

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Донецький національний університет
економіки і торгівлі
ім. М.І. Туган-Барановського

Кафедра іноземних мов

І. Ю. Сіняговська

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ
ДИСЦИПЛІНИ**

ІНОЗЕМНА МОВА

Кривий Ріг
2017

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ІНОЗЕМНА МОВА

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С 76 Методичні рекомендації з вивчення дисципліни «Іноземна мова» [Текст] : для студ. спец. 075 «Маркетинг», ступінь бакалавр / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземних мов; І. Ю. Сіняговська. – Кривий Ріг : [ДонНУЕТ], 2017. – 375 с.

Запропонована методична розробка сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на першому та другому етапах вивчення іноземної мови.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Посібник відповідає сучасним методичним вимогам до навчальної літератури.

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NOUN	
ADJECTIVE	
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THE PASSIVE VOICE	
SEQUENCES OF TENSES	
ADJECTIVES AND ADVERBS	
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ВСТУП / INTRODUCTION

«Іноземна мова» є навчальною дисципліною, що забезпечує підготовку студентів ступеня «бакалавр».

Мета курсу - формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; вироблення навичок читання та реферування наукової інформації з фаху, ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

Завданнями дисципліни «Іноземна мова» є:

- набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела;
- користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики;
- переклад з іноземної мови на рідну текстів загальноекономічного характеру;
- формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов;
- ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів;
- навчання підготовці до участі у наукових конференціях, семінарах, дебатах, тощо;
- ознайомлення з особливостями оформлення найбільш вживаних паперів.

У результаті вивчення навчальної дисципліни студент повинен

знати:

- лексику, граматику, фонетику і орфографію іноземної мови;
- правила усного ділового спілкування;
- основні вимоги до культури мовлення.

вміти:

- конструювати параграфи для організації думок в єдину інтелектуальну структуру;
- читати та перекладами текст з побутової та професійної тематики середньої складності;
- спілкуватися іноземною мовою на побутові, суспільно-політичні та професійні теми в межах вивченої лексики та граматики;

- писати короткі повідомлення та есе іноземною мовою дотримуючись правил орфографії та граматики;
- складати ділові документи на задану тему, дотримуючись міжнародних стандартів;
- одержувати новітню фахову інформацію через новітні джерела.
- грамотно спілкуватися в межах усного мовлення;
- вести презентації згідно вимог ділового мовлення.

Дані методичні рекомендації мають за мету набуття студентами навичок читати та перекладати тексти з побутової та професійної тематики середньої складності, спілкуватися іноземною мовою на побутові, суспільно-політичні та професійні теми в межах вивченої лексики та граматики, писати короткі повідомлення та есе іноземною мовою дотримуючись правил орфографії та граматики.

Методичні рекомендації складаються з чотирнадцяти тем, передбачених робочою навчальною програмою з дисципліни. Кожен розділ містить вправи на розвиток усіх видів мовленнєвої діяльності: аудіювання, читання, говоріння та писемного мовлення, виконання яких сприяє розвитку комунікативної компетенції студентів першого та другого рівнів вивчення іноземної мови.

**ЧАСТИНА 1.
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.
GENERAL STUDY GUIDE**

1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова / вибіркова дисципліна	Обов'язкова для студентів спеціальності 075 «Маркетинг»
Семестр	1, 2
Кількість кредитів	10
Загальна кількість годин	300
Кількість модулів	4
Лекції, годин	-
Практичні/ семінарські, годин	144
Лабораторні, годин	-
Самостійна робота, годин	156
Тижневих годин для денної форми навчання:	
аудиторних	4
самостійної роботи студента	4,3
Вид контролю	екзамен

2. Мета та завдання дисципліни

Мета - формування у студентів необхідної комунікативної компетенції у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом, ведення бесіди з професійної тематики.

Завдання - формування у студентів загальних уявлень про особливості ділового спілкування; набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела; користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики; переклад з іноземної мови на рідну текстів загальноекономічного характеру; реферування суспільно-політичної та загальноекономічної літератури іноземною мовою; формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов; ознайомлення з найбільш

відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів.

3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	у сь о г о	У т о м у ч и с л і			
		л	п/с	лаб	срс
1	2	3	4	5	6
Модуль 1					
Змістовий модуль 1: Поняття про побудову кар'єри у компанії					
Тема 1. Кар'єра	20		10		10
Тема 2. Компанії	20		10		10
Разом за змістовим модулем 1	40		20		20
Змістовий модуль 2: Поняття про дистрибуцію					
Тема 3. Продаж та реалізація товарів	20		12		8
Разом за змістовим модулем 2	20		12		8
Модуль 2					
Змістовий модуль 3: Поняття про корпоративну етику					
Тема 4. Професійна діяльність та вирішення поточних проблем	22		10		12
Тема 5. Стрес	22		10		12
Разом за змістовим модулем 3	44		20		24
Змістовий модуль 4. Презентація продукції на ринку					
Тема 6. Міжнародна торгівля та маркетинг	22		10		12
Тема 7. Товари	24		10		14
Разом за змістовим модулем 4	46		20		26
Модуль 3					
Змістовий модуль 5: Поняття про підприємницьку діяльність					
Тема 8. Підприємницька діяльність	20		12		8
Тема 9. Планування	20		10		10
Тема 10. Менеджмент	20		10		10
Разом за змістовим модулем 5	60		32		28
Модуль 4					
Змістовий модуль 6: Основи маркетингової діяльності					
Тема 11 Головні концепти маркетингу	22		10		12
Тема 12 Вивчення ринку	24		10		14
Тема 13 Як функціонує ринок	22		10		12
Тема 14 Товар: основа комерції	22		10		12
Разом за змістовим модулем 6	90		40		50
У с ь о г о г о д и н	300		144		156

4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1.	Практичне заняття Моя майбутня професія. Види діяльності у різних сферах бізнесу Множина іменників.	2

2.	Практичне заняття Ефективні шляхи для кар'єрного росту. Present Simple.	2
3.	Практичне заняття Соціальні мережі та їх вплив на кар'єру. Present Simple	2
4.	Практичне заняття Спілкування по телефону щодо отримання певної інформації. Модальні дієслова для висловлення прохання, можливості та пропозиції.	2
5.	Практичне заняття Працевлаштування закордоном. Present Continuous.	2
6.	Практичне заняття Види компаній. Present Continuous.	2
7.	Практичне заняття Структура та діяльність компаній. Актикль.	2
8.	Практичне заняття Умови успішності компанії. Актикль.	2
9.	Практичне заняття Презентація компанії. Способи вираження майбутніх дій.	4
10.	Практичне заняття Види магазинів. Способи вираження майбутніх дій.	2
11.	Практичне заняття Здійснення продажу та покупки товарів.	2
12.	Практичне заняття Здійснення оплати за покупку. Умовні речення.	2
13.	Практичне заняття Види грошових одиниць. Умовні речення.	2
14.	Практичне заняття Телебачення та його роль у продажі товарів. Past Simple.	2
15.	Практичне заняття Ділові переговори для здійснення продажу товарів. Ввічливі форми відмови. Модальні дієслова для висловлення поради, пропозиції, необхідності, заборони.	2
16.	Практичне заняття Ділова нарада. Past Simple.	2
17.	Практичне заняття Внесення пропозицій та ідей. Present Perfect.	2
18.	Практичне заняття Виступ на нараді. Present Perfect.	2
19.	Практичне заняття Участь в обговоренні пропозицій та проблем.	4
20.	Практичне заняття Стресові ситуації на робочому місці та шляхи їх подолання. Past Continuous.	2
21.	Практичне заняття Відчуття стресу у власників бізнесу. Past Continuous.	2
22.	Практичне заняття Стрес та розваги. Фразові дієслова.	2
23.	Практичне заняття Подолання стресу. Past Perfect.	2
24.	Практичне заняття Проблеми на роботі. Past Perfect.	2
25.	Практичне заняття	2

	Спілкування: привітання, знайомство, прийняття або відхилення пропозиції, з'ясування деталей, відповідь на запитання, подяка.	
26.	Практичне заняття Поняття про маркетинг. Present Perfect Continuous.	2
27.	Практичне заняття Базові складові маркетингу: продукція, ціна, просування продукції, місце реалізації. Past Perfect Continuous.	2
28.	Практичне заняття Відомі світові бренди. Future Tenses.	2
29.	Практичне заняття Обмін інформацією по телефону.	2
30.	Практичне заняття Види товарів. Ступені порівняння прикметників.	2
31.	Практичне заняття Опис товарів. Прислівник.	2
32.	Практичне заняття Впровадження нових товарів на ринок. Passive Voice.	2
33.	Практичне заняття Презентація нових товарів. Passive Voice.	4
34.	Практичне заняття Умови початку підприємницької діяльності. Passive Voice.	4
35.	Практичне заняття Економічні терміни, що використовуються в підприємницькій діяльності. Непряма мова.	4
36.	Практичне заняття Робота з цифрами: дроби, десяткові дроби, проценти, валюти.. Непряма мова.	2
37.	Практичне заняття Методи планування.. Непряма мова.	4
38.	Практичне заняття Важливість планування. Непряма мова..	4
39.	Практичне заняття Переривання виступу на нараді. Інфінітив.	2
40.	Практичне заняття Види діяльності керівника підприємства. Інфінітив	2
41.	Практичне заняття Управління персоналом.. Інфінітив	2
42.	Практичне заняття Якості гарного та поганого керівника. Інфінітив.	2
43.	Практичне заняття Культура спілкування між працівниками підприємства Подолання конфліктних ситуацій. Інфінітивні конструкції.	2
44.	Практичне заняття Визначення маркетингу. Інфінітивні конструкції	4
45.	Практичне заняття Маркетинговий комплекс. Інфінітивні конструкції	4
46.	Практичне заняття Стратегії маркетингу. Дієприкметник	2
47.	Практичне заняття Вивчення ринку. Дієприкметник	4
48.	Практичне заняття	4

	Види маркетингового дослідження. Дієприкметник	
49.	Практичне заняття Адміністрування маркетингово дослідження Дієприкметникові конструкції	2
50.	Практичне заняття Сегментація ринку. Дієприкметникові конструкції	6
51.	Практичне заняття Основи сегментації ринку. Герундій	4
52.	Практичне заняття Продукція: основа комерції. Герундіальні конструкції.	4
53.	Практичне заняття Промисловий менеджмент. Герундій	6

5. Індивідуальні завдання

1. Огляд періодичної і монографічної наукової літератури.
2. Підготовка рефератів, доповідей за обраною темою.
3. Підготовка тез доповідей з метою виступу на університетських, всеукраїнських та міжнародних семінарах та конференціях.

6. Обсяги, зміст та засоби діагностики самостійної роботи

Тема	Кількість годин самостійної роботи	Зміст самостійної роботи	Засоби діагностики
Модуль 1			
Змістовий модуль 1. Поняття про побудову кар'єри у компанії			
Кар'єра	10	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 1 Careers розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Компанії	10	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 2 Companies розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Підготовка проекту (доповіді та презентації) про уявну компанію майбутнього. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проекту
Змістовий модуль 2. Поняття про дистрибуцію			
Продаж та реалізація товарів	8	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 3 Selling розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Підготовка проекту (доповіді та презентації). 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проекту
Модуль 2			
Змістовий модуль 3. Поняття про корпоративну етику			
Професійна діяльність та вирішення поточних	12	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 4 Great ideas; Stress розділу Self-directed work. 2. Вивчення лексичних одиниць та 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних

проблем		граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	тестових завдань.
Стрес	12	1. Виконання завдань та вправ Unit 5 Entertaining розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Підготовка проекту (доповіді та презентації).	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проекту
Змістовий модуль 4. Презентація продукції на ринку			
Міжнародна торгівля та маркетинг	12	1. Виконання завдань та вправ Unit 6 Marketing розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Товари	14	1. Виконання завдань та вправ Unit 7 Products розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Підготовка проекту (доповіді та презентації) про один з товарів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проекту.
Модуль 3			
Змістовий модуль 5. Поняття про підприємницьку діяльність			
Підприємницька діяльність	8	1. Виконання завдань та вправ Unit 8 New business розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.

Планування	8	1. Виконання завдань та вправ Unit 9 Planning розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Менеджмент	10	1. Виконання завдань та вправ Unit 10 Managing people розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Підготовка проекту (доповіді та презентації).	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проекту.
Модуль 4			
Змістовий модуль 6: Основи маркетингової діяльності			
Головні концепти маркетингу	12	1. Виконання завдань та вправ Unit 11 Managing people розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Вивчення ринку	14	1. Виконання завдань та вправ Unit 12 Managing people розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Як функціонує ринок	12	1. Виконання завдань та вправ Unit 13 Managing people розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.

Товар: основа комерції	12	1. Виконання завдань та вправ Unit 14 Managing people розділу Self-directed work. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Підготовка проекту (доповіді та презентації).	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. захист проекту.
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7. Результати навчання

1. Знання лексичних одиниць та граматичних конструкцій тем, передбачених програмою.
2. Вміння читати та перекладати тексти на задану тему.
3. Володіння лексичним запасом, необхідним для висловлення власних думок та розуміння іншомовної мови в межах заданої теми.
4. Володіння базовою термінологією економічної галузі англійською мовою.
5. Вміння робити презентації англійською мовою.
6. Вміння вести професійний діалог з колегами.
7. Знання найбільш відомих зразків мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів.
8. Вміння оформлювати найбільш вживані папери економічної галузі.

8. Форми навчання

Практичні заняття, самостійна робота (підготовка презентацій, рефератів, самостійно опрацювання додаткових питань за наведеним переліком літератури).

9. Методи оцінювання

Екзамен.

10. Розподіл балів, які отримують студенти

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються у випадку проведення екзамену: на протязі семестру (50 балів) та при проведенні підсумкового контролю - екзамену (50 балів).

Оцінювання протягом семестру

№ теми практичного заняття	Вид роботи/бали					
	Тестові завдання	Ситуаційні завдання	Виконання практичних завдань теми	Індивідуальне завдання	ПМК	Сума балів

Модуль 1						
Змістовий модуль 1						
Тема 1	1	1	2			4
Тема 2	1	1	2	4		8
Разом за змістовим модулем 1	2	2	4	4		12
Змістовий модуль 2						
Тема 3	1	1	2	2		6
Разом за змістовим модулем 2	1	1	2	2	5	11
Модуль 2						
Змістовий модуль 3						
Тема 4	1	1	2			4
Тема 5	1	1	2	2		6
Разом за змістовим модулем 3	2	2	4	2		10
Змістовий модуль 4						
Тема 6	1	1	2			4
Тема 7	1	1	2	4		8
Разом за змістовим модулем 4	2	2	4	4	5	17
Разом						50
Модуль 3						
Змістовий модуль 5						
Тема 8	1	1	3			5
Тема 9	1	1	3			5
Тема 10	1	1	5	3		10
Разом за змістовим модулем 5	3	3	11	3	5	25
Модуль 4						
Змістовий модуль 6						
Тема 11	1	1	2			4
Тема 12	1	1	2			4
Тема 13	1	1	2			4
Тема 14	1	1	2	4		8
Разом за змістовим модулем 6	4	4	8	4	5	25
Разом						50

11. Методичне забезпечення

1. Методичні вказівки з вивчення дисципліни.
2. Тестові завдання для перевірки знань студентів.
3. Збірник граматичних вправ.

4. Навчальна та наукова література, нормативні документи.

12. Рекомендована література

Базова

1. Моїсеєва Ф. А. Challenges in Marketing [Текст] : навч. посіб. з урахуванням вимог КМСОНП для студ. ФМТМС усіх форм навчання / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, Каф. інозем. мов; Ф. А. Моїсеєва, Н. В. Білан, Л. В. Рассолова. – Донецьк : [ДонНУЕТ], 2009. – 102 с.
2. Остапенко С. А. Business English. Навчальний посібник для студентів економічних спеціальностей / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2015. – 246 с.
3. Остапенко С. А., Шуміліна І. П. Збірник граматичних вправ з дисципліни «Іноземна (англійська) мова» для студентів економічних спеціальностей / С. А. Остапенко, І. П. Шуміліна. – Кривий Ріг : ДонНУЕТ, 2016. – 148 с.
4. Сіняговська І. Ю. Методичні рекомендації з вивчення дисципліни «Іноземна мова» [Текст] : для студ. спец. 075 «Маркетинг» ступінь бакалавр / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземних мов; І. Ю. Сіняговська. – Кривий Ріг : [ДонНУЕТ], 2017. – 375 с.
5. Economics Nowadays [Текст] : навч. посіб. Для студ. екон. спец. заоч. форма навчання / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. інозем. мов. ; Ф. А. Моїсеєва, О. Л. Бурдакова, О. І. Гаврилiна. – Донецьк : [ДонНУЕТ], 2009. – 296 с.

Допоміжна

1. Маталасова Е. Ю., Бескровная Л. В. Английский для маркетологов : учебное пособие / Е. Ю. Маталасова, Л. В. Бескровная. – Томский политехнический университет. – Томск : Изд-во Томского политехнического университета, 2012. – 125 с.
2. Cotton D., Falsey D., Kent S. Market Leader Business English Course Book Pre-Intermediate / David Cotton, David Falsey, Simon Kent. – England : Pearson Education Limited, 2012. – 175 p.
3. Farrall Cate, Lindsley Marianne. Professional English in Use: Marketing Cambridge / Cate Farrall, Marianne Lindsley. – New York, Melbourne, Madrid. Cambridge University. – 2008. – 144 p.
4. Mackenzie I. Professional English in Use Finance / Ian Mackenzie. – Cambridge University Press, 2006.
5. Mascull B. Market Leader Business English Teacher's Resource Book Pre-Intermediate / Bill Mascull. – England : Pearson Education Limited, 2012. – 216 p.
6. English for business / Josephine O'Brien. – USA : Thomson Heinle, 2007. – 108 p.
7. Raitskaya L., Cochrane S. Guide to Economics Student's book / Lilia Raitskaya, Stuart Cochrane. – Macmillan, 2007

8. Richardson K., Kavanagh M., Sydes J. The Business Pre-Intermediate. Student's book / Karen Richardson, Marie Kavanagh, John Sydes. – Hueber Verlag GmbH, 2008.
9. Rogers J. Market Leader Business English Practice File Pre-Intermediate / John Rogers. – England : Pearson Education Limited, 2012. – 97 p.
10. Sylee Gore. English for Marketing & Advertising (Oxford Business English Express: Professions) / Gore Sylee. – USA. Oxford University Press. – 2008. - 80 p.

Інформаційні ресурси

1. Електронний словник. – Режим доступу: <http://multitran.ru>.

**ЧАСТИНА 2.
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.
PRACTICAL TRAINING SUBJECT MATTER**

Unit 1 Careers

*'Many people quit looking for work when they find a job'
Steven Wright, US comedian*

I. Topical Vocabulary

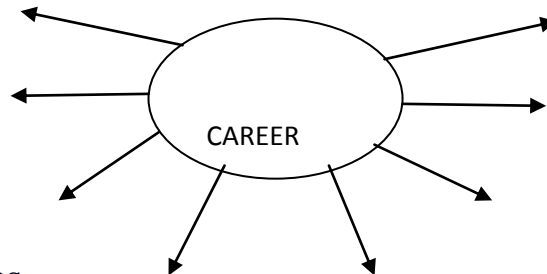
1	career	кар'єра
2	company	компанія
3	services	послуги
4	clients/ consumers/ customers	клієнти, споживачі, замовники, покупці
5	employee	службовець, працівник, робітник
6	employer	наймач, роботодавець
7	products/ things/ goods	товари, вироби, продукція
8	work for	працювати на
9	work for one company	працювати на одну компанію
10	work for several different companies	працювати на декілька різних компаній
11	work for yourself	працювати на себе
12	work on something	працювати над чимось (проектом, планом і т.д.)
13	Finance	фінанси; фінансовий відділ (компанії)
14	Human Resources (HR)	відділ кадрів; людські ресурси
15	production	виробництво
16	Customer Service	відділ клієнтського обслуговування
17	Research and Development (R&D)	науково-дослідницький відділ
18	Sales and Marketing	відділ продажу та маркетингу
19	to be in charge of	бути відповідальним за, бути головним
20	to run the company	керувати компанією
21	to manufacture/ to make things	виробляти товари
22	to sell products or services	продавати товари та послуги
23	to deal with	мати справу з
24	to work with figures	працювати з цифрами
25	to investigate	вивчати, досліджувати
26	superior	керівник, вищий за рангом
27	extra qualification	додаткова кваліфікація
28	career move	кар'єрний зріст
29	career break	перерва в кар'єрі
30	career plan	кар'єрний план

31	career opportunities	кар'єрні можливості
32	career path	кар'єрний шлях
33	career ladder	кар'єрна драбина
34	multinational	міжнародна корпорація
35	rapidly growing company	компанія, що швидко розвивається
36	unemployed	безробітний
37	unemployment rate	рівень безробіття
38	industry	промисловість; підприємство
39	to make a fortune	розбагатіти, нажити майно
40	to make progress	прогресувати
41	to make a living	заробляти на життя
42	to get a promotion	отримати підвищення
43	to get a bonus	отримати премію
44	to get fired/ get the sack	отримати звільнення
45	to earn commission	заробляти комісійні (проценти від продажу)
46	to earn money	заробляти гроші
47	to earn 40,000 per year	заробляти 40,000 на рік
48	to do part-time work	працювати неповний день
49	to do a nine-to-five job	працювати з 9 до 5 (повний день)
50	to do one's best	робити все, що в твоїх силах, все можливе
51	to take an opportunity	скористатися можливістю
52	to take time off	взяти відгул, відпустку
53	to take early retirement	піти на вислугу
54	to work flexitime	працювати по змінному графіку
55	to retire	іти у відставку, залишити посаду, вийти на пенсію
56	salary, wage	заробітна плата
57	social-networking sites	соціальні мережі
58	jobseekers/ job hunters/ employees	кандидат, претендент на вакансію (людина, яка шукає роботу)
59	survey	опитування
60	to reject a candidate	відмовити претенденту у роботі
61	to land one's dream job	отримати роботу своєї мрії
62	to complain about work	скаржитися на роботу
63	profile	профіль
64	staff	персонал
65	to warn/ to caution	попереджувати, застерігати
66	receptionist	секретар у приймальні, регістратор
67	Quality Control Inspector	інспектор контролю якості
68	Security Officer	начальник безпеки
69	Maintenance Engineer	інженер по технічному

		забезпеченню
70	to involve	включати в себе
71	to look after	відповідати за
72	recruitment	набір кадрів
73	to be responsible for	бути відповідальним за
74	monitoring	нагляд, контроль
75	to improve quality	покрещувати якість
76	premises	володіння
77	equipment	обладнання
78	repairs	ремонт
79	current	поточний
80	previous job	попередня робота
81	basic skills	базові навички
82	ability	здібність, уміння
83	offer; to offer	пропозиція; пропонувати
84	request; to request	прохання; просити
85	appointment	зустріч
86	workspace	робоче місце, середовище
87	to give smb. a lift	підвозити когось
88	to speak English fluently	вільно говорити англійською
89	achievement	досягнення
90	to reorganise	змінювати, переорганізовувати
91	to use smb's own initiative	по власній ініціативі

II. Starting up

1. Suggest different stages in a typical career using expressions such as *go to school, go to university, etc.*



2. Discuss these questions.

- Do you have a career plan? Where do you want to be in 10 years' time?
- Which of the following would you prefer to do?
 - a) work for one company during your career
 - b) work for several different companies
 - c) work for yourself
- How ambitious are you?

3. Look at these activities (1-7). In pairs, match each activity to its corresponding area of work (a-g). Which of these areas do you work in or would you like to work in? Why?

- | | |
|--|-----------------------------------|
| 1. making/manufacturing things | a) Sales and Marketing |
| 2. being in charge of people
and running the organization | b) Finance |
| 3. selling products or services | c) Management |
| 4. dealing with clients/consumers | d) Human Resources (HR) |
| 5. working with figures | e) Production |
| 6. dealing with employees and training | f) Research and Development (R&D) |
| 7. investigating and testing | g) Customer Service |

4. What should you do to get ahead in your career? Choose the four most important tips from this list. Compare your ideas in a group and try to agree on a final choice.

- | | |
|---|--|
| 1. Change companies often. | 5. Be energetic and enthusiastic at all times. |
| 2. Use charm with your superiors. | 6. Be the last to leave work every day. |
| 3. Attend all meetings. | 7. Find an experienced person to give you help and advice. |
| 4. Go to your company's social functions. | 8. Study for extra qualifications in your free time. |

III. Vocabulary and Speech Exercises

1. These phrases (1-6) all include the word career. Match each of them to its correct meaning (a-f).

- | | |
|-------------------------|--|
| 1. career move | a) chances to start / improve your career |
| 2. career break | b) ideas you have for your future career |
| 3. career plan | c) an action you take to progress in your career |
| 4. career opportunities | d) a period of time away from your job to, for example, look after your children |
| 5. career path | e) a series of levels or steps in your working life |
| 6. career ladder | f) the direction your working life takes |

2. Complete the sentences below with the verbs in the box.

climb decide have make offer take

- Employees in large multinationals _____ excellent career opportunities if they are willing to travel.
- Some people _____ a career break to do something adventurous like sailing round the world or going trekking in India.
- One way to _____ a career move is to join a small but rapidly growing company.
- Certain companies _____ career opportunities to the long-term unemployed or to people without formal qualifications.

5. Ambitious people often _____ on a career plan while they are still at university.

6. In some industries, it can take a long time to _____ the career ladder.

3. Look at these groups of words. Cross out the noun or noun phrase in each group which doesn't go with the verb in italics.

- 1. *make* a fortune/ progress/ a living/ a training course
- 2. *get* progress/ a promotion/ a bonus/ fired (AmE)/ the sack (BrE)
- 3. *earn* commission/ a part-time job/ money/ 40,000 per year
- 4. *do* part-time work/ a mistake/ a nine-to-five job/ your best
- 5. *take* a pension/ an opportunity/ time off/ early retirement
- 6. *work* flexitime/ anti-social hours/ overtime/ an office job

4. Complete each of these sentences with the appropriate form of a word partnership from Exercise 3.

- 1. In banking, you can _____ with the big bonuses and retire at 35.
- 2. When you _____, you can arrange your own schedule, so this is very convenient _____ when _____ you _____ have _____ children.
- 3. People who work in sales often have the opportunity to _____ on top of a basic _____ salary.
- 4. Luke is ambitious and does not want to be a sales assistant all his life. In fact, he hopes to _____ and become Assistant Manager very soon.
- 5. Many students _____ when they are at university because it fits in with their _____ studies.
- 6. Goran is 59, but he does not want to _____. In fact, he is taking on more work!

5. Choose the best word (a, b or c) to complete each space in the advert.

Lambrois 303

Your careers guidance service

If you don't have a career _____ 1) in mind or if you are tired of your old nine-to-five _____ 2) and want to make a career _____ 3), you can just call us on the telephone number below to find out how we can help.

We will work with you to understand what is really important to you. For example, are you more interested in _____ 4) a lot of money or in having the opportunity to _____ 5) the career ladder?

Our experienced counsellors will also review your existing skills, experience and _____ 6) to help guide you into a role that will be right for you. They may also ask you to _____ 7) a psychometric test to help them to understand what areas of _____ 8) suit you best. Maybe you are thinking of a job in finance but are you really good with _____ 9)? Or a position in _____ 10) resources but do you really enjoy dealing with people and their needs?

Don't delay, call us today on: 02072489894

1	a) ladder	b) path	c) opportunity
---	-----------	---------	----------------

2	a) work	b) job	c) employee
3	a) move	b) training	c) break
4	a) doing	b) earning	c) taking
5	a) climb	b) follow	c) earn
6	a) diplomas	b) levels	c) qualification
7	a) give	b) make	c) do
8	a) employment	b) progress	c) job
9	a) figures	b) counts	c) maths
10	a) personnel	b) staff	c) human

6. Complete each sentence with the correct form of an item from the box.

to involve to be in charge to deal to look to make sure to be responsible
--

- Lev Migachov works in research and development. His job _____ developing new products and new ideas.
- Suzanna Lonza is the receptionist. She _____ after visitors and takes messages.
- Nadine Deschamps works for HR. She _____ with staff problems, as well as with recruitment and training.
- Linda Eriksen is our Quality Control Inspector. She _____ for monitoring our products and trying to improve their quality.
- Jose Manzano is our Security Officer. He _____ that our staff and premises are protected against crime.
- Hans Reiter is our new Maintenance Engineer. He checks all our equipment regularly and _____ of all repairs.

7. Complete the phrases with the words that come immediately after them and build sentences with these phrases.

- | | |
|--------------------------|----------------------------|
| 1. to be in charge _____ | 4. to make sure _____ |
| 2. to deal _____ | 5. to be responsible _____ |
| 3. to look _____ | |

8. Complete the sentences with words from the box.

commission bonus currency earn tax overtime pension rent salary social security mortgage
--

- After I lost my job, I was living on _____ for three months. This was difficult, because the amount was much lower than the _____ I had before.
- I used to work as a salesperson, but I wasn't very successful, so I didn't _____ much _____.

3. If the company makes 10 % more than last year, we'll all get a _____ at the end of the year.
4. It'll take me at least 25 years to repay the _____ on my house.
5. Many European countries now have the same _____, the euro.
6. My wages aren't very good, so I do a lot of _____.
7. Nearly 40 % of everything I earn goes to the government as _____.
8. The owner has just increased the _____ on our flat by 15 %.
9. When I retire, my _____ will be 60 % of my final salary.

IV. Reading Comprehension

Text 1

Be aware of your online image

1. Discuss these questions in pairs.

1. What social-networking sites do you a) know, and b) use?
2. Why do you use them?

2. Scan the article below quickly and answer these questions.

1. What percentage of employers research candidates online?
2. Which social-networking sites are mentioned?
3. Who do Peter Cullen and Farhan Vasin work for?

Jobseekers have been warned that their Facebook profile could damage their employment prospects, after a study found that seven in 10 employers now research candidates online.

According to new figures released by Microsoft, checks on Facebook and Twitter are now as important in the job-selection process as a CV or interview.

The survey, which questioned human-resource managers at the top 100 companies in the UK, the US, Germany and France, found that 70 per cent admitted to rejecting a candidate because of their online behaviour.

But HR bosses also said that a strong image online could actually help job hunters to land their dream job. Peter Cullen, of Microsoft, said: "Your online reputation is not something to be scared of, it's something to be proactively managed. These days, it's essential that web users cultivate the kind of online reputation that they would want an employer to see."

Facebook *faux pas** include drunken photographs, bad language and messages complaining about work.

Farhan Yasin, of online recruitment network Careerbuilder.co.uk, said: "Social networking is a great way to make connections with job opportunities and promote your personal brand across the Internet. People really need to make sure they are using this resource to their advantage, by conveying a professional image."

But Mr Yasin cautioned job seekers to be aware of their online image even after landing the perfect job, after their own research found that 28 per cent of employers had fired staff for content found on their social-networking profile. He added: "A huge number of employers have taken action against staff for writing

negative comments about the company or another employee on their social-networking page."

* *Faux pas – a mistake*

3. Read the article again and choose the best headline (a, b or c).

- a) Complaining about your job could lose you your job
- b) Facebook profile 'could damage job prospects'
- c) Ambition is key to a successful career

4. According to the article, how can social-networking sites make or break your career? In pairs, write a short list of things you should not do on your social networking pages. You can include your own ideas.

5. Should staff be allowed to use social-networking sites during the working day? Discuss.

Text 2

What does economics study? What are microeconomics and macroeconomics?

1. Before you read

Discuss the following with your partner.

- Do you know much about economics?
- Which of these statements you think are true?
 - 1) Economics is only the study of money?
 - 2) Economics is something governments take care of.
 - 3) An economist basically decides how money is spent.

What do you think of when you hear the word economics? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. The science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about the decisions that government and business managers take. In fact, economists study the decisions we all take every day.

Very simply, economics studies the way people deal with a fact of life: resources are limited, but our demand for them certainly is not. Resources may be material things such as food, housing and heating. There are some resources, though, that we cannot touch. Time, space and convenience, for example, are also resources. Think of a day. There are only 24 hours in one and we have to choose the best way to spend them. Our everyday lives are full of decisions like these. Every decision we make is a trade-off. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the trade-offs people make. They study the reasons for their decisions. They look at effects those decisions have on our lives and society.

Economists talk about microeconomics and macroeconomics. Microeconomics deals with people, like you and me, and private business. It looks at the economic decisions people make every day. It examines how families manage their household

budget. Microeconomics also deals with companies – small or large – and how they run their business. Macroeconomics, on the other hand, looks at the economy of a country – and of the whole world. Any economist will tell you, though, that microeconomics and macroeconomics are closely related. All of our daily microeconomics decisions have an effect on the wider world around us.

Another way to look at the science of economics is to ask ‘what’s it good for?’ Economists don’t all agree on the answer to this question. Some practice *positive economics*. They study economic data and try to explain the behavior of the economy. They also try to guess economic changes before they happen. Others practise *normative economics*. They suggest how to improve the economy. Positive economists say, ‘this is how it is’. Normative economists say, ‘we should...’.

So what do economists do? Mainly, they do three things: collect data, create economic models and formulate theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. Economic models show relationships between the money people earn and unemployment. From this information, economists try to make theories which explain why the economy works the way it does.

2. Match the words with the definitions.

- | | |
|------------------|--|
| 1. budget | a) the people who control a country and make laws |
| 2. business | b) information |
| 3. convenience | c) company that sells goods or services |
| 4. data | d) easiness |
| 5. demand | e) the amount of money you have for something |
| 6. government | f) how much people want something |
| 7. inflation | g) the number of people without work |
| 8. resources | h) something such as money, workers or minerals |
| 9. trade-off | i) rising prices |
| 10. unemployment | j) giving away something in exchange for something |

V. Listening Comprehension

1. Listen to three people talking about their careers. Which person is at the beginning, in the middle and at the end of their career?

2. Listen again. Which of the phrases with the word “career” does each person use? Which of the experiences do you think are common?

3. Listening “Changing jobs”

A) Listen to part one and match the two parts of these expressions. Then put the expression into these groups.

- a) TV programmes b) jobs c) types of company

1. finance a) channels

- | | |
|----------------------|-------------|
| 2. television | b) channels |
| 3. music | c) business |
| 4. children's | d) business |
| 5. movie | e) channels |
| 6. chocolate pudding | f) director |

B) Melissa Foux is the Finance Director of CSC Media Limited, a television company. Listen to the first part of the interview and answer these questions.

- 1) How does she describe her current company?
- 2) What was her previous job?
- 3) Why is it easy to move from sector to sector in the finance world?

C) Listen to the second part and complete this extract.

When I was a student, although I was studying _____ 1), I thought I would like to do something _____ 2) afterwards, and I actually did a summer _____ 3) with one of the big _____ 4) firms, which was an excellent way to get an _____ 5) of what the job would be like. I started off as an auditor, and it was through that _____ 6) that I got my first job.

D) Listen to parts one and two and replace the verbs in *italic* with infinitive forms of verbs that Melissa Foux actually uses. (One of the verbs she uses is a **multiword verb.)**

1. *transfer* from sector to sector
2. *do* a subject at university
3. *perform* an internship
4. *gain* an understanding of something
5. *begin* as an auditor
6. *obtain* a job

E) Melissa is asked if she has had any good advice during her career. Listen to the third part and number these points in the order in which she mentions them.

- a) maintain clarity
- b) be able to see the key point and the key decision you have to make
- c) do not overcomplicate things

F) Listen to parts three and four. Choose the correct alternative to replace the expression in *italic* so as to keep the closest meaning.

1. I think the thing that stands out is, really, not to *overcomplicate things*.
a) make things easier b) make things too difficult c) keep things the same
2. Especially in the finance world, people can *get bogged down in* a lot of detail.
a) up to their ankles in b) tiring out by c) overloaded with
3. And it's important to try and *maintain clarity* and always be able to see above all the numbers.
a) keep things clear b) keep things interesting c) keep things difficult

4. What I found, in **coming across** people who have applied for positions in the companies I've worked in.

a) meeting b) interviewing c) employing

5. The key difference is people who've done a lot of research on the companies that they've **applied to**.

a) asked for more information about b) asked to join c) asked to leave

6. So I say, research is **the key**.

a) the least important thing b) one of the most important things c) the most important thing

G) In groups, discuss these questions.

1. What do you hope to do in the future in your career?

2. Do you think there is an ideal career for you? What is it? Why?

3. What is the best advice you have been given during your career or your studies?

VI. Skills "Telephoning: making contact"

1. What kinds of phone calls do you make in English? What useful telephone expressions do you know?

2. Listen to three phone calls and answer these questions.

1. What is the purpose of each call?

2. Do the callers know each other?

3. Listen to the first call again. Complete the expressions on the right so they have the same meaning as the ones on the left.

1. Can I talk to _____?

I'd _____ to _____

2. Just a moment _____

Thank you. _____.

3. I'll connect you.

I'll _____.

4. Am I speaking to Carina Molenaar?

Hello. _____ Corina Molenaar?

5. Yes, it's me.

_____.

6. The reason I'm calling is _____

Yes, I'm _____ your advert _____

7. Can I have your name and address?

_____ your name and address, please?

4. Listen to the second call again and complete this extract.

A: Hello. _____ to Giovanna, please?

B: _____ she's not here at the moment. Can I _____ a _____?

A: Yes, please. _____ Johan from Intec. _____ you _____ her

I won't be able to _____ the training course on Saturday? She can _____ me _____ if there's a problem. I'm _____ 0191 498 0051.

5. Listen to the third call again. Choose the phrases the speakers use.

Matt: Hello, Matt speaking.

Karl: Hi, Matt. Karl here.

Matt: Oh, hello, Karl. How are *things / you*?

Karl: Fine, thanks. Listen, just a quick *word / question*.

Matt: Yeah, go ahead.

Karl: Do you think you could *give me / let me have* the other number for Workplace Solutions? I can't get through to them. Their phone's always *busy / engaged*.

Matt: I've got it *here / right in front of me*. It's 020 9756 4237.

Karl: Sorry, I didn't *hear / catch* the last part. Did you say 4227?

Matt: No, it's 4237.

Karl: OK. Thanks. Bye.

Matt: *No problem / Don't mention it*. Bye.

6. Study the Useful language box below. Then role-play the phone calls.

Role play 1

Student A: You work at Lochlin plc. You receive a call for your colleague, Jamie Vincent. Jamie is not in the office at the moment. Take the caller's details and say that Jamie will call them back.

Student B: You are Jamie Vincent. Telephone the person who called about the job advertisement. Offer to send an application form. The closing date for applications is in two weeks' time.

Role play 2

Student A: You want to attend the computer training course which you saw in the advertisement below. Call and ask for Alex Frantzen.

Student B: Some time later, Alex Frantzen calls you back. You want to know more about the course and when the next one starts. Also ask about when you need to register for the course.

Useful language

MAKING CALLS

Could I speak to Carmela Cantani, please?

Yes, this is Erika Mueller from KMV.

Is this the sales/finance/marketing department?

I'm calling about ...

Could you transfer me to the IT department, please?

Could you tell him/her that I called?

Could you ask him/her to call me back?

Can I leave a message, please?

RECEIVING CALLS

Who's calling, please?

Could you tell me what it's about?

I'll put you through.

Can you hold?

He seems to be with someone right now. Can I get him to call you?

I'm afraid there's no answer. Can I take a message?

I'm sorry, there's no answer. I can transfer you to his/her voice mail.

VII. Self-directed work

Reading 1

Read this article from the Financial Times by Rhymer Rigby and answer the questions

Before you read

Is it part of your career plan to work abroad one day? If you have worked abroad, was it good for your career? Why? / Why not?

Working abroad

By Rhymer Rigby

A period overseas is seen by many as an important addition to your CV. But how do you make sure that it really works to your advantage?

1 _____

"Think carefully about the job," says executive coach, Nicola Bunting. "Does it fit in with your career goals or are you being attracted by the lifestyle? Also before you go, you need to have a re-entry plan." Kevan Hall, chief executive of the international people management group, Global Integration, says you shouldn't underestimate the culture shock. "Go out there beforehand. See what you're getting into."

2 _____

Nigel Parslow, UK managing director of Harvey Nash executive search, says staying where you are may not be possible if you work for an organisation that has overseas operations. He adds that the experience you gain is also very attractive.

3 _____

The biggest is family. This can be particularly hard for people in the middle of their careers who may have children at school. Ms Bunting says: "There's your partner's career too. Some people's spouses try and commute back and I'd really advise against this as it makes an already stressful situation even more difficult."

4 _____

Mr Hall says: "There's been a power shift to Asia, and that, coupled with low growth in America and Europe, means that particularly if you're ambitious you might want to spend some time there."

5 _____

Many people say two to three years. But this will vary according to the country and organisation. Mr Parslow thinks so that if you spend too long abroad, you can end up with a not entirely positive expat* label attached to you.

* An expat is someone who lives and works abroad often for a long period.

Exercises

1. Find the correct place in the article for each of these questions.

- a) Is there an ideal length of time?
- b) What about the destination?
- c) What are the advantages and disadvantages?
- d) What are the personal considerations?
- e) What should I consider before I go?

2. Look through the whole article and match each person with their organisation and their opinions/advice. (Each person has more than one opinion / piece of advice.)

Persons	Organisations	Opinion / Advice
1. Nicola Bunting	a) Global Integration	a) Don't stay abroad too long.
2. Kevan Hall	b) Harvey Nash	b) Make sure the overseas job suits your career goals.
3. Nigel Parslow	c) not mentioned	c) Think about your partner's career.
		d) Don't underestimate the culture shock.
		e) You may have no choice about going abroad or not.
		f) Think about what you will do when you get back.
		g) Go to work in Asia.
		h) Go to the place beforehand to check it out.

3. Read paragraph 2 and decide if these statements about expressions are true or false.

If you ...

- a) consider if a job fits in with your career goals, you think about the long-term consequences of taking the job.
- b) go to work abroad and have a re-entry plan, you have an idea about what you are going to do when you get back.
- c) underestimate something, you give it more importance that it really has.
- d) suffer from culture shock, you find it easy to get used to another culture.
- e) get into a situation, you get involved in it.

4. Find the answers to these questions in paragraphs 4, 5 and 6. Start your answers with Because ...

When considering a job abroad ...

- a) why is it especially hard for people in the middle of their careers?
- b) why should married people consider the issues carefully?
- c) why is it a bad idea for the husband or wife to commute back to the home country?
- d) why is Asia a good place to go and work for a while?
- e) why is it a good idea not to stay there too long?

Over to you 1

Imagine that a colleague of yours is going to work or study abroad for two years. What advice would you give them?

Over to you 2

Some say that the business world is becoming more or less the same everywhere and that people should have less and less trouble adjusting to work in a new country. Do you agree or disagree? Give your reasons

Reading 2

Read this article from the Financial Times by Lucy Kellaway and answer the questions.

Before you read

In a performance review or performance appraisal, your boss tells you how well you are doing your job, and things that you must improve. Are these reviews useful? Why? / Why not?

If you're a student, what forms of appraisal are there for your work?

It's time to sack job appraisals

By Lucy Kellaway

Last week an e-mail went round the office asking for suggestions on ways to improve our performance appraisal system. My suggestion is dead easy and dirt cheap: get rid of the whole thing and replace it with nothing at all.

Over the past 30 years, I have been appraised 30 times - as banker, journalist and nonexecutive director. I've lived through the fashion for long, complicated forms. I've also survived the fashion in which appraisals are called "career chats". I've done appraisals across a table, on a sofa, even over a meal.

But I have never learnt anything about myself as a result. I have never set any target that I later hit. Instead I always feel as if I am playing a particularly bad party game that isn't fun and that doesn't answer the most basic question: am I doing a good job? The resulting form is then put on file even though you know from experience how much attention will be paid to it later: none at all.

At least I've only had to suffer one side of the process. I have never - thank goodness - had to appraise anyone else. This must be even worse, as you have to perform the same operation with each employee in turn. You have to let people believe they are doing more or less okay, because it's too tiring to tell them that they aren't doing okay at all.

Exercises

1. Read through the whole article. Is the writer for or against job appraisals?

2. Complete the table with words from paragraphs 1, 2 and 3.

Verb	Noun
suggest	
	improvement
appraise	
	replacement
	survival
target	
	answer
file	
experience	

3. Now match the nouns in Exercise 2 to their definitions.

- a) what you give when someone asks a question
- b) when something gets better
- c) something that takes the place of another
- d) the act of giving an opinion about someone or something
- e) something that you aim at or for
- f) advice about what to do
- g) sheets of paper with information, kept together
- h) knowledge of what has happened in the past
- i) continuing to exist, despite difficult conditions

4. Choose the correct alternative to complete these statements about the expressions in *italic* from paragraphs 2 and 3.

1. If something is *dead easy*, it is...
 - a) not so easy.
 - b) very easy.
 - c) quite easy.
2. If something is *dirt cheap*, it is ...
 - a) very cheap.
 - b) quite cheap.
 - c) not at all cheap.
3. If you *get rid of* something, you ...
 - a) keep it.
 - b) throw it away.
 - c) prevent it.
4. If you *live through* something, you...
 - a) experience it.
 - b) ignore it.
 - c) realise it.
5. If something is *complicated*, it is...
 - a) easy.
 - b) nice.
 - c) difficult.
6. A *chat* is a type of ...
 - a) speech.
 - b) interview.
 - c) conversation.

5. Match the verbs from paragraph 3 with the things that they go with.

- | | |
|-----------|----------------------|
| 1) learn | a) a party game |
| 2) set | b) something on file |
| 3) play | c) a basic question |
| 4) answer | d) a target |

When you write your CV it is also a good idea to check whether a photo is necessary and whether an English-language CV should be written in American or British English. Another point to think about is whether or not employers will recognise your degree subject, especially when you have studied a subject, such as Wireless Network Systems, which doesn't necessarily translate into another language and culture.

You also need to consider the cover letter, the first thing that an employer will read. Approaches differ from country to country: get the CV right but the cover letter wrong and you destroy your chances of getting short-listed for interview because the cover letter is the first thing that an employer will read. The British usually write long letters to draw attention to relevant sections on the CV, the Italians want one or two sentences and the French expect candidates to handwrite detailed letters which may be analysed by handwriting experts.

When it comes to interviews, make sure you know about the work culture and understand the importance different countries place on language and speech. For example, the French use short sentences and hate silence, while Scandinavians have a deep respect for pauses. You may think these points are not important but by not paying attention, you are showing that you do not respect the culture of the country you wish to work in.

Making a mistake at the interview is something Sarah Hall knows all about. She is from Liverpool in the UK and has worked in Germany, Sweden and Spain. "My advice is be aware of 'culture clash.' In Britain there is usually a maximum of two interviews. In southern Europe they will call you back for a third or fourth interview. I lost a very good job in Spain when I thought they weren't serious. I withdrew my application because they asked me to go for a fourth interview. Looking back, I now realise they were doing as they always do. I behaved wrongly."

"It's important to show that you understand the working culture. Adapting a similar style of dress to your co-workers, eating the kind of food they eat, enjoying similar activities - these things help to win trust and respect."

"Think of yourself as a cultural chameleon, mirror the kind of messages you get about communication and appearance. People like people who remind them of themselves, and nobody likes what they don't understand."

Exercises

1. Read the article and mark the sentences T (true) or F (false). Change any false sentences to make them true.

1. To have a successful career these days you need to have experience of working abroad.
2. A work placement abroad will help your application attract attention.
3. Nannette Ripmeester thinks that the Euro CV is the best kind of CV to use when looking for a job.
4. You need to check that your employers will recognise your degree subject.
5. CVs are more important than cover letters.
6. A cover letter in France may be studied by a specialist.

7. Sarah Hall withdrew her application for a job in Spain because she didn't like the questions in her interview.
8. When working abroad you should behave in a similar way to those around you.

2. In small groups discuss the questions.

1. Which countries would you like and not like to go and work in?
2. What problems do you think people who work abroad have?
3. Do you think working abroad is essential for a successful career? Why / Why not?

3. Read the extracts from an article on living abroad. Find the correct heading for each extract. Use the words in the boxes to fill in the space

Health

Opening a bank account

Mobile phones

Accommodation

bills notice contract deposit

1. Perhaps the most difficult thing to organize is where you are going to live. Your employer might help you find an (1)_____ or it might even be provided for you. The best advice is to start looking before you go. Use the Internet to look for places to rent and post your own advert on bulletin boards. It is important to view anywhere though before you sign a (2)_____ and give a large (3)_____ to a landlord. You also need to check whether or not the utility (4)_____ are included and how much (5)_____ you need to give when you want to move out. Many people choose to live with a local family as a way to learn about the culture of the country they are in.

credit cards salary overdraft

2. To open a bank account in another country you will need to show your passport, proof of earnings, proof of your address and residency. It is also likely that you will be expected to show proof that your monthly (6)_____ will be paid into this account. Remember that rules regarding banks are not the same in every country. You have to pay for an (7)_____ on your account in France, and the rules on (8)_____ can differ greatly, make sure you check before you sign up!

check-up insurance scheme national health service

3. In most countries you have to pay for medical treatment. For trips of up to three months in Europe, the European Health Insurance Card may allow you to be treated for free by the (9) _____ of the country you are in. Your employer may have an (10)_____ that you can join or you might want to take out your own insurance policy. This will help you if you need to see a doctor while you are abroad. You may need to register with a doctor and you may also need to have a (11)_____.

top-ups landline contract number

4. In many countries, the process of buying a mobile phone is straightforward: you choose the phone and the provider you want, you are then given a

(12)_____ . Italy is one exception, where you will need your national ID card and your tax code. When you don't know how long you are planning to live in the country, many people choose prepaid packages that allow (13)_____ . This means you can cut off the service when you want without worrying about being tied into a (14)_____ . These days many providers also offer wireless Internet access meaning you won't need to have a (15)_____ put into your flat or apartment.

4. Look at the eight pieces of advice for people who are going to live abroad. For each set of four match the beginning with the correct ending.

1. You might have to pay two month's rent	a) for free with most banks.
2. When you move out of a flat	b) your landlord will check the inventory.
3. You can have an overdraft	c) to withdraw money from a cash point.
4. You can use your bank card from home	d) as a deposit before you move into a flat.
5. You need to be registered with a doctor	e) broadband access in the area where you live.
6. Most employers include medical insurance	f) means you don't need to sign a contract for your mobile phone.
7. Using top-ups	g) to get medical treatment.
8. You need to check that there is	h) as part of their employment package.

Which pieces of advice are true for your country? Which are different? What other advice and information could you give? Compare your answers with a partner.

Unit 2 Companies

'Corporations are not things. They are the people who run them'
Charles Handy, Irish management guru

I. Topical Vocabulary

1	head office	головний офіс, управління (компанії, корпорації)
2	market share	доля ринка (питома вага на ринку даного товару (продукції компанії))
3	net profit	чистий прибуток
4	parent company	материнська компанія, компанія-засновник
5	subsidiary	дочірня компанія
6	share	акція
7	share price	курс акцій, біржовий курс
8	turnover	обіг
9	workforce	робоча сила, трудові ресурси
10	costs	витрати
11	tax	податок
12	financial performance	фінансовий результат, фінансовий стан (характеристика ефективності діяльності підприємства)
13	all-time high	незвично високий рівень; постійно високий (про ціни і т.п.)
14	strong demand	високий попит
15	cash flow	грошовий потік
16	CEO (Chief Executive Officer)	генеральний директор (компанії); керівник підприємства;
17	shareholder	акціонер
18	board of directors	рада директорів; правління; адміністрація
19	chairperson / chairman	голова (зборів тощо)
20	policy decision	стратегічне рішення
21	a family-owned company	родинна компанія
22	a multinational company	міжнародна компанія
23	to be self-employed	працювати на себе
24	enterprise	підприємство
25	corporation	корпорація
26	profitable	прибутковий, вигідний, дохідний
27	failing	збитковий
28	bankrupt	банкрут
29	pharmaceuticals	фармацевтичний

30	sustainability	стійкий розвиток, стійкість
31	chart	діаграма, графік, схема, таблиця
32	company officer	посадова особа компанії
33	lay off	звільнити з роботи (тимчасово)

II. Starting up

1. Say which adjectives and verbs could come in front of the word company. Use the initial letters of the words on the left as clues.

F...

M...

S...

M...

P...

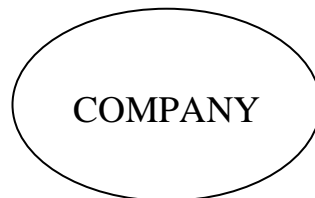
F...

B...

W...

S...

Ch...



2. Which of these companies do you or would you like to work for?

- 1) a family-owned company
- 2) a multinational company
- 3) your own company (be self-employed)

Think about such points as: work environment, pay, promotion possibilities, and job security. Then compare your answers with the information below.

Work environment: May be more friendly in a small family business. But some family-owned businesses are multinationals with thousands of employees, and the environment may not be that different to working in an ordinary multinational. Self-employed people working on their own sometimes complain about feeling isolated. You may feel more in control running your own company, but there again, if you have employees to look after, this can be a big responsibility.

Pay: Small family companies may or may not pay good wages and salaries. One issue here is that when multinationals come to an area with low unemployment, they may make it more expensive for firms in the area to employ people in office or factory jobs. On the other hand, some multinationals are well known for paying very low wages to people in places such as fast food outlets. The pay of self-employed people, of course, varies enormously.

Promotion possibilities: There will be fewer opportunities for promotion in family companies, especially if family members are in key positions. Multinationals will probably offer more scope - the fast-food worker may become a branch manager and possibly go even further, but examples of top managers who have risen all the way from shop-floor level are rare.

Job security (= probability that you will keep the job): Family companies may hesitate longer before laying people off out of a feeling of responsibility towards their employees. Multinationals have had different attitudes towards laying people off, but companies in general are probably quicker to lay people off than before.

3. Can you name a company in each of these business sectors? Is there one that you would like to work for?

- | | | |
|---------------------------|---------------------|--------------------------|
| Telecommunications/Media | Banking and finance | Food and drink |
| Engineering | Transport | Retailing |
| Pharmaceuticals/Chemicals | Manufacturing | Another service industry |
| Construction | IT/Electronics | Tourism |

III. Vocabulary and Speech Exercises

1. Complete the chart with the information in the box below. Then write sentences about the companies.

Example: *Cisco Systems is an American company which supplies Internet equipment.*

American Express	container-ship operator	fashion/retail	Finnish
Japanese	Korean	Nokia	oil and gas
		pharmaceuticals	Toyota

COMPANY	MAIN ACTIVITY	NATIONALITY
Cisco Systems	Internet-equipment supplier	American
	Car manufacturer	
Inditex		Spanish
	Travel and financial services provider	American
Roche		Swiss
Samsung	Electronic-goods maker	
	Telecommunications	
Hapag-Lloyd		German
Petrobras		Brazilian

2. Complete the sentences below with the words and phrases in the box.

head office	market share	net profit	parent company
share price	subsidiary	turnover	workforce

- The amount of money a company receives from sales in a particular period is called its ...
- The money a company makes after taking away its costs and tax is its...
- A company which owns another company is called a...
- The employees in a particular country or business are called the ...

- 5. The percentage of sales a company has in a particular market is its ...
- 6. The main building or location of a large organisation is its...
- 7. The cost of a company's shares is its ...
- 8. A company which is more than 50% owned by another company is called a ...

3. Complete this extract from a company report with appropriate words or phrases from the box in Exercise 2.

Financial performance

I am pleased to say the 1) _____ has continued its excellent performance. We are changing, growing and doing well at a difficult time for the industry. 2) _____ was €57.2 million, an increase of 15% on last year, and 3) _____ rose by 5% to €6.4 million.

We are a highly competitive business. We have increased our 4) _____ to 20%. Consequently, our 5) _____ has risen and is now at an all-time high of €9.6.

Increased production and strong demand have had a positive effect on our cashflow, so we are able to finance a number of new projects. We have successfully moved to our new 6) _____ in central London. We are now planning to start full production at the recently opened Spanish 7) _____ in October.

Finally, thanks once again to our loyal and dedicated 8) _____. Our employees will always be our most valuable asset.

4. Use the prepositions *at, by, for, in, of, to* and *on* to complete the extract from a company report.

PINELCOM

Financial performance

Pinelcom is committed 1) _____ creating and delivering value – value to its customers, value to its employees and value to the region. Our success in moving towards this goal is most evident in the financial results for this year. Turnover 2) _____ the close of the year was €83,5 million, that is an increase 3) _____ 12 per cent over the previous year, and profits rose 4) _____ 6 per cent 5) _____ €7,3 million. In spite of fierce competition, we have increased our market share to almost 25 per cent. As a result, our share price has risen and is now 6) _____ an all-time high 7) _____ €11,6.

A huge increase 8) _____ production and rising demand have had a positive effect 9) _____ our cash flow. We are planning to start full production 10) _____ our recently opened Polish subsidiary 11) _____ May.

Finally, I would like to congratulate our staff on their outstanding performance. Thank you all once again 12) _____ your continuing support of the company.

5. Match the companies to the industry sector they belong to.

1. Lenovo, Apple, Dell, Microsoft	a) Electrical / Electronics
2. Bayer, Johnson & Johnson, Novartis	b) Engineering

3. BMW, General Motors, Nissan, Toyota	c) Banking and finance
4. HSBC, ING	d) Pharmaceuticals / Chemicals
5. LG, Nokia, Samsung, Siemens	e) IT (Information Technology)
6. AP Moller-Maersk, Qatar Airways, Ryanair	f) Retail
7. Ikea, Tesco, Wal-Mart, Zara	g) Transport

6. Read the sentences and write the missing words.

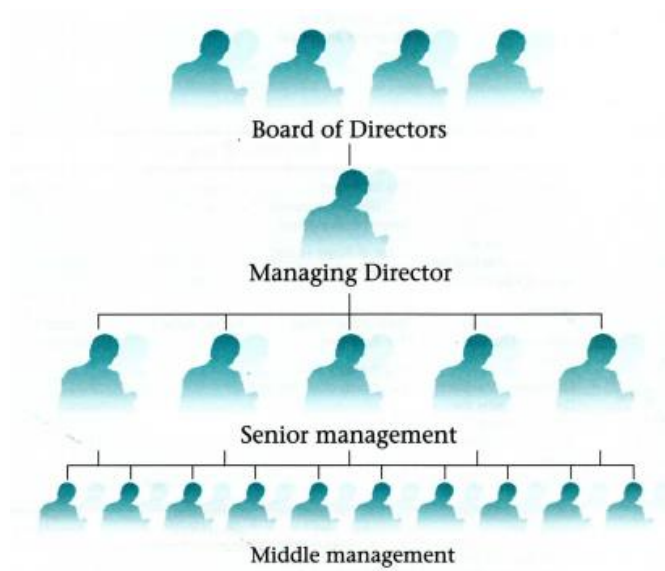
- Human r _ _ _ _ _ c _ _ _ _ s deals with employees, keeps their records and helps with any problems they might have.
- If someone is _ _ _ f-e _ _ _ oy _ _ , it means that they don't work for only one company.
- Cisco Systems is a famous American IT company which _ _ pp_ _ _ _ Internet equipment.
- A company which owns another company is called a _ _ r _ _ _ company.
- A _ _ bs _ _ _ _ _ _ is a company which is more than 50 per cent owned by another company.
- The main building or location of a company or organisation is its _ _ _ d o _ _ _ _ e .
- Banking and tourism belong to the _ _ _ v _ _ _ industry.
- All the people who work in a particular country, industry, or factory are called the _ _ _ kf _ _ _ _ .

IV. Reading Comprehension

Text 1

Company structures

Most companies are made up of three groups of people: the *shareholders* (who provide the capital), the *management* and the *workforce*. The management structure of a typical company is shown in this organisation chart.



At the top of the company hierarchy is the *Board of Directors*, headed by the *Chairperson* or *President*. The Board is responsible for policy decisions and strategy. It will usually appoint a *Managing Director* or *Chief Executive Officer*, who has overall responsibility for the running of the business. *Senior managers* or *company officers* head the various departments or functions within the company, which may include the following:

- a) Marketing
- b) Public Relations
- c) Information Technology or IT
- d) Personnel or Human Resources
- e) Finance
- f) Production
- g) Research and Development or R & D

Text 2

Two different organisations

1. Discuss the statement 'Companies should be owned by their employees.'

2. Work in pairs. As you read, make a note of the key points about your company in the chart below.

Student A: Read Article 1.

Student B: Read Article 2.

Tata	John Lewis
India's biggest company	Owned by its employees

Article 1

India: Tata's search for a new CEO

by Joe Leahy in Mumbai

Mr Tata, Chairman of India's biggest company, is expected to retire – yet again – in two years. But this time things look different. The group appears ready to move on, formally announcing last month that it has set up a special committee to look for a new CEO.

Instead of simply choosing the most obvious successor, the group has said it will consider all candidates for India's biggest corporate job. In a country where companies are often controlled by influential families, the idea of an outsider, particularly a foreigner, controlling a group of Tata's size and reputation is revolutionary.

At risk is more than the future of the Tata Group, though this is very important to the national economy. With its 100 subsidiaries – including India's biggest private-sector steel company, its biggest information technology outsourcing company and its

biggest automotive producer - it is also the country's first true multinational, with 65 per cent of its \$71 bn in revenue generated overseas.

Analysts question whether Tata can create an example for corporate India of orderly transition from family leadership to professional management. "There's a feeling if an outsider, especially a foreigner, took over a group as complex as Tata, it would be disastrous," says a banker who knows the company.

However, some critics argue that introducing professionals would help to break down a reputation for weak management in large, family-run companies.

Article 2

Is John Lewis the best company in Britain to work for?

by Jon Henley

It is owned by its employees – or partners - who have a say in how it is run and receive a share of the profits. Surely this is the way every organization should be run?

It's just before opening time on bonus day at John Lewis and, boy, are we excited. Up and down the country, the 69,000 people who work for the nation's favourite retailer are gathered, impatient. A specially chosen staff member opens an envelope and reads out a number. Fifteen per cent. It's the percentage of their salary that each John Lewis employee takes home as that year's bonus.

If a product is on sale in a John Lewis store, you know you can trust it. Plus you can be sure you'll be served by someone who really knows what they're talking about and, most unusually of all, is eager to help.

Unlike other high-street names, John Lewis is owned by its employees, each of whom has a say in its running and a share in its profits. This is Britain's largest example of worker co-ownership. Its purpose is "the happiness of all its members, through their worthwhile and satisfying employment in a successful business".

"It's a good company to work for", says Pedro, a Waitrose* chef. "I didn't realise how good until I joined." Employer-employee relations at John Lewis, says Nicola McRoberts, "are completely different. They want you to be happy."

A veteran of five years, Kirsty Reilly, in womenswear, speaks of the "passion and commitment" that come from "being engaged, because you have a shared interest in making sure it works, for you and for the people you work with."

* A supermarket chain, part of the John Lewis group.

3. Compare and contrast the two companies.

Example: *Tata is an Indian company, but John Lewis is a British company.*

4. Discuss these questions:

- What are the good and bad points of bringing in someone from outside to run a family owned business?
- Do you know of any company like John Lewis in your country? If so, how successful is it?

V. Listening Comprehension

A successful company

1. Listen to the first part of an interview with Susan Barratt, the Chief Executive Officer of Nature's Way Foods, and correct the six mistakes in this paragraph.

Nature's Way Foods is a drinks-manufacturing company based on the east coast of Ireland. They put chilled product, the majority of which is milk and cheese, into various types of packaging for the major retailers and various food-service companies in Ireland.

2. Listen to part one and find the following.

1. an adjective meaning *cold* or *cooled*
2. a four-word expression meaning *most of which*
3. a word that means *different*
4. a word for what food is wrapped in
5. a two-word expression used for the chains in item 6 below
6. the names of three supermarket chains that sell food to consumers
7. a three-word expression that includes the chain in item 8 below
8. the name of a fast-food restaurant chain

3. Listen to the second part, where Susan talks about the reasons for the company's success, and complete these notes with one word in each gap.

First reason for success: the 1) _____.

- Health – desire to eat healthy 2) _____.
- Convenience – 3) _____-poor.
- Sustainability – low level of food 4) _____.
- Indulgence – diet Monday to Friday, but have several pieces of cake on Friday night.

Second reason for success: the way they 5) _____ the business.

- High- 6) _____ business.
- Produce hundreds of 7) _____ of units.
- Need to be very 8) _____ in the way they produce them.
- Invested heavily in 9) _____ and processes.

4. Listen to part two and complete the table with words that Susan Barratt uses.

noun	adjective
	healthy
	convenient
	sustainable
	indulgent
efficiency	

5. Match the adjectives in Exercise 4 to their meanings in this context.

- a) easy to prepare, use, etc.
- b) using the least possible amount of time, effort, money, etc.
- c) allowing someone to eat something that tastes good but may be unhealthy

- d) able to continue into the future
- e) good for your body

6. Listen to the third part and answer these questions.

1. What two things has Susan enjoyed the most when running a company?
2. What does she not enjoy about running a company?

7. Listen to part three. Which of these things does Susan Barratt mention?

Someone who runs a company . . .

1. should set strategy
2. should set clear goals
3. should be an expert in accountancy and finance
4. should get people to work together as a team
5. should socialise with their team at weekends
6. might suffer from the fact that they are continuously responsible for different things
7. might get lonely
8. must make some decisions on their own

8. Listen to the final part and complete this extract.

I've learned a lot of lessons from the companies I've worked for. I think the key thing is that you have to make sure your 1) _____ in the organisation are engaged with the organisation and have a clear 2) _____ of what that organisation is trying to 3) _____.

If you can get that clarity of 4) _____ and 5) _____ from the people within the organisation, then that will help move the business forward in itself.

VI. Skills “Presenting your company”

1. What sort of presentations have you given? How did you feel?

2. Listen to the beginning of a presentation by Robert Pullin, Director of Human Resources at DCV Fashions, and answer these questions.

1. What is the main aim of the presenter?
2. What kind of audience is he probably addressing?

3. Listen again and complete this paragraph.

1) _____ I'll give you some basic information about DCV Fashions.
 2) _____, I'll explain why we've been so successful in the fashion industry
 3) _____, I'll tell you about our mission statement. This describes what we're all about, why we're in business. And 4) _____, I'll explain how we communicate with people through our advertising and promotion.

4. In pairs, practise giving an introduction to your own company or one which you know well.

5. Listen to the rest of the presentation. Work in pairs and complete the information.

DCV Fashions

Head office 1) _____

Products 2) _____

Turnover (last year) 3) _____

Profits (last year) 4) _____

Reasons for success 5) _____

Advertising and promotion 6) _____

6. Number these phrases which introduce different sections of the presentation in the order in which they appear.

- Moving on now to our mission ...
- Finally, a word about ...
- Thanks very much for listening ...
- OK, some basic facts ...
- What's the key to our success?

7. Choose one of these topics. Work in pairs. Make your presentation and answer your partner's questions. Your audience is a group of young people from a fashion college.

- Think about your company or a company you know. Study the Useful language box below, and use the headings in the chart in Exercise 5 to help you prepare a presentation about it.

Useful language

INTRODUCING YOURSELF

Hello everyone, my name's Robert Pullin. I'm Director of Human Resources at DCV Fashions.

Good morning, I'm Robert Pullin, Director of Human Resources, DCV Fashions.

STATING YOUR AIM

My purpose today is to talk to you about our company.

Today, I'd like to talk about our new projects.

OUTLINING THE PRESENTATION

First, I'll give you some basic information.

Next, I'll talk about our products.

Then, I'll discuss the reasons for our success.

Finally, I'll tell you about our advertising and marketing.

INTRODUCING NEW INFORMATION

Here are some basic facts.

Here are some key facts about our company.

CHANGING TO A NEW SECTION OF THE TALK

Moving on now to our mission.

OK/Right. What about our distribution system?

ENDING THE PRESENTATION

Thanks very much for listening to my presentation.

Thanks for coming to my talk. Are there any questions?

- Use the facts provided in the table to make a presentation about Moda International Fashion Group (MIFG).

MIFG Data	
Head office	Milan, Italy; founded in 1978
Turnover (last year)	€286 million (increase of 10.4% compared with previous year)
Products	Makes and sells clothing, designer shoes, handbags, giftware Target consumer: 20-35-year-olds
Number of stores	28 in Italy, 35 internationally
Workforce	1,800 employees
Reasons for success	Strong brand image; competitive prices; excellent TV advertisements; endorsement by a famous, young Italian model
Mission	To create an exciting lifestyle for its customers
Advertising and promotion	Focuses on TV advertising and on full-page advertisements in fashion magazines

8. Match each of the headings (1-6) to one of the expressions (a-f).

1 Introducing yourself	a) Here are some key figures on our amazing growth over the last five years.
2 Stating your aim	b) That's it for today. Thank you very much.
3 Outlining the presentation	c) My name's Katie Woo and I'm Head of Marketing here at Fragrant Perfumes.
4 Introducing new information	d) My talk is divided into four parts
5 Changing to a new section of the talk	e) I'm here to tell you about our exciting new products to be launched next year.
6 Ending the presentation	f) That's all I have time for on lipstick. I'll move on now to shampoo.

9. Work in groups of three. The directors of three new Internet start-ups make presentations about their companies to possible investors. You are one of the directors. Use the notes to make a presentation about your company.

	Linkalot	Vidcall	Source-it
Based	Hoxton, London	Stockholm, Sweden	Riga, Latvia
Nature of site	Social networking	Video calls using the Internet	Putting suppliers and buyers in touch with each other
Users	Young professionals aged 25–40	Businesses and individual consumers	Businesses in cars, electronics and construction
Current source of investment	Friends and family	Loan from a Swedish bank	Grant from (=money given by) the European Union
Amount already invested	€200,000	€550,000	€1.1 million
Purpose of new investment	Employ 10 new programmers	Develop new video technologies	Move into a bigger building with the most up-to-date equipment
Amount required	€1 million	€1.5 million	€1.9 million

VII. Self-directed work

Reading 1

Read this article from the Financial Times by Stefan Stern and answer the questions.

Before you read

What's the best way to keep a company's employees happy and motivated?

The real value of managing information and people

By Stefan Stern

SAS has been a pioneer in the business of "analytics". This involves not just gathering information, but also processing it and getting the value from it. Its chief executive, Jim Goodnight, says: "When the economic downturn started I told everyone there would be no job losses, that we might have lower profits but that was fine with me," he says. "If didn't care because I prefer keeping everybody's jobs. I think everybody actually worked harder to save money, to cut expenses, to try to bring in more revenue, and we actually ended up growing last year by 2.2 per cent. I always say if you treat people like they make a difference they will make a difference."

SAS has just been named by Fortune magazine as the best company to work for in the US. The on-site perks and benefits at SAS headquarters are remarkable. Medical care, childcare, sports centres, massage, food, hairdressers and a 35-hour week: these all form part of the employee package.

There is a downside. SAS does not pay the highest wages in its sector. But it is a successful business with low staff turnover. Most employees seem happy with the deal, which is designed to make working life easier. It is these software programmers who in turn keep SAS's clients happy.

Exercises

1. Look through the whole article. Which organisation is it about?

2. Complete these statements with words from paragraph 1, as they are used in the article.

- a) A _____ is a person or organization that does something that has not been done before. (7 letters)
- b) If you collect information, you _____ it. (6 letters)
- c) If you _____ information, you try to make it easier to use, understand, etc. (7 letters)
- d) An economic _____ is a time when business activity goes down. (8 letters)
- e) You say that something _____ happened when you want to talk about what really happened, not what might have happened. (8 letters)
- f) _____ is another word for 'costs'. (8 letters)
- g) _____ is money from sales. (7 letters)
- h) If you _____ people in a particular way, you manage them in that way. (5 letters)

3. Read paragraph 1 and choose the best summary.

SAS got through the economic downturn...

- a) but profits increased and some employees lost their jobs.
- b) but it made a loss; however, everyone kept their jobs.
- c) and the company even grew during that time.

4. Now answer these questions about paragraph 1.

- a) What does SAS do?
- b) During the downturn, why didn't Jim Goodnight worry about having lower profits?
- c) How did his employees manage to get the company to grow?
- d) What is his 'philosophy' in relation to employees?

5. Read paragraph 2. Imagine that SAS employees make the comments below.

Which perk or benefit is each employee referring to?

- a) 'I like being able to leave work at 5.30!'
- b) 'If I get ill, I can always go and see the company doctor.'
- c) 'I can leave my kids in the crèche and pick them up when I leave work.'
- d) 'It's great to be able to play tennis at lunchtimes.'
- e) 'I can always get my hair cut without going into town.'
- f) 'The hamburgers are delicious.'

6. Choose the alternative with the closest meaning to the expression in *italic*.

- 1) There is a *downside*.
 - a) disadvantage
 - b) disagreement
 - c) disappointment

- 2) SAS does not pay the highest *wages* ...
 - a) earning
 - b) salaries
 - c) payments
- 3) ... in its *sector*.
 - a) segment
 - b) industry
 - c) area
- 4) But it is a successful business with low *staff turnover*.
 - a) few employees who leave
 - b) low sales per employee
 - c) few employees who sell
- 5) Most employees seem happy with the *deal*, ...
 - a) location and salary
 - b) healthcare and sports centres
 - c) pay and benefits

Over to you 1

Think about your own organisation or one you would like to work for. What perks and benefits would you most like to have?

Over to you 2

SAS is based on a 'campus' outside Raleigh, Virginia. (A campus is a kind of park, often on the edge of a city, where a company has its offices.) Would you prefer to work on a campus like this, or in a city centre office? Give your reasons.

Reading 2

Read this article from the Financial Times by Rachel Sanderson and answer the questions.

Before you read

What products do you think of when you think of Italian companies?

Value of being 'Made in Italy'

By Rachel Sanderson

In Palazzo Strozzi, a Renaissance palace overlooking Florence's Arno River, Ferruccio Ferragamo, owner of luxury shoe brand Salvatore Ferragamo, is explaining why his shoes are "Made in Italy". Mr Ferragamo's father, Salvatore, put handmade shoes on the feet of Marilyn Monroe and Sophia Loren, Lauren Bacall and Judy Garland. But many people might think that his son is living in different times, with rising Chinese and Indian manufacturing companies putting Italian companies out of business.

A decade ago, many economists, in Italy and outside, were convinced that the small and medium-sized businesses that make up a large part of the country's economy were in decline. The Italians could not compete with rival manufacturing

countries in Asia. Their productivity was too low and too costly. But the country's exports are estimated to have grown 12, 5 per cent this year, with forecasts of 8 per cent for next year's growth.

The surge has been caused by the attraction of "Made in Italy" goods to the middle classes of rapidly growing economies, including Brazil and China. And whether it is sending furniture to Russia, textiles to Egypt, rubber and plastic products to Turkey or winemaking equipment to Chile, emerging markets are proving increasingly important for Italy's entrepreneurs.

The place where a product is made is very important for Chinese consumers. By some estimates, China is now the world's biggest luxury market. This has allowed the industry to raise prices by 10 per cent in the past 12 months. As Mr Ferragamo says, "We cannot make enough to keep up with the demand from the Chinese. They want their shoes not just made in Italy, but often made in Florence."

Exercises

1. Look through the first paragraph to find the names of:

- a) a luxury Italian shoe company.
- b) its current owner.
- c) the name of his father.
- d) the names of four actresses who have worn its shoes.

2. Choose the alternative with the closest meaning to the expression in *italic*.

- 1) A *decade* ago, ...
 - a) five years
 - b) ten years
 - c) twenty years
- 2) ... many economists, in Italy and outside, were *convinced* that the small and medium sized businesses ...
 - a) unsure
 - b) secure
 - c) sure
- 3) ... that make up a large part of the country's economy were *in decline*.
 - a) getting smaller and less important
 - b) getting bigger
 - c) staying the same
- 4) The Italians could not compete with *rival* manufacturing countries in Asia.
 - a) similar
 - b) competing
 - c) helpful
- 5) Their *productivity* was too low and too costly.
 - a) sales
 - b) profits
 - c) output per person
- 6) But the country's exports are *estimated* to have grown 12, 5 per cent this year, ...

- a) known
 - b) calculated
 - c) guessed
- 7) ... with *forecasts* of 8 per cent for next year's growth.
- a) predictions
 - b) promises
 - c) plans

3. Read paragraphs 3 and 4 and decide if these statements about expressions are true or false.

- a) A *surge* is an increase.
- b) If something has an *attraction*, people like it.
- c) *Emerging markets* have existed as markets for a long time.
- d) *Entrepreneurs* are people who start new businesses and have new ideas for existing businesses.
- e) *Demand* for something is the amount of it that is available to buy.

4. List all the products mentioned in paragraph 3.

5. Choose the best summary of the whole article.

Italian manufacturing companies...

- a) have been successful because they have higher productivity than Chinese or Indian companies.
- b) were expected to do badly, but have been successful because of demand from emerging markets.
- c) do well because customers in emerging markets want their shoes made in Florence.

Over to you 1

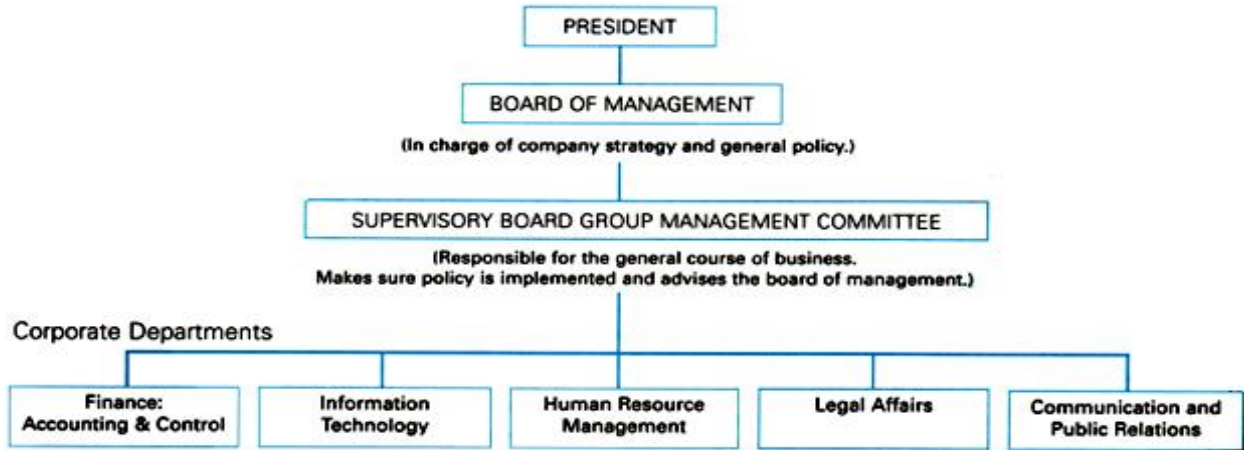
Why is the place where luxury goods are made so important?

Over to you 2

Describe areas in your country that specialise in making particular goods. How are they doing now in relation to the past?

Reading 3

Philips is a major multinational company which has almost 30,000 trademarks registered worldwide. Study the organisation chart below



1. Match these products to the sectors below which they come from.

faxes mobile computing products X-ray equipment hairdryers lamps

Sectors

<p>Philips Business Electronics</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ digital video-communications systems ■ 1 _____ ■ speech processing 	<p>Philips Components</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ display components ■ general systems components 	<p>Philips Consumer Electronics</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ video: TV, VCR ■ digital video DVD, internet, digital TV, digital cameras ■ mobile phones ■ 3 <u>mobile computing products</u> 	<p>Philips Domestic Appliances and Personal Care</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ personal care: shavers, 2 _____, suncare ■ domestic appliances: vacuum cleaners, food processors, blenders, coffee makers
<p>Philips Lighting</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ 4 _____ ■ lighting electronics and gear 	<p>Philips Medical Systems</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ 5 _____ ■ ultrasound 	<p>Philips Semiconductors</p> <p>Products include:</p> <ul style="list-style-type: none"> ■ telecom terminals ■ emerging business e.g. Trimedia 	

Before you read

2. Decide whether you think these statements about Philips are true or false.

- 1) It is the world's second biggest electronics company.
- 2) It has produced over 100 million TV sets.
- 3) Its headquarters are in Amsterdam.
- 4) It was the first company to produce compact discs.
- 5) It is active in a small number of specialised businesses.
- 6) It provides the lights for famous landmarks such as London's Tower Bridge.

The Philips Story

The foundations of the world's biggest electronics company were laid in 1891 when Gerard Philips established a company in Eindhoven, the Netherlands, to manufacture light bulbs and other electrical products. In the beginning, it concentrated on making carbon-filament lamps and by the turn of the century was one of the largest producers in Europe. Developments in new lighting technologies

fuelled a steady programme of expansion and, in 1914, it established a research laboratory to stimulate product innovation.

In the 1920s, Philips decided to protect its innovation in X-ray radiation and radio reception with patents. This marked the beginning of the diversification of its product range. Since then, Philips has continued to develop new and exciting product ideas like the compact disc, which is launched in 1983. Other interesting landmarks include the production of Philips' 100-millionth TV set in 1984 and 250-millionth Philips electric shaver in 1989.

Philips' headquarters are still in Eindhoven. It employs 256,400 people all over the world and has sales and service outlets in 150 countries. Research laboratories are located in six countries, staffed by some 3,000 scientists. It also has an impressive global network of some 400 designers spread over twenty-five locations. Its shares are listed on sixteen stock exchanges in nine countries and it is active in about 100 businesses, including lighting, monitors, shavers and colour picture tubes; each day its factories turn out a total of 50 million integrated circuits.

Royal Philips Electronics is managed by the Board of Management, which looks after the general direction and long-term strategy of the Philips group as a whole. The Supervisory Board monitors the general course of business of the Philips group as well as advising the Board of Management and supervising its policies. These policies are implemented by the Group Management Committee, which consists of the members of the Board of Management, chairmen of most of the product divisions and some other key officers. The Group Management Committee also serves to ensure that business issues and practices are shared across the various activities in the group.

The company creed is 'Let's make things better'. It is committed to making better products and systems and contributing to so improving the quality of people's work and life. One recent example of this is its 'Genie' mobile phone. To dial a number you just have to say it aloud. Its Web TV Internet terminal brings the excitement of cyberspace into the living room. And on travels around the world, whether passing the Eiffel Tower in Paris, walking across London's Tower Bridge, or witnessing the beauty of the ancient pyramids of Giza, you don't have to wonder any more who lit these world famous landmarks, it was Philips.

Exercises

3. Read 'The Philips Story' again. Why are these dates important?

- a) 1891 b) 1914 c) the 1920s d) 1983 e) 1984

4. Find the figures that correspond to the following pieces of information.

Example: *The approximate number of designers working for Philips: 400*

- 1) The number of people working for Philips worldwide.
- 2) The number of countries with sales and service outlets.
- 3) The number of countries where Philips has research facilities.
- 4) The approximate number of scientists working in Philips' research laboratories.
- 5) The number of integrated circuits produced every day.

5. Match the words from the text with their corresponding definitions.

- | | |
|--------------------|---|
| 1) an innovation | a) a planned series of actions |
| 2) a patent | b) main offices |
| 3) diversification | c) a place or address |
| 4) a range | d) the introduction of a new idea |
| 5) headquarters | e) a selection or series |
| 6) a location | f) making different types of products |
| 7) a strategy | g) an agreed course of action |
| 8) a policy | h) the right to make or sell an invention |

6. Replace the words in italics with the words used in the text.

- 1) Gerard Philips *set up* (_____) a company in Eindhoven.
- 2) The company initially *specialised in* (_____) making carbon-filament lamps.
- 3) Developments in new lighting technologies fuelled a steady *plan for growth* (_____).
- 4) In 1983 it *introduced* (_____) the compact disc *onto the market*.
- 5) Each day its factories *produce* (_____) a total of 50 million integrated circuits.
- 6) Royal Philips Electronics is *run* (_____) by the Board of Management.
- 7) The Supervisory Board *carefully watches* (_____) the general course of business.
- 8) Policies are *put into practice* (_____) by the Group Management Committee.
- 9) The Group Management Committee consists of members of the Board of Management and chairmen of most of the product *sectors* (_____).
- 10) The Group Management Committee serves to ensure that *important matters* (_____) and *ways of doing business* (_____) are shared across the company.

Unit 3 Selling

*'I'm very proud of my gold pocket watch.
My grandfather, on his deathbed, sold me this watch.'*
Woody Allen, American actor, writer, director and comedian

I. Topical Vocabulary

1	distributor, wholesaler	оптовий дистриб'ютор, продавець
2	retailer	роздрібний торговець
3	to buy in bulk	купувати оптом
4	refund	повернення (грошей); відшкодування (витрат)
5	discount	знижка
6	to dispatch	посилати, надсилати, відправляти
7	purchase; to purchase	купівля; покупати
8	stock	запас, асортимент товарів
9	to be in stock	бути в наявності
10	to be out of stock	розпродано
11	storage	схов, зберігання
12	warehouse	товарний склад
13	bargain	вигідна покупка, задешево куплена річ
14	cooling-off period	період обмірковуванні (перед покупкою або підписанням угоди)
15	expiry date	дата закінчення терміну дії (договору, угоди)
16	payment card	платіжна картка
17	method of payment	форма оплати; вид платіжного засобу; метод оплати
18	extra cost	додаткова вартість, додаткові витрати
19	interest-free	безпроцентний (кредит)
20	money-back guarantee	гарантія повернення грошей (за товар)
21	after-sales service	гарантійне обслуговування
22	DIY – do it yourself	«зроби сам» (товар, який потрібно збирати вручну)
23	credible Syn: believable	гідний довір'я; імовірний
24	sales pitch	промова, яку продавці кажуть, щоб умовити покупця купити товар
25	engaging	чарівний, привабливий, приємний
26	skin care	догляд за шкірою
27	moisturiser	зволожуючий крем

28	fragrance	аромат
29	to alter	змінювати(ся), переробляти
30	on air	в ефірі
31	to browse	продивлятися (інформацію)
32	salespeople	продавці
33	to close a deal	підписати угоду
34	to highlight	підкреслювати, виділяти
35	approach	метод, підхід
36	integrity	чесність
37	hard sell	посилене рекламування товарів, нав'язування
38	to be the case	правильно, вірно, має місце бути
39	incentive	стимул
40	average sales	середній об'єм продаж
41	praise	хвала; вихваляння; прославляння
42	e-commerce = electronic commerce	електронна торгівля (через Інтернет)
43	retail sales	продаж товарів магазинами роздрібною торгівлі
44	B2G - abbreviation for business-to-government	referring to a business dealing with government rather than individuals or companies
45	to go beyond	перевищувати
46	to part with	розлучатися з
47	co-worker = colleague	співробітник, колега
48	to keep on the right side of smb.	підтримувати гарні стосунки з кимось
49	negotiation skills	навички проведення переговорів
50	cold calling	спроба нав'язати товари або послуги за телефоном; пропозиція товарів або послуг за телефоном
51	business-to-business = B2B	denoting trade between commercial organizations rather than between businesses and private customers
52	to bid for	пропонувати ціну за щось; намагатися досягти якоїсь мети
53	outlet	торговельна точка; магазин
54	warranty	технічна гарантія; завірення (в угоді)
55	prospect	потенційний клієнт
56	setback	невдача
57	lead	приклад, досвід
58	challenge	виклик

II. Starting up

1. In pairs or small groups, discuss these statements.

1. Selling is about sticking your foot in the door and making a speech.
2. To be a good salesperson it helps if you like people.
3. It is essential to like what you are trying to sell.
4. Selling is always fun.
5. A salesperson needs to have a lot of initiative.

2. Answer these questions

1. What do you like about shopping? What don't you like?
2. When did you last visit these retail outlets? What did you buy?
 - a (street) market • a convenience store* • a supermarket
 - a department store* • a specialist retailer* • a shopping centre / mall*
 - an online retailer
3. Have you ever bought something you had not planned to buy?
4. What was it that convinced you to buy on impulse?

***a convenience store** – open long hours selling a variety of food and drink and most household items;

a department store – large store, often with many floors and divided into departments, each selling a different type of goods;

a specialist retailer – individual store or part of a chain selling one type of goods, e.g. electrical goods, shoes, books, etc.

a shopping centre / mall: large area with many different shops, usually under cover and where cars are not allowed

3. Listen to three people talking about their shopping habits and answer these questions.

1. What do they like and dislike?
2. Which shopper are you most like?
3. How are shopping habits changing in your country?

III. Vocabulary and Speech Exercises

1. Choose the correct word (a, b or c) to complete each sentence.

1. A _____ is another name for a 'producer'.
a) supplier b) distributor c) manufacturer
2. Suppliers often sell large quantities of goods to _____, who do not usually sell directly to consumers.
a) wholesalers b) retailers c) manufacturers
3. We offer a _____ to customers who buy in bulk.
a) refund b) discount c) delivery
4. We ask consumers who are not fully satisfied to _____ goods within seven days.

a) discount b) refund c) return

5. In order to get a full _____, customers must send back goods in the original packaging.

a) discount b) refund c) return

6. Goods will be _____ within 24 hours of your order.

a) dispatched b) purchased c) exchanged

7. Goods are kept in our _____ until ready for delivery.

a) stock b) storage c) warehouse

8. Products and services offered at a large discount are generally a(n) _____.

a) sale b) bargain c) offer

2. Combine phrases from Box A with words from Box B to make word partnerships. Use the definitions (1-8) below to help you.

A

after-sales	cooling-off	credit-card	interest-free	loyalty-card
	method of	money-back	out of	
credit	details	guarantee	payment	
period	scheme	service	stock	

1 the time when you can change your mind and cancel an order

2 the name, number and expiry date on your payment card

3 the way you pay for the goods you want

4 when you can pay some time after you buy, but at no extra cost

5 when the goods you require are not available

6 a promise to return your money if you are not happy

7 the help you get from a company when you start to use their product

8 method for customers to obtain a discount on future purchases from the same organization

3. Look back at the retail outlets in Starting up Exercise 1. Where would you buy the following items? Why?

- a pair of shoes • music • fruit • a bottle of perfume/cologne • a holiday
- a watch / piece of jewellery • furniture • a book • concert tickets

4. Which of the answers in Exercise 2 would you expect to be important in each situation/purchase in Exercise 3? Discuss your ideas.

5. Use the clues to complete the crossword puzzle.

Across

1. A _____ is something you buy cheaply or for less than the usual price.

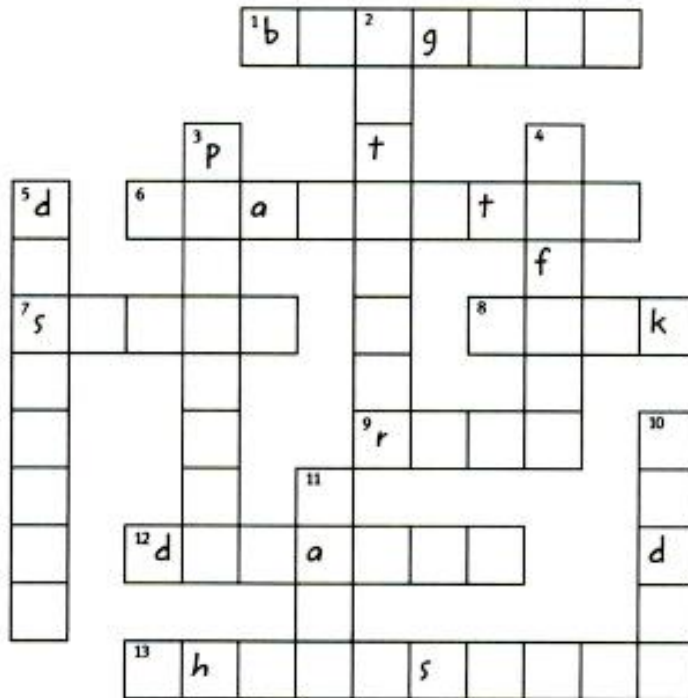
6. A money-back _____ is a promise to return the money paid for a product or service if the customer is not satisfied.

7. If the goods you require are out of _____, they are not available.




- 8. If you buy goods in _____, you buy large amounts of them.
- 9. Always _____ the small print before you sign a sales contract.
- 12. Your credit card _____ are the name, number and expiry date on your credit card.
- 13. A _____ is a person or company that sells goods in large quantities to businesses.

Down

- 2. A _____ is a company or a person that sells goods to members of the public.
- 3. _____ is a formal word meaning *buy*.
- 4. To _____ means to give someone their money back (e.g. because they are not satisfied with what they have bought).
- 5. To _____ means to send goods to a place.
- 10. An _____ is a request by a customer for goods or services.
- 11. A _____ is a large area where there are lots of shops, usually a covered area where cars cannot go.



5. Role-play one of these situations in pairs.

<p>BUYING PERFUME</p> 	<p>Student A: Salesperson Find out brand, size, amount of money willing to spend.</p>	<p>Student B: Customer Provide the information and make a decision on what you are offered.</p>
<p>BUYING A CAR</p> 	<p>Student A: Salesperson Find out what the customer uses car for, model and year preferred, and budget.</p>	<p>Student B: Customer Provide the information and then decide that you need time to think it over.</p>
<p>BUYING A PAIR OF SHOES</p> 	<p>Student A: Salesperson Find out the color, size, and type of shoe required.</p>	<p>Student B: Customer Take your time and ask to see many different pairs of shoes.</p>

IV. Reading Comprehension

Text 1

Different types of selling

The world of selling can be a tough place to work. Though the rise of e-commerce has changed retail sales, the fact remains that at all levels, from street markets up to billion-dollar business to-government (B2G) deals, most sales are still negotiated the old-fashioned way: by people talking to one another.

A company may produce a fantastic product or offer outstanding service, but without a successful sales team, the business will fail. But selling a product or a service goes beyond getting customers to part with their money. Everyone in business needs to do some selling: selling your own ideas to your co-workers; convincing potential business partners that you can deal with problems that may arise; keeping your team on side during hard times. Mastering the art of selling requires confidence, product knowledge, an ability to take rejection, and excellent negotiation skills.

Selling a product or services takes many forms. Cold calling is phoning or visiting someone you haven't had contact with before to convince them to buy something or do something. Telesales is cold calling using the telephone. Business-to-business (B2B) sales, for example distributors selling to retailers, tend to be relationship-based. The buyer and seller are doing business together rather than the seller trying to fill the buyer's emotional need for something. In B2G selling, which is highly formal, companies bid for government contracts.

E-commerce, mentioned earlier, is the increasing area of sales over the Internet. However, e-commerce courses in business schools are no longer oversubscribed and no longer preaching that 'everything has changed'. Companies look more at how e-commerce can be used in conjunction with other methods of selling: in retailing this means combining traditional retail outlets with online operations. Some old-economy companies, like the UK supermarket company Tesco, have made a success of e-commerce by combining it with their existing operations, rather than investing in a whole new expensive infrastructure. Webvan, a pure online

groceries company in the US, fell down on the hurdles of logistics: warehousing and delivery.

Retailing is the business of selling products to the general public. Most retailers sell from shops or stores which are called outlets. Many countries have large retail chains which are organised nationally and sell a standardised selection of products. Their outlets are often in shopping centres (US malls), where there is a large variety of stores in the same location.

Many large retailers operate from out of town locations with parking facilities, known as either hypermarkets (over 30,000 square metres) or superstores (under 30,000 square metres). They may be on a retail park, where there are a number of large stores.

Department stores such as Harrods in London are large shdps which sell a wide variety of products, usually from a city centre location. As the name suggests, they are organised in departments, each with its own manager.

Text 2

1. Look at these qualities needed to succeed in sales. Which do you think are the top four?

- personality • honesty • appearance • confidence • knowing your product
- organisational skills • ability to close a deal • ability to deal with people

2. Read the article and match each of these headings (a-h) to one of the paragraphs (1-8).

- | | |
|-----------------------|--|
| a) Motivation | e) Main finding of the survey |
| b) Professionalism | f) Why women make the best salespeople |
| c) TV | g) What the survey asked |
| d) Personal qualities | h) The woman who would make the best salesperson |

Women on top in new sales industry survey

A new survey of the sales industry shows who sales professionals believe make the best salespeople and the qualities needed in order to succeed.

1. A new survey of over 200 sales professionals has found that two-thirds of women and over half of men believe that women make the best salespeople, underlining the growing reputation of women in the sales industry.

2. The survey was carried out for Pareto Law, a recruitment and training company. It questioned sales professionals on what they considered to be the most important qualities for a salesperson. It also asked who would be most likely to succeed.

3. Both men (53%) and women (66%) agreed that women do make better salespeople, with Hillary Clinton voted as the top female celebrity most likely to succeed in a career in sales.

4. When asked why women make the best salespeople, men believe the main reason is that women are better at actually closing a deal, while women stated they are better than men when it comes to dealing with people. Other female skills

highlighted included being more organized and being able to handle more work, while male skills were identified as strong personalities and selling skills.

5. Jonathan Fitchew, Managing Director of Pareto Law, said: "Television programmes have increased people's interest in the sales industry, but have also highlighted the different approaches of men and women to the same sales issues."

6. When it comes to the individual qualities required to become a successful salesperson, men ranked honesty as most important (53%), while women placed most value on personality (47%). Both agreed that integrity was also key, coming third overall (41%). Good looks came at the bottom of the list, with only 3% of sales professionals ranking this as important.

7. This focus on professionalism, rather than the hard sell, supports the fact that over half of the sales professionals questioned believe that the reputation of sales has improved over the last 10 years, with 55% of men and 47% of women considering this to be the case.

8. Both men (87%) and women (86%) agreed that the top incentive for salespeople was money, with the average sales executive expecting to earn between £25-35k, including bonuses and commission, in their first year of work. Other incentives included verbal praise, overseas holidays and cars.

Text 3

1. Read the article and match each of these headings (a-h) to one of the paragraphs (1-8).

- | | |
|-----------------------|----------------------------------|
| a) Know your business | e) Numbers, numbers, numbers |
| b) Appearance | f) Know how far you'll negotiate |
| c) Confidence | g) People dislike selling |
| d) The sales mindset | h) Develop a sales process |

How to master the art of selling

1. Selling is an area of business that many people dislike, whether it's telemarketing or face-to-face selling. It takes quite a bit of skill to become an effective salesperson, but through developing a particular mindset and following some important advice, you can begin to master it.

2. One of the most important attributes to have when selling is confidence - you must sound and appear confident. Remember that many of the most confident people aren't inwardly confident, yet they can show confidence on the outside.

3. There's nothing worse than a salesperson who doesn't fully understand what they are selling. Make sure that you know your product, business and industry inside out.

4. Research suggests that you have less than 30 seconds to interact with someone before they form an opinion of you. For face-to-face selling, having a professional appearance is vital. For selling over the phone, the first 15 seconds are vital, so make sure you know what you intend to say. Getting words mixed up or sounding hesitant will result in a bad first impression

5. Rejection will happen, but don't take it personally. Too many people focus on this rejection and often end up making contact with fewer prospects than they otherwise would. You will receive setbacks, but the more people you call, the more leads or sales you'll make. It's a numbers game – hit the high numbers, and success will almost always follow.

6. Don't think that you have to make a sale the first time that you speak to a prospect. Many telemarketers know this and rarely attempt to generate sales, but instead focus on leads. A lead may be anything from obtaining permission to e-mail over some more information to organising a meeting in person.

7. Never call a prospect or attend a sales meeting without knowing how far you'll negotiate. You should know your starting point, the point which you won't drop below and a mid-way point which you'll aim for.

8. Finally, seasoned sellers talk of adopting a 'sales mindset'. Don't approach selling with dread, as an area where rejections are commonplace. Selling should be a challenge. You should enjoy closing deals, making sales, and each rejection should be looked on as a result - you're one step closer to meeting your next customer.

2. Work in pairs. Student A: Ask Student B these questions about their article.

- 1 What should you do if you are not inwardly confident?
- 2 What do you need to know well?
- 3 What do '30 seconds' and '15 seconds' refer to?
- 4 What should you do when you are rejected?
- 5 What should you focus on?
- 6 What do you need to know when negotiating?
- 7 What sales mindset should you have?

Student B: Ask Student A what these numbers refer to in their article.

- a) two-thirds b) half c) 53 d) 66 e) 53 f) 47 g) third h) 41 i) 3 j) 10
k) 55 l) 47 m) 87 n) 86 o) 25-35

V. Listening comprehension

Selling on TV

1. Sue Leeson is Director of Marketing at QVC, the global shopping channel. Listen to the first part of the interview and answer these questions.

- 1 What are the six product groups that she mentions?
- 2 QVC sells to consumers in which countries?
- 3 Which two media are used to sell QVC's products?

2. In the second part, Sue talks about the secret of a really good presentation and developing a sales pitch. Listen and complete this paragraph.

Firstly, having a product that you can easily 1) _____ and a product that has a good 2) _____ behind it. Secondly, that the person who's actually giving the sales presentation can engage with their 3) _____ in a credible fashion, can

tell the story very clearly and can demonstrate the features and 4) _____ of each product in a very 5) _____ and easy-to-understand way.

3. Listen again and complete these notes.

You need to know:

- the product 1) _____
- what the product can or can't 2) _____
- when the product is or isn't 3) _____

4. Listen to the third part and answer these questions.

- 1 Why are beauty products easy to sell on TV?
- 2 Which type of product is difficult to sell, and why?

5. Listen to this extract from part three and replace the eight mistakes in the transcript below with what Sue Leeson actually says.

We have many successful product areas. One of our most successful is beauty. Beauty works so well on TV for two reasons. First of all, each beauty brand has a terrific story behind it, and we can really bring life to the brand and to the sales pitch through telling that story in a very attractive way.

And secondly, each product is very easy to present. So if it's a skincare product, like a moisturiser, we can show how to apply it, the quantity to apply in order to give the best effects. Finally, we add another layer to our product presentation in that we always invite the expert behind that product to tell the story.

6. Listen to the final part. If customers want to buy a skin product, what four things can they see on the QVC website?

7. Listen to part four and find words that mean the following.

- | | |
|-------------------|---------|
| 1 on the Internet | o _____ |
| 2 changed | a _____ |
| 3 terrific | f _____ |
| 4 chance | o _____ |
| 5 product | i _____ |
| 6 picture | i _____ |
| 7 catalogue | r _____ |

VI. Skills "Negotiating: reaching agreement"

1. Work in two groups, A and B.

Group A: Look at the negotiating tips.

Group A: Negotiating tips

- Be friendly.
 - Have clear aims.
 - Tell the other side what you want.
 - Listen carefully.
 - Pay attention to the other side's body language.
 - Don't change your plan during the meeting.
 - Never be the first to make an offer.
- Ask three of your own questions.

Group B: Look at the negotiating tips.**Group B: Negotiating tips**

- Be strong and try to win.
- Prepare carefully before you negotiate.
- Ask a lot of questions.
- Have a lot of options.
- Summarise often the points you agree on.
- Change your strategy during the negotiation if necessary.
- Never show any emotion.

- 1 Each group agrees on the five most important negotiating tips on its list.
- 2 Form new groups with members from Groups A and B. Agree on a single list of the five most important tips from both lists.

2. You are going to hear a conversation between Martin, Sales Manager of Pulse, an electric-car company, and Chen, an official from the Urban Transport Department of a city in China. Listen and answer these questions.

- 1 Why does Chen want to buy electric cars for the Transport Department?
- 2 Which of these do they discuss?
• quantity • price • discounts • colours • delivery • warranty • models
- 3 What will they discuss after lunch?

3. Listen to the negotiation again and complete these sentences.

- 1 Chen: Yes, pollution is a big problem here. We're trying all sorts of ideas to reduce it. I see from your _____ that a standard two-seater car will cost about €12,000.
- 2 Martin: If you order 10 vehicles, you'll be paying us about €100,000, minus the 2% _____ we offer a new customer.
- 3 Martin: We could possibly deliver by late August, all being well.
Chen: Mmm, that might be OK, if you can _____ by then.
- 4 Chen: Good, how about the _____? We'd like a long period.
- 5 Chen: What about payment? Do you offer _____ terms?
Martin: I'm afraid not. It's company _____ for a new customer. We need payment by bank transfer on receipt of the goods. Oh, and we ask for a _____ of 20% of the value of the order.

4. Work in pairs to role-play this situation. Martin and Chen are continuing the negotiation. They discuss these points. Read your role cards. Try to agree on the points you negotiate. Use useful language box.

- four-seater car
- colours
- after-sales-service
- radio / CD player and sat-nav system

Student A:

You are Martin. You want to:

- 1 Sell Chen some deluxe four-seater models of your cars. Price: €20,000; discount of 5% for first order
- 2 Offer only two colours for your two-seater cars: white and black. Extra colours will raise the price by 5%.
- 3 Send a Pulse mechanic to China every six months to service the cars. You can train local mechanics at a cost of €200 per hour.

Student B:

You are Chen. You want:

- 1 To buy an additional five deluxe four-seater cars. Negotiate on the price. Try to get a 10% discount on the order;
- 2 Four colours for the two-seater cars: black, white, red and blue;
- 3 After-sales service: visits every three months from a Pulse mechanic; a training course for a local car-repair firm.

Useful language

STATING AIMS

We're interested in buying 10 cars.
We'd like to start the scheme in June.
We must have delivery as soon as possible.

MAKING CONCESSIONS

We could possibly deliver by August.
That could be all right, as long as you pay more for a longer period.
We can do that, providing you make a down payment.

REJECTING SUGGESTIONS

I'm afraid not. It's company policy.
I'm sorry, we can't agree to that.
Unfortunately, we can't do that.

BARGAINING

If it works, we'll increase the order later on.
If you increased your order, we could offer you a much higher discount.
That might be OK if you can guarantee delivery by then.

GETTING AGREEMENT

That's very reasonable, don't you think?
That sounds a fair price to me.
Fine./OK./Great!

FINISHING THE NEGOTIATION

Right, we've got a deal.
Good, I think we've covered everything.
OK, how about dinner tonight?

VI. Self-directed work

Reading 1

Read this article from the *Financial Times* by Stefan Stern and answer the questions.

Before you read

When businesses sell services to other organisations, what skills do the salespeople need?

The days of amateur selling are over

By Stefan Stern

Don't you just love it when you come through the arrivals gate at the airport and you see a driver there waiting for you, holding up a board with your name on it? How much is that service worth to you? If it is a business trip and your company is paying, do you know what price you will be charged?

I didn't think so. The individual customer doesn't have this sort of information. The travel department in your company can handle it. But what if the travel agency

that they are buying from doesn't know the price either? Good news for your company's purchasing department: they can get a better all-in deal. But the travel agency, through its amateur approach to buying and selling, is throwing away a large amount of money.

That is the story of a real travel business as told to me by Michael Moorman, head of ZS Associates, a Chicago-based sales and marketing consultancy. Mr. Moorman is critical of some of the old-fashioned, amateur selling techniques that go on in many businesses, that are unsuited to today's commercial environment.

A new report from the UK's Cranfield School of Management has also described some of the problems. "The average sales person is a pleasant individual who knows a lot about their products," the report says, "but is not able to show how their products are different from the competition, or to solve the customer's problems."

This game has changed. "Today sales people have to go in and negotiate with professional negotiators," Mr Moorman says. "You have to be able to speak the language of finance." It is not good enough to be a "born salesman" any more. It is the smart salesmen and women who will keep their businesses afloat in the months ahead.

Exercises

1. Look through the whole article. It's about the way that companies buy products and services. Which type of product or service is mentioned in particular?

a) cars b) travel c) computers

2. Give your own personal answers to the three questions in paragraph 1. For the third question, think of a particular place that you have visited and give details of prices, if you can.

3. Read paragraph 2 and answer the questions.

a) What two expressions are used to refer to the department that buys travel services in a company?

b) What expression is used to refer to the organisation selling these services?

c) What is the organisation in question b) above doing wrong? Why?

4. Complete the table with words from paragraphs 4 and 5, in the form they are used in the article.

Verb	Noun
report	
manage	
complete	
	solution
negotiate	

5. In what order do these items of information appear in paragraphs 4 and 5?

Sales people ...

- a) have to know about finance.
- b) are usually nice people.
- c) have to be intelligent.
- d) should be able to say why their products are different from the competition.
- e) are often highly informed about their products.
- f) should be able to provide answers to the customer's problems.
- g) have to be able to negotiate skillfully.

6. It is the smart salesmen and women who will keep their businesses afloat in the months ahead. The writer is comparing these businesses to:

- a) planes b) trucks c) ships

Over to you 1

The average salesperson is a pleasant individual who knows a lot about their products. Is this your experience when buying things as a consumer?

Over to you 2

Who is responsible for buying products and services in your department or school? Who are the main suppliers? What could be done to negotiate lower prices with them?

Reading 2

Read this article from the Financial Times by Mike Southon and answer the questions.

Before you read

What is the most difficult thing about selling?

What to do at closing time

By Mike Southon

The most difficult sales task is asking for money, or, to use the technical term, "closing". Even experienced sales people will do anything to avoid this unpleasant part of the job. So, for a business owner, an important part of sales management is to encourage, or even threaten, sales people to get them to ask for orders.

Part one of the sales cycle is the qualification process: the sales person should listen carefully to the customer's needs and find a solution that can be delivered quickly. The larger the order, the more likely it is that the buyer may have to get authorisation from someone higher in the organisation, perhaps even the purchasing director. This is probably someone who is only interested in big discounts. It is a good idea to ask a possible buyer how much they are allowed to spend. Then you can offer them products or services that they can afford.

It's useful to practise a good closing technique in advance of the key moment. This will include a positive summary of the sales process, explaining the benefits for the customer that the proposed solutions will bring.

Then there is the most difficult part of the script, a final question in the style of "So, do we have a deal?" This should be followed by silence, which may feel uncomfortable, but if the sales person breaks that silence, the deal could easily disappear. Ideally, the customer will break the silence and say yes, a positive outcome for all concerned. But even if the customer says no, it is reasonable to ask why and perhaps work out how to change their mind.

Exercises

1. Put the paragraph headings in the correct order.

- a) Checking you have got the sale
- b) Finding out about customers
- c) Getting orders is hard
- d) Practise what to say at the end, to get the sale

2. Match the expressions (1-6) from paragraphs 1 and 2 with their definitions (a-f).

1 business owner	a) deciding how likely it is that someone will buy something
2 sales management	b) the different points in the process of selling something
3 sales people	c) members of the sales force
4 sales cycle	d) someone whose job is to buy goods and services for an organisation
5 qualification process	e) someone who owns a company
6 purchasing director	f) the way that sales are organised and controlled

3. Complete the answers to the questions, using appropriate forms of expressions from paragraphs 1 and 2.

- a) Is the point where you ask someone to buy something called 'ending'?
- No, it's called _____.
- b) Is it always a nice experience?
- No, it can be _____.
- c) Is it enough just to encourage sales people to get orders?
- No, sometimes it's necessary to _____ them.
- d) Does the writer talk about delivering products and services?
- No, he talks about a _____.
- e) Is the buyer always able to place the order?
- No, sometimes they have to get _____.
- f) Are purchasing directors usually interested in the personal qualities of sales people?

- No, they are only interested in _____.

4. Complete these statements with appropriate forms of words from paragraphs 3 and 4.

- a) A way of doing something is a t_____ (9 letters)
- b) A short speech, description, etc. giving the key points of something is a s_____ (7 letters)
- c) The advantages of a product or service for the customer are its b_____ (8 letters)
- d) Something that is suggested is p_____ (8 letters)
- e) A d_____ is an agreement to buy something. (4 letters)
- f) If something no longer exists, it has d_____ (11 letters)
- g) The result of a process is its o_____ (7 letters)
- h) If something is acceptable, it is r_____ (10 letters)

5. Which one of these statements about the whole article is true?

- a) Sales people always have to be threatened before they go out and close a sale.
- b) Qualification and using the final closing script are two key stages in the sales process.
- c) Sales to companies always have to be authorized by the purchasing manager.

Over to you 1

Describe the sales process in your organisation, or one that you would like to work for.

Over to you 2

Some say that good sales people are born and that it's impossible to train others to become good sales people. What do you think? Give your reasons.

Reading 3

Read the text and answer the questions.

Before you read

Have you ever bought anything over the Internet?

What are the advantages and disadvantages of shopping online?

Buying and selling on the Internet

Mike Gore, the founder of Booksandstuff.com, began his career as a software engineer. In the mid-1990s, he saw that Internet use was growing at a phenomenal rate each year. He saw in this a great business opportunity. He relocated to Seattle, where there was a large pool of technical know-how and, since the company began in 1996, it has generated billions of dollars in profits. Booksandstuff's customer base has grown to well over 30 million. The company has changed the way we do business.

So what are the secrets of Booksandstuff's success? First, the company is customer-centered, which means giving customers what they need. Customers don't have to travel to a bookstore – the store comes to them. Booksandstuff also aims to meet its customers' multi-product needs. The company has now expanded to include a broad range of products including music, videos, DVDs, toys, electronics, and household goods. Booksandstuff saves on storage space as it has a very quick turnaround. Payments are made immediately by credit card and items are shipped out in just a few days. One of Booksandstuff's distinctive features is its interactive and personalized service. Customers are invited to share their opinions about products and they can submit reviews of books and CDs. Customer information is stored and customers are alerted via e-mail about products similar to those that they have purchased before. Booksandstuff even helps customers create their own wish lists for gift giving.

Exercises

1. Answer the following questions.

- a) Why did Mike Gore think that the Internet offered a great business opportunity?
- b) Why did Gore choose Seattle as his base?
- c) What is the key factor that has contributed to the success of Booksandstuff.com?
- d) How does Booksandstuff.com avoid spending a lot of money on storage space?

2. Find words in the text that mean the same as these words.

1. extraordinary
2. produced
3. extensive
4. special
5. notified

3. Read the instructions for setting up an online store. Number them in the correct order.

- 1) Create a logo and upload it.
- 2) Prepare the appearance of your store – customize it.
- 3) Register your store in Internet directories.
- 4) Add categories for your items.
- 5) Receive payment and ship items.
- 6) Decide what to sell.

Over to you

Prepare a presentation in which you describe the procedure and discuss the pros and cons of this type of shopping with your group mates.

Unit 4 Part I Great ideas

*'All the great ideas are controversial, or have been at one time'
George Seldes, US investigative journalist*

I. Topical Vocabulary

1	to agree with	погоджуватись з
2	to disagree with	не погоджуватись з
3	to discover	відкривати; довідуватися, виявляти
4	by accident	випадково
5	to have an idea	мати ідею
6	to suggest an idea	запропонувати ідею
7	to think of an idea	обмірковувати ідею
8	to develop an idea	розвивати, розробляти ідею
9	to encourage an idea	підтримувати ідею
10	to take advantage of an opportunity	скористатися можливістю
11	to raise somebody's status	підвищити статус
12	to enter a market	представити товар на новому ринку
13	to extend a product range	розширити асортимент товарів
14	to meet a need	відповідати вимогам клієнтів, продавати те, що їм потрібно
15	to make a breakthrough	зробити відкриття, прорив
16	in response to	у відповідь на
17	upmarket	високоякісний
18	to reduce waste	скоротити зайві витрати
19	to protect the environment	захищати навколишнє середовище
20	to fill a gap	заповнити нішу (ринкову)
21	to win an award	отримати винагороду
22	eventually	кінець кінцем, зрештою
23	to attempt	намагатися
24	dummy	лялька, манекен, опудало
25	rechargeable battery	батарея, яку можна перезарядити
26	gold plated	позолочений
27	bulletproof	куленепробивний
28	vending machine	торгівельний автомат
29	bullion	зливok золота або срібла
30	overheads	накладні витрати
31	resistance	опір, протидія
32	corporate venturing	корпоративне венчурне фінансування
33	entrepreneurship	підприємництво
34	intrapreneurship	внутрішнє підприємництво (підприємницька діяльність всередині корпорації)
35	skunk works	маленький дослідницький відділ

		підприємства
36	innovation	інновація, нововведення
37	improvement	удосконалення
38	market response	реакція ринку у відповідь на дії фірм
39	prototype	прототип
40	beta version	бета-версія продукту
41	beta-tested	бета-тестування
42	niche	ніша
43	trial	випробування; дослід, проба
44	boom	бум, пожвавлення (в торгівлі і т.ін.)
45	cutting edge	передовий, прогресивний, заснований на останніх досягненнях
46	leading edge	найбільш розвинена частина дослідження, лідируючий
47	state-of-the-art	найновіший
48	hi-tech	високотехнологічний
49	low-tech	низько технологічний (на основі старих технологій)
50	obsolete	застарілий, старомодний
51	proprietary	власницький; складовий чиєїсь власності; приватний; патентований
52	licence (BrE); license (AmE) to license (BrE & AmE)	ліцензія, дозвіл на діяльність; дозволяти, ліцензувати діяльність
53	under licence	за ліцензією
54	royalties	авторський гонорар
55	copyright	авторське право
56	copyright infringement	порушення авторських прав
57	intellectual property	інтелектуальна власність
58	research centre (BrE) research center (AmE)	дослідницький центр
59	technology	технологія
60	patent	патент

II. Starting-up

1. Which of these statements do you agree with? Which do you disagree with? Why?

- 1 There are no new ideas.
- 2 Most of the best ideas are discovered by accident.
- 3 Research and development is the key to great business ideas.
- 4 There is nothing wrong with copying and improving the ideas of others.
- 5 The best way to kill an idea is to take it to a meeting.

2. Discuss these questions.

- 1 What do you think are some of the best ideas in the last 20 years?
- 2 What is the best idea you have ever had?
- 3 Which creative person do you most admire? Why?
- 4 What should companies do to encourage new ideas?

3. Think of examples of good ideas from the past that were controversial* at first.

A few ideas:

- Early critics of railways believed the human body couldn't withstand the speed of train travel.
- The proposal that the planets orbit the sun was initially rejected.
- Many believed that home video would destroy the cinema business.

*controversial (= causing a lot of disagreement because people have different opinions).

III. Vocabulary and Speech Exercises

1. Match the word partnerships (1-6) to their definitions (a-f).

1 to take advantage of an opportunity	a) to offer a larger variety of goods
2 to raise somebody's status	b) to do or provide something that is necessary
3 to enter a market	c) to do something when you get the chance to do it
4 to extend a product range	d) to make an important discovery or change
5 to meet a need	e) to start selling goods or services in a new area
6 to make a breakthrough	f) to make somebody look or feel more important

2. Read this extract from a talk by the head of a research and development department. Then complete the gaps (1-6) with the correct form of a word partnership from Exercise 1.

Great ideas are generated in different ways. Sometimes an idea may simply be when a company 1) _____. 2) _____, to offer more choice to existing customers. Or a great idea could allow a company to 3) _____ which was closed to it before.

Companies which are prepared to spend a lot on R&D may 4) _____ by having an original idea for a product which others later copy, for example Sony and the Walkman.

On the other hand, some products are developed in response to customer research. They come from customer ideas. These products are made to 5) _____,

to satisfy consumer demand. Or the product does something similar to another product, but faster, so it saves time. Some people will buy new products because the product 6) _____ - gives them a new, more upmarket image.

3. Listen carefully to the last part of the talk and complete the gaps to form word partnerships with the words in italics.

Other people will buy any 'green' product which 1) _____ *waste* or 2) _____ *the environment*, even if it is more expensive. If an idea is really good and the product 3) _____ *a gap* in the market, it may even 4) _____ *an award* for innovation.

4. Work in pairs. Exercise 2 refers to the Sony Walkman. Can you think of any other examples of products which:

- 1 were completely original and later copied?
 - 2 are green?
 - 3 won an award?
 - 4 were developed from customer ideas?
- Compare your ideas in small groups.

5. Match a verb from box A with a noun from box B to complete the sentences below. Use a suitable form of the verb-noun combination.

A	B
to develop	the environment
to extend	advantage of (something)
to make	a (product) range
to meet	a business idea
to protect	a breakthrough
to take	a need
to win	an award

- 1) Brainstorming is an effective way of _____.
- 2) A couple of years ago, scientists _____ in the treatment of cancer.
- 3) 'Eco-consumers' choose companies which do not produce a lot of toxic waste and have a clear policy of _____.
- 4) Sometimes an idea may simply be when a company _____ an opportunity to offer more choice to its customers.
- 5) If one of your products _____ for innovation, prospective customers may see you as a dynamic, high-quality company and decide to choose you over your competitors.
- 6) Our company would like to attract a wider variety of customers, that's why we are planning to _____ of cosmetics and toiletries.
- 7) A good business idea is one that generates profits and at the same time _____.

6. Complete each set of sentences with the same word.

- 1) The marketing department wants to _____ a meeting next week.
We are planning to _____ our next sales conference in Mumbai.
Do you know which animals _____ the record for the longest migration?
- 2) During lectures, it's a good idea if you _____ notes as you listen.
The main goal of any business is to _____ money.
She wants to _____ some suggestions about improving our database.
- 3) Industrialised countries should try to _____ waste instead of exporting it.
The best way to _____ competition is to buy out your main competitors.
Pollution is a big problem in our city and we are trying all sorts of ideas to _____ it.
- 4) We plan to offer free ice cream to all consumers one day a year to _____ awareness of the company.
Our cars come in two colours. If you want extra colours, I'm afraid we have to _____ the price by 5 percent.
Some people buy luxury products because such products _____ their status and give them a new, more upmarket image.
- 5) I can't find a solution to all problems, of course, but I _____ my best.
A lot of people want to _____ part-time work when they retire.
We _____ a lot of business with Chinese telecommunications companies.
- 6) If you continue to be late for work, you will _____ the sack.
All members of staff _____ an end-of-year bonus.
I'll talk to the manager during the break if I _____ the chance.

IV. Reading Comprehension

Text 1

New ideas

Resistance to new ideas is well known. In organisations, the best way of killing an idea may well be to take it to a meeting. The very things that make companies successful in one area may prevent them from developing success in new activities. Early work on personal computers at Xerox was dismissed by its senior managers because they considered that the company's business was copying, not computing. Company leaders talk about *corporate venturing* and *intrapreneurship*, where employees are encouraged to develop *entrepreneurial* activities within the organisation. Companies may try to set up structures in such a way that they do not stifle new ideas. They may put groups of talented people together in *skunk works* to work on *innovations* - development of the PC at IBM is the most famous example. Skunk works are outside the usual company structures and are less likely to be hampered by bureaucracy, in-fighting, and so on.

When innovators go to large companies with new designs for their products, they face similar problems. The inventor of the small-wheeled Moulton bicycle could not persuade Raleigh to produce it, so he set up his own company. But a single innovative *breakthrough* is not enough. There has to be continuous *improvement* and *market response*. The current winners in bicycle innovation are producers of

mountain bikes, who have taken the original bicycle design and eliminated its irritations, revolutionising an old concept by providing relative comfort, easy gear changes, a 'fun' ride, and so on.

The initial idea for a car will be turned into a series of *prototypes* and tested. In software development, the final 'prototype' is the *beta version*, which is *beta-tested*. Pharmaceuticals go through a series of *trials*. Even the most brilliant entrepreneurs will not have the resources to go it alone in industries like these, as the investment and experience required are enormous. Cars, software and pharmaceuticals are examples of industries dominated by giants. The 'rules of the game' are well established, and newcomers are rare, unless they can find a small *niche* unexploited by the giants. There may be more opportunity for innovation where the rules of the game are not yet established. This may involve selling and delivering existing products in new ways: think, for example, of selling books and airline tickets on the Internet.

One thing is certain: business will continue to benefit from the creativity of individuals and organisations who can develop great ideas and bring them to market.

Text 2

Three great ideas

Before you read

What makes a business idea a really great idea? Brainstorm as many points as you can.

Example: *It results in an increase in sales and profit.*

Article 1

Who needs translators?

Google is developing software for the first phone capable of translating foreign languages almost instantly. By building on existing technologies in voice recognition and automatic translation, Google hopes to have a basic system ready within a couple of years. If it works, it could eventually transform communication among speakers of the world's 6,000-plus languages.

The company has already created an automatic system for translating text on computers, which is being honed by scanning millions of multilingual websites and documents. So far, it covers 52 languages. Google also has a voice-recognition system that enables phone users to conduct web searches by speaking commands into their phones rather than typing them in.

Now it is working on combining the two technologies to produce software capable of understanding a caller's voice and translating it into a synthetic equivalent in a foreign language. Like a professional human interpreter, the phone would analyse "packages" of speech, listening to the speaker until it understands the full meaning of words and phrases, before attempting translation.

Article 2

Safer cycling

Swedish designers have created a cycling "collar" that is worn around the neck with an airbag hidden inside. When sensors in the device determine a crash has happened, an airbag instantly inflates around the cyclist's head to form a helmet.

The invention was presented today in Stockholm. It will go on sale in Sweden early next year for about £50. The designers have spent six years developing it. Terese Alstin, one of the inventors, said. "The protection should include keeping the sense of freedom and not ruining your hairstyle."

The device has been improved by recreating hundreds of accidents using crash-test dummies and real riders. "We have developed a unique, patented, mathematical method to distinguish these movement patterns," say the inventors. A small helium gas cylinder inflates the airbag in 0,1 seconds and is designed to let cyclists see at all times.

The airbag stays inflated for several seconds. It is powered by a rechargeable battery. Co-inventor Anna Haupt said: "The shell of the collar is removable and available in many different styles and fabrics, and will be launched in new fashion collections."

Article 3 *Going for gold*

Apart from being gold-plated - and the fact that they are bulletproof - they seem much like any other vending machine. But instead of chocolate bars, a network of "gold-to-go" machines dispenses 24-carat bullion in a smart presentation box.

Originally designed as a marketing device for an online gold-trading business, the machines have become such a success that their inventor plans to build a global network, installing them everywhere from fitness centres to cruise ships.

Thomas Geissler, the German businessman behind the machines, said their unexpected success was the result of a recent interest in gold. "Our customers are those who are catching on to the idea that gold is a safe investment at a time of financial instability," he said.

Since the first machine was installed in May, in the lobby of Abu Dhabi's Emirates Palace hotel, 20 gold-to-go machines have appeared across Europe. Germany already has eight. Next month, the first machines will open in the United States - in Las Vegas and Florida.

The company claims its gold is cheaper than that available from the banks, largely because its overheads are lower, and that unlike at a bank, the machine gold is available immediately.

Exercises

1. Work in groups of three. Make quick notes in answer to the questions below about your article.

	Questions	Article 1	Article 2	Article 3
1	What is the great / unusual idea?			
2	What problem does this idea solve?			

3	Which markets are mentioned in relation to this idea?			
4	In terms of time, at what stage of development is the idea?			

2. Discuss these questions in pairs.

- 1 Which of the ideas do you find the most interesting? Why?
- 2 Which idea do you think will be the most profitable?
- 3 Which idea will reach the most markets?
- 4 Can you think of any problems any of the ideas might have?

V. Listening Comprehension

Great business ideas

1. Dr Kate Pitts is a researcher at the e-Research Centre, University of Oxford. She was asked the question: In your opinion, what were the best business ideas of the last 15 years? Predict what she will say. Think of products and services.

2. Listen to the first part of the interview. What products and services does Kate mention? Why does she think they were excellent ideas?

3. Listen to part one. Are these statements true or false?

- 1 eBay is useful for large companies.
- 2 eBay provides a way to reach markets that is new.
- 3 Auctions are new.
- 4 Kate Pitts talks about USB sticks in relation to data and pictures.
- 5 She also mentions plug-and-play devices.
- 6 USB sticks have had no effect on other devices.
- 7 Digital cameras were certainly invented in the last 15 years.

4. Listen to part one again and complete the table with words that Kate Pitts uses.

Verb (infinitive)	Noun
boom	
turn over	
auction	
	transfer
demand	
	transport
benefit	
	satisfaction
invent	
	revolution

5. Listen to the second part and answer these questions.

- 1 What types of company spend a lot of time and money on research and development?
- 2 Which company spends nearly 25% of the cost of sale on research and development?

6. Listen to part two. In which order do you hear these adverbs?

- a) actually
- b) differently
- c) nearly
- d) slightly
- e) strongly

Now match the adverbs above to their meanings.

- 1 almost
- 2 really
- 3 a bit
- 4 firmly
- 5 in another way

7. Listen to the second part again and complete the gaps in the audio script.

I strongly believe that most companies can benefit from using 1) _____ and 2) _____ within their own company to actually develop new 3) _____ and services. My definition of 4) _____ is to look at what everybody else sees, and see something 5) _____.

So that might mean looking at what you already do, and looking at where you can do it slightly differently to 6) _____ your product range, or 7) _____ your products into new markets. This can save 8) _____ and money.

8. Discuss these questions.

- 1 What will be the best business idea in the next 15 years?
- 2 What would you like someone to invent?

VI. Skills “Successful meetings”

1. Which of these statements do you agree with? Why?

- 1 The best number for a meeting is six people or fewer.
- 2 Never have food or drink during a meeting.
- 3 Always start and finish a meeting on time.
- 4 You should sit round a table when you have a meeting.
- 5 A meeting must always have a leader.
- 6 At a formal meeting, each person should speak in turn.

2. DC Dynamics is an electronics company based in Boston, USA. The marketing department held a meeting to discuss their new smartphone. Listen to the meeting, then answer these questions.

- 1 What were the main aims of the meeting?
- 2 Which month did they choose for the launch?

3. Listen again and tick the expressions which the chairperson uses.

- 1 OK, everyone, let's begin, shall we?
- 2 Our main purpose is to decide the date of the launch.
- 3 Mei, what do you think?
- 4 Cheng, can you give us your opinion about this?
- 5 Any thoughts on that?
- 6 Let's get back to the point.
- 7 Now, I'd like to move on to sales outlets.

4. Listen to the meeting again and complete these extracts.

Mei: Personally, I'm in 1) _____ of June. Let's get into the market early and surprise our 2) _____.

Wan: Yeah, June's too early. I think September's the best time. We can promote the smartphone strongly then, with a multimedia 3) _____.

Lincoln: What about the recommended retail price for the phone? Any thoughts on that?

Mei: 4) _____ a minute. I thought we were talking about the 5) _____ date, not the price.

Lincoln: OK, Mei, maybe we are moving a little too fast. Let's get back to the 6) _____.

Lincoln: Good. We need to be sharp on pricing. Now, what sales outlets do you think we should 7) _____, Wan?

Wan: No problem there. We could start with the specialist mobile-phone stores and big 8) _____ stores. After that, we could look at other distribution 9) _____.

5. Work in groups of four. GLP of Buenos Aires has developed a new wallet, code-named 'The Hipster'. It will be launched in the US. The marketing department holds a meeting to discuss a strategy for selling it.

Student A:

Student A

Chairperson

You will lead the meeting. Ask for the participants' opinions, encourage discussion and help them reach agreement. You must decide these points concerning the marketing of The Hipster.

- 1 its selling price
- 2 its target consumer
- 3 special offers for first purchase
- 4 advertising

Student B:

Student B	
Participant	
You have the following opinions concerning The Hipster:	
Selling price:	\$25 approximately
Target consumer:	Professional people aged 20–40
Special offer for first purchase:	Discount of 20% for orders over 100
Advertising/promotion:	Advertisements in upmarket magazines and TV commercials

concerning (En-Ru)
касательно, относительно...>>

concern
отношение, касательство; касаться (в рассказе); описывать, говорить (о чём-л.)...>>

Student C:

Student C	
Participant	
You have the following opinions concerning The Hipster:	
Selling price:	\$25 approximately
Target consumer:	Professional people aged 20–40
Special offer for first purchase:	Discount of 20% for orders over 100
Advertising/promotion:	Advertisements in upmarket magazines and TV commercials

Student D:

Student D	
Participant	
You have the following opinions concerning The Hipster:	
Selling price:	\$15 approximately
Target consumer:	All age groups from 20 years old upwards
Special offer for first purchase:	5% discount for orders over 50
Advertising and promotion:	Advertisements in national and regional newspapers/magazines

Read your role card, and then hold the meeting. Use the useful language box.

Useful language

CHAIRPERSON/LEAD		PARTICIPANTS	
Beginning the meeting	Changing the subject	Giving opinions	Disagreeing
Can we start, please?	Let's move on now to ...	I think we should ...	I don't know about that.
Right, let's begin.	The next thing to discuss is ...	I'm in favour of ...	(I'm afraid) I don't agree.
Stating the aim	Clarifying	Making suggestions	Interrupting
The main aim/purpose of this meeting is to ...	What do you mean by ...?	Perhaps we should ...	Hold on (a moment).
Asking for comments	Sorry, I don't quite understand.	We could ...	Can I just say something?
What do you think?	Summarising	Agreeing	
How do you feel about this?	OK, let's summarise.	I think you're right.	
	Right, let's recap.	I (totally) agree.	

VII. Self-directed work**Reading 1**

Read this article from the Financial Times by Jonathan Birchall and answer the questions.

Before you read

Where do companies usually get their ideas from?

Innovation brings growth

By Jonathan Birchall

Procter & Gamble, the world's largest consumer goods company, is a global industry leader in new consumer product innovation. According to data from IRI, the market research firm, it produced five of the top 10 US non-food product launches last year. Its goal is to add another 1bn customers to the estimated 4bn it already reaches, Bob McDonald, its chief executive, says that the road to more innovation should increasingly include other people's good ideas.

"We need bigger innovations that create more value," Mr McDonald told this year's annual gathering and awards event for companies and research institutions that work with P&G. "We want you to come to us with your big ideas first."

External co-operation has delivered a stream of successful "big idea" products. Last year's IRI list included Tide Total Care, a premium version of its Tide detergent, which was number two by sales on IRI's top 10 non-food products launch list. It was developed with external research from Sweden's University of Lund and from two small chemical companies.

P&G's list of partners includes other large corporations, such as food groups ConAgra and General Mills, and rivals, including Clorox. P&G is developing a joint venture with Clorox to produce Glad brand plastic bags. Its most unexpected government research partner may be the Los Alamos National Lab, the US defence technology research centre. Los Alamos initially helped P&G to regulate the production of the absorbent gel used in nappies, using theoretical data analysis systems developed for weapons technology.

One of the programme's early success stories, the creation of its Olay Regenerist anti-ageing creams, which was built around a chemical process developed by Sederma, a French company. "As a small company, we had little chance of getting in there until P&G switched its policy," says Karl Lintner, who headed Sederma at the time.

Exercises

1. Look through the whole article to find the names of:

- a) a consumer goods company.
- b) its CEO.
- c) a market research organisation.
- d) a Scandinavian university.
- e) two big food companies.
- f) a competitor of the company in item a) above.
- g) a military research laboratory.
- h) a French company.

2. Now look through the whole article again to find the products developed in partnership with the organisations in items d), f), g) and h) in Exercise 1 above.

3. Find expressions in paragraph 1 with the number of words shown in brackets that mean the following.

- a) the biggest organisation anywhere in the world that makes products for the general public (6)
- b) the biggest and best company of its kind anywhere in the world (3)
- c) developing new products for the general public (3)
- d) an occasion every year where prizes are given (3)

4. Read paragraphs 3 and 4 and decide if these statements about expressions are true or false.

- a) *External co-operation* is when a company develops a new product by itself.
- b) The word *stream* is used here to refer to water.
- c) A *premium version* of a product is less good and costs less than the ordinary version.
- d) The word *chemical* is used as an adjective and as a noun.
- e) A *corporation* is usually a small business.
- f) A *joint venture* is when two companies work together on a particular project.
- g) The word *data* refers to information, especially information analysed on computers.

5. Choose the best summary for the whole article.

Procter and Gamble ...

- a) has always welcomed co-operation with other companies to develop new products.
- b) only works with American companies to develop new products.
- c) has realised the importance of working with other organisations, not only companies, on new products.

Over to you 1

What are the risks of working on new products with competitors in joint ventures?

Over to you 2

Is there co-operation in your country between businesses and universities to develop new products and services? If there is, give some examples. If not, try to explain why.

Reading 2

Read this article from the Financial Times by Stefan Stern and answer the questions.

Before you read

The expression 'Not invented here' is used by someone to say that an idea or new product did not start in their department or company. Why is it difficult for organisations to accept ideas that are 'Not invented here'?

Open your mind to the idea of innovation

By Stefan Stern

The three most dangerous words in management? "Not invented here". As Henry Chesbrough, executive director of the Center for Open Innovation at the University of California, Berkeley, has pointed out, senior management teams can fail to spot important innovations because the new ways of doing business do not easily fit in with the way they are doing things now.

Researching the performance of Xerox, the copier and printer company, Professor Chesbrough found that, out of 35 projects that had been rejected as part of a review

process, 10 had gone on to become highly successful businesses. Indeed, the combined value of these 10 new projects was twice that of Xerox itself. He calls these rejections "false negatives": the innovations had looked bad, but that was because senior managers did not recognise their benefits.

Professor Chesbrough was one of the speakers at last week's Financial Times innovation conference in London. The conference also heard from Brian Dunn, chief executive of Best Buy, the electrical goods retailer. He told a story of how his company had in the past 20 years brought in new ways of doing things again and again.

Whether it was ending commissions for sales staff, starting to sell on the Internet, or renewing the company's approach to customers, or expanding abroad: each time, Best Buy's leadership did not make the decisions easily. Each time, there were smart people at the top who resisted change, he said. Necessary innovations are hard to introduce so when, as in Best Buy's case, the business seems to be doing fine.

Exercises

1. Put the paragraph headings in the correct order.

- a) Best Buy's difficult innovation decisions
- b) Company managers can fail to see new ideas
- c) The innovation process at Xerox
- d) Regular innovations at Best Buy

2. Read paragraphs 1 and 2 and decide if these statements about expressions and related expressions are true or false.

- a) An *innovation* is a new idea, product, etc.
- b) If you *point* something *out*, you don't talk about it.
- c) If you *spot* something, you don't see it.
- d) If something *fits in* with something else, it's acceptable.
- e) If something is *rejected*, it is accepted.
- f) In a *review process* things, ideas, etc. are judged.

3. Find expressions in paragraphs 3 and 4 with the number of letters shown in brackets that mean the following.

- a) boss (5, 9)

- b) introduced (7, 2)
- c) repeatedly (5, 3, 5)
- d) payments in addition to salary (11)
- e) senior managers considered as a group (10)
- f) fought (8)
- g) needed (9)

4. Read paragraphs 2, 3 and 4 and choose the correct answer.

- 1) How many of the new business projects rejected in Xerox's review process went on to become successful businesses?
 - a) most of them
 - b) more than half of them
 - c) nearly a third of them
- 2) How much were the businesses worth in relation to the value of Xerox?
 - a) twice as much
 - b) the same
 - c) half as much
- 3) Why had Xerox managers rejected the new business ideas?
 - a) Because the ideas were not explained properly.
 - b) Because the managers couldn't see their value.
 - c) Because the managers didn't understand the ideas.
- 4) What does Best Buy do?
 - a) It's a wholesaler of electrical goods.
 - b) It's a retailer of electrical goods.
 - c) It makes electrical goods.
- 5) Why is Best Buy mentioned?
 - a) Because it is similar to Xerox in its approach to innovation.
 - b) Because it did not innovate at all.
 - c) Because it does accept new ideas, but only after a lot of disagreement and discussion.
- 6) Why was it particularly difficult to introduce new ways of doing things at Best Buy?
 - a) Because it was already a successful company.
 - b) Because most of its senior managers resisted them.
 - c) Because it did not need them.

5. Choose the best summary for the whole article.

Companies ...

- a) do not find it easy to accept new ideas.
- b) do not accept new ideas because many managers are stupid.
- c) accept and develop new ideas easily.

Over to you 1

What does your own school or organisation do to keep itself open to new ideas?

Over to you 2

What do you do to keep yourself open to new ideas?

Reading 3

Research and technology

Hi, I'm Ray and I'm head of product development at Lightning Technologies. Lightning makes semiconductors, the components at the heart of every computer. I'm in charge of research and development (R&D) at our research centre just outside Boston. Our laboratories are some of the most innovative in the computer industry, and we have made many new discoveries and breakthroughs.

I love technology, using scientific knowledge for practical purposes. The technology of semiconductors is fascinating. We are at the cutting edge or leading edge of semiconductor technology: none of our competitors has better products than us. Everything we do is state-of-the-art, using the most advanced techniques available.

Of course, the hi-tech products of today become the low-tech products of tomorrow. Products that are no longer up-to-date because they use old technology are obsolete. It's my job to make sure that Lightning's products never get into that situation.

Patents and intellectual property

Information or knowledge that belongs to an individual or company is proprietary. A product developed using such information may be protected in law by patents so that others cannot copy its design.

Other companies may pay to use the design under licence in their own products. These payments are royalties. In publishing, if a text, picture, etc. is copyright, it cannot be used by others without permission. Payments to the author from the publisher are royalties. The area of law relating to patents and copyright is intellectual property.

Exercises

1. Complete this presentation using words from the text. Put the words in brackets into their correct form.

Hi, I'm Raj 1) _____ I'm head 2) _____ product (3 develop) _____ at 4) _____ Indian Rice Research Centre. I'm in charge of research 5) _____ development 6) _____ our (7 researching) _____ centre in Delhi. Our (8 laboratory) _____ are (9) _____ of the most (10 innovation) _____ (11) _____ agriculture. We have recently (12) _____ some big (13 breakthrough) _____ in increasing rice production.

I love (14 technological) _____, using scientific knowledge (15) _____ improve people's lives. (16) _____ technology (17) _____ rice development (18) _____ a good example (19) _____ this.

We are at the (20) _____ edge of rice-growing techniques. Everything we do (21) _____ state-of-the-art, using the most advanced biological (22 know) _____ available.

2. Match the expressions (1-6) with their meanings (a-f).

1 copyright infringement	a) a payment to the owner of a design, or to an author
2 intellectual property	b) an arrangement between the owner of a design and someone else, allowing them to use the design for money
3 patent application	c) when someone uses another's text, pictures, etc. without permission
4 proprietary information	d) when an inventor asks the authorities to officially recognize an invention as his/her property
5 royalty payment	e) designs, ideas, etc. that belong to someone
6 licensing agreement	f) the law relating to designs, ideas, etc. that belong to someone

Over to you

For you, which is the most important invention of the last 100 years? Which one do you wish had not been invented?

Unit 4 Stress

'Rest is a good thing, but boredom is its brother'
Voltaire, French philosopher

I. Topical Vocabulary

1	lifestyle	стиль життя
2	workaholic	трудівник, самовідданий працівник
3	workload	робоче навантаження
4	deadline	крайній строк виконання (роботи)
5	to meet a deadline	вкластися в строк
6	flexitime	змінний графік роботи
7	work-life balance	рівновага роботи і життя
8	quality of life	якість життя
9	working environment	робоче середовище
10	stressful	стресовий
11	to make a presentation	робити презентацію
12	senior	старший за званням
13	to lead a formal meeting	очолювати офіціальні збори
14	tight deadline	стислі строки
15	pay rise	підвищення платні
16	complaint	скарга
17	to cover for a colleague	заміщувати колегу
18	to reduce stress	зменшувати рівень стресу
19	consultancy	консультаційні послуги
20	resilience to stress	стресостійкість
21	mainland	материк
22	scales	ваги
23	GDP (gross domestic product)	ВВП; валовий внутрішній продукт
24	to pretend	прикидатися
25	sickness	хвороба
26	absenteeism	прогул, невихід на роботу без поважних причин
27	subscription	передплата
28	to ban	забороняти
29	day off	вихідний
30	to stuck in traffic jam	застрягнути у дорожній пробці
31	counselling service	консультаційне бюро
32	counselor	консультант
33	rewarding	вартий, корисний
34	satisfaction	задоволення
35	to stretch	напружувати
36	to stimulate	спонукати; заохочувати

37	challenging	стимулюючий, збуджуючий
38	achievement	досягнення
39	pressure	тиск, вплив
40	overwhelmed	завалений (роботою)
41	overwork	перевантаження
42	rat race	жорстока конкуренція
43	treadmill	одноманітна праця
44	downshifting	змінювати роботу з високою заробітною платнею та високим навантаженням на більш спокійну, але з низькою платнею
45	rebalancing	відновлення рівноваги
46	safety issues	проблеми з технікою безпеки
47	passing smoking	пасивне куріння
48	injury	пошкодження
49	dangerous machinery	небезпечні механізми
50	hazardous substances	небезпечні речовини
51	fire hazard	ризик загоряння
52	first aid	перша медична допомога
53	fire precautions	заходи пожежної безпеки
54	bullying	залякування
55	bully	задирака, причепа; хвалько
56	sexual harassment	сексуальне домагання
57	harass	роздратування
58	glass ceiling	«скляна стеля» (бар'єри, які не дозволяють просуватися по кар'єрі)
59	sex discrimination	статева дискримінація
60	affirmative action	компенсаційна дискримінація (прийом на роботу людей, які зазвичай страждають від дискримінації)

II. Starting-up

1. How do you understand the meaning of these expressions?

a stressed person

a stress-free job

a stressful experience

2. Add the verbs from the box to the phrases below to create some common stressful situations.

being	finding	going	having	making	moving
shopping	travelling	taking	waiting		

1. _____ to the dentist
2. _____ in a long queue
3. _____ stuck in a traffic jam
4. _____ a parking space
5. _____ with your partner/family
6. _____ house
7. _____ an interview
8. _____ a speech
9. _____ by air
10. _____ an exam or test

Which of the above situations is the most stressful for you? Can you add any others to the list?

3. 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
- having a bath
- massage
- watching TV
- blogging
- reading
- walking
- shopping
- meditating
- using Facebook/YouTube
- eating/drinking
- gardening
- listening to music
- browsing online

4. Rank these situations from 1 (most stressful) to 10 (least stressful). Then discuss your choices.

- making a presentation to senior executives
- meeting important visitors from abroad for the first time
- leading a formal meeting
- telephoning in English
- asking your boss for a pay rise
- writing a report with a tight deadline
- dealing with a customer who has a major complaint
- negotiating a very valuable contract
- covering for a colleague who is away
- taking part in a conference call

III. Vocabulary and Speech Exercises

1. Match the word partnerships (1-8) to their definitions (a-h).

1 lifestyle	a) a system where employees choose the time they start and finish work each day
2 workaholic	b) a time or date by which you have to do something
3 workload	c) how personally satisfied you are with the way you live and work

4 deadline	d) someone who cannot stop working and has no time for anything else
5 flexitime	e) the ability to give a good amount of time to your work and to outside interests, e.g. family
6 work-life balance	f) the amount of work a person is expected to do
7 quality of life	g) the people, things and atmosphere around you at work
8 working environment	h) the way people choose to organise their lives

2. Complete each sentence with an appropriate word or phrase from Exercise A.

- I worked until 11 o'clock at night to meet the _____ for presenting the report.
- I work six days a week and never have a holiday. My girlfriend says I'm a _____.
- Karl has a heavy _____ at the moment because several colleagues are off sick.
- She gave up a highly paid job to join a meditation group in India. She's completely changed her _____.
- A _____ system can help to reduce stress levels of employees by giving them more control over their working hours.
- If you have children, working from home may help improve your _____.
- Many people argue that technology has greatly improved our _____ and the way we feel about work. Others disagree, arguing it actually increases stress.
- A clean, quiet, comfortable and friendly _____ can actively reduce levels of stress.

3. Make sentences using some of the vocabulary items from Exercise 1 to describe your own situation.

4. Discuss where to put the jobs in the box in the stress league on the next page. Rating is from 10 to 0: the higher the rating, the greater the pressure.

Advertising executive	Architect	Banker	Diplomat
Hairdresser	Firefighter	Sales assistant	

Miner	8.3	Film producer	6.5	Psychologist	5.2	Optician	4.0
Police officer	7.7	.....	6.3	.....	4.8	Postman	4.0
Construction worker	7.5	Musician	6.3	Farmer	4.8	.....	3.7
Journalist	7.5	Teacher	6.2	Vet	4.5	Minister/Vicar	3.5
Airline pilot	7.5	Social worker	6.0	Accountant	4.3	Nursery nurse	3.3
.....	7.3	.....	5.7	.....	4.3	Librarian	2.0
Actor	7.2	Stockbroker	5.5	Lawyer/Solicitor	4.3	Source: University of Manchester Institute of Science and Technology (UK)	
Doctor	6.8	Bus driver	5.4	.....	4.0		

5. Choose three jobs from the stress league in Exercise 4. What do you think makes these particular jobs stressful? Compare your ideas.

6. Is your own job (or one you intend to do) included in the stress league? Do you think it is in the right place? What about the other jobs in the league? If your job is not included, where would you place it?

7. Discuss these questions.

- 1 Do you like working under pressure? Why? / Why not?
- 2 What deadlines do you have to meet in your daily life? Which are the most difficult to meet?
- 3 Why do people become workaholics?
- 4 How important is the working environment in reducing stress?

8. Choose the best word (a, b or c) to complete each space.

The dictionary defines stress as ‘a continuous feeling of worry that prevents you from relaxing.’ At work there are a lot of potentially stressful situations. For example, having to 1) _____ a formal meeting or 2) _____ a presentation to senior executives can cause stress, especially the first time. In fact, all kinds of situations are more stressful when you have never found yourself in them before. However, experience does not always solve the problem. Indeed, many people say that they always feel under stress when 3) _____ a valuable contract or meeting important visitors from abroad or even just when working to 4) _____ deadlines. Other situations that employees generally find difficult to cope with include dealing with a customer who has a 5) _____ and asking the boss for a pay 6) _____.

All the situations mentioned above are examples of short-term stress. Experts agree that this kind of stress is less damaging to health than long-term stress, which happens when employees constantly work 7) _____ pressure or have to cope with an ever-increasing 8) _____. In such cases, a complete change of 9) _____ can, of course, be a solution but companies should try to reduce stress levels before their employees are severely 10) _____ otherwise absenteeism may increase and some staff may even decide to 11) _____.

- 1 a) direct b) go c) lead

- | | | | |
|----|---------------|----------------|----------------------|
| 2 | a) make | b) speak | c) show |
| 3 | a) dealing | b) negotiating | c) transferring |
| 4 | a) sharp | b) tight | c) narrow |
| 5 | a) complaint | b) complaining | c) complain |
| 6 | a) rising | b) bargain | c) rise |
| 7 | a) on | b) in | c) under |
| 8 | a) workload | b) workforce | c) workaholic |
| 9 | a) life cycle | b) lifestyle | c) work-life balance |
| 10 | a) worked out | b) overworked | c) worked over |
| 11 | a) recruit | b) resign | c) participate |

9. Complete the sentences with the correct prepositions.

- Being stuck _____ a traffic jam on your way _____ work can be quite stressful, especially if you have an important appointment.
- In Ireland, _____ example, the economy is shrinking and business owners are worried how they will keep their business alive.
- Gentaro is part _____ a multinational company based _____ Milan.
- I wish I could relax a bit more instead _____ having to work _____ strict deadlines all the time.
- Lisa worked until 11 o'clock _____ night to meet the deadline _____ presenting the report.
- Mike says going _____ a stress counsellor is out _____ the question.

IV. Reading Comprehension

Text 1

Business owners feeling stressed

More than half the leaders of privately held businesses globally feel their stress levels have increased over the last year. The research from the Grant Thornton International Business Report (IBR) 2010 covers the opinions of over 7,400 business owners across 36 economies. Mainland China tops the league for the most stressed leaders, with 76% of business owners saying their stress levels have increased over the last year.

Other economics that were high in the stress league table were Mexico (74%), Turkey (72%), Vietnam (72%) and Greece (68%). At the opposite end of the scale, business owners in Sweden (23%), Denmark (25%), Finland (33%) and Australia (35%) have the lowest stress levels in the world.

There appears to be a link between stress levels and GDP. Business owners in mainland China, Vietnam, Mexico, India and Turkey are all high on the stress league table and are working in environments where high growth is expected. But it's not just in countries expecting high growth that stress levels are high - at the opposite end of the growth scale, Ireland, Spain and Greece are all high on the league table. Said Alex MacBeath, Global Leader - Markets at Grant Thornton International, "We have businesses at both ends of the GDP growth scale experiencing high stress for very

different reason . In mainland China, the pressure is on to keep up with the speed of expansion, while in Ireland, for example, the economy is shrinking, and business owners are worried about how they will keep their business alive."

Business owners were asked about the major causes of workplace stress. Not surprisingly, the most common cause during 2009 was the economic climate, with 38% of respondents so globally saying this was one of their major causes of stress. This was followed by pressure on cashflow (26%), competitor activities (21 %) and heavy workload (19%). Alex MacBeath comments, "The causes of workplace stress can be put into three distinct group - economic, business and personal. An employee may place more importance on personal elements such as their work-life balance. The business owner has additional pressures to consider."

The survey also found a link between stress levels and the number of days taken off by an individual in a year. Countries at the top of the stress league are those where business owners, on average, take fewer holidays each year.

1. In pairs, rank these countries according to those where you think business leaders feel the most stress (1 = most stress, 9 = least stress).

- Australia • China • Denmark • Finland • Greece
- Mexico • Sweden • Turkey • Vietnam

2. Read the whole article and answer these questions.

1 What is the difference between these groups of countries in terms of reasons for high-level stress?

- a) China, Vietnam, Mexico, India and Turkey
- b) Ireland, Spain and Greece

2 According to Alex MacBeath, how do business leaders experience stress differently in China and Ireland?

3 What are the four major causes of workplace stress?

4 According to Alex MacBeath, what three types of pressure are there?

3. Look at this list of countries.

Vietnam Sweden Denmark Mexico China Finland

In which countries do business owners take:

- 1 fewer holidays?
- 2 more holidays?

4. In pairs, discuss these questions.

1 What are the additional pressures that business owners might have?

2 Should companies do more to reduce stress at work? What could they do?

3 How many days' holiday per year do you think people should get?

Text 2
Stress and satisfaction

People like work that is rewarding and gives them satisfaction. For this, a reasonable amount of pressure may be necessary: many employees want work that stretches them, to have the feeling that it can sometimes be difficult, but that it is also stimulating and challenging. This is necessary if one is to have pleasant feelings of achievement.

But when pressure builds up, it's easy to feel overwhelmed by work, and this can produce feelings of stress. It is possible to become stressed out through overwork or other problems. People can burn out, become so stressed and tired that they may never be able to work again. The general consensus is that most jobs have become more demanding, with longer hours and greater pressures.

More and more people want to get away from what they call the rat race or the treadmill, the feeling that work is too competitive, and are looking for lifestyles that are less stressful or completely unstressful. They are looking for more relaxed ways of living and working, perhaps in the country. Some people choose to work from home so as to be nearer their families. People are looking for a better quality of life, a healthier work-life balance. Perhaps they are looking for more quality time with their partners and children. Choosing to work in less stressful ways is known as downshifting or rebalancing.

A whole stress industry has grown up, with its stress counsellors and stress therapists giving advice on how to avoid stress and on how to lessen its effects. However, other experts say that stress levels today are lower than they used to be. They point to the difficult working conditions and long hours of our great-grandparents. Perhaps the answer is that the material advantages of modern times give us the illusion that we should have more control over our lives. Like lottery winners who quickly become accustomed to the idea of being rich, we become 'spoilt' by material comforts and start to worry when we think we are losing even a little control over events.

Whatever the truth, people love to talk about the stress of their work. In the language classroom there should be no shortage of students willing to talk at length about the stress they are under. This stress might even be part of their job satisfaction.

V. Listening comprehension

Dealing with stress

1. What are the main causes of stress at work?

2. Jessica Colling is Director of Marketing at Vielife, a consultancy that advises businesses on health at work. Listen to the first part of the interview and answer these questions.

1 What three examples are given of things that make people feel under pressure at work?

2 What is resilience to stress?

3. Listen to part one and complete the transcript.

There are lots of things that can make people feel 1) _____ pressure
 2) _____ work- for example, having too much to do, not feeling
 3) _____ control, and also not having good relationships 4) _____ the
 people that they work 5) _____. All of these things can build 6) _____,
 and when pressure gets too much, it spills 7) _____ 8) _____ feelings of
 stress.

4. Listen to the second part. What can happen if you have to manage stress for a long time without a break?

5. Listen to part two. Are these statements true or false?

- 1 The interviewer asks about levels of stress that can be considered normal.
- 2 Jessica Colling says that it's easy to say what a normal level of stress is.
- 3 What one person finds motivating, another person might find stressful.
- 4 Pressure and stress are the same thing.
- 5 Not everyone can manage high levels of stress over long periods.
- 6 If you manage stress well over a long period, you may start to suffer from it, but not badly.

6. Listen again and complete this extract.

It's difficult to say really what's a 1) _____ level of stress for somebody to feel at work. The problem with that is that what one person finds really 2) _____ and it excites them to be able to do their job well, somebody else might find really, really 3) _____. What we do see is that actually a high level of continued 4) _____ can actually sometimes spill over into feelings of stress.

7. Listen to the third part. What two examples are given of companies being flexible in how they expect staff to work?

8. Listen to part three. Choose the correct alternative to replace the expression in *italics* so as to keep the closest meaning.

- 1 How can companies help their staff to *achieve* a work-life balance?
 a) lose b) search c) find
- 2 Work-life balance is an interesting question, because ... everybody has a different *sense of* what works for them.
 a) idea b) feel c) sensation
- 3 However, companies can really help by being flexible in how they expect *staff* to work.
 a) directors b) office workers c) employees
- 4 If somebody doesn't like travelling in rush hour, you know, perhaps they could *come in* a little bit early ...
 a) enter work b) get to work c) return to work

5 And other examples might be, just *making sure* that people don't feel that they have to stay late, just because their boss is working late.

a) assuring b) ensuring c) saving

9. Listen to the final part. What two reasons are given for why women report higher levels of stress than men?

10. Complete these statements with appropriate forms of expressions from part four.

If you ...

1 d _____ a problem, you think about it and try to solve it.

2 t _____ to do something, you often do it.

3 e _____ a feeling, you have it.

4 m _____ an activity, you are in charge of it.

5 l _____ children, you care for them.

6 r _____ a problem, you talk about it.

11. Discuss these questions.

1 What is a good work-life balance for you? Is it easier for men than women to be a manager?

2 Is it important to have a certain level of stress in the workplace?

VI. Skills: "Participating in discussions"

1. You are going to hear three members of the human resources department of a transportation company discussing ways of improving the staff's health and fitness. What ways do you think they will mention? Listen to the conversation and check your answers.

2. The speakers use several expressions to make suggestions. Listen to the conversation again and complete the gaps in these sentences.

1 Well, I think _____ carry out a survey, find out why the staff are so stressed ...

2 I have another idea _____ we encourage staff to keep fit? _____ paying their subscription to a gym?

3 We _____ more staff for them, give them an assistant.

4 Well, it might be a _____ to set up a counselling service ...

5 _____ meet tomorrow, same time, and try to come up with a plan ...

3. At the next meeting, the team discusses plans for staff to attend a local sports centre. Listen and tick the expressions they use in their conversation. Then write 'A' if the expression shows agreement or 'D' if it shows disagreement.

1 Mm, I don't know.

2 It would be popular, but it could be expensive.

3 I think I agree with you.

4 OK, but we can solve it. The sports centre has great facilities...

5 Exactly. It would really help staff to be more healthy...

6 I'm not in agreement, Danielle. It isn't a great idea.

7 I still think it's a good idea. It's well worth trying.

4. Work in pairs. You work in the human resources department of a large company. Discuss how you would deal with these problems. Use expressions from the Useful language box below to help you.

1 More and more staff are taking medicine, e.g. anti-depressants, because they feel highly stressed at work. They are often sick, or pretend they are sick, and take days off work.

2 Many employees feel uncertain about their jobs and careers in the company. They worry about the future. They are constantly anxious and don't sleep well.

3 Some staff are stressed because they feel they have no control over their work and they don't participate in decisions. They say they feel 'worthless' and are not valued by management.

Useful language

MAKING SUGGESTIONS	GIVING OPINIONS	AGREEING	DISAGREEING
I think we should carry out a survey.	We've got to do something about it.	I suppose we could do that.	Mmm, I don't know.
Why don't we encourage staff to keep fit?	I think we should definitely pay staff's subscriptions.	I think I agree with you.	I can't agree with you there.
How about paying for their subscription to a gym?	It would be popular, but it could be expensive.	Yeah, you're right.	I'm not sure it's a good idea.
It might be a good idea to set up a counselling service.	It'd cost a lot, and attendance would be difficult to monitor.	Exactly.	I still think it's a good idea.
		Good. / Excellent idea. / Great.	I'm afraid that's out of the question because ...
		I completely agree.	

VI. Self-directed work

Reading 1

Read this article from the Financial Times by Rhymer Rigby and answer the questions.

Before you read

What do you do when you feel stressed?

Beating stress

By Rhymer Rigby

Cary Cooper, professor of organisational psychology and health at Lancaster University, says you need to learn to differentiate between stress and pressure, which can be thought of as "good stress". "Pressure is motivating and it makes you more productive," he says. "But when the pressure becomes greater than your ability to cope, then you're in the bad stress area."

Jessica Colling, product director at corporate well-being consultancy Vielife, says, "Learn to recognise your early warning signs - for instance, being irritable, suffering from headaches or a sudden lack of confidence." As many people are poor judges of themselves, she suggests asking a friend or family member to help you spot signs of stress.

"There have been so many job cuts that workloads have increased massively," says Professor Cooper. "People feel guilty about leaving work on time."

Create time to organise your thoughts, plan your tasks and understand what is going on around you. If you are constantly working long hours, then create good reasons to leave work on time. "Think of this as a kind of emotional exercise," says Professor Cooper. "Even if you enjoy working from eight until eight, in the long term it's not good for you."

Exercises

1. Read through the whole article and match each question (a-d) to the paragraph (1-4) that answers it.

- a) What should I look out for?
- b) What are some of the causes?
- c) Is all stress bad?
- d) How do I manage it?

2. Complete the table with words from paragraph 1.

Noun	Adjective or -ing form
organisation	
	psychological
	healthy
	stressed, stressful
motivation	
production	
	able

3. Now match the adjectives in Exercise 2 to their meanings.

This adjective is used to describe someone who...

- a) is doing a lot and getting results.
- b) feels worried and tired because they have too much work.
- c) is in a good physical and mental condition.
- d) can do something.

This adjective is used to describe ...

- e) a situation where someone feels out of control.
- f) companies, departments, etc.
- g) work that is interesting and that makes you want to do it.
- h) the mind.

4. Find expressions in paragraphs 2 and 3 with the number of letters shown in brackets that mean the following.

- a) the state of feeling good (4-5)
- b) things that show you that something is going wrong (7, 5)
- c) describes someone who easily gets angry or annoyed (9)
- d) the state of not having something (4)
- e) the feeling of being able to do something (10)
- f) If you see that something is happening, you _____ it. (4)
- g) amounts of work that people have to do (9)
- h) If something increases a lot, it increases _____ (9)
- i) If you feel responsible for something bad, you feel _____ (6)

5. Choose the alternative with the closest meaning to the expression in italic.

- 1) *Create* time ...
 - a) make
 - b) do
 - c) get
- 2) ... to organise your thoughts, plan *your tasks* and understand what is going on around you.
 - a) what you did
 - b) what you have to do
 - c) what you want
- 3) If you are *constantly* working long hours, then create good reasons to leave work on time.
 - a) always
 - b) often
 - c) sometimes
- 4) "Think of this as a kind of emotional *exercise*" says Professor Cooper.
 - a) activity
 - b) plan
 - c) project
- 5) "Even if you enjoy working from eight until eight, in the *long term* it's not good for you."
 - a) long time
 - b) long period
 - c) long run

Over to you 1

Is work more stressful, on average, than it was 15 years ago? Give reasons for your opinions.

Over to you 2

One of Professor Cooper's tips for avoiding stress is to create good reasons to leave work on time. Is this always possible in your job or one that you would like to have?

Why? / Why not?

Reading 2

Read this article from the Financial Times by Brian Groom and answer the questions.

Before you read

Are jobs in the public sector (schools, hospitals, social work etc.) more or less stressful than those elsewhere? Why? / Why not?

Stress-related absence rises

By Brian Groom

Staff absence levels remain higher in the public sector than in the private sector, with stress levels likely to grow as the government's spending cuts take effect, according to a report by the Chartered Institute of Personnel and Development (CIPD). Its survey of 573 organisations with 1,5m employees found that the recession has had an effect on the whole economy, with a third of all employers reporting an increase in stress-related absence.

More than a third of employers noted an increase in mental health problems such as anxiety and depression – a big rise on last year's survey, when one-fifth reported an increase. But only one-fifth of organisations had increased their focus on employee well-being and health promotion, suggesting that more could be done.

The survey found that average absence was three days higher in the public sector than in private sector services, at 9,6 days per employee per year compared with 6,6 days. Stress was the main cause of high levels of long term public sector absence, with three-quarters of public sector organisations putting stress among the top five causes of absence. More than half of public sector employers rated organizational change and restructuring as one of the leading causes of work-related stress, compared with fewer than 40 per cent in other sectors.

Jill Miller of the CIPD said: "The survey shows why closing the gap between public and private sector absence has proved so difficult for all governments over the years. Compared to the private sector, more public sector employees are in challenging jobs so such as social work, policing, teaching and nursing, where they often have to deal with people in emotionally difficult situations."

Exercises

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

1) 573 2) 1,5m 3) 9,6 4) 6,6 5) three-quarters 6) more than half 7) fewer than 40 per cent

- a) the average number of days of absence of public sector workers per year
- b) the number of public sector organisations who think stress is an important cause of absence
- c) the average number of days of absence of private sector workers per year
- d) the number of companies in the CIPD survey

- e) the number of public sector employers who think change in their organisation is an important cause of stress
- f) the number of workers in the private sector who think change in their organisation is an important cause of stress
- g) the number of employees covered in the CIPD survey

2. Match the two parts to make expressions from paragraph 1.

- | | |
|------------------|------------------|
| 1 Staff absence | a) spending cuts |
| 2 public | b) levels |
| 3 private | c) levels |
| 4 stress | d) sector |
| 5 government's | e) sector |
| 6 stress-related | f) absences |

3. Read paragraphs 2 and 3 and decide if these statements are true or false.

- a) Anxiety and depression are mental health problems.
- b) About 20 per cent of employers say that mental health problems have increased in the past year.
- c) About 20 per cent of employers said last year that mental health problems had increased in relation to the previous year.
- d) About 80 per cent of employers have started thinking more about the well-being of their staff in the past year.
- e) Private sector workers take more days of absence than public sector ones.
- f) More than 60 per cent of public sector employers think that changes in their organisation cause stress.
- g) Fewer than four in ten employees in the private sector think that changes in their organisation cause stress.

4. Complete these statements with expressions from paragraph 4.

- a) If you want to make the difference between two things smaller, you try to _____ between them. (3 words)
- b) A _____ job is a difficult one, but it might be difficult in an interesting way. (1 word)
- c) If you work to solve problems, you try to _____ them. (2 words)
- d) Situations where people's feelings are very strong are _____ ones. (2 words)

5. Stress is increasing in all UK organisations and it is...

- a) higher in the private sector than the public sector.
- b) higher in the public sector than the private sector.
- c) the same in both sectors.

Over to you 1

Go back to the answer you gave in 'Before you read'. Would it be the same now that you have read the article? Why? / Why not?

Over to you 2

What can companies do to focus on employees' wellbeing and health?

Reading 3

Problems at work Health and safety

Here are some health and safety issues for people at work:

- a) temperature;
- b) passive smoking;
- c) repetitive strain injury or RSI;
- d) dangerous machinery;
- e) hazardous substances;
- f) 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 and fire 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 discriminated 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 discrimination 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.

Some companies have a dignity at work policy covering all the issues described.

Exercises

1. Match the employees' complaints (1-6) to the health and safety issues (a-f).

- 1 My doctor says there's something wrong with my lungs, but I've never smoked.
- 2 I do a lot of data entry, and I've started getting really bad pains in my wrists.
- 3 It's either too cold and we freeze or too hot and we all fall asleep.
- 4 There's all this waste paper but there are no fire extinguishers in the building
- 5 The containers are leaking – one day someone is going to get acid burns.
- 6 There are no safety guards on the machines; you could easily get your hand caught.

2. Complete these headlines and articles with the correct form of words from the text.

1) OFFICE MANAGER ACCUSED OF _____

A court heard today how an office worker was almost driven to suicide by a bullying office manager. James Bleinkishop, 27, told how boss Nigel Kemp victimized him by shouting at him, criticizing his work in front of others, tearing up his work and telling him to do it again.

2) NATIONAL REATAURANT CHAIN FACES _____ CLAIMS

Four waitresses claim they were repeatedly _____ by male bosses in a branch of a well-known national restaurant chain. All four waitresses said they were subject to sexist remarks at the restaurant.

3) JAPANESE WOMEN BREAK TROUGHT _____

Naomi Tanaka, 23, last year started working on the Tokyo Stock Exchange as a trader. She complained about _____ and said she did not want to be a 'counter lady' answering phones and serving tea at a Japanese bank. Instead she got a job as a trader at Paribas, a French firm.

4) SHOP MANAGERESS IN _____ CASE

A clothing shop's half-Burmese manageress, 24-year-old Marion Brown, claims her boss continually made _____ remarks, and sacked her from her £ 110-a-week job when she objected. She claims that the company that owns the shop has racially _____ against her

5) _____ ABOLISHED AT TEXAS LAW SCHOOL

A court made affirmative action at the University of Texas law school illegal last year, and supporters of _____ say it has been 'a disaster'. Last year the law school admitted a class that was 5,9 per cent black and 6,3 per cent Hispanic. This year the black percentage stands at 0,7 and the Hispanic at 2,3.

Over to you

What are the main health and safety issues in your job, or a job that you would like to do?

Unit 6 Marketing

*'Marketing is the art of making something better than it really is'
Suso Banderas, American writer*

I. Topical Vocabulary

1	marketing mix	маркетинговий комплекс; структура маркетингу
2	Product	продукція; продукт; виріб
3	Price	ціна
4	Promotion	стимулювання збуту; просування товарів на ринок
5	Place	місце
6	marketing campaign	маркетингова кампанія
7	market research	аналіз кон'юнктури ринку; аналіз стану ринку
8	market segment	сегмент ринку (споживачі, які мають спільні потреби)
9	market share	питома вага на ринку даного товару (продукції компанії)
10	consumer behavior	реакція споживачів на новий товар
11	consumer profile	образ споживача (інформація про стать, вік, вид діяльності, споживчі звички, тощо)
12	consumer goods	товари споживчого призначення
13	product launch	запуск нового товару на ринок
14	product lifecycle	строк служби виробу; строк експлуатації
15	product range	асортимент товарів
16	sales forecast	прогноз об'ємів продажу товарів
17	sales figures	відомості про об'єм продаж, дохід від продажу товарів
18	sales target	план продажу
19	advertising campaign	рекламна кампанія
20	advertising budget	рекламний бюджет (сума, яку компанія витрачає на рекламу)
21	advertising agency	рекламне агентство
22	to persuade	умовляти, переконувати
23	income level	рівень прибутків
24	authorities	органи влади
25	to penetrate	проникати всередину, пронизувати,

		проходити крізь
26	disposal income	прибутки у розпорядженні (які можна витратити)
27	to rebrand	змінювати або вдосконалити імідж товару
28	Saturated	глибокий, інтенсивний
29	Essentials	основи
30	Competitors	конкуренти
31	distribution channels	канал розподілення (сукупність людей або організацій, які приймають участь у просуванні товару на ринок)
32	Sample	зразок
33	Rival	суперник, конкурент
34	customer helpline	«гаряча» лінія (консультаційна мережа, мережа підтримки)
35	entry price	стартова ціна

II. Starting up

1. '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 their definitions (a-d).

- | | |
|-------------|---|
| 1 product | a) the cost to the buyer of goods or services |
| 2 price | b) informing customers about products and persuading them to buy them |
| 3 promotion | c) where goods or services are available |
| 4 place | d) goods or services that are sold |

2. Listen to four consumers talking about different products. Decide which of the four Ps each speaker is discussing: product, price, promotion or place.

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

Example: I bought some cosmetics in a discount store near where I live. I'd seen some advertising in a women's magazine for a new luxury shampoo. There was a free sample sachet and I tried it and liked it. Of course, it's not as pleasant as buying in a department store, but I saved at least 30 per cent on the usual price. Anyway, parking near the department store in my town is impossible and the discount store is just round the corner, so place was an important factor.

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

III. Vocabulary and Speech Exercises

1. For each group of words below (1-5):

- fill in the missing vowels to complete the word partnerships;
- match each of the three word partnerships to the correct definition (a-c).

1. market	r_s__rch	a) the percentage of sales a company has
	s_gm_nt	b) information about what customers want and need
	sh_re	c) a group of customers of similar age, income level and social group
2. consumer	b_h_v__r	a) description of a typical customer
	pr_f_l_	b) where and how people buy things
	g__ds	c) things people buy for their own use
3. product	l__nch	a) introduction of a product to the market
	l_f_cycl_	b) length of time people continue to buy a product
	r_ng_	c) set of products made by a company
4. sales	f_r_c_st	a) how much a company wants to sell in a period
	f_g_r_s	b) how much a company thinks it will sell in a period
	t_rg_ t	c) numbers showing how much a company has sold in a period
5. advertising	c_mp__gn	a) a business which advises companies on advertising and makes ads
	b_dg_t	b) an amount of money available for advertising during a particular period
	_g_ncy	c) a programme of advertising activities over a period, with particular aims

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

- car/motorbike
- clothing/perfume
- magazine/newspaper
- mobile phone/camera
- food/drink
- computer/electronic goods

For each brand, think about these questions.

1. What is the product range of the brand?
2. Which market segment is it aimed at in your country?
3. What is a typical consumer profile for the brand? Include the following:
 - age
 - income level
 - gender
 - interests/hobbies
 - job/ profession
 - other products the consumer might buy

Example:

Typical consumer profile for Mercedes

Age: 25+

Gender: male

Job: executive

Income level: €70,000+

Interests/hobbies: diving, holidays in the Seychelles

Other products: Hugo Boss suits, Rolex watches

3. Work in pairs. Choose one of the brands you looked at in Exercise 2. Discuss what sort of advertising campaign you could have for it in your country. How else could you try to increase the sales figures of the brand?

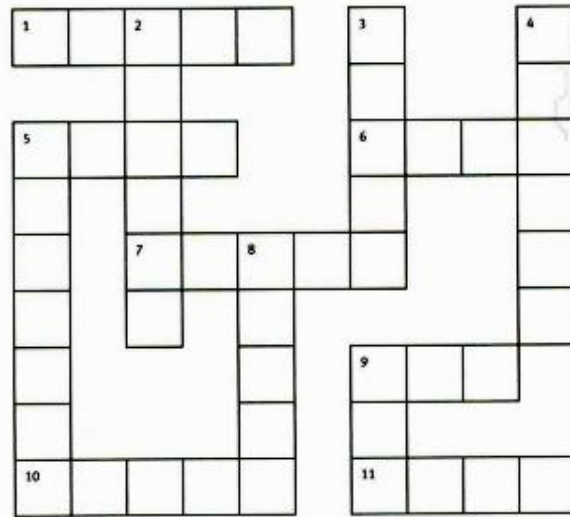
4. Use the clues to complete the crossword puzzle

Across

- 1 The percentage of sales a company or a product has is its market _____ (5)
 5 Companies sometimes promote their products by giving _____ gifts to customers. (4)
 6 Companies carry out market research to get information about what buyers _____ and want. (4)
 7 The life _____ of a product is the length of time people continue to buy it. (5)
 9 An advertising campaign takes place over a period of time and usually has a specific _____. (3)
 10 Good marketing should increase the volume of _____. (5)
 11 A company's sales target is how much it wants to _____ in a certain period of time. (4)

Down

- 2 An advertising _____ advises companies on advertising. (6)
 3 A company's product is _____ the set of products made by that particular company. (5)
 4 A company's advertising _____ is the amount of money available for advertising during a particular period. (6)
 5 Sales _____ show how much a company has sold over a certain period of time. (7)
 8 Production _____ are what a company must spend on production. (5)
 9 Celebrities often appear in _____ for clothes and cosmetics. (3)



5. Choose the best word (a, b or c) to complete each space in the text.

The name game

A brand can be defined as a name given to a product by a company so that the product can easily be recognised by its name or its design. In our very 1) _____ business world, a good brand is one of the keys to the success of any company. It is often a powerful 2) _____ tool.

However, the name is not everything. For a brand to be successful, marketers have to know what the consumer 3) _____ and wants so a lot of market 4) _____ is necessary. This gives them a ‘consumer 5) _____,’ that is to say a kind of picture of the typical customer. It is a picture not only of the customer's needs and wants but also of their beliefs and values. If the brand then clearly reflects those values, it is more likely to be successful.

The customer has so much 6) _____ nowadays that a good brand is a necessity so that one product is clearly different from another in his or her mind. A good brand, of course, also has long-term benefits as it will 7) _____ to many different market 8) _____ and to people from different cultures.

- | | | | | | | |
|---|----|-------------|----|-------------|----|--------------|
| 1 | a) | informative | b) | competitive | c) | conservative |
| 2 | a) | sales | b) | sell | c) | sold |
| 3 | a) | wishes | b) | needs | c) | orders |
| 4 | a) | study | b) | research | c) | science |
| 5 | a) | summary | b) | report | c) | profile |
| 6 | a) | choice | b) | option | c) | suggestion |
| 7 | a) | attract | b) | persuade | c) | appeal |
| 8 | a) | shares | b) | portions | c) | segments |

IV. Reading Comprehension

Text 1

Position of marketing

‘We must be smarter at devising packages of services that our customers want and pricing them attractively. Set the marketing department free to shape new

packages. Don't confine it to coming up with cute names for offerings designed by engineers and accountants.'

This sums up the position of marketing in many companies, where it is often seen as a fancy name for selling or advertising. But, as the quote shows, marketing people should be involved not just in promoting sales but in all aspects of the marketing mix:

- product: deciding what products or services to sell in the first place;
- prices: setting prices that are attractive to particular groups of customers (segments) and that are profitable for the company;
- place: finding suitable distribution channels to reach these customer groups;
- promotion: all the activities, not just advertising, used to support the product – everything from pre-sales information to after-sales service.

These are the four Ps of the marketing mix, the 'levers' of a company's marketing machine, levers that it can adjust in different ways for different products and different buyers.

Another way of looking at this is from the point of view of customers, with the four Cs. From this perspective, the marketing mix is expressed in terms of:

- customer solution: offering the right product to satisfy particular customer needs;
- customer cost: the price paid directly by the customer to buy the product, including the 'price' involved in not buying another product of the same or another type;
- convenience: distributing the product in the way most suitable for each type of customer;
- communication: exchanging information with the customer. Customers are informed about products through advertising, sales literature and so on, but customers also communicate with the seller, for example through customer helplines. This is a good way for sellers to find out more about customers and their requirements and to change or improve their offer.

Thinking of the marketing mix in these terms helps sellers maintain a customer orientation – a focus on customer needs.

Text 2

Adidas and the Chinese market

1. Discuss these questions in pairs.

1. Who do you think is the biggest manufacturer of sports goods in a) Europe, and b) China?
2. What do you know about Nike, Adidas and Li Ning?

2. Before you read, match these questions (1-6) to the answers (a-f).

1. Why is Adidas expanding in China?	a) 550
2. How many stores does Adidas have in China at the time of writing?	b) It is planning to focus on low prices.
3. Who is Christophe Bezu?	c) Adidas
4. How did Li Ning get its name?	d) He is the Chief Executive of Adidas.

5. What is Li Ning hoping to do?	e) It comes from the President of the Beijing Olympics Committee.
6. Who is the market leader for sports goods in China?	f) because it wants to become the Market leader in China

3. Read the article below and correct all the answers (a-f) in Exercise 2

Adidas targets the Chinese interior

by Patti Waldmeir

Adidas, Europe's biggest sports-goods maker, will open 2,500 stores and expand its sales network to 1,400 Chinese cities, in an effort to regain market share lost to foreign and domestic competitors in one of the world's most rapidly growing retail markets.

The German company is one of many consumer-goods multinationals that have recently decided to shift their focus from near-saturated cities like Shanghai and Beijing to target smaller cities and less wealthy consumers, where they believe growth potential is higher for foreign brands.

Adidas plans to reach far into Chinese interior to open the new stores. Initially, this will be in urban areas with as few as 500,000 people and then, by 2015, in cities with a population of just over 50,000, company officials said in Shanghai on Tuesday.

"We will be in much smaller cities by 2015," said Christophe Bezu, Adidas Managing Director for Greater China. At present, the company has 5,600 stores in 550 cities.

The product mix in smaller cities will be chosen so that the entry price for consumers would be 15 per cent less than in Adidas's existing shops in larger cities, he added. The company would be targeting consumers with an average disposable income of Rmb 5,000 (\$753) a month.

Herbert Hairier, Adidas Chief Executive, predicted that the strategy would allow the German group to regain the number-two market position that it recently lost to Li Ning, the Chinese sportswear manufacturer.

Li Ning, named after the Olympic gymnast who lit the flame at the opening ceremony of the 2008 Beijing Olympics, recently announced plans to take its brand upmarket to compete more directly with foreign brands like Adidas and the market leader, Nike.

Li Ning's move up to second position could prove a key moment. Retail analysts see it as one of the first signs in the retail field that Chinese products can rebrand themselves as not just cheap but desirable.

Li Ning has strong sales and distribution networks in the lower-tier cities that Adidas hopes to penetrate.

Mr Hainer dismissed Adidas's recent problems in China as temporary, related to overstocking in the run-up to the Olympics. Mr Hainer predicted double-digit sales growth in China over the next five years.

4. Match these words and phrases (1-7) to their definitions (a-g).

1. market position	a) the combination of products that a company has to offer
2. upmarket	b) a market filled so completely that no more products can be added
3. product mix	c) expensive compared to other products of the same type
4. penetrate	d) alter a product or service to change the way that people think about it
5. disposable income	e) start selling goods or services in a new market
6. rebrand	f) money that is available to spend after paying for essentials like taxes, food and housing
7. saturated	g) the ranking of a company or brand against its competitors in terms of its sales.

5. Complete these sentences with some of the words/phrases from Exercise 4.

1. The Beatles were able to _____ the US market.
2. During the economic crisis, people had less _____.
3. Smaller banks are struggling to compete in an already _____ market.
4. We are trying to lose our cheap image and move _____ with more expensive products.
5. Coca-Cola decided to _____ Diet Fanta in the UK, to fit in with the rest of Europe.

V. Listening Comprehension

Marketing pharmaceuticals

1. Richard Turner is the European Marketing Manager for a pharmaceutical company. Listen to the first part of the interview and answer these questions.

1. What is very important when you market to doctors?
2. How much time do marketing people usually have with doctors?
3. What are 'rational' advantages?
4. What are 'emotional' advantages?

2. Richard talks about 'the regulatory environment'. This is where the authorities have official powers to control the production and safety of drugs. Listen to the second part and complete this audio-script extract.

I think the biggest 1) _____ for us is the regulatory environment. The laws that we need to follow are quite 2) _____ - and quite rightly so. We in the pharmaceutical industry have the same interests as the doctor. We want to help 3) _____ lead better lives.

We have to present the data in a 4) _____ and balanced way, not to overstate the advantages of our 5) _____. Because we're trying to develop 6) _____ which are consistent across many different countries across Europe... it's often a challenge...

3. Listen to parts one and two and complete the table with words that Richard Turner uses.

Noun	Adjective
Clinic	
Reason	
Tradition	
Emotion	
Regulation	
Pharmaceuticals	
Consistency	

4. Complete the answers to these questions with expressions from part two.

In marketing pharmaceuticals, ...

- 1 what is the biggest challenge? - It's the _____.
- 2 are the laws weak? - No, they are quite _____.
- 3 what is your main aim? - We want to help patients _____.
- 4 how must you present your data? - In a _____.
- 5 can you say that the product benefits are bigger than they really are? - No, we mustn't _____.
- 6 do you use campaigns that say different things in different countries? - No, they are _____ many different countries.
- 7 is it easy to know what to say in advertising? - No, it's a _____.

5. Listen to the third part and say if these statements are true (T) or false (F). Correct the false ones.

1. The key to good marketing is being able to speak directly to patients.
2. Marketing people are gaining from all the benefits of the Internet and new communication methods.
3. Companies are starting to look at using technology such as the iPad when presenting data to doctors.

6. Listen to part three and replace the seven mistakes in the transcript below with what Richard Turner actually says.

Sadly, because of the regulatory laws that we need to obey, we're not able to promote directly to patients. We can only speak to the doctor, because the doctor makes the decision about the medicine. So, although we'd love to use all the advantages and opportunities that the Internet and the new communication methods offer, we're not able to use them as much as we'd like to do. That said, we are beginning ... I think many companies are beginning to look at the possibilities that

new technologies such as the iPhone may offer to present the data when we're face to face with the doctor, because it's a clearer and more involving way of presenting the data to the doctor than the traditional paper.

7. Listen to the final part and put these stages in the correct order.

- | | |
|--------------------|------------------------------------|
| a) Peak sales | c) Present data to the doctor |
| b) Clinical trials | d) Scientist comes up with an idea |

8. Listen to part four. Are these statements about the words in *italic* that Richard Turner uses true or false?

- 1 Someone who works in science is a *scientific*.
- 2 Another word for 'doctor' is *physicist*.
- 3 Work to see if a drug is safe and effective is a *clinical trial*.
- 4 If you do a lot of work on something, you spend *a lot of effort* on it.
- 5 *Peak sales* is the time when a drug is just beginning to sell.
- 6 If there is a *patent* on a drug, other drug manufacturers cannot copy it.

9. What can you say about the different product Lifecycles of these things?

- pharmaceutical drugs
- computer software
- cars
- English-language textbooks
- Rubik's cubes
- skateboards
- football shirts of a famous team

VI. Skills “Telephoning: exchanging information”

1. Listen to four people giving some numbers, phone numbers and addresses.

Tick the correct ones.

- | | |
|---------------------------------|------------------------------|
| 1. a) 30,456 | b) 13,456 |
| 2. a) 0033 2399 0324 | b) 0033 3299 0342 |
| 3. a) v.artin@sawlna.com | b) v.altin@sawslan.com |
| 4. a) 128/16 Rattanatibarh Road | b) 128/60 Rattanatibeth Road |

2. Write down some numbers and addresses you know. Dictate them to a partner. Check that your partner has written the numbers correctly.

3. Work in pairs. Say the international spelling alphabet.

Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Golf, Hotel, India, Juliet, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whisky, X-ray, Yankee, Zulu.

4. Choose an e-mail address and dictate it to your partner. Spell each word when you dictate, then check your partner's answer.

5. Listen to the first part of a phone conversation between a sales director, Martin, and his manager, Fiona. Answer these questions.

1. Did they meet their sales targets?

2. How has their market share changed?
3. What were their total sales?
4. How much did they spend on shampoo advertising?

6. Now listen to the second part and note down this information.

- | | |
|-------------------------|---------------------|
| 1. customer's name | 4. e-mail address |
| 2. nationality | 3. telephone number |
| 5. meeting day and date | |

7. Listen to the whole conversation again. Tick the phrases in the Useful language box below that Martin uses to check information, ask for information and finish the conversation.

Useful language

CHECKING INFORMATION	ASKING FOR INFORMATION	FINISHING A CONVERSATION
Sorry, did you say ...?	Could you give me a few details?	OK, I think I've got all that.
Sorry, I didn't catch that.	What about the new range?	Thanks very much. That was very helpful.
Could you repeat that, please?	Did she say when she'd like to meet?	I should go now. Let's speak again soon.
Let me read that back to you.		Right, I think that's everything.

8. Role-play a telephone call between the Marketing Director and the European Sales Manager of a coffee-machine manufacturing company. They are talking about a focus group for the company's new range of coffee machines.

Student A

You are the Marketing Director. You want to do the following when the European Sales Manager calls you.

- 1 Note down when and where the focus group meeting will take place.
- 2 Suggest that these people attend the meeting:
 - Elisavet Efstathiou
Tel: (812) 275 6381
E-mail: e.efstat@nimarkt.com
She is a marketing consultant based in Athens, Greece.
 - Katja Buchholtz
Tel: (361) 339 4032
She is Head Buyer for a department store in Munich, Germany.
- 3 Ask the European Sales Manager about last month's sales results in France.
Did they increase or decrease?

Student B

You are the European Sales Manager. You want to do the following when you call the Marketing Director.

- 1 Tell the Marketing Director when and where the focus group takes place. Details are as follows:
 Location: Commercial Institute
 20 Koninginnelaan 2482 BN
 Amsterdam
 Date/Time: Thursday, 25 August at 10.00 a.m.
- 2 Note down the names of two people whom the Marketing Director wishes to invite to the focus group.
- 3 Answer his or her questions about last month's sales results in France. Details are as follows:
 Total sales: €5.6 million
 Sales were 9% higher than the same period last year.

VII. Self-directed work**Reading 1**

Read this article from the Financial Times by Roger Blitz and Rose Jacobs and answer the questions.

Before you read

What are the traditional sports in your country a) to watch and b) to participate in? Are you a fan of these sports?

The search for new sports fans

By Roger Blitz and Rose Jacobs

The National Basketball Association (NBA) has brought its product to London, once more pitching the game to an overseas market in an attempt to expand its product beyond its North American homeland. The NBA had insisted that the LA Lakers-Minnesota Timberwolves friendly last month would feel just like a US-based NBA game.

American football is also in the fourth year of its own export drive. On Sunday, the San Francisco 49ers take on the Denver Broncos at Wembley stadium in London in the latest annual attempt to sell the National Football League to a new audience. Sports operators face competition from other sports for revenues as well as other leisure interests and must find new markets if they wish to grow. Consumption can be measured both by the numbers participating in the sport and those watching it.

The NFL and NBA are not the only sports trying to find new markets. Bernie Ecclestone, the Formula One motor racing chief, has dropped some venues and created new ones in Singapore, Bahrain, Malaysia and, most recently, South Korea. Football, the most popular of sports, still has the Indian and Chinese markets to penetrate. Expansion in these markets is left to individual clubs to see what new fan bases they can reach.

Sports that enter new markets must bite into the leisure time and income of people already participating in or watching the traditional main sports of their countries. As David Stern of the NBA puts it: "We just want one in 10 people to

bounce the ball rather than kick it." However, so he concedes "the growth is different market by market."

Exercises

1. Look through the whole article and find the names of:

- a) four types of sport.
- b) two teams that play one of these sports.
- c) two teams that play another of these sports.
- d) three sports organisations.
- e) two people who work for these organisations.
- f) four countries mentioned in relation to a particular sport.
- g) two countries mentioned in relation to another sport.

2. Answer these questions about the expressions in *italic* in paragraph 1.

- a) What is the *product* referred to in line 3?
- b) If a marketer *itches* something to someone, what do they do?
- c) If a marketer *expands* a market, what do they do?
- d) Which countries are referred to in the expression *North American homeland*?
- e) If you *insist* something will happen, are you unsure that it will happen?
- f) If *x feels like y*, is x similar to y (line 4-5)?

3. Choose the alternative with the closest meaning to the expression in *italic*.

- 1) American football is also in the fourth year of its own export *drive*.
 - a) road
 - b) lane
 - c) campaign
- 2) On Sunday, the San Francisco 49ers *take on* the Denver Broncos at Wembley stadium in London ...
 - a) play
 - b) carry
 - c) employ
- 3) ... in the latest annual attempt to sell the National Football League to a new *audience*.
 - a) listener
 - b) spectator
 - c) public
- 4) Sports operators face competition from other sports for *revenues* ...
 - a) income
 - b) costs
 - c) expenses
- 5) ... *as well as* other leisure interests and must find new markets if they wish to grow.
 - a) also
 - b) in addition to
 - c) too

- 6) *Consumption* can be measured both by ...
 - a) the popularity of a sport
 - b) the amount eaten at stadium restaurants
 - c) the number of spectators
- 7) ... the numbers *participating* in the sport and those watching it.
 - a) activating
 - b) taking part
 - c) gaming

4. Complete the table with words from paragraphs 3 and 4, in the form they are used in the article.

Verb	Noun
Market	
	creation
	penetration
	reach
	bite
	bounce
	kick
Grow	

5. Now match the nouns in Exercise 4 to their meanings in the context of the article.

- a) when something gets bigger
- b) when a product enters a new market
- c) when a ball hits the ground and goes up again
- d) how much a product is known about, bought, etc.
- e) starting or making something for the first time
- f) when someone hits a ball with their foot
- g) the act of sinking your teeth into something
- h) places where something is sold

Over to you 1

Why do you think baseball and American football are not (with some exceptions) generally as popular around the world as they are in the US?

Over to you 2

Think of a sport that is not popular in your country. How would you market it there?

Reading 2

Read this article from the Financial Times by Haig Simonian and answer the questions.

Before you read

Are coffee-making and tea-making machines for the home becoming popular?

Stirring up the tea market

By Haig Simonian

Competition in the hot drinks market reached boiling point on Wednesday, as a former Nestle executive launched a new tea-making system to compete with the Swiss food group's own recently launched product. The move followed legal action, as Nestle this week won a court battle to ban a rival product in its highly profitable Nespresso business.

Eric Favre, previously Nespresso's chief executive, and who is now an independent businessman, launched Tpresso, a new tea-making system which he said he wanted to make "the Nespresso of tea". The first machines, to be assembled in China from European components, will go on sale in China in April, with other Asian markets next year, and Europe possibly following.

The new system, to be sold in China for Rmb 5,000 (\$756), followed Nestle's launch last year of Special T, a tea-making system designed to do for tea what Nespresso has done for coffee. Machines for Nestle's Special T system, launched initially in France, cost €129 (\$ 168), with a 10 capsule pack costing €3.50.

Over on the coffee front, a commercial court in the Swiss city of St Gallen gave Nestle an important legal victory on Monday when it won its case against discount retailer Denner. Denner had been selling Nespresso-compatible coffee capsules for about half the Nestle price. Last June Nestle showed its willingness to defend Nespresso, which it says is protected by 1,700 patents. It took legal action against the US Company Sara Lee, when it launched its L'Or Espresso machine.

Exercises

1. Look through the whole article and find the names of:

- a) a big Swiss food company.
- b) a coffee machine that the company makes.
- c) someone who used to work for the company.
- d) a tea-making machine that he has launched.
- e) a tea-making machine that the company in a) above has launched.
- f) a retailer that sells at low prices.
- g) a coffee-making machine that another company has launched, and the name of the company.

2. Match the two parts to make expressions from paragraph 1.

- | | |
|--------------|----------|
| 1 hot drinks | action |
| 2 boiling | battle |
| 3 tea-making | business |
| 4 legal | market |
| 5 court | product |
| 6 rival | system |
| 7 profitable | point |

3. Now match the expressions in Exercise 2 to their meanings, as they are used in the article.

- a) when someone tries to solve a disagreement by using the legal system
- b) an example of item a) where the disagreement is very big
- c) an extreme stage
- d) a product that competes with another product
- e) an activity that makes money
- f) selling tea and coffee machines
- g) a machine to make one of the drinks in item f)

4. Read paragraphs 2, 3 and 4 and decide if these statements are true or false.

- a) Tpresso machines will be assembled in France.
- b) The parts will be made in China.
- c) Special T is designed to be a success for tea in the same way that Nespresso has been a success for coffee.
- d) Special T was launched all over Europe at the same time.
- e) Special T costs less than €130 and the capsules cost €0.35 each.
- f) Denner has also launched a tea-making machine.
- g) Other companies are free to copy the technology used in Nespresso.

5. Answer these questions about paragraph 4.

- a) Who won the court case between Nestle and Denner?
- b) Why did Nestle take legal action against Denner?
- c) Which two other things show that Nestle wants to protect its Nespresso machine?

6. Choose the best summary of the whole article.

- a) The market for tea- and coffee-making machines is very competitive.
- b) Company executives can always leave in order to start their own business.
- c) Chinese companies are entering the market for tea- and coffee-making machines.

Over to you 1

Is it acceptable for an executive to leave a company and immediately start competing with it by marketing similar products? Why? / Why not?

Over to you 2

Coffee machines like Nespresso mean that Nestle can continue to make money from sales of coffee capsules for each machine it sells. Make a list of other products where the manufacturer can continue to sell things after it sells the main product.

Reading 3

The sweet smell of success

Estée Lauder knew how to make a sale. Once when she was refused a counter at the Galleries Lafayette in Paris, she 'accidentally' spilt one of her fragrances in the crowded store. The scent wafted through the crowd of shoppers who immediately

demanded to know what the lovely fragrance was and where they could buy it. Very soon after, Estee Lauder got her counter and her products went on sale in the Galleries Lafayette.

Estée Lauder attributed her success to her sales technique. 'If I believe in something, I sell it, and I sell it hard', she said. She was a brilliant saleswoman and she personally visited the staff on her counters to offer them sales tips. Her approach was very hands-on. She always believed that in order to make a sale, you must touch the customer. Even today the company's motto is 'Bringing the best to everyone we touch'.

Estée knew about the importance of image. She wanted to give her products a sophisticated look and personally chose the blue colour of the bottles which she believed would look stylish in every bathroom. She believed in secrecy and didn't reveal much about her life or the ingredients used in her products. She wanted her customers to believe that they were buying not only 'beauty in a jar' but also the solution to looking and feeling eternally young. She said that 'In order to sell a cream, you sold a dream'. She put a lot of time and effort into building up that dream image.

When she began her business, she didn't have a marketing budget, but she believed that if you put the product into the customer's hands, its quality would speak for itself. She started by giving free demonstrations and makeovers using her own products anywhere she could: in hotels, beauty salons, subway stations and even on the street. Most importantly, she pioneered the idea of a 'gift with purchase'. No one had ever heard of this before, free creams, free lipsticks! She began by giving away free samples and then moved on to giving away extra products with a purchase. These days many companies use this marketing technique, but fifty years ago the idea was revolutionary.

With the combination of hard work, dedication, ambition, and belief in herself and her products, Estee created a culture of quality, style and unsurpassed customer service. This turned her company into the global cosmetics leader it is today. As she famously said, 'I never dreamed about success.'

1. Match a quotation from the text with the correct explanation on the right.

- a) 'Beauty in a jar'
- b) 'In order to sell a cream, you sell a dream'
- c) 'Bringing the best to everyone we touch'

- 1) This stresses the personal approach. It makes customers feel that they are each important to the company, but also that they are getting the best quality available.
- 2) The idea that you can buy beauty.
- 3) The key thing is not the cream itself, but encouraging women to fantasize and want a certain lifestyle, so that there is then a market for the cream.

2. With a partner, look back at the article and your answers to Exercise 1 and answer the questions.

- 1 Which of Estee's secrets of success do you consider to be the most important?
- 2 Which of these secrets are still good business practice today?

3 Do you think there is still a market for new cosmetics companies? In which way would they need to be different?

3. The following words are all used in the article about Estee Lauder. Match a word on the left to the correct definition on the right.

- | | | |
|-----------------|----|---|
| 1 to spill | a) | beautiful and well-designed |
| 2 fragrance | b) | a nice smell |
| 3 to demand | c) | changing a person's appearance so that they look better |
| 4 stylish | d) | to accidentally pour a liquid out of its container |
| 5 makeover | e) | to say that you want something very strongly |
| 6 to pioneer | f) | better than everything else of its kind |
| 7 sample | g) | completely new and different |
| 8 technique | h) | a method of doing something |
| 9 revolutionary | i) | a small amount of a product given to people for free |
| 10 unsurpassed | j) | to be one of the first people to do something |

4. Decide if these statements are true or false.

1. Estée Lauder began her business with a counter in the Galleries Lafayette.
2. She had a big amount of money and she didn't make sales personally.
3. She visited her staff in order to control their work.
4. The motto of Estée Lauder is "Touch the customer and make a sale"
5. The image of the product was very important for Estée Lauder.
6. She chose blue colour bottle for her product because it suited for every bathroom.
7. Estée Lauder kept in secret ingredients of her products.
8. Estée Lauder was the first person who gave free demonstrations and gave free samples of her products.
9. The person who bought something could receive extra products free of charge.
10. The idea of free samples and extra products was great and nowadays many companies use it in their sales.

Unit 7 Products

*'When the product is right, you don't have to be a greater marketer'
Lee Lacocca, US Businessman*

I. Topical Vocabulary

1	tangible product	фактичний товар
2	primary product	сировина
3	lean manufacturing	економічне виробництво,
4	just-in-time	точно в строк
5	total quality management	комплексне управління якістю
6	consumer durables	споживчі товари довготривалого користування
7	Replacement	заміна
8	designed-in	закладений в конструкцію
9	Sophistication	складність; відповідність сучасним вимогам
10	Consumerism	стимулювання інтересу споживачів; захист інтересу споживачів
11	Overpriced	занадто дорогий
12	to reckon	рахувати, вираховувати
13	Obsolescence	застаріше
14	raw materials	сировина
15	Components	деталі
16	Labour	праця
17	work-in-progress	незавершене виробництво
18	finished goods	готові вироби
19	Stocks	запаси
20	in-house	власний, внутрішній
21	Outsourcing	отримання комплектуючих виробів зі сторони
22	Subcontracting	укладання угоди з субпідрядниками
23	Substitutes	замінники
24	Genuine	справжній, істинний, непідроблений
25	perishable goods	товари, що швидко псуються
26	Attractive	привабливий
27	Comfortable	зручний
28	Economical	економічний
29	Efficient	ефективний, результативний
30	Expensive	дорогий
31	Fashionable	модний, фешенебельний; світський
32	Healthy	здоровий

33	Popular	популярний
34	Practical	практичний
35	Pure	чистий; бездомішковий
36	Reliable	надійний, певний, міцний
37	Safe	непошкоджений, цілий, безпечний
38	to launch	запускати
39	to test	тестувати
40	to promote	рекламувати
41	to modify	видозмінювати
42	to discontinue	припиняти
43	to design	розробляти
44	to distribute	класифікувати, розподіляти
45	Robust	міцний, здоровий; сильний
46	Sturdy	1) сильний, здоровий; міцний 2) стійкий, твердий, відважний
47	Versatile	багатосторонній, різнобічний; гнучкий
48	user-friendly	зручний для користування

II. Starting-up

1. Describe some of your favourite products. Why do you like them? What do they say about you? Which of these products could you not do without?

2. What product would you most like to own? Why? Which product would make your life easier?

3. Do you agree or disagree with these statements? Give reasons for your answers.

1 It is better to pay a bit more for products which are made in your own country.

2 'Organic', 'energy-saving' or 'green' products are overpriced and often not as good as the alternatives.

3 Companies spend far too much on launching and promoting new products.

4 Multinationals which manufacture in developing countries help the world economy.

5 Modern technology-based products do not improve people's lives.

III. Vocabulary and Speech Exercises

1. Check that you know the meaning of the adjectives below. Think of a product that matches each word. Compare your ideas with a partner. How many were the same?

- attractive • comfortable • economical • efficient • expensive • fashionable
- healthy • popular • practical • pure • reliable • safe

2. Complete this chart with adjectives with the opposite meanings to those in Exercise 1.

un-	in-	im-
unattractive		

3. Complete the sentences below with the words from the box.

best hard high high high long well

- 1 IBM manufactures _____-tech computer products.
- 2 Timberland makes a range of _____-wearing footwear.
- 3 Hermes produces _____-quality fashion accessories.
- 4 Coca-Cola and Pepsico both developed _____-selling soft drinks.
- 5 Duracell sells _____-lasting alkaline batteries.
- 6 Levi jeans are a _____-made clothing product.
- 7 Ferrari make _____-performance sports cars.

4. Use the adjectives in Exercise 3 to describe other companies and products.

EXAMPLE: *Nestle makes many of the world's best-selling food products.*

5. Look at this list of products. Which of the adjectives from Exercises 1, 2 and 3 (including opposites) could you use to describe them?

- bottled water
- an MP3 player
- soap
- a pair of jeans
- a four-wheel-drive car
- a perfume
- a fast-food product
- a laptop computer

6. Match the verbs (1-8) to their meanings (a-h). Then put the verbs into a logical order to show the lifecycle of one of the products from Exercise 5.

- | | |
|---------------|--|
| 1 launch | a) to stop making |
| 2 test | b) to build or make |
| 3 promote | c) to introduce to the market |
| 4 manufacture | d) to change in order to improve |
| 5 modify | e) to try something in order to see how it works |
| 6 discontinue | f) to make a plan or drawing |
| 7 design | g) to increase sales by advertising, etc. |
| 8 distribute | h) to supply to shops, companies, customers |

7. Read the sentences and write the missing word to complete the sentences.

- 1 If a product is _____, it doesn't cost a lot of money to use.
- 2 A product that is _____ is popular at a particular time.
- 3 An _____ product is one that people find beautiful and exciting.
- 4 A product that is _____ is enjoyed or liked by a lot people.
- 5 An _____ product is one that you can use without wasting energy or time.
- 6 A product that is _____ can be trusted to work well.

8. Complete the sentences with words from the box.

lasting made quality selling tech wearing

- 1 Rolex makes high-_____ watches.
- 2 Timberland makes fashionable and hard-_____ boots.
- 3 Dell manufactures high-_____ computer products.
- 4 Samsung has produced some best-_____ mobile phones.
- 5 Tungsram makes long-_____ light bulbs.
- 6 Samsonite sells practical and well- _____ bags and suitcases.

9. Make new adjectives by joining a word from Box A to a word from Box B. Use the new adjectives to complete the definitions.

Box A	Box B
custom down first multi up	class made market market purpose

- 1 An _____ product is expensive and usually of high quality.
- 2 If products are _____ - _____ they are made especially for one person or group of people.
- 3 A _____ _____ product is one that has several different uses.
- 4 _____ _____ products are cheap and sometimes not good quality.
- 5 _____ - _____ products are of excellent quality.

10. Choose the best word (a, b or c) to complete each space in the text.

- | | | |
|---------------------|-----------------|-----------------|
| 1 a) planned | b) designed | c) sketched |
| 2 a) fabricated | b) manufactured | c) assembled |
| 3 a) tested | b) examined | c) researched |
| 4 a) specifications | b) qualities | c) improvements |
| 5 a) promoted | b) exhibited | c) displayed |
| 6 a) discount | b) delivering | c) distribution |
| 7 a) profitable | b) available | c) marketable |
| 8 a) destroy | b) discontinue | c) distinguish |

The life cycle of a product

All products have a life cycle. Therefore, new products are being developed all the time to replace older products which are coming to the end of their lives.

The cycle begins when a new product is 1) _____. At that stage, there is only a plan or a drawing, which is then used when the product is 2) _____. Nobody knows how well the new product works or how good it is so it has to be 3) _____. On the basis of the test results, it may have to be modified. Once the necessary 4) _____ have been made, the product is ready to be launched and then 5) _____ in a number of advertising campaigns. Advertising plays a very important role and so does 6) _____. Indeed, the company has to make sure that its new product is 7) _____ to as many customers as possible.

Finally, when it is clear that sales are going down steadily, the company will probably decide to 8) _____ the product.

IV. Reading Comprehension

Text 1

Types of products

When we think of business, we usually think of tangible products that we can see and touch: computers on the desk or cars in the showroom. We may also think of primary products like coal or agricultural goods. But manufacturing forms a diminishing part of most advanced economies: only 17 per cent of the US economy, for example. What manufacturing there is increasingly lean, with 'Japanese' techniques such as just-in-time (JIT) ordering of components and total quality management (TQM) becoming widespread.

There is an unresolved argument about whether economies need manufacturing at all to survive and flourish. In many people's minds, nevertheless, there is great regret when a factory closes in a 'traditional' industry: there is something more 'real' about work in a car plant than in a call centre. Call centres typically sell intangible products such as mortgages (more and more services are described in product terms). However, car plants are likely provide more work indirectly than call centres, for example at the component manufacturers that supply them.

We define ourselves partly by the products we own and use, wherever they are made. Economies in different parts of the world are at different stages of development in the way products are bought and perceived. In newly industrialised countries, such as some of those in Asia, more and more people are now able to afford consumer durables like washing machines for the first time, and companies that sell these types of goods can make large amounts of money. In the West, the market for televisions or washing machines is basically one of replacement. In a situation like this, design, brand and image become more important. Previously prestigious products, like certain makes of luxury car, become increasingly affordable, and manufacturers have to be careful to stay ahead of the game to avoid their brands being perceived as 'ordinary'.

The cars, televisions and washing machines of the 1950s may have had more style, but modern products are technically far better now than they were then. Consumers can complain about designed-in obsolescence and unnecessary sophistication of products with too many features that are never used, and

manufacturers may have started to take this into account, simplifying their features. Consumers are also able to obtain and compare information about different products more and more easily. Consumerism is a force that manufacturers increasingly have to reckon with.

Text 2
Launching new products

1. Discuss these questions.

- 1 Which countries are strong in the consumer electronics industry?
- 2 Which companies do you know in that industry?
- 3 What is the best electronic product you have bought, and why?
- 4 What Casio products do you know?

2. Read through the article below quickly to find this information.

- 1 three examples of problems for the Japanese consumer-electronics industry
- 2 four examples of Casio's products
- 3 two examples of major players in professional photography
- 4 two of Mr Kashio's favourite expressions
- 5 three examples of rivals to Japan's electronics industry

A path to salvation through innovation

by Robin Harding

Kazuo Kashio has led Casio, the Japanese consumer-electronics company that he founded with his three brothers, for 20 years.

Whatever problem is put to him, whether it is the yen's strength, the economy's weakness or the collapse in Japanese mobile-phone sales, the energetic executive has a single answer: launch new products.

"For us as a manufacturer, whether conditions are good or bad is all decided by our products, and our strategy is to make sure as many of them as possible are new," he says. Casio plans to replace 50 per cent of its products in the second half of the year. That strategy amounts to an attempt to maintain sales by taking a larger share of a shrinking market. Challenged as to whether that is possible, given that rivals are not only racing to launch new products but also cutting prices, Mr Kashio argues that Casio's products are unique enough to do it.

This confidence in his products is typical of Mr Kashio. He often says that his long years of selling make him a keen judge of whether a new product will succeed. He perks up considerably when given the chance to praise his gadgets, such as radio-controlled watches that pick up a broadcast signal to set the time, and the toughened G-Shock brand, which redefined watch design.

A source of pride at the moment is Casio's family of high-speed "burst" digital cameras, which can take up to 60 shots a second after the photographer presses the button.

With such a camera, Mr Kashio says, a photographer can catch the precise moment at which a batter hits a baseball and judge instantly whether a runner was

safe or out. The product has taken Casio into the professional photography market, which is dominated by Canon and Nikon.

Two of Mr Kashio's favourite phrases sum up the family's approach to research and development. One is to resist "preconceived ideas" of what a device should do and how it should do it; the other is "from zero to one", to describe how Casio creates something that did not exist - such as the electronic calculator that started it all in 1957 - from scratch.

Mr Kashio argues that Japan's electronics industry can stay ahead of its rivals in Taiwan, China and South Korea if it keeps innovating.

His hopes for the future are those of a family company: to maintain Casio's stability and to keep the new products coming.

3. Read the article again. Then decide whether (according to the text) these statements are true (T), false (F) or not mentioned (NM).

- 1 The Casio Tower is located in the Shinjuku district of Tokyo.
- 2 Mr Kashio's answer to the problems he faces is to launch new products.
- 3 Casio's rivals are focusing mainly on cutting prices.
- 4 Mr Kashio is confident about the company's financial position, as it has no debt.
- 5 Mr Kashio says he is good at deciding whether a new product will succeed, because he has a lot of experience of selling.
- 6 Mr Kashio is proud of Casio's high-speed 'burst' digital cameras.
- 7 Casio dominates the professional photography market.
- 8 Mr Kashio's main hope is that Casio will make more and more profits.

4. Work in groups of three or four. You have a very large budget to launch a product of your choice in your country. How would you launch the product?

V. Listening Comprehension

1. Four people were asked the question 'What is the best thing you have ever bought?' Listen and, for each speaker, note what the product is, and why they think it was a great buy.

2. James Wallman is Editor of LS:N, a lifestyle news network which follows trends and innovations in the retail and technology sectors. Listen to the first part of the interview and complete his notes for answering the question 'What makes a product great?'

- 1 It should be easy to _____.
- 2 It should solve a _____ or fulfill a _____ (example: _____).
- 3 It should be _____, _____ and make your life _____ and make things _____.

3. Listen to part one and complete the table with words that James Wallman uses.

Noun	Adjective
intuition	
simplicity	
obviousness	
essence	
function	
help	

4. Complete these sentences with adjectives from Exercise 3 above, choosing the correct alternative. (The numbers in brackets refer to those in the table above).

- 1 It's not very pretty, but it really works - it's just very _____ (3 or 5)
- 2 You can just start using it. You don't have to spend hours reading the manual - it's very _____ (1 or 6)
- 3 It's so _____ to use - just push the button. (2 or 4)
- 4 It's like having another pair of hands - it's so _____ in the kitchen. (1 or 6)
- 5 When you see it, it's _____ how to use it. (2 or 3)
- 6 Every home should have one - it's _____ (4 or 6)

5. James was asked which product of recent years has been the most exciting. Listen to the second part and correct the three mistakes in this summary of what he says.

It's the Testa Roadster. This is the new gas vehicle which goes from 0 to 60 mph in 34 seconds. I drove one from Paris to Cannes, and it was very exciting. The response from the accelerator is instant.

6. Listen to the third part and answer these questions.

- 1 What product does James expect to see in the near future?
- 2 What does he sometimes not like about driving?
- 3 Where does he not like driving?
- 4 Which companies are mentioned?
- 5 What is the comparison with the 747 plane?

7. Complete the answers to these questions with appropriate forms of expressions from parts two and three.

- 1 Is the Testa petrol-driven? - No, it's e_____.
- 2 Is there a delay when you press the accelerator? - No, there is no l_____.
The response is a_____ i_____.
- 3 Do you have to press the brake for the car to slow down? - No, you just r_____ your foot from the accelerator.
- 4 Does James Wallman like driving in cities? - No, he says it can be b_____.
- 5 Have companies already invested in driverless cars? - Yes, he mentions three companies that have already p_____ m_____ into this.

6 Are some cars already driverless? - No, but some cars are s_____ from being completely controlled by the driver to being partly controlled by computer.

7 What will driverless cars allow you to do? - In the future, you will be able h_____ o_____ control of your car so the computer does all the driving.

8. Listen to the final part and complete this information about James Wallman.

his favourite product	
the colour of this product	
his job	
what he is writing	
uses Skype to talk to friends in which places?	

9. Listen to the final part again and complete these extracts.

It connects me to 1) _____ because obviously I have 2) _____ at home. When I go to a 3) _____ I have Wi-Fi, I take it with me when I go on 4) _____ and I go to places that have Wi-Fi. So for me, my 5) _____ and its connection to the 6) _____ and its connection to 7) _____ around the world, makes it invaluable and makes my life more 8) _____ and more 9) _____.

10. Correct the mistake in each of these sentences, using forms from part four.

- 1 The new iPad is really attractive - it looks well.
- 2 I'm writer and I need a computer for work - the iPad is ideal.
- 3 I read a lot - at the moment I read a novel by Paulo Coelho.
- 4 Every time I go to a Wi-Fi cafe, it link me to e-mail.
- 5 I'm in constance contact with my friends around the world.
- 6 My iPad gives me access to a wealthy of information on the Internet.
- 7 It makes my life more connected and more funny.

VII. Skills "Presenting a product"

1. Listen to a sales manager presenting a product to some buyers. Which of these adjectives does she use?

attractive elegant energy-saving fashionable flexible high-quality
 popular practical reliable robust sturdy stylish user-friendly
 versatile well-designed

2. Listen again to the presentation. How does the sales manager describe the product? Complete these words and phrases with between one and three words in each gap.

1. It has several special _____.
2. As you can see, it's stylish, _____ and elegant.

3. It's made of _____ and is very sturdy.
4. It weighs approximately 12 kilos, but it's very strong and _____.
5. What about its main _____?
6. Well, it's very _____ in terms of power and exceptionally quiet ...
7. Now, a word or two about its _____ for the user.
8. And because the machine's so _____, it can make cubes of different sizes.
9. It's fairly _____ compared with other models. The _____ is around €320.
10. It comes with a full five-year _____ on parts and labour.

3. Work in small groups.

1. Think of an innovative new product you would like to launch. Prepare a short presentation about the product. Consider its main features and benefits for the user. Use the headings in the Useful language box below to help you structure your talk.
2. Form new groups and present your products to each other. Answer any questions that you are asked about them.

Useful language

<p>INTRODUCING THE PRODUCT</p> <p>This is our new product.</p> <p>I'm going to tell you about our new product.</p>	<p>STATING THE PRODUCT'S USES</p> <p>It's ideal for travelling.</p> <p>It's designed to be used with any type of material.</p> <p>It's for people who like giving parties.</p> <p>It's perfect for making different sizes of ice cubes.</p>	<p>REFERRING TO BENEFITS</p> <p>It saves people time/money.</p> <p>It's easy to use.</p> <p>It makes the user look good/professional.</p>
<p>DESCRIBING THE PRODUCT</p> <p>Let me tell you about its special features.</p> <p>It's made of leather /wood/steel/ aluminium.</p> <p>It weighs approximately 16 kilos.</p> <p>Its dimensions in centimetres/metres are: high wide deep.</p> <p>It comes in a wide range of colours.</p>	<p>LISTING SELLING POINTS</p> <p>What about its main selling points?</p> <p>It has several special features.</p> <p>It has a unique design.</p> <p>It's economical/quiet/energy-saving.</p> <p>It's great value for money.</p>	<p>INVITING QUESTIONS</p> <p>Does anyone have any questions?</p> <p>Would anyone like to ask a question?</p> <p>Any questions?</p>

VII. Self-directed work

Reading 1

Read this article from the Financial Times by Andrew Jack and answer the questions.

Before you read

Do universities work with companies in your country to develop new products? If so, give some examples (perhaps by doing some research on the Internet). If not, give some reasons why.

GSK looks to universities for new drugs

By Andrew Jack

Glaxo Smith Kiine aims to start working this year with university superstar researchers" in long-term partnerships to help develop medicines more effectively and cheaply. The aim is to work closely with leading medical researchers over a

decade, all the way to the launch of a new drug. This will allow GSK to use its knowledge while providing the university researchers with investment that will be more than paid back if a new drug is successful.

While big drug companies have often licensed ideas from universities and then take full control, GSK wants instead to continue working with leading medical researchers who prefer to remain in their current jobs rather than become employees of a biotechnology company.

Patrick Vallance, senior vice president for drug discovery and development at GSK, said: "We want partnerships that allow university researchers to work all the way through to the end of the project, getting a big reward if a medicine is launched." The move comes as the UK pharmaceutical group cuts back on expensive but unproductive in-house research and attempts to change from investment in their own research centres towards partnerships with outside developers.

GSK has recently signed a contract with Professor Mark Pepys, head of medicine at the Royal Free and University College Medical School in London, designed to develop a treatment for a rare form of heart disease. Mr Vallance said he planned to sign 10 such deals this year. Under the agreement, Prof Pepys' company Pentraxin Therapeutics receives a small upfront fee allowing GSK to gain an exclusive licence for his experimental drug when it is launched. "It's a wonderful idea," said Prof Pepys. "This new partnership with GSK is very exciting."

Exercises

1. Look through the whole article. Is it about finding new drugs in:

- a) the Amazon jungle?
- b) university laboratories?
- c) drug companies' laboratories?

2. Look through the whole article and find the names of:

- a) a pharmaceutical company.
- b) someone who works for it.
- c) his job title.
- d) a university researcher.
- e) his job title.
- f) the university department that he works for.
- g) a company that he has started.

3. Find words in paragraph 1 that mean the following.

- a) a noun for someone who is very famous in their profession s_____
- b) an adjective that means 'over a long time' l_____ - t_____
- c) a plural noun for people working together p_____
- d) an adverb to say that something is done in a good way e_____
- e) an adverb to say that something is done without spending a lot of money c_____

- f) an adverb to describe the way that people work together c_____
- g) a noun for the time when a new product is sold for the first time l_____
- h) a noun for a period of 10 years d_____
- i) a word ending in -ing that means 'giving' p_____
- j) an adjective to say that the result of something is good s_____

4. Read paragraph 2 and decide if these statements about expressions are true or false.

If ...

- a) a company licenses ideas from a university, it pays the university to use them.
- b) you take full control of something, you share control with others.
- c) you prefer x rather than y, you like y more.
- d) you get a reward for something, you get money, etc. for the work that you did on it.
- e) a company cuts back spending on something, it increases the amount that it spends.
- f) work is unproductive, it gets good results.
- g) you attempt to do something, you try to do it.

5. Complete the table with words from the text, in the form they are used in the article.

Verb	Noun
Control	
Discover	
Develop	
Treat	
	Plan
Agree	
License	

6. Now match the nouns in Exercise 5 to their meanings.

- a) a way of curing a disease
- b) when you pay for the right to use someone's ideas in a product
- c) when two or more people decide to work together on something
- d) the power to make someone or something do what you want
- e) a series of actions, etc. to achieve a result
- f) making or improving something
- g) finding something new

Over to you 1

Should the purpose of universities be more for a) teaching, b) pure research, or c) research to develop new products? Give your reasons.

Over to you 2

Which possible new products could these university departments be involved with developing?

- Engineering
- Chemistry
- Linguistics

Reading 2

Read this article from the Financial Times by Sarah Murray and answer the questions.

Before you read

Returns are products that are sent back to the manufacturer or supplier because they don't work or because customers have changed their minds. How often do you return products a) to shops and b) to online retailers? Is it easy to do this?

Hidden beauty of the "uglies"

With computers, transport managers can pack a truck so that only the minimum of space is left empty. They can work out exactly how to fill the vehicle with goods ready for market. But what about transporting the "uglies" - the boxes of different shapes and sizes containing broken and unwanted products - back to the manufacturer?

Martin Patten, manager of the technology programme for Europe at Cisco Systems, the computer equipment supplier, says, "You can't use space on trucks in the best way for returns because people might use different wrapping or put things in bigger boxes." Worse, products usually need to be collected from all sorts of different places. As a result, it can cost four times as much to take something back as to send it out.

One factor behind increasing return rates is the growth in online retailing. "With online shopping there's an attitude of 'I'll buy it and, if I don't like it, I'll send it back'," says Jonathan Wright, a senior executive in Accenture's global supply chain consultancy. "With Internet sales, up to one in five products gets sent back, which is huge."

"Moreover, if that process is inconvenient, shoppers can go to other online retailers for their purchases. "If returning products is not customer-friendly, it's going to hurt the retailer's business," says Scott Harkins, vice-president of product marketing at FedEx.

However, an even bigger challenge is on the way. European Union law now requires manufacturers and importers of electronic goods to collect and so recycle them at the end of their lives. "The transport of goods after the sale of the product is now as important as it is before the sale, and that's a huge change," says Mr Wright.

Exercises

1. Look at the headline and look quickly through the whole article. What are 'uglies'? Why do they have this name?

2. Complete these statements with expressions from paragraphs 1 and 2.

- a) If you p_____ a truck, you put goods on to it.
- b) If you calculate how to do something, you w_____ o _____ how to do it.
- c) In speaking and writing, you can introduce a new idea with 'w_____ a _____'.
- d) Products that are sent back to the supplier or manufacturer are called r_____.
- e) Material used to protect and contain a product is its w_____.
- f) If you take something from a particular place, you c _____ it from there.
- g) If companies transport goods for delivery, they s_____ them o_____.

3. Read paragraphs 3 and 4 and decide if these statements are true or false.

- a) Customers are sending more products back because of poor quality.
- b) People shopping online buy things knowing that they can always send them back.
- c) The percentage of goods bought online and returned is not very big.
- d) Sending things back is always easy, so there is no competition between online retailers on this.

4. Choose the alternative with the closest meaning to the expression in italic.

- 1) *Moreover*, if that process is inconvenient, ...
 - a) But
 - b) Then
 - c) In addition
- 2) ... shoppers can go to other online retailers for *their purchases*.
 - a) the things that they buy
 - b) the things that they sell
 - c) the things that they return
- 3) "If returning products is not *customer-friendly* ...
 - a) easy for customers to use
 - b) hard for customers to use
 - c) difficult for customers to use
- 4) ... it's going to *hurt* the retailer's business," says Scott Harkins, vice-president of product marketing at FedEx.
 - a) help
 - b) support
 - c) damage
- 5) *However*, an even bigger challenge is on the way.
 - a) And
 - b) But
 - c) Although

6) European Union law now *requires* manufacturers and importers of electronic goods to collect and recycle them at the end of their lives.

- a) forces
- b) needs
- c) allows

7) "The transport of goods after the sale of the product is now as important as it is before *the sale*, and that's a huge change," says Mr Wright.

- a) they sell
- b) they are sold
- c) they are selling

5. Look through the whole article again. Which two of these things are not specifically mentioned in relation to returning goods?

- a) The cost of fuel for trucks.
- b) The difficulty of packing returned goods on trucks.
- c) Returning goods bought online.
- d) The difficulty of arranging a convenient time to collect things.
- e) New EU rules on recycling.

Over to you 1

With Internet sales, up to one in five products gets sent back, which is huge. Does this figure surprise you? Why? / Why not?

Over to you 2

Online shopping for clothes has grown very quickly in recent years. Will this growth continue, or will there be a natural limit to it? Think, for example, about:

- the difficulty of choosing the right clothes.
- problems in returning them when they are not suitable or the wrong size.

Reading 3

Materials and suppliers

Dryden makes vacuum cleaners. It takes raw materials like steel and plastic and makes some of the components or parts used in its products. Other components are made by other companies.

Materials and parts are just some of the inputs. The others are labour (workers and managers) and capital (money). Knowledge is also important because Dryden is a leader in vacuum technology.

Vacuum cleaners that are being made are work-in-progress. At any one time, Dryden has goods worth millions of dollars in its factories and warehouses: the products that have been made - its finished goods - and materials and components.

Quantities of raw materials, components, work-in-progress and finished goods in a particular place are stocks.

Dryden receives materials and components from about 20 companies, its suppliers or partners. The company is doing more subcontracting: using outside

suppliers to provide components and services. In other words, it is outsourcing more, using outside suppliers for goods or services that were previously supplied in-house: within the company.

Of course, it costs money to keep components and goods in stock: stocks have to be financed (paid for), stored (perhaps in special buildings: warehouses) and handled (moved from one place to another). So Dryden is asking its suppliers to provide components just-in-time, as and when they are needed. This is part of lean production or lean manufacturing, making things efficiently: doing things as quickly and cheaply as possible, without waste.

Exercises

1. Match the sentence beginnings (1-4) with the correct endings (a-d). The sentences all contain words from the text.

1 Computer manufacturer XL is cutting back on in-	a) contractors' maintenance work is worrying train operating companies
2 The poor standard of some sub	b) suppliers are causing delays in production, the Azco group claims.
3 Retail giant Sharks Ltd have decided to out	c) house production work in a bid to reduce costs and increase efficiency.
4 Late deliveries from outside	d) source canteen and cleaning services, to focus better on its buying and selling activities.

2. Replace the words in brackets with the correct forms of words from the text.

- 1) Let's get the materials in (only when we need them) to keep costs down.
- 2) It's difficult to find the right (special buildings) to put our finished goods in.
- 3) You'll have to decide well in advance how to pay (for all this).
- 4) It's very important that we (keep) these components at the right temperature.
- 5) There must be a (quicker and cheaper) method than this!
- 6) They want to introduce a system of (making things efficiently).

Over to you

What are the advantages and disadvantages of:

- outsourcing?
- using outside suppliers?
- asking for components 'just in time'?
- lean production?

Reading 4

Product and service types

Raw materials - such as cotton, gold and oil - are used to make, or manufacture, other products. A group of related products made and marketed by a manufacturer is a product line. There is usually a logical grouping of products - for example, Faber-Castell produce writing instruments, both high quality pencils for

children and adults, and also high quality pens. A product type is a group of products offered by different companies which are technically similar. However, there will be variations in terms of price, appearance and marketing. A good example is cosmetics and make-up. A product class is a group of products that may be considered as substitutes for one another. H&M and Zara clothes are in the same class. Christian Dior is the same product type but not in the same class.

Types of products or goods:

Convenience / fast moving consumer / consumer packaged goods	products with a high turnover and relatively low price, such as table salt or shampoo
White goods	major household electrical goods which are usually white, such as freezers, washing machines and dishwashers
Brown goods	major household electrical goods that are not usually white, such as camcorders, televisions and DVD players
Perishable goods	goods that have a limited shelf life and must be consumed relatively quickly, such as fresh fruit, fresh meat and eggs
Durable / hard goods	goods that last for a long time - they cannot be easily worn out or used up, such as cars, furniture and white goods
Nondurable / soft goods	goods that are used up or last for less than three years - for example, perishable goods, consumable supplies such as CD ROMs, or ink for a printer
Green products	products that are not harmful for the environment
Generic products	products sold without a brand name, usually in a supermarket or in a pharmacy as alternatives to brand name drugs
Healthcare products	products that are beneficial for your health and well-being - for example, vitamins and plasters

Types of service

A service is a non-material good, provided by a company or an individual.

Common service types, are:

- childcare (childminders, kindergartens);
- financial (banking, real estate);
- consulting (business and financial advisors);
- risk management (insurance and security);
- cleaning and maintenance (office cleaners, gardeners);
- education and training (private schools, adult colleges);
- healthcare (doctors, hospitals);
- hairdressing (small salons and large groups);

- telecommunications (mobile phones, fixed lines);
- entertainment (cinemas, theatres);
- tourism (hotels, airlines);
- marketing and advertising (consultancies and agencies).

Exercises

1. Complete the magazine article. Look at the text to help you.

Artificial diamonds may outsparkle genuine articles

Diamonds, one of the world’s most beautiful and sought-after 1) _____ are now facing stiff competition from artificial gems.

Apollo Diamonds, based in Boston, and Florida-based Genesis both 2) _____ artificial diamonds with equipment that replicates the high pressure and temperatures found within the earth. This new 3) _____ is attracting interest from jewellers and 4) _____ of semi-conductors.

De Beers Diamond Trading Company denies claims that the artificial diamonds are in the same 5) _____ as natural diamonds. Natural gems ‘have a mystique and an emotional value to them with which synthetics can never compete’, said Gareth Penny, of De Beers.


2. Make word combinations with *goods* and *products* using words from the box. One word can be used twice. Then match the word combinations with the pictures (1-7) below.


brown convenience hard healthcare nondurable perishable white


.....


goods

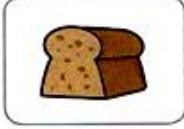
products


1 


3 

5 

7 

2 

4 

6 

Unit 8 New business

‘Three components make an entrepreneur: the person, the idea and the resources to make it happen’

Anita Roddick, British founder of the Body Shop

I. Topical Vocabulary

1	balance of trade	торгівельний баланс
2	exchange rate	курс валют
3	foreign investment	іноземні інвестиції; інвестиції за кордоном; капіталовкладення за кордоном
4	government bureaucracy	урядова бюрократія
5	inflation rate	темпи інфляції
6	interest rate	відсоткова ставка
7	labour force	робоча сила; працівники; кадри
8	tax incentives	податкові пільги
9	foreign debt	зовнішній борг; зовнішня заборгованість
10	public expenditure	суспільно-державні витрати, витрати на державні нужди
11	recession	спад, зниження (цін, попиту, виробництва тощо)
12	subsidy	грошове асигнування, субсидія, дотація
13	trade deficit	торговий дефіцит
14	trade surplus	активний торговельний баланс
15	taxes	податки
16	transport links	транспортний канал
17	cheap rents	низька квартплата
18	strong currency	стабільна валюта
19	government grants	державна дотація; державна субвенція; грант; урядова субсидія
20	easy access to credit	легкий доступ до кредитів
21	mining	гірнична справа; гірнична промисловість
22	consumer prices	споживчі ціни
23	public spending	державні витрати
24	consumer spending	витрати споживачів
25	founder	засновник, фундатор
26	reduction	зниження; зменшення, скорочення
27	fractions	дроби

28	decimals	десяткові дроби
29	percentages	відсотки
30	minimum wage	мінімальна заробітна платня

II. Starting up

1. Discuss these questions.

1. Would you like to start your own business? Why? / Why not?
2. What conditions are important for people starting new businesses? Choose the three most important from this list. Can you think of any others?
 - low taxes
 - low interest rates
 - a strong currency
 - a stable political situation
 - good transport links
 - high unemployment
 - a healthy economy
 - skilled staff
 - cheap rents
 - government grants
 - easy access to credit
 - training courses

2. 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 ones?

- post office
- railways
- television
- water
- energy
- telecoms
- cars
- banks
- newspapers
- airlines
- roads
- mining

3. Many companies in the UK have been privatised. What are the trends in your country? Talk about the business sectors in Exercise 2.

III. Vocabulary and Speech Exercises

1. Match the economic terms (1-10) to their definitions (a-j).

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

2. Try to complete this economic profile without looking back at the terms in Exercise 1.

The economy is stable following the problems of the past two years. By following a tight monetary policy, the government has reduced the 1) i_____ r_____ to 2%. For borrowers, after going up dramatically, the 2) i_____ r_____ is now down to 8%. The last six months have seen a slight improvement in the 3) e_____ r_____ against the dollar.

For the country as a whole, the 4) G_____ has grown by 0.15%. Exports are increasing, and the 5) b_____ of t_____ is starting to took much healthier.

In terms of jobs, the 6) u_____ r_____ continues to be a problem, as it is still 16%. In order to stimulate the economy and attract 7) f_____ i_____ from abroad, the government is offering new 8) t_____ i_____, as well as making a renewed effort to reduce 9) g_____ b_____ and red tape. Finally, a large skilled 10) l_____ f_____ means there could be attractive investment opportunities over the next five years.

3. Think about some of the economic terms you looked at above in relation to your own country. Which do you think are going up / going down / staying about the same? Also consider the following:

- consumer prices (the price of things in the shops)
- public spending (the money the government spends)
- consumer spending (the money people spend)

4. What do you think are the biggest economic problems in your country at the moment? What do you think the government's priorities should be? Talk to a partner about your ideas.

5. Write a short paragraph about the economic profile of your country.

6. Complete each sentence with an appropriate economic term from the box.

balance of trade	exchange rate	foreign investment	tax incentives
government bureaucracy	gross domestic product (GDP)		
inflation rate	interest rate	labour force	unemployment rate

- 1) If you plan to borrow money, you will want to know the _____.
- 2) In countries where the _____ is high, young people tend to study more.
- 3) How many yen to the euro? Do you know the _____, by any chance?
- 4) According to a recent survey, 12 per cent of the _____ are earning less than the minimum wage.
- 5) So many forms to fill in just to import one photocopier! Nobody needs all this _____.
- 6) The higher the _____ of a country, the richer its people are.
- 7) When the value of a country's exports is greater than the value of its imports, we say that the _____ is 'favourable'.

- 8) Prices increased again last month so the _____ rose to 5.3 per cent.
- 9) Less government bureaucracy will encourage _____.
- 10) The government is offering attractive _____ to encourage foreign investment.

7. Match the economic terms (1-6) to their definitions (a-f).

1) foreign debt	a) the total amount of money spent by a government on schools, roads, the army, etc.
2) public expenditure	b) money that a country owes to lenders abroad
3) recession	c) situation when a country sells more goods to other countries than it buys from other countries
4) subsidies	d) situation when a country pays more money for imports than it gets from exports
5) trade deficit	e) money that a government pays to make something cheaper to buy
6) trade surplus	f) a period when trade and business activity decreases

8. Complete the sentences with economic terms from exercise 7.

- 1) To help farmers, the EU has given out millions of euros in agricultural _____.
- 2) The country was able to repay some of its loans from abroad and so reduce its _____.
- 3 Industrial production is still decreasing. It seems that the country is heading for a _____.

IV. Reading Comprehension

1. Which new business has impressed you most in the last six years? Why did it impress you?

2. Work in pairs. Student A, read Article A. Student B, read Article B. Make notes in this chart.

	Article A	Article B
name of new business		
name of founder		
age of founder		
age of business at time of writing		
location of new business (city and country)		

number of employees		
what the new business is/does		

Article A

Internet whiz-kid's discount idea makes billions in two years

by Jonathan Birchall

Andrew Mason studied music at university, where he dreamt about making his riches as a rock star. Instead, the 29-year-old decided to set up an Internet business that offers discounts on everything from restaurant meals to hair transplants and yoga classes. The big idea is about to turn him into the latest web billionaire.

Google is preparing to buy Groupon, his two-year-old company, for \$5.3 billion, according to reports. The proposed deal will put Mr Mason in a group of young Internet billionaires including Mark Zuckerberg of Facebook and the Google founders, Larry Page and Sergey Brin.

The site offers vouchers named "Groupons" that can be spent at participating retailers. Every user gets a discount offer based on his or her location and profile, but these huge discounts expire unless enough people sign up. The trend, described as "social buying", has spread rapidly across the Web, and Groupon was described by Forbes as "the world's fastest-growing company".

Its explosive growth and healthy profits have convinced Google to dig into its deep pockets. It is believed to have started its bidding at \$3 billion, a price that has been steadily rising over the past few weeks.

Mr Mason appears to be a man who knows his worth. In April, it was reported that he turned down a \$2 billion offer from Yahoo, because the valuation was too low.

Groupon employs about 1.000 people, mostly based in Mr Mason's home town of Chicago. It is active in more than 80 countries and is growing at the rate of 10 per cent a week by adding new users through Facebook and Twitter.

Article B

Help with exports

by Peter Marsh

Scattered around the world are many thousands of "micro-manufacturers" of craft items such as jewellery and handbags, often offering high standards of design and quality. Most, however, have little idea of how to sell their products in international markets.

At the same time, retail outlets are eager to get their hands on products that look new and different - but find it difficult to discover them.

Just over a year ago. Sandra Felsenstein, a 27-year-old former industrial engineer, decided to start a business that would try to link these two groups. Her approach was to find a series of high-quality manufacturers in her native Argentina - a country with a good reputation for design, yet poor connections to the rest of the craft trade worldwide - and link them with shops and distribution companies elsewhere.

Dinka, the four-person company she founded in Buenos Aires, is now showing signs of success. Ms Felsenstein has organised links with 30 Argentinian companies that have agreed to let Dinka promote their goods in export markets. Under these deals, Dinka will find buyers for their products and handle shipments and customs formalities in exchange for a proportion of sales revenues.

She has laid the foundations, too, for establishing a network of retail outlets in other countries, arranging connections with retailers in Chile, Peru and Ecuador as a first step, while signing up a distributor in Austin, Texas, that she hopes will help them enter the potentially large US market.

Ms Felsenstein says she is also "exploring several opportunities" for finding retailers in Europe - particularly in Spain, Italy, Germany and Switzerland - where she thinks sizeable sales could be established for Argentinian-made goods.

3. Note down two other interesting pieces of information about your article.

4. Give your partner an oral summary of your article, then take notes as you listen to your partner's summary.

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

1. What kind of business would it be?
2. Which country and city would you like to locate your new business in? Think of the factors mentioned in Starting up, Exercise 1.
3. What do you already have as a group? Think about skills, experience and contacts.
4. What other strengths do you have? What about your gaps?
5. What difficulties do you think you may face? How will you overcome them?

V. Listening Comprehension

New business

1. Abdirashid Duale is the Chief Executive Officer of Dahabshiil, a global money-transfer company. Listen to the first part of the interview and answer these questions.

1. How many countries does the company transfer money to?
2. Dahabshiil helps four types of people or organisations. What are they?

2. Listen to the second part and complete these notes.

All successful new businesses have to:

- have a 1) _____
- have a 2) _____
- know how they are going to 3) _____ that vision
- motivate their 4) _____
- keep their customers 5) _____
- maintain their 6) _____ with their customers
- make sure that the customers are happy with their 7) _____

- manage the difference between their income and their 8) _____

3. Listen to parts one and two and match the verbs with the expressions that follow them.

- | | |
|------------|--------------------|
| 1 transfer | that vision |
| 2 send | their staff |
| 3 have | money |
| 4 reach | a vision |
| 5 motivate | money |
| 6 maintain | more profit |
| 7 make | their relationship |

4. Complete these statements with appropriate forms of expressions from part two.

- 1) If you have an idea about what something will be like in the future, you have a _____.
- 2) If your customers are _____, they keep coming back to you.
- 3) _____ is the money you make from sales.
- 4) A customer's _____ are what he or she needs.
- 5) Satisfied customers are _____ customers.
- 6) A company's costs are its _____.
- 7) A _____ company is one that has gone out of business.

5. Susan Barratt, the CEO of Nature's Way Foods, talks about the advice she would give to anyone starting their own business. Listen and complete this extract from the audio script.

I hope they've got lots of 1) _____. I think it is difficult and quite hard 2) _____, and needs a significant level of commitment. I think it's really, really important to make sure you understand the 3) _____ and who your customers are going to be. And how you differentiate yourself, or make yourself different, from any of your 4) _____ in that marketplace.

People will only go to you and buy your 5) _____ or your service if they feel it is added 6) _____ over and above what they can get elsewhere, or something they can't get elsewhere.

So, for me, understanding the market and the 7) _____ is absolutely critical to the success of the business. The other key thing is that you've got sufficient 8) _____.

6. Listen to part three. Match the things that Susan Barratt mentions (1-6) with the quotations (a-f) from someone starting their own company.

1 energy	a) 'I'm not going to give up easily.'
2 commitment	b) 'I never feel tired.'
3 making yourself different	c) 'We've carried out a big market survey.'

- 2. a) Profits increase: \$1.8 billion / \$1.8 million
- b) Sales increase: 80% / 18%
- 3. a) job losses: 1/3 / 1/4
- b) Workforce reduction: 15,000 / 5,000
- 4. a) Interest rate reduction: 0,5% / 1,5%
- b) Economic growth: 2,8% / 1,8%

4. Work in pairs. You work for a marketing department, which is launching a new range of mobile phones in an overseas market. You are gathering statistical information.

- 1. Ask each other questions to complete your charts.
- 2. Discuss which are the best markets to launch the new range of phones in.

Student A

Ask and answer questions to complete the information in these charts.

EXAMPLE: A: *What's the population of Tokyo?*
B: *Thirty-six point seven million OR Thirty-six million, seven hundred thousand.*

Biggest cities (population in millions)			% of households with Internet (2008)		Oldest populations (% aged over 60)		Cars per 1,000 people				
1	Tokyo, Japan	.....	1	South Korea	94.3	1	Japan	.....	1	Iceland	.....
2	Delhi, India	22.1	2	Iceland	87.7	2	Italy	26.7	2	Luxembourg	664
3	São Paulo, Brazil	.....	3	Netherlands	.....	3	Germany	.....	3	New Zealand	656
4	Mumbai, India	20.0	4	Sweden	.....	4	Sweden	25.0	4	Italy	.....
5	Mexico City, Mexico	19.5	5	Norway	.....	5	Finland	24.7	5	Brunei	608
6	New York, US	.....	6	Denmark	81.9	6	Bulgaria	.....	6	Malta	.....

All figures taken from *The Economist: Pocket world in figures*, 2011 edition (Profile 2010)

Student B

Ask and answer questions to complete the information in these charts.

EXAMPLE: B: *What's the population of Delhi?*
A: *Twenty-two point one million OR Twenty-two million, one hundred thousand.*

Biggest cities (population in millions)			% of households with Internet (2008)		Oldest populations (% aged over 60)		Cars per 1,000 people				
1	Tokyo, Japan	36.7	1	South Korea	.....	1	Japan	30.5	1	Iceland	669
2	Delhi, India	.....	2	Iceland	.....	2	Italy	.....	2	Luxembourg	.....
3	São Paulo, Brazil	20.3	3	Netherlands	86.1	3	Germany	26.0	3	New Zealand	.....
4	Mumbai, India	.....	4	Sweden	84.4	4	Sweden	.....	4	Italy	609
5	Mexico City, Mexico	.....	5	Norway	84.0	5	Finland	.....	5	Brunei	.....
6	New York, US	19.4	6	Denmark	.....	6	Bulgaria	24.5	6	Malta	559

All figures taken from *The Economist: Pocket world in figures*, 2011 edition (Profile 2010)

Useful language

<p>SAYING LARGE NUMBERS</p> <p>912,757,250 =</p> <p>912 = nine hundred and twelve million,</p> <p>757 = seven hundred and fifty-seven thousand,</p> <p>250 = two hundred and fifty</p> <p>FRACTIONS</p> <p>$\frac{5}{7}$ = five-sevenths $\frac{2}{5}$ = two-fifths</p> <p>$\frac{1}{2}$ = a half $\frac{1}{4}$ = a quarter</p>	<p>BRITISH AND AMERICAN ENGLISH DIFFERENCES</p> <p>320 = three hundred and twenty (BrE) three hundred twenty (AmE)</p> <p>0 = nought/oh (BrE) / zero (AmE)</p> <p>DECIMALS</p> <p>1.25 = one point two five</p> <p>0.754 = nought point seven five four (BrE) zero point seven five four (AmE) point seven five four (BrE/AmE)</p>	<p>PERCENTAGES</p> <p>65% = sixty-five per cent</p> <p>CURRENCIES</p> <p>£3,000,000 = three million pounds</p> <p>€16,000 = sixteen thousand euros</p>
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VII. Self-directed work

Reading 1

Read this article from the Financial Times by Tim Bradshaw and answer the questions.

Before you read

When you use the Internet, do you sometimes look for new websites, or do you always look at the ones you already know? Describe your Internet 'behaviour'.

Web start-ups buy more TV advertising

By Tim Bradshaw

More and more, small Internet start-ups are advertising on television, often within months of their launch. In the late 1990s, many of the Internet's biggest brands - such as Google, Skype and Amazon - were built through word-of mouth, without paying for offline ads. Today Google is advertising on TV and billboards, and investors are encouraging more of their start-up companies to take advantage of television.

Index Ventures invests in Internet start-ups. Saul Klein, a partner at Index, says: "Once you have a clear sense of how much it costs you to get a customer and the total lifetime value of that customer, you should start experimenting with as many different marketing channels as possible. "Recent e-commerce companies appearing on UK TV include Spotify, the digital music service; Lovefilm, the DVD-rental and online-video service; Glasses Direct, which sells spectacles; Wonga, a loan provider; and Just-Eat, which let`s people order from local fast food takeaways online.

Such companies started off by advertising on Google's search ads, which allow an exact analysis of how much each ad cost and how much the visitor who saw the ad went on to spend. But search ads are most useful when people know what they are looking for - so for companies trying to build awareness for a new kind of online service, TV ads can be more useful.

"Our goal on TV is to educate people that there is an alternative to the high street," says Kevin Corn its, chief executive of Glasses Direct. "Anyone can do an ad

online, but people trust TV." Mat Braddy, marketing chief at Just-Eat, buys TV advertising to target younger people in early evenings and at weekends. "If you're clever about it, you can advertise at the times of day when people make the decision to eat," he says.

Exercises

1. Look through the whole article and find the names of:

- three 'old' Internet companies.
- a company that invests in Internet start-up companies.
- someone who works for the investment company in b).
- five new Internet companies.
- people who work for two of these companies.

2. Find three forms of advertising in paragraph 1.

3. Complete these expressions with the correct prepositions.

- invest __ a start-up
- experiment __ __ __ different things
- appear __ TV
- order something __ __ __ somewhere
- start off __ doing something

4. Find expressions in paragraphs 2 and 3 that mean the following.

- the total amount that a customer buys from a company

t _ _ _ _ l _ _ _ _ _ v _ _ _ _

- different ways of advertising

m _ _ _ _ _ c _ _ _ _ _

- glasses (to see with)

s _ _ _ _ _

- a type of bank

l _ _ _ p _ _ _ _ _

- ready meals you buy somewhere and eat elsewhere

t _ _ _ _ _

- examination

a _ _ _ _ _

- knowing about something

a _ _ _ _ _

5. Correct these statements about the expressions in *italics* as they are used in the article.

- A *goal* is only something that happens in football.
- If you *educate* people, this always happens in schools.
- If you have an *alternative*, you have no choice.
- The high street* is in the same place as a shopping mall.

- e) If you *do* an ad online, you read an ad on the Internet.
- f) If advertisers *target* particular people, they do not want to reach them and communicate with them.

6. Choose the best summary of the whole article.

- a) Internet advertising will replace TV advertising in the long run.
- b) TV advertising can be used to get people to look at particular websites.
- c) TV advertising is only useful to get people to order takeaway food online.

Over to you 1

'People trust TV advertising.' Is this true in your country? Why? / Why not?

Over to you 2

Would you use the Internet to buy any of the products / services sold by the companies in Exercise 1, question d) above? Why? / Why not?

Reading 2

Read this article from the Financial Times by Luke Johnson and answer the questions.

Before you read

An entrepreneur is someone who starts a new business, or a series of new businesses. Are you / Could you be an entrepreneur? Why? / Why not?

Rules of the game have been rewritten

By Luke Johnson

Entrepreneurs of the 21st century are different. The world of business has changed a lot since I entered it in the 1980s, and the rules of the game have been totally rewritten. An important factor has been the influence of the Internet. Many start-ups are now online companies or use the Internet in some way. A 26-year-old such as Mark Zuckerberg can create a community of 500 million users with Facebook - employing just 1,000 staff. Facebook is also an example of how investors are willing - sometimes - to back projects that have almost no sales revenues, believing that a profitable business model will come later, as it did with Google.

Every young company now uses social networking as one of its marketing tools. An understanding of how to use Facebook, Twitter, Foursquare and the rest is important for the success of almost any brand targeted at the young. Each new wave of technology is accepted very quickly. Things used to evolve much more gradually in the past.

Start-ups are far more likely to be founded by graduates than they used to be. In the past six years in the UK, there has been a 46 per cent jump in the number of graduates describing themselves as self-employed. I am sure that will continue, partly because comfortable jobs are much harder to get. Of course, many more people

attend university now; yet when I left Oxford, it was seen by many as "wasting" a degree to want to create a business.

Women entrepreneurs are much more common than in the past, with almost one in three UK start-ups in 2009 founded by a woman. Now women are much more confident and ambitious in their careers, and there are plenty of role models of successful women in the workplace.

Exercises

1. Put the paragraph headings in the correct order.

- a) Women entrepreneurs
- b) The importance of social networking
- c) Graduate entrepreneurs
- d) Entrepreneurs and the Internet

2. Answer these questions about paragraph 1.

- a) When did the writer arrive in the world of business?
- b) What expression does the writer use to describe what has happened since then?
- c) What does the expression in question b) above mean?
- d) Why has this happened?
- e) Are all start-ups now Internet companies?
- f) How many people work at Facebook?
- g) Why are investors willing to put money into companies with no sales revenues?

3. Choose the alternative with the closest meaning to the expression in **italic**.

- 1) An understanding of how to use Facebook, Twitter, Foursquare and the rest is important to the success of almost any brand *targeted at* the young.
 - a) made for
 - b) made by
 - c) presented to
- 2) Each new wave of technology is accepted very quickly. Things used to *evolve* much more gradually.
 - a) stay
 - b) event
 - c) change
- 3) Start-ups are far more likely to be founded by *graduates* than they used to be.
 - a) people with degrees
 - b) people with a gradual approach to business
 - c) people with doctorates
- 4) In the past six years in the UK, there has been a 46 per cent *jump* ...
 - a) fall
 - b) decrease
 - c) increase
- 5) ... in the number of graduates describing themselves as *self-employed*.
 - a) working for a company

- b) working for themselves
 - c) working hard
- 6) I am sure that will continue, partly because comfortable jobs are much *harder* to get.
- a) more difficult
 - b) easier
 - c) better paid
- 7) Of course, many more people *attend* university now;
- a) wait for
 - b) go to
 - c) drop out of
- 8) ... yet when I left Oxford, it was seen by many as "wasting" a degree to want to *create* a business.
- a) start
 - b) manufacture
 - c) invent
- 9) Women entrepreneurs are much more *common* than in the past, with almost one in three UK start-ups in 2009 founded by a woman.
- a) ordinary
 - b) often
 - c) usual

4. Complete the table with words from paragraphs 2 and 3, in the form they are used in the article.

Verb	Noun
understand	
succeed	
	target
jump	
	waste
	creation

5. Now match the nouns in Exercise 4 to their meanings.

- a) the act of starting something
- b) the customers that something is made for
- c) when you achieve what you wanted or hoped for
- d) when you do not use something in an effective way
- e) when you know what something means, know how it works, etc.
- f) when something is more than before

6. Imagine a different headline for the article. Choose the best alternative from the following.

- a) When I was a young man, business start-ups were easier
- b) Thirty years of change in the world of entrepreneurs

c) Graduate start-ups are the way to go

Over to you 1

Is it possible nowadays to start a business that does not depend on the Internet in some way? Explain your ideas.

Over to you 2

Do you think that university graduates are 'wasting' their degree if they start a business? Give your reasons.

Reading 3

Teddy bear business

1. Biographical background

Margarete Steiff was born in 1847 in Giengen in southern Germany. Unfortunately, she contracted polio when she was a small child and as a result spent the rest of her life in a wheelchair. Although she had many operations on her legs, she never walked again. However, this didn't prevent her from having a successful business career.

2. Key moments in a career / nature of work

After leaving school, she set up a small sewing workshop in her family's home. Then, assisted by her brother she set up her own business and factory in 1877. Margarete always loved children, and so in 1880 she produced her first toy, an elephant. It was an instant commercial success. In 1902, her company produced the first 'teddy' bear with moving joints. At first, it was less popular than the elephant and sales were disappointing. However, eventually an American bought 3,000 bears at a trade fair in Leipzig. After the Steiff bear won the first prize at the World Exhibition in St Louis, everyone wanted a teddy bear. In 1904 Steiff introduced their trademark 'button in ear' and, in 1906 the teddy bear got its name: it was named after US President Theodore (Teddy) Roosevelt.

3. Charitable actions

Over the years, the Steiff Company have produced a number of limited edition charity bears. The proceeds from the sales of these bears go to support charities and good causes such as the fight against polio, and the World Wildlife Fund's (WWF) campaign to protect European brown bears.

4. Today

By 1907 1,7 million toy animals were being made a year. During her life Margarete's motto was 'Only the best is good enough for children.' Although Margarete died in 1909 at the age of 61, the Steiff Company is still going strong today. The Steiff club for teddy bear fans began in 1992 and currently has over 45,000 members. In addition to this there are Steiff galleries and teddy bear trade fairs across the world.

Exercises

1. Read the profile of Margarete Steiff, the inventor of the teddy bear, and put the events below in order.

- set up sewing workshop;
- won first prize at the World Exhibition;
- contracted polio;
- went to school;
- named a bear after a US president;
- made a toy elephant.

2. The items in the box are useful for linking sections and putting events in order. Answer the questions below about them.

then	currently	after (that)	furthermore	in the end
however	unfortunately	at the moment	in addition	

- 1) Which two items mean the same as now?
- 2) Which item means the same as eventually?
- 3) Which item is a more formal way of saying but?
- 4) Which two items are a more formal way of saying also?
- 5) Which two items tell you that something happened next?
- 6) Which item tells you that something bad happened next?

Unit 9 Planning

'People don't plan to fail. They fail to plan'
Mark McCormack, sports agent and founder of IMG

I. Topical Vocabulary

1	special occasion	особлива подія
2	wedding	весілля
3	pocket diary	щоденник
4	memory	пам'ять
5	to remind	нагадувати
6	to stick on	наклеїти
7	to estimate costs	орієнтовна вартість; кошторисна вартість; розрахункова вартість; передбачувана вартість
8	to forecast sales	передбачати товарообіг
9	to plan a meeting	планувати збори
10	to do research	проводити дослідження
11	to draw up a budget	складати бюджет
12	to overspend a budget	перевищити бюджет
13	to stick to a budget	бути прив'язаним до бюджету
14	to implement a plan	реалізовувати план, проект
15	to evaluate a plan	оцінювати план, проект
16	to stick to a plan	бути прив'язаним до плану
17	to arrange a meeting	організовувати збори
18	to cancel a meeting	скасувати збори
19	to reschedule a meeting	переносити збори
20	to submit a report	зробити доповідь
21	shedule	графік; план; програма; розклад
22	to interrupt	перебивати, переривати
23	to clarify	прояснити(ся); вносити ясність, з'ясовувати

II. Starting up

1. What do you think about when you plan these things?

1. a holiday
2. a special family occasion, for example a wedding
3. an ordinary working day/week
4. your career

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

- desk or pocket diary
- electronic organiser
- writing on your hand • memory
- asking someone (e.g. your PA) to remind you
- wall chart
- smartphone
- notes stuck on board, desk, fridge, etc.
- computer program (e.g. Google calendar, iCal)

3. 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.
4. There are some things you can't plan for.

III. Vocabulary and Speech Exercises

1. Match the verbs in the box to the nouns below (1-5). Each word partnership describes a way to plan effectively. Use a dictionary to help you if necessary.

collect consider do estimate forecast

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

2. Match the verbs in Box A to the nouns in Box B. Make as many word partnerships as you can.

A

arrange implement keep to meet prepare rearrange write
--

B

a budget a deadline a meeting a plan a report a schedule
--

3. A managing director talks about the planning of a new sales office in the United States. Complete this text with nouns from Exercises 1 and 2. One noun is used twice.

Recently, we decided to open a new sales office in New York. First, I arranged a

- 1) _____ with the finance department to discuss the project. We prepared a
- 2) _____ with details of the various costs involved. Then we collected
- 3) _____ about possible locations for the new office. We considered two

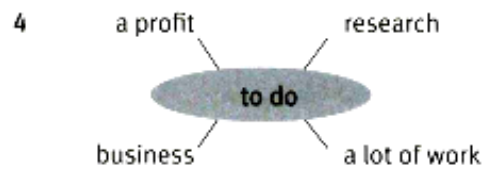
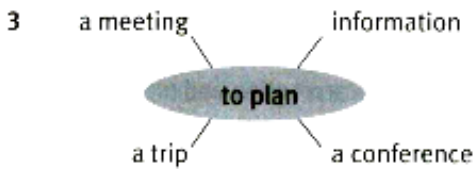
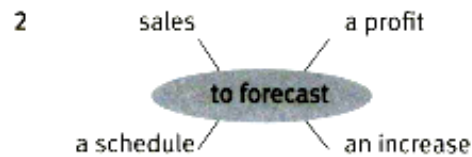
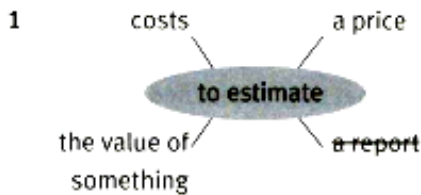
4) _____ - one in Greenwich Village and the other near Central Park. After doing some more 5) _____ I wrote a 6) _____ for the Board of Directors.

Unfortunately, we made a mistake when we estimated the 7) _____, as the exchange rate changed, so we didn't keep within our 8) _____. We overspent by almost 20 per cent. We had to rearrange the 9) _____ for moving into the building because the office wasn't redecorated in time. The Board of Directors was unhappy because we didn't meet the 10) _____ for opening the office by December 15. It finally opened in January. However, we forecast 11) _____ of at least \$1,000,000 in the first year.

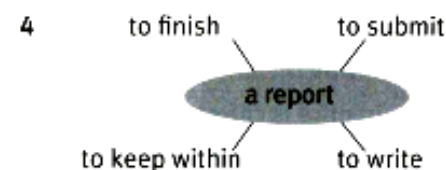
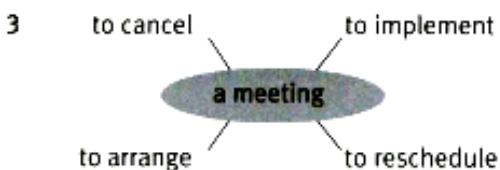
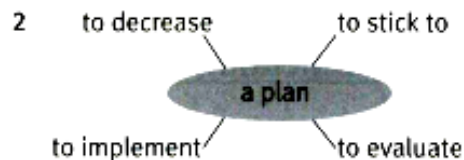
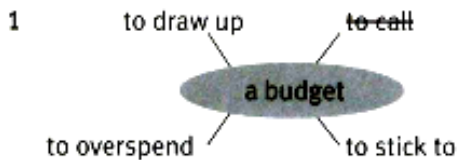
4. Choose one of these events and tell your partner how you will plan it. Try to use some of the vocabulary from Exercises 1-3 above.

1. A team-building weekend for your department/sports club
2. An event to mark your company's / organisation's 100th anniversary
3. A party to celebrate the return of a close friend after two years abroad
4. The opening of a new store

5. Cross out the noun which does not normally go with the verb in the bubble.



6. Cross out the verb which does not normally go with the verb in the bubble.



7. Complete each sentence with a word combination from exercise 5 or 6.

1. Experts _____ the _____ of the deal at 20 million euros.
2. We have to _____ the _____ for Friday because the CEO is busy all day Thursday.

- 3. My boss is angry because I haven't quite _____ my sales _____ yet and she expected it last week.
- 4. We always _____ on our products so we can prove that they are the safest on the market.
- 5. Our team managed to meet all the deadlines and to _____ the _____ that was allocated to the project.

IV. Reading Comprehension

1. Which of these would you normally find in a business plan?

- 1. business aims 3. management team 5. staff holidays
- 2. opening hours 4. financial forecast 6. assessment of the competition

2. Read the article and complete this chart.

name	job/position	company	type of company	location
Dan Scarfe				
David Hieatt				
Rajeeb Dey				
Paul Maron-Smith				

3. Read the article again and answer these questions about the four people in Exercise 2.

- 1. How many people did not write a business plan for their present companies?
- 2. Who thinks that setting fixed aims involves too much time and is not valuable?
- 3. Who says that some plans don't work because we don't know what will work?
- 4. Who thinks that planning often leads to doing nothing?
- 5. Who provided the finance for the companies themselves?
- 6. Which of the four is not against business plans?

When there's no Plan A

by Jonathan Moules

Dan Scarfe, Chief Executive of Windsor-based software development company Dot Net Solutions, says that he has never written a business plan for the company he founded in 2004.

Now, it is one of Microsoft's five key partners in the UK and a leading player in the hot new area of cloud computing - and to Scarfe, that is proof that setting fixed objectives is a complete waste of time.

"Writing software, or starting a new business, is incredibly difficult to plan for," he says. "You're effectively trying to second-guess exactly what you may want down the line, based on marketing conditions and varying customer demand." Whilst short-term business budgeting and strategy is vital, long-term business plans are less so." Twitter, Facebook and cloud computing were not even concepts a number of years ago, Scarfe notes, so there would be no way he could have planned for them.

David Hieatt, co-founder of Howies, the ethical-clothing manufacturer based in Cardigan, claims that a business plan is really just a guess.

"There are some brilliant business plans written, but they fail because the customer wants to do business differently," he says. "The awful truth is we don't know what will work.

"He claims that the secret is to be flexible-although this often takes a lot of courage. For example, in 2001, Hieatt phoned up all of Howies' retailers and said he was going to introduce organic cotton. The initial effect of this spur-of-the-moment act was disastrous.

"We lost all our wholesale accounts overnight because they said nobody would pay £27 for a T-shirt," he recalls.

Hieatt and his colleagues managed to rescue the situation by launching a catalogue to sell products. It proved to be a turning point for Howies. "Losing all your shop accounts in one day is not great for business, but it's probably the best thing we did," Hieatt concludes. Now, the company sells 80 per cent of its products through this medium.

Others argue that business planning is often a reason for in action. Rajeeb Dey launched Enternships, a student internship matching service. "I never wrote a business plan for Enternships, I just started it," he says-although he admits that it is easier for Internet-based businesses to do this.

Perhaps unsurprisingly, Dey and Scarfe have entirely self-financed their businesses. Venture capitalists and private investors do not usually approve of this casual attitude to planning.

To Paul Maron-Smith, Managing Director of Gresham Private Equity, a business plan is rather like a car's dashboard, guiding the entrepreneur along the road to success.

But even he admits that problems can arise when business plans become too fixed. "The aim of a business plan is to give the stakeholders a good idea of where the business is heading," he says. 'Sure, there are going to be some forecasts in there that are not going to be accurate, but they are a best guess at the time.

4. Discuss these questions.

1. In which sectors is it difficult to plan?
2. How far ahead should you plan?
3. How often should you review plans?
4. What reasons are given for and against having business plans?
5. What is your opinion of business plans? How useful do you think they are?

V. Listening Comprehension

How important is planning?

1. Ian Sanders is a business consultant and the author of Unplan your business. In the first part of the interview, he answers the question "How far ahead should businesses plan?". Listen and complete these notes.

- Depends on 1) _____.
- Three-year contracts should have a plan for 2) _____.
- Three years is a long time for 3) _____ businesses and new businesses entering the market in the field of 4) _____.
- Ian likes the idea of a 5) _____ plan, because it's very 6) _____.
- Problem with business planning: it can sometimes be business 7) _____.

2. Listen to part one. Choose the correct alternative to replace the expression in *italic* so as to keep the closest meaning.

1 If you're a business that has a commitment from a client for three years, you have a three-year contract, *it makes sense* to have a three-year plan, ...

- a) it's sensitive b) it's sensational c) it's sensible

2 ... because you *can project forward those revenues*, ...

- a) analyse sales b) forecast sales c) record sales

3 ... and you can *make some assumptions* about what you need to do as a business ...

- a) assume certain things b) define certain things c) respond to certain things

4 in order to deliver *the requirements of that contract*.

- a) what the contract writes b) what the contract specifies
c) what that contract speaks

5 For a lot of smaller businesses, new businesses *entering* the market, ...

- a) continuing to sell in b) starting to sell in
c) increasing their sales in

6 ... especially in technology for instance, when who knows what trends are going to *come into play* next month ...

- a) start playing the situation b) start influenced the situation
c) start affecting the situation

3. Listen to the second part and complete this audio script.

I think the best business plans are ones that are 1) _____ and 2) _____ enough to take into account changing markets and changing situations. Any plan that is too 3) _____ or too set in 4) _____ becomes very unwieldy, because it can't accommodate economic changes, market changes, 5) _____ changes.

4. Which word in Exercise 3 refers to the ability to change easily, and which two words or phrases refer to the opposite?

5. Complete these statements with words from parts one and two that are related to the words in *italic*.

If ...

1 you are *committed* to something, you have a _____ to do it.

2 you have *contracted* to do something, you have a _____ to do it.

3 you *relate* to someone in a particular way, you have a _____ with them.

4 you can *manage* a task easily, it is _____

5 something has the characteristic of *simplicity*, it is _____

6 something has the characteristic of *flexibility*, it is _____

6. Listen to the final part. Are these statements true, false or is the information not given?

- 1 Many business plans fail.
- 2 Entrepreneurs can forecast the future.
- 3 It's not necessarily bad if a business plan fails.
- 4 If a business idea doesn't work the first time, it should always be dropped.
- 5 The entrepreneur's successful business was completely unrelated to a previous version.
- 6 The business was based in Amsterdam.
- 7 When he was working on the first version, the entrepreneur saw the mistakes that would cause it to fail.
- 8 Failure can sometimes lead to success.
- 9 The entrepreneur is planning another new business.

7. Listen to the final part and answer these questions.

1. What is it important for entrepreneurs to do?
2. Ian talks about an entrepreneur he met recently. What business had the entrepreneur set up?
3. Why did the entrepreneur eventually succeed?

8. What are the advantages and disadvantages of writing a business plan?

VI. Skills "Meeting interrupting and clarifying"

1. Listen to a meeting in which members of a planning group discuss relocating their head office. In which order are these points mentioned?

- a) the cost of moving _____
- b) when to move _____
- c) the advantage of using a specialised firm _____
- d) whether to use their own transport department _____
- e) how to communicate with staff _____
- f) which transport company to use _____

2. Look at these extracts from the planning meeting in Exercise 1. Decide whether each expression in italics is a) interrupting, or b) clarifying.

1. B: I think July would be the best time. It's very quiet then, isn't it?
A: *You mean*, we don't do too much business then?
2. C: *Could I just say something?*
3. C: *In my opinion*, we should do it department by department.
B: *How do you mean exactly?*
4. B: We've contacted two companies, National Transport and Fox Removals.
A: *Sorry, could I just comment on that*, Mark?

5. B: You know, there's another possibility. We could get our own people to do the moving.

A: *What? You think our transport department could do the job?*

3. Role-play this situation. A group of international VIPs is going to visit your company/organisation for three days. You need to plan the programme for the visit. Discuss these questions with other managers in the department.

1. Where will the VIPs go, and what will they see? (e.g. inside the company/organisation, local sights, etc.)
2. Who do they need to meet?
3. Where will they stay?
4. How will they move around? (e.g. transport)
5. What sort of farewell event/dinner will you have on the final evening?
 - a) Will you have food? What? (e.g. snacks? a meal?)
 - b) Will there be a speech? Who will make it?
 - c) Who will attend? (e.g. special guests?)
 - d) Will there be any entertainment?
6. What sort of gifts will you give the visitors?
7. What else do you need to plan? (e.g. the itinerary - will they have any free time?)

Useful language

INTERRUPTING	DEALING WITH INTERRUPTIONS	CLARIFYING
Could I say something?	If you'll just let me finish ...	How do you mean exactly?
Could I just comment on that?	Just a moment, please.	What exactly do you mean by ...?
Hold on a minute.	I'd like to finish if I may.	Are you saying ...?
Sorry to interrupt, but ...		So what you're saying is that ...

VII. Self-directed work

Reading 1

Read this article from the Financial Times by Alina Dizik and answer the questions.

Before you read

Why do some business ideas 'take off and become successful, but most do not? Make a list of all the factors for success/failure that you can think of.

When friendship and fashion equal success

By Alina Dizik

When launching Gilt Groupe, an online shopping site that currently has 3m members, the co-founders did not write a traditional business plan. Instead Alexis Maybank, 35 and Alexandra Wilkis Wilson, 33, took what they had learnt from Harvard Business School. "You could have taken a good month to write a beautiful 40-page business plan, but you could have lost a critical month in getting your product to market," says Ms Maybank, who adds that competition was coming

quickly. "You don't really know if an idea is going to take off before putting it in front of customers."

And they did just that. The two founders used a short presentation to convey their idea to the venture capitalists they had found through the business school network. They also talked about what it was like to be two female entrepreneurs, pitching an idea to male-dominated venture capital firms. "Talking about women's fashion to a bunch of guys in Boston was difficult and something that hadn't been pitched to them very many times," says Ms Maybank.

However, after initial investment, it took only two months to build a site that was ready to test. Three years later, in spite of intense competition from newer sale sites such as HauteLook or Rue La La in the US, Gilt is still expanding quickly.

Launched just before the US recession in November 2007, the Gilt site offers limited-time fashion bargains to a restricted list of customer members, and the site's members can invite new members to use the site. Gilt's business, dominated by its fashion sales, draws "hundreds of thousands of people" checking its site each day, the group says, mostly at or soon after it opens its selected daily sales at noon.

Exercises

1. Choose the alternative with the closest meaning to the expression in *italic*.

- 1) When *launching* Gilt Groupe, an online shopping site...
 - a) continuing
 - b) starting
 - c) closing
- 2) ... that *currently* has 3m members,...
 - a) at the time
 - b) during the period
 - c) now
- 4) to write a *traditional* business plan.
 - a) usual
 - b) normal
 - c) old-fashioned
- 5) You could have taken a good month to write a beautiful 40-page business plan, but you could have lost a *critical* month ...
 - a) a difficult
 - b) a serious
 - c) an important
- 6) ... in *getting* your product to market," says Ms Maybank, who adds that competition was coming quickly.
 - a) bringing
 - b) obtaining
 - c) sending
- 7) "You don't really know if an idea is going to take off before *putting it in front of* customers."
 - a) placing it to

- b) making it available to
- c) serving it to

2. Find words and expressions in paragraph 2 with the number of letters shown in brackets that mean the following.

- a) A noun for people who start a business. (8)
- b) A two-word combination for investors who put money into new businesses (7, 11)
- c) A noun for a group of people who communicate with each other, help each other, etc. (7)
- d) A two-word adjective used to describe a situation where there are more men than women. (4-9)
- e) A three-word combination for the organisations that the people in b) above work for. (7, 7, 5)
- f) A three-word expression used informally to refer to a group of men. (5, 2, 4)
- g) A verb used twice in different forms to talk about explaining a new business idea to possible investors. (Give the infinitive.) (5)

3. Read paragraphs 1 and 2. What does each word in *italic* below refer to?

- a) *They* didn't write a traditional business plan.
- b) *They* gave *one* to venture capitalists. (2 expressions)
- c) They found *them* through Harvard Business School.
- d) *It* was difficult because *they* were not used to presentations like this. (2 expressions)

4. Read paragraphs 3 and 4 and decide if these statements about expressions as they are used in the article are true or false.

- a) *Initial* is used to describe something that relates to the beginning of something.
- b) *Build* is only used in relation to houses and other buildings.
- c) *Intense* competition is weak.
- d) If something *expands*, it grows.
- e) A *recession* is a period when the economy gets smaller.
- f) If goods are offered on a *limited-time* basis, they are available for a very long period.
- g) A *bargain* is when you pay a lot for something, more than you think it is worth.

5. What is the key message of the article? Choose the best summary.

- a) Successful businesses always start on the basis of a detailed business plan, detailed analysis and the opening of a number of stores.
- b) Gilt Groupe was started by two women entrepreneurs who made short presentations to possible investors, obtained initial investment, and built a website to sell clothes at bargain prices.
- c) Gilt Groupe could not have succeeded without the support of students from Harvard Business School.

Over to you 1

Think of a business you know that has started in the last ten years. (It could be anything from a local restaurant to an e-commerce site.) Imagine a short presentation that its founders might have made about their plans to get finance for the business.

Over to you 2

If you are doing business studies, economics, etc., think of a business case study that has particularly interested you. What questions about planning would you ask the business people involved?

If you are working in an organisation, identify one of its activities, products, markets, etc. that would be interesting for students in a business school. What key facts about the way it was planned would be useful for the students to know?

Reading 2

Read this article from the Financial Times by Rhymer Rigby and answer the questions

Before you read

What is the most important thing to remember when planning a business trip?

Planning efficient business trips

By Rhymer Rigby

With business travellers expected to do more work in less time, how do you ensure that you use the time you have in the best way?

Although it is fashionable at the moment to take public transport to the airport and to fly economy, it might not be the best solution. "It might be better to be driven to the airport if it means you can use the time to make calls," says Clare Evans, a time management coach. "It's the same with business class. If you're a senior manager and it means you can be productive, it's potentially cheaper. Calculate what your time is worth."

It is better to get to the airport an hour early and spend the time working. Ms Evans says: "Make sure you always have some work with you. With laptops and smart phones, a decent lounge isn't that different to your office." Ensure that you are organised at the other end and don't take any more than carry-on luggage if you can help it. Sites such as Dopplr and Triplt can help you organise your travel online and alert you to delays.

"Arrange meetings with jet lag in mind," says MsEvans. "If you're on a long-haul flight from London to Los Angeles, then mornings are going to be better for you." Spend the 'lower quality' time on administrative tasks such as e-mail. Unless the flight is very short, you do need to spend some time resting. "If you're away for four days, you may be better off spending the flight relaxing rather than working."

Exercises

1. Put the paragraph headings in the correct order.

a) You will be tired after a long flight

- b) Make best use of your travel time
- c) Plan your journey
- d) Time is money

2. Read paragraphs 1 and 2 and decide if these statements about expressions are true or false.

If ...

- a) you are *expected* to do something, this is what people want you to do.
- b) you *ensure* that something will happen, you make certain that it will happen.
- c) something is *fashionable*, not many people are doing it.
- d) you find a *solution* to a problem, you find an answer to it.
- e) you *are driven* somewhere, you drive yourself there.
- f) you are *productive*, you don't do much useful work.
- g) x is *potentially* cheaper than y, it will certainly be cheaper.
- h) your time is *worth* a particular amount, that is its value.

3. Relate these traveller's thoughts to the advice given in paragraph 3. Put the thoughts into the same order as the pieces of advice given in the article.

- a) 'I must check online to see if any of my flights are cancelled.'
- b) 'I'm glad I brought the company's latest financial results to read.'
- c) 'It's good that I only have hand luggage with me. I won't have to wait in the baggage hall.'
- d) 'It's only four o'clock and the flight doesn't leave till six.'
- e) 'This place is nice and I can sit here quietly and get through a lot of work.'

4. Match the two parts to make expressions from paragraphs 3 and 4.

- | | |
|------------------|---------|
| 1 carry-on | lag |
| 2 jet | time |
| 3 long-haul | tasks |
| 4 lower quality | luggage |
| 5 administrative | flight |

5. Which one of these pieces of advice does not appear anywhere in the article?

- a) Don't take too much luggage.
- b) Organise meetings to take account of how you will be feeling when you arrive.
- c) Don't eat or drink too much on the plane.

Over to you 1

What advice would you give for planning a) a successful business trip, or b) a successful holiday trip?

Over to you 2

This article is about time planning on business trips. What tips would you give for time management in relation to planning your work or studies?

Reading 3

Read this article from the Financial Times by Rahul Jacob and answer the questions.

Before you read

Give some examples of family-owned companies in your country.

Family conflicts in Asian companies

By Rahul Jacob

In Hong Kong, the man and woman on the street show more interest in the lives of the city's tycoons than perhaps anywhere else in the world. On Tuesday, Walter Kwok, who, following a dispute with his brothers and sisters, lost his stake in one of the world's most valuable property companies, Sun Hung Kai Properties, said that he had been offered HK\$20bn (\$2.6bn) to settle the dispute, but that it was not enough.

The family-controlled public companies of Hong Kong are characteristic of the Asian model of management, say observers. The Asian public company is often an extension of the founding family. Asian business people typically trust an inner circle, which starts with the family. Moreover, in developing countries, the personal contacts between founder and family are more important than they are in the west.

The disputes between the two Indian billionaire brothers, Mukesh and Anil Ambani of Reliance Industries, over the past few years have been on an epic scale. In 2009, the younger brother, Anil, even flew from Mumbai to the Himalayas seeking the god Shiva's help in the hope of resolving his dispute with his brother. The problem, says Joseph Ngai, who heads the Hong Kong office of McKinsey, the consulting firm, is that in the typical familyrun business, family, ownership and business issues are mixed together. "The more you can separate these three, the longer your family business will last," says Mr Ngai.

Still, change is happening, so even in countries like India, long dominated by family companies. The founders of Infosys Technologies, the Bangalore-based software firm, were so determined to create a professionally-run company that they ordered that none of the founders' children would be allowed to work in the business.

Exercises

1. Look through the whole article. Which headline (a-c) could be used instead of the existing headline?

- a) Family-run Asian companies and their problems
- b) Family-run companies around the world
- c) Family-run companies in India

2. Look through the whole article and find the names of:

- a) a very rich property developer in Hong Kong.
- b) the name of the company in which he had a stake.
- c) two Indian billionaire brothers.
- d) their company.
- e) a god whom one of the brothers went to 'see' in order to help solve a dispute.

- f) a consulting firm with an office in Hong Kong.
- g) someone who works for it.
- h) an Indian IT company.

3. Find words and expressions in paragraph 1 that mean the following.

- a) ordinary people t_____ (7 words)
- b) very rich business owners t_____
- c) a conflict d_____
- d) the percentage of a company that someone owns s_____
- e) a verb used to talk about ending a conflict s_____

4. Read paragraph 2 and decide if these statements about expressions are true or false.

- a) Something *characteristic* of something is typical of it.
- b) A *model* is a way of doing something that is not copied by anyone else.
- c) An *extension* of something is another part of it.
- d) In a company, the boss's *inner circle* consists of people that he or she doesn't know.
- e) Your *personal contacts* are people that you don't know.
- f) Someone who takes over a company is its *founder*.

5. Answer these questions about paragraph 3, starting your answers with the words given.

- a) Have the disputes between the Ambani brothers been on a small scale? - No, they...
- b) Did one of the brothers seek outside help to resolve the dispute? - Yes, he even...
- c) Why are disputes so difficult to resolve in family-run businesses? - Because many different issues...
- d) What is the best way to resolve them? - By...
- e) What happens if you can resolve family business disputes? - The longer the business ...

6. Complete the table with words in the form they are used in the article.

Verb	Noun
	head
	separation
change	
	domination
found	
	order

7. Now match the nouns in Exercise 6 with related points from the article (a-f).

- a) dividing family issues from business issues
- b) the boss of McKinsey in Hong Kong
- c) the position of family businesses compared to other businesses in India

- d) the instruction that the founders' children should not take over Infosys
- e) the way that even in India things are not the same as before
- f) the brothers who started Infosys Technologies

Over to you 1

Why are family disputes, even non-business ones, so hard to resolve?

Over to you 2

What advantages do professional managers have over family members when running a business?

Unit 10 Managing people

*'A boat can't have two captains'
Akira Mori, Japanese businessman*

I. Topical Vocabulary

1	qualities	якості
2	to be an expert	бути спеціалістом
3	to focus on tasks	бути зосередженим на завданнях
4	to give orders	віддавати розпорядження, наказ
5	to make suggestion	вносити пропозиції
6	to judge people's abilities	оцінювати людські здібності
7	to plan ahead	планувати заздалегідь
8	to be good with numbers	гарно рахувати, поратись з цифрами
9	flexibility	гнучкість
10	to respond	відгукуватися, реагувати, відповідати
11	to delegate	доручати
12	to communicate	спілкуватися
13	to invest	1) вміщати, вкладати, інвестувати (капітал) 2) надавати (владу, повноваження)
14	to argue	сперечатися
15	genuine	справжній, істинний, непідроблений
16	to engender	збуджувати, породжувати, викликати
17	mutual consideration	спільні обговорення
18	employee engagement	нарада працівників
19	to hug	міцно обіймати; стискувати в обіймах
20	to bow	кланятися
21	enquiry	запит
22	to be on time	вчасно
23	to dress	одягатися
24	to address	звертатися
25	to give gifts	робити подарунки
26	to shake hands	потиснути руку

II. Starting up

1. What qualities and skills should a good manager have? Choose the six most important from the list. Discuss your ideas with a partner.

To be a good manager you need to:

- | | |
|--------------------------------|-------------------------------|
| 1. be an expert. | 7. make suggestions. |
| 2. like people. | 8. judge people's abilities. |
| 3. focus on tasks, not people. | 9. plan ahead. |
| 4. enjoy working with others. | 10. be good with numbers. |
| 5. give orders. | 11. make good presentations. |
| 6. listen to others. | 12. be older than your staff. |

2. If you are managing people from different cultures, what other personal qualities and skills do you need?

3. Talk about the good or bad qualities of managers / bosses you have had.

III. Vocabulary and Speech Exercises

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

A good manager should:

- | | |
|----------------|---|
| 1. respond | a) in their employees' abilities. |
| 2. listen | b) to a deputy as often as possible. |
| 3. deal | c) to employees' concerns promptly. |
| 4. believe | d) with colleagues clearly. |
| 5. delegate | e) with problems quickly. |
| 6. communicate | f) in regular training courses for employees. |
| 7. invest | g) to all suggestions from staff. |

2. Which do you think are the three most important qualities in Exercise 1?

3. Some verbs combine with more than one preposition.

He reports to the Marketing Director. (to someone)

The Sales Manager reported on last month's sales figures. (on something)

Say whether these combine with *someone*, *something* or both.

1. a) report to
b) report on
2. a) apologise for
b) apologise to
3. a) talk to
b) talk about
4. a) agree with
b) agree on
5. a) argue about
b) argue with

4. Complete these sentences with suitable prepositions from Exercise 3.

1. I agreed _____ her that we need to change our marketing strategy.

2. I talk _____ my boss every Monday at our regular meeting.
3. We argued _____ next year's budget for over an hour.
4. He apologised _____ losing his temper.
5. We talked _____ our financial problems for a long time.
6. The Finance Director argued _____ our Managing Director over profit sharing.
7. I apologised _____ Paula for giving her the wrong figures.
8. Can we agree _____ the date of our next meeting?

5. Write three questions using some of the 'verb + preposition' combinations from Exercises 1 and 3. Then work in pairs and ask each other the questions.

6. Join up with another pair. Compare your answers to Exercise 2 above and Starting up Exercise 1. What is your ideal manager like? Are they male or female?

7. Complete the first gap in the sentences below with a verb from Box A and the second gap with a preposition from Box B.

Box A	Box B
believe communicate deal delegate invest listen respond	in in to to to with with

Seven ways to manage people more successfully

1. Your staff will often have good ideas and suggestions, so _____
_____ what they have to say.
2. Do not think you have to do everything yourself _____ tasks
_____ other people.
3. Problems may be more difficult to solve if you wait too long, so _____
_____ them as soon as you can.
4. Good employees want to develop professionally, so _____ _____
courses and seminars for them.
5. Clear information is very important _____ _____ your employees
clearly so that they know exactly what you expect.
6. When your employees are satisfied, they work more effectively so _____
_____ their needs without delay.
7. And finally, remember that trust is essential. Your staff need a manager that they
can strongly _____ _____.

8. Complete the sentences with the correct prepositions.

1. Staff often complained _____ the new manager, saying he didn't believe
_____ their abilities.
2. Robert was arguing his _____ his boss _____ taxation.
3. Did she talk _____ you _____ her plans to leave the
company?

4. Good. So you all seem to agree _____ me _____ the main points.
5. They apologized _____ everyone _____ their failure to deal the crisis.
6. The team had to report _____ their progress _____ the manager every month.

9. These sentences are not correct. Supply, correct or delete the prepositions as appropriate.

1. Robert never listens my suggestions.
2. Socialising colleagues is sometimes a good way to learn about what is happening in different departments.
3. Linda would like to discuss about the report's recommendations with you.
4. My company spends a lot of money for training courses for employees.
5. He may become a good manager. It depends of his communication skills.
6. She told to her boss that her new job was challenging.

IV. Reading Comprehension

1. What would you do if you were a director of your company or school and had the power to change anything?

2. Douglas McGregor, a US psychologist, argued that managers hold one of two theories about the people they have to deal with. Read this extract about the two theories and say which you prefer, and why.

Theory X is based on a fairly negative view of human nature. It says that people are essentially lazy and uncomfortable with the idea of having too much responsibility for anything. They only turn up to work for the pay. Employees have to be managed in a strict way, otherwise nothing will get done.

Theory Y on the other hand suggests people may be capable of something more positive - that they will seek out responsibility and try to get better at their jobs from which they can get significant personal satisfaction. Theory Y managers have high expectations of their people. They are also much more likely to develop a truly motivated workforce.

3. Read the article below. Say which theory is probably supported by the management of Ruby's company, and which by the management of Geraldine's company.

Share the power

by Stefan Stern

What does employee engagement look like in practice? John Smythe, from the Engage for Change Consultancy, offers two situations to illustrate it.

Imagine two different employees, called Ruby and Geraldine, who work for different businesses. In the first situation, Ruby is invited to attend a morning meeting titled "Help our recovery".

"The invitation states that all parts of the company have performed badly, and that its parent company is unable to provide more cash for investment. It says that fast action must be taken to stabilize the situation," Mr Smythe explains. "But it also says there are no secret plans for extreme action. It says: 'We want to communicate openly. We also want you and your colleagues to take ownership with management to solve the crisis, recognising that unpleasant options will have to be on the table.'"

Ruby is both concerned and flat-tered. She arrives at the meeting feeling like a player rather than a spectator.

A two-month timetable is laid out in which she and her colleagues are invited to use their knowledge to find achievable cost savings without damaging key business areas.

In this process, Mr Smythe says there are three good questions employees can be asked. What would they do if they:

- had a free hand in their day job?
- were a director of the company?
- had to propose important changes?

In this way employees can feel part of the decisions that are necessary. They don't become demotivated.

The alternative scenario, which concerns Geraldine, is less appealing. She is also invited to a meeting described as a "cascade briefing". Rumours have been spreading, so directors are hard to find, and there has been hardly any communication from the company.

"At the cascade, her fears are confirmed when, in a PowerPoint presentation, the full extent of the terrible state of the business is revealed for the first time," Mr Smythe says. "Detailed management plans for restructuring and efficiencies are revealed. The focus is all on reduction, with no hint of new business opportunities. Geraldine feels less like a spectator and more like a victim. To varying degrees, her colleagues leave the meeting in shock."

"When have you felt most engaged and most valued and in a successful project or period at work?" he asks. "Absolutely none of us is going to report that it was more like Geraldine's experience."

4. Read the article again and say if these statements are true (T), false (F) or the article doesn't say (DS).

1. Ruby and Geraldine were both invited to a meeting.
2. Ruby felt part of the decision-making process.
3. Ruby and Geraldine both left their meetings in shock.
4. The companies that Ruby and Geraldine work for are both having problems.
5. Geraldine enjoyed her meeting more than Ruby.
6. Communication was better in Geraldine's company than Ruby's.
7. After the meeting, Ruby was invited to a staff party.
8. Geraldine's company focused on reduction.
9. Geraldine is looking for another job.

5. In pairs, tell each other about:

1. when you have felt most engaged and most valued at work, or in a sports team, or in your daily life;
2. the best way to communicate bad news;
3. any other theories of managing people that you know.

V. Listening Comprehension

Managing people

1. Laurie Mullins is the author of Management and organizational behaviour. Listen to the first part of the interview and answer these questions.

1. Who was the first manager that impressed Laurie?
2. How do you spell his name?
3. What was his job?
4. What three things did he emphasise?

2. Complete the table with appropriate forms of words from part one.

Verb (infinitive)	Noun (singular)
	influence
manage	
pioneer	
emphasise	
control	
profit	
retail	

3. Match the nouns above (1-8) to their meanings (a-h).

- a) a person or organisation that is the first to do something
- b) selling to consumers rather than to other businesses
- c) power to change other people's opinions, behaviour, etc.
- d) the way organisations are structured, employees told what to do, etc.
- e) the importance given to something in relation to something else
- f) when you get more money from sales than you have spent
- g) someone who tells employees what to do
- h) the power to make decisions about how an organisation works

4. Listen to the second part and complete these notes.

Anita Roddick

- founded The Body Shop in 1) _____
- displayed a genuine 2) _____ towards staff
- strong belief in:
 - environmental and 3) _____ issues
 - feminist principles

- practical 4) _____ to Third World countries
- not possible to provide 5) _____ and social support without making a profit
- was in business to make a 6) _____

Richard Branson

- founded the 7) _____ brand in 8) _____
- over 9) _____ companies
- famous for combining a true 10) _____ spirit with a genuine 11) _____ for people.

5. Complete these statements with expressions from part two.

- 1 The attitudes and beliefs that guide someone's behaviour together form their ph_____.
- 2 Someone who starts a business is its f_____.
- 3 Something that is real is g_____.
- 4 Subjects, problems, etc. that are discussed are i_____.
- 5 Moral ideas that guide your behaviour are your pr_____.
- 6 Another word for 'help' is a_____.
- 7 If you believe something strongly, you believe it f_____.
- 8 Large amounts of money are s_____ s_____.

6. Listen to part three. Match the issues (1-6) with the imaginary comments (a-f) made by employees working under one of the three managers mentioned.

1 communication	a) 'He never shouts at people.'
2 involvement	b) 'When she says something, it's always so clear what she means!'
3 availability/visibility	c) 'He's a real hands-on type of manager.'
4 commitment	d) 'I think he will always do the best thing for all of us.'
5 respect/consideration	e) 'The door to her office is always open.'
6 trust	f) 'I want to do my best for the organisation.'

7. Listen to the final part and complete this summary.

All three managers had or have a genuine belief in effective_____ ; involvement and_____ for their staff; _____ so that staff can see them, _____ them; and they were able to have immediate_____ with them.

All either did or do engender a genuine_____ from members of their staff. All three had or have a genuine belief in creating a climate of mutual consideration, _____ and_____ with their staff.

8. In pairs, tell each other which manager you would like to work for. Why?

VI. Skills “Socialising and entertaining”

1. Socialising is an important part of good management. When socializing for business in your country, how important are the following?

1. being on time
2. the way people dress
3. what people are interested in, e.g. fashion, football, etc.
4. how you address people (first names or family names?)
5. giving gifts
6. shaking hands / kissing / hugging / bowing

2. Paul is on a business trip to Syria. Mohammed is a Syrian business contact. Listen to their conversation, then answer these questions.

1. What does Mohammed invite Paul to do?
2. Does Paul accept?

3. Complete this extract from the conversation in Exercise 2.

Paul: Mmm, 1) _____ to invite me, Mohammed, but I think I'd prefer to stay in the hotel, 2) _____ I'm really tired at the moment. It was a long flight, and I feel a little jet-lagged. I need an early night.

Mohammed: OK, Paul, I 3) _____. Perhaps we could meet Abdullah at the weekend.

4. Paul is being entertained by Abdullah and Mohammed. Listen to their conversation. Below are the answers to three questions. What were the questions?

1. Well, we like the same things as Western people.
2. I generally watch television with my wife.
3. I like to go out to restaurants.

5. Listen to another part of the conversation between Paul and Abdullah. Why has Paul come to Damascus? How can Abdullah help him?

6. Listen again. In which order do you hear these sentences?

- a) I do know someone who might help you. _____
- b) Would you like me to give him a call first? _____
- c) Can you recommend anyone? _____
- d) Hold on a minute, I've got his business card. _____
- e) I'm looking for a company to supply carpets for my store. _____
- f) He specialises in traditional designs. _____

7. Role-play this situation.

You meet a business contact in a foreign country. Find out this information.

- a) how they spend their weekends
- c) what they do in the evenings

- b) where they go for their holidays d) what kind of hobbies and sports they like

Also, you want to find an agent for your firm's products. Ask him/her if they can help.

Useful language

MAKING EXCUSES	MAKING CONVERSATION	NETWORKING
I'm afraid I already have plans to ... I'd like to take it easy if you don't mind. It's very kind of you, but another time perhaps.	What do you like to do in your spare time? How do you spend your evenings/weekends? What's your favourite hobby/pastime?	I'm looking for ... Can you recommend anyone? Do you have any contacts in ...? I could make some enquiries for you. I might be able to help.
SAYING GOODBYE / THANKING Thanks very much for your hospitality. I really enjoyed the meal. Thanks for showing me round the city. I'll be in touch soon. Goodbye. All the best.	Where are you going for your holiday this year? Can you tell me about any interesting places to visit? What/How about you? What do you usually do after work?	Can I mention your name? Would you like me to give them a call first? Let me give you their business card.

VII. Self-directed work

Reading

Read this article from the Financial Times by Brian Groom and answer the questions.

Before you read

What is the most important characteristic of a good manager? Give reasons.

Do you like the way you are managed?

By Brian Groom

Research among 3,000 employees by the Chartered Institute of Personnel and Development (CIPD) found the proportion of people happy with their job had increased to +46 per cent (percentage satisfied minus percentage dissatisfied), compared with +26 per cent in a similar survey last year.

However, the CIPD's new quarterly Employee Outlook survey suggested problems were developing that would damage employee well-being, morale and commitment if not dealt with. Three-quarters of employees said their organisation had been affected by the recession, with 52 per cent saying that there had been increases in work-related stress as a consequence, and 38 per cent saying there had been an upsurge in office politics. The proportion of people who said their jobs made them worried or tense had also increased and nearly six in ten said they were worried by the future.

The survey also highlighted problems with how people are managed. Although most felt treated fairly by their line manager, they were less happy with how far their manager discussed their training and development, gave feedback or coached them. Employees were particularly critical of senior managers, with less than a fifth

agreeing that they trusted them and only a quarter agreeing that they consulted employees about important decisions.

Ben Willmott senior public policy adviser at the CIPD, said: "Employers must ensure arrangements for informing and consulting employees over major changes, such as redundancy, are effective, if they want to improve trust in senior management. They also need to invest in developing line managers' people management skills, particularly in coaching and performance management, if they want to boost employee commitment and productivity. They must ensure managers can spot the early warning signs of stress and provide support to help people struggling to cope."

Exercises

1. Look through the whole article. What is it mainly about?

- a) employees' opinions of their companies
- b) managers' opinions of their employees confirmed
- c) neither of the above

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

1. 3,000	a) those saying that stress levels had increased
2. +46 per cent	b) those saying that they were consulted by senior managers when there were big changes
3. +26 per cent	c) the number of people interviewed for the survey
4. three-quarters	d) those saying there had been an increase in office politics
5. 52 per cent	e) those who said they trusted senior managers
6. 38 per cent	f) the deference between satisfied and dissatisfied employees this year
7. nearly six in ten	g) those affected by the recession
8. less than a fifth	h) those worried about the future
9. a quarter	i) the difference between satisfied and dissatisfied employees last year

3. Complete the table with words from paragraph 2, in the form they are used in the article.

Verb	Noun
employ	
survey	
	suggestion

	development
commit	
increase	
stress	

4. Now match the nouns in Exercise 3 to their meanings in the context of this article.

- a) a set of questions that you ask a lot of people in order to find out about their opinions
- b) continuous feelings of worry
- c) when there is more of something than before
- d) caring about your organisation and its success
- e) improving employees' skills
- f) something that may be true, but needs to be confirmed
- g) someone who works for an organization

5. Complete these statements with words from the text, using the correct form of the words.

If...

- a) you are involved in trying to get personal advantage in relation to others who work with you. you are involved in _____ (6 letters, 8 letters)
- b) you are unhappy because of a problem, you are _____ about it. (7 letters)
- c) a problem is _____, it is discussed and people pay attention to it. (11 letters)
- d) people are treated in a proper way, they are treated _____ (6 letters)
- e) people talk about a problem, they _____ it. (7 letters)
- f) you give _____ to someone, you tell them how they are doing, how good their work is, etc. (8 letters)
- g) a manager _____ an employee, he or she gives them help and advice about their career. (7 letters)
- h) you are _____ of something, you do not like it. (8 letters)
- i) managers _____ employees about changes, etc., they discuss the changes with them. (7 letters).

6. Relate the issues (1-4) from paragraph 4 to what different employees might have said to the researchers (a-d).

1. redundancy	a) 'I always believe what our Chief Executive tells us'.
2. trust in senior management	b) 'She goes round talking to herself the whole time.'
3. boosting productivity	c) 'A quarter of us are going to lose our jobs.'
4. early warning signs of stress	d) 'If they gave us better computers, we could do more work.'

Over to you 1

What are the biggest causes of stress in your organisation?

Over to you 2

What can senior managers do to increase employees' trust in them? Give five examples.

Reading 2

Read this article from the Financial Times by Yih-teen Lee and Pablo Cardona and answer the questions.

Before you read

What products is Switzerland famous for?

Victorinox

By Yih-teen Lee and Pablo Cardona

Victorinox is famous for its core product - the Swiss army knife. The company was founded in 1884 in Ibach, a small town in the German-speaking part of Switzerland, by Karl Elsener. He wanted to create jobs that would be long term. This has remained a cornerstone of the company culture.

After the terrorist attacks on the US in September 2001, new airline safety regulations around the world stopped passengers from taking knives on board. The rules had a serious effect on Victorinox, because sales of pocket tools at airports were important sales channels. Victorinox needed to find a way to survive and to deal with the fact that there were too many employees.

Victorinox decided not to get rid of workers. However, it stopped hiring new workers, cancelled overtime and reduced the workday by 15 minutes. Employees were encouraged to take vacation, sometimes in advance of when it was due. Victorinox kept all the employees on its own payroll, while lending 80 or so to other companies for up to six months.

Having committed workers who understand and share the company mission is the goal of many businesses. But few achieve this. The secret lies in the way that Victorinox has always treated its employees. It created some employee-oriented management systems, such as long-term employment, training and development opportunities, and a policy which aims to better integrate young and older workers, immigrants, and people with disabilities into its workforce. It also maintains a 5:1 salary ratio between the highestpaid and average-paid workers.

1. Put the paragraph headings in the correct order.

- a) The strategic response
- b) The key lessons
- c) The challenge
- d) Company history

2. Choose the alternative with the closest meaning to the expression in italic.

- 1) Victorinox is *famous* ...
 - a) infamous
 - b) well-known
 - c) interesting
- 2) ... for its *core* product - the Swiss army knife
 - a) most important
 - b) most profitable
 - c) sharpest
- 3) The company was *founded* in 1884 in Ibach, a small town in the German-speaking part of Switzerland, by Karl Elsener.
 - a) begin
 - b) placed
 - c) started
- 4) He wanted to create jobs that *would be long term*.
 - a) were necessary
 - b) were well-paid
 - c) would last
- 5) This has remained a *cornerstone* of the company culture.
 - a) one of the most important parts
 - b) one of the most interesting parts
 - c) one of the weakest parts
- 6) because sales of pocket tools at airports were important *sales* channels.
 - a) spreading
 - b) distribution
 - c) delivery

3. Read paragraph 3 and decide if these statements are true or false.

After 9/11, Victorinox ...

- a) asked some of its employees to leave the company.
- b) took no action at all.
- c) stopped recruiting.
- d) stopped asking employees to work more than the normal number of hours.
- e) asked employees to work the normal number of hours.
- f) told employees to go on holiday.

4. Find words in paragraph 4 with the number of letters shown in brackets that mean the following.

- a) A word ending in *-ed* that describes employees who believe in their organisation, want to do their best for it, etc. (9)
- b) A noun used to talk about the company's purpose. (7)
- c) A noun meaning *objective*, also used in football. (A)
- d) A verb used to talk about reaching objectives. (Give the infinitive.) (7)
- e) A verb used here to talk about how the company considers its employees, what it does for them, etc. (Give the infinitive.) (5)

- f) A word combination used to describe things that are good for workers. (8-8)
- g) A noun used to talk about the way that employees can learn new skills, get more important jobs in the company, etc. (11)
- h) A noun referring to people who come from other countries. (10)
- i) A verb used to say that a situation is kept, not changed. (Give the infinitive.) (8)

5. Choose the best summary of the whole article.

Victorinox...

- a) has always had employee-oriented policies, and its actions after 9/11 were part of this long-term 'philosophy'.
- b) treated its employees particularly well when sales fell after the 9/11 attacks.
- c) is always willing for its employees to work for other companies, rather than lay them off.

Over to you 1

Why do you think many companies *don't* share Victorinox's values? What reasons might they give?

Over to you 2

Think about your organisation or one you would like to work for. If there was a sudden fall in its sales, which of the crisis management actions taken by Victorinox, if any, could be taken by it? Give reasons.

Reading 3

Read this article from the Financial Times by Stefan Stern and answer the questions.

Before you read

Do you like arguments, or do you try to avoid them? Give your reasons.

The challenge of conflict

By Stefan Stern

Robert McHenry, chief executive of OPP, the Oxford-based business psychology consultancy, says that some organisations may be hiding conflicts that should be out in the open. "Clients sometimes tell us that their biggest problem is the lack of conflict in their organisations," he says. "They say that senior leaders create a culture where people prefer to 'keep their head down' and not offer feedback or ideas: conflict damages performance."

OPP recently surveyed 5,000 employees in Europe and America to find out about their experience of conflict at work. They found that, on average, each employee spends 2.1 hours a week—roughly one day a month—dealing with conflict in some way. Most managers find this difficult to manage. Some, but not enough, receive training in the kind of communication skills that can help to resolve conflict.

It's not all bad news. According to another piece of new research, conflict might offer the chance to improve your company's performance. Early results from the research point to the role of successfully managed conflict in the development of

effective corporate strategy. In their work with international businesses, the London-based consultancy Cognosis has found that managers who deal with conflict successfully will get better performance from their staff.

How can you benefit from disagreement? Conflict should be managed, Cognosis has found. In open corporate cultures, employees feel able to challenge senior managers. Indeed, so managers will actively ask them for their views. "One of the characteristics of effective leaders is their ability to both challenge others and be challenged themselves in a positive way," says Richard Brown, managing partner at Cognosis.

Exercises

1. Look through the whole article. What is it mainly about?

- a) Marketing
- b) Finance
- c) Human resources

2. Look through the whole article and find the names of:

- a) two people who work for consultancies.
- b) their job titles.
- c) the names of the two consultancies.
- d) the places where they are based.

3. Read paragraph 1 and decide if these statements about expressions are true or false.

If ...

- a) you *hide* something, you do not discuss it.
- b) something is *out in the open*, it is not discussed.
- c) there is a *lack* of something, there is lots of it.
- d) you *keep your head down*, you do not comment on things, make trouble, etc.
- e) you offer *feedback* on something, you give your opinion about it.
- f) x *damages* y, it is good for y.

4. Find words and expressions in paragraph 2 that mean the following.

- a) asked questions _____
- b) workers _____
- c) get information _____
- d) typically _____
- e) managing _____
- f) type _____
- g) solver _____

5. Match the two parts to make expressions from paragraph 3.

- | | |
|-------|------------|
| 1 bad | conflict |
| 2 new | businesses |

3 successfully	managed research
4 effective	news
5 international	performance
6 better corporate	strategy

6. Now match the expressions in Exercise 5 to their meanings.

- a) when employees produce improved results
- b) when arguments are dealt with in a good way
- c) information that was not available before
- d) companies that operate in more than one country
- e) a company's plans for its future that are successful
- f) new information that is not good

7. In what order do these points occur in paragraph 4?

- a) In these companies, bosses will ask employees for their opinions.
- b) In some companies, workers are free to criticize their bosses.
- c) How can you get an advantage from conflict?
- d) Good bosses are able to criticise others, and able to accept criticism from others.
- e) Disagreement is something that should happen in an organised way.

Over to you 1

Do you think that conflict in organisations can be a good thing, as the article says? Why? / Why not?

Over to you 2

... on average, each employee spends 2.1 hours a week roughly one day a month dealing with conflict in some way. Is this your experience? Why? / Why not?

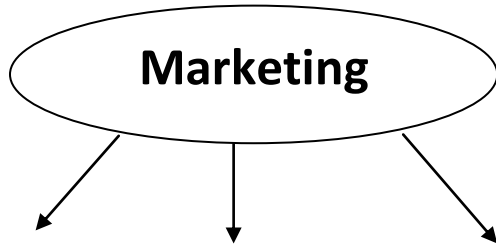
Unit 11 Basic Concepts of Marketing

Topical Vocabulary

1.	marketing mix	фактори ринку
2.	distribution	рух товарів від виробника до кінцевого споживача
3.	(sales) promotion	стимулювання збуту
4.	marketer	маркетолог
5.	to launch a product onto the market	виходити з товаром на ринок
6.	consumer goods	товари повсякденного попиту
7.	durables	кінцевий покупець
8.	final user, end-user	товари тривалого користування
9.	hi-fi	високоякісний
10.	to process	піддавати процесові (технологічному); обробляти
11.	spare	запчастина
12.	accessories	арматура, устаткування
13.	installation	агрегат, пристрій, механізм
14.	patently	очевидно
15.	product life cycle	життєвий цикл товару
16.	introduction stage	стадія впровадження
17.	mature stage	стадія зрілості (стабілізації)
18.	to level off	зменшуватися
19.	to diversify	випускати багатономенклатурну продукцію, диверсифікувати (виробництво)
20.	product line	асортимент виробів
21.	to monitor	відслідковувати і контролювати
22.	rival	конкурент
23.	brainstorming	метод "мозкової атаки", пошук творчих ідей
24.	winner	тут - ідея, що приносить прибуток
25.	to turn up	з'явитися раптом
26.	craze	модне захоплення
27.	to estimate	підраховувати приблизно, скласти кошторис
28.	shelf price	продажна ціна
29.	retailer's mark-up	роздрібна націнка
30.	promotional tools	рекламно-пропагандистські засоби
31.	free offer	безкоштовний зразок товару

Starting up

Give your associations to the term 'marketing'



- Try to sum up your ideas and give definition of marketing.
- What is the job of marketing manager?

Would you like to work in marketing? What sphere of marketing are you most interested in?

1. Read the following definitions and say

- what activities marketing involves
- what role marketing plays in business and society?

Marketing is a social and managerial process by which individuals and groups obtain what they want and need through creating, offering and exchanging products of value with others. (Kotler 1991)

Marketing is the process of planning and executing the conception, pricing, promoting, and distribution of ideas, goods, and services to create exchanges that satisfy individuals and organisational objectives. (American Marketing Association)

Vocabulary and Speech Exercises

1. Match the terms to their definitions (a-g).

1. needs	a. act of obtaining a desired object from another party by offering something in return
2. wants	b. a valuable action, deed, or effort performed to satisfy a need or to fulfill a demand
3. exchange process	c. things that are desirable or useful in light of a person's experience, culture, and personality
4. transaction	d. an end that can be reasonably achieved within an expected timeframe and with available resources
5. goods	e. exchange between parties
6. services	f. things that are necessary for a person's physical, psychological, and social well-being
7. objective	g. items that satisfy some human want or need

2. Answer the following questions.

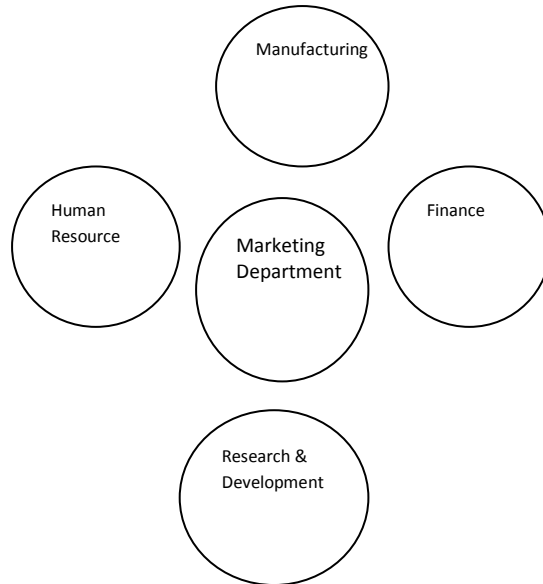
- Give examples of - human needs; goods; services

- What objectives can a company have?
- What does transaction involve?

Reading Comprehension

Marketing Role in Business

A. Think of the interdependence of marketing department and other departments of a company.



B. Read the text and check if you were right.

Marketing is perhaps the most important activity in a business because it has a direct effect on profitability and sales. Companies face stiff competition and the companies which can best satisfy customer needs are those which will survive and make the largest profit. That is why most large businesses have specific staff and departments for the purpose of marketing.

It is important to realise that marketing cannot be carried out in isolation from the rest of the business. For example:

The marketing section of a business needs to work closely with operations, research and development, finance and human resources to check their plans are possible.

Operations will need to use sales forecasts produced by the marketing department to plan their production schedules.

Sales forecasts will also be an important part of the budgets produced by the finance department, as well as the deployment of labour for the human resources department.

A research and development department will need to work very closely with the marketing department to understand the needs of the customers and to test outputs of the R&D section.

Listening Comprehension

1. Listen to the interview with Jonathan Turner, Managing Consultant at Oxford Strategic Marketing, and complete the notes.

Keys to successful marketing

Have a passionate curiosity for **1** the customer
 get a deep understanding of their **2** _____ and their **3** _____
 analyse all the business **4** _____ and market **5** _____ constantly
 have a strong business **6** _____
 have an instinctive understanding of how **7** _____

Skills

1. For each group of words (1-5):

- a. fill in the missing vowels
- b. match the words to the definitions (a-c)

1 market	research s_gm_nt sh_re	a) the percentage of sales a company has b) information about what customers want and need c) a group of customers of similar age, income level and social group
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2 consumer	b_h_v ___ r pr _ f _ l _ g ds	a) description of a typical customer b) where and how people buy things c) things people buy for their own use
3 product	l__nch l_f_cycl_r_ng_	a) introduction of a product to the market b) length of time people continue to buy a product c) set of products made by a company
4 sales	f_r_c_st f_g_r_s t_rg _ t	a) how much a company wants to sell in a period b) how much a company thinks it will sell in a period c) numbers showing how much a company has sold in a period
5 advertising	c_mp__gn b_dg_t _g_ncy	a) a business which advises companies on advertising and makes ads b) an amount of money available for advertising during a particular period c) a programme of advertising activities over a period, with particular aims

The Job of Marketing Manager

2. Complete the following extract with the words from the list:

design develop identify influence modify persuade

Marketers have to 1) or anticipate a consumer need; 2) a that meets that need better than any competing products or services; 3) target customers to try the product or service; and, in the long term, 4) it to satisfy changes in consumer needs or market conditions. Marketers can 5) particular features, attractive packaging, and affective advertising, that will 6) consumer's wants.

3. Choose the right definition of the three possible. (They may be more than one.)

1. marketing concept
 - a) not to sell what is made but to make what is bought
 - b) to find wants and fill them
 - c) to create and anticipate consumers' needs
2. guesswork

- a) result of something
 - b) opinion formed by judgement
 - c) making a statement based on supposition
3. "white elephants"
- a) products which are very big
 - b) products which have little demand
 - c) products which have no demand
4. portfolio theory
- a) position and duties of a minister of state
 - b) list of securities and investments (stocks, shares, etc.) owned by an individual or a bank
 - c) offer of several different products into several different markets
5. framework
- a) part of a structure that gives shape and support
 - b) limits of
 - c) established order or system
6. recovery of costs
- a) compensation of expenses
 - b) reimbursement
 - c) covering of spending

4. Explain the meaning of the following phrases, translate them into Ukrainian.

1. to have all your eggs in the same basket
2. "High class" restaurants attract customers simply by being expensive.
3. The low prices also serve to attract their target market.
4. The simplest pricing model is cost plus.
5. It is inevitable that most products die.

5. Fill in the blanks with the words in the box:

research	product (2)	awareness	sales	price	marketing mix
promotion	advertising	behaviour	distribution	place	

The _____ generally refers to an overall marketing strategy, which involves the manipulation of four key elements. These are decisions concerning the nature of the _____ and its design: decisions about _____, _____, _____ and customer _____. These four factors are popularly referred to as the 4 P's: _____, _____, _____, and _____. Two important aspects of this are not made explicit. These are market _____ and buyer _____.

6. Name the stages of the product life cycle.

_____ During this stage sales are slow as both consumers and distributors become aware of the product and decide to adopt it.

_____ During this growth stage there is a rapid acceptance of the product and a dramatic increase in sales. This is generally sustained by improved distribution, product improvements, and even price reductions.

_____ At this stage sales and profits are still high but there tends to be considerable investment in product changes, increased promotional activity and price-cutting.

_____ Products are sometimes re-launched at this stage, usually with new features, different packaging and often an attempt to create a new image. This stage is marked by a falling off in sales, and while some firms do well as others leave the market.

7. List five products that are aimed at:

1. children, young people, elderly people
2. men, women
3. young married couples, families with young children, retired couples
4. the rich, the middle class, the poor
5. consumers from agricultural and urban areas

Self-directed work

1. Arrange the words to make affirmative sentences.

2. do businesses not activities undertake alone marketing
3. dependent customer success is on needs satisfying
4. a is requirement a basic need an satisfy that wishes individual to
5. needs broad are customer very
6. a want need is a a product or service desire specific to the underlying for satisfy
7. around consumers the Mercedes many globe want a
8. chain I than trust a more big of schools school would a small local

2. Arrange the words to make affirmative sentences

1. for on the internet suspicious its something me available makes of quality free
2. marketing the today art of is more than it was once complex far
3. promotions marketing results marketing is the force a offer of that driving drive
4. your if want successful focus be you offer to on
5. creative most from creative ideas people working the come other with
6. to marketing you carry rely on one form can't of to success you
7. multiple meet to your use sources media goals
8. experience replace nothing actual can

3. Match the marketing mix components to the right description.

The 'Marketing Mix' consists of the 4 Ps:

1 Product	a. where the customers can buy it
2 Price	b. one that meets the customer need

3 Place	c. encourage the customer to buy it
4 Promotion	d. one that makes company profit and keeps the customer satisfied

Vocabulary and Speech Exercises

1. Match the word to its definition

1. channel of distribution	a) the combination of four P's
2. charge	b) please
3. marketing mix	c) the path goods take when moving from manufacturer to customer
4. option	d) choice
5. satisfy	e) set a price
6. wholesaler	f) one who sells in small amounts to customers
7. retailer	g) rival
8. ompetitor	h) one who sells in large amounts to retailers

2. Match each word in the left column with its synonym on the right

1. customer	a goal
2. objective	b good
3. occur	c make easier
4. option	d consumer
5. product	e take place
6. facilitate	f define
7. determine	g choice

3. Change the verbs into nouns:

compete	_____ (activity)
	_____ (person or company)
price	_____ (process)
place	_____ (process)
promote	_____ (process)
advertise	_____ (process)
	_____ (result)
	_____ (person or company)
develop	_____ (process)
distribute	_____ (process)
identify	_____ (process)
consume	_____ (person or company)
	_____ (process)

Reading Comprehension

1. Read the text and try to find English equivalents to the following terms:

цільовий ринок	дослідження ринку
середня ціна	канал розподілу
купівельна звичка	розподіл / збут
оптовик роздрібний торговець.	призначати / запитувати ціну ціноутворення
розміщення	конкурент

Marketing Mix.



The ABC of marketing is marketing mix. It includes the four P's: product, price, placement, and promotion.

Product (service) is often connected with development of a new product or service, searching the potential markets, and, finally, introduction it to the market. Target market selection is the most important task for any firm. A target market is a group of individuals who will probably buy the product. That involves the development of a marketing strategy. A successful marketing mix depends on the knowledge about consumers and their buying habits, gained through market research as well as correct identification of the target market.

Price is the most changeable element of all the four P's. Its definition is exchange of something of value for something else. There are three pricing options the company may take: above, with or below the prices its competitor are charging. For example, if the average price for blue jeans is \$ 50, a company that charges \$ 50, has priced with the market, a company that charges \$ 47 has priced below the market, and a company that charged \$ 53 has priced above the market. Most companies price with the market, selling their goods and services for average prices established by major producers in the industry known as price leaders.

Placement involves getting the product or service to the customer. This takes place through the channels of distribution. A common channel of distribution is: Manufacturer > wholesaler > retailer > customer.

Promotion includes all kinds of communication with individuals, groups, or organizations to directly or indirectly facilitate exchange by informing and persuading them to accept an organization product or service. There are two major ways promotion occurs: through personal selling, as in a store; and through advertising, as in a newspaper. One should distinguish advertising campaign which can be developed by personnel within the firm or in conjunction with advertising agencies, and publicity, that is the means of communication transmitted through a mass media at no charge.

All marketing activities must be oriented toward creating and sustaining satisfying exchanges. Both the buyer and the seller must be satisfied. The first should be satisfied with goods, services or ideas obtained in the exchange. The seller should receive something of value, usually financial reward. All marketing variables are highly interrelated. Marketing helps companies generate profit, the lifeblood of economy. About half of each consumer dollar is spent on marketing activities.

2. Comprehension questions

1. What does element ‘product’ involve?
2. What does successful marketing mix depend on?
3. What is target market?
4. How do marketers get information about their customers?
5. What is the most changeable element of 4Ps?
6. What is a price leader?
7. What are the pricing options that company can choose?
8. How does placement happen?
9. What channels of distribution can you name?
10. What ways/ How do promotion happen/ occur?
11. What is publicity?
12. Can you agree that only customers should be satisfied in the process of exchange?

Listening Comprehension

1. Listen to four people talking about different products. Decide which of the 4 Ps each speaker is discussing: product, price, place, promotion.

Speaker A	Speaker B	Speaker C	Speaker D

Skills
Speaking

1. Pick one brand good and give past, present and future hints about which brand you are thinking of until your partner guesses which brand it is.

Useful language

I would like to...

I am wearing it now

I wear it for special occasions/ when I need to impress someone/ at the weekends

I often/ sometimes/ rarely see/ buy/ use it.

It has been/ hasn't popular for/ since...

It was very fashionable in...

I would like to buy it, but I think I never will

I'm going to buy it as soon as I can

It is becoming more/ less popular

It has become more popular

It became more popular

Self-directed work

CROSSWORD

Across

2 When a company has a new product, it has to decide on a date.

4 If you want to know what people think about a product, you do some market

....

6 The of a product is very important: the company has to think about how the product should look.

8 The objective of advertising is to build up loyalty.

11 some companies show the same television in several different countries.

Down

1 You ask people to fill in so you can get information about what they want or need.

3 Where to sell the product is the question of: another of the four Ps.

5 One recent advertising lasted over a year.

6 of a product is the general process of getting people to know you product, to like you product through advertising and so on, so that they finally buy it.

7 One way to inform people about your product is to it on TV.

9 You employ an advertising to create a product image.

10 One more of the 4 Ps of marketing is: you have to decide how much the consumer can pay for it.

Vocabulary and Speech Exercises

1. Make word combinations with *market* and *marketing* using words from the box. Then match the word combinations with the definitions below.

methods mix plan segments strategy target

market

marketing

1. groups of consumers with similar needs or purchasing desires
2. the consumers, clients or customers you want to attract
3. a definition of the company, the product / service and the competition
4. detailed information about how to fulfil the marketing strategy
5. the techniques you can use to communicate with your consumers
6. the combination of different elements used to market a product or service

2. Match the terms to their definitions.

1. product life-cycle	a) a the particular quality, feature or benefit of a product which a competitor's product, although similar, cannot or does not offer
2. economies of scale	b) act of decreasing the selling price of goods
3. niche	c) the price of materials, labor, producing, and testing of an item.
4. unique selling proposition	d) the different stages through which a product develops over time
5. manufacturing cost	e) a small but profitable segment of a market suitable for focused attention by a marketer
6. price reduction	f) reductions in the price per unit of marketing or manufacturing a product as the quantity marketed or produced increases

Reading Comprehension

1. Read the text and complete the table.

Market participant	Aim	Strategies
1		
2		
3		
4 Nicher		

Marketing Strategies

A company's marketing strategies - sets of principles designed to achieve long-term objectives -obviously depend on its size and position in the market. Other determining factors are the extent of the company's resources, the strategies of its competitors, the behaviour of the consumers in the target market, the stage in the product life-cycle of the products it markets, and the overall macro-economic environment.

The aim of a market leader is obviously to remain the leader. The best way to achieve this is to increase market share even further. If this is not possible, the leader will at least attempt to protect its current market share. A good idea is to try to find ways to increase the total market. This will benefit everyone in the field, but the market leader more than its competitors. A market can be increased by finding new users for a product, by stimulating more usage of a product, or by exploiting new uses, which can sometimes be uncovered by carrying out market research with existing customers.

To protect a market share, a company can innovate in products, customer services, distribution channels, cost reductions, and so on; it can extend and stretch its product lines to leave less room for competitors; and it can confront competitors directly in expensive sales promotion campaigns.

Market challengers can either attempt to attack the leader, or to increase their market share by attacking various market followers. If they choose to attack the leader, market challengers can use most of the strategies also available to market leaders: product innovation, price reductions, cheaper or higher quality versions, improved services, distribution channel innovations, manufacturing cost reduction, intensive advertising, and so on.

Market followers are in a difficult position. They are usually the favorite target of market challengers. They can reduce prices, improve products or services, and so on, but the market leader and challenger will usually be able to retaliate successfully. A market follower that takes on a larger company in a price war is certain to lose, given its lesser resources.

In many markets, market followers fall in the middle of a V-shaped curve relating market share and profitability. Small companies focusing on specialised narrow segments can make big profits. So can the market leader, with a high market share and economies of scale. In between come the less profitable market followers, which are too big to focus on niches, but too small to benefit from economies of scale.

One possibility for followers is to imitate the leaders' products. The innovator has borne the cost of developing the new product, distributing it, and making the market aware of its existence. The follower can clone this product (copy it completely), depending on patents and so on, or improve, adapt or differentiate it. Whatever happens, followers have to keep their manufacturing costs low and the quality of their products and services high.

Small companies that do not establish their own niche - a segment of a segment - are in a vulnerable position. If their product does not have a "unique selling proposition," there is no reason for anyone to buy it. Consequently, a good strategy is to concentrate on a niche that is large enough to be profitable and that is likely to grow, that doesn't seem to interest the leader, and which the firm can serve effectively. The niche could be a specialised product, a particular group of end-users, a geographical region, the top end of a market, and so on. Of course unless a nicher builds up immense customer goodwill, it is vulnerable to an attack by the market

leader or another larger company. Consequently, multiple niching - developing a position in two or more niches - is a much safer strategy.

2. Decide whether

the statements on the next page are TRUE or FALSE.

If a market leader succeeds in increasing the size of the total market, its competitors benefit.	TRUE/FALSE
The size of a market can be increased without attracting any new consumers.	TRUE/FALSE
Market challengers generally attack the leader and market followers.	TRUE/FALSE
Market challengers cannot use the same strategies as leaders.	TRUE/FALSE
Market leaders generally win price wars.	TRUE/FALSE
Market challengers can attack leaders by way of any of the four P's of the marketing mix.	TRUE/FALSE
Market followers generally achieve cost reductions through economies of scale.	TRUE/FALSE
The most profitable companies are logically those with medium or high market share.	TRUE/FALSE
For a market nicher, product imitation can be as profitable as product innovation.	TRUE/FALSE
A market nicher is never safe from an attack by a larger company.	TRUE/FALSE

3. Eight of the following nouns, all found in the text above, also exist unchanged as verbs. Which are they? What are the related verbs from the other ten nouns?

aim	design	leader
benefit	distribution	market
challenger	extent	product
clone	follower	reduction
competitor	increase	share
consumer	innovation	target

4. Complete the following collocations from the text:

1.cycle (para 1)
2. determining.....(para 1)
3. distribution.....(para 4)
4.line (para 3)
5. sales.....(para 3)
6.scale (para 6)

5. Complete the following sentences with correct prepositions

1. Marketing strategy of a company depends ... its size and position in the market.

2. The leader will ... least attempt to protect its current market share if it not possible to increase it.
3. Small companies focusing ... specialised narrow segments can make big profits.
4. a good strategy ifor a small companies is to concentrate ...a niche that is large enough to be profitable and that is likely to grow.
5. Market leaders are not interested ...some niches.
6. The behavior of consumer ... the target market is another factor which marketing strategy considers.
7. Market follower are too small to benefit ... economies of scale.

Listening Comprehension

VIDEO: ARRI cameras

ARRI is a German company that produces video cameras for film industry around the world. Before watching the video check if you know the following words:

Bollywood
 technical equipment
 feature film
 reliability
 backup camera
 digital camera
 achievement

1. Watch the video and say what makes ARRI the leader in the market.

2. Listen to the video without watching and fill in the missing information.

ARRI cameras are used almost in **1**... .. % of feature films around the world.

Every year **2** cameras are produced.

The main feature of the camera is **3**... ..

The company was found in **4**... ..

The company provides the following services for general public with ARRI cameras:

5... ..

ARRI was awarded their first Oscar for **6**... ..

The main challenge for the company today is **7**... ..

Skills

PROJECT: Company Marketing Mix

1. Choose a company from one of the industries, analyse its activity

- according to 4P's of marketing
- marketing strategies it uses

2. Present your findings in the visual form.

Unit 12 Market Research

Topical Vocabulary

1.	product or brand awareness	поінформованість про товар або торговельну марку
2.	product features	характеристики товару
3.	public relations (PR)	зв'язку фірми з громадськістю
4.	personal selling	продаж товарів торговельними агентами
5.	advert Br. = advertisement	реклама, оголошення, анонс
6.	hand-out	реклама, що лунає в руки перехожим
7.	viewer	глядач
8.	benefit	користь, перевага
9.	roadshow	демонстрація (товару)
10.	charitable donation	благодійне пожертвування
11.	publicity	пропаганда, реклама
12.	impact	вплив
13.	initial trial	спробна покупка
14.	reduced price pack	набір товарів за зниженими цінами
15.	price conscious	покупець з розважливим відношенням до ціни
16.	brand switcher	покупець, що не дотримує визначеної торговельної марки і легко змінює неї на іншу
17.	to counter	протидіяти
18.	loss leader	товар, що продається в збиток (для залучення покупця)
19.	sparingly	зрідка
20.	emphasis	акцент
21.	branding	присвоєння торговельної марки
22.	on offer	у продажі
23.	to market	збувати, продавати
24.	retail outlet	крапка роздрібної торгівлі
25.	logo (logotype)	логотип
26.	mark	знак, мітка
27.	generic:	<i>adj</i> - стандартний, <i>n</i> - стандартний товар
28.	deliberately	навмисне
29.	to promote	пропагувати
30.	alternately	зрештою, нарешті
31.	thereby	унаслідок цього
32.	to discriminate between	розпізнавати
33.	bundle of product attributes	повний набір якісних характеристик товару
34.	variability	мінливість

35.	minor adjustments to the trim	незначні зміни в оформленні
36.	to capitalize	акцентувати
37.	to add value	збільшувати вартість
38.	trademark	торговельний знак

Starting up


Give some explanations to the term 'market'.

Think of some reasons why a company might decide to do market research.

What methods of market research do you know ?

Vocabulary and Speech Exercises

1. Make word combinations with the term 'market'. Put the words before or after 'market'.

overseas	leader	survey	upscale	growth
developing	domestic	potential	business	share
.....market.....				
.....market.....				
.....market.....				
.....market.....				
.....market.....				

Reading Comprehension

1. Read the text and make classification chart of markets.

MARKETS

Market can be understood as a place where buyers and sellers come together to transact with each other. Any business in a marketplace is likely to be in competition with other firms offering similar products. Successful products are the ones which meet customer needs better than rival offerings.

The traditional image of a market is a physical place where buyers and sellers come together in one place. However, the term market has a much wider relevance when it comes to business studies. **A market exists whenever buyers and sellers come together.** The buyer and seller don't have to be in the same place in order to conduct transactions with each other.

So, there are many different kinds of market. Here is a summary of the main market categories:

Geographical markets

The two main categories of geographical markets are:

Local market - where customers are a short distance from suppliers.

Common for the sale of fresh and locally-sourced products and the delivery of locally-supplied services. The use of local services (e.g. hairdressers) is a good example.

National market is a market where customers are spread throughout the country or over a large area.

In national markets the same product or service is offered to customers who are spread around the country. A business may have several (or many) locations in the country in order to reach those customers.

One way to illustrate this is to think of businesses that seem to be everywhere as you travel round the UK. For example, you'll see Tescos, Subway branches in just about every town and city in the UK. These businesses are operating in national markets – e.g. the markets for groceries and fast food.

Physical and electronic markets

A physical market brings buyers and sellers together in the same location. A much larger number of markets are now electronic. Businesses find their customers using a variety of electronic media, including the Internet, mobile telephony, digital television and via email. Transactions are completed electronically with the delivery method depending on the nature of the product sold.

In marketing market is understood as the group of people who might need or want a product or service and have money to buy them. Here markets can be classified in two broad categories according to end-users. The consumer market consists of individuals or households that purchase goods and services for personal use. The industrial/organisational market is made up of enterprises that buy goods and services for the resale to the consumer market or for their own operations. These two groups approach their purchases in different ways; as a consequence different techniques are used to reach them.

Markets are **dynamic**. This means that they are always changing. A business must be aware of market trends and evolving customer requirements caused by new fashions or changing economic conditions.

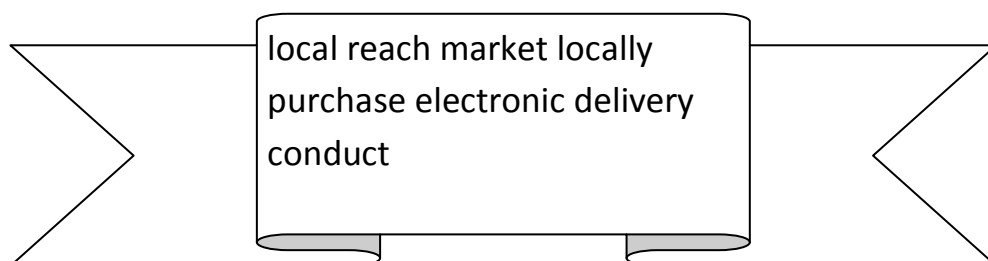
2. Answer the following questions.

Think of advantages and disadvantages for businesses operating in local markets.

What other market you can add to local and national?

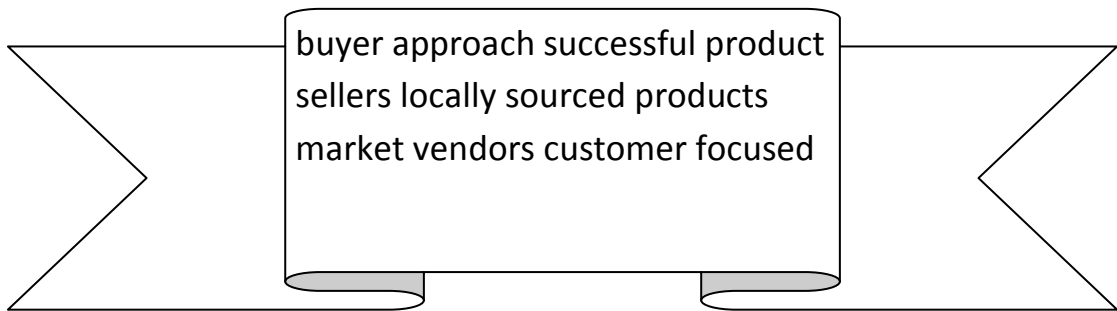
What advantages has a customer of electronic market in comparison with physical one?

3. Fill in the correct word(s) from the list below. Use the words only once.



1. _____ transaction
2. _____ market
3. _____ media
4. _____ method
5. _____ goods
6. _____ customer
7. _____ supplied
8. _____ trends

4. Fill in the correct word(s) from the list below:



1. Yes, we all know that the iPad is an extremely _____.
2. Research, trends and strategies to develop _____ employees and a workforce geared toward _____ improvements.
3. Being a professional _____ is a glamorous, powerful job in many respects.
4. The Resale Checklist provides a list of HDB's policies and procedures that _____ should be aware of.
5. The Personal Shoppers Catalogue offers a large variety of _____ as a result of our strategic alliances with local _____.
6. The systems _____ is a critical concept in logistics.

5. Fill in the correct preposition, then choose any three items to make sentences.

1. to transact _____ each other.
2. in order _____ conduct
3. to be spread _____ the country
4. the method depends _____ the nature
5. the market is made _____ enterprises
6. approach _____ different ways

Listening Comprehension

Farmer's Market

1. Study the following vocabulary

produce - anything that is produced; product

dairy products = milk products

banter – have a general chat with jokes

rapprochement - a sympathetic relationship or understanding
 convert somebody - to cause (someone) to change in opinion, belief, etc

2. Listen to the first part of the talk and answer the following questions:

- a. When did Farmer's market start in London?
- b. What are the rules that differ farmer's market from the regular one?

3. Listen to the second part of the talk and answer the following questions:

- a. Why do people come to the farmer's market? Name at least 3 reasons.
- b. What do farmers like about the market?

What type of market is farmer's market according to classification?

4. Write a summary of what you've heard.

Skills

Reading

1. Read the text and try to find English equivalents to the following terms:

клієнтурна база	попит на засоби виробництва
виробництво "точно в термін"	витрати
нееластичний попит	виробнича потужність
доставка	постачання, запас
засоби виробництва	постачальник
пряме / безпосереднє вживання	

2. Ten sentences in the text are unfinished. Choose the correct sentence endings from a - j below.

Industrial Marketing

Quite apart from consumer markets, in which consumers buy products for direct consumption, there exists an enormous producer or business or industrial market consisting of all the individuals, businesses and institutions which acquire goods and services that are used in the production of other goods, or in the supply of services. The industrial market is actually larger than the consumer market, because [1...]. All of these have to be marketed, and there is more industrial than consumer marketing, although few ordinary consumers realize this because [2...].

The buying process for industrial goods is different from that used for consumer goods. The customer base - the number of buyers - is generally small, because [3...]. The buyers of industrial goods are less easy to persuade than most ordinary consumers, because [4...]. The sales representatives working for industrial marketers have to be equally well-trained and competent, because [5...].

The demand for industrial goods is a derived demand, because [6...]. Furthermore, demand is largely inelastic, because [7...]. This is especially true of companies working with a just-in-time system, which are interested in high quality, frequent and reliable delivery and long-term relationships, rather than occasional price reductions.

The demand for capital goods such as plant and equipment, is also more volatile than that of consumer goods, because [8...]. This pattern of investment is often described as the most important cause of the business cycle.

Industrial marketers have to understand who is responsible for buying in companies and institutions, and what criteria determine their choices, because [9...]. Companies often require products customized to their own specifications, so sellers are expected to understand a lot of technical details. Yet even long-term relationships are no guarantee of future sales, because [10...].

a. companies are unlikely to buy larger quantities and increase their inventories in response to a temporary sales promotion.
b. companies only make large expenditures on new production capacity when consumer demand is increasing, and usually stop all capital investments if consumer demand stops growing.
c. industrial and institutional customers are often required to invite sealed bids and to give the contract to the lowest quotation or tender.
d. industrial customers often develop close relations with sellers.
e. in this area, personal selling is generally more important than advertising, sales promotion and publicity.
f. it depends on the demand for the consumer goods sold by the industrial producers.
g. many industries are dominated by only two or three large companies.
h. producers and suppliers of services require capital equipment such as buildings and machines, raw materials and manufactured parts and components, supplies such as energy, pens and paper, and services from cleaning to management consulting.
i. they are seldom exposed to it.
j. they are well-trained professionals who know exactly what they are doing.

3. According to the text, are the following statements TRUE or FALSE?

The marketers of industrial goods frequently target a small number of customers. TRUE/FALSE

Advertising, sales promotion and publicity are unimportant in industrial marketing. TRUE/FALSE

In industrial marketing, there is often a direct relationship between price and the quantity sold. TRUE/FALSE

The demand for industrial goods usually rises and falls along with consumer demand. TRUE/FALSE

Just-in-time producers are not interested in low-cost suppliers. TRUE/FALSE

The demand for capital goods is often cyclical. TRUE/FALSE

Industrial marketers often have to produce a unique product for a single customer. TRUE/FALSE

In industrial markets, sellers often have to offer a price without knowing what prices their competitors are bidding. TRUE/FALSE

Self-directed work

1. Add appropriate words from the text to these sentences:

1. All the and raw materials that make up manufactured products have to be marketed.
2. Companies only invest in equipment when demand is increasing.
3. Manufacturers of specialised industrial goods usually have a fairly small customer
4. In industrial marketing, the most important promotional tool is often selling.
5. The demand for industrial goods is from the underlying demand for consumer goods.
6. The demand for industrial goods is generally, as manufacturers are unlikely to respond to sales promotions.
7. The level of investment in production capacity is an important cause of changes in the business
8. Many manufacturers require unique machines that are specifically for them.
9. Companies often invite bids to build factories or supply machines, and give the contract to the tender.
10. When you make a bid, you don't know what your competitors are offering.

2. Answer the following questions:

1. Why do companies do market research?
2. What are the examples of primary research?
3. What are the examples of secondary research?
4. Why some companies prefer not to do market research?
5. What is the synonym for 'information'?
6. How is factual information called?
7. How is information about opinions called?

Vocabulary and Speech Exercises

1. Match the terms to their definitions.

1. primary data	a. activity of collecting and studying information about what people want, need, and buy
2. secondary data	b. activity of trying to find out detailed information about a lot of different people or things, usually by asking people a series of questions
3. field research	c. when company asks a group of people to try a new product or service and give their opinions on it
4. desk research	d. an area or group of people that tries a new product or service so that its qualities can be evaluated.
5. market research	e. information about a subject that is collected at first-hand, for example by means of interviews

6. survey	f. information about a subject that has already been written or published
7. respondent	g. a specially selected group of people who are intended to represent the general public. They have discussions in which their opinions are recorded or filmed
8. consumer panel	h. research that is done in theoretical way, by reading what has already been written about a subject.
9. focus group	i. research that is done in real, natural environment, for example by interviewing people, rather than in theoretical way
10. market test	j. a specially selected group of people who are intended to represent the likely users of a particular product or service
11. test market	k. person who replies to something such as survey or set of questions

do / conduct / carry out market research/ survey

NB!

a survey shows/ reveals/ finds/ says

Reading Comprehension

1. Read and translate the text.



Marketing is about identifying and satisfying customer needs. The first step is to gather information about customers needs, competitors and market trends. An entrepreneur can use the results of market research to produce competitive products.

Collecting market research

There are two main methods of collecting information: Primary research provides new data for a specific purpose. Primary research (field research) involves gathering new data that has not been collected before. For example, surveys using questionnaires or interviews with groups of people in a focus group.

Secondary research (desk research) involves gathering existing data that has already been produced. For example, researching the internet, newspapers and company reports.

Factual information is called quantitative data. Information collected about opinions and views is called qualitative data.

Accurate market research helps to reduce the risk of launching new or improved products.

Some businesses opt out of field research and rely instead on the know-how and instincts of the entrepreneur to 'guess' customer requirements. They do this because market research costs time and money. Existing business can make use of direct customer contact to help them identify changing fashion and market trends.

2. Match a type of data collected on the left with a research method on the right

Primary data	Desk research
Secondary data	Field research

3. Which of the following are examples of primary data and which are examples of secondary data?

	Primary	Secondary
1. focus groups		
2. reports from the sales force		
3. information published by the competitors		
4. data from telephone interviews		
5. data from consumer panels		
6. published sales figures		

4. Match the two halves of the sentences

a. A company which is market oriented	1. finding out what customers want and need, and what makes them buy.
b. Market research is the process of	2. no-one has yet collected.
c. Primary data is information which	3. tries to find out what consumers want before developing a product.
d. Secondary data is information which	4. is already available, both inside and outside the organization.
e. Carrying out a survey involves	5. test marketing.
f. New product can be tested on consumer panels. This process is called	6. asking questions of respondents, either by filling in a questionnaire or by interview.

5. Use the terms in the box to complete the paragraph.

Primary data
desk research
market-led
field research
market

research
consumer panels
secondary data
surveys
market test

A market for a product is the people or organizations who buy it, or an area where it is sold. Companies quick to respond to the needs of a market are , or market-oriented. The gathering of information about what consumers want and need, and what makes them buy, is known as There are two ways of collecting information- and... .. Desk research involves the use of - and field research involves the collection of Secondary data includes information from sources such as the media or trade associations. Primary data is collected through the use of , (i.e. questioning individuals), , (i.e. questioning groups of people) or by carrying out a to see how successful the product is before launching it more widely.

Listening Comprehension



A. Look at the photos. What is happening? Have you ever had an experience like this?

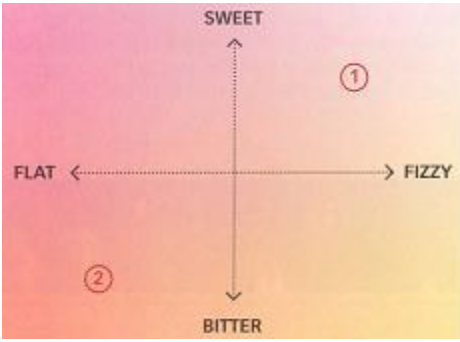
C. You are going to hear short extracts from four different types of research methods.

1. Listen and say which extract (A-D) is a:

- street survey questionnaire
- dustbin survey
- focus group
- blind testing

2. Listen to part A again.

- a What product are they discussing?
- b What does Stephanie like and dislike about it?
- c Why doesn't Nigel like them?



3. Listen to part B again and mark where drink number three belongs on the scale.

4. Match the marketing research methods in the box to the description in 1-4.

street survey questionnaire focus group blind testing dustbin

1. A researcher regularly visits someone's home and looks at the labels of all the products that a household has bought or used recently. _____
2. A researcher encourages a group of consumers to discuss their feelings and attitudes towards different products. The discussion is secretly observed and often filmed. _____
3. A researcher interviews passers-by and asks them a list of carefully chosen questions. _____
4. Selected volunteers are given different objects to examine or samples of food or drink to taste and compare. The identity or brand of the products is kept a secret. _____

5. You run a market research organization. Discuss which research methods you would recommend to clients in these four situations.

1. A manufacturer of a substitute for butter wants to know how to position its product against its competitors. It would like to know what consumers think of the taste compared to rival products, including butter. _____
2. The managers of an airport want to find out what travellers and passengers think of the services offered inside the airport terminal. _____
3. A marketing research organization has to produce monthly reports with information about the buying habits of consumers. It studies the same consumers over a period of several years. _____
4. The directors of a supermarket chain want to find out why customers prefer their main competitors. _____

6. Find words and expressions in *italics> in the text below which mean the same as:*

1. slice.....

2. discover.....
3. identified to be of interest.....
4. reply.....
5. chance selection.....
6. poll.....
7. list of questions.....
8. results.....
9. typical.....
10. feelings and opinions.....
11. see.....
12. who are similar in some way.....

Companies or organizations which want to *find out* how the public *perceive* their products or services perform market research. This research often takes the form of a *survey*, designed to investigate the *attitudes* of the public. People are asked to *respond* to a carefully formulated *questionnaire*. Researchers may use a completely *random sample* of people, or a selection of people *with shared characteristics*. For example, women accompanied by one or two small children or people over sixty-five, who are *representative* of the *segment* of the market that has been *targeted*. The *findings* of this research will then be the object of a great deal of analysis and interpretation.

7. Complete gaps a-e in the text with sentences 1-5.

- 1 In this respect, the right environment is crucial, so the discussion room must be as comfortable as possible.
- 2 It can be very informative for, say, directors of a chain of clothing stores to hear at first hand why they are failing and how their fashions are perceived.
- 3 Body language and gestures - often more expressive than words - can be interpreted.
- 4 For these, six to eight volunteers gather in one room to discuss anything from washing powder to airport services.
- 5 The views of shyer, quieter members are equally important.

Say what you really think.

Although market research still involves asking individuals about their shopping habits and filling in questionnaires, there is a trend towards focus groups.

a.....The theory is that we open up more in groups than in a one-to-one situation, where we subconsciously want to 'please' the interviewer. These volunteers can be a random sample, but more usually they represent a particular target segment.

To get people to talk freely in groups, they have to be made to feel quite relaxed.

b.....This can be difficult when viewing rooms with one-way mirrors and video cameras are used.

Most of these sessions start with a chat and a drink to break the ice. Then the moderator gently leads into getting people to sample products - often blind testing -

and discuss different packaging. Here, the trick is to prevent forceful or talkative volunteers

dominating the session. c.....An experienced moderator can do this smoothly without upsetting anyone.

Even though it is an extremely artificial environment, it does have some distinct advantages. All the action can be filmed and the results replayed and discussed. d.....

Perhaps most importantly observers have shared the same experience. e.....They can get a better 'feel' for a problem than from the findings of written report.

8. Find the words and expressions in the completed text that mean the following:

1. a developing fashion, going in a general direction
2. people who offer to do something without being paid for it... ..
3. not consciously aware of something... ..
4. make people feel less self-conscious and comfortable with each other... ..
5. the person who encourages and controls the discussion... ..
6. something which is not real... ..
7. how your body communicates... ..
8. (to hear something) directly; not from other people... ..

9. Decide whether these statements are true (T) or false (F). Find evidence in the text to support your answers.

1. Focus groups are becoming more and more popular.
2. People are forced to take part in the research.
3. People are more likely to say what they really think in one-to-one situations.
4. The people who participate in focus groups are always chosen carefully.
5. The people in the group can see the researchers observing them.
6. All focus groups are filmed.
7. It is important to make people feel comfortable from the beginning.
8. Moderators should know how to be diplomatic.
9. Focus groups are an accurate reflection of real life.....
10. Observing a focus group can give you a deeper understanding of important issues.

.....

Skills

VIDEO: Focus group in action

Study the following words

Flavour taste BBC

Watch and compare 2 focus groups according to the following categories

Categories	Video 1	Video 2
1. product/service under research		
2. purpose of the research		
3. is product/service in the		

market or in the stage of development?		
4. the target audience (age)		
5. number of people in the group (approximately)		
6. method of registration of answers		
7. place and atmosphere of the research		

Which focus group you think is more formal/more relaxed? Which group would you like to participate in?

If you had a chance to participate in a focus group what product or service would you like to discuss? Why?

Conduct a focus group and discuss

- 1 the service of local public transport
- 2 the service in the university canteen
- 3 the service and facilities of local cinema

Market Testing

1. Nine sentences in the text are unfinished. Choose the correct sentence endings from a to i below:

New products must obviously be extensively tested for safety and performance. If they successfully pass these tests, they will then normally be market tested, (1....). Market tests are designed to inform a company how many consumers will try a product and, unless it is a durable good, (2....). Tests will also reveal which dealers want to handle the product.

Testing can be carried out by giving the product free to trial consumers, or by a "mini-test," which involves placing it, for a fee, in a number of stores selected by a market research agency, or by selecting particular towns or regions as full test markets. If a lot of people try and then re-purchase a new product, (3....). If there is a high trial rate but a low re-purchase rate, (4....). If only a few people try the product, but many of these re-purchase it, (5....).

For durable industrial goods, the most common form of testing is to offer the new product (6....). Alternatively, a firm can display the product at a trade fair or in distributors' or dealers' showrooms, and study customers' reactions.

Some ideas reach the product development stage, perform adequately in test marketing, but then fail to be commercially successful; (7....). Enthusiasm for a new product may cause executives to misinterpret market research data which should have told them that (8....). On the other hand, even good new products can be destroyed by poor promotions or (9....).

- a. by even better products developed by competitors.

- b. how many will re-buy it and adopt it, and what the frequency of re-purchase is.
- c. it fails to offer a "unique selling proposition", or that it is badly designed or wrongly priced.
- d. it will probably be necessary to increase advertising and sales promotion spending to encourage more people to try the product.
- e. something is clearly wrong with the product.
- f. the company will probably go ahead and launch it in as large a geographical area as they have the capacity to supply.
- g. this may be due to a previous failure of market measurement or forecasting or research.
- h. to selected potential customers for trial.
- i. unless, perhaps, the company is involved in a race with a competitor's product, in which case it might launch a product immediately.

Self-directed work

You are asked to choose a new subject to be taught in your university. How would you research this? Make a list of all the things you would need to find out and how you would get the information you need.

Constructing Questionnaire

1. Study these rules for writing questionnaires. Work in pairs and discuss which two you think are the most useful. Are there others you would like to add?

1. Don't ask 'leading' questions, i.e. questions which dictate an answer.
2. Never start a questionnaire with a question about money.
3. Never use a long word if a short one can do the same job.
4. Remember that happiness and satisfaction are relative terms. What exactly do they mean?
5. Avoid questions which are impossible, or almost impossible to answer.

2. A pet food manufacturer wants to find out attitudes towards pet food. Look at the questionnaire about pet food and discuss which of the rules 1 -5 above it breaks.

Consumer Survey

1. What percentage of your weekly food budget is spent on pet food?
 - 20-40%
 - more than 40%
 - less than 20%
2. Are you happy with your pet's current brand of pet food?
 - yes
 - no

3. How many advertisements for pet food did you see on TV last week?

- none
- 1-5
- more than 5

4. State your principal criteria when trying to meet your animal companion's nutritional needs.

5. Don't you think your pet deserves a diet which will help it live longer?

- yes
- no

Vocabulary and Speech Exercises

Analyzing and Presenting Data of a Research.

Exploiting Visuals

Visuals are important in any professional presentation. Visual information is highly memorable and reduces the amount of talking you have to do. Good visuals speak for you.

1. Match different types of charts, graphs and diagrams with the pictures and definitions:

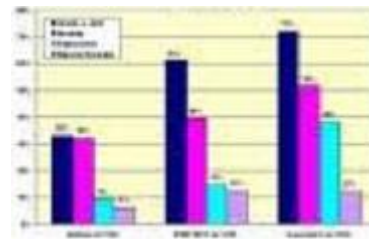
line graph pie chart flow chart table bar chart



a.

Evaluating Display		Number of evaluation items			Number of recommend	
		Total	Effective	Accepted		Commented
Inform	Summary	80	47	26	21	5
Icon	Speed	80	32	12	20	4
Display	Flow diag	80	60	30	30	5
Control	Display	125	74	56	18	4
Request Panel		49	22	10	12	6
Sub-panel Display		73	42	21	31	14
Outstand Display		58	38	15	23	7

b.



c.



d.



e.

1. A circular graph having radii dividing the circle into sectors proportional in angle and area to the relative size of the quantities represented. Also called circle graph.

2. An orderly arrangement of data, especially one in which the data are arranged in columns and rows in an essentially rectangular form.

3. A schematic representation of a sequence of operations, as in a manufacturing process or computer program.
4. A graph in which successive points representing the value of a variable at selected values of the independent variable are connected by straight lines.
5. A graph consisting of parallel, usually vertical bars or rectangles with lengths proportional to the frequency with which specified quantities occur in a set of data.

Introducing Visuals

- ✓ Take a look at this / Let’s have a look at this/
- ✓ I’ d like you to look at this graph...
- ✓ Here we can see...
- ✓ The graph represents ...
- ✓ Let me show you this pie chart...
- ✓ To illustrate my point let’s look at some diagrams...
- ✓ As you can see from these figures...
- ✓ If you look at these photographs you'll see...
- ✓ If you look at this bar chart you'll notice...
- ✓ If you look at this flow chart you'll understand ...

Naming the parts of diagrams

The **vertical axis** represents total annual sales. The **horizontal axis** shows our market share.

Commenting On Visuals

Good visuals speak for themselves and require little or no description, but you often need to draw your audience’s opinion to one or more key points before you discuss them in more detail:

Describing Trends

Complete the table:

↓	↑	→

Increase decrease maintain stay at raise drop keep rise reach a
 peak step up cut grow decline remain stable expand go
 down expand fall improve

2. Use your dictionary to look up the meaning of the verbs in the box and then answer the following questions:

plummet	peak	level out	rocket	decrease	rise	increase	soar	fluctuate
drop	decline	fall						

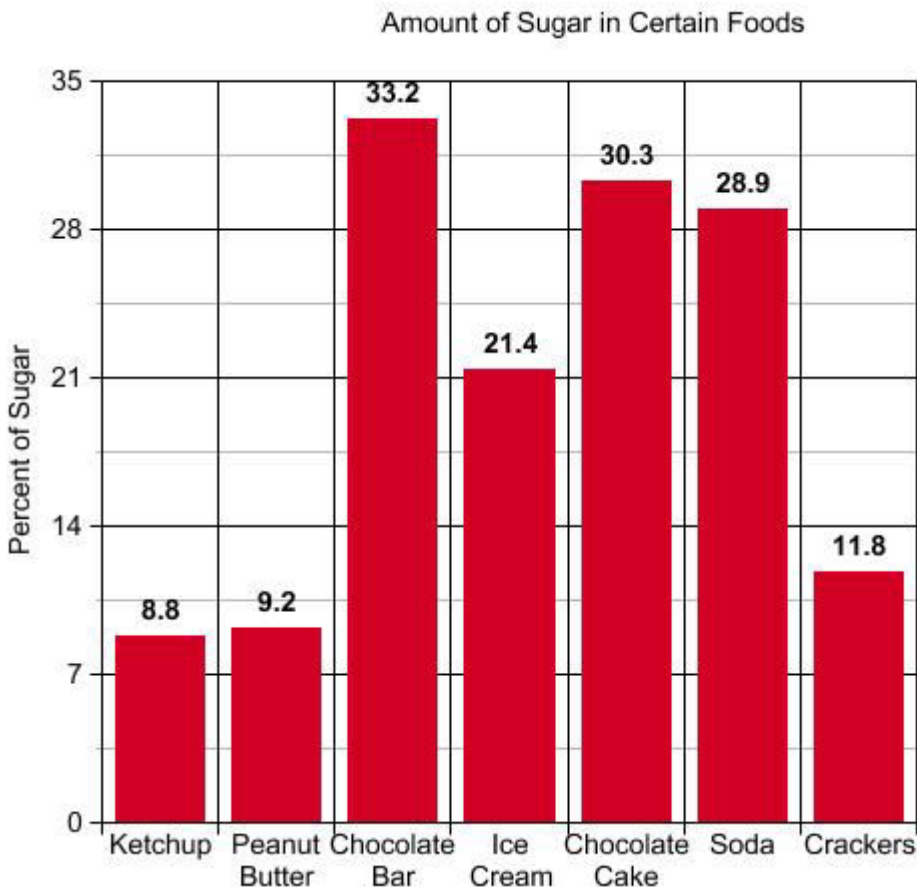
1. Which five verbs mean go up?
2. Of these, which three mean go up suddenly/a lot?
3. Which five verbs mean go down?
4. Which verb means reach its highest level?
5. Which verb means stay the same?
6. Which verb means go up and down?

3. Each of the following sentences contains mistakes. Rewrite the sentences correcting the mistakes.

1. Sales of chicken burgers dramatic increase over the period.
2. There was a significantly increase in the population.
3. Consumption of diesel considerably rose until the end of the period.
4. Figures plummeted slightly in 1999.
5. Sales of I-pods rose significant immediately after their release.
6. X-boxes experienced a rapid grow from the beginning of November.
7. There was a slow fluctuation in the number of burglaries in the south-east.
8. There was a slightly fluctuation in the number of burglaries.

Reading Comprehension

1. The amount of sugar in 7 different foods was measured as a percent. The data is summarized in the bar graph below.

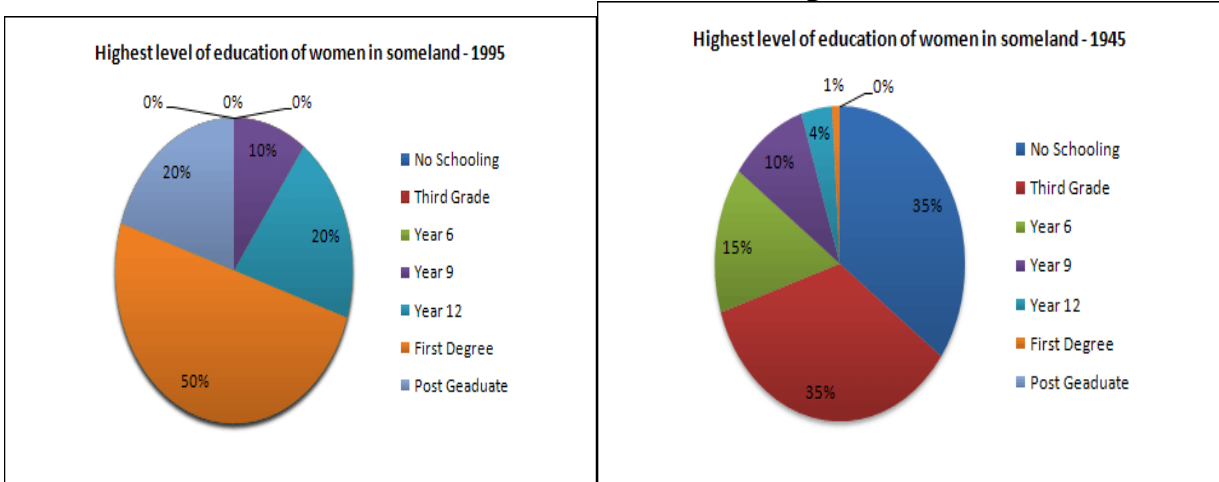


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<http://www.mathgoodies.com>

Study the bar graph and answer the questions below.

1. What is the title of this bar graph?
2. What is the range of values on the (vertical) scale?
3. How many categories are in the graph?
4. Which food had the highest percentage of sugar?
5. Which food had the lowest percentage of sugar?
6. What percentage of sugar is in soda?
7. What is the difference in percentage of sugar between ice cream and crackers?

2. Use the information from the illustration to complete the article:



The pie charts compare the highest level of education achieved by women in Someland across two years, 1945 and 1995. It can be clearly seen that women received a much higher level of education in Someland in 1995 than they did in 1945.

In 1945 only 1___% of women completed their secondary education and 2___% went on to a first degree. No women had completed post-graduate studies. This situation had changed radically by 1995. In 1995, 3___% of women in Someland had completed secondary education and of those, half had graduated from an initial degree and 4___% had gone on to postgraduate studies. At the other end of the scale we can see that by 1995 all girls were completing lower secondary, although 5___% ended their schooling at this point. This is in stark contrast with 1945 when only 6___% of girls completed primary school, 7___% had no schooling at all and 8___% only completed the third grade.

In conclusion, we can see that in the 50 years from 1945 to 1995 there have been huge positive developments to the education levels of women in Someland.

Skills

PROJECT

1. Choose one of the three situations and construct a questionnaire. Remember the rules for producing a good questionnaire.

Situation 1

A company wants to open a new fast food chain. They have asked the marketing consultancy that you work for to do some market research for them.

Situation 2

A company wants to publish open a new magazine for wide audience. They have asked the marketing consultancy that you work for to do some market research about the possible content of a magazine.

Situation 3

A company wants to start a new internet social network. They have asked the marketing consultancy that you work for to do some market research about the possible content of a site.

Self-directed work

Carry out your research with other members of your group.

Analyze your research and present your findings in visual form.

Unit 13 How Market Works

Starting up

1. Look at the image below and describe the people in terms of their age, social status, occupation, leisure activities. Think of five types of products or services that the people might buy.



Vocabulary and Speech Exercises

- 1. Describe yourself as a customer in the similar way.**
- 2. Give typical consumer profile for each of the products below. Include the following:**
 - ✓ age
 - ✓ sex
 - ✓ job
 - ✓ income level
 - ✓ other products or services the customer might buy.

Products /services:

music magazine
luxury car
jewelry
yoga classes
vegetarian food
lap top
mp3 player

- 3. Ask your partner about his/her family and their circumstances and tell about them:**
 1. Where does your family do their main grocery shopping?
 2. How many times a month does your family go shopping for non-food items?
 3. What are your family's five favourite non-food shops?

4. Does your family have an Internet connection?
5. What type of accommodation do you live in?
6. What is the age range of your family?
7. What sporting and leisure activities does your family enjoy?

What products from the exercise above you think would interest the members of the family?

Reading Comprehension

DEFINING MARKET SEGMENTATION

The above are typical questions that any market research survey might seek to find out. It represents basic information about consumers that any business would be interested in knowing. Such information allows the business to be able to classify customers in different categories called market segments.

A **market segment** is a group of customers from the market that have similar sets of characteristics. **Market segmentation** is an attempt to subdivide the overall market into smaller groups of potential customers who share some common need or characteristic.

1. Do some market segmentation classification yourself. Look at the images below and write down/ speak about five types of products or services you think that people might buy.

For example you may say:

- ✓ They are likely to buy wine rather than beer
- ✓ They will go to clubs
- ✓ They are likely to go to health clubs or the gym
- ✓ They will spend money on hair and clothes
- ✓ They will buy make-up from expensive shops





Listening Comprehension

1. Listen to the part of the interview with Jonathan Turner, Managing Consultant at Oxford Strategic Marketing, and complete the following notes.

1. Currently Oxford Strategic Marketing helps the bank to develop
2. According to expert, nowadays a good marketing strategy is based on
3. Moreover companies should be able to
 - a.
 - b.
 - c.
 - d.
4. The expert characterizes market segmentation as
5. Oxford Strategic Marketing did the following for their client:

- a.
- b.
- c.

6. The results of the research were surprising because

Reading Comprehension

1. Before reading the text, match each word in the left column with its definition on the right.

1. target market	a. to gather together in a small group.
2. background	b. dividing a market into distinct groups of buyers who have different requirements or buying habits.
3. cluster	c. group of individuals or organizations within a market that share certain common characteristics.
4. offend	d. a person's regular work or profession; job or principal activity.
5. market segment	e. specific group of customers to whom a company wants to sell a particular product.
6. market segmentation	f. to hurt the feelings, sense of dignity
7. occupation	g. one's origin, education, experience.

Bases of market segmentation

The four most common bases for segmenting the consumer market are demographic, geographic, behavioristic, and psychographic. To some extent, these same approaches may also be applied in industrial markets.

Demographic segmentation

This is all about people in general. Segments in this classification include: age, gender, family size, income levels, ethnic background, occupation, education, religion, socio-economic background.

Some of these will be further sub-divided. For example, the socio-economic background might identify managerial occupations, supervisory roles, skilled or unskilled and so on.

Here are examples in the age classification. Those in the 60+ age group are often referred to as the 'grey pound'. This group are increasing in importance because there are a rising number of people in this age group in the population. They tend to have more money to spend than many elderly people in the past.

For some firms, an understanding of the 'demographics' of their customers is very important. When advertising products, for example, a business might have to be very careful not to offend potential customers. Certain religions, for example, have particular beliefs about certain types of product that other faiths may not. The Jewish and Muslim faith does not encourage the eating of pork, for example.

Geographic segmentation

Potential customers in different locations often have special needs or tastes. When those sorts of differences are important, it makes sense to use geographic segmentation. More surfboards are bought in Honolulu than in Manhattan. Many industrial products also lend themselves to geographic segmentation because certain types of industrial customers tend to be clustered in the same area, for example in the USA, electronics companies in Silicon Valley.

Behavioristic segmentation

Humans are quite often creatures of habit and again, businesses can make use of this to get to know who their customers are and how they behave. Behavioural characteristics might refer to how many times you buy a particular product or service during a period of time.

Another way to segment a market is to classify customers on the basis of their knowledge of, attitude toward, use of, or response to products or product characteristics. Imagine that you are in the hotel business. You might classify potential customers according to when and why they stay in hotels, making a distinction between business travelers and vacationers. You could then tailor your services and promotion for one group or the other.

You could also think in terms of the benefits your customers might seek. Some travelers, for example, might be interested in price, others in status, service, location, or dependability. You could gear your hotel marketing plan to appeal to each group.

Psychographic segmentation

This refers to people's lifestyle, their attitudes, personality and values. We see lots of examples of how people are classified in this way - goths, hippies, yuppies, geek and so on.

In most cases, these are what are called 'stereotypes'. The way we look at these groups might be simplified and exaggerated but they do serve to identify certain characteristics. These might be useful to a business looking to target particular markets.

Psychographics is a relatively new specialty that characterizes consumers in terms of psychological makeup — their social roles, activities, attitude, interests, opinions, and lifestyle. Psychographic analysis focuses on why people behave the way they do. In segmenting a market psychographically, you would examine a person's brand preferences, favorite radio and TV programs, reading habits, values, and self-concept.

Vocabulary and Speech Exercises

1. Now discuss the following questions.

1. What is the main purpose of market segmentation?
2. What is demographic segmentation? What is it based on?
3. Demographics originates from the word 'demography'. What does it mean? (It means a 'study of population').
4. Do you agree with the statement "As people age their needs and lifestyles change"?

5. How does geographic segmentation divide the market?
6. Can loyalty rate be considered as behavioristic variable?
7. How does psychographic segmentation divide the market?
8. List at least three psychographic segmentation variables.

2. Task

- Take any three demographic groups from the list above. For each group, think of five things that people might buy regularly or places where people might shop. For example, in the age group section, you might identify people aged between 14 and 25 - that is one market segment. What does the typical 14 - 25 year old spend his or her money on?

- Imagine that you own a company that manufactures high-end luxury cars. This is a product that cannot be afforded by people from every income group. You see that some customers use these luxury cars as status symbols, some use them as utility vehicles, and some use them for long distance drives. Applying psychographic segmentation highlight that part of the commodity that appeals most to a particular customer, and tell him the features of the product and how it will benefit him.

Reading Comprehension

1. Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which shouldn't be there. If a line is correct, put a tick at the end of the line. If a line has a word which shouldn't be there, write the word at the end of the line. There are two examples at the beginning.

Market segmentation.

0	Market segmentation is a strategy that involves dividing in a larger	<i>in</i>
00	market into subsets of consumers who have common needs and	√
1	applications for the goods and services offered in the market.	
2	These subgroups of consumers can be identified as by a number of	
3	different demographics, depending on the purposes behind being	
4	identifying the groups. Marketing campaigns are often designed in	
5	and implemented based on this a type of customer segmentation.	
6	One of the main reasons for engaging in market segmentation is to	
7	help the company understand and the	

	needs of the customer base.	
8	Often the task of segregating consumers by specific criteria will be	
9	help the company identify other applications for their products that	
10	may or may be not have been self evident before.	
11	Market segmentation strategies can well be developed over a wide	
12	range of characteristics have found among consumers.	

Target - marketing alternative

The market segmentation process helps a company identify which target customers to serve and how to appeal to them. There are basically four alternative approaches to target marketing: undifferentiated, concentrated, differentiated, and customized.

When a company engages in **undifferentiated marketing**, it does not subdivide the market at all. Rather, it concludes that all of the buyers have similar wants and can be served with the same standardized product. This approach is commonly used with basic products such as sugar, salt, and gasoline, which are physically and chemically identical regardless of who produces them.

Undifferentiated marketing has one big advantage: It enables a company to minimize its production and marketing costs. With only one basic product to manufacture and promote, the firm achieves economies of scale. However, firms that follow this approach are vulnerable to competitors who use a more targeted approach.

A **concentrated marketing** approach is aimed at a single market segment. All of the organization's efforts are directed toward satisfying the specific needs of the target customer group. Carnival Cruise typifies those companies that have made their mark using a concentrated marketing approach. Until Carnival came along, most cruises were designed for the wealthy. But Carnival saw an opportunity to sell cruise vacations to the common man and woman. The firm's formula was to offer all-inclusive air-and-sea packages priced about 20 percent below the competition and to schedule relatively casual four-day and seven-day cruises that were more compatible with the average person's budget and vacation schedule. The strategy has enabled Carnival to achieve a dominant position in the cruise industry. For all its attractions, the concentrated strategy has several disadvantages. The organization's sales are limited by the size of the segment, and business tends to fluctuate according to the changing tastes and fortunes of a particular customer group. Furthermore, the organization has all of its eggs in one basket — if competitors move in, sales can plummet.

With a **differentiated marketing** approach, the organization avoids some of the problems associated with concentrated marketing. Instead of focusing on a single segment, the firm selects several target customer groups then varies the elements of

the marketing mix to appeal specifically to each segment. Differentiated marketing is probably the most popular segmentation approach, particularly for consumer products. However, it requires substantial resources, since the organization incurs additional costs in tailoring its products, prices, promotional efforts, and distribution arrangements for each segment.

Companies that use a **customized marketing** approach view each customer as a separate segment and tailor the marketing mix to that individual's specific requirements. This approach is necessary in certain types of industrial markets where the product cannot be standardized. Civil-engineering firms, for example, must design each bridge, road, or sewer system to meet the specific requirements of the customer. This approach is also used for many consumer services such as interior design, home repairs, and custom tailoring.

2. Choose the right meaning of the words in bold type, translate the sentences into Ukrainian.

1. **Assume**, at the outset, that producers find it equally profitable to produce Wensleydale or Cheddar cheese:

- a) вважати;
- b) допускати;
- c) думати.

2. Now, suppose that consumers experience a greatly increased desire for Wensleydale and a **diminished** desire for Cheddar cheese:

- a) скорочений;
- b) зменшений;
- c) ослаблений.

3. Merchants will find that they cannot keep Wensleydale on their shelves. It has become **scarce**:

- a) убогий;
- b) рідкий;
- c) дефіцитний.

4. The lower price will **encourage** consumers to buy and eat more of it:

- a) підтримувати;
- b) стимулювати;
- c) заохочувати.

5. Perfect competition is a model of industrial structure in which many small firms compete in the supply of a **single** product:

- a) єдиний;
- b) єдиний;
- c) один.

6. Monopolies exist because other **would - be** competitors are somehow prevented from entering the market:

- a) потенційний;
- b) можливий;
- c) що претендує.

3. Substitute the following definitions with the words in the box:

stock exchange	flea market	single market
black market	home market	labour market
market dues	real estate market	

1. buying and selling goods in a way not allowed by law
2. number of workers available for work
3. sales of houses
4. a market in which securities are bought and sold
5. rent for a stall in a market
6. market in the country where the selling company is based
7. market for secondhand goods
8. market with no tariff barriers between its member states

4. Substitute the following definitions with the words in the box.

retailer	mail-order selling	chain	door-to-door sale
discount store	boutique	hypermarket	middleman

1. businessman who buys from the manufacturer and sells to the public
2. taking orders and supplying a product by post
3. series of stores belonging to the same company
4. going from one house to the next, asking the dwellers to buy something
5. shop which specializes in cheap goods
6. small shop selling articles (clothes, cosmetics, hats, etc.) of the latest fashion
7. very large supermarket, usually on the outside of a city or a town
8. person who sells small quantities of goods direct to the general public

5. Choose the right meaning of the words in bold type; translate the sentences into Ukrainian.

1. What is news is that they **are bypassing** traditional delivery channels:
 - a) зневажати;
 - b) уникати;
 - c) не брати до уваги.
2. Most people occasionally feel helpless and **victimized**:
 - a) скривджений;
 - b) обійдений;
 - c) обманутий.
3. Time has become an important consumer **issue**:
 - a) питання;
 - b) вихід;
 - c) проблема.

4. Door-to-door sales are being replaced by catalogs that consumers can **thumb through** at their convenience:

- a) поглянути;
- b) переглянути;
- c) перевернути сторінку.

5. Consumers have generally not only responded well to alternatives, they have come to expect and demand the **diversity**:

- a) відмінність;
- b) розмаїтість;
- c) строкатість.

6. The consumer is no longer the passive **recipient** of advertising that marketers were used to in the past:

- a) споживач;
- b) слухач;
- c) одержувач.

7. A major **breakthrough** before the end of the decade may be scanning systems that enables shoppers to check themselves out:

- a) досягнення;
- b) настання;
- c) проривши.

6. Compose a brief essay (approximately 100 words) on one of the following topics; use the words in brackets.

1. Shopping for professional services.

(storefront dentistry, optometry, hearing specialists, foot doctors, legal services, divorce consultants, will-preparers, self diagnostic machinery, chiropractors, acupuncturists, midwives, health - care providers, home-diagnostic equipment and testing, drug advertising, do -it- yourself books for medical, accounting, and legal affairs)

2. Getting global experience at home.

(foreign delicacies, cultural artifacts (arts, crafts, clothing), simulating ethnic and foreign environments, virtual reality, mind-altering techniques).

Self-directed work

1. Translate the following sentences from English into Ukrainian.

1. A hidden camera is a method of observation.
2. When analyzing the work of the firm it is necessary to take outside consultants.
3. Having analyzed the experience of other firms you will be able to avoid mistakes usually made by young businessmen.
4. The money returned helped to solve this problem.
5. The amount of the initial investment required varies according to the type of business.

2. Translate the following sentences from Ukrainian into English.

1. Отримані результати ринкового дослідження задовольнили компанію.
2. Письмова анкета - приклад методу використаного в опитуванні.
3. Прибутки, зароблені корпорацією, покрили всі витрати минулого року.
4. Торгова ярмарок, названа «Український бізнес» проходила в кількох містах України.
5. Фокусуєтесь на одному сегменті, компанія несе певні ризики.

PROJECT**1. Choose two businesses from different sectors and which are different sizes.**

Answer the following questions about your businesses.

1. What does the business do?
2. Is the business in the primary, secondary or tertiary sector?
3. Is the business in the public or the private sector?
4. What do you think are the main aims and objectives of the business?

2. Try to identify what the main market segments that each of your businesses might target.**3. Present your findings in the visual form.**

Unit 14 Product: The Basis of Commerce

Starting up

Comment the following statement.

Customers do not buy products; they seek to acquire benefits.

□ What kind of benefits does a customer acquire when they buy the following products?

washing machine lap top caviar car iPhone/iPad

Give a definition to the term 'product'.

Vocabulary and Speech Exercises

Defining product

1. Think of as many differences as possible between goods and services.

Goods	Services

Reading Comprehension

1. Read the text 'Products: The Basis of Commerce' Part I and answer the questions:

1. How many approaches to categorize products are given in the text?
2. What is the difference between goods and services in term of marketing?
3. Try to find English equivalents to the following words.

Підхід розрізняти відміну, відмінність протилежні наслідки, результати	відрізнятися (від к-н, ч-н) класифікувати, розподіляти по групах або класах включати, охоплювати
--	---

Products: The Basis of Commerce

Part I

Goods and Services

When we think of 'products', we generally think in terms of tangible goods, like perfume or paint. But the term 'product' also encompasses services such as haircuts, medical treatment and taxi rides.

Products can be grouped in a variety of ways. One approach is to distinguish between goods and services, which differ in fundamental respects. Goods are basically objects; they can be touched, stored, transported, and mass-produced. Services, consisting primarily of actions, have the opposite characteristics. As you might expect, these differences have important implications for marketing. In general,

services require different pricing, distribution, and promotion techniques than goods do.

Although the distinction between goods and services is important, the line between the two types of products is often blurry. There is a continuum with pure goods, like toothpaste, on one end and pure services, like medical attention, on the other. In between lies a vast middle ground where goods and services are bundled to create a total package that satisfies the consumer. The mail-order-catalog business is a typical example.

Another way to categorize products is to look at who is doing the buying — individual consumers or industrial/organizational buyers. The consumer and industrial markets have different purchasing patterns, and these differences have important implications for companies trying to optimize their marketing mix.

2. Complete the text below using verbs in Passive or Active Voice.

Basic Differences between Goods and Services

Goods

1. Goods are tangible objects that can be (perceive) with the senses. They can be (depict) in advertising and (examine) in the store. The buyer (receive) value through ownership.

2. Goods can be (store). If demand is weak, the manufacturer can (hold) items in inventory until sales pick up. The buyer can receive satisfaction from the object over a period of time.

3. Goods can be (transport) from manufacturer to seller and can pass through the hands of intermediaries. The buyer can (evaluate) the quality of the good independently from the quality of the intermediary.

4. Goods can be (standardize) and (mass-produce). The buyer can (depend) on quality to be consistent with each repeat purchase.

Services

1. Services are often intangible, involving actions as opposed to objects. The buyer (obtain) value from an experience or event.

2. Services are perishable. The provider must match supply to demand, since unused capacity cannot be (save) until later. In many cases, the buyer's satisfaction (occur) over a relatively brief period during which the service (perform).

3. Many services cannot be transported or transferred through intermediaries. The provider must (interact) directly with the buyer.

4. Services cannot be (standardize) or (mass-produce). Quality can vary over time.

3. Read the text 'Products: The Basis of Commerce' Part II and try to find English equivalents to the following words.

сприяти, розвивати хороші взаємини	покупка в результаті порівняння; обдумана покупка
---------------------------------------	--

товари попереднього вибору товари особливого попиту магазин самообслуговування	товари повсякденного попиту вимагати замінник місце розташування
--	---

Products: The Basis of Commerce

Part II

Consumer goods

Most marketing specialists divide the broad category of consumer goods into three subgroups, according to the approach people take to shopping.

The things that people buy frequently, without much conscious thought, are called **convenience goods** — inexpensive items like toothpaste, soda, and razor blades. Routine personal services like dry cleaning, film developing, and photocopying are convenience products, too. Because the buyer is already familiar with these things, habit is a strong influence in the purchase decision. People buy the same old brand or go to the same old shop because it is easy to do so. Unless something has made them particularly conscious of price, they often don't even think about the relative cost of alternatives that could serve their purpose just about as well.

To cultivate these strong buying habits, many sellers of convenience goods use advertising and packaging to create an easily recognizable image. Special pricing and promotion tools may also be important elements in the marketing mix. But personal selling efforts generally are not, because most convenience goods are familiar items sold in self-serve outlets.

Services that qualify as "conveniences" are typically sold on the basis of location and personal rapport between buyer and seller. A person will generally go to the closest dry cleaner, for example, unless the price is outrageous and the service is dreadful.

Purchases that require more thought fall into the category of **shopping goods**. These are fairly important things that a person doesn't buy every day, like a stereo, a washing machine, a good suit, or — in the service area — an interior decorator, a tax service.

One reason a purchase requires more thought is the differences among brands in terms of price or features. The existence of these differences prompts comparison shopping. The shopping process is a form of education; the more unusual and expensive the product, the more the buyer checks around to compare models, features, and prices.

People use a different approach when they are shopping for **specialty goods**, items that have been mentally chosen in advance and for which there is no acceptable substitute to the consumer. These are goods or services the buyer especially wants and will seek out, regardless of location or price. The buyer is attracted mainly by the features of the product, although advertising may have helped create an aura of special value.

4. After you read, complete the following table

Types of goods. Examples.	Consumer buying behavior	Marketing efforts to sell the products

5. Using classification given in the text, categorize the following products.

insurance	microwave oven
mineral water	telephone
sweets	tissues
fax machine	cigarettes
lap top	haircut

Listening Comprehension

a. Listen to six people answering question: ‘What is the best thing you have ever bought?’ Listen and complete the table below.

Speakers	Product	Product benefits
1		
2		
3		
4		
5		
6		

b. What is the best thing you have ever bought? What benefits did you get with the product?

1. Match the words to their definitions.

1. product portfolio	a. produce
2. product range	b. mix of products manufactured or distributed by a company
3. break even	c. movement downward or towards something smaller; decrease
4. generate	d. provide for or give support
5. sustain	e. level of commercial activity at which the total cost and total revenue of a business are equal
6. decline	f. list of products offered by a company. Syn. assortment

Vocabulary and Speech Exercises

1. Think of advantages and disadvantages for a business to having a product range.

2. What are the advantages and disadvantages of a wide product range for a consumer?

Reading Comprehension

1. Read the text and complete the table below.

	Market share	Market growth	Cash	Strategy
Stars				
Cash cows				
Question marks				
Dogs				

Product portfolios and the Boston Matrix

Most businesses sell more than one product. Often they will produce several similar products that appeal to different customers. A collection of such products is known as a “product group” or “product range”. Good examples of product groups include: Dell’s range of desktop and laptop computers; Sony’s range of DVD players and televisions.

There are several advantages to having a product range rather than just one product:

- Spread the risk – a decline in one product may be offset by sales of other products
- Selling a single product may not generate enough returns for the business (e.g. the market segment may be too small to earn a living)
- A range can be sold to different segments of the market e.g. family holidays and activity holidays

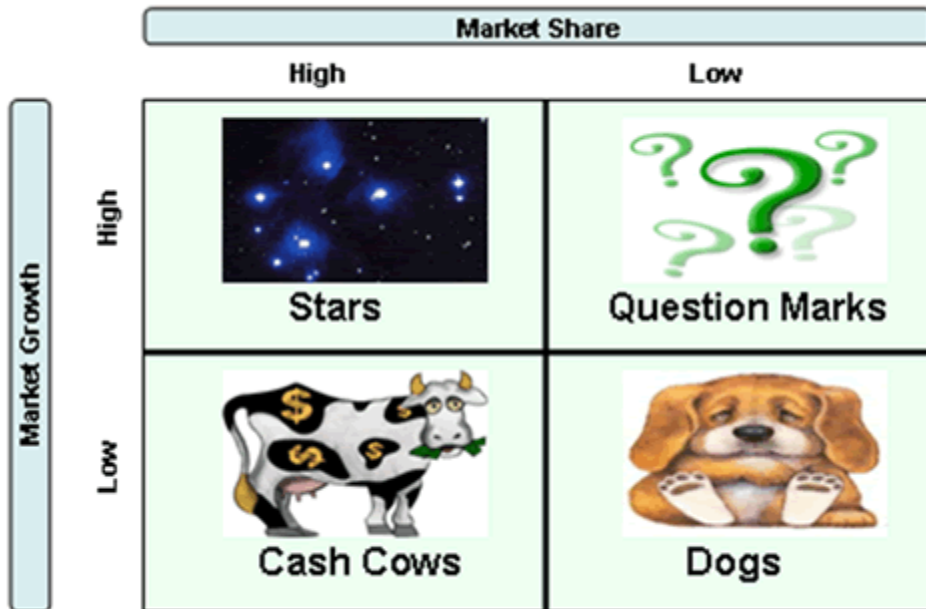
However a greater range of products can mean that the marketing resources (e.g. personnel and cash) are spread more thinly.

A business with a range of products has a **portfolio** of products. However, owning a product portfolio often poses a problem for a business. It must decide how to allocate investment (e.g. in product development, promotion) across the portfolio. Which products should it focus on?

A portfolio of products can be analysed using the **Boston Group Consulting Matrix**. This categorises the products into one of four different areas, based on:

- Market share – does the product being sold have a low or high market share?
- Market growth – are the numbers of potential customers in the market growing or not

How does the Boston Matrix work? The four categories can be described as follows:



Stars are high growth products competing in markets where they are strong compared with the competition. Often Stars need heavy investment to sustain growth. Eventually growth will slow and, assuming they keep their market share, Stars will become Cash Cows

Cash cows are low-growth products with a high market share. These are mature, successful products with relatively little need for investment. They need to be managed for continued profit - so that they continue to generate the strong cash flows that the company needs for its Stars

Question marks (or problem children) are products with low market share operating in high growth markets. This suggests that they have potential, but may need substantial investment to grow market share at the expense of larger competitors. Management have to think hard about “Question Marks” - which ones should they invest in? Which ones should they allow to fail or shrink?

The term “**dogs**” refers to products that have a low market share in unattractive, low-growth markets. Dogs may generate enough cash to break-even, but they are rarely, if ever, worth investing in. Dogs are usually sold or closed.

Ideally a business would prefer products in all categories (apart from Dogs!) to give it a balanced portfolio of products.

3. Give examples of products of any business that can be characterized as ‘Stars’, ‘Cash cows’, ‘Question marks’ and ‘Dogs’.

Listening Comprehension

Stevens is a manufacturer of boxed board games. These are its key products:

- Gangstaz: a game based on criminals and the police
- Wordsters: a vocabulary and word-based game
- Sherlock: a mystery-murder board game
- Sketchit: a game based on drawing

1. Listen to members of Stevens' marketing department discussing the games, and decide where each one should belong on the Boston Matrix.

2. Listen again and complete the descriptions of the four products below.

1. Gangstaz:
 - a deserves a re-launch.
 - b could easily find a buyer.
 - c has never met expectations.
2. Wordsters:
 - a is in a saturated segment of the market.
 - b has a bright future ahead of it.
 - c has been a disappointment from the beginning.
3. Sherlock:
 - a has maintained its high levels of sales.
 - b makes Stevens a lot of money.
 - c no longer needs to be promoted.
4. Sketchit:
 - a needed a little explanation.
 - b could be a longer-term winner.
 - c only sells in English-speaking markets

Reading Comprehension

1. Read the text and then decide whether the statements are True or False.

1. The introduction stage of a new product is not usually profitable. T/F
2. During the introduction stage, marketers are trying to create brand preference. T/F
3. A produce seeking maximum profits will apply market penetration strategy. T/F
4. The entry of competitors onto the market will make more consumers aware of the product and stimulate them to try it. T/F
5. At the maturity stage, producers begin to benefit from economies of scale. T/F
6. The maturity stage is generally the longest. T/F
7. Once the maturity stage is reached, marketers concentrate on finding new customers. T/F
8. A product enters the decline stage when it begins to become obsolete. T/F
9. A product can experience temporary sales increases during its decline stage. T/F
10. Gimmicks and fads have a particularly long life cycle. T/F

Product life cycle

The sales of most products change over time, in a recognizable pattern which contains distinct periods or stages. The standard life cycle includes introduction, growth, maturity and decline stages.

The introduction stage, following a product's launch, generally involves slow growth. Only a few innovative people will buy it. There are probably no profits at this stage because of the heavy advertising, distribution and sales promotions expenses involved in introducing a product onto the market. Consumers must be made aware of the product's existence and persuaded to buy it. Some producers will apply a market-skimming strategy, setting a high price in order to recover development costs. Others will employ a market-penetration strategy, selling the product at as low a price as possible, in order to attain a large market share. There is always a trade-off between high current profit and high market share.

During the growth period, 'early adopters' join the 'innovators' who were responsible for the first sales, so that sales rise quickly, producing profits. This generally enables the producer to benefit from economies of scale. Competitors will probably enter the market, usually making it necessary to reduce prices, but the competition will increase the market's awareness and speed up the adoption process.

When the majority of potential buyers have tried or accepted a product, the market is saturated, and the product reaches its maturity stage. Sales will stabilize at the replacement purchase rate, or will only increase if the population increases. The marketing manager has to turn consumers' brand preference into brand loyalty.

Most products available at any given time are in the maturity stage of the life cycle. This stage may last many years, and contain many ups and downs due to the use of a succession of marketing strategies and tactics. Product managers can attempt to convert non-users, search for new markets and market segments to enter, or try to stimulate increased usage by existing users. Alternatively they can attempt to improve product quality and to add new features, sizes or models, or simply to introduce periodic modifications. They can also modify the other elements of the marketing mix, and cut prices, increase advertising, undertake aggressive sales promotions, seek new distribution channels, and so on, though here additional sales generally come at the cost of reduced profits.

A product enters the decline period when it begins to be replaced by new ones, due to advances in technology, or to changes in fashions and tastes. When a product has clearly entered its decline stage, some manufacturers will abandon it in order to invest their resources in more profitable or innovative products. When some competitors choose to withdraw from a market, those who remain will obviously gain a temporary increase in sales as customers switch to their product.

Not all products have this typical life cycle. Some have an immediate rapid growth rather than a slow stage. Others never achieve the desired sales, and go straight from introduction to maturity, although of course this should have been discovered during test marketing before a full-scale launch. Fads and gimmicks - for example, toys people buy once and once only to stick on car windows : life cycles, both rising and declining very quickly.

Listening Comprehension

You are going to hear a management consultant, Linda Hope, being interviewed about how companies stay ahead of their competitors.

1. Listen to part A of the interview and answer the following questions.

- a Why does Linda believe companies should try to make their own products obsolete?
- b What happens to any successful product or service?
- c What two ways does she mention of companies staying ahead of their rivals?
- d How do some companies measure and check that they are changing with the times?

2. Before you listen to part B, read about these three famous DuPont brands. Whose lives have become easier or safer because of them?

DuPont is perhaps the world's most innovative chemical company. Three of DuPont's well-known brands are Teflon®, Lycra®, and Kevlar®.

3. Listen to part B. What alternative uses do these three products have?

- a Teflon®
- b Lycra®
- c Kevlar®

4. Complete the text below with the following words.

decline differentiation dogs durability good growth
investment launch matrix maturity performance portfolios
(2) reliability service stars

A product is a (tangible item) or (intangible item) used to satisfy a want or a need.

A product must fulfill its function. By this we mean:

- meet expectations e.g. a television must deliver a clear sharp picture.
- last the expected life span e.g. a television must still work after 5 years.
- not fail e.g. a television must not break down during a key programme.
- Be aesthetically pleasing i.e. the look of the product and its packaging is stylish and appealing.
- Capable of economic production - i.e. can the business research, design, manufacture and market a reliable good to the specification required by consumers and still make a profit?

Ideally a business should make its products different from those of competitors. This is achieved through product

Few businesses just have one product – most market a number of goods. Businesses therefore need to manage their product

Product analysis helps a business establish its current position and decide

- Which products should receive more or less - If it needs to adjust current products, add new products to, or drop current products from the portfolio

The Boston is one model for product portfolio analysis. Products are classified as either:

- high growth and market share
 - Cash Cows: high market share and low growth
 - Question marks: or problem children - low market share in high growth markets

- - low market share and low growth

Products, like people, have life cycles:

The product life cycle describes the way in which sales and profits generated by a product change over time. The main stages in the product life cycle model are:

... .. or introduction stage: a new product takes time to get established because relatively few customers are aware of the product. Market size and growth is slow. Promotional spending is high

... .. stage where the product is bought by early adopters. Sales growth accelerates and profits reach their peak.

... .. stage with static sales as most consumers accept the product limiting the potential for new sales and causing profits to begin declining.

... .. stage only laggards and repeat purchases are left. Sales and profits decline

5. Fill in the blanks with the words in the box.

PR	cost	industrial	consumer	sales
tools	medi	advertising	commercial	promotion
a				personal selling

1. White TV _____ may be an appropriate medium for the _____ of _____ goods such as chocolate bars, a special magazine may be preferred for promoting expensive camera equipment, and _____ may be the best way to market _____ goods to other organizations. 2. Advertisers have a wide choice of _____ including national and local newspapers, magazines, cinema, TV, radio, and posters. 3. The _____ of promotional tends to vary with the media selected. 4. Unlike the other promotion _____, _____ is concerned primarily with people outside the target market. Government agencies, communities in which plants are located, consumerists, stockholders, college professors, are some of them. 5. Coupons and store demonstrations are an example of _____.

6. Explain the meaning of the following phrases; translate them into Ukrainian.

1. Mass media advertising (television, radio and national press) is a big business in

itself.

2. Viewers of a certain type of programme will represent a certain demographic profile.
3. By maintaining a good public image, other trading activities will be smoothed and encouraged.
4. People are more likely to read and believe publicity than advertising.
5. Free samples (combined with extensive advertising) may generate the initial trial of a new product.

7. Summarize advantages and disadvantages of the promotional tools in the table.

	Advantages:	Disadvantages:
Advertising:		
PR:		
Sales promotion:		
Personal selling:		

8. Choose a programme on commercial TV and try to characterize its target customers. Note what products and how many times have been advertised in one programme. Analyse verbal and non-verbal means of persuasion in one of the advertisements; make predictions about their possible influence on the target audience. Compose a brief essay on the basis of your analysis, make its presentation for the group.

9. Answer the questions.

1. What is branding?
2. Why does one and the same producer give different brand names to a range of his products?
3. What makes a product instantly recognizable?
4. What is a generic?
5. What does branding mean: a) for marketers; b) for customers?
6. Is any connection between a lifestyle and products?
7. Is the brand image a national or international category?
8. How does branding increase product value?
9. How do firms protect their brand names?
10. How do trademarks protect the consumers?

10. Substitute the following definitions with the words in the box.

logo	brand name	copyright	brand image	mark
patent	brand loyalty	trademark	brand X	own brand

1. sign put on goods
2. buying one and the same brand

3. the anonymous brand used in TV commercials to compare with that in advertisements
4. group of products sold by the same firm
5. symbol, design, or special way of writing used by a company as a mark on its products, notepaper, advertisements
6. name of a store which is used on products specially packed for that store
7. particular name (symbol) that a manufacturer always uses on a product to distinguish it from others, usually registered and protected by law
8. idea of a product which is associated with the brand name
9. legal right of a writer to publish his own work and not to have it copied
10. official document showing that a person has the exclusive right to make and sell an invention

Self-directed work

PROJECT

Take any product describe it, classify and say to what stage of PLC it belongs
Present your ideas in the visual form

**ЧАСТИНА 3.
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ**

**PART 3.
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

TENSE FORMS OF THE VERB

Indefinite Tenses

Виберіть правильну відповідь.

Level 1

1.1. We ... to Odessa for our holidays last year.

- a) goes b) going c) have gone d) went

1.2. People ... English all over the world.

- a) speaks b) speak c) has spoken d) had spoken

1.3. Victorany mistakes in the text, did he?

- a) didn't make b) made c) had made d) hadn't made

1.4. Every day they ... their dinner at the canteen.

- a) have b) has c) are having d) were having

1.5. I usually ... this fence once a year.

- a) paint b) paints c) am painting d) was painting

1.6. Don't worry. I ... here to help you.

- a) is not b) shall be c) wouldn't be d) had been

1.7. I ... she is busy at the moment.

- a) will think b) thought c) think d) was thinking

1.8. She ... very ill three years ago.

- a) has been b) had been c) was d) was being

1.9. There is a new road to the motorway. They ... it yesterday.

- a) had opened b) opened c) have opened d) were opened

1.10. The earth ... round the sun.

- a) goes b) went c) was going N d) has gone

1.11. In Britain most of the shops usually ... at 5.30 p.m.

- a) closes b) close c) have closed d) shall close

1.12. In summer Nick usually ... tennis twice a week.

- a) play b) plays c) is playing d) was playing

1.13. I have a car, but I ... it very often.

- a) don't use b) do use c) am not using d) didn't use

1.14. If you need money, why ... a job?

- a) don't you get b) do you get
c) hadn't you got d) weren't you getting

1.15. The River Amazon ... into the Atlantic Ocean.

- a) flows b) is flown c) flow d) is flowing

1.16. How often ... tennis?

- a) is Tom playing b) does Tom play
c) was Tom playing d) did Tom played

1.17. The teachers didn't have dinner at the canteen, ... they?

- a) did b) didn't c) had d) hadn't

1.18. How many pages ... a day?

- a) are you reading b) do you read
c) you read d) had you read

1.19. They watched TV and then ... to bed.

- a) had been going b) went
c) were going d) had gone

1.20. I ... your telephone number.

- a) do not know b) am not knowing
c) had not known d) shall have known

Level 2

2.1. I think I'll buy these shoes. They ... me really well.

- a) fit b) have fit c) fitted d) were fitting

2.2. She asked when the secretary usually

- a) is coming b) came c) come d) will come

2.3. I'll tell Anna all the news when I ... her.

- a) shall see b) saw c) see d) will be seeing

2.4. Wipe your feet before you ... into the room.

- a) has come b) had come c) come d) would come

2.5. I wonder if Paul ... me a lift to work.

- a) is giving b) will give c) gives d) will be giving

2.6. The teacher told us that magnet ... iron.

- a) attracted b) attract c) attracts d) is attracted

2.7. She will speak to Professor Moore as soon as he ... free.

- a) will be b) shall be c) is d) were

2.8. She had studied Spanish before she ... to Madrid.

- a) had come b) comes c) came d) would come

2.9. You didn't even try to find out if I ... to your proposal.

- a) will agree b) shall agree c) would agree d) agree

2.10. Christopher ... his hand, but it is OK now.

- a) have hurt b) hurt c) hurts d) had hurt

2.11. Something very strange ... to me on my way home from work yesterday afternoon.

- a) happened b) was happening c) happens d) has happened

2.12. I don't want a steak. I think I ... the chicken.

- a) will have had b) have c) am having d) shall have

2.13. I remember when I ... on holiday abroad for the first time.

- a) went b) has gone c) go d) had gone

2.14. He'll be ready as soon as you

- a) be b) are going to be c) are d) will be

2.15. I'm afraid we ... the last train if we don't take a taxi.

- a) miss b) shall miss c) missed d) shall be missing

2.16. By the time the guests ... the children will have decorated the fir-tree.

- a) arrived b) arrive c) will arrive d) would have arrived

2.17. I hope Lucy ... to my birthday party.

- a) was coming b) come c) will come d) will be coming.

2.18. As soon as the exams ... over the students will leave for their homes.

- a) are b) will be c) were d) would be

2.19. Bill wondered if they

- a) would marry b) marry
c) will marry d) are going to marry

2.20. I'll visit them as soon as they ... next month.

- a) marry b) will marry c) will be married d) married

*Level 3**

3.1. I wrote to you to ask not to see anyone till I

- a) come b) have come c) came d) should come

3.2. Higher education in the USA ... in 1636 when the first colonists ... Harvard College.

- a) has begun, founded b) began, have founded
c) began, founded d) was beginning, have founded

3.3. We must go now. The play ... in half an hour.

- a) starts b) is starting
c) would start d) will have started

3.4. How long is it since you ... here?

- a) had moved b) move
c) moved d) was moving

3.5. The plane ... London at 9.45.

- a) shall reach b) is going to reach
c) will reach d) reaches

3.6. He ... for the company for thirty years before he retired.

- a) has been working b) worked
c) was working d) had been working

3.7. He wanted her to believe that when he ... things would change.

- a) returns b) would return c) returned d) will return

3.8. He said he would tell me all about it when he ... back.

- a) got b) gets c) would get d) will get

3.9. "Do you often go on holiday?" No, it's five years since I ... on holiday.

- a) have gone b) went c) had gone d) go

3.10. The boy asked the tour guide where the main tourist office

- a) is b) has been c) will be d) was

3.11. I inquired when the train to Odessa

- a) was starting b) started c) should start d) will star

3.12. The sight was so lovely I ... very early just to see the sun come up.

- a) get up b) have got up c) used to get up d) was getting up

3.13. «All right,» said the old gentleman, «I'll be here until your friend ..., and then I ... somewhere.»

- a) will come back, will stand b) won't come back, stand
c) comes back, will stand d) will come back, will be standing

3.14. I ... it unless you

- a) would never understand, would explain
 b) will never understand, have explained
 c) will never understand, explain
 d) will never understand, will explain
- 3.15.** She ... away from the ball at about four o'clock in the morning.
 a) turns b) has turned c) turned d) is turning
- 3.16.** He told me that he ... it to my husband, unless I ... him a certain document.
 a) will show, gave b) would show, gave
 c) would show, would give d) showed, would give
- 3.17.** He ... , a can from the porch, and ... to water the flowers.
 a) had got up, fetched, began b) had got up, had fetched, began
 c) was getting up, fetched, began d) got up, fetched, began
- 3.18.** A hot coal ... from the fire and ... a hole in the carpet.
 a) has dropped, burnt b) had dropped, burnt
 c) dropped, was burning d) dropped, burnt
- 3.19.** When the evening ... I ... that it ... an imprudence to leave so precious a thing in the office behind me.
 a) had come, felt, was b) came, felt, would be
 c) came, had felt, would be d) came, was feeling, was
- 3.20.** I only ... to ask you how you ... from here to the Strand.
 a) had wished, would go b) wished, will go
 c) wished, would go d) wish, would go

Визначте правильний варіант перекладу.

1. I was glad to find my lost book under the table.

- a) Я зрадів, коли я знайшов свою улюблену книжку під столом.
 b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.
 c) Я зрадів, коли знайшов свою загублену книжку під столом.
 d) Мені радісно знайти свою книжку під столом.

2. He doesn't often write sentences on the blackboard.

- a) Він не часто пише речення на дошці.
 b) Він часто не писав речення на дошці.
 c) Він завжди не пише речення на дошці.
 d) Він не завжди писав речення на дошці.

3. Many birds fly to the south in autumn.

- a) Багато птахів відлетіли на південь восени.
 b) Багато птахів відлітають на південь восени.
 c) Багато птахів відлетять на південь восени.
 d) Багато птахів відлетіли на північ восени.

4. Her father teaches History at our school.

- a) Його батько викладає історію в нашій школі.
- b) Її батько викладав історію в нашій школі.
- c) Її батько викладатиме історію в нашій школі.
- d) Її батько викладає історію в нашій школі.

5. They spend their holidays in the country.

- a) Вони проводять свої канікули в селі.
- b) Вони проводять свої канікули в цій країні.
- c) Вони проводили свої канікули в селі.
- d) Вони провели свої канікули за містом.

6. He does read English books in the original.

- a) Він, можливо, читає англійські книги в оригіналі.
- b) Він читає англійські книги в оригіналі.
- c) Він таки читає англійські книги в оригіналі.
- d) Він не читає англійські книги в оригіналі.

7. She was happy to find the necessary dictionary in the language room.

- a) Вона була щаслива з того, що знайшла потрібний їй словник у кабінеті мови.
- b) Вона була щаслива, коли знайшла словник у кабінеті мови.
- c) Вона зраділа, коли знайшла потрібний словник у бібліотеці.
- d) Вона була рада знайти цей словник у кабінеті.

8. I was afraid you misunderstood my proposal.

- a) Я боялася, що ви неправильно розумієте мою пропозицію.
- b) Я боюсь, що ви неправильно зрозуміли мою пропозицію.
- c) Я боялася, що ви неправильно зрозуміли мою пропозицію.
- d) Я боялася, що ви неправильно зрозуміли б мою пропозицію.

9. We all agree that it is better late than never.

- a) Ми всі згодні, що краще пізно, ніж ніколи.
- b) Ми всі були згодні, що краще пізно, ніж ніколи.
- c) Ми погодились, що краще пізніше, ніж ніколи.
- d) Ми вважали, що краще пізно, ніж ніколи.

10. Foreign language clubs give a lot for developing the general outlook of our pupils.

- a) Клуб іноземної мови сприяє розвитку світогляду учнів.
- b) Учні розвивають свій загальний світогляд у клубах іноземних мов.
- c) Клуби іноземної мови чимало дають для розвитку загального світогляду наших учнів.
- d) Клуби іноземної мови допомагають розвивати кругозір наших учнів.

11. The delegation arrived in London yesterday at dawn.

- a) Делегація прибула до Лондона сьогодні вранці.
- b) Делегація відбула до Лондона вчора на світанку.
- c) Делегація прибула до Лондона вчора ввечері.
- d) Делегація прибула до Лондона вчора на світанку.

12. He found the book very interesting.

- a) Він знайшов дуже цікаву книгу.
- b) Він вважав, що книга дуже цікава.
- c) Книга йому не сподобалась.
- d) Він загубив дуже цікаву книгу.

13. I'll be most interested to meet the teachers and to discuss their plans.

- a) Мені буде дуже цікаво зустрітися з учителями й обговорити їхні плани.
- b) Мені було б цікаво побачити учителів та обговорити їхні плани.
- c) Мене дуже цікавить зустріч з учителями та обговорення їхніх планів.
- d) Найбільш цікавим для мене є перегляд планів учителів.

14. I shall help you to plant trees next week.

- a) Я допоможу Вам садити дерева наступного тижня.
- b) Я допомогла Вам садити дерева наступного тижня.
- c) Я допомогла б тобі садити дерева наступного тижня.
- d) Я зможу допомогти садити дерева наступного тижня.

15. There will be a lot of people at the meeting today.

- a) Сьогодні на зборах буде багато людей.
- b) Сьогодні на зборах буде мало людей.
- c) Сьогодні на зборах було багато людей.
- d) Сьогодні на зборах не буде багато людей.

16. I'm going to work at school after I graduate from the university.

- a) Я збираюся працювати у школі після того, як закінчу університет.
- b) Я поїду працювати в школі після того, як закінчу університет.
- c) Я працюватиму в школі після того, як закінчу університет.
- d) Я не працюватиму в школі після закінчення університету.

17. I shan't be angry with you if you don't visit this museum.

- a) Я не розсерджусь на вас, якщо ви не відвідаєте цей музей.
- b) Я не розсерджусь на вас, якщо ви відвідаєте цей музей.
- c) Я не розсердилася б на вас, якби ви не відвідали цей музей.
- d) Я не розсерджусь на вас за умови, що ви відвідаєте цей музей.

18. He was sure his friend would make much progress in English.

- a) Він упевнений, що його друг досягне значного успіху у вивченні англійської мови.

- b) Він упевнений у тому, що його друг успішно оволодів мовою.
- c) Він був упевнений, що його друг досягне значного успіху у вивченні англійської мови.
- d) Він був упевнений, що його друг досягне прогресу у вивченні англійської мови.

19. In his letter he informed that he would come to visit us if he passed his exams successfully.

- a) У своєму листі він повідомив, що приїде відвідати нас, якщо успішно складе іспити.
- b) У своєму листі він повідомляє, що приїде відвідати нас, якщо успішно складе іспити.
- c) У своєму листі він повідомляє, що хоче відвідати нас, якщо успішно складе іспити.
- d) У своєму листі він повідомить, що хотів би відвідати нас, якщо успішно складе іспити.

20. I sometimes go to the skating-rink, though I am a bad skater.

- a) Я завжди ходжу на каток, хоча я поганий ковзаняр.
- b) Я іноді ходжу на каток, хоча я поганий ковзаняр.
- c) Я відвідую каток, хоча я поганий ковзаняр.
- d) Я іноді ходжу на каток, але я поганий ковзаняр.

21. She is so fond of playing the piano that she spends nearly all her free time playing it.

- a) Вона так любить грати на піаніно, що проводить майже весь вільний час за ним.
- b) Вона так грає на піаніно, що проводить майже весь вільний час за ним.
- c) Вона так любила грати на піаніно, що проводила майже весь вільний час за ним.
- d) Вона любить грати на піаніно і проводить майже весь вільний час за ним.

22. Він запитав, чи поїде вона влітку на узбережжя.

- a) He asked her if she will go to the seaside in summer.
- b) He had asked her if she is going to the seaside in summer.
- c) He asked her if she would go to the seaside in summer.
- d) He asked her would she go to the seaside in summer.

23. Якщо я не запізнюся, ми застанемо його вдома.

- a) If I was late we'll catch him at home.
- b) If I am not late we'll catch him at home.
- c) If I will not late we'll catch him at home.
- d) If I won't be late we catch him at home.

24. Коли погода буде гарною, ми підемо погуляти в парк.

- a) When the weather will be better we shall go for a walk in the park.
- b) When the weather is fine we shall go for a walk in the park.
- c) When the weather becomes better we must go for a walk in the park.
- d) When the weather shall be nice we will go for a walk in the park.

25. Коли вона була дитиною, вона захоплювалася співами.

- a) She did not like to sing, when she was a child.
- b) She was not fond of singing when she was a child.
- c) She was fond of singing when she was a child.
- d) When she was a little girl she liked to sing.

Continuous Tenses

Виберіть правильну відповідь

Level 1

1.1. I am busy at the moment. I ... on the computer.

- a) work
- b) worked
- c) am working
- d) have been working

1.2. The children ... their homework now.

- a) are doing
- b) were doing
- c) do
- d) did

1.3. Let's go out. It ... any more.

- a) isn't raining
- b) doesn't rain
- c) didn't rain
- d) shall not rain

1.4. Our friends ... us at the airport tonight.

- a) meets
- b) are going to meet
- c) shall meet
- d) met

1.5. Silvia ... English at the moment.

- a) learns
- b) is learning
- c) has learnt
- d) was learnt

1.6. Your English ... better and better.

- a) gets
- b) has been got
- c) was got
- d) is getting

1.7. Why ... your coat today? It is very warm.

- a) are you wearing
- b) do you wear
- c) will you wear
- d) don't you wear

1.8. These days food ... more and more expensive.

- a) gets
- b) got
- c) is getting
- d) shall get

1.9. They ... with friends at the moment.

- a) stay
- b) have been staying
- c) had stayed
- d) are staying

1.10. My son ... a book at 2 o'clock in the afternoon.

- a) read
- b) was reading
- c) has read
- d) had been reading

1.11. Look! The man ... to open the door of your car.

- a) tries
- b) was trying
- c) will try
- d) is trying

1.12. Hurry up! The bus

- a) is coming
- b) comes
- c) come
- d) was coming

1.13. Listen! It ... heavily.

- a) rains
 b) has been raining
 c) rained
 d) is raining

1.14. I usually enjoy parties, but I ... this one at the moment.

- a) don't enjoy
 b) am not enjoying
 c) did enjoy
 d) enjoy

1.15. At nine o'clock yesterday I ... television.

- a) was watching
 b) watched
 c) had been watching
 d) am watching

1.16. She ... a party now.

- a) has
 b) is having
 c) had
 d) was having

1.17. Be careful! You ... a grammar test.

- a) do
 b) is doing
 c) are doing
 d) were doing

1.18. My head ... again, so I went home.

- a) aches
 b) is aching
 c) was aching
 d) will be aching

1.19. "Where is Jenny?" "She ... roses in the garden".

- a) is planting
 b) plants
 c) has planted
 d) has been planting

1.20. Sorry. I can't stop now. I ... to an important meeting.

- a) go
 b) am going
 c) have gone
 d) will be going

Level 2

2.1. What ... about a moment ago?

- a) were you thinking
 b) have you been thinking
 c) will you think
 d) are you thinking

2.2. I suddenly realized I ... in the wrong direction.

- a) was walking
 b) walk
 c) have walked
 d) am walking

2.3. When I arrive at the airport tomorrow, my whole family ... for me.

- a) wait
 b) waits
 c) waited
 d) will be waiting

2.4. When I looked round the door, the baby ... quietly.

- a) is sleeping
 b) slept
 c) was sleeping
 d) were sleeping

2.5. Where is Robert? ... a shower?

- a) Does he have
 b) Has he
 c) Has he got
 d) Is he having

2.6. I've got my key. I found it when I ... for something else.

- a) look
 b) have looked
 c) didn't look
 d) was looking

2.7. At this time tomorrow we ... over the Atlantic.

- a) flies
 b) shall be flying
 c) fly
 d) flied

2.8. Jim was cooking dinner in the kitchen while Jo ... the dog.

- a) is feeding
 b) has been feeding
 c) was feeding
 d) had been feeding

2.9. The boy ... ice-cream when we came in.

- a) was eating
 b) ate
 c) had been eating
 d) eats

2.10. Tom could hear shouts from the flat next door. His neighbours ... again.

- a) were arguing b) argued c) had argued d) argue
- 2.11.** Sophie ... hard these days in order to pass her exams.
a) is studying b) studies c) studied d) stud
- 2.12.** I asked Ann who else ... to the party that night.
a) was coming b) will come c) has come d) have come
- 2.13.** I saw Mr Jones while I ... for the bus.
a) had waited b) am waiting c) was waiting d) have waited
- 2.14.** I ... over an important problem and didn't hear your question.
a) was thinking b) thought c) will be thinking d) am thinking
- 2.15.** When we went out of the house it
a) had been snowing b) was snowing
c) snowed d) has been snowing
- 2.16.** When the rain started they ... in the field.
a) were still working b) still worked
c) are still working d) still work
- 2.17.** At nine o'clock yesterday morning we ... for the bus.
a) wait b) were waiting
c) had been waiting d) waited
- 2.18.** She ... the piano the whole evening.
a) play b) played c) was playing d) had played
- 2.19.** Why ... at me like that? Have I said anything wrong?
a) do you look b) did you look
c) were you looking d) are you looking
- 2.20.** I ... with some friends until I can find a flat.
a) am living b) lived c) lives d) have lived

*Level 3**

- 3.1.** I'm going to get to the airport early. I can read a book while I
a) wait b) will wait c) am waiting d) shall be waiting
- 3.2.** Jane today? I have a message for her.
a) Will you be meeting b) Will you have met
c) Will you have been met d) Are you met
- 3.3.** I ... John tomorrow as we work in the same office.
a) shall have met b) will be meeting c) am going to meet d) meet
- 3.4.** ... to the baker's this morning? I need some bread.
a) Will you have gone b) Shall you go
c) Will you be going d) Will you have been going
- 3.5.** Mother said that Aunt Bessie ... soon.
a) will come b) was coming
c) would have come d) comes
- 3.6.** I my lawyer tonight.
a) saw b) am seeing c) will have seen d) had seen
- 3.7.** I ... my bank manager this morning. I've fixed an appointment.
a) saw b) shall have seen c) will be seeing d) am seeing

Визначте правильний варіант перекладу.

1. It was raining all day long and we had to put off our meeting.

- a) Увесь день ішов дощ, і ми вимушені були відкласти нашу зустріч.
- b) Нам довелося продовжити збори, оскільки увесь день ішов дощ.
- c) Під вечір дощ вщух, і ми вирішили знову зустрітися.
- d) Ми вирішили не відкладати нашу зустріч, оскільки дощу вже не було.

2. I was hurrying to the canteen when I met you.

- a) Я поспішала в їдальню, коли зустріла вас.
- b) Я бігла в їдальню, коли зустріла вас.
- c) Я йшла в їдальню під час зустрічі з вами.
- d) Коли я зустріла вас, я поспішала в кінотеатр.

3. They'll be packing tomorrow when she comes.

- a) Вони складатимуть речі завтра, коли вона прийде.
- b) Вони збиратимуться, коли вона прийде.
- c) Вони пакуватимуться, коли вона прийде завтра.
- d) Вони пакувалися б завтра, якби вона прийшла.

4. I was reading a difficult English book at that time.

- a) Я читала складну англійську книжку в той час.
- b) Я читала складну англійську книжку один раз.
- c) Я читаю складну англійську книжку в цей час.
- d) Я читала б складну англійську книжку, якби мала час.

5. Next week we'll be preparing to pass exams.

- a) Наступного тижня ми готуватимемося, щоб скласти іспити.
- b) Наступного тижня ми готуватимемося, щоб приймати іспити.
- c) Наступного тижня ми складатимемо іспити, слід готуватися.
- d) Минулого тижня ми готувалися, щоб скласти іспити.

6. I'll be looking through these magazines while you are enjoying the music.

- a) Я переглядатиму ці журнали в той час, коли ви насолоджуватиметесь музикою.
- b) Я перегляну ці журнали, а ви насолоджуватиметесь музикою.
- c) Я переглядаю ці журнали в той час, коли ви насолоджуєтесь музикою.
- d) Я переглядаю ці журнали, а ви насолоджуєтесь музикою.

7. When we came back home her children were sleeping.

- a) Її діти спали, а ми повернулися додому.
- b) Коли ми повернемось додому, її діти спатимуть.
- c) Коли ми повертались додому, її діти спали.
- d) Коли ми повернулись додому, її діти спали.

8. Whom were you waiting for near that monument at five yesterday?

- a) Кого ви очікували біля того пам'ятника о п'ятій годині вчора?
- b) Ви когось очікували біля того пам'ятника вчора о п'ятій годині?
- c) Кого ви очікували біля цього пам'ятника вчора о п'ятій годині?
- d) На кого ви чекали біля того музею о п'ятій годині вчора?

9. We thought that you were going to visit your friends.

- a) Ми думали, що ви збираєтесь відвідати своїх друзів.
- b) Ми думали, що ви збирались відвідати своїх друзів.
- c) Ми думали, що ви підете відвідати своїх друзів.
- d) Ми думали, що ви йшли відвідати своїх друзів.

10. They are going to have a rest there.

- a) Вони йшли, щоб там відпочити.
- b) Вони збираються там відпочивати.
- c) Вони мали намір там відпочивати.
- d) Вони там відпочиватимуть.

11. Він побував у багатьох країнах і тепер пише книгу про свої подорожі.

- a) He has been to many countries and now he wrote a book about his travels.
- b) He visited many countries and now he is writing books about his travels.
- c) He was visiting many countries and now writes a book about his travels.
- d) He has visited many countries and now he is writing a book about his travels.

12. Коли він зателефонував, ми обідали.

- a) When he telephoned, we were having dinner.
- b) When he telephoned, we had dinner.
- c) When he telephoned, we had had dinner.
- d) When he telephoned, we had to have dinner.

13. Ішов дощ, і їй довелося взяти парасольку.

- a) It rained and she must take an umbrella.
- b) It was raining and she had to take an umbrella.
- c) It had rained and she had to take an umbrella.
- d) It had been raining and she should take an umbrella.

NOUN

Виберіть правильну відповідь.

Level 1

1.1. The Members of Parliament discussed some ... of Ireland and considered the ways of improving the present situation.

- a) trouble b) troubles

1.2. Roger spent all his ... to buy a new large house for his numerous family.

- a) saving b) savings

1.3. This lawyer is very clever and always gives useful ... to his clients.

- a) advice b) advices

1.4. In England some colleges and schools are only for

- a) boies b) boys

1.5. The news from Mary ... very good: she passed her exams with excellent marks.

- a) was b) were

1.6. Two years ... a long time to stay abroad.

- a) is b) are

1.7. When Sally finds some grey ... on her head she pulls ... out.

- a) hair, it b) hairs, them

1.8. Frank's friends came to see him off and wished a very good ... to him.

- a) travel b) trip

1.9. Sue is on a diet so at the dinner-party she ate only a small

- a) cake piece b) piece of cake

1.10. Flora studies at the Medical University and she is going to become a

- a) doctor b) doctress

1.11. All ... need some ... of psychology.

- a) parent, knowledges b) parents, knowledge

1.12. Paul is fond of ski jumping and recently he has bought a new pair of

- a) skies b) skis

1.13. It is because of treachery such as yours that we have lost the ... of our victory.

- a) fruit b) fruits

1.14. Fresh ... and vegetables were rushed to the kitchen.

- a) fruit b) fruits

1.15. Soames skewered the document on to a number of other ... and hung up his hat.

- a) papers b) paper

1.16. This first one came before I had been gone a week, a fifty pound banknote, in a sheet of ... directed to me.

- a) paper b) papers

1.17. ... take their ... to the laundry to have ... washed.

- a) Peoples, cloths, it b) People, clothes, them

1.18. Some people like coffee and ... for breakfast but others prefer something more substantial.

- a) sandwichs b) sandwiches

- 1.19.** On August 3rd, 1492, the little ... of three ships sailed north from Spain.
a) flot **b) fleet**
- 1.20.** Are you invited to ... wedding ceremony?
a) Bill and Jane's **b) Bill's and Jane's**
- 1.21.** Doris needs to buy two ... of carrots.
a) kilos **b) kiloes**
- 1.22.** In the supermarket Jane bought two ... of bread and a bottle of milk.
a) loaf's **b) loaves**
- 1.23.** My friend came from England yesterday and invited me to see his
a) photos **b) photoes**
- 1.24.** My father is a doctor and my mother is a ... in a joint-stock company.
a) managess **b) manageress**
- 1.25.** Edward is fond of reading and all the ... in his room are full of books.
a) book-shelfs **b) book-shelves**
- 1.26.** Nick doesn't want to enter the Economic University because his mathematics ... weak.
a) is **b) are**
- 1.27.** Last week Helen bought two new ... - green and white.
a) blouse **b) blouses**
- 1.28.** Sandra has a very good memory. She remembers all the ... of her friends' birthdays.
a) dates **b) datas**
- 1.29.** We gathered at ... to discuss and resolve all our problems.
a) Bill **b) Bill's**
- 1.30.** Very often people call ... the «sea killers».
a) shark **b) sharks**
- 1.31.** A spoonful of honey catches more ... than a gallon of vinegar.
a) flies **b) flyes**
- 1.32.** Don't make so ... - I'm working.
a) much noise **b) many noises**
- 1.33.** San Francisco is a wonderful city to explore on
a) foot **b) feet**
- 1.34.** Many people think ... is a very interesting game.
a) billiard **b) billiards**
- 1.35.** I want to buy a cat because my wife is afraid of ... that live in our summer-cottage.
a) mouse **b) mice**
- 1.36.** There are two ... and three apples on the table.
a) tomatos **b) tomatoes**
- 1.37.** Through the window I see two ... crossing the street.
a) mans **b) men**
- 1.38.** My ... are very dirty, I have to clean them.
a) boots **b) bootes**
- 1.39.** Dentists recommend to clean ... every time after eating.

- a) experience b) experiences c) два варіанти
2.17. During her business trip Laura sent three ... to her director.
- a) memoranda b) memorandums c) два варіанта
2.18. The ... of the hotel was a very polite and hospitable woman.
- a) host b) hostess c) hostress
2.19. Our national orchestra have toured to many countries and have always been
- a) a success b) success c) successes
2.20. William Burns was a hard-working small farmer with high ideals about human ... and conduct.
- a) worth b) worths c) worthes
2.21. A number of industrial products are manufactured in Brazil, including cars, chemicals, ships, machines and military
- a) weapon b) weapons c) weapones
2.22. These two groups have different ... of interest so they have nothing to talk about while meeting together.
- a) foci b) focuses c) два варіанти
2.23. The use of the jet engine for ... was pioneered by a team led by Sir Frank Whittle.
- a) an aircraft b) aircraft c) aircrafts
2.24. In the pub Harry asked for ... and began looking for a free table near the window.
- a) a beer b) beer c) beers
2.25. Barbara's family lives in a large house which is situated in Brighton's
- a) outskirts b) outskirts c) outskirtes
2.26. Maggie's occupation is very interesting: she works as a tourist ... and shows London's sights to tourists.
- a) guide b) guidess c) guideress
2.27. There are a lot of galleries, museums, theatres and ... halls in London.
- a) concert b) concerts c) concert's
2.28. The herdsman was very upset because he found his two cows killed by
- a) wolfs b) wolves c) два варіанти
2.29. Roger's pocket is empty: or he has lost all his money or ... stolen.
- a) it was b) they were c) два варіанти
2.30. ... house is very large and has 15 rooms.
- a) Mr. Jones's b) Mr. Jones' c) два варіанти
2.31. The government ... to impose a new tax on gamble business next year.
- a) want b) wants c) два варіанти
2.32. ... is one of the world's best-known department stores. It started life as a small grocery shop set up by C. D. Harrod in 1861.
- a) Harrods b) Harrods' c) Harrod's
2.33. Leila is a ... but she doesn't like her occupation.
- a) salesperson b) saleswoman c) два варіанти
2.34. Gilbert often meets with his friends to spend their spare time together, and they like to play ... or chess.

- a) domino b) dominos c) dominoes
- 2.35.** The jury ... considering ... verdict for two hours and in the end it was decided that Mr. Shelton was guilty.
- a) was, its b) were, their c) два варіанти
- 2.36.** The Flock of Shepherd's ... is in Devonshire - a very lonely estate by the sea.
- a) headquarter b) headquarters c) headquarters
- 2.37.** To translate this article we need a person with ... of Spanish language.
- a) a good knowledge b) good knowledge c) good knowledges
- 2.38.** There are a lot of clear streams and ... in the Lake District which is called the most beautiful corner of England.
- a) water-falls b) waters-falls c) water-fallses
- 2.39.** It's well-known that ... live only in very clear waters.
- a) trout b) trouts c) два варіанти
- 2.40.** Last year many rivers and their ... dried up because of the drought.
- a) mouth b) mouths c) mouthes

*Level 3**

- 3.1.** ..., a familiar sight of London, were introduced in 1960 to control parking.
- a) Traffic wardens b) Traffics wardens
c) Traffic's wardens d) Traffics' wardens
- 3.2.** I've no time to analyse these ... now, I will do it a bit later.
- a) data b) datas c) datum d) datums
- 3.3.** Michael went to Tunisia by plane. It was a ... journey.
- a) four-hour b) four-hours
c) four-hour's d) four-hours'
- 3.4.** Benjamin Franklin's literary work «Poor Richard's Almanac» was a combination of a calendar, a miniature ... and a moral counsellor.
- a) encyclopedium b) encyclopedius c) encyclopedia d) encyclopedic
- 3.5.** Everyone who wants to participate in this scientific conference has to write the ... to his report and send them to the comission.
- a) thesis b) theses c) thesises d) theseses
- 3.6.** The sense of ... and of ... create the ... for ideal ... and
- a) injustices, losses, needs, justice, compensation
b) injustice, loss, need, justices, compensations
c) injustice, loss, need, justice, compensation
d) injustice, losses, needs, justices, compensation
- 3.7.** Various origins explain many of the ... to be found between England, Wales, Scotland and Northern Ireland.
- a) difference b) differences c) differency d) differencies
- 3.8.** Today the ... of Greater London covers some 610 square miles and the suburbs of London continue even beyond this area.
- a) metropoli b) metropolis c) metropoly d) metropolia
- 3.9.** I am not going to leave without my ...: four ... , two union ... , a pair of ... and four

- a) laundries, shirts, suits, pajamas, collars
 b) laundry, shirts, suits, pajamas, collars
 c) laundry, shirt, suit, pajama, collar
 d) laundry, shirts, suits, pajamas, collars
- 3.10.** When I was very near ..., she gave me ... and
 a) despair, courage, hopes
 b) despairs, courages, hopes
 c) despair, courage, hope
 d) despairs, courage, hopes
- 3.11.** We had two million ...of British ... two thousand ...of a thousand ... per case.
 a) rounds, ammuniton, cases, rounds
 b) rounds, ammunitions, cases, rounds
 c) round, ammuniton, case, round
 d) rounds, ammuniton, cases, round
- 3.12.** The shattered ... gleamed sadly with ... in the evening
 a) trees, hoar-frosts, twilights b) trees, hoar-frost, twilight
 c) tree, hoar-frosts, twilight d) trees, hoar-frost, twilights
- 3.13.** It was a prettily furnished room, with ... and some lovely ... in red and green.
 a) piano, furnitures b) piano, furniture
 c) pianos, furnitures d) a piano, furniture
- 3.14.** They stood lost among the They felt ... and
 a) wreckages, anxiety, lonelinesses
 b) wreckage, anxiety, loneliness
 c) wreckage, anxieties, loneliness
 d) wreckages, anxieties, lonelinesses
- 3.15.** According to the ... in 1990 there were 249,6 million inhabitants in the United States of America.
 a) statistica b) statistic c) statistics d) statisticas
- 3.16.** An unusual or very surprising fact, thing or event is often called
 a) phenomena b) phenomenon c) phenomenus d) phenomenum
- 3.17.** One ... does not inspire another. All ... are leeches, so to speak. They feed from the same source - the blood of life.
 a) genius, genii b) genius, geniuses
 c) genii, geniuses d) a genius, geniuses
- 3.18.** Kiss me, my loves, you are very charming ... after all.
 a) a daughter-in-law b) daughter-in-laws
 c) daughters-in-law d) daughters-in-laws
- 3.19.** These sudden ... seemed to him exceedingly mysterious.
 a) summons b) summon c) summonses d) a summons
- 3.20.** We sacrifice ..., ... or ..., whatever the finder can afford.
 a) cocks, sheep, oxes b) cocks, sheeps, oxen
 c) cockes, sheep, oxen d) cocks, sheep, oxen
- 3.21.** In geometry two ... of a circle are called diameter.
 a) radius b) radia c) radii d) radiuses

- 3.22.** Iguassu ... bigger than Niagara, this is truly an unforgettable natural wonder.
 a) Fall, is b) Fall, are c) Falls, is d) Falls, are
- 3.23.** In the fish restaurant George ordered some ... for himself and ... for his girlfriend.
 a) sardine, salmon b) sardine, salmons
 c) sardines, salmon d) sardines, salmons
- 3.24.** I have got only two ... notes, it's not enough to have dinner in this restaurant.
 a) ten-pound b) ten-pounds c) ten-pound's d) ten-pounds'
- 3.25.** All travellers going abroad have to complete a lot of formalities at the... .
 a) custom b) customs c) custom's d) customs'
- 3.26.** Our professor places ... on this question because it's a key topic to all the course.
 a) an emphasis b) emphasis c) emphases d) emphaseses
- 3.27.** Helen is a ... girl and she's going to enter Oxford University.
 a) 17-year-old b) 17-years-old c) 17-year's-old d) 17-years'-old
- 3.28.** When it came to thinking about schools for my own sons there were two basic ... that my wife and I applied.
 a) criteria b) criterion c) criterium d) criterii
- 3.29.** You don't understand these bright... of German culture.
 a) specimen b) speciman c) specimens d) specimens
- 3.30.** They were ... to her, not human beings.
 a) phenomena b) phenomenon c) phenomenons d) phenomena
- 3.31.** We are going to
 a) dressings-station b) dressing-station
 c) dressings-stations d) dressing-stations
- 3.32.** The cease-fire talks were to begin in the evening; the ... of the opposing armies arrived with their
 a) commanders-in-chief, staves b) commanders-in-chiefs, staffs
 c) commanders-in-chief, staffs d) commander-in-chieves, staffs
- 3.33.** He needed ... , ... , ... ,
 a) rest, tranquilities, reassurance, companionship
 b) rests, tranquilities, reassurances, companionships
 c) rest, tranquility, reassurance, companionship
 d) rest, tranquility, reassurances, companionship
- 3.34.** Grace is a very absent-minded girl. She is always losing her keys, ... and other small things.
 a) handkerchiefs b) handkerchiefes
 c) handkerchievs d) handkerchieves
- 3.35.** One of the business cycle's characteristics are economic ... which repeat periodically in each 5-12 years.
 a) crisis b) crises c) crises d) criseses
- 3.36.** Abraham Lincoln's friends encouraged him to take up ... and he offered himself as a candidate for the State Legislature.
 a) policy b) policies c) politic d) politics

3.37. In Britain the ... have very little power and can only reign with the support of Parliament.

a) monarch **b)** monarches **c)** monarchs **d)** monarchys

3.38. The city of Oxford has such a name, because in that place there was a ford where ... could cross the river.

a) oxen **b)** oxes **c)** ox **d)** oxens

3.39. Jane came to the party in her ... dress.

a) sister's-in-law **b)** sister-in-law's **c)** sister's-in-law's **d)** sisters'-in-law

3.40. Radio and television are two important modern ... influencing public opinion.

a) medium **b)** mediums **c)** media **d)** medias

ADJECTIVE

Виберіть правильну відповідь.

Level 1

1.1. This is ... problem she has ever had.

- a) a great b) a greater c) the greatest d) most great

1.2. China has got ... population in the world.

- a) a large b) a larger c) the largest d) the most large

1.3. They leave ... way they can.

- a) a quick b) a quicker c) the quickest d) the most quick

1.4. These trousers are too small. I need ... size.

- a) a large b) a larger c) largest d) more large

1.5. She speaks in ... voice than the last time.

- a) a loud b) a louder c) the loudest d) more louder

1.6. Of the three blouses, that one is the

- a) nice b) nicer c) nicest d) more nice

1.7. My bag isn't very

- a) heavier b) the most heavy c) heavy d) the heaviest

1.8. I'm not so ... as a horse.

- a) strong b) stronger c) the strongest d) more strong

1.9. Of the three girls, this one is the

- a) pretty b) prettier c) prettiest d) more pretty

1.10. Which is ... : five, fifteen or fifty?

- a) little b) less c) the least d) littlest

1.11. A hare is ... than a frog.

- a) quick b) quicker c) the quickest d) most quick

1.12. The three musicians play on ... stage.

- a) a new b) a newer c) the newest d) the most new

1.13. Is it ... to go there by car or by train?

- a) cheap b) cheaper c) the cheapest d) more cheap

1.14. Do you know that the Dnipro is ... river in Ukraine?

- a) long b) the longest c) longer d) most long

1.15. The weather is not very ... today.

- a) good b) better c) the best d) the bestest

1.16. Tom is ... pupil in the whole class.

- a) intelligent b) more intelligent
c) the most intelligent d) less intelligent

1.17. She has ... job of all.

- a) a difficult b) a more difficult
c) the most difficult d) difficult

1.18. He is also ... person than Jack.

- a) a polite b) a more polite c) the most polite d) the politest

1.19. I think dogs are ... than cats.

- a) intelligent b) more intelligent

- c) the most intelligent **d) the intelligentest**
1.20. Don't talk about them. Let's talk about something
a) an interesting **b) more interesting**
c) the most interesting **d) interestinger**
1.21. Betty is ... than Jane.
a) a hard-working **b) less hard-working**
c) the least hard-working **d) little hard-working**
1.22. Money is not the ... thing in life.
a) important **b) more important**
c) most important **d) less important**
1.23. This dress is ... of all.
a) an expensive **b) a less expensive**
c) the least expensive **d) expensiver**
1.24. This room is not so ... as that one on the first floor.
a) comfortable **b) more comfortable**
c) the most comfortable **d) the comfortablest**
1.25. This painting is ... than the one in your living room.
a) impressive **b) less impressive**
c) the least impressive **d) impressiver**

Level 2

- 2.1.** My ... sister got married last year.
a) older **b) elder** **c) the oldest** **d) the eldest**
2.2. This stadium is new. It's the ... stadium in Europe.
a) modern **b) moderner** **c) most modern** **d) modernest**
2.3. You're the ... person I know.
a) most lucky **b) luckier** **c) luckiest** **d) luckiest**
2.4. A motor bike isn't as ... as a car.
a) expensive **b) expensiver** **c) more expensive** **d) the expensivest**
2.5. This 'Beatles' album is ... they ever made.
a) good **b) better** **c) the best** **d) well**
2.6. This watch is one of ... you can buy.
a) cheap **b) the cheapest** **c) cheaper** **d) cheapier**
2.7. I'm getting
a) fatter and fatter **b) more and more fat**
c) the most fat **d) the fattest**
2.8. The changes in temperature are
a) insignificant **b) the insignificant**
c) more insignificant **d) the most insignificant**
2.9. That's ... thing I've ever heard.
a) funny **b) the funny** **c) funnier** **d) the funniest**
2.10. The house is on ... side of the lake.
a) far **b) the farther** **c) farther** **d) the farthest**
2.11. Try to be ... to the guests than you are.

- a) pleasant b) the pleasant
 c) more pleasant d) the most pleasant
- 2.12.** He was sure that he fell in love with ... girl in the world.
 a) pretty b) prettier c) the prettiest d) most pretty
- 2.13.** It is one of ... conferences I've ever attended.
 a) dull b) the dull c) duller d) the dullest
- 2.14.** Today we have a ... day than yesterday.
 a) beautiful b) most beautiful c) more beautiful d) beautifully
- 2.15.** Events have proved that she was
 a) more wrong b) wrong c) most wrong d) the wrongest
- 2.16.** This role is ... in his career among others.
 a) successful b) more successful
 c) the most successful d) much more successful
- 2.17.** North America is ... South America.
 a) bigger than b) biggest than c) bigger as d) biggest as
- 2.18.** The Amazon is ... than the Thames.
 a) more longer b) far longer c) the longest d) long
- 2.19.** The church building is ... in the town.
 a) the elder b) the eldest c) the oldest d) the older
- 2.20.** The music sounded ... to her ears.
 a) beautiful b) beautifully c) most beautiful d) more beautiful
- 2.21.** The flowers are beautiful and smell
 a) nicely b) nice c) nicelier d) the nicest
- 2.22.** Do you feel ... before the examinations?
 a) nervous b) nervously c) more nervously d) most nervously
- 2.23.** His illness was ... than we thought.
 a) serious b) seriously c) more seriously d) more serious
- 2.24.** His head is full of ... ideas.
 a) highly b) high c) highest d) most high
- 2.25.** After I have visited London I understand that its weather is ... in Europe.
 a) the wettest b) the most wet c) more wet d) far wetter

*Level 3**

- 3.1.** The government is doing nothing to help
 a) poor b) the poor c) the poors d) the poor ones
- 3.2.** The young man seems very
 a) sensible b) sensibly c) sensibly d) sensibler
- 3.3.** This detailed map is ... the atlas.
 a) more useful as b) more useful than
 c) usefuller as d) usefuller than
- 3.4.** Although your sister is very popular, she is not ... as mine.
 a) pretty as b) so pretty
 c) prettier than d) more pretty than
- 3.5.** I bought a ... bag this morning.

- a) nice big pink b) big nice pink
c) pink nice big d) nice pink big

3.6. The house was a ... building.

- a) nice old stone b) nice stone old
c) stone old nice d) old nice stone

3.7. This coffee tastes a little ... to me.

- a) hottly b) so hot c) hot d) too much hot

3.8. I don't understand how Irene could have made ... in her composition.

- a) such bad mistake b) such a bad mistake
c) so bad mistake d) so a bad mistake

3.9. Your word is ... for me.

- a) enough good b) good as enough
c) good enough d) good than enough

3.10. It was ... that we decided to walk though the time pressed.

- a) such nice weather b) so nice weather
c) too nice weather d) such a nice weather

3.11. The day was ... that we skipped our lessons and went to the centre to do window-shopping.

- a) so beautiful b) so a beautiful
c) such beautiful d) such a beautiful

ARTICLE

Виберіть правильну відповідь.

Level 1

- 1.1.** She hopes to hear from you in ... day or two.
a) a b) the
- 1.2.** Our neighbour, Mr. Smith, works in ... bank.
a) a b) the
- 1.3.** This is ... amusing film. I like it very much.
a) a b) an
- 1.4.** My daughter will start learning to play ... guitar very soon.
a) the b) -
- 1.5.** There is ... table in ... middle of my room.
a) a, the b) the, -
- 1.6.** My father was ... man of character.
a) a b) the
- 1.7.** My mother said that ... dinner was ready.
a) - b) the
- 1.8.** Beethoven was ... famous composer.
a) the b) a
- 1.9.** Madrid is ... capital of Spain.
a) the b) -
- 1.10.** What would you like to have for ... supper?
a) the b) -
- 1.11.** He is eating ... apple.
a) the b) an
- 1.12.** My mother is ... teacher.
a) the b) a
- 1.13.** The cinema is at ... end of Victoria street.
a) - b) the
- 1.14.** ... fact is, tomorrow is my girl-friend's birthday!
a) The b) -
- 1.15.** My sister studied ... World Geography.
a) the b) -
- 1.16.** I am twenty years old, you are ... same age.
a) the b) a
- 1.17.** They decided to visit ... Indian restaurant.
a) an b) the
- 1.18.** My friends have ... animal at ... home. It's ... dog.
a) the, the, the b) an, - , a
- 1.19.** My native town has ... wide and varied theatre life.
a) a b) -
- 1.20.** All ... people want to live in peace.
a) the b) -

1.21. I'll keep my ... fingers crossed for you.

- a) the b) -

1.22. American agriculture consists of ... family farms.

- a) the b) -

1.23. It's ... third time you ask me ... same question.

- a) the, the b) a, -

1.24. «Sleeping Beauty», one of ... three great ballets by Tchaikovsky, is ... longest in terms of ... music.

- a) the, the, - b) - , the, the

1.25. My niece is ... student. She studies at ... Oxford University.

- a) a, - b) -, the

1.26. I am listening to ... music on ... radio.

- a) the, the b) -, -

1.27. I was born in ... 1988.

- a) - b) the

1.28. ... country life has always attracted me.

- a) The b) -

1.29. Is there ... telephone-box here?

- a) the b) a

1.30. Where is your father? - He is at ... garage.

- a) the b) -

Level 2

2.1. She's got ... job at last. - That's really ... good news.

- a) the, the b) - , a c) a, -

2.2. Henry goes to ... school twice ... week.

- a) the, a b) a, the c) - , a

2.3. They won't be here before ... half past six.

- a) an b) - c) the

2.4. What ... ugly house this is!

- a) - b) the c) an

2.5. Look, what ... long hair that boy has!

- a) the b) a c) -

2.6. What ... sort of car is he driving at the moment?

- a) the b) a c) -

2.7. It's such ... pity you couldn't come with us.

- a) - b) the c) a

2.8. Let's go to the Beehive for ... change.

- a) a b) the c) -

2.9. Shall I send ... invitation to ... Parkers?

- a) an, - b) the, the c) an, the

2.10. ... Welsh are considered to be ... nation of ... singers.

- a) The, a, - b) - , a, - c) The, a, the

2.11. I went upstairs to take ... shower and change.

- a) a b) the c) -
2.12. My neighbour is ... writer. Let's ask him for ... advice about your composition.
a) the, an b) a, - c) a, an
- 2.13.** Who is on ... night duty, I wonder?
a) the b) a c) -
- 2.14.** Mr. Jonathan says that Robert and Donna are ... cousins, but he is wrong, because they are ... brother and ... sister.
a) - , - , - b) the, a, a c) - , the, the
- 2.15.** Such ... thing had never happened during ... years that I have been here.
a) the, - b) a, the c) - , the
- 2.16.** Alice went out of ... water very quickly as she had got ... mouthful of ... salt water.
a) - , the, a b) the, the, the c) the, a, -
- 2.17.** I would like to know about ... places to visit in ... town.
a) the, the b) the, a c) - , the
- 2.18.** Most of ... my friends are ... students.
a) - , - b) the, the c) - , the
- 2.19.** My uncle Tom is ... sailor; he spends most of his life at ... sea.
a) - , - b) a, - c) the, the
- 2.20.** Have you written your name at ... top of ... page?
a) the, the b) a, - c) a, a
- 2.21.** I am only ... student - ... man of dreams!
a) a, the b) the, - c) a, a
- 2.22.** I had never known him handle ... case in such ... half-hearted fashion.
a) a, an b) a, a c) the, -
- 2.23.** Who invented ... way that we measure time?
a) a b) the c) -
- 2.24.** I have only ... little time here, but I would have you to know ... whole truth.
a) - , the b) a, - c) a, the
- 2.25.** There was ... quick step on ... stairs, ... sharp tap at ... door and ... moment later the new client presented himself.
a) a, the, a, the, a b) a, a, a, a, the c) the, - , the, - , a
- 2.26.** «My dear young lady, you say that your room is on ... second floor. Is there ... ladder in ... garden?»
a) a, a, the b) the, a, the c) - , the, a
- 2.27.** ... elephant is ... biggest of all animals.
a) An, - b) The, the c) - , the
- 2.28.** I had ... very bad night last night because ... people next door were having ... party.
a) the, - , the b) a, the, a c) a, - , -
- 2.29.** Do you know who invented ... television?
a) a b) - c) the
- 2.30.** Number ... hundred and ten, ... house next door to us, is for sale.
a) the, a b) a, the c) - , a

Level 3*

- 3.1. My father can play ... guitar, ... banjo and ... mandolin.
 - , - , - **b)** a, a, a **c)** the, - , - **d)** the, the, the
- 3.2. ... little red car is parked on ... driveway.
a) A, the **b)** - , - **c)** The, a **d)** The, the
- 3.3. My home is ... small green peaceful island.
a) an **b)** a **c)** - **d)** the
- 3.4. Her husband learned ... Portuguese language in ... Brazil.
a) the, - **b)** - , the **c)** the, the **d)** - , -
- 3.5. ... Captain Black directed ... plane to ... West, over Pacific Ocean.
a) - , a, the, the **b)** The, the, - , the **c)** - , the, - , the **d)** - , a, the, -
- 3.6. ... Easter is ... Christian holiday.
a) - , a **b)** The, a **c)** -,- **d)** - , the
- 3.7. Did ... King Arthur live during ... Middle Ages?
a) - , - **b)** - , the **c)** the, the **d)** the,-
- 3.8. Her friend Reggie is ... Buddhist from ... Thailand.
a) the, - **b)** a, - **c)** - , - **d)** a, the
- 3.9. ... exploration of ... West was tied to the search for... gold in ... California.
a) The, the, - - **b)** - , the, - , - **c)** - , the, a, - **d)** - , - , - , the
- 3.10. ... tiger in ... Far East almost became extinct.
a) - , - **b)** A, the **c)** The, the **d)** The, -
- 3.11. ... family went to ... church together last Sunday.
a) The, the **b)** A, - **c)** - , - **d)** The, -
- 3.12. «Welcome to ... White House,» said ... President Bush.
a) the, - **b)** - , the **c)** - , - **d)** - , a
- 3.13. ... Titanic sank in ... Atlantic in 1912.
a) - , - **b)** The, the **c)** - , the **d)** The, -
- 3.14. Andrew played ... volleyball at ... beach; his little daughter built ... sand castle.
a) - , a, the **b)** - , a, a **c)** the, the, the **d)** - , the, a
- 3.15. My grandfather fought in ... Crimea during ... World War II.
a) - , - **b)** the, the **c)** the, - **d)** - , the
- 3.16. During ... Renaissance ... artists were often supported by ... wealthy merchants.
a) the, the, the **b)** the, - , - **c)** the, - , the **d)** - , the, the
- 3.17. ... Queen Marie Antoinette was executed in ... French Revolution.
a) The, - **b)** - , the **c)** - , a **d)** The, the
- 3.18. ... students of our group are going to study ... German ... next term.
a) The, - , - **b)** - , - , - **c)** The, - , the **d)** - , the, the
- 3.19. ... Queen Mary is docked in ... Long Beach, ... California.
a) The, - , - **b)** - , - , - **c)** The, the, - **d)** - , the, -
- 3.20. ... friend of mine is ... French/English translator at ... United Nations.
a) The, a, the **b)** A, the, the **c)** A, a, the **d)** A, a, -
- 3.21. George is ... student, Betty is ... secretary, Mike is ... psychiatrist in ... London hospital.

a) a, a, a, the b) a, a, a, a c) the, the, the, the d) a, a, a, -

3.22. ... Bible tells of ... Israelites' escape from ... Egypt.

a) The, the, - b) - , - , - c) The, - , - d) - , the, the

3.23. Are ... Rocky Mountains higher than ... Andes Mountains?

a) - , - b) the, - c) the, the d) - , the

3.24. ... Lake Geneva borders ... France and ... Switzerland.

a) - , - , - b) The, - , - c) The, the, the d) The, - , the

3.25. ... farms in ... East are not like ... farms in ... Midwest.

a) - , - , the, - b) - , the, - , the c) - , the, the, the d) The, the, the, the

3.26. Michael Gorbachev, ... last President of ... Soviet Union, was awarded ... Nobel Peace Prize.

a) a, the, the b) - , the, - c) the, the, the d) - , - , the

3.27. ... Neptune and ... Pluto are ... farthest planets from us.

a) The, the, the b) The, - , the c) - , - , the d) - , - , -

3.28. We are having ... chicken and ... Spanish rice for ... dinner.

a) - , - , - b) the, - , the c) the, - , a d) - , - , a

3.29. «Come to my place after ... school,» said Linda. «We can prepare for ... English test together.»

a) the, the b) a, the c) - , the d) - , -

3.30. ... children who live ... next door attend ... Roman Catholic school.

a) - , the, - b) - , - , - c) The, the, the d) The, - , a

a) had spilt b) was spilling c) has spilt d) spilled

1.18. He ... a lot of books when he was at school.

a) read b) have read c) am reading d) had read

1.19. You know that Peter... to the States several times.

a) was b) has been c) had been d) is

1.20. It has been said that the weather is going to be nice today, but it

a) doesn't b) hasn't c) didn't d) isn't

Level 2

2.1. I think I'll buy these shoes. They ... me really well.

a) fit b) have fit c) fitted d) were fitting

2.2. She asked when the secretary usually

a) is coming b) came c) come d) will come

2.3. I'll tell Anna all the news when I ... her.

a) shall see b) saw c) see d) will be seeing

2.4. He asked me when I ... the day before.

a) came b) had come c) shall come d) come

2.5. What ... about a moment ago?

a) were you thinking b) have you been thinking

c) will you think d) are you thinking

2.6. I didn't know if he ... a photograph of me the day before.

a) took b) had taken c) takes d) was taking

2.7. When Martin ... his car, he took it out for a drive.

a) has repaired b) had repaired

c) had been repaired d) was repairing

2.8. The President ...out of the building and is going to make a speech.

a) come b) has come c) have come d) was coming

2.9. This isn't my first visit to London. I ... here before.

a) have been b) haven't been c) was d) had been

2.10. Christopher ... his hand, but it is OK now.

a) have hurt b) hurt c) hurts d) had hurt

2.11. Something very strange ... to me on my way home from work yesterday afternoon.

a) happened b) was happening c) happens d) has happened

2.12. I remember when I ... on holiday abroad for the first time.

a) went b) has gone c) go d) had gone

2.13. There was no money left because we ... it all.

a) spent b) had spent c) had been spending d) spend

2.14. He went to bed after the film

a) has ended b) ends c) had ended d) would end

2.15. When the students ... the experiment, they wrote the report on it.

a) were making b) made

c) had been making d) had made

2.16. I was tired because I ... on my project the night before.

3.15. He left his job because he ... dissatisfied for months.

- a) has felt b) felt c) had felt d) feels

Визначте правильний варіант перекладу.

1. I was glad to find my lost book under the table.

- a) Я зрадив, коли я знайшов свою улюблену книжку під столом.
 b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.
 c) Я зрадив, коли знайшов свою загублену книжку під столом.
 d) Мені радісно знайти свою книжку під столом.

2. He knew why she had been to Lviv several times.

- a) Він знав, чому вона кілька разів була у Львові.
 b) Він знає, чому вона кілька разів була у Львові.
 c) Він знав, що вона була кілька разів у Львові.
 d) Він знав, чому вона побуває кілька разів у Львові.

3. My friend showed me which exercises he had done.

- a) Мій друг показав мені, які вправи він зробив.
 b) Мій друг показав би мені вправи, які він зробив,
 c) Мій друг показав мені, що вправи він зробив.
 d) Мій друг показав мені, як він зробив вправи.

4. We didn't know he had written a new book.

- a) Ми не знали, що він написав нову книжку.
 b) Ми не знали, що він писав нову книжку.
 c) Ми не знали, чи він писав нову книжку.
 d) Ми не знали, що нова книжка написана ним.

5. He knew that everything had been done to save the girl.

- a) Він знав, що він усе зробив, щоб урятувати дівчину.
 b) Він знав, що все буде зроблено, щоб урятувати дівчину.
 c) Він знав, що все зроблено для того, щоб урятувати дівчину.
 d) Він знав, що все робиться для того, щоб урятувати дівчину.

6. I asked if my friends had been busy.

- a) Я запитав, чи мої друзі були зайняті.
 b) Я запитав, чи мої друзі зараз зайняті.
 c) Я запитав би, якби мої друзі були зайняті.
 d) Я запитав би, чи мої друзі були зайняті.

7. I've read an article about our school in today's newspaper.

- a) Я прочитаю статтю про нашу школу в сьогоднішній газеті.
 b) Я прочитала статтю про нашу школу в сьогоднішній газеті.
 c) Я читатиму статтю про нашу школу в сьогоднішній газеті.
 d) Я хотіла б прочитати статтю про нашу школу в сьогоднішній газеті.

8. Nick has already washed his hands.

- a) Нік уже помив руки.
- b) Нік мав уже помити руки.
- c) Нік хотів уже помити руки.
- d) Нік помив свої руки.

9. We haven't received any letters from her lately.

- a) Ми не одержали останнім часом жодних листів від неї.
- b) Ми не одержали листів від неї останнім часом.
- c) Ми не одержували жодних листів від неї.
- d) Ми не одержали жодних листів від неї.

10. I have known this engineer since I began to work at the plant.

- a) Я знав цього інженера відтоді, як почав працювати на заводі.
- b) Я знаю цього інженера відтоді, як почав працювати на заводі.
- c) Я знав цього інженера, як починав працювати на заводі.
- d) Я знав цього інженера упродовж роботи на заводі.

11. How many new words have you learnt this month already?

- a) Скільки нових слів ви вивчите в цьому місяці?
- b) Скільки нових слів ви вже вивчили в цьому місяці?
- c) Скільки слів ви вже вивчили в цьому місяці?
- d) Скільки нових слів ви вивчите цього місяця?

12. I have received only two letters from him since I graduated from the Institute.

- a) Я отримав від нього лише два листа відтоді, як я закінчив інститут.
- b) Я отримаю від нього тільки два листи після закінчення інституту.
- c) Я отримую від нього листи і закінчую інститут.
- d) Якщо я отримаю від нього два листи, я закінчу інститут.

13. Yesterday we discussed the film which we had seen some days before.

- a) Вчора ми обговорювали фільм, який переглянули кілька днів перед тим.
- b) Вчора всі обговорювали фільм, який переглядали кілька днів тому.
- c) Вчора ми збиралися обговорити фільм, який переглядали перед тим.
- d) Вчора ми обговорювали фільм, який ми переглянули перед тим.

14. The pupils had translated the text before the bell rang.

- a) Учні переклали текст перед тим, як прозвенів дзвоник.
- b) Учні перекладали текст перед дзвінком.
- c) Учні перекладатимуть текст перед тим, як прозвенить дзвоник.
- d) Учні переклали б текст перед тим, як прозвенить дзвоник.

15. The girls had cleaned the room by the time their mother came back home.

- a) Дівчатка прибирали в кімнаті перед маминим поверненням додому.
- b) Дівчатка прибирають в кімнаті до того часу, як мама додому.
- c) Дівчатка прибрали в кімнаті до того часу, як мама повернулась додому.
- d) Дівчатка прибирали в кімнаті до того часу, як мама повернулась додому.

16. They had built the new school by the first of September.

- a) Вони побудували нову школу до першого вересня.
- b) Вони побудують нову школу до першого вересня.
- c) Нова школа побудована до першого вересня.
- d) Вони повинні побудувати нову школу до першого вересня.

17. Lina said that she had met him in the cinema.

- a) Ліна сказала, що зустріла його в кінотеатрі.
- b) Ліна сказала, що зустрічала його в кінотеатрі.
- c) Ліна сказала, що хотіла б зустріти його в кінотеатрі.
- d) Ліна розповіла про зустріч із ним у кінотеатрі.

18. I shall have finished my work by the time you come.

- a) Я закінчу роботу до того, як ви прийдете.
- b) Я мала закінчити роботу до того, як ви прийдете.
- c) Ви прийдете до того, як я закінчу роботу.
- d) Прийдіть до того, як я закінчу роботу.

19. She will have watered the flowers by the time he cleans his room.

- a) Вона полє квіти до того, як він прибере в кімнаті.
- b) Вона хоче полити квіти до того, як він прибере в кімнаті.
- c) Вона поливає квіти до того, як він прибирає в кімнаті.
- d) Вона поливатиме квіти тоді, як він прибиратиме в кімнаті.

20. We shall have discussed the report by four o'clock.

- a) Ми обговорюватимемо доповідь о четвертій годині.
- b) Ми обговоримо доповідь до четвертої години.
- c) Ми обговоримо доповідь о четвертій годині.
- d) Ми обговоримо доповідь після четвертої години.

21. The pupils will have read three English books by the end of the year.

- a) Учні прочитають три англійські книги до кінця року.
- b) Учні мають прочитати три англійські книги до кінця року.
- c) Учні прочитають три англійські книги в кінці року.
- d) Учні прочитали три англійські книги до кінця року.

22. He will not have translated the article by the time the teacher comes.

- a) Він перекладе цю статтю до того часу, як прийде вчитель.

- b) Він не перекладе цю статтю до того часу, як прийде вчитель.
- c) Він перекладатиме цю статтю до того часу, як прийде вчитель.
- d) Він не перекладе цю статтю, як прийде вчитель.

23. It has become a tradition to celebrate the Harvest Holiday in our school.

- a) Святкувати День урожаю — традиція нашої школи.
- b) Святкування Дня урожаю — наша шкільна традиція.
- c) У нашій школі вже стало традицією святкувати День урожаю.
- d) Наша школа завжди святкує День урожаю.

24. Mariya said that she had been there with her parents.

- a) Марія сказала, що була тут зі своїми батьками.
- b) Марія сказала, що була там зі своїми батьками,
- c) Марія сказала, що поїде зі своїми батьками.
- d) Марія сказала, що поїхала зі своїми рідними.

25. The pupil explained that he had brought his English textbook to school.

- a) Учень пояснив, що він приніс свій підручник англійської мови у школу.
- b) Учень пояснив, що він приносить підручник англійської мови у школу.
- c) Учень пояснив, що він принесе підручник англійської мови у школу.
- d) Учень пояснив, що він постійно приносить підручник англійської мови у школу.

26. My friend asked me where I had bought this dress.

- a) Моя подруга запитала мене, де я купила цю сукню.
- b) Моя подруга запитала мене, куди я принесла цю сукню.
- c) Моя подруга запитала мене, де я купую такі сукні.
- d) Моя подруга запитала мене, куди я одягну цю сукню.

27. Ми не бачили його відтоді, як він приїздив до Києва минулої зими.

- a) We haven't seen him since he came to Kyiv last winter.
- b) We didn't see him since he came to Kyiv last winter.
- c) We didn't see him since he had come to Kyiv last winter.
- d) We don't see him since he came to Kyiv last winter.

28. Мені сказали, що він уже приїхав.

- a) I said that he has already come.
- b) I was told that he has already come.
- c) I am told that he had already come.
- d) I was told that he had already come.

29. Вона каже, що їй подобається класична музика.

- a) She has said she enjoyed classical music.
- b) She says she is fond of classical music.

- a) had come, had warmed b) came, warmed c) came, had been warming
- 2.16.** Once you ... your subject and limited the scope of your description, you ... ready to select the best descriptive details.
- a) have chosen, will be b) chose, would be c) have been choosing, will be
- 2.17.** It ... the whole day yesterday, that's why we couldn't go to the railway station with Mr. Rogers.
- a) has been snowing b) was snowing c) had been snowing
- 2.18.** After he ... out of the window for about five minutes he ... to write something in his note-book.
- a) had been looking, began b) had looked, had began c) was looking, began
- 2.19.** The boat ... a bridge and the man at the wheel ... the usual warning by shouting, «Look out!»
- a) had been approaching, was giving
b) had approached, gave c) was approaching, gave
- 2.20.** At 10 o'clock on Sunday I ... my Mum with her flowers, that's why I couldn't visit you.
- a) helped b) was helping c) had been helping

*Level 3**

- 3.1.** When I ... out of the shower, Dad ... me that I ... a phone call from the coach saying that I made the team.
- a) got, told, had got b) had got, was telling, had got
c) got, told, had been getting d) got, told, got
- 3.2.** Researchers ... the link between mind and body for the past ten years.
- a) studied b) will have been studying
c) had studied d) have been studying
- 3.3.** That action alone told her that he
- a) had never truly loved her b) never loved her truly
c) had never been loving her truly d) never was loving her truly
- 3.4.** The Counsel for the defense then began to cross-examine the witness. He asked her «How long ... the accused?»
- a) do you know b) have you known
c) did you know d) have you been knowing
- 3.5.** He ... in the chair when a tall woman with beautiful grey hair and silver, finely-wrinkled skin ... in.
- a) sat, came b) was sitting, came
c) was sitting, was coming d) had been sitting, came
- 3.6.** Susan didn't even know which hotel he ... in Paris.
- a) has been using b) used c) would be using d) will use
- 3.7.** The boy ... bitterly and no one ... to calm him down.
- a) still cried, was trying b) was still crying, tried
c) had been still crying, was trying d) was still crying, had tried
- 3.8.** I ... at the hotel only two days when I ... notice to leave it.
- a) had been staying, was given b) stayed, had been given

- c) was staying, had given d) stayed, was given
- 3.9.** You understand, Mr. Holder, that I ... you a strong proof of confidence which I have in you, founded upon all that I ... of you.
- a) give, have been hearing b) am giving, have heard
- c) am giving, had heard d) have been giving, heard
- 3.10.** Miss Robinson ... driving lessons and trying to pass her driving test for several years, but she ... every time.
- a) had been taking, failed b) had been taking, fails
- c) took, was failing d) has taken, was failed
- 3.11.** I ... for you for about three hours.
- a) was waiting b) have waited c) waited d) have been waiting
- 3.12.** The grey pavement ..., but ... still dangerously slippery, so that there ... fewer passengers than usual.
- a) had been cleaned and scraped, was, were
- b) was cleaned and scraped, had been, were
- c) is cleaned and scraped, is, are
- d) had been cleaning and scraping, was, was
- 3.13.** When we ... coffee in the drawing-room that night after dinner, I ... Arthur and Mary my experience.
- a) were taking, told b) had been taking, had told
- c) were taking, had told d) took, told
- 3.14.** Two hansoms ... at the door, and as I ... the passage I ... the sound of voices from above.
- a) stood, entered, heard b) were standing, entered, heard
- c) were standing, had entered, had heard d) had been standing, entered, heard
- 3.15.** He quickly forgot everything he ... at school.
- a) learnt b) had learnt c) had been learning d) was learning
- 3.16.** I ... at the hotel for a fortnight when I received your letter.
- a) stayed b) was staying c) had stayed d) had been staying
- 3.17.** I ... over the phone for a whole hour when the porter knocked at the door.
- a) talked b) had talked c) had been talking d) was talking
- 3.18.** Alice closed the magazine and rose from the sofa on which she ... for more than two hours.
- a) lay b) had been lying c) was lying d) had lain
- 3.19.** I hardly ... speaking with the porter when the phone rang again.
- a) finished b) had finished c) was finishing d) had been finishing
- 3.20.** We ... along a forest road for two hours when we saw a house.
- a) were walking b) had been walking c) had walked d) walked

Визначте правильний варіант перекладу.

1. My uncle has been working at this plant for twenty years already.

- a) Мій дядько працював на цьому заводі двадцять років.
- b) Моя тітка працює на цьому заводі вже двадцять років.
- c) Мій дядько працює на цьому заводі вже двадцять років.

d) Мій дядько працював би на цьому заводі двадцять років.

2. We have been learning English for seven years at school.

a) Ми вивчаємо англійську мову в школі сім років.

b) Ми вивчали англійську мову в школі сім років.

c) Ми вивчаємо англійську мову в школі із семи років.

d) Ми вивчаємо англійську мову в школі тільки сім років.

3. I have been waiting for them since five o'clock.

a) Я чекаю на них рівно о п'ятій годині.

b) Я чекала на них із п'ятої години.

c) Я чекатиму їх із п'ятої години.

d) Я чекаю на них із п'ятої години.

4. It has been raining since morning.

a) Дощ іде ще зранку.

b) Дощ пішов вранці.

c) Дощ іде вранці.

d) Дощ має йти зранку.

5. The boy has been looking for a book for a quarter of an hour already.

a) Хлопчик шукає книжку вже чверть години.

b) Хлопчик переглядає книжку вже чверть години.

c) Хлопчик шукав книжку чверть години.

d) Хлопчик мав переглядати книжку чверть години.

6. I had been sleeping for an hour already when he came.

a) Я вже годину спала, коли він прийшов.

b) Я спатиму годину, коли він прийде.

c) Я спала годину, коли він пішов.

d) Я спала, коли він прийшов.

7. They had been living in this building for thirty years by that time.

a) До того часу вони жили в цьому будинку тридцять років.

b) До цього часу вони живуть в цьому будинку тридцять років

c) До того часу вони живуть в цьому будинку тридцять років.

d) До цього часу вони жили у цьому будинку тридцять років.

8. I had been packing my things for an hour and half already when you rang.

a) Я пакувала речі вже півтори години, коли ви зателефонували.

b) Я пакую речі вже півтори години, а ви телефонуєте.

c) Я пакувала речі вже півгодини, коли ви зателефонували.

d) Я пакуватиму речі півтори години, коли ви зателефонуєте.

9. The children had been skating for an hour before their mother asked them to come back home.

- a) Діти катаються на ковзанах годину перед тим, як мама просить їх повернутися додому.
- b) Діти каталися на ковзанах перед тим, як мама попросила їх повернутися додому.
- c) Діти каталися на лижах годину перед тим, як мама попросила їх повернутися додому.
- d) Діти каталися на ковзанах годину перед тим, як мама попросила їх повернутися додому.

10. Вона працює на цьому заводі вже п'ять років.

- a) She is working at this plant for five years.
- b) She has been working at this plant for five years.
- c) She works at this plant for five years.
- d) She was working at this plant for five years.

THE PASSIVE VOICE

Виберіть правильну відповідь.

Level 1

1.1. Pineapples ... in Hawaii.

- a) are growing b) is grown c) are grown d) grew

1.2. The building ... recently and looks impressive.

- a) has been repaired b) is repaired
c) was repaired d) repaired

1.3. She came back to town where she

- a) has born b) will be born c) is born d) was born

1.4. Stamps ... in 1840 in Great Britain.

- a) are introducing b) were introduced
c) have been introduced d) introduced

1.5. They said that the new school ... in that area.

- a) is being built b) will be built c) builds d) would be built

1.6. She ... a box of chocolates for her birthday last week.

- a) was given b) will be given c) gave d) is given

1.7. Usually breakfast here ... at 8 o'clock.

- a) are served b) is served
c) has been served d) serves

1.8. If I ... this job, I'll be very much satisfied.

- a) will be given b) am given c) will give d) am being given

1.9. I can't say anything because my words ... against me.

- a) will use b) are being used c) will be used d) are using

1.10. Many new houses ... in our city now.

- a) were built b) are built c) have been built d) are being built

1.11. This camera ... in Japan.

- a) will be making b) is made c) made d) are made

1.12. His letter ... as soon as the manager finds out the necessary information.

- a) will be answered b) is answered
c) has been answered d) will answer

1.13. Our trip ... because of bad weather last week-end.

- a) had been finished b) was finished
c) will be finished d) is finished

1.14. This portrait ... by a talented painter last year.

- a) is painted b) was painted
c) has been painted d) has painted

1.15. The book ... by students now.

- a) is discussed b) was discussed
c) is being discussed d) has been discussed

1.16. A new dress ... for my sister tomorrow.

- a) will be bought b) is bought c) will buy d) was bought

1.17. The room ... by my brother now.

- c) will be repaired
3.18. He promises that the translation ... by 5 o'clock tomorrow.
a) would be finished
c) is finished
3.19. The waiter asked if she would have something while salmon ...
a) had been cooked
c) would be cooked
3.20. Although nothing has come of any of his other inventions, work still ... on the telephone.
a) is being carried out
c) is carrying out
3.21. He whispered pointing at me, and I realized that I ...
a) will be talked about
c) was being talked about
3.22. When I went to Leningrad in 1954, the first underground line still ...
a) had been built
c) has been built
3.23. She thought that the servant had gone being afraid that he ...
a) would be punished
c) will be punished
3.24. The man said that he wouldn't answer for the results unless his advice ... carefully.
a) had been followed
c) had followed
3.25. He said that they would come to the station later as the train ... by heavy snowfall at the moment.
a) had been held
c) was being held
3.26. She said that many new houses ... in that area at the moment.
a) would be built
c) had been built
3.27. Although his new friend seemed to tell the truth, Bob had a feeling that he ... at that moment.
a) had been deceived
c) would be deceived
3.28. The play ... by some of my friends who were not professional actors.
a) will be played
c) was to play
3.29. The matter is urgent, and the necessary arrangements ... immediately.
a) must make
c) must be made
3.30. If you had worked harder last year, such mistakes ...
a) wouldn't have been done
c) will not be done
- d) was repairing
b) will have been finished
d) will have finished
b) was being cooked
d) had cooked
b) has been carried out
d) had been carried out
b) am being talked about
d) are being talked about
b) was being built
d) was building
b) would punish
d) was being punished
b) will be followed
d) would be followed
b) was holding
d) would be held
b) were being built
d) have been built
b) was deceived
d) was being deceived
b) was to be played
d) were to be played
b) must being made
d) must have been made
b) wouldn't be done
d) wouldn't have done

SEQUENCE OF TENSES

Виберіть правильну відповідь

Level 1

1.1. Mary said, “I’m very tired today, I’ll do it tomorrow.”

- a) Mary said she was very tired that day, she would do it the next day.
- b) Mary said she was very tired today, she would do it next day.

1.2. Johnny asked his mother, “May I go for a walk with my friends?”

- a) Johnny asked his mother if he may go for a walk with his friends.
- b) Johnny asked his mother whether he might go for a walk with his friends.

1.3. “I have bought everything you asked me yesterday,” my husband said.

- a) My husband said that he had bought everything I had asked him the day before.
- b) My husband said that he bought everything I had asked him yesterday.

1.4. “If you want to help me, give that hammer, please,” he asked his daughter.

- a) He said to his daughter that if she wants to help me, she should give me that hammer.
- b) He said to his daughter that if she wanted to help him, she should give him that hammer.

1.5. “Can you lend me some money?” Mr. Longer said.

- a) Mr. Longer asked me if I can lend him some money.
- b) Mr. Longer asked me if I could lend him some money.

1.6. “If you don’t want to have any problems with your examination test, you should work as hard as you can!” our English teacher said to us.

- a) Our English teacher said to us that if we didn’t want to have any problems with our examination test, we should work as hard as we could.
- b) Our English teacher said to us that whether we hadn’t wanted to have any problems with our examination test, we should work as hard as we can.

1.7. Bob told me, “I need to talk you.”

- a) Bob told me that he needed to talk to you.
- b) Bob told me that he needed to talk to me.

1.8. My parents asked me, “Are you hungry?”

- a) My parents asked me if I was hungry.
- b) My parents asked me if was I hungry.

1.9. The policeman asked me, “Where do you live?”

- a) The policeman asked me, where did I live.
- b) The policeman asked me, where I lived.

1.10. “I have been waiting for you for an hour! Where have you been?” Helen asked me nervously.

- a) Helen asked me nervously where I have been, because she has been waiting for me for an hour.
- b) Helen said to me nervously that she had been waiting for me for an hour, and asked where I had been.

1.11. “Where is my money?” Michael asked his wife.

- a) Michael asked his wife where his money was.
- b) Michael asked his wife where was his money.

1.12. “Did you finish your homework?” my little brother asked me.

- a) My little brother asked me if I finished my homework.
- b) My little brother asked me if I had finished my homework.

1.13. “Don’t take my pen, use yours,” Nina said to Alec.

- a) Nina told Alec don’t take her pen but to use his.
- b) Nina told Alec to use his pen and not to take hers.

1.14. “Are you going to pick up the phone?” Miranda asked him.

- a) Miranda asked him whether he was going to pick up the phone.
- b) Miranda asked him if was he going to pick up the phone.

1.15. “There is no paper in the box,” he said.

- a) He said there is no paper in the box.
- b) He said that there wasn’t any paper in the box.

1.16. “Put on the jacket!” my mother said when I was going to leave.

- a) When I was going to leave, my mother suggested me to put on the jacket.
- b) When I was going to leave, my mother suggested that I should put on the jacket.

1.17. “Would you like another cup of coffee?” the waiter asked me politely.

- a) The waiter asked me politely would I like another cup of coffee.
- b) The waiter asked me politely whether I’d like another cup of coffee.

1.18. “If anyone calls me,” he said “say that I’m out.”

- a) He said that if anyone called him, he was out.
- b) He said that if anyone calls him, he is out.

1.19. “Are you busy?” I asked the secretary.

- a) I asked the secretary whether she was busy.
- b) I asked the secretary whether if she is busy.

1.20. ”Be ready at five o’clock we must be at the business centre,” said Angela.

- a) Angela told me to be ready, because at five o'clock we had to be at the business centre.
- b) Angela said me to be ready, and that at five o'clock we must be at the business centre.

Level 2

2.1. "Where are you going?" the teacher asked Michael.

- a) The teacher asked Michael where he was going.
- b) The teacher asked Michael where was he going.
- c) The teacher asked Michael where he is going.

2.2. A policeman came up to my elder son and asked, "Do you have a driving license?"

- a) A policeman came up to my elder son and asked if he has a driving license.
- b) A policeman came up to my elder son and asked whether had he had a driving license.
- c) A policeman came up to my elder son and asked whether he had a driving license.

2.3. "My girl-friend will be here tomorrow," said Andrew.

- a) Andrew said that his girl-friend would be here tomorrow.
- b) Andrew said that his girl-friend would be there the next day.
- c) Andrew said that his girl-friend will be here the next day.

2.4. "My group mate and I are going to another party tonight," Ann boasted.

- a) Ann boasted that my group mate and she were going to another party tonight.
- b) Ann boasted that her group mate and I were going to another party that night.
- c) Ann boasted that her group mate and she were going to another party that night.

2.5. "I wrote to my pen-friend to New York yesterday," said my nephew.

- a) My nephew said that he had written to his pen-friend to New York the day before.
- b) My nephew said that he had wrote to his pen-friend to New York the day before.
- c) My nephew said that he wrote to his pen-friend to New York yesterday.

2.6. "At two o'clock tomorrow I'll be having a music lesson," my child said.

- a) My child said at two o'clock the following day he'll be having a music lesson.
- b) My child said that at two o'clock the following day he would be having a music lesson.
- c) My child said that at two o'clock tomorrow he would be having a music lesson.

2.7. "How about going for a walk?" I said to them.

- a) I suggested going for a walk.
- b) I suggested them to go for a walk.
- c) I asked them how about going for a walk.

2.8. “Let’s eat out this evening,” Emma said to her husband.

- a) Emma offered that they eat out that evening.
- b) Emma suggested eating out that evening.
- c) Emma said that they should eat out this evening.

2.9. My younger sister said, “Please help me with this task.”

- a) My younger sister asked me to help her with this task.
- b) My younger sister asked if I help her with that task.
- c) My younger sister asked me to help her with that task.

2.10. “Don’t forget to phone your parents,” my aunt said to me.

- a) My aunt said me to phone my parents.
- b) My aunt told me don’t forget to phone my parents.
- c) My aunt reminded me to phone my parents.

2.11. “Stop making such a noise or I’ll send you out,” the teacher said.

- a) The teacher threatened to send us out if we don’t stop making such a noise.
- b) The teacher threatened to send us out if we didn’t stop making such a noise.
- c) The teacher said us to stop making such a noise or she would send us out.

2.12. “There is nothing else I can do,” she said.

- a) She explained there was nothing else she could do.
- b) She said that there was nothing else she can do.
- c) She said that there is nothing else she can do.

2.13. “What a beautiful dress you are wearing!” my colleague said.

- a) My colleague exclaimed what a beautiful dress I am wearing.
- b) My colleague said that I am wearing a beautiful dress.
- c) My colleague exclaimed that I was wearing a beautiful dress.

2.14. “I’m the best dancer of all of you,” Chris said.

- a) Chris boasted that he is the best dancer of all of you.
- b) Chris boasted that he was the best dancer of all of us.
- c) Chris said that he is the best dancer of all of us.

2.15. “Please, please don’t tell my mother about my bad mark for the dictation,” she begged me.

- a) She begged me don’t tell her mother about her bad mark for the dictation.
- b) She begged me not to tell my mother about my bad mark for the dictation.
- c) She begged me not to tell her mother about her bad mark for the dictation.

2.16. “Are you busy?” my chief asked me. “I need to talk to you.”

- a) My chief asked me if was I busy because he needed to talk to me.
- b) My chief asked me if I was busy because he needed to talk to me.

c) My chief asked me if I was busy because he needs to talk to me.

2.17. “You’re twenty minutes late,” she said to her boy-friend. “I was about to go home.”

a) She said to her boy-friend that he was late and added that she was about to go home.

b) She told to her boy-friend that he was late and went on to say that she had been about to go home.

c) She said to her boy-friend he had been late and went on to say she had been about to go home.

2.18. “I’m very tired,” Mum said. “I’ve been working hard the whole week.”

a) Mum said she was very tired and she explained she has worked hard the whole week.

b) Mum said that she is very tired, explaining that she had been working hard the whole week.

c) Mum said that she was very tired, explaining that she had been working hard the whole week.

2.19. “Are you leaving now?” Paul said. “I’ll give you a lift.”

a) Paul asked if I was leaving now and went on to say that he will give me a lift.

b) Paul asked if I was leaving then and went on to say that he would give me a lift.

c) Paul asked if was I leaving then and went on to say that he would give me a lift.

2.20. “I’m sorry I’m late. I lost my way,” he said to our guide.

a) He apologized for being late, explaining that he had lost his way.

b) He said to our guide that he is sorry he is late, explaining that he lost his way.

c) He apologized for being late, explaining that he lost his way.

*Level 3**

3.1. And he said to her, “No, but I have been cruel to my mother, and as a punishment this evil has been sent to me. Therefore I must go and wander through the world till I find her, and she gives me forgiveness.”

a) He said to her that he was cruel to his mother, and as a punishment this evil had been sent to him. Therefore he must go and wander through the world till he would find her, and she would give him forgiveness.

b) He said to her that he had been cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.

c) He said to her that he had been cruel to his mother, and as a punishment that evil was sent to him. Therefore he was to go and wander through the world till he finds her, and she gives him forgiveness.

d) He said to her that he was cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.

3.2. “How many raises have you handed out in your life?” asked Rosy.

- a) Rosy asked how many raises have you handed out in your life.
- b) Rosy asked how many raises had you handed out in your life.
- c) Rosy asked how many raises I handed out in my life.
- d) Rosy asked how many raises I had handed out in my life.

3.3. “How do people get such beautiful lawns?” Mr. Anderson asked. “Ours are never as good as these.”

- a) Mr. Anderson wondered how people got such beautiful lawns, because theirs were never as good as those.
- b) Mr. Anderson asked how people got such beautiful lawns, his were never as good as this.
- c) Mr. Anderson asked how had people got such beautiful lawns, because ours had never been as good as those.
- d) Mr. Anderson asked how do people get such beautiful lawns, because theirs are never as good as this.

3.4. Jane asked me, “Can you tell me what the writing on that stone over the door means?”

- a) Jane asked me whether could I tell her what the writing on that stone over the door was meaning.
- b) Jane asked me if I can tell she what the writing on that stone over the door means.
- c) Jane asked me if I could tell her what the writing on that stone over the door meant.
- d) Jane asked me whether I was able to tell her what the writing on that stone over the door had meant.

3.5. “Have you had hair cut?” my cousin asked me. “It looks great.”

- a) My cousin asked me if I had been cutting my hair and added that it was looking great.
- b) My cousin asked me whether I had my hair cut and added it looked great.
- c) My cousin asked me if I had had my hair cut and went on saying that it looked great.
- d) My cousin asked me had I had my hair cut and went on to say it looked great.

3.6. “I’ll punish you if you come late again,” Dad said.

- a) Dad said to me he’ll punish me if I come late again.
- b) Dad threatened that he would punish me if I would come late again.
- c) Dad threatened to punish me if I came late again.
- d) Dad said that he would punish me if I was coming late again.

3.7. “We could for a picnic tomorrow if you like,” said David.

- a) David suggested going for a picnic the following day.
- b) David said that we could go for a picnic tomorrow if we like.
- c) David said that they could go for a picnic the following day if they like.
- d) David said that they could go for a picnic the next day if they were liking.

3.8. “I’ll phone your parents if you don’t do as I say,” the teacher said to the pupil.

- a) The teacher said to the pupil to phone to his parents if he didn’t do as she said.
- b) The teacher threatened to phone the pupil’s parents if he didn’t do as she said.
- c) The teacher threatened to phone the pupil’s parents if he wouldn’t do as she said.
- d) The teacher said to the pupil that he would phone to his parents if he didn’t do as the teacher had said.

3.9. My friend said, “I’m nervous because I’ve never been on a plane before.”

- a) My friend said she was nervous because she has never been on a plane before.
- b) My friend said she was nervous because she had never been on a plane before.
- c) My friend said she was nervous because she never was on a plane before.
- d) My friend said she is nervous because she never was on a plane before.

3.10. “I didn’t telephone you, because it was late, and I didn’t want to trouble you,” she answered.

- a) She answered that she didn’t telephone you, because it was late and she didn’t want to trouble you.
- b) She answered that she hadn’t telephoned me because it had been late, and she hadn’t want to trouble me.
- c) She answered that she hadn’t telephoned me because it was late, and she didn’t want to trouble me.
- d) She answered that she didn’t telephone me, because it was late and she didn’t want to trouble me.

3.11. “I’ll will start late tonight and ride to Borgo San Lorenzo,” she said.

- a) She said that she will start late tonight and ride to Borgo San Lorenzo.
- b) She said I would start late that night and ride to Borgo San Lorenzo.
- c) She said she would start late that night and ride to Borgo San Lorenzo.
- d) She said that she would start late tonight and ride to Borgo San Lorenzo.

3.12. “Do you imagine that I have no respect for your medical talents?” he asked.

- a) He asked me if I imagined that he had no respect for my medical talents.
- b) He asked me if I had imagined that he had no respect for my medical talents.
- c) He asked me whether I didn’t imagine that he had no respect for my medical talents.
- d) He asked me did I imagine that he had no respect for my medical talents.

3.13. “If I am to have a doctor whether I will or not, let me at least have someone in whom I have confidence,” said he.

- a) He said that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.
- b) He suggested having someone in whom he had confidence, if he was to have a doctor.
- c) He suggested having someone in whom he had confidence, if he was to have a doctor, whether he would or not.
- d) He explained it to me that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.

3.14. “I’ll work in a bank,” he said to himself, “because my uncle has always worked in one.”

- a) He said to himself that he would work in a bank because his uncle had always worked in one.
- b) He said to himself that I would work in a bank because my uncle had always worked in one.
- c) He said to himself that he will work in a bank because his uncle has always worked in one.
- d) He said to himself that he would work in a bank because his uncle always worked in one.

3.15. “Do you really think that you can outsmart me?” Angela asked.

- a) Angela asked if did I really think that I can outsmart her.
- b) Angela asked me if did I really think that I could outsmart her.
- c) Angela asked me if I really thought that I could outsmart her.
- d) Angela asked me if I really had thought that you could outsmart me.

3.16. “Well,” she said, “aren’t you going to come in and talk to us? We want to hear what you’ve decided.”

- a) She suggested me to come in and talk to them, because they wanted to hear what I had decided.
- b) She said to me to come in and talk to them, because they wanted to hear what I decided.
- c) She wondered if I was going to come in and talk to them, explaining that they wanted to hear what I had decided.
- d) She asked me whether I was going to come in and talk to them, because they wanted to hear what I have decided.

3.17. One of the soldiers said, “By the time we reach the hill the enemy will have cut us off from the rest of our men.”

- a) One of the soldiers said that by the time they reached the hill the enemy would have cut them off from the rest of their men.

- b) One of the soldiers said that by the time they would reach the hill the enemy would have cut them off from the rest of their men.
- c) One of the soldiers said that by the time they reached the hill the enemy would had cut them off from the rest of their men.
- d) One of the soldiers said that by the time they reached to the hill the enemy will have cut us off from the rest of our men.

3.18. “Well,” his friend said, “stop going to your office by car, and get a bicycle.”

- a) His friend said him stop going to his office by car, and get a bicycle.
- b) His friend suggested that he should get a bicycle instead of going to the office by car.
- c) His friend suggested him stopping going to your office by car, and get a bicycle.
- d) His friend said him to stop going to his office by car, and get a bicycle.

3.19. “Last night I dreamed I went to Manderley again,” Rebecca said.

- a) Rebecca said that last night she had dreamed she went to Manderley again.
- b) Rebecca said that the night before she had dreamed she had gone to Manderley again.
- c) Rebecca said that the last night she dreamed she had gone to Manderley again.
- d) Rebecca said that the last night she was dreaming she went to Manderley again.

3.20. “Relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die,” she said.

- a) She said that relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- b) She said that relations had been simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- c) She said that relations were simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- d) She said that relations was simply a tedious pack of people, who didn’t get the slightest knowledge of how to live, nor the smallest instinct about when to die.

- 1.20.** I can't afford such an expensive dress. I'll buy something
 a) more cheap b) cheaper
- 1.21.** The wine we drank with our meals tasted
 a) wonderful b) wonderfully
- 1.22.** ... the sun, ... the days.
 a) The brighter, the warmer b) Brighter, warmer
- 1.23.** ... thing in the world is when your best friend lies to you.
 a) The worst b) The most bad
- 1.24.** ... woman in our village is ninety years old.
 a) The oldest b) Older
- 1.25.** This book is not interesting. It is ... than the book I read before.
 a) worse b) worst
- 1.26.** Tom's story about his vacations is ... than hers.
 a) much more thrilling b) a lot more thrilling
- 1.27.** She wondered ... if he wanted anything and if she could hear him if he called.
 a) more restless b) restlessly
- 1.28.** Your husband is ... his father.
 a) more generous b) as generous as
- 1.29.** Their family lives in ... house in this street.
 a) further b) the furthest
- 1.30.** Take the dictionary. It will be ... to translate this text.
 a) easier b) easier
- 1.31.** Nobody has been here
 a) still b) yet
- 1.32.** This flower is not ... the red rose I have just seen in your garden.
 a) so beautiful as b) much beautiful as
- 1.33.** This sofa is
 a) very comfortable b) most comfortable
- 1.34.** It's ... to make up a question than to give an answer.
 a) more difficult b) difficulter
- 1.35.** This opera is ... I have heard this year.
 a) the least intelligible b) less intelligible
- 1.36.** Of the three boys, John behaves the
 a) politely b) most politely
- 1.37.** My little nephew plays football very
 a) good b) well
- 1.38.** Our house is ... than yours.
 a) bigger b) the biggest
- 1.39.** Mary's hair is ... than mine.
 a) longer b) more long
- Is he a ... driver? – No, he drives
 a) well, bad b) good, badly

Level 2

2.1. Peter could ... believe his eyes; his heart began to beat ..., not with pleasure now but with uneasiness.

- a) hard, fast b) hardly, fast c) hardly, fastly

2.2. She was ... able to believe that it was no ... necessary for her to have a good driver with her in the car whenever she went out in it.

- a) hard, longer b) hardly, long c) hardly, longer

2.3. Add brass ..., then bring it to a boil.

- a) slow b) slowly c) slowly

2.4. After I have visited London I understand that its weather is ... in Europe.

- a) the wettest b) the most wet c) more wet

2.5. February is the ... winter month.

- a) deficientest b) most deficient c) more deficient

2.6. She looked ... because she could not dress

- a) plain, well b) plainly, good c) plainly, well

2.7. Our nurse believes that milk is one of the ... products for children.

- a) more useful b) very useful c) most useful

2.8. As she lay in her berth, staring at the shadow overhead, the rush of the wheels was in her brain, driving her ... into circles of wakeful lucidity.

- a) more deep and deep b) more deep and deeper c) deeper and deeper

2.9. While the events are still fresh in my mind, I wish to put them down on paper as ... as

- a) clear, possible b) clearest, possible c) clearly, possible

2.10. She greeted it as the friend whom she loved ... than all the world.

- a) best b) well c) better

2.11. Two nights ... she was aware that the feet behind her were moving ... and

- a) late, slow, slow b) lately, slower, slower c) later, slower, slower

2.12. My last Math examination turned out to be ... of all.

- a) the least complicated b) less complicated c) the less complicated

2.13. I must say it sounds rather

- a) marvelously b) marvelous c) marvelously

2.14. The literature of ... Anglo-Saxons was oral.

- a) the earlier b) the earliest c) the most early

2.15. Tommy always says, «Please!» «Thank you!» «You are welcome!». In my opinion he is ... child in this kindergarten.

- a) the most polite b) the politest c) more polite

2.16. He controlled his anger, though it was not at all

- a) easily b) easy c) easiest

2.17. Last year I met a very beautiful Spanish girl. Her eyes were the ... I had ever seen in my life.

- a) most attractive b) attractivest c) very attractive

2.18. She did not want to look ... in front of other drivers in the street.

- a) foolishly b) more foolishly c) foolish

- 2.19.** A passer-by asked me which was ... way to the local museum.
 a) the most near **b) nearer** **c) the nearest**
- 2.20.** Some important papers disappeared. Who was ... person to leave the office yesterday?
 a) the last **b) the latest** **c) the most last**
- 2.21.** Then the owner of the house showed him into a room with lunch ready on the table and another table, ... bare, ... waiting for him to spread his papers on it.
 a) entire, evidently **b) entirely, evidently** **c) entire, evident**
- 2.22.** Is your new girl-friend ... than your ex one?
 a) more charming **b) the most charming** **c) the more charming**
- 2.23.** A shrew is ... and ... mammal.
 a) more tiny, more numerous **b) the most tiny, the most numerous**
 c) the tiniest, the most numerous
- 2.24.** Everything looked so ...! It was ... for her to make up her mind.
 a) beautiful, impossible **b) beautifully, impossible** **c) beautiful, impossibility**
- 2.25.** Have the letters been written ...?
 a) already **b) still** **c) yet**
- 2.26.** The family got ... and ..., and now Bella lived alone in a very big house.
 a) more poor, poor **b) poorer, poorer** **c) more poor, more poor**
- 2.27.** Who is ... player of this basketball team?
 a) taller **b) the tallest** **c) the most tall**
- 2.28.** I have a friend who, after an absence of many years, has ... settled down in London, with his wife and children.
 a) later **b) late** **c) lately**
- 2.29.** Don't plant the flowers It's ... raining.
 a) already, still **b) yet, else** **c) yet, still**
- 2.30.** It's raining dogs and cats! The weather is getting ...!
 a) worse **b) worst** **c) more bad**
- 2.31.** In ... drawer of her desk she had some secret letters from Anthony.
 a) the smallest **b) more small** **c) the most small**
- 2.32.** These people were ... engineers, ... architects in the whole world.
 a) the most great, the most great **b) the more great, the more great**
 c) the greatest, the greatest
- 2.33.** Is your ... son married?
 a) oldest **b) eldest** **c) older**
- 2.34.** That was ... present she had ever received in her life.
 a) the most pleasant **b) the pleasantest** **c) два варианты**
- 2.35.** When Mr Holland was forty, he was fat and very soft, and he didn't wish to get ... and ... every day.
 a) more fat, more soft **b) the fattest, the softest** **c) fatter, softer**
- 2.36.** Shakespeare is the author ... quoted.
 a) oftener **b) more often** **c) most often**
- 2.37.** After half an hour, there were voices, ... his father's, which sounded ... than before.

- a) especially, loudlier b) more especially, more loud c) especially, louder
2.38. This small village in a lost part of the country seems to me ... in the whole world.
a) the quietest b) the most quiet c) два варіанти
2.39. He was walking ... with his face looking
a) stubbornly, solemn b) stubbornly, solemnly c) stubborn, solemn
2.40. He hoped that riding would help him to get
a) thinner b) more thin c) два варіанти

*Level 3**

- 3.1.** It's ... that the children are tired.
a) obviously b) obviously c) obvious d) obviouse
3.2. The sun had fallen ... in the sky and shone ... into the room on to the pages he was reading.
a) low, directly b) lowly, directly c) low, direct d) lowly, direct
3.3. «You may wonder why we keep that window ... open on an October afternoon,» said the niece
a) wide, aloudly b) widely, aloud c) widely, louder d) wide, aloud
3.4. I'm afraid that the results are ... useless.
a) completly b) complete c) completely d) completelest
3.5. He'll... let you know his London address.
a) certain b) certainly c) certainly d) more certain
3.6. To me, writing is worth the effort because it is a great means of personal expression - a chance to convey my ... feelings and concerns and my ... thoughts.
a) most deep, more important b) deepest, most important
c) deeper, importanter d) the most deep, the most important
3.7. We locked our car and left it on ... road.
a) nearer b) near c) next d) the nearest
3.8. «I tell you once and for all, my dear, this is ... time I come to this rotten hole. Keep your lousy simple life for yourself.»
a) the latest b) last c) later d) the last
3.9. In post-war England foreigners who showed their passports could have goods sent home at ... price.
a) the lowest b) a more low c) the more lower d) a much lower
3.10. The children are ... not well enough to go to school.
a) yet b) still c) already d) else
3.11. Give me a comb and scissors and I'll make of you ... woman in St. Beam.
a) the stylish b) the more stylish
c) the most stylish d) the stylistest
3.12. Have you heard that the Smiths haven't got the loan ...?
a) still b) already c) yet d) else
3.13. This American car was indeed ... vehicle that had ever appeared in the village.
a) the most fine b) finer c) more fine d) the finest
3.14. The circus was small and its ... act was a tight-rope walk.

- a) the strongest b) stronger
 c) more strong d) strongest
- 3.30.** After another two hours' search they ... had not found the ring.
 a) else b) still c) already d) yet
- 3.31.** The sunrise is very memorable to me because it seems like a dove flying ... in the sky.
 a) highly b) more highly c) high d) more high
- 3.32.** Her interests were narrow, and she ... journeyed ... than the corner grocery.
 a) rare, farther b) rare, far c) rarely, far d) rarely, farther
- 3.33.** What she saw mentally was a kaleidoscope, no ... , no
 a) many, little b) much, less c) more, less d) most, least
- 3.34.** When he had ... got what he wanted, he went away
 a) finally, proud b) final, proud
 c) final, proudly d) finally, proudly
- 3.35.** Psychologically, it is actually ... to persuade people to give their money than to lend it.
 a) more easy b) easiest c) easier d) the most easy
- 3.36.** In fact, the truth was ... than he had conceived; it was maddening.
 a) the worse b) the worst c) very bad d) worse
- 3.37.** It was ... to ask people to come, but ... to provide a meal for them.
 a) easy enough, far more difficult b) easier enough, far difficulter
 c) more easy enough, far more difficult d) enough easy, far more difficult
- 3.38.** The hostess greeted us in ... way and asked if we would like to interview her garden.
 a) a more friendly b) a most friendly
 c) the friendly d) a most friend
- 3.39.** This new job isn't any ... than any of the other things.
 a) dangerous b) most dangerous
 c) dangerously d) more dangerous
- 3.40.** Although the plane flew very ..., we could hear it
 a) high, clear b) highly, clearly
 c) highly, clear d) high, clearly

MODAL VERBS

Виберіть правильну відповідь

Level 1

1.1. He says he ... return in time because he has a lot of things to do.

a) can't b) shouldn't

1.2. ... I have this black suitcase, please?

a) Must b) May

1.3. Mr. Smith answered sadly that he ... not accompany me to the disco.

a) can b) could

1.4. Do you think I ... accept his invitation?

a) must b) should

1.5. My grandmother ... play the piano.

a) couldn't b) wasn't able to

1.6. Will you go to the cinema tonight with us? - I'm not very sure I

a) may b) can

1.7. At ten o'clock I went to bed, but there was so much noise that I ... sleep.

a) can b) could

1.8. Jack, I'm carrying a lot of different things. ... you open the door?

a) Should b) Can

1.9. My little brother ... not swim at all, but he ... play chess very well.

a) can, can b) could, can

1.10. When my father was young he ... sing rather well.

a) could b) was able to

1.11. They are looking for an assistant who ... speak four foreign languages.

a) can b) might

1.12. Why don't you put on a cap? It... be very cold in the evening.

a) might b) shall

1.13. Where ... I smoke in the plane?

a) should b) may

1.14. I don't know anything about his plans, he ... spend his holidays in New York or Washington.

a) must b) might

1.15. The book you bought is antique. You ... have spent a lot of money.

a) must b) need

1.16. She says it's a cool film and I ... see it.

a) could b) must

1.17. My cousin says his friends ... be present at the party.

a) won't be able to b) won't can

1.18. I haven't this medicine at home. So I ... go to the chemistry' shop.

a) have to b) ought to

1.19. He said they ... go to the bank because they had no money.

a) had to b) must

1.20. I think you ... say it to him yourself.

- a) might, could b) should, would c) could, can
- 2.10.** Yesterday my uncle had a heart attack. I ... visit him at the hospital.
- a) must b) should c) might
- 2.11.** My boy-friend ... do anything for you, as he has just left abroad.
- a) will not can b) won't be able to c) couldn't
- 2.12.** I'm afraid. It's very late, and I hear a strange noise in the kitchen. My husband considers it ... be a mouse.
- a) might b) could c) may
- 2.13.** It's hot! ... you open the window?
- a) Could b) Shall c) Should
- 2.14.** Why aren't you doing anything?! You ... study your English!
- a) might b) had better c) have better
- 2.15.** It's very important to be punctual. You ... be late for an appointment or a meeting.
- a) mustn't b) couldn't c) shouldn't
- 2.16.** As far as I ... make out, the League was founded by an American millionaire.
- a) can b) may c) ought to
- 2.17.** I ... not have thought there were so many goods in the whole country as were brought together by that single advertisement.
- a) ought b) could c) should
- 2.18.** Well, you ... be in the office, or at least in the building, the whole time.
- a) have to b) might c) need
- 2.19.** What time ... they to come to the conference?
- a) should b) are c) must
- 2.20.** «I have translated this paragraph into Chinese!» - «But you ... have done it!»
- a) needn't b) hadn't c) mustn't
- 2.21.** You look very tired. You ... have been working all day long.
- a) might b) could c) must
- 2.22.** I know nothing about him. His name is Boris and he ... be about fifty.
- a) must b) should c) ought to
- 2.23.** I believe you ... visit your grandparents more often.
- a) ought to b) must c) need to
- 2.24.** This is non smoking compartment, sir. You ... not smoke here.
- a) should b) must c) ought to
- 2.25.** Yesterday I was at the cinema, I saw a wonderful film. You ... go and see it yourself.
- a) must b) ought to c) might
- 2.26.** The doctor says that your grandmother ... leave the hospital the next week.
- a) will be able to b) must c) could
- 2.27.** I'm in a trouble! I ... have been at the airport to receive a foreign delegation half an hour before.
- a) had to b) was to c) should
- 2.28.** I am sure that you inquired your way merely in order you ... see him.
- a) might b) can c) may

2.29. She is afraid that nobody ... give her a hand in such situation.

a) should b) would c) ought to

2.30. You ... be more attentive while driving your car.

a) would b) should c) ought to

*Level 3**

3.1. «And you ... me somewhere and ... it. Were you in Boston last July?»

a) must to see, to forget b) will be able to see, to forget
c) had to see, forget d) must have seen, have forgotten

3.2. It ... half an hour before I again looked upward.

a) should be b) ought be c) might have been d) might be

3.3. He ... see to pass the thread through the holes in the leather.

a) mustn't b) ought to c) couldn't d) might

3.4. He was so hot he ... sleep.

a) could not b) should not c) mustn't d) can not

3.5. Don't forget that the child is still very weak. You ... give her only light and nourishing food.

a) ought to b) should c) must d) can

3.6. In Japan it's considered impolite to leave half-eaten food on a plate. If you take something you absolutely ... finish it.

a) ought to b) must c) might d) could

3.7. If you express admiration for objects in the house, your hosts ... feel they ... give the objects to you.

a) might, have to b) could, ought to c) may, should d) can, can

3.8. They ... not have been injured in the accident if they had been wearing their seatbelts.

a) should b) could c) might d) must

3.9. You ... your alarm if you expect ... wake up on time.

a) should set, to can b) had better set, to be able to
c) must set, to may d) ought to set, to be able to

3.10. People who are happy with their bodies ... actually be more assertive and likeable than those who have negative body images.

a) could b) must c) might d) may

3.11. We ... take some extra cash along on the trip, but we absolutely forget our passports.

a) ought to, mustn't b) should, needn't
c) can, didn't have to d) may, haven't

3.12. We are enjoying our holidays, though the weather ... be better.

a) might b) could c) would be able to d) can

3.13. You ... change all the locks in case the burglar comes back.

a) would rather b) had better to c) had better d) ought

3.14. Don't worry that Mary is late; she ... have missed the train.

a) might b) could c) should d) has to

3.15. It was supposed to be a secret! You ... have told her!

CONDITIONAL SENTENCES. WISHES

Виберіть правильну відповідь.

Level 1

1. If ... for a walk, we will take the dog with us.
a) we will go b) we go c) we would go d) we have go
2. When they ... the criminals, I shall get my car back.
a) catch b) catches c) will catch d) shall catch
3. Will she be upset if she ... the news?
a) heard b) is hearing c) hears d) had heard
4. If you boil the water for a long time, it ... disappear into the atmosphere.
a) would have b) will have c) would d) will
5. Paul will ruin his jeans if he ... that tree.
a) climbs b) will climb c) climbed d) climb
6. If... a stone into the sea it will sink.
a) you will throw b) you would throw
c) you throw d) you threw
7. If he drops out of college he ... to look for a job.
a) have b) should have
c) will have d) would have
8. You will catch cold if you ... in rain.
a) go out b) went out c) gone out d) would go out
9. If you don't eat vegetables, you ... a balanced diet.
a) wouldn't have b) shall have c) shall not have d) will not have
10. If he ..., tell him I'm busy.
a) will call b) call c) called d) calls
11. Martin ... that if you look after your body it will look after you.
a) think b) believes c) believed d) thought
12. If I don't know the answer, I ... ask you.
a) shall b) should c) had d) have
13. You ... late for school if you don't leave now.
a) is b) are being c) are d) will be
14. If I had some scissors o I ... you them.
a) would lend b) had lent
c) would have lent d) lent
15. Will these matches strike if we ... them up?
a) dried b) dry c) will dry d) dries
16. If she ... work harder at school, she will never get a good job.
a) do b) isn't c) don't d) doesn't
17. If I ... a computer, I would use the Internet.
a) had b) have c) has d) has got
18. She will have to change if her jeans
a) are dirty b) has been dirty c) was dirty d) is dirty
19. I shall go to the baseball game if it ... tonight.

- a) doesn't rain b) don't rain c) rains not d) isn't rain
- 20.** I ... tell her anything if she calls.
a) would not b) shall not c) will have d) doesn't
- 21.** If you ..., you will damage your lungs.
a) will smoke b) smoke c) smoked d) would smoke
- 22.** If I have enough apples I ... an apple pie this afternoon.
a) will bake b) would bake c) could bake d) bake
- 23.** We shall go to the Zoo if the weather ... nice tomorrow.
a) would be b) will be c) isn't d) is
- 24.** If you eat too many sweets, ... gain weight.
a) you will b) you would c) you are d) you have
- 25.** What will you do if your computer ... work?
a) won't b) don't c) doesn't d) couldn't
- 26.** ...you go out with me on Saturday night if you finish the project?
a) Will b) Shall c) Would d) Do
- 27.** ... some interesting information if you go to the library.
a) You will founded b) You would founded
c) You would find d) You will find
- 28.** If they ..., tell them I shall be back at 11.00.
a) phones b) would phone c) will phone d) phone
- 29.** Write your name and address on your bag in case you ... it.
a) will lose b) lose c) lost d) would
- 30.** I'll draw a map for you in case you ... find our house.
a) can't b) could c) can d) couldn't
- 31.** He is busy right now, but if he ..., he would help us.
a) is b) were c) weren't d) isn't
- 32.** If she ... married, she will probably move to France.
a) gets b) get c) got d) gotten
- 33.** If I ... they are honest, I would gladly lend them the money.
a) known b) knows c) know d) knew
- 34.** ... spend next year studying in Japan if I could speak Japanese.
a) I would b) I will c) I have d) I am
- 35.** Where would you go if someone ... you the chance to go on a virtual holiday?
a) gives b) give c) gave d) given
- 36.** If... more male teachers, teaching could become a better-paid profession.
a) there were b) there was c) there weren't d) there wasn't
- 37.** If I ... some wrapping paper at the shop, I shall buy some for you.
a) will find b) find c) shall find d) found
- 38.** I ... come if I knew someone is here.
a) has not b) will not c) have not d) would not
- 39.** They will tell you if they ... their mind.
a) will change b) change c) changed d) would change
- 40.** If you have enough time, ... your parents a letter, please.
a) you would write b) you have write c) you write d) write

- 41.** Water will freeze if the temperature ... 0°C.
 a) reaches b) reach c) would reach d) will reach
- 42.** If anyone calls, please ... a message.
 a) you take b) would take c) will take d) take
- 43.** Where shall I go if I ... to study German ?
 a) would want b) wanted c) want d) should want
- 44.** If she ... at home, she will answer the phone.
 a) was b) is c) were d) will be
- 45.** If Claire ... to work hard, she will pass the exam easily.
 a) will continue b) continues c) continued d) would continue
- 46.** What are you going to wear to class if it... cold tomorrow?
 a) is b) will be c) would be d) shall be
- 47.** ... you going to the mountains if it's cold tomorrow?
 a) Should b) Would c) Will d) Are
- 48.** People ... to swim in the lake, if they clean it up.
 a) have been able b) will be able c) would be able d) were able
- 49.** If she ... a year older, she could get a driver's license.
 a) will be b) is c) were d) would be
- 50.** Joanna may swim today if the sun
 a) come out b) comes out c) came out d) will come out
- 51.** What will you call the baby if it... a girl?
 a) will be b) is c) would be d) was
- 52.** If the dog keeps barking, ... let it out.
 a) I shall b) I would c) I have d) I am
- 53.** If you take my advice, your troubles ... over.
 a) shall be b) would be c) will be d) shall have been
- 54.** If Kitty ... taller, she would reach the cupboard.
 a) would be b) should be c) is d) were
- 55.** You will get into trouble if you ... pay your taxes.
 a) wouldn't b) will not c) don't d) have not
- 56.** ... I have a garage if I move to that apartment?
 a) Will b) Would c) Should d) Do
- 57.** Father will be furious if he ever... out about it.
 a) find b) finds c) will find d) would find
- 58.** If he mows our lawn, ... have to give him money.
 a) we would b) we are c) we should d) we shall
- 59.** He would stay longer if he ... time.
 a) has b) had had c) has had d) had
- 60.** ... he create jobs if he becomes the president of the company?
 a) Would b) Will c) Should d) Does
- 61.** If I ... the question, I would be able to answer it.
 a) would understand b) will understand
 c) understood d) had understood
- 62.** If we ... our tickets, they wouldn't let us in.

- a) have forgotten b) will forget c) would forget d) forgot
- 63.** We shall go skiing in the mountains if it
a) snowed b) will snow c) snows d) would snow
- 64.** Perhaps I ... there too if you moved over a little.
a) could sit b) can sit c) can't sit d) am able
- 65.** If he ... at night, his telephone bill won't be so high.
a) called b) will call c) call d) calls
- 66.** If you eat so many sweets, you ... stomach-ache.
a) would get b) have get c) will get d) would gotten
- 67.** ... phone you if she arrives earlier than planned.
a) She will b) She has c) She would d) She have
- 68.** You can see the boss if he ... too busy.
a) is not b) was not c) were not d) will not
- 69.** We would go by plane if it... cheaper.
a) would be b) will be c) is d) were
- 70.** The table will fall if you ... on it.
a) stand b) stood c) standing d) were standing
- 71.** Will you teach me to dance the tango if I ... you learn English?
a) helped b) help c) will help d) would help
- 72.** ... I were you, I should never agree to do it.
a) In case b) Unless" c) When d) If
- 73.** If he ... the exam he can do it again.
a) failed b) fail c) fails d) will fail
- 74.** If... fire, the alarm will ring.
a) there is b) there will be c) there are d) there was
- 75.** I shall be surprised if Martin and Julia... .
a) married b) will get married
c) get married d) got married
- 76.** If you are late this evening, I ... wait for you.
a) have not b) would not c) should not d) shall not
- 77.** What will happen if my parachute ... ?
a) don't open b) doesn't open c) won't open d) will not open
- 78.** This room would be nicer if ... some nice pictures on the wall.
a) there are b) there were c) are there d) were there
- 79.** Life ... boring if every day were the same.
a) will be b) should be c) would be d) will have been
- 80.** If you ... blue and yellow, you will get green.
a) mix b) mixes c) mixed d) would mix
- 81.** We ... all our friends to stay if we had a bigger house.
a) had invite b) need invite c) must invited d) could invite
- 82.** If you ... this job, are you going to take it?
a) offered b) are offered c) offer d) have offered
- 83.** If I ... anywhere in the world, I should go to Antarctica.
a) would have gone b) will go

4. If we ... faster, we would catch up with the first car.
a) drive b) driven c) drove d) driving
5. If you could be someone else, who ... like to be ?
a) would you b) you would c) should you d) you should
6. If I didn't read newspapers, I ... what is happening in the world.
a) wouldn't have known b) didn't know
c) hadn't known d) wouldn't know
7. They would stay at home if they ... the guests to come .
a) had expected b) expected c) would expect d) expect
8. If you didn't go to bed so late every night, you ... all the time.
a) wouldn't tired b) shouldn't tired
c) would be tired d) wouldn't be tired
9. If we don't protect wildlife now, ... nothing left for further generations.
a) there will be b) there won't be c) there isn't d) there wasn't
10. If I... another job, I would take it immediately.
a) am offered b) are offered c) will be offered d) were offered
11. ... you sing before breakfast, you will cry before night.
a) Unless b) If only c) If d) When
12. If you ... after two hares, you will catch neither.
a) run b) ran c) rung d) rang
13. If the sky ..., we shall catch larks.
a) fell b) falls c) felt d) fallen
14. If he wants, he ... your example.
a) follow b) will follow c) follows d) followed
d) would be d) he would have d) would be d) You are
15. If he isn't careful, he
a) will fallen b) will be fallen c) will fall d) would fall
16. If you cannot bite, never... your teeth.
a) show b) showed c) shown d) you show
17. I must have the doctor handy, in case my baby ... worse.
a) feel b) feels c) felt d) fell
18. If I asked Helen, she ... probably give you a lift.
a) would b) will c) should d) must
19. Who would you ask, if you ... how to do it?
a) hadn't known b) wouldn't know
c) didn't know d) shouldn't know
20. What would you do, supposing your car ... now.
a) stolen b) was stolen c) had been stolen d) had been stole
21. If you ... her now, you would hardly recognize her.
a) have seen b) see c) had seen d) saw
22. If you took more exercise you might... a bit of weight.
a) lose b) loose c) lost d) have lost
23. I ... be able to visit Jim first thing in the morning if I stay in Manchester over night.

- a) shall b) would c) have d) am
- 24.** ... you get much fatter, your jeans will be too small for you.
a) whether b) if c) even if d) unless
- 25.** If she ... a healthy diet, she wouldn't be fit
a) hadn't follow b) hadn't been followed
c) didn't follow d) wouldn't follow
- 26.** We would go to the safari park if Mary ...
afraid of lions.
a) weren't b) hadn't been c) isn't d) hasn't been
- 27.** If she weren't fit, she ... to practise in the rink.
a) wouldn't able b) shouldn't able
c) shouldn't be able d) wouldn't be able
- 28.** Helen wouldn't have to stay in bed today if she ... the flu.
a) didn't have b) hadn't get c) hasn't got d) hasn't get
- 29.** Those wires look a bit dangerous, I ... them if I were you.
a) didn't touch b) wouldn't touch
c) wouldn't have touched d) shouldn't have touched
- 30.** If you wash cotton clothes in hot water, they ... lose colour.
a) will b) would c) have d) are
- 31.** If you leave metal out in the rain, it... rusty.
a) will get b) get c) would get d) has got
- 32.** If he ... more money, would you marry him?
a) had had b) would have c) had d) will have
- 33.** If I had nothing to do, I
a) would be boring b) would be bored
c) will be boring d) will be bored
- 34.** If my grandfather were still alive, he ... a hundred today.
a) be b) will be c) has been d) would be
- 35.** If he got a new job, ... earn a bit more money.
a) he would b) he had c) he should d) he would have
- 36.** Providing that you ... careful, you can use Dad's car.
a) will be b) are c) were d) would be
- 37....** have a lot more friends if you weren't so mean.
a) You will b) You would c) You have d) You are
- 38.** If I ... stuck on a deserted island, I should like to be with you.
a) will be b) would be c) am d) were
- 39.** ... be surprised if you heard the news.
a) You would b) You will c) You have d) You are
- 40.** If they knew French, ... understand what they were talking about.
a) they have b) they will c) they would d) they are
- 41.** If Mark ... younger, he could join the army.
a) would be b) could be c) were d) is
- 42.** If we were serious about pollution, ... spend more money on research.
a) we would b) we have c) we are d) we shall

- 43.** Where would you ... if you could live anywhere in the world?
a) chose b) choose c) chosen d) have chosen
- 44.** Even if you offer me a lot of money, I ... the painting.
a) would not have sold b) would not sold
c) would not sell d) shall not sell
- 45.** If my paper... on time today, I'm going to cancel my subscription.
a) won't arrive b) isn't arrive c) don't arrive d) doesn't arrive
- 46.** If I had a more reliable car, ... drive to London rather than fly.
a) I would b) I have c) I shall d) I am
- 47.** If I were him ... a bodyguard.
a) I shall hire b) I would hire c) I have hired d) I am hired
- 48.** He would be happier if he ... take things so seriously.
a) didn't b) don't c) hadn't d) doesn't
- 49.** I ... if there were any truth in her story.
a) will believe b) must believe c) would believe d) had believed
- 50.** If ... no oxygen on the Earth, life wouldn't exist.
a) there were b) there's c) there is d) wasn't
- 51.** What would you do if you ... your passport ?
a) lost b) lose c) has lost d) have lost
- 52.** It's always the same! ... I decide to leave the office early, my boss calls me after I have left.
a) Whether b) Unless c) If d) Even though
- 53.** If they ... weight during the illness, they will soon regain it afterwards.
a) lose b) lost c) will lose d) has lost
- 54.** I wouldn't accept the job, even if they ... it to me.
a) offer b) offered c) had offered d) have offered
- 55.** If he ... the windows, he will want his money.
a) has done b) have done c) did d) had done
- 56.** What would you do if.... an earthquake ?
a) there has been b) there's c) there is d) there were
- 57.** If he ... that smoking is dangerous, he wouldn't smoke now.
a) realized b) had realized c) would realize d) has realized
- 58.** He said that if he didn't start taking regular exercises, ... in danger of be coming ill.
a) he would be b) he will be c) he had been d) he will been
- 59.** If I make some coffee, ... the cake ?
a) cut b) do you cut c) have you cut d) will you cut
- 60.** If we ... even a small amount of money, they would appreciate it greatly.
a) gave b) give c) will give d) had given
- 61.** If the light ... , the battery is OK.
a) come on b) comes on c) came on d) had come on
- 62.** If you were on a desert island, what... like to have with you ?
a) you would b) would you c) have you d) you could
- 63.** If you ... here, where would you like to be ?

- a) weren't b) aren't c) have been d) had been
- 64.** If you ... English, which language would you study?
a) weren't studying b) weren't study
c) were studying d) wasn't study
- 65.** If you ... a new first name, what would you choose?
a) must have b) could have c) have had d) has had
- 66.** If you could have any car, which kind ... have?
a) would you b) you would c) have you d) you could
- 67.** If you ... eat anything you wanted tonight, what would you eat?
a) can b) will c) must d) could
- 68.** If you want to make a good impression, ... to smile and make eye contact.
a) you remember b) remember you c) remember d) must remember
- 69.** ... risk going there alone if they asked you?
a) Would you b) You would c) Can you d) Will you
- 70.** If we had higher salaries, we ... better teachers.
a) could have b) can have c) must have d) have
- 71.** Her grandfather is no longer alive, but if he were I'm sure he ... of her.
a) would be proud b) must be proud of
c) will be proud d) shall be proud
- 72.** Bill has such a bad memory that he would lose his head if it ... to his body.
a) had been attached b) weren't attached
c) isn't attached d) aren't attached
- 73.** I wouldn't ride the bike even if you
a) ask b) asks c) asked d) had asked
- 74.** What would you be doing right now if you ... in class?
a) are not b) were not c) have been d) had been
- 75.** ... appreciate it very much if they gave me chance to study.
a) I would b) I will c) I had d) I have
- 76.** If we ... the production of our goods, we could have more money.
a) increase b) increased c) would increase d) should increase
- 77.** If we had a better car, we ... more.
a) will have driven b) will drive
c) would drive d) would have driven
- 78.** If people ... less we would have less pollution.
a) drove b) drive c) driven d) had driven
- 79.** If we attracted more businesses to the state we ... more jobs .
a) would have b) will have c) must have d) can have
- 80.** If we ... more businesses to the state, we would have less unemployment.
a) attract b) attracted c) had attracted d) have attracted
- 81.** If I were President, ... spend more money on teachers' salaries.
a) I would b) I shall c) I have d) I'm
- 82.** ... you had eaten breakfast, you wouldn't be hungry now.
a) In case b) If c) Even if d) Unless
- 83.** If you had looked at the map, you ... lost now.

- a) wouldn't be b) shouldn't be c) can't be d) mustn't be
- 84.** If Roger... his bike out in the rain, it wouldn't be rusty now.
a) hadn't left b) leave c) leaves d) have left
- 85.** If she had paid her rent last month, she ... to move out of her flat now.
a) musn't have b) wouldn't have c) will not have d) shall not have
- 86.** If you ... an expensive car last week, you would have more money now. a) haven't bought b) buy c) hadn't bought d) bought
- 87.** I wouldn't enjoy going to discos if I ... like dancing.
a) didn't b) don't c) couldn't d) wasn't able
- 88.** If the building were too big, nobody ... ever buy it.
a) wouldn't b) would c) should d) shouldn't
- 89.** If the minister ... reelected, he will still control foreign policy.
a) is b) was c) were d) has
- 90.** If the building weren't in a perfect condition, it ... impossible to use it for modern offices.
a) will be b) must be c) would be d) should be
- 91.** If she had set the alarm, she wouldn't
a) have overslept b) have oversleep c) has overslept d) overslept
- 92.** If the blouse ... this skirt, I should buy it.
a) match b) matched c) matches d) would match
- 93.** He ... unemployed now if he didn't want a higher salary.
a) wouldn't be b) will not be c) will be d) couldn't be
- 94.** If you could keep a secret I ... tell you everything in details.
a) must b) will c) would d) shall
- 95.** He wouldn't hire a taxi if the station ... very far from the hotel.
a) had been b) have been c) isn't d) weren't
- 96.** ... your bicycle if I had a screwdriver of the proper size.
a) I shall fix b) I would fix c) I have fix d) I fix
- 97.** Sally ... the phone if she were in her office right now.
a) would answer b) will answer c) must answer d) should answer
- 98.** I wouldn't be a student in this class if English ... my native language.
a) were b) is c) has been d) had been
- 99.** If I were a bird, I ... want to live my whole life in a cage.
a) would not b) will not c) shall not d) have not
- 100.** If I ... you, I should see this film.
a) am b) would be c) will be d) were

*Level 3**

- 1.** My lawyer is suggesting that I ... the property.
a) have sold **b) sell**
- 2.** It is required that all employees ... to a medical examination.
a) submit **b) would submit**
- 3.** You ... better not borrow any more money; you won't be able to pay it back.
a) would **b) had**

4. If my husband ... to the bank yesterday, we ... some money now.
 a) went, could have **b) had gone, would have**
5. His life can be saved if help ... soon.
 a) arrives **b) will arrive**
6. If Clara ... fewer sweets, she ... get slimmer.
 a) ate, might **b) eats, would**
7. I didn't enjoy the performance last night. I would rather we ... to the disco.
 a) would go **b) had gone**
8. If all stories ... true, Dr. Heidegger's study must have been a very curious place.
 a) were **b) are**
9. If we ... the tax on time, we ... liable for any further payment.
 a) pay, won't be **b) will pay, wouldn't be**
10. «I wish you ... less noise when you come in.» - «It's not my fault. In door squeaks when you open it.»
 a) had made **b) would make**
11. Write down all these words lest you ... them.
 a) forgot **b) should forget**
12. If we ... our workers better, we ... a popular employer.
 a) would pay, became **b) pay, will become**
13. If you ... working, there ... no protection for your family.
 a) stopped, would be **b) have stopped, won't be**
14. If we ... our workers better, they wouldn't have left the company.
 a) paid **b) had paid**
15. If I were you I... invest all your money in stocks.
 a) would not **b) will not**
16. The water is very cold today. If you bathed in it you ... ill for days.
 a) will have been **b) would be**
17. We ... trading so long as we ... goods to sell.
 a) will continue, have **b) would continue, would have**
18. When I ... a moment I open my memories of you as if I ...
 a) got reading **b) get, were reading**
19. If he ... do a job by the day required, he took it. If not, he told the truth and turned it down.
 a) could **b) can**
20. If you needed some money, I ... lend you a sum.
 a) will **b) would**
21. And after all the weather was ideal. They could not have had a more perfect day for a garden party if they ... it.
 a) order **b) ordered c) had ordered**
22. « ... correct if I ... that each time a representative voted, he'd get a stipend?» asked the girl.
 a) Would I be, presumed **b) Will I be, have presumed**
 c) Would I have been, had presumed

- 23.** But I know Jimmy ... me here if he ... alive, for he always was the truest, staunchest old chap in the world.
a) would meet, will be **b)** will meet, is **c)** shall, was
- 24.** If there ... high demand overseas we ... the Export Sales team.
a) will be, would increase **b)** would be, increased **c)** were, would increase
- 25.** Provided that we ... substitute a holiday of similar quality, there ... no entitlement to compensation.
a) could, will be **b)** can, will be **c)** can, would be
- 26.** No holiday booking ... accepted unless it ... accompanied by the necessary deposit.
a) will be, is **b)** would be, would be **c)** shall be, was
- 27.** You ... to compensation on condition that you ... our office not later than seven days after notification of the proposed changes.
a) are only entitled, will contact **b)** will only be entitled, contact
c) would be only entitled, had contacted
- 28.** We ... faulty goods, provided that the customer ... them in an unused condition together with proof of purchase.
a) shall replace, will return **b)** replaced, would return **c)** will replace, returns
- 29.** We ... our prices ... us.
a) have reconsidered, you asked **b)** will reconsider, will you ask
c) would have reconsidered, had you asked
- 30.** If the policyholder ... to extend the policy, he ... the company before the policy expiry date.
a) will wish, must have notified **b)** would wish, must have notified
c) wishes, must notify
- 31.** If ... to my colleague yesterday, I ... everything.
a) spoke, would learn **b)** had spoken, would have learned **c)** speak, will learn
- 32.** If the policyholder subsequently ... to renew the policy, the company ... to charge an introductory fee.
a) decided, would be entitled **b)** had decided, would entitle
c) would decide, could be entitled
- 33.** You ... a mistake unless you ... the instructions carefully.
a) might have made, would follow **b)** may make, follow
c) might make, didn't follow
- 34.** What... if the princess ... that necklace? Who knows?
a) will happen, didn't lose **b)** would happen, has not lost
c) would have happened, had not lost
- 35.** I'd rather you ... your things everywhere round the flat. I can't hear it.
a) didn't leave **b)** wouldn't leave **c)** hadn't have been leaving
- 36.** There ... anything worth buying if we ... there soon. If only no MHE ... that chest of drawers they advertised.
a) wouldn't be, hadn't got, will buy **b)** isn't, haven't got, bought
c) won't be, don't get, buys

37. If I ... a nickel for all the times we've done things because of your male intuition, I ... a rich woman.
 a) had, would be **b) had had, would have been** c) have, will be
38. ... what would happen, I... this experiment.
 a) I knew, will never have authorized
 b) Had I known, would never have authorized
 c) Have I known, would never authorize
39. If she ... her seat belt, she could have been badly injured.
 a) hadn't been wearing **b) hadn't wear** c) doesn't wear
40. If my younger sister ... less shy, she ... progress more rapidly.
 a) had been, would have made **b) has been, will make** c) were, would make
41. The doctor suggests that my grandfather ... three times a week.
 a) will exercise **b) exercise** c) exercised **d) would exercise**
42. If you ... your own children, I'm sure you ... what I'm going to ask of you now.
 a) will have, would excuse **b) would have, would excuse**
 c) has, would have excused **d) had, would excuse**
43. If Olivia ... his letter, they probably ... all those years and neither of them would be lonely now.
 a) would answer, would have married
 b) had answered, would have been married c) answered, will marry
 d) had answered, would marry
44. It was as if a sudden glow of cheerful sunshine ... all their faces at once.
 a) would have brightened **b) will have brightened** c) has brightened
 d) had brightened
45. People are afraid that if we ... to the metric system, our whole life ...
 a) will convert, will change **b) will convert, will have change**
 c) convert, will change **d) convert, change**
46. If the dinner ... another minute, the steak ... as tough as leather.
 a) waits, will be **b) wait, is** c) wait, will be **d) has waited, is**
47. You ... pay interest if you ... the bill within sixty days.
 a) will have to, hadn't settled **b) have to, won't have settled**
 c) would have to, didn't settle **d) shall have to, wouldn't have settled**
48. If they ... reschedule the debt, they ... bankrupt.
 a) hadn't been able to, would have gone **b) won't be able to, will have gone**
 c) wouldn't be able to, would go **d) couldn't, shall have gone**
49. Andrew said that if I ... before the Titian it ... wonderful publicity for the exhibition.
 a) am posing, will have been **b) posed, would be** c) had posed, will be
 d) would have posed, would have been
50. «But I have reasons to suppose that this opinion ... very much more frank and valuable if he ... that we are alone,» he said.
 a) will be, will imagine **b) would have been, has imagined**
 c) would be, had imagined **d) would be, imagines**

51. The balance ... at any time provided it... not later than eight weeks before departure.
 a) may pay, is **b) may be paid, is c) might be paid, will be**
 d) might have been paid, would be
52. If the sales ... poor, we ... the distribution network.
 a) were, will change **b) have been, will have changed**
 c) had been, would have changed **d) had been being, would change**
53. «Shall I continue to ignore your acid little rejoinders, Suzie, or ... happier if I ... in and indulged your desire to have a blazing row over nothing?» he asked.
 a) would you have been, had given **b) will you be, had been giving**
 c) will you have been, give **d) would you be, gave**
54. ... you'd get so upset, she never ... leaving.
 a) Would have she known, had suggested
 b) Has she known, will have suggested
 c) Had she known, would have suggested
 d) Known she, would suggest
55. The Palestinian leader is demanding that the Israeli government ... its troops.
 a) withdraw **b) would withdraw c) had withdrawn d) withdrew**
56. The boy ... my age if such an unbelievable thing ... to him. He had been killed in a fight.
 a) would have been, wouldn't have happened
 b) will have been, had not happened
 c) will be, didn't have happened
 d) would have been, had not happened
57. If the policyholder ... the company before the expiry date, the company ... to terminate the agreement.
 a) does not contact, shall be entitled
 b) didn't contact, will be entitled
 c) wouldn't contact, would have entitled
 d) wouldn't contact, would have been entitled
58. They ... the train if they ... their house earlier.
 a) wouldn't have been missing, left **b) won't have missed, leave**
 c) wouldn't miss, would have left **d) wouldn't have missed, had left**
59. If Tom ... a taxi, he ... stuck in traffic.
 a) would take, might not get **b) had taken, might not have got**
 c) will take, may not get **d) had been taken, might not get**
60. Mary wishes that she ... off her relationship with her mother-in-law.
 a) hasn't broken **b) hadn't broken c) wouldn't broken d) didn't break**

VERBALS: INFINITIVE, GERUND, PARTICIPLE

Виберіть правильну відповідь.

Level 1

1. Are you sure you told me? I don't recall ... about it.
a) having been told **b) to have told**
2. Jane seems ... some weight. How long has she been on a diet?
a) to have lost **b) having lost**
3. Nobody can expect you ... overtime.
a) work **b) to work**
4. ... all the way, he followed Mr. Giles upstairs.
a) Talked **b) Talking**
5. What do you feel like ... for breakfast? Does coffee and sandwich sound good?
a) to have **b) having**
6. ... nothing about the trouble, my grandfather felt comfortable and quiet.
a) Having been told **b) Having told**
7. We are looking forward to ... on a tour of Paris by our French friends.
a) being taken **b) having been taken**
8. They would like ... to Bill's party, but they were not.
a) having invited **b) to have been invited**
9. I remember ... a woman outside where I went in.
a) to see **b) seeing**
10. I advised them ... there for more than two days.
a) don't stay **b) not to stay**
11. My neighbour was trying ... the door with the wrong key.
a) to unlock **b) unlocking**
12. Mrs. Green hasn't seen her husband for several days. It's rather ...
a) worrying **b) worried**
13. After hearing the weather report, I advise you ... skiing this afternoon.
a) not to go **b) not going**
14. You should ... to other people instead of... about yourself all the time.
a) to listen, to talk **b) listen, talking**
15. I highly appreciated ... your support in time.
a) to receive **b) receiving**
16. I'm not going to a lecture tonight as I'm not... in the subject.
a) interesting **b) interested**
17. ... before them, he looked into the room.
a) Stepping **b) Stepped**
18. I have read only some of that new book because it's very ...
a) boring **b) bored**
19. When they finally reached the top of the hill, they were ...
a) tired and exhausted **b) tiring and exhausting**
20. Before my younger brother goes to bed, Father reminds him ... his teeth.

a) brushing **b) to brush**

21. A new private ... station has begun to function.

a) broadcasting **b) broadcasted**

22. It's a bad thing for a child to get used to ... in bed.

a) read **b) reading**

23. The teacher was upset by ... him the truth.

a) our not having told **b) we didn't tell**

24. Whenever they met, her cousin avoided ... at her.

a) to look **b) looking**

25. He followed up this remarkable declaration by ... his head.

a) having shaken **b) shaking**

26. ... the essay, he left it to be checked.

a) Writing **b) Having written**

27. He had found a ... umbrella and didn't know what to do.

a) broken **b) breaking.**

28. The President became used to ... by his opponents.

a) criticize **b) being criticized**

29. Most people enjoy ... to different parts of the world.

a) to travel **b) traveling**

30. The guide promised ... the tourists at the station.

a) to meet **b) meeting**

31. Don't pretend ... what you aren't.

a) to be **b) being**

32. You must ... English wherever you can.

a) practice speaking **b) to practice speaking**

33. My lawyer advised me ... anything further about the accident.

a) saying **b) not to say**

34. My grandparents made me ... them next week.

a) to promise to call **b) promise to call**

35. I used to ... two or three times a day.

a) bathe **b) be bathing**

36. You must keep on ... the computer until you understand how ... all of the programmes.

a) practice, to use **b) practicing, using c) practicing, to use**

37. He was said ... a man who could always ... any opposition.

a) to be, to defeat **b) be, to defeat c) to be, defeat**

38. Have you had this article ...?

a) typed **b) typing c) type**

39. Dumb terror made him ... the hammer and ... out.

a) to drop, rush **b) to drop, to rush c) drop, rush**

40. Will you excuse me for... an obvious precaution?

a) taking **b) take c) to take**

41. The philosophers were, however, the first ... language as an evolving phenomenon, and ... philological studies.

- a) treat, undertake **b) to be treated, undertake** c) to treat, to undertake
42. He remembered ... madly through the house, ... everywhere for money.
a) to walk, to look **b) walking, looking** c) walk, looking
43. We shall not be able to catch the train ... at five.
a) left **b) leaving** c) having been left
44. The girl ... next to Emma is her niece.
a) being sat **b) having been sat** c) sitting
45. I determined ... until I got back to town before ... my story to the police.
a) be waiting, to tell **b) wait, tell** c) to wait, telling
46. Children sometimes forget... the stoves when they have finished cooking.
a) to turn off **b) turn off** c) turning off
47. Instead of... the letter, she went away.
a) finishing **b) finish** c) to be finishing
48. I'll never forget... my first entrance examination. It was a complete failure.
a) to take **b) have been taken** c) taking
49. The letter ... yesterday was most welcome.
a) receiving **b) having received** c) received
50. I think he wanted me ... or at least ... him for being so humorous.
a) to congratulate, to admire **b) congratulate, admire**
c) be congratulated, be admired
51. There seemed nothing in the man strong enough ... that mountain of flesh.
a) sustaining **b) sustain** c) to sustain
52. All of them enjoyed ... tennis.
a) to play **b) playing** c) play
53. She begged her father ... her ... to college but he did not want ... to her.
a) let, go, to listen **b) to let, to go, to listen** c) to let, go, to listen
54. I persuaded my brother-in-law not... that expensive cottage.
a) to buy **b) buy** c) buying
55. I can see that you are ... of the arrangement and of me, and I had better therefore, resign.
a) tired **b) being tired** c) tiring
56. The city council agreed ... the architect's proposed design for a new market.
a) to accept **b) accepting** c) to be accepted
57. Most passengers dislike ... in small, uncomfortable seats on transoceanic flights.
a) sitting **b) sit** c) to sit
58. I look forward to ... you the next time I'm in town. I'll be sure to let you ... ahead of time so that we can plan to get together.
a) see, to know **b) see, knowing** c) seeing, know
59. his leash, I watched as my dog ran down the street after the mail carrier.
a) Escaping **b) Having escaped** c) Escaped
60. They should have had their windows ...
a) clean **b) cleaned** c) cleaning
61. You seem most fortunate in ... an employee who comes under the full market price.

a) to have **b) having c) having had**

62. My uncle believes animals should ... from hunters. He objects to ... wild animals for sport.

a) protect, kill **b) be protected, kill c) be protected, killing**

63. The doctor seemed especially ... by the fact of the robbery ... in the night time.

a) troubling, been unexpected and attempted

b) having troubled, to be unexpected and attempted

c) troubled, having been unexpected and attempted

64. While ... the street in the wrong place, the boy was stopped by the policeman.

a) crossing **b) being crossed c) having been crossed**

65. Although my father slammed on his brakes, he couldn't ... the dog that suddenly darted out in front of the car.

a) avoid to hit **b) avoid hitting, c) be avoided hitting**

66. Stop ... at me! I'll get everything finished before I go to bed.

a) to grumble **b) grumbling c) to be grumbling**

67. With this words the Jew, ... down, placed the candle on an upper flight of stairs.

a) stooped **b) stooping c) having stooped**

68. If people delay ... their bills, they only incur more and more interest charges.

a) to pay **b) paying c) to be paying**

69. A procrastinator is one who habitually postpones ... things - especially tasks that are unpleasant.

a) doing **b) do c) to do**

70. Nobody has offered ... the house next door, so I think they are going... the price.

a) buying, to lower **b) to buy, to lower c) to buy, lowering**

71. We couldn't... him alone. His health was too poor.

a) risk to leave **b) to risk to leave c) risk leaving d) be risked to leave**

72. My neighbour had his garage ... into by car thieves.

a) breaking **b) broken c) having broken d) broke**

73. Every member of the respectable coterie appeared ... in his own reflections, ... the dog, who seemed ...

a) plunged, not excepting, to be meditating

b) plunging, not excepted, be meditating

c) having plunged, not except, meditating

d) to plunge, not having excepted, being meditating

74. ... their supper, the family started watching television.

a) Finished **b) Being finished c) Having finished d) Having been finished**

75. ..., the children fell asleep immediately.

a) Being very tired **b) Very tired c) Very tiring d) Having tired**

76. I might ... a complete circle and return to the point where I started without ... of the fact.

a) to make, being aware **b) making, being aware**

c) making, to be aware **d) make, being aware**

77. I couldn't... outright.

a) resisting to laugh **b) resist to laugh c) resist laughing d) to resist laughing**

- 78.** We both sat in silence for some little time after ... to this extraordinary story
a) listening **b)** listen **c)** to listen **d)** having been listened
- 79.** I won't be able to go anywhere tomorrow as I'll have my new furniture...
a) delivering **b)** having delivered **c)** delivered **d)** being delivered
- 80.** The rise in our city's crime rate is truly ... In fact, these days most people ... of going out at night.
a) alarmed, terrifying **b)** alarming, are terrified
c) having alarmed, is terrified **d)** alarming, having terrified
- 81.** It is worth ... that all of these three old gentlemen were once in love with the widow Wycherly.
a) to mention **b)** mentioning **c)** to be mentioned **d)** being mentioned
- 82.** ... articles for her high school paper, she began ... money as a journalist while she was attending college.
a) Writing, earning **b)** Having written, earn
c) Having written, to earn **d)** Writing, to have earning
- 83.** Are you ... in listening to the opera tonight? - Not really. There's a political debate on TV, and I know it will be very ...
a) interest, entertained **b)** interesting, having entertained
c) interested, entertained **d)** interested, entertaining
- 84.** I let my hand ... for many minutes, while I tried ... where and what I could...
a) stay, to imagine, be **b)** stay, imagine, be
c) to stay, to imagine, be **d)** to stay, to imagine, to be
- 85.** My friend never fails ... in time to help me.
a) arrive **b)** to arrive **c)** arriving **d)** be arriving
- 86.** The clerk threatens ... if the manager doesn't agree to his proposal.
a) resign **b)** to resign **c)** resigning **d)** to be resigned
- 87.** The quarterback was distraught... that he had failed to break the state record for ... by a few feet.
a) to discover, passing **b)** discovering, pass
c) discover, having passed **d)** to discover, to pass
- 88.** Do you really mean ... you used to ... such hideous clothes when you were young?
a) saying, wearing **b)** say, wear **c)** to say, wearing **d)** to say, wear
- 89.** I don't recall ... your umbrella anywhere in the house. Maybe you left it in the office.
a) see **b)** to see **c)** seeing **d)** to be seen
- 90.** My girl-friend didn't even thank me for my gift. I'm really ... at her. - I'm sure she'll thank you soon. I know she was very ... with it.
a) having annoyed, pleasing **b)** annoyed, pleased
c) annoying, having pleased **d)** annoyed, pleasing
- 91.** A burning thirst made me ... the pitcher at once.
a) empty **b)** to empty **c)** to be emptied **d)** emptying
- 92.** My grandmother appreciated ... breakfast in bed when she wasn't feeling well.
a) serving **b)** to serve **c)** to be served **d)** being served
- 93.** The bridegroom anticipated ... the wedding ceremony.

- a) enjoying **b) enjoy** c) being enjoyed **d) to enjoyed**
- 94.** Both plaintiffs and defendants must... the truth in a court of law.
a) swear telling **b) swear to tell** c) swearing telling **d) swear to be told**
- 95.** I am not a very heavy sleeper, and the anxiety in my mind tended, no doubt, ... me even less so than usual.
a) to make **b) making** c) make **d) to be making**
- 96.** The customs officer opened the suitcase ... if anything illegal was being brought into the country.
a) to see **b) seeing** c) see **d) to be seen**
- 97.** A friend of mine got into trouble when he refused ... his suitcase for the customs officer.
a) being opened **b) to be opened** c) to open **d) opening**
- 98.** The speaker gave such a good speech that I couldn't resist ... loudly when he finished.
a) to applaud **b) being applauded** c) to be applauded **d) applauding**
- 99.** The children were ... the first time they flew. - Well, they don't seem ... at all now.
a) terrifying, frightened **b) terrified, frightening**
c) having terrified, frightening **d) terrified, frightened**
- 100.** The witness to the murder asked ... in the newspapers. She wanted her name to be kept in a secret.
a) not to identify **b) don't be identified**
c) not to be identified **d) not having been identified**
- 101.** This morning he was removed to a cell, and I, after ... through all the police formalities, have hurried round to you ... you ... your skill in unravelling the matter.
a) having gone, implore, using **b) go, imploring, use**
c) going, imploring, using **d) going, to implore, to use**
- 102.** I hope that by the time his baby learns ... he will be used to ... called 'father'.
a) to speak, being **b) speaking, be** c) to speak, have been **d) speak, being**
- 103.** So they begged the jeweller ... it for three days.
a) don't sell **b) didn't sell** c) not to sell **d) not sell**
- 104.** It was very cold, but they dared ... fires because someone would see the smoke and wonder about it.
a) not to make **b) not make**
c) not making **d) do not making**
- 105.** You'd better save some money for a rainy day. You can't... on ... by your parents every time you get into financial difficulty.
a) count, to be rescued **b) count, being rescued**
c) counting, rescuing **d) to count, to rescue**

Level 2

- 1.** You can ... my dictionary whenever you like.
a) to use b) use c) using d) used
- 2.** "I'd better ... there early", said Roy.
a) got b) to be getting c) to get d) get

3. Come and help me ... the shopping.
a) to do b) did c) done d) doing
4. He begged her not ... away.
a) to have gone b) gone c) to go d) go
5. She sat down and made me ... beside her.
a) to sit b) sat c) to be sitting d) sit
6. Everyone came out of the house ... the new car.
a) admire b) to admire c) to be admired d) admired
7. I'd rather ... to her alone.
a) to be talked b) to talk c) talk d) talking
8. You shouldn't ... my pen, I need it myself.
a) use b) to use c) using d) used
9. Annie got up ... the table.
a) to be cleared b) clear c) to clear d) cleared
10. He felt the dog ... him on the shoulder.
a) to touch b) touch c) to be touched d) touched
11. They wanted me ... with them.
a) come b) came c) to come d) to be coming
12. Have you got anything ... ?
a) add b) to add c) added d) adding
13. Let them ... for a walk.
a) go b) going c) to go d) gone
14. The weather was too good ... indoors.
a) stay b) to stay c) staying d) stayed
15. Everybody saw him ... the street.
a) cross b) to cross c) crossed d) to be crossing
16. She plans ... school in September.
a) attends b) attend c) to attend d) attended
17. He will try ... a part-time job at school.
a) get b) got c) to get d) gets
18. They expect ... well at school.
a) do b) to do c) did d) done
19. Her parents would like ... her to college.
a) send b) sends c) sent d) to send
20. What can Teresa ... to do?
a) afford b) affords c) to afford d) afforded
21. They advised their son ... to the state university.
a) go b) to go c) gone d) going
22. She seemed ... to him attentively at that moment.
a) listen b) listened c) to be listening d) to be listened
23. You must... very tired if you went to bed so early.
a) be b) been c) have been d) being
24. He insists that the fact should ... at the meeting.
a) to mention b) mention c) to be mentioned d) be mentioned

- 25.** Ann wants you ... to her birthday party.
a) to invite b) to be invited c) invite d) invite
- 26.** The students ... here came from Lviv.
a) work b) working c) worked d) having worked
- 27.** John came in ... his suitcase.
a) carry b) carried c) carrying d) being carried
- 28.** ... the book, she gave it to Peter.
a) To read b) Reading c) Being read d) Having read
- 29.** She went out ... the door behind her.
a) shutting b) shut c) to shut d) to be shut
- 30.** They walked in silence between the tables, now ... with books.
a) to load b) loading c) loaded d) load
- 31.** He looked at a ... copy of the newspaper.
a) fold b) folded c) to fold d) being folded
- 32.** They came back to London, ... six weeks.
a) be away b) were away
c) been away d) having been away
- 33.** And ... all this, my father left the room.
a) say b) said c) having said d) be said
- 34.** The boy ... by Betty is a friend of mine.
a) invited b) inviting c) be invited d) invited
- 35.** The room was lit by a ... candle.
a) bum b) burning c) burned d) having burned
- 36.** Kate liked to spend her free time ... the violin.
a) play b) to play c) played d) playing
- 37.** Generally ..., he is a good student.
a) speak b) to speak c) speaking d) spoken
- 38.** ... for another question, he was silent.
a) to wait b) waiting c) waited d) be waited
- 39.** He lay in bed
a) to read b) read c) reading d) having read
- 40.** We saw that the door was
a) locked b) locking c) to lock d) being locked
- 41.** And ... their house, they were free to leave.
a) to sell b) sold c) being sold d) having sold
- 42.** For a moment he stood as if... for another question.
a) wait b) waiting c) waited d) being waited
- 43.** There was someone else ... with Teresa.
a) sit b) sat c) sitting d) having sat
- 44.** ... windows were shining here and there.
a) To light b) Light c) Lighting d) Lighted
- 45.** I like sports ... with the sea.
a) connected b) connecting c) having connected d) connect
- 46.** He would sit and watch the ... leaves of last year.

- a) fall b) falling c) fallen d) having fallen
- 47.** It was the first time he looked
a) excite b) exciting c) being excited d) excited
- 48.** I saw him ... this text.
a) to translate b) translating c) translated d) having translated
- 49.** The door was left
a) unlock b) unlocking c) unlocked d) being unlocked
- 50.** She was found ... on the grass.
a) play b) played c) having played d) playing
- 51.** Bob sat without ... a word.
a) saying b) said c) say d) having said
- 52.** They like ... detective stories.
a) read b) having read c) reading d) be read
- 53.** Her son can't read yet but he likes ... very much.
a) read b) reading c) having read d) being read
- 54.** I can still remember ... down the hills in the morning.
a) run b) running c) having been run d) ran
- 55.** After ... her umbrella in the hall she entered the room.
a) left b) leaving c) leave d) being left
- 56.** I am sure of ... this book before.
a) reading b) read c) having read d) being read
- 57.** My friends like ... to our house.
a) being invited b) inviting c) invited d) invite
- 58.** I insist on my ... with a certain consideration.
a) treat b) treating c) having treated d) being treated
- 59.** I know everyone who is worth
a) know b) knowing c) being known d) to know
- 60.** The roof needs
a) to paint b) paint c) painting d) painted
- 61.** ... a good book is a pleasure.
a) read b) being read c) having read d) reading
- 62.** He started ... music lessons yesterday.
a) attending b) attend c) attended d) being attended
- 63.** Her hobby is ... stamps.
a) collect b) collecting
c) collected d) having collected
- 64.** They don't like my habit of ... through newspapers at dinner.
a) look b) to look c) looking d) looked
- 65.** After ... school I'm going to enter Lviv University.
a) finish b) being finished c) finishing d) having finished
- 66.** She greatly dislikes ... by anybody.
a) contradicting b) contradict
c) having contradicted d) being contradicted
- 67.** He was sorry for ... us waiting.

- a) to keep b) keeping c) keep d) kept
- 68.** He was angry with me for ... the news.
a) bring b) brought c) bringing d) be brought
- 69.** Instead of ... the rain increased.
a) stopping b) to stop c) stopped d) being stopped
- 70.** She went on ... the letter.
a) write b) written c) writing d) having written
- 71.** She is fond of ... English songs.
a) to sing b) sung c) having sung d) singing
- 72.** He did not recollect such a thing ... to him before.
a) happen b) happened
c) having happened d) being happened
- 73.** We insist on your ... this ancient Ukrainian city.
a) visiting b) visit c) being visited d) having visited
- 74.** I remember his ... in the history of Ukraine before he entered the college.
a) be interested b) having been interested
c) being interested d) to be interested
- 75.** We shall be proud of your ... the competition.
a) win b) won c) being won d) winning
- 76.** We live in the town ... 700 years ago.
a) to found b) founded c) founding d) having founded
- 77.** ... the hall he saw them at once.
a) entered b) to enter c) entering d) being entered
- 78.** I am glad ... to the party.
a) invite b) inviting c) being invited d) to be invited
- 79.** You must... the first two chapters.
a) to read b) reading c) read d) being read
- 80.** We remember ... his lectures on History.
a) attend b) attending c) attended d) being attended
- 81.** The teacher wanted the students ... the rule.
a) to explain b) explaining c) explained d) being explained
- 82.** This book is worth
a) to buy b) bought c) having bought d) buying
- 83.** We saw him ... the house.
a) to enter b) entering c) being entered d) entered
- 84.** They had their information ... by telex.
a) send b) sending c) sent d) to send
- 85.** Her aim is ... English in the shortest time possible.
a) master b) mastered c) being mastered d) mastering
- 86.** Do you want me ... the fire not far from the tent?
a) to make b) make c) made d) having made
- 87.** My ... in the affirmative gave him great satisfaction.
a) to answer b) answering c) answered d) being answered
- 88.** It is necessary for you ... an effort.

- a) make b) made c) to make d) being made
- 89.** Dick used to see her... to the Public Library.
a) to go b) gone c) having gone d) going
- 90.** He insisted on our... round the room.
a) to look b) looking c) looked d) having looked
- 91.** My eyes ... very heavy, I lay down again and slept.
a) to be b) been c) being d) be
- 92.** He could see her face ... over the little kitten.
a) to bend b) being bent c) having bent d) bent
- 93.** The house door ..., she went in.
a) to open b) being opened c) open d) to be opened
- 94.** She returned with the letters for Mr. Brown
a) to sign b) signing c) signed d) having signed
- 95.** The most pleasant surprise is their ... to see us today.
a) to come b) having come c) coming d) came
- 96.** I could know that without your ... me.
a) to tell b) told c) being told d) telling
- 97.** It is necessary for my son ... foreign languages.
a) know b) to know c) knowing d) known
- 98.** I don't approve of your... too much.
a) to smoke b) smoked c) smoking d) being smoked
- 99.** John suggested his sister's ... the piano.
a) to play b) being played c) played d) playing.
- 100.** Would you be so kind as ... your voice?
a) to lower b) lowered c) lowering d) being lowered

*Level 3**

- 1.** He watched her ... the bell.
a) to ring b) ring c) rang d) rung
- 2.** He made us ... for several hours.
a) to wait b) waited c) wait d) to be waiting
- 3.** You will be able ... it yourself when you are older.
a) to do b) do c) did d) done
- 4.** The teacher told the pupils ... the sentence.
a) repeat b) repeating c) repeated d) to repeat
- 5.** They won't let us ... the Customs till our luggage has been examined.
a) to leave b) leaving c) leave d) left
- 6.** He is expected ... in a few days.
a) arrive b) to arrive c) arrived d) arriving
- 7.** He seems ... everyone.
a) to suspect b) suspect c) suspected d) to be suspected
- 8.** The ladder wasn't long enough ... the window.
a) reach b) reaching c) to reach d) reached
- 9.** I was astonished ... that he had left for England.

- a) learn b) to learn c) learning d) learnt
- 10.** It was very brave of him ... into the burning house.
a) rushed b) rushing c) rush d) to rush
- 11.** I saw the boy ... the cup.
a) drop b) to drop c) dropped d) to be dropped
- 12.** They are known ... very generous.
a) be b) to be c) been d) were
- 13.** He happened ... at the window at that moment.
a) stand b) stood
c) to be standing d) to have been standing
- 14.** His mother doesn't let him ... what he wants.
a) to do b) do c) done d) to be doing
- 15.** He saw the old man ... the street in the wrong place.
a) cross b) to cross c) crossed d) to be crossing
- 16.** She is said ... very rich before leaving the country.
a) be b) been c) being d) to have been
- 17.** I felt my face ... red.
a) to turn b) turn c) turned d) to have turned
- 18.** We supposed her ... to the hospital the day before.
a) take b) taken
c) be taken d) to have been taken
- 19.** He was made ... that he was ready to sell the shop.
a) say b) said c) to say d) saying
- 20.** Friendship is not ... at a fair.
a) to buy b) to be bought c) buying d) buy
- 21.** Don't bother her. She seems ... now.
a) to study b) study c) studied d) to be studying
- 22.** Jane hoped ... the prize, but someone else won it.
a) give b) giving c) to be given d) given
- 23.** We are waiting for his first novel ... in English.
a) publish b) publishing c) to be published d) have published
- 24.** He found it difficult... the crossword.
a) to do b) do c) done d) to be done
- 25.** They are known ... a lot of money to charity in the past.
a) donate b) donating c) donated d) to have donated
- 26.** The gentleman ... to your father is the headmaster of your school.
a) talk b) to talk c) talking d) talked
- 27.** ... on the light, I was astonished at what I saw.
a) to turn b) turning c) turned d) be turned
- 28.** ... two languages, he applied for a job of a translator.
a) to learn b) learning c) learnt d) having learnt
- 29.** In Lviv we saw a building ... four centuries ago.
a) to build b) built c) build d) building
- 30.** They turned over the pages of the family album ... carefully at the pictures.

- a) looking b) looked c) to look d) having looked
- 31.** ... by photographers and pressmen, she was wearing extremely fashionable clothes.
- a) to surround b) surrounding
c) being surrounded d) surround
- 32.** The theatre ... here now will be the largest one in the city.
- a) to build b) building c) build d) being built
- 33.** He continued staring at the screen as if... by his first sight of television.
- a) to fascinate b) fascinated c) fascinating d) fascinate
- 34.** Everybody looked at the ... child in the street.
- a) to cry b) cried c) crying d) cry
- 35.** She admired him ... with their child.
- a) playing b) played c) to be playing d) having played
- 36.** The picture was found
- a) to damage b) damaged c) damaging d) being damaged
- 37.** The holidays ... over, we must get down to some hard work.
- a) to be b) been c) being d) be
- 38.** The boy was heard ... in the next room.
- a) sing b) sung c) having sung d) singing
- 39.** He didn't want his words ... on the tape.
- a) record b) recorded c) recording d) having recorded
- 40.** Do you have your dress ...?
- a) to make b) make c) made d) making
- 41.** The car was considered ... again.
- a) steal b) to steal c) stealing d) stolen
- 42.** He was very ... by her sudden change of attitude.
- a) surprised b) surprising c) to surprise d) surprise
- 43.** The man smiled, ... his teeth.
- a) to show b) showing c) show d) shown
- 44.** All the country near him was
- a) to break b) breaking c) broken d) break
- 45.** The taxi could be seen ... outside.
- a) waiting b) waited c) having waited d) be waited
- 46.** She had her bed ... to the corner of the room.
- a) to move b) move c) moving d) moved
- 47.** ... hands with them, he left the room.
- a) to shake b) shaken c) having shaken d) shake
- 48.** There were four girls ... on the wooden bench in the yard.
- a) to sit b) sitting c) sit d) sat
- 49.** She sat on the steps with her arms ... upon her knees.
- a) to cross b) crossing c) cross d) crossed
- 50.** ... the exercise, the teacher asked the students to do it.
- a) to explain b) explained
c) having explained d) explaining

- 51.** They enjoy ... time in the garden.
a) spend b) spending c) spent d) be spent
- 52.** ... is dangerous for your health.
a) smoking b) smoked c) being smoked d) having smoked
- 53.** Jane has stopped ... coffee because she is on a diet.
a) to drink b) drunk c) drinking d) being drunk
- 54.** Would you mind ... the window?
a) to open b) opening c) opened d) open
- 55.** He left the shop without... for the ball.
a) to pay b) pay c) paid d) paying
- 56.** She was well-known for ... Ukrainian folk songs.
a) to sing b) sung c) singing d) being sung
- 57.** He apologized for... so late.
a) being b) been c) to be d) be
- 58.** He was tired of... to the child.
a) to talk b) talking c) talked d) being talked
- 59.** She kept on ... in silence.
a) to write b) written c) writing d) having written
- 60.** She cannot go to bed without.
a) to speak b) spoken c) being spoken d) speaking
- 61.** We shall look forward to ... you.
a) to see b) seeing c) seen d) being seen
- 62.** I was afraid of... the wrong thing.
a) saying b) said c) to say d) to have said
- 63.** They were in the habit of... to London for week-ends.
a) to answer b) to have answered
c) answered d) answering
- 64.** He looked at me for a long time without....
a) to come b) having come c) coming d) come
- 65.** I shall never forget... to America for the first time.
a) go b) going c) gone d) have gone
- 66.** They hate ... in this awful room day after day.
a) sit b) sat c) sitting d) having sat
- 67.** He had difficulty in ... the crossword.
a) doing b) done c) to do d) being done
- 68.** ... fast is dangerous for everyone.
a) drive b) driving c) driven d) being driven
- 69.** I don't feel like ... to the cinema tonight.
a) to go b) gone c) going d) having gone
- 70.** She had no intention of... there any longer.
a) stay b) to stay c) stayed d) staying
- 71.** ... vegetables is good for your health.
a) eat b) eating c) eaten d) having eaten
- 72.** He entered without... at the door.

- a) to knock b) knock c) knocking d)knocked
- 73.** I am sorry for ... unfair to you.
a) to be b)been c) be d) having been
- 74.** I don't want to drive a car; I'm afraid of ... an accident
a) having b) have c) had d) having had
- 75.** The baby didn't stop... all night.
a) cry b) crying c) cried d) having cried
- 76.** Why are you so keen on ... ?
a) to travel b) travel c) travelling d) travelled
- 77.** I began ... as soon as I heard about the match.
a) train b) trained c) be trained d) to train
- 78.** He succeeded in ... the world record.
a) to break b) breaking c) broken d) being broken
- 79.** How much did you expect ... for your work?
a) pay b) paying c) paid d) to be paid
- 80.** I can't afford ... on holiday this year.
a) to go b) go c) gone d) having gone
- 81.** Let me ... you some advice.
a) to give b) give c) given d) giving
- 82.** I heard someone ... the house.
a) to enter b) entered c) entering d) have entered
- 83.** I'd sooner... than tell the secret.
a) to die b) die c) dying d) died
- 84.** My father stopped ... ties some years ago.
a) wearing b) to wear c) wear d) worn
- 85.** I was made ... two hours for an appointment.
a) wait b) waiting c) to wait d) waited
- 86.** They made us ... early in the morning.
a) getting up b) to get up c) get up d) got up
- 87.** I look forward to ... you at the party.
a) to see b) see c) seen d) seeing
- 88.** I saw someone ... through the window.
a) to climb b) climb c) climbed d) to have climbed
- 89.** If you have something ..., say it now.
a) to say b) say c) saying d) said
- 90.** ... the door behind her, she got into the car.
a) To close b) Closed c) Closing d) Being closed
- 91.** She just sat there, ... nothing.
a) do b) to do c) done d) doing
- 92.** The duty of all mankind is ... for peace.
a) fight b) fighting c) fought d) being fought
- 93.** He did not remember... in that room before.
a) be b) been c) having been d) have been
- 94.** . He was unable ... silence.

- a) to keep b) keeping c) kept d) being kept
- 95.** She could feel her hands
- a) to tremble b) trembling c) trembled d) to be trembling
- 96.** The lamp ..., she took her son's letter.
- a) to light b) lit c) to be lit d) having been lit
- 97.** After ... about ten yards, he found the ball among the leaves.
- a) to walk b) walk c) walking d) walked
- 98.** I insist on both of them ... in time.
- a) to come b) coming c) have come d) come
- 99.** For about ten days we seemed ... on nothing but bread and water.
- a) live b) lived c) living d) to have been living
- 100.** ... his luggage, he went to look for a taxi.
- a) Having picked up b) To pick up
c) Picked up d) Being picked up
- 101.** The teacher reminded the students ... their assignments.
- a) to complete b) complete c) completing d) completed
- 102.** Mrs. Jackson told her young son not... the hot stove.
- a) touch b) touching c) to touch d) touched
- 103.** The pilot was forced ... the plane.
- a) landing b) to land c) landed d) to be landed
- 104.** It's a good idea for them ... gerunds and infinitives because they want to speak English fluently.
- a) to study b) study c) studied d) having studied
- 105.** The teacher opened the window in order... some fresh air in the room.
- a) let b) letting c) to let d) to have let
- 106.** Nuclear physics is too difficult....
- a) understand b) understood c) understanding d) to understand
- 107.** He expected ... to the party, but he wasn't.
- a) to invite b) to be invited c) invite d) invited
- 108.** John is fortunate now ... a scholarship last month.
- a) to give b) given
c) to have been given d) giving
- 109.** Every hour he stops his work ... a cigarette.
- a) to smoke b) smoking c) to have smoked d) smoke
- 110.** You are likely ... the book in our library.
- a) finding b) to find c) found d) to be found
- 111.** Three men are reported ... in the accident.
- a) to injure b) injuring
c) injured d) to have been injured
- 112.** Something made them ... the meeting early.
- a) to leave b) left c) leave d) to be left
- 113.** Several minutes ago he saw them ... in the entrance hall.
- a) to talk b) talking c) talked d) have talked

- 114.** Where can I have my umbrella ...?
a) to mend b) mending c) mend d) mended
- 115.** ... all her shopping she went home.
a) To do b) Done c) Having done d) To be done
- 116.** Her daughter sat quite silent, with her eyes ... on the ground.
a) to fix b) fixed c) fixing d) have fixed
- 117.** Why don't you have your piano ...?
a) to tune b) tuning c) tune d) tuned
- 118.** Then he looked out of the window and saw clouds ... in the sky.
a) gathering b) to gather c) gathered d) to be gathered
- 119.** ... by her father, she went to her new room.
a) To accompany b) Accompany
c) Accompanied d) To have accompanied
- 120.** Generally ..., I don't like coffee.
a) to speak b) speaking c) spoken d) speak
- 121.** Other footsteps were heard ... the room below.
a) have crossed b) crossed c) being crossed d) to cross
- 122.** The girl was silent, ... at her hands again.
a) to look b) looked c) looking d) to have looked
- 123.** ... the door behind her, Isabel waited a little.
a) To close b) Closed c) To be closed d) Having closed
- 124.** They admired the stars ... in the sky.
a) twinkling b) to twinkle c) twinkled d) to be twinkling
- 125.** ... alone, Paul and I kept silence for some time.
a) To leave b) Being left c) Leaving d) Have left
- 126.** Sometimes children complain about not... by their parents.
a) to understand b) to be understood
c) being understood d) understanding
- 127.** Mr. Jackson has a good chance of ... president.
a) to elect b) electing c) elected d) being elected
- 128.** The apples on the tree are ripe. They need
a) picking b) picked c) to pick d) to have picked
- 129.** We are excited about Mary's ... a scholarship.
a) to win b) winning c) won d) being won
- 130.** I couldn't understand his not.
a) to want b) wanted c) wanting d) have wanted
- 131.** Ann borrowed Sally's clothes without... her first.
a) to ask b) asked c) have asked d) asking
- 132.** I'll help you with your homework as soon as I finish ... the dishes.
a) wash b) washing c) washed d) being washed
- 133.** I can't help ... why Larry did such a foolish thing.
a) wondering b) to wonder c) wondered d) to be wondered
- 134.** I don't remember ever ... that story before.
a) hear b) to hear c) having heard d) heard

- 135.** You should stop ... if you get sleepy.
 a) to drive b) driven c) to have driven d) driving
- 136.** Please, forgive me for not... here to help you yesterday.
 a) to be b) been c) having been d) have been
- 137.** In spite of... busy, he did all he could to help her.
 a) to be b) being c) been d) to have been
- 138.** The boys could not leave the house without... for permission.
 a) asking b) to ask c) asked d) to have asked
- 139.** Sometimes the sad expression on his face makes me ... sorry for him.
 a) to feel b) felt c) feeling d) feel
- 140.** Edward stood on the beach ... at the ship.
 a) to look b) looking c) looked d) look
- 141.** I usually watched them instead of... ball with them.
 a) to play b) played c) playing d) have played
- 142.** If you hear any news, I want... immediately.
 a) to be told b) telling c) to have told d) told
- 143.** I was getting sleepy, so I let my friend ... the car.
 a) to drive b) drive c) driven d) to be driven
- 144.** We sat in the kitchen ... very hot, strong tea.
 a) to sip b) sip c) sipping d) sipped
- 145.** Emily stopped ... a black cat run across the street.
 a) to let b) let c) being let d) to have let
- 146.** I'm tired. I wouldn't mind just ... at home tonight.
 a) to stay b) staying c) stayed d) to have stayed
- 147.** ... about another country is very interesting.
 a) Learn b) Learnt c) Learning d) Being learnt
- 148.** Lillian deserves ... the truth about what happened last night.
 a) to tell b) to be told c) told d) to have told
- 149.** Don't keep ... me the same questions over and over.
 a) to ask b) asked c) being asked d) asking
- 150.** Time ..., we shall start tomorrow.
 a) to permit b) permitting
 c) permitted d) to have permitted

SUPPLEMENTARY READING

Task 1. Read and translate:

Over time the focus of marketing has changed. At first the greatest need was for the distribution of goods. Later attention shifted to consumer demand for services.

Task 2. Read, rewrite and learn:

marketing communication -	маркетингова комунікація
market segmentation -	сегментування ринку
market targeting -	вибір цільових ринків
geographic segmentation -	географічний принцип сегментації
benefit segmentation -	сегментація на засадах вигоди
demographic segmentation -	демографічний принцип сегментації
situation segmentation -	сегментація на основі приводу
psychographic segmentation -	психографічна сегментація
volume segmentation -	сегментація по обсягу споживання
consumer behaviour -	поведінка споживача
culture -	культура
learning -	засвоєння
reference group -	пробна група
subculture –	субкультура
secondary data -	вторинні дані
primary data -	первинні дані
focus group studies -	групові інтерв'ю
consumer advisory boards -	відділи рекомендацій споживачів
survey research -	опитування
questionnaire -	анкета

Task 3. Read and translate:

Marketing communication –	talking with target markets to be sure that one product, price and all other aspects of the exchange situation are what is wanted.
Market segmentation –	process of dividing the total market into several sub-markets (segments) that have similar characteristics.
Market targeting –	the process by which an organization decides which market to serve.
Geographic segmentation –	divides the market into separate geographic areas.
Demographic segmentation –	divides the market into groups by age, sex, income, and similar categories.
Psychographic segmentation –	divides market by volume, attitudes, and interests.

Benefit segmentation –	divides the market by benefits desired.
Situation segmentation –	separates out those situations in which the product may be used.
Volume segmentation –	divides the market into user categories: heavy, medium, light, and non users.
Consumer behaviour -	the study of buyer's actions in the market place.
Culture –	the set of values, attitudes and ways of doing things that are transmitted from one generation to another in a given society.
Learning –	involves changes in an individual's behaviour resulting from previous experiences and information
Reference group -	the group that an individual uses as a reference point in the formation of his or her beliefs, attitudes, values or behaviour.
Subculture -	the set of values, attitudes and ways of doing things that result in belonging to a certain nationality group, religious group, racial group or other group to which one closely identifies.
Marketing research –	a major function used to find needs and to determine the most effective and efficient ways to satisfy those needs.
Secondary data –	already-published research result from journals, trade associations, the government, informational services, libraries, and other sources.
Primary data –	refers to results of one's own research..
Focus group studies –	unstructured interviews with 6 to 15 people who represent a target market to obtain their beliefs and feelings about a company and its products and other similar subjects.
Consumer advisory boards –	panels of consumers who meet on regular basis over time to advise managerial decision makers on ideas and products.
Survey research -	Includes a variety of techniques designed to get the personal views of some sample of the target markets.

Task 4. Read and translate the texts:

Text 1: WHAT DO MARKETERS DO?

The problem was getting goods from the producer to the consumer. The most basic need was for food, so marketers concentrated on the transportation and storage of food products. Manufacturers needed raw materials to produce various products, so the distribution of industrial goods (coal steel, wood) was also important.

By the 1920 marketers were described as performing eight basic functions (See Figure 1:

1. Buying
2. Selling
3. Transporting
4. Storing
5. Financing
6. Standardizing
7. Risk taking
8. Research

By the 1980s, new consumer demands had changed what marketers had to do. Rather than focus on functions such as distribution and storage, marketers shifted their attention to more careful listening to consumers (communication), and more attention was given to identifying specific markets (segmentation). Now more attention is being placed on two others: marketing communication and market segmentation.

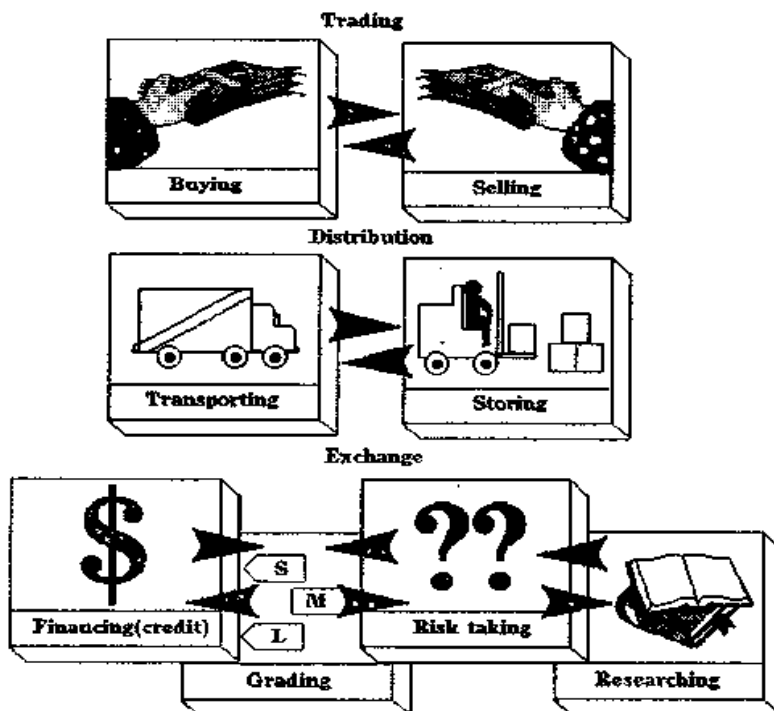


Figure 1. Eight basic marketing functions by category.

Buying and selling (trading) are the heart of the marketing. But buying and selling do not take place unless goods are transported to where they are wanted and stored there until buyers are ready to buy (distribution). Who can afford to buy a house or car without financing? Because credit was so critical to selling, it was a major marketing function at first. Now it is more a finance function. Storing goods meant taking a risk of theft, damage or obsolescence. Thus marketers assumed the function of taking those risks (and buying insurance). Marketing of farm products and commodities (for example, steel) demanded standardization and grading of goods.

Finally, the whole process begins and ends with researching the market to find wants and needs and then testing to see if needs are being satisfied.

Text 2. THE MARKETING COMMUNICATION FUNCTION

Marketing communication involves talking with consumers to be sure the product, price and all other aspects of the trade relationship are what is wanted. It is an ongoing process. A classic explanation of the process was given by John Marder of Grey Advertising. This is what he said:

In the beginning there is a seller and there is a buyer. And if they are to interact... they must communicate with one another. And in fact they do ... in a variety of ways. Typically, the buyer communicates with the seller through the answers he gives to the seller's market research. And the seller, in turn, communicates with the buyer through his advertising.

In greater detail ... their communications go like this:

- The buyer express his wants and needs, his desires and satisfactions.
- The seller, sensing the opportunity for profit makes the product or service that is called for.
- Then, through his advertising the seller tells the buyer that he has just the thing the buyer was asking for.
- And if the seller has correctly understood what the buyer was saying ... and if he has actually made what was asked of him ... the buyer will probably buy.

Buying and selling (trading) are the heart of the marketing. But buying and selling don't take place unless goods are transported to where they are wanted and stored there until buyers are ready to buy (distribution). Who can afford to buy a house or a car without financing? Because credit was so critical to selling, it was a major marketing function at first. Now it is more a finance function. Storing goods meant taking the risk of theft, damage or obsolescence. Thus marketers assumed the function of taking those risks (and buying insurance). Marketing of farm products and commodities (for example, steel) demanded standardization and grading of goods. Finally, the whole process begins and ends with researching the market to find wants and needs and then testing to see if needs are being satisfied.

Text 3: THE MARKET SEGMENTATION FUNCTION

Because no one seller can satisfy all buyers, and no one buyer can satisfy all sellers, a marketing activity is needed to narrow the market. As a consumer, you select a few stores here you shop and choose a few doctors and other service organizations and people to meet your needs. The seller goes through a similar process.

For the seller, market segmentation helps target marketing efforts toward those people. Who are the right place at the right time and who most want the product in question. In a market, the seller has three targeting options: (1) Introduce only one product, hoping to get as many people to buy as possible. This is called undifferentiated marketing. (2) Go after one particular group and develop the ideal product for them. This is called concentrated marketing. (3) Introduce several product versions, each appealing to a different group. This is called differentiated marketing.

Note that the determination of market segments and the selection of market targets are separate problems.

Market segmentation is the process of dividing the total market into several sub-markets (segments) that have similar characteristics. **Market targeting** is the process by which an organization decides which market segments to serve.

Text 4: MARKETING RESEARCH

If the goal of marketing is to "Find a need and fill it", then a major function must be to do research to find needs and to determine the most effective and efficient ways to satisfy those needs. **Marketing research** performs those tasks. Although marketing research can take many forms, it is helpful to review certain steps when conducting such studies. The steps are:

- *Study the present situation.* How does the public perceive the company and its products? What products are profitable? These are the kinds of questions that determine the present situation.
- *Define the strengths and weaknesses of present programs.* It is important to know what an organization does well as what it does not do well, and marketing research should report both sides.
- *Define the problem(s) to be solved.* Marketing researchers should be given freedom to help discover what the problems are, what the alternatives are, what information is needed, and how to go about gathering and analyzing it.
- *State research objectives in writing.*
- *Determine the scope and estimated costs.* Research can get quite expensive, so some trade-off must be made between information needs and cost.
- *Exhaust secondary data.* **Secondary data** means already published research results from journals, trade associations, the government, information services, libraries, and other sources.
- *Gather primary data.* **Primary data** refers to results from doing your own research. Many good books are available on research techniques. Interviews and questionnaires are two other ways to gather primary data.
- *Analyze and process the data.*
- *Prepare a report.*
- *Suggest alternative solutions.*
- *Recommend a course of action,*
- *Follow up the implementation.*
- *Redefine the situation* (that is, evaluate the strengths and weaknesses of the new situation).

Text 5: FOCUS GROUP STUDIES

A very popular research technique in the 1980s has been focus group studies. The idea is to bring together a group of about 6 to 15 people who represent the market you wish to reach. You let them discuss the research question in an unstructured manner (an open conversation) to see what they say without much prompting. Focus groups are a fast and efficient way to get input from selected markets.

Consumer advisory boards are similar to focus group in that they are made up of the consumers whose ideas are sought by managerial decision markets. The difference is that consumer advisory boards meet on a regular basis over time, and a focus group will generally meet only once.

Text 6: SURVEY RESEARCH

Survey research includes a variety of techniques designed to get the personal views of some sample of the target market. The basic forms of survey research are questionnaires and personal interviews.

Observation techniques. One of the most fundamental techniques is simply to observe what is happening in the marketplace. For example, the newest cash registers record what items are being purchased (including colours, prices, and so on) and at which stores. At the end of the day, a researcher can observe the effects of a new display, a change in price, or other such changes. Some researchers follow customers as they shop and note where they stop, whether or not they read labels, and so on.

Another popular technique used today is license plate surveys. This consists of going through the parking lot and looking at the license plates to see where the consumers are coming from.

Experimental research. The most rigorous and controlled research process in marketing is experimental research. Experimental research studies groups and individuals in a setting where they can be exposed to products, advertisements, and other marketing efforts to test their reactions. It is called experimental research because it is run like a laboratory experiment, with many controls.

The whole purpose of such experiments is to create products and promotions that will result in satisfied customers and profit for the seller.

Task 5. Prepare written answers to the questions:

1. What are traditional eight marketing functions ?
2. What is marketing segmentation?
3. What is market targeting?
4. What are the newest marketing functions?
5. Do marketing researches use any special techniques?
6. How are those groups chosen?
7. What are the various steps in the process of marketing researches?

Task 6. Prepare a piece of information using the questions as a plan:

1. Product differentiation and market segmentation are separate marketing functions. How are they related? How do they differ?
2. Can you briefly describe what a focus group is? Survey research? Observation techniques?
3. Do marketing researchers use any special techniques?

Task 7. Make independent analysis and get prepared for the discussion:

It is easy to document the social ills for which marketing is partially responsible. Discuss the social benefits and social costs imposed by marketing. Take the position you have not held previously and defend it (that is, defend marketers if you have opposed them and vice versa). Discuss whether less developed countries would or would not benefit from more marketing.

PRODUCT DEVELOPMENT

Task 1. Read and translate:

Marketing really means nothing if we didn't have the product that appeals to people. Not just convertibles, but across the board. Without that our market penetration would not have gone up.

Task 2. Read and learn:

product mix –	товарна одиниця
product line –	товарний асортимент
convenience goods and services –	товари повсякденного попиту та послуги
shopping goods and services –	товари попереднього вибору та послуги
speciality goods and services –	товари особливого попиту та послуги
industrial goods –	промислові товари
capital goods –	капітальне майно
expensive items –	основні товари постійного попиту
brand –	марка
brand name –	маркова назва
trademark –	товарний знак
national brand –	загальнонаціональна марка
private brand –	марка посередника
generic name -	родова назва
product manager -	торговий агент
product life cycle –	життєвий цикл товару
generating product ideas -	формування ідей
screening -	відбір ідей

Task 3. Read and translate:

Product –	consists of all the tangibles and intangibles that consumers evaluate when deciding whether or not to buy something.
Product mix –	the combination of goods offered by a manufacturer.
Product line –	a group of products that are physically similar or are intended for a similar market.
Convenience goods and services -	product that the consumer wants to purchase frequently and with a minimum of effort.
Shopping goods and services –	products that the consumers buy only after

Speciality goods and services –	comparing quality and price from a variety of sellers. products that have a special attraction to consumers who are willing to go out of their way to obtain them.
Capital goods –	products that cost a lot of money and last a long time, such as factories and machinery.
Expense items –	less costly goods that are used up relatively quickly, such as cleaning fluids and light bulbs.
Brand –	a name, symbol, or design (or combination of these) that identifies the goods or services of one seller or group of sellers and distinguish them from those of competitors.
Brand name –	group of words or letters comprising a name that differentiates the goods and services of a seller from those of competitors.
Trademark –	a brand that has been given legal protection.
National brand –	the brand name of a national manufacturer (for example, Xerox).
Private brands -	the name given to products by distributors or retailers (also known as „house" or „distributor" brands).
Generic name -	the name of a product category.
Product manager –	co - ordinator all the marketing efforts for a particular product (or product line) or brand.
Product life cycle –	the five-stage theoretical depiction of the process from birth to death of a product class: introduction, rapid, I growth, maturity, saturation, and decline.

Task 4. Read and translate the texts:

Text 1: PRODUCT IMPORTANCE

The problem of adopting products to markets is a continuous one. There must be a constant monitoring of consumer wants and needs because consumers change over the time and seek variety in their choices.

Nowhere is the problem of consumer choice more keenly felt than in the fast - food business. Researchers also monitor grocery stores shelves and cookbooks for new ideas. Product development, then, is a key activity in any modern business.

Text 2: WHAT IS A PRODUCT?

From a marketing viewpoint a product is not just the physical good or service. A **product** consists of all the tangibles and intangibles that consumers evaluate when

deciding whether or not to buy something. Thus a product is a washing machine, car, or bottle of beer, but the product also consists of:

- the price
- the package
- the store surroundings
- the image created by advertising
- the guarantee
- the reputation of the producer
- the brand name
- the service
- the buyers' past experience

When people buy a product, they evaluate all these things and compare products in all these dimensions.

Text 3: DIFFERENT PRODUCT VIEWS

Most people tend to think of products as tangible goods that can be seen and felt. They also tend to view products as what producers make in a factory.

What is the product of an automobile manufacturer? It could be good mileage (compact cars), luxury (full-size Cadillacs), sportiness (convertibles) speed, or safety or some combination of these features. Still the product isn't what the manufacturer puts into the car ; the product is the perception of these features by consumers. In conclusion, we can say the following about the products:

- There often is a difference between the product as viewed from the perspective of the seller and as viewed by the buyer.
 - Successful sellers design their products based on the needs of the buyer; those needs are determined through marketing research.
 - A buyer evaluates a product by comparing many dimensions, including price, quality, convenience, safety, and satisfaction in use.
 - A product is what a person perceives it be.

Text 4: THE PRODUCT MIX

A product mix is the combination of products offered by a manufacturer. In the case of automobile manufacturers, the product mix consists of everything from automobiles to mini vans, small trucks, large tractor trailers, and, tanks.

A product line is group of products that are physically similar or are intended for a similar market. In automobiles, one company's product line for passenger cars may include large luxury cars, midsize cars, compact cars, mini vans, and station wagons. They are all part of the product line.

Manufacturers must decide what product mix is best. The mix may include both goods and services to spread the risk among several industries. Product line decisions are also important. Carrying too many different products can be inefficient. Carrying too few products in the line may also be a poor strategy because you may attract more customers with a full line of products than a reduced line. For example, a store that

sells a full line of appliances is more attractive to shoppers than a store that carries just a couple of models.

Text 5: MARKETING DIFFERENT CLASSES OF CONSUMER GOODS

Several attempts have been made to classify goods and services. One of the more traditional classifications has three general categories: convenience goods and services, shopping goods and services, and special goods and services. These classifications are based on consumer shopping habits and preferences:

- **Convenience goods and services** are products that the consumer wants to purchase frequently and with a minimum of effort (for example, candy, snacks, banking). Location is very important for marketers of convenience goods and services. Brand awareness and image also are important.
- **Shopping goods and services** are those products that the consumer buys only after comparing value, quality, and price from a variety of sellers. Shopping goods and services are sold largely through shopping centres where consumers can "shop around." Because consumers carefully compare such products, marketers can emphasize price differences, quality differences, or some combination of the two.
- **Specialty goods and services** are products that have a special attraction to consumers who are willing to go out of their way to obtain them.

Examples include goods such as expensive fur coats, jewellery, and cars and services provided by medical specialists or business consultants. These products are often marketed through the classified section of the telephone book or by word of mouth.

The marketing task varies depending on the kind of product; that is, convenience goods are marketed differently from special goods, and so forth. The best way to promote convenience goods is to make them readily available. Price or quality are the best appeals for shopping goods, and special goods rely heavily on word of mouth.

Whether or not a good or service falls into a particular class depends on the individual consumer. What is a shopping good for one consumer (for example, coffee) could be a special good for another consumer (for example, imported coffee). Some people shop around comparing different dry cleaners, so dry cleaning is a shopping service for them. Others go to the closest store, making it a convenience service.

Text 6: MARKETING INDUSTRIAL PRODUCTS

The industrial market is larger than you may think, because industrial goods may be sold several times before reaching the consumer market. For example, sand may be sold to a glass maker to make auto glass. The glass is then sold to an auto manufacturer who puts the glass in the car.

There are two major classes of industrial goods. **Capital goods** are products that cost a lot of money and last a long time, such as factories and machinery. Expense items are less costly and are used up more quickly, such as cleaning fluids and light bulbs. From the auto glass example, you may have noticed other classifications that

could be used for industrial goods - products used in factories, utilities, mines, institutions (for example, hospitals, schools), government agencies, and wholesale and retail outlets:

- *Raw materials are goods such as sand and coal.*
- *Component parts are goods such as engines, tires and windshields.*
- *Accessory equipment includes typewriters and copy machines.*
- *Installations are factories and similar large facilities.*
- *Supplies include cleaning fluid and pencils.*
- *Services include consulting, accounting, and cleaning.*

There are many careers in industrial marketing for college students because such goods and services are sold by sales representatives more than advertising (as most consumer goods are sold). This means a big demand for salespeople to sell everything from huge installations to supplies. Because industrial buyers buy in huge volume, comparatively speaking, the chance to make large commissions is very good.

Text 7: PACKAGING CHANGES THE PRODUCT

Many years ago people had problems with table salt, because it would stick together and form lumps whenever the weather was humid or damp. The Morton Salt Company solved the problem by designing a package that kept the salt dry in all kinds of weather. Thus the slogan, "When it rains, it pours". Packaging made Morton's salt more desirable than competing products, and it is still the best known salt in the United States.

Text 8: THE GROWING IMPORTANCE OF PACKAGING

Packaging has always been an important aspect of the product offer, but today it is carrying more of the promotional burden. Many goods that were once sold by salespersons are now being sold in self-service outlets, and the package has been given more sales responsibility. As such the package must do the following: (1) it must attract the buyer's attention; (2) it must explain the benefits of the good inside; (3) it must provide information on warranties, warnings, and other consumer matters; and (4) it must give some indication of price, value and uses.

Text 9: DIFFERENT PACKAGING FUNCTIONS

One major function of packaging is to attract the attention of the buyer. To do this a package needs visibility. Visibility is achieved through the creative use of colour, shape, texture design, and size. Using these cues, one can easily identify most of the popular consumer products.

Another function of packaging is to give consumers added convenience for their money. You are already familiar with the convenience that packaging has given products through the use of handy spray pumps, easy open cans, squeezable ketchup bottles, clear plastic wraps, and so forth. In the future we may expect to see more packaging innovations that will enable us to keep meat and milk without refrigeration, to serve instant gourmet meals from speedy microwave ovens and to

keep fresh vegetables for months. Recently, Campbell introduced a salad with a shelf life of 28 days.

Another function of packaging is to protect the goods from environmental factors such as rain and sun. Packaging must also protect against breakage, damage, and harm from animals.

Packaging helps the middleman by grouping goods into easy managed sizes. It may be designed, for instance, so that the shipping carton becomes a display rack. Packaging also helps retailers to price items, store them on their shelves, and process the item through their checkout counter. The new universal product codes (UPCs) that were developed for supermarket items and other retail goods may enable the retailer to reduce checkout time, reduce errors, and increase inventory control and the information flow from retailer to producer.

To summarize the functions of packaging we have discussed so far, remember that packaging (1) adds visibility, (2) adds convenience, (3) protects the goods from damage, and (4) keeps the goods in manageable, controllable sizes. We also mentioned that packaging benefits middlemen as well as consumers. Branding, like packaging, changes the product by changing consumer perceptions. The name Del Monte on a label makes the product different than one with the label peaches. We shall discuss such issues below.

Text 10: BRANDING

A brand is a name, symbol, or design (or a combination of them) that identifies the goods or services of one seller or group of sellers and distinguishes them from those of competitors. The term brand is sufficiently comprehensive to include practically all means of identification of a product except perhaps the package and its shape. **A brand name** is that part of the brand consisting of a word, letter, or group of words or letters comprising a name that differentiates the goods or services of a seller from those of competitors. Brand names you may be familiar with include Sony, Del Monte and so on. Such brand names give products a distinction that tends to make them attractive to consumers.

A trademark is a brand that has been given legal protection. It includes the brand name and pictorial design.

To measure the importance of brand in our society, you might try the following experiment. Find a group of beer drinkers who say they greatly prefer one brand of beer and dislike another brand. Pour the brand they do not like into an empty bottle of the favoured brand and serve it to them. Ask them how they like it. Most will say it tastes great, because the name the bottle has a direct effect on the perceived taste. If they believe they are drinking their favourite beer, other brands will probably taste good to them. People's perceptions of a product's taste, value, and attractiveness are determined by preconceived notions that are partially maintained by branding. That is, if people expect something to be good, it usually is perceived as good. And if they expect something to be bad, it usually is perceived to be bad.

People are often impressed by certain brand names, even though they say they know there is no difference between brands in a given product category.

Text 11: BRAND CATEGORIES

Several categories of brands are familiar to you. **National brand names** are the brand names of national manufacturers. They include well-known names such as Xerox, Polaroid, Kodak, Sony, and Chevrolet.

Private brands are names given to products by distributors or retailers. Well-known names include Kenmore and Dichard (Sears). These brands are also known as "house" brands or "distributor brands".

What many manufactures fear is having their brand names become generic names. **A generic name** is the name for a product *category*. Did you know that aspirin and linoleum were once brand names? So were *nylon*, *escalator*, *kerosene* and *zipper*. All of those names became so popular, so identified with the product, that they lost their brand status and became **generic** (the name of the product class). The producers then had to come up with new names. The original *Aspirin*, for example, became *Bayer aspirin*. Some companies that are working hard to protect their brand names today include Xerox (don't say "Xerox it", say "Copy it") and Styrofoam.

Some products are popular today because they don't have brand names. They are called generic *products* because they are called by the name of the product class. There are generic tissues, generic cigarettes, generic peaches, and so forth. All it says on the label of the can is "Peaches", no brand name. These products sell for less because they do not have to support heavy advertising and promotion budgets. Do you buy generic toothpaste? Generic mouthwash? Why or why not?

PROMOTION

Task 1. Read and translate:

The key to successful promotion is to listening to consumer wants and needs and responding to those wants and needs. Face-to-face communication through personal selling is often the most effective way to do this.

Task 2. Read and learn:

promotion –	просування
promotion mix –	засоби просування
advertising –	реклама
sales promotion –	стимулювання збуту
bonuses –	винагороджування
incentive –	стимул
rebates –	відшкодування
pull strategy –	стратегія впливу на покупців
push strategy –	стратегія протекції, націлена на збільшення збуту
word-of-mouth promotion –	свідчення на користь товару
public relations –	відділ громадської думки
publicity –	гласність

personal selling –	індивідуальна презентація, просування товарів та обслуговування
prospect –	пошук та оцінка потенційних покупців
pre-approach –	попередня оцінка та вивчення потенційного покупця
approach –	підхід (вивчення) до клієнта
make presentation –	презентація та демонстрація товару
answer objections –	подолання заперечень
close sale –	здійснення операції
follow-up –	проведення до кінця робіт по здійсненню операції

Task 3. Read and translate:

Marketing communication –	a two-way exchange of information between buyers and sellers.
Promotion –	a one-way attempt by marketers to persuade others to participate in exchange relationship with them.
Promotion mix –	some combination of promotional tools (for example, advertising, personal selling, public relations, publicity, sales promotion, and word-of-mouth) that can be used to communicate to various publics.
Advertising –	paid, non-personal communication through various media by organizations and individuals who are in some way identified in the advertising message.
Sales promotion –	consist of those marketing activities that stimulate consumer purchasing and dealer interest by means of such things as displays, shows, exhibitions and contests.
Pull strategy –	one in which heavy advertising and sales promotion is directed toward consumers.
Push strategy –	means that the producer uses advertising, personal selling, sales promotion, and all other promotional tools to convince wholesalers and retailers to stock and sell merchandise.
Word-of-mouth promotion –	encourages people to tell other people about products they have enjoyed.
Publicity -	any information about an individual, a product or an organization that is distributed to the public through the media and that is not paid for or controlled by the sponsor.

Personal selling – product and face-to-face presentation and services plus promotion of searching out prospects and follow-up service.

Task 4. Read and translate the texts:

Text 1: COMMUNICATION VERSUS PROMOTION

How do different organizations communicate with their various publics? Why is information so important? The answer is that the market system, the business system, and the world trade system all need an efficient two-way flow of information among producers, middlemen (for example, wholesalers and retailers), and consumers. That need has led to an explosive growth of computers to handle the information flow. Let's pause and discuss the difference between marketing communication and promotion.

- **Marketing communication** is a two - way exchange of information between buyers and sellers. Organizations communicate with various publics. Listening is the key to marketing communications.
- **Promotion** is a one-way attempt of marketers (buyers and sellers) to persuade others to participate in an exchange relationship with them. Promoters *talk* to others.

Marketing communication is a dialogue, and involves talking with. Promotion is talking to. Both are necessary in successful marketing relationship, but the more *talking with* that occurs, the less *talking to* is necessary.

Successful marketers have learned that organizations have many "publics" that must be considered in a marketing program. The first "public" is the firm's employees. An **internal marketing program** is one designed to commit employees to the objectives of the firm. Like all marketing efforts, internal marketing begins with listening and being responsive to employees.

Text 2: MARKETING COMMUNICATION SYSTEM (MCS)

A **marketing communication system** consists of these three steps:

1. *Listening* to the various publics of an organization. This is called "marketing intelligence" and "marketing research".
2. *Responding* to that information by designing products and services that those publics want. This is called "corporate responsiveness".
3. *Promoting* the organization and its product to those publics to let them know that the firm is listening, is responding, and does have the desired products and services.

Text 3: MARKETING INTELLIGENCE VERSUS MARKETING RESEARCH

Marketing intelligence is a constant stream of information from many sources, many of them unplanned. It consists of compliments and complaints from customers, letters, comments by employees, conversations overheard in airports and millions of other bits and pieces of information packed up by the corporate executives, employees, and friends.

Marketing research, on the other hand, is the 'formal gathering of data and information to learn about specific problems and issues. Marketing research data become part of marketing intelligence. The problem with marketing research as the source for marketing decision making is that research is done infrequently.

Text 4: PROMOTION

After an organizations has listened to its publics, studied its internal records, and its policies and procedures to meet the desires of others, it is ready to promote. Pre-testing of promotional message helps assure the organization that the message will be effective. The elements a promotion manager uses to reach the public is called the promotion mix (see Figure 2).

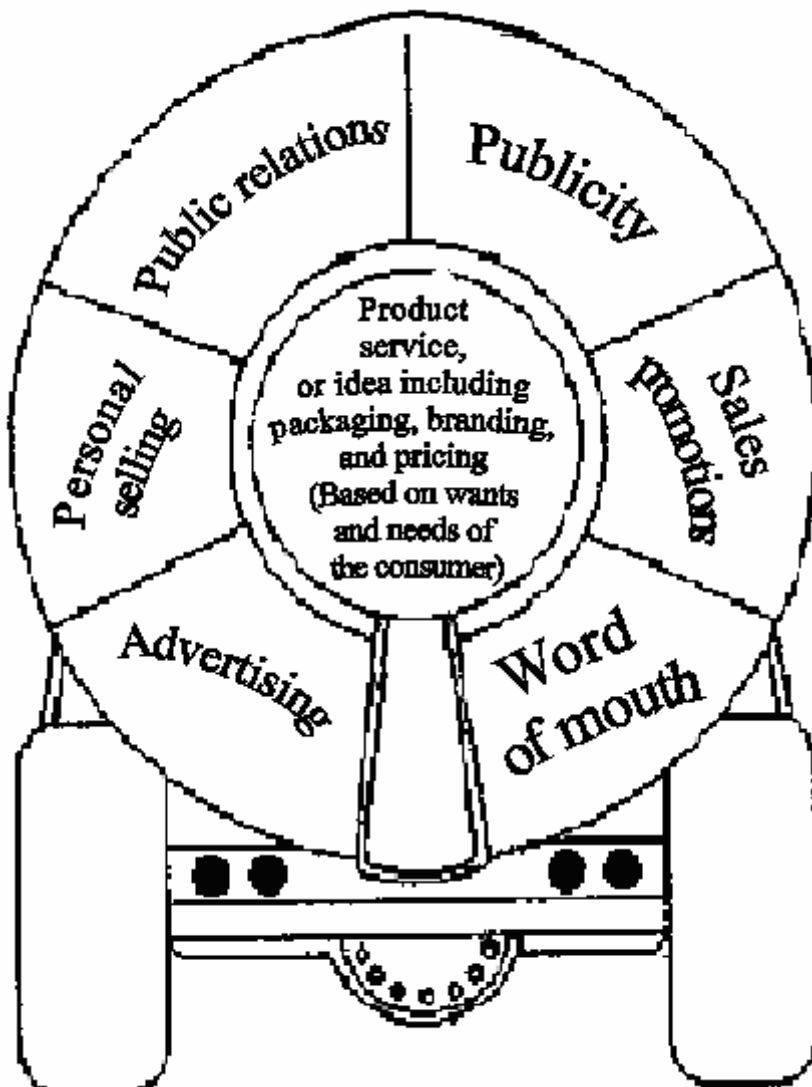


Figure 2.

The promotional mix.

This figure shows that the product offer is the central focus of the promotional mix. The offer is based on consumer wants and needs. All of the communication elements are designed to promote the exchange of the product offer for something of value.

A **promotion mix** is some combination of promotional tools (for example advertising, personal selling, public relations, publicity, sales promotion, a good product or service, word-of-mouth) that can be used to communicate to various publics.

Most companies develop a fixed attitude towards promotional expenditure which is often unrelated to its effectiveness.

Research indicates that the distinction between media or above-the-line expenditure (newspapers, magazines, radio, posters, television) and non-media or below-the-line methods (leaflets, point of sale, catalogues, brochures, exhibitions, trade gift) tends to be reflected in long and short term effects on sales; above-the-line expenditure resulting in long - term sales development and below-the-line in short - term changes.

Each public calls for a separate mix. For example, consumers are usually most efficiently reached through advertising. Large organisations are best reached through personal selling. To motivate people to buy now rather than later, sales promotion efforts such as coupons, discounts, special displays, premiums and so on may be used. Publicity adds support to the other efforts and can create a good impression among all publics.

Text 5: ADVERTISING

Most people do not understand the difference among promotional tool such as advertising, personal selling, publicity, and word-of-mouth. **Advertising** is limited to paid, non-personal communication through various media by organisations and individuals who are in some way identified in the advertising message. Word of mouth is not a form of advertising because it does not go through a medium, it is not paid for. Personal selling is face to-face communication and does not go through a medium; thus it is not advertising. Note also that advertising may be used by anyone, including non-profit organizations. Furthermore, advertising is different from propaganda in that the promoter is identified.

People have the false impression that advertising is not very informative. But the number one medium, newspapers, is full of information about products, prices, features, and more. Does it surprise you to find you that businesses spend more on direct mail than on radio and, magazines? Direct mail (the use of mailing lists to reach an organisation's most likely customers) is also very informative and a tremendous shopping aid for consumers. Each day consumers receive mini-catalogues in their newspapers or in the mail that tell them what is on sale, where, at what price, for how long, and more. Thus advertising is informative.

The public benefits greatly from advertising expenditures. First, we learn about new products, new features, sale items, and more. But we also benefit from free radio and TV and subsidized newspapers and magazines. In short, advertising not only informs us about products but pays for us to watch TV and get the news from magazines and newspapers.

Text 6: CLASSES OF ADVERTISING

Different kinds of advertising are used by various organisations to reach different "publics". Some major classes include:

Retail advertising - advertising to consumers by various retail stores such as supermarkets and shoe stores.

Trade advertising - advertising to wholesalers and retailers by manufacturers to encourage them to carry their products.

Industrial advertising - advertising from manufacturers to other manufacturers. A firm selling motors to automobile companies would use industrial advertising.

Institutional advertising - designed to create an attractive image for an organization. "We Care About You" at Giant Food is an example. "Virginia Is For Lovers" and "I ♥ New York" are two institutional campaigns by government agencies.

Text 7: SALES PROMOTION

Sales promotion consists of those marketing activities that stimulate consumer purchasing and dealer interest by means of such things as displays, shows and exhibitions, and contests.

Those free samples of products that people get in the mail; the cents-off coupons that they clip out of the newspapers; the contests that various retail stores sponsor; and those rebates that have been so popular in recent years all are examples of sales promotion activities. Sales promotion programs supplement personal selling, advertising and public relations efforts by creating enthusiasm for the overall promotional program. Sales promotion activities also are directed at company employees (especially salespersons), wholesalers, retailers, and institutions such as schools and hospitals.

Sales promotions can be both internal and external. That is just as important to get employees enthusiastic about a sale as it is potential customers. The most important internal sales promotion efforts are directed at salespeople and other customer-contact persons such as complaint handlers and clerks. Sales promotion keeps sales people enthusiastic about the company through sales training; the development of sales aids such as flip charts, portable audio-visual displays, and movies; and participation in trade shows where salespeople can get leads. Other employees who deal with the public may also be given special training to make them more aware of company programs and integral part of the total promotional effort.

After enthusiasm is generated internally, it is important to get distributors and dealers involved so that they, are enthusiastic too, and will co-operate by putting up signs and helping to promote product.

After the company's employees and salespeople have been motivated with sales promotion efforts and middlemen are involved, the next step is to promote to final consumers using samples, coupons, cents - off deals, displays, store demonstrators, premiums, and other incentives such as contents, trading stamps and rebates. Sales promotion is an ongoing effort to maintain enthusiasm, so different strategies are used over time to keep ideas fresh.

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