20. We are well known in Greece, but now we want to … the European market.
a) penetrate b) entrance c) compete
21. Our product … include tables, chairs and wardrobes.

a) package b) group c) portfolio
22. We will be launching a new product … next year.
a) line b) cycle c) brand
23. We want the brand … to be bright, eye-catching and exciting.
a) picture b) logo c) image
24. Fast-moving … goods, such as fresh food, have to be sold quickly.
a) customer b) client c) consumer
25. The red colour we use on all the labels is a key part of …
a) marking b) positioning c) branding
26. This lamp is very popular. It's a real …-spinner.
a) cash b) money c) finance
27. We make a … of 15 $ on this item.
a) budget b) expense c) profit
28. I have a serious cash … problem because they haven't paid me.
a) credit b) expense c) flow
29. Our only … liability is a 1000 $ bank loan to be paid off over ten years.
a) fixed b) long-term c) short-term
30. The … include a 1000 $ tax bill and 5000 $ we owe our suppliers.
a) assets b) debtors c) liabilities
31. We do our printing in-house but we … delivery to a small, local company.
a) supply b) source c) subcontract
32. If you pay cash for this TV, we will give you a 5 % ….
a) sale b) discount c) refund
33. The annual inflation … is below 2%.
a) growth b) rate c) gap
34. We also have a trade … of over 16 $ billion.
a) benefit b) share c) surplus
35. The country's gross domestic … has grown by more than 100$ billion.
a) payment b) product c) profit
36. Geno Science was … on the stock exchange last year.
a) floated b) invested c) issued
37.Alex is off sick so Nick will have to … the staff meeting.
a) charge b) chief c) chair
38. They announced the merger at a press … last night.
a) workshop b) conference c) seminar
39. A person or company that sells goods in large quantities to businesses.
a) supplier b) retailer c) wholesaler
40. The value of the goods or services sold during a certain period of time.
a) order b) turnover c) invoice
41. Experts estimate the … of the deal at 20 million euros.
a) value b) sales c) profit
42. We have to … the meeting for Friday because the CEO is busy all day.
a) arrange b) implement c) reschedule
43. Goods will be … next week.

a) dispatched b) purchased c) exchanged

44. Products and services offered at a large discount are generally …

a) bargain b) offer c) sale

45. Goods are kept in our … until ready for delivery.

a) warehouse b) storage c) stock

46. When you can pay some time after you buy, but at no extra cost

a) out of stock b) interest-free credit c) cooling off period

47. A company which is more than 50% owned by a parent company is called…

a) subsidiary b) head office c) office

48. The money a company makes after taking away its costs is its…

a) market share b) profit c) turnover

49. A business which advises companies on advertising and makes ads.

a) advertising campaign b) agency c) leaflet

50. Length of time people continue to buy a product.

a) launch b) lifecycle c) range

WRITING BANK

Letters

Mr (Mrs, Miss, Ms) Nick Brown
Universal Imports
31 Cambridge Court
London E17 5 NB

Dear Mr Brown

Re: Diana Johnson

Diana Johnson has been accepted for a position as Marketing Manager with British Airlines at Midland Airport.

In order for Diana to work at Midland, 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 20 June, but can only do so after we receive your reference.

Thank you for your cooperation. I enclose a stamped addressed envelope.

Yours sincerely

(signature)

Tracy Valdes
Personnel Manager

E-mails

To….
From…
Subject…

Dear Mr White

It was very good to see you again at our meeting in Madrid on 21 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, North and South America for five years with effect from 1 November. During this period we expect to see an increase of at least 5 percent in the value of business we do in this region.

Full details of the payments we will make and the expenses we will cover are included in the attached agreement. Can you please check this and, if all as 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
David Nadstoge
Managing Director
Reswik Professional Services
567 City Lane
London DC2 98W

Product report

Executive summary

We have been contracted by Lensses AM, a Spanish manufacturer of mobile phones, 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. Lensses AM has been developing cheap, small-scale electronic devices for twenty years. In the last two years they have focused on more luxurious phones for businesspeople. These have been very successful. One in three mobile phones for the business market is Lensses AM.

2. Our new Executive Organiser software has a lot of attractive features for the travelling businessperson (e.g. address book, voice recorder, google maps, etc.)

3. Market research shows that there is a big demand in our products being used on machines apart from laptops.

Conclusion

The two companies have products which fit well together.

Recommendation

We should have a meeting with our representatives as soon as possible to discuss a joint venture between our companies, with the aim of putting our software onto their mobile phones.

John Smith
R&D Director
(date)

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 o f Munich,* (present simple tense)

I worked in the centre o f 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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