

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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“English for Economists I”

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Количество часов: 216 ч. (в том числе: практические занятия – 90, самостоятельная работа – 126), форма контроля: зачет (1 семестр), зачет (2 семестр)

Аннотация: Электронный курс по практическому изучению английского языка для студентов Института управления и территориального развития. Рекомендован при обучении учащихся уровней Pre-Intermediate и Intermediate (B1 и B2). Курс состоит из 13 модулей по темам УМК "Market Leader Pre-Intermediate". Разнообразные элементы курса представляют собой просмотр видеосюжетов, чтение текстов, аудиофайлы, объяснения материала с помощью Powerpoint-презентаций, участие в Wiki-дискуссиях, выполнение дополнительных упражнений для закрепления и самоконтроля с последующей автоматической оценкой результатов, совместное создание лексических глоссариев, дискуссионный форум, а также тесты на различных этапах обучения.

Темы: 1. Careers. 2. Selling online. 3. Companies. 4. Great ideas. 5. Stress. 6. Entertaining. 7. Marketing. 8. Planning. 9. Managing people. 10. Conflict. 11. New business. 12. Products. 13. References.

Ключевые слова: бизнес, продажи, компания, менеджмент, маркетинг, продукт, планирование, продукт, карьера, деловая переписка.

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Тема 1. Careers.

Ключевые слова: Career, responsibilities, job, telephoning, sentence structure, modals, polite requests, CV.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Read the text: "Financial Career Options" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Exercise: Your Job Responsibilities: Complete the sentences - этот тест проверит Ваши знания предлогов, сочетающихся с глаголами для описания обязанностей. Выбирайте один из предлагаемых предлогов. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки

 Telephone language - Useful expressions - это выражения, которые помогут Вам поддержать беседу при общении по телефону. Файл можно распечатать и использовать фразы в качестве образца.


 Watch the video: Telephoning - просмотр видео поможет Вам понять, как применять такие выражения на практике. Внимательно следите за тем, какие слова и фразы используют герои.


 Exercise: "Using the Telephone": Match the phrases from the video above - просмотрите видео “Telephoning” выше. Соотнесите выражения из фильма, предлагаемые в тесте, с их русскими эквивалентами. Вспомните именно те, которые применяли герои, постарайтесь быть аккуратным. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки.

 Exercise: Telephone Language: Answer the questions - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.


 Exercise: I'm afraid: Click on the correct answer - - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Sentence Structure: Study the grammar patterns - данный схематичный материал поможет Вам вспомнить правила построения предложений в английском языке. Его можно распечатать и иметь под рукой при выполнении упражнений.


 Exercise: Word Order: Choose the most natural word order - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: "Sentence Structure": Put the words in the correct order - задание позволит проверить, насколько хорошо Вы усвоили тему «Структура предложения». Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.

 Modals Part 1: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает виды модальных глаголов, используемых для выражения просьб, разрешений и предложений.


 Exercise: Modals - Can: What question would you ask? – упражнение, тренирующее умение задавать вежливые вопросы с использованием нужного модального глагола. Ответы проверяются автоматически, и результаты сохраняются в системе.


 Exercise: Offers/Suggestions: Match the offer/suggestion to the answer – необходимо подобрать соответствующий вопросу ответ, обратив внимание на правильное использование модальных глаголов. В верхней части окна будет также производиться оценка Ваших результатов.


 Exercise: Polite Requests: Who would make these requests? - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена.


 Exercise: Could: Match the sentences - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


Writing Задания на развитие навыков письма


 Writing CVs: Read these recommendations - это рекомендации, которые помогут Вам при написании резюме на английском языке. Прочитайте, обратите внимание на имеющиеся особенности.


 Watch the Video: How to Write a CV – просмотр данного видео поможет Вам понять основные особенности написания резюме и продемонстрирует наглядный пример.

 Watch the Video: How to Write a CV with Little Job Experience – видео так же помогает лучше понять как писать резюме, но, в частности, то, как это могут сделать не имеющие большого опыта работы люди, например, студенты.

 Exercise: Writing CVs: Answer the questions - проверьте себя, ответив на вопросы теста о том, как писать резюме при устройстве на работу. Результаты теста сохраняются в системе.

 Useful Phrases for Writing CVs – выражения, которые помогут Вам грамотно написать резюме. При необходимости материал можно распечатать.

 Write Your CV – это задание на написание Вашего собственного резюме. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – глоссарий для заполнения лексикой по данной теме. Вспомните или отберите новые, интересные слова этого модуля, а также

Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

application *n* [C] 1 a formal, usually written, request for something, especially a job, a place at university, or permission to do something
2 a practical use for something

3 a piece of software for a particular use or job

apply *v* 1 [I] to make a formal, usually written request for something, especially a job, a place at university, or permission to do something

2 [T] to use something such as a law or an idea in a particular situation, activity, or process

appoint *v* [T] to choose someone for a particular job

appointment *n* 1 [C] an arrangement to meet someone at a particular place or time

2 [C,U] the act of choosing someone for a particular job, or the job itself

career *n* [C] 1 a profession or job that you train for

2 the series of jobs that you do during your working life

career ladder *n* [singular] all the increasingly important jobs that someone has, or would like to have, as they get older

chief executive *n* [C] the manager with the most authority in the day-to-day management of a company

Chief Executive Officer (CEO) *n* [C usually singular] the title of the manager with the most authority in the day-to-day management of a company, used especially in the US.

The job of CEO is sometimes combined with that of president

employ *v* [T] to pay someone to work for you in a particular job

employee *n* [C] someone who works for a company, especially in a job below the rank of manager

promote *v* [I,T] 1 to help something develop and grow

2 to give someone a more important job or rank in an organization

3 to sell a product using advertising, free gifts etc

promotion *n* [C,U] 1 a move to a more important job or rank in a company or organization

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Развитие лексических навыков. Vocabulary and Skills.

CAREERS.

Your job is the particular work you do to earn money.

You have a job title (such as Sales Consultant). The words 'post' and 'position' are more formal, and often used in job advertisements. The word 'occupation' is used on official forms.

Your job can be ...

badly-paid, boring, challenging, depressing, fun, glamorous, hard, interesting, rewarding, routine, secure, stressful, varied, well-paid, worthwhile

Describing your job

People might ask you:

What do you do?

What kind of work do you do?

What do you do for a living?

You answer *I'm a/an ...* +the name of your profession and /or job title and/ or business area.

I'm an accountant.

I'm a Marketing Manager at a consumer electronics company.

Note the prepositions:

I work in a bank/ an office. (general place of work)

I work at Head Office. (specific place of work)

I work in advertising/ the fashion industry / the financial sector.

I work for Nestle I an oil company.

I'm working on the design of ... (a project)

I work as an engineer. (profession)

To give a little more detail you can use the language in the box below.

Describing your job

My job involves ... (+ -ing form)

I spend a lot of / most of my time ... (+ -ing form)

I deal with / I handle ...

My role is to ...

I don't have much to do with ...

Talking about what you personally control

I'm in charge of ...

I'm responsible for ...

I look after I take care of ...

Talking about your boss

I report (directly) to ...

My line manager is ...

My job involves (= includes as a necessary part) visiting customers and discussing their needs.

I deal with customer enquiries.

My role is to support the Sales Director.

I don't have much to do with the financial side.

I'm responsible for strategy. (NOT the responsible)

I report to the Head of Customer Services.

Note also the following words and phrases:

I'm working part-time at the moment.

It's a full-time job - I work nine to five.

I'm on a short-term/ temporary contract.

I'm on a permanent contract.

I'm self-employed. I work as a freelance consultant.

I'm unemployed right now, but I'm looking for a job as a ...

I'm a student at the moment - I graduate next year.

Tasks and responsibilities

To give a detailed description of your day-to-day work, you might use phrases like those below.

answer hundreds of emails each day
develop the business
do market research
give presentations
implement the decisions of more senior managers
interview job applicants
keep computer files up to date
keep on top of the paperwork
liaise with my counterparts in other countries
make decisions about budgets
make sure that the IT network is working properly
maintain all the equipment and machines;
manage the production schedule
monitor the production process
negotiate with suppliers
organize special promotions
prepare the accounts
process customer orders
recruit new staff
set sales targets and make sure they are met
solve problems
supervise the day-to-day work of my team
support (or assist) the Marketing Director
write quarterly reports

Развитие грамматических навыков. Language Review.

Построение предложений в английском предложении

Построение предложений в английском языке отличается от привычного нам родного. Во-первых, существует определённый порядок слов; во-вторых, для

построения предложения обязательно наличие грамматической основы (подлежащего и сказуемого).

Например, в русском языке мы говорим:

Это чудесная книга. Этот мальчик высокий.

Эти предложения построены правильно, но в них отсутствует глагол, который был бы сказуемым. В этих предложениях сказуемое составное именное. В английском языке появляются определённые глаголы связки: to be и to have.

Поэтому переводятся эти предложения так:

It is a wonderful book. This boy is tall.

Таким образом, у нас появляется глагол-сказуемое. В английском языке наличие такого глагола обязательно. В предложении негласно присутствует непереводимое на русский язык слово «есть». Мы не говорим «мальчик есть большой», мы говорим «мальчик - большой», но слово «есть» всё же подразумевается. Если вы строите простое английское предложение, и у вас нет полноценного глагола, проверьте, должно быть пропущено to be или to have.

Особенности порядка слов в предложении

Далее, что касается порядка слов. Русское предложение можно назвать свободным. Вы можете построить его как угодно, и смысл не будет потерян. Но в английском языке переставление слов приведёт к полному изменению значения. Сравните:

Кошки любят мышей.

Мышей любят кошки.

Любят кошки мышей.

Cats like mice.

Mice like cats.

Во втором английском варианте при перестановке получается, что мыши любят кошек, а не наоборот. Значение кардинально изменилось. В повествовательном предложении порядок слов прямой (сначала подлежащее, за ним сказуемое), строго зафиксированный.

При конструировании предложений в английском языке сначала идут подлежащее и сказуемое:

The girl sings. - Девочка поёт.

Определение всегда должно стоять перед существительным:

The beautiful girl sings. - Красивая девочка поёт.

Либо в конце предложения:

The songs were beautiful. - Песни были прекрасными.

Дополнение идёт после грамматической основы:

The beautiful girl sings songs ... or The beautiful girl sings sad songs.

Красивая девочка поёт песни ... или Красивая девочка поёт грустные песни.

Обстоятельства в английском языке могут идти либо вначале, либо в конце:

In the evening the beautiful girl sings sad songs ... or The beautiful girl sings sad songs in the evening.

Вечером красивая девочка поёт грустные песни ... или Красивая девочка поёт грустные песни вечером.

Подлежащее, как и сказуемое, может быть выражено не только одним словом, но и целыми словосочетаниями.

Также существуют определённые конструкции, которые меняют построение предложений в английском языке. Например, конструкция there is/there are.

Эта конструкция предполагает размещение слов there is/there are на первое место, дальше подлежащее и обстоятельство, которое всегда будет стоять в конце предложения.

There is a big pear-tree in my garden. - В моём саду есть большая груша.

There are tasty fruit on the table. - На столе вкусные фрукты.

Перевод начинаем всегда с конца. Выбор there is/there are зависит от числа первого существительного, которое следует за конструкцией.

There is a big plate, many kettles and an apple on the table. - На столе большая тарелка, много чайников и яблоко

There are new toys, a small bear and a fork in the box. - В коробке новые игрушки, маленький медвежонок и вилка

Повелительное наклонение в английских предложениях совпадает с инфинитивом глагола.

Run! - (Беги (те)!)

Play! - (Играй(те)!)

Подлежащее в таком случае отсутствует. Обращены такие предложение, обычно, ко второму лицу ед. и множ. числа.

Show me your book! - Покажи (те) вашу книгу!

Come to visit us today. - Проведайте нас сегодня.

Запретная форма образуется путём добавления слова Don't в начало предложения.

Don't do that! - Не делай этого!

Don't stand up! - Не вставай!

Вежливая форма образуется путём добавления слова "please".

Give me your book, please! - Дай (те) руку, пожалуйста!

Развитие навыков письма. Writing.

Writing CVs. Useful Phrases and Tips.

Personal Information

name

address

telephone

e-mail / email

nationality

date of birth

marital status

single

married

married with two children

divorced

widowed

Work Experience

Experience

Employment History

Related Experience

Internships

employer

occupation / position

activities and responsibilities

Education

Education and Training

primary school

secondary school

qualification

O levels, GCSE

A levels, High School Diploma (US)

training / vocational training

further training / extended vocational
training

internship

degree in / diploma in

Personal Skills and Competences

Personal Competences / Competencies

Personal Skills

computer skills

mother tongue

other languages / foreign language

... years successful experience in ... as ...
Extensive practical experience as...
Gained experience in
Motivated and enthusiastic (about) ...
Professional in appearance and presentation
Participated in ...
Assisted in / with ...
Worked on ...
Worked as ...
Worked with ...
Developed ...
Organized ...
Served as ...
Oversaw the production of ...
Kept accurate computer records of ...
Managed / Handled ...
Managed / Supervised
Managed ...
Trained new clerks.
Represented the company at ...
Instructed ... in ...
Developed expertise in ...
Received ... award

Образец контрольного задания по теме 1:

Module 1 Test.

Answer all thirty questions. There is one mark per question.

Vocabulary: Careers

1 Complete each of these sentences with the correct option.

1 Selim believed he deserved a _____, so he just asked his boss for one.

- a) target b) progress c) promotion

2 It is useful to set your own goals and to think about the skills you need to _____ them.

- a) reach b) make c) master

3 In many countries, there are very few career _____ for people without formal qualifications.

- a) plans b) breaks c) opportunities

4 It is very inconvenient to have to work _____ when you have young children.

- a) flexitime b) overtime c) time off

5 Anika attends lots of professional development seminars because she wants to _____ a career move.

- a) take b) make c) earn

6 If you want to get _____ in your career, you have to have clear short- and long-term goals.

- a) ahead b) progress c) the sack

7 'Bright Sparks' is an agency that helps school leavers _____ on a career plan.

- a) offer b) decide c) take

8 It is not enough just to _____ your best; you need to have ambitions as well.

- a) make b) work c) do

9 Sales representatives often earn a _____ in addition to their salary when they achieve their targets.

- a) money b) living c) bonus

10 Multinationals often _____ their employees excellent career opportunities if they are willing to travel.

a) offer b) make c) take

2 Complete the sentences using the words in the box.

take / do / evaluate / master / make

- 11 Do not always wait for your boss to tell you how well you are doing. You also need to _____ your progress yourself.
- 12 Vladimir is hoping to _____ research in informatics.
- 13 Nandita's dream is to _____ a living as a public relations consultant.
- 14 Delegating tasks is an important skill to _____ ..
- 15 Max is only 52, but he would like to _____ early retirement.

Language Review: Ability, requests and offers

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

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

Skills: Telephoning

4 Match each question 21–25 to the appropriate response a–e. Write your answers here:

21 _____ 22 _____ 23 _____ 24 _____ 25 _____

- 21 Could I speak to Mrs Zhang, please?
- 22 Can I take a message?
- 23 Who's calling, please?
- 24 Could you tell me what it's about?
- 25 Sorry. Could you say the second name again?

- a If you could just tell her that Imelda Reyes rang.
- b Well, I would like some information about the conference.
- c Sure. That's Loys. L—O—Y—S.
- d Just a moment, please. I'll put you through.
- e Dieter Enke, from LPL.

5 Complete the following phrases using the words in the box.


calling / catch / engaged / on / afraid

- 26 Hold _____, please. I'll connect you.
- 27 Sorry, I didn't _____ your first name.
- 28 I'm _____ there's no answer.
- 29 I'm _____ about the meeting tomorrow.
- 30 I can't get through. Their phone's always _____.


Тема 2. Selling Online.

Ключевые слова: Online sales, buying, negotiating, asking questions, modals, application letter.

Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.


Reading Задания на развитие навыков чтения

 Exercise: Before you read the text: Match the words with their definitions - в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и


подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: Online Shopping Is Growing Rapidly in China – текст для чтения


 Exercise: True or False? Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Exercise: Buying Things Online: Choose the most natural-sounding option - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.

 Exercise: Teens and Consumerism: Fill in the gaps – заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Watch the Video: Negotiations Skills – просмотр данного видео продемонстрирует какими навыками важно владеть для проведения успешных переговоров.


 Watch the Video: Negotiating - просмотр данного видео продемонстрирует какими навыками важно владеть для проведения успешных переговоров.

 Diagram: Study the Stages of Negotiation – диаграмма схематично иллюстрирует основные этапы, наблюдающиеся при ведении деловых переговоров.


 Discussing Negotiation Skills: Complete this wiki – посмотрите видео выше, а также любой связанный с темой «Навыки ведения переговоров» сюжет на www.youtube.com. Постарайтесь запомнить советы о том, как эффективно вести переговоры и написать, по крайней мере, один совет здесь. Постарайтесь не повторять предыдущие ответы ваших одноклассников.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and fill in the gaps - после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.

Language review Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Modals Part 2: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает виды модальных глаголов, используемых для выражения долженствований, обязательств, советов.


 Exercise: Modals - Should: Match the advice to the statement – необходимо подобрать соответствующий вопросу ответ, обратив внимание на правильное использование модальных глаголов. В верхней части окна будет также производиться оценка Ваших результатов.


 Exercise: Modals - Must/Have to: Match the items – необходимо подобрать соответствующий вопросу ответ, обратив внимание на правильное использование модальных глаголов. В верхней части окна будет также производиться оценка Ваших результатов.


 Exercise: Modals: Find and specify the unnecessary word - задание позволит проверить, насколько хорошо Вы усвоили тему «Модальные глаголы». Ваша

оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


 Asking Questions: Watch the presentation and learn how to ask questions - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает существующие типы вопросительных предложений и правила их построения.


 Exercise: Making Questions – упражнение, тренирующее умение строить разные типы вопросов. Ответы проверяются автоматически.


 Exercise: Practice asking questions – упражнение, тренирующее умение строить разные типы вопросов. Ответы проверяются автоматически.


 Exercise: Write the correct question for the answers – правильно подобрав вопросительное слово, необходимо сформулировать вопросы к каждому предложению. Ответы проверяются автоматически.


Writing Задания на развитие навыков письма

 How to Write a Letter of Application - это рекомендации, которые помогут Вам понять что такое сопроводительное письмо и как его грамотно написать на английском языке. Прочитайте, обратите внимание на имеющиеся особенности.


 Watch the Video: How to Write a Cover (Application) Letter – просмотр данного видео поможет Вам понять основные особенности написания сопроводительного письма и продемонстрирует наглядный пример.


 Useful Phrases for Writing Application Letters - выражения, которые помогут Вам корректно написать сопроводительное письмо. При необходимости материал можно распечатать.

 Exercise: Writing Application Letters - проверьте себя, ответив на вопросы теста о том, как писать сопроводительное письмо при устройстве на работу. Результаты теста сохраняются в системе.

 Useful Tips: What Recruiters Hate About Resumes and Cover Letters – ознакомление с данными советами поможет Вам избежать типичных ошибок

при составлении резюме и сопроводительного письма на английском языке при устройстве на работу.

 **Write Your Letter of Application** – это задание на написание Вашего собственного сопроводительного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 **Unit Glossary** – глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

11.

Глоссарий модуля (Module Glossary)

for sale available to be bought

sales [plural] goods sold in a particular period, or the amount of money received from this

consumer *n* [C] a person who buys products or services for their own use, rather than to use in business or to resell

refund *n* [C] a sum of money that is given back to you if, for example, you are not satisfied with something you have bought – **refund** *v* [T]

retail outlet *n* [C] a shop through which products are sold to the public

retail *v* [I,T] to sell goods to the general public in shops etc –

retailer *n* [C] 1 a business that sells goods to members of the public

retailing *n* [U]

revenue *n* [U] also **revenues** [plural] the amount a company receives from sales in a particular period

sale *n* 1 [C] the act of selling something

sales representative also **sales rep** *n* [C] someone whose job is to sell their company's products or services, for example by visiting customers

trademark also **trade-mark** *n* [C] a name, sign, or design on a product to show that it is made by a particular company

wholesaler *n* [C] a person or company that sells goods in large quantities to other wholesalers, or to retailers who may then sell them to the general public

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Развитие лексических навыков. Vocabulary and Skills.

SELLING ONLINE.

Orders

When an end-user makes an order they simply pay at the point of purchase. But in the business-to-business sector the following sequence is typical.

- 1 A customer makes an enquiry about a product and the price.
- 2 The supplier provides information and quotes/gives a price.
- 3 The customer makes/places an order. The order may be made by email, phone or fax, or may be made directly off / from a website.
- 4 The supplier confirms/acknowledges the order, processes it, and gives the customer a shipping date.

Of course the goods may be out of stock, in which case there is a wait until they are in stock again.

- 5 The supplier ships the goods and issues (= produces + sends) an invoice.
- 6 A logistics company delivers the goods. Perhaps the customer has also tracked the shipment (= followed the progress of the goods) online.
- 7 On arrival, the customer checks the goods.
- 8 If the goods are in good condition, the customer pays the invoice. If they are damaged, there is a 'returns policy' for sending them back.

Note that 'ship' means send / dispatch by any means of transport, not just by ship.

Note that 'quote' and 'order' are used as both nouns and verbs:

Can you give me a quote?

Can you quote me a price?

I'd like to place an order for 300 pieces.

I'd like to order 300 pieces.

Invoices

An invoice (or bill) is a document issued by a seller to a buyer. It requests payment for an order. A typical invoice contains:

- Date of the invoice and an invoice reference number.
- Name, contact details and tax details of the seller.
- Name and contact details of the buyer.
- Date that the products were shipped.
- Purchase order number (if the buyer has one which they want on the invoice).
- Description of the products.
- Unit price of the products.
- Total amount charged for the goods.
- Any extra amount for shipping (sometimes called 'postage and packing' for smaller items).
- Payment terms.

Note that 'charge' and 'invoice' are used as both nouns and verbs.

Is there a charge for shipping?

How much do you charge for shipping?

Have you sent the invoice?

Have you invoiced them yet?

Payment

The invoice contains the payment terms, and these are the conditions of payment. If the customer pays early, there is often a discount, and if they pay late, there is a penalty. The invoice also shows the tax paid to the government (called VAT- value added tax - in BrE).

The method of payment can vary. A first-time business-to- business customer will often have to arrange a 'letter of credit' at their bank (business people just say 'l/c').

With an l/c the customer's bank makes a guaranteed payment as soon as the seller's bank presents certain documents (transport documents, invoice, etc). If there is a long-term business relationship with more trust, the customer will usually have an

'open account'. Here the customer pays later, after the goods are received, according to the terms of the contract.

The seller may:

ask for/demand payment in advance/upfront

ask for cash on delivery (COD)

ask for prompt payment (within 14 days of delivery)

ask for payment in 30 I 60 I 90 days from date of invoice

send a reminder (= an email or letter telling the buyer they must pay)

The customer may:

arrange a bank transfer

pay by monthly installments

delay payment (pay later than is planned)

defer payment (arrange officially to pay later)

settle an account(= pay everything that is owing)

If the customer is late in paying, the seller might say:

Your payment is due. (=it must be paid now)

Your payment was due two weeks ago.

Your payment is now overdue. (= it is late)

Развитие грамматических навыков. Grammar.

Модальные глаголы

Глагол – особая часть речи в английском языке. Принято выделять смысловые, вспомогательные, фразальные и модальные глаголы. **Модальные глаголы в английском языке** зачастую вызывают затруднения при изучении, ведь они не подчиняются основным правилам образования и изменения форм глаголов. Главное отличие модальных глаголов состоит в том, что они обозначают не само действие, а возможность или необходимость это действие совершить. Перечислим основные характеристики, общие для данной группы глаголов:

1. Модальные глаголы в английском языке не употребляются самостоятельно без смысловых.
2. Отрицательное и вопросительное предложение с модальными глаголами строится без вспомогательного глагола.
3. Многие модальные глаголы в английском языке, не имея собственных форм времен Future и Past, используют формы близких по значению глаголов.
4. Модальные глаголы не имеют начальной формы, не изменяются по лицам и числам.

Рассмотрим основные модальные глаголы в английском языке с примерами.

Глагол Can

Can. Глагол can обозначает умение, способность сделать что-либо. На русский язык переводится как уметь, мочь. Не имеет самостоятельной формы будущего времени, «пользуется» формой глагола to be able to (быть способным сделать что-либо).

I can drink five glasses of water for thirty seconds.

Can you paint the walls?

I will be able to swim in a week.

He can't (cannot) answer your question.

Глагол Could

Could. Форма прошедшего времени глагола can. Кроме того, может выражать вежливую форму обращения (в вопросительных предложениях: не могли бы вы), переводиться условным наклонением (мог бы). С помощью глагола could образуется перфектная форма, обозначающая возможность сделать что-либо в прошлом.

She could have given you a piece of advice but she didn't. Она могла бы дать тебе совет, но не сделала этого.

Could you borrow me your car for a weekend? Не могли бы вы одолжить мне машину на неделю?

He couldn't win the competition yesterday. Он не смог сделать тест вчера.

He could come, I think. Думаю, он мог бы и прийти.

It can't be him! Неужели это он?

Глагол Must

Must. Глагол обозначает долг, обязанность делать что-либо или рекомендацию.

Не имеет собственных форм прошедшего и будущего времен, использует формы глагола have to.

You must see this new movie, it's awesome! Ты просто обязан посмотреть этот новый фильм, он классный!

You must pay your bills in restaurants. Вы должны оплачивать свои счета в ресторанах.

Глагол Have to

Have to. Так же как и must, имеет императивное значение. Однако have to обозначает действие, которое нужно совершить, но не хочется. В прошедшем времени имеет форму had to, в будущем - will have to.

The toothache is unbearable; I have to go to the dentist. Боль невыносима, придется идти к зубному.

Глагол Should

Глагол обозначает необходимость сделать что-либо, выраженную в форме совета. Это может быть и собственное осознание данной необходимости.

I think you shouldn't come home late. Думаю, тебе не следует поздно приходить домой.

I should visit my friends abroad. Мне следует навестить друзей за границей.

Глагол May

May. Обозначает вероятность чего-либо или разрешение на что-либо. Форма прошедшего времени отсутствует, может использовать форму глагола might.

May I leave you for a sec? Могу я вас покинуть на секунду?

He may be coming. Он, наверное, уже едет.

Might. Используется для обозначения вероятности. Прошедшая форма – might have.

He might call you. Он может и позвонить (мог бы позвонить).

Глагол Need

Need. Переводится как «нужно». Может выступать в роли модального глагола, тогда подчиняется правилам модальных глаголов (need do, need you..?), может играть роль обычного глагола (need to do, do you need to...?). Разницы между этими формами, в общем, нет.

Why need you leave so soon? Ты уходишь, так рано?

To be to. Имеет формы прошедшего и настоящего времени. Означает некую договоренность о чем-либо.

He is to make the report. Он должен делать доклад (так было решено).

Глагол Ought to

Ought to. Практически не употребляется в разговорной речи. Выражает совет, необходимость.

You ought not to let your children watch TV so much.

Глагол Shall

Shall. Помимо своей основной функции вспомогательного глагола (времена Future), данный глагол может играть роль модального (употребляется только с первым лицом).

Shall I ignore him? Мне его игнорировать (мне следует его игнорировать)?

Глагол Will

Will. Помимо своей основной функции вспомогательного глагола (времена Future), данный глагол может играть роль модального (употребляется только с первым лицом).

Shall I ignore him? Мне его игнорировать (мне следует его игнорировать)?

Развитие навыков письма. Writing.

Writing a Letter of Application. Useful Phrases and Tips.

I see from your advertisement in...

I have learned from business associates...

I'd like to apply for this post.

Please send me further details of the post.
Together with the application.
As you will see from the enclosed CV (curriculum vitae)...
I have considerable experience in this type of work.
I have also attended several conferences on this subject.
I feel I can meet the requirements of this post.
I am currently working for an export firm.
I am looking for a similar post.
Now I wish to change my job.
I speak fluent French and German.
I have basic knowledge of...
I have qualifications in...
I have a diploma in...
I have a degree in...
My typing speed is... per minute.
My shorthand speed is... per minute.
I can operate the computer.
I have used a word processor.
I was born in...
I went to school in...
...where I passed the following examinations...
...in the following subjects...
I went to University in...
...where I studied... as my major.
And... as my minor.
I graduated in the following subjects...
I passed the State exam with distinction.
I failed in the following subjects...
Then I worked for... years for a firm...
I spent... years abroad.

I was promoted to department manager in 2007.

I was made redundant in 2008.

I have been unemployed since then.

At professional school, I took courses in...

I was trained as a bilingual secretary.

I wish to work for a larger organization with international links.

To improve my career prospects...

For personal reasons.

I am looking for a position with more responsibility.

I wish to work abroad.

I wish to improve my chances of promotion.

I'm looking for a post with better perspectives.

I wish to make use of my knowledge of languages.

I have applied for the post of...

Should you wish to invite me for an interview, I can come to be interviewed at any time.

I can only come to interview on Fridays.

Could I come to interview at a later date?

I shall be available from the 14th June onwards.

I hope that you will consider my application favourably.

I enclose a reference from my previous employer.

I enclose copies of references from my last two employers, and copies of my diplomas.

The names of two references are given below.

I should be grateful if you would not approach my present employer.

...prior to the interview

...without my prior consent.

I would be pleased to provide you with any further information you may require.

I enclose a stamped addressed envelope.

I enclose a CV, which gives full details of my qualification and work experience.

I'm 29, unmarried, fit and healthy.

I should be grateful if you would agree to act as a reference on my benefit.

Образец контрольного задания по теме 2:

Module 2 Test.

Answer all thirty questions. There is one mark per question.

Vocabulary: Shopping online

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

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

- 1 At that price, the car you bought was a real _____ .
- 2 You cannot get a _____ if you do not send back the goods in their original packaging.
- 3 As we are always having storage problems, I think we should build a new _____ .
- 4 If there is a problem with any of the goods you receive, please _____ them within three days.
- 5 Our policy is to _____ goods within 72 hours of receiving an order.
- 6 We offer a 5% _____ on orders over \$500.

2 Supply the missing word in each definition.

- 7 After-_____ service is the help people get from the shop where they have bought a product.
- 8 The _____ street is the street of a town where many shops and businesses are.
- 9 A _____-off period is the time when you can change your mind and cancel an order.
- 10 A money back _____ is a promise by the seller to give you your money back if you are not satisfied with the goods you bought.

- 11 Your credit card _____ are the name, number and expiry date on your credit card.
- 12 If you _____ about, you go to different places to compare prices and quality before you buy something.
- 13 If the goods you want are out of _____, it means that they are not available.
- 14 If a shop gives you interest-free _____, it means that you can pay for the goods after you have bought them, at no extra cost.
- 15 A _____ is a person or company that sells goods to people in shops.

Language Review: Modals

3 Match the following sentence halves. Write your answers here:

16 _____ 17 _____ 18 _____ 19 _____ 20 _____ 21 _____ 22 _____

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

Skills: Negotiating

4 Write the extra incorrect word in each phrase.

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

5 Complete the text with the words from the box.


listen / summarise / strategy / aims

Whenever you have to negotiate, you should prepare carefully beforehand. It is important to let the other side know what you want, so you need to have very clear (27)_____. Of course, you should also (28)_____ carefully to the other side and ask questions if necessary. If the negotiation gets difficult, you may have to change your (29)_____. Finally, remember to (30)_____ often the points you agree on.


Тема 3. Companies.

Ключевые слова: Company, department, company structure, present simple, present continuous, presentations.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 **Starting up. Discussion Forum** – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words with their definitions - в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: M&S Goes Global – текст для чтения


 Exercise: True or False? Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Names of Main Departments and Jobs in a Company – данный материал напоминает как могут называться основные отделы в компании и как назвать наиболее часто встречающиеся должности

 Useful Phrases to Describe a Company – при описании компании и составлении презентации о ней эти фразы и примеры помогут Вам это сделать легко и грамотно. При необходимости материал можно распечатать.


 Exercise: Company Structure and Individuals: Choose the correct answer - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


 Exercise: Match the expressions with the definitions – сопоставление слов и выражений с подходящими к ним определениями. Результаты проверяются автоматически и сохраняются в системе.

 Exercise: Company in Trouble: Fill in the gaps – заполните пропуски, выбрав правильные, на Ваш взгляд, варианты слов из списка. Оценка производится автоматически.


 Exercise: Complete the sentences using the expressions from the activities above - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the correct answer - после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохраняются в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Revising Tenses: Study tenses in diagrams – эти диаграммы схематично объясняют использование всех времен глагола в английском языке. Материал можно распечатать и иметь под рукой на занятиях.


 Present Tenses: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает правила о настоящем времени в английском языке.


 Exercise: Present Forms: Choose the correct answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Present Simple: Match the questions with short answers - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В нижней части окна будет производиться проверка Ваших ответов.

 Exercise: Present Simple and Present Continuous: Complete the gaps - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Present Simple or Continuous: Correct or not? - выбирайте правильный ответ, чтобы проверить свое понимание данной темы. В нижней части окна вы найдете подсказки.


 Exercise: Present Simple vs Present Continuous: Complete the sentences - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Check” в нижней части окна.


 Exercise: Present Simple or Continuous: Complete the sentences - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для


проверки результатов после выполнения задания нажмите кнопку “Check” в нижней части окна.


Writing Задания на развитие навыков письма


 Preparing for Presentations: Read this information - информация напоминает основные рекомендации для того, чтобы подготовиться и успешно провести публичное выступление, презентацию.


 Watch the Video: How to Give Good Presentations – обучающее видео, которое поможет Вам вникнуть в основные трудности, а также избежать типичных ошибок при подготовке презентаций и публичных выступлений на английском языке.

 Presentation Tips: Creating a presentation - воспользуйтесь структурой и необходимыми выражениями для проведения презентации на английском языке.

 Useful Phrases for Making Presentations – здесь приводятся классическая схема организации презентации и основные необходимые фразы.

 Exercise: Presentation Phrases: When do you say this? - выбрав правильный ответ, Вы сможете проверить свои знания по данной теме. Результаты теста сохраняются в системе.

 Make a Company Presentation – это задание на составление Вашей собственной презентации компании. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 **Unit Glossary** – глоссарий для заполнения лексикой по данной теме. Вспомните или отберите новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary).

administration *n* [U] the activity of managing and organizing the work of a company or organization

chairman *plural -men, chairwoman plural -women* *n* [C] the most important person on the board of directors of a company, especially in the UK. In the US, this person is usually called the president of the company

chief executive *n* [C] the manager with the most authority in the day-to-day management of a company

Chief Executive Officer (CEO) *n* [C usually singular] the title of the manager with the most authority in the day-to-day management of a company, used especially in the US.

The job of CEO is sometimes combined with that of president

deputy *n* [C] someone in an organization who is immediately below someone else, and who does their work when they are not there – **deputy** *adj* [only before a noun]

employee *n* [C] someone who works for a company, especially in a job below the rank of manager

employee loyalty *n* [U] when employees like working for a particular company, work hard, and do not want to leave

employer *n* [C] a person or organization that employs people

employment *n* [U] 1 work that you do to earn money

2 the number of people in an area, industry etc that have jobs, the type of jobs they have etc

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Развитие лексических навыков. Vocabulary and Skills.

COMPANIES.

Types of companies

Here is a simplified list of the different types of legal structures for a business.

- *Sole trader* (Br E) / *Sole proprietor* (AmE). This is a one person business. The person may describe themselves as 'self-employed' (e.g. the owner of a small shop), or as a 'freelancer' if they are a professional who works for different clients (e.g. a photographer).
- *Partnership*. A group of people who work together as equals (e.g. a firm of lawyers or architects). They share the risks and the profits.
- *Private company*. The shares of the company are privately owned, usually by a small number of people. These shareholders typically include the founder of the company, possibly some close family members, and perhaps a few business associates who provided money for the company.
- *Public company* (BrE) / *Corporation* (AmE). These are the large companies that are listed on stock exchanges like Germany's DAX, France's CAC or the UK's FTSE. They are called public because anyone can buy their shares. Note: do not confuse a state-owned enterprise with a public company.

Departments

The list of departments below is typical for many businesses - each one corresponds to a business function.

Companies also have other departments related to their own particular business activity.

- *Production* might also include *Purchasing* and *Quality Assurance* (QA).
- *Operations* refers to all the internal processes of a company and might include, for example, *Logistics*.

- *Sales* might also include *Business Development*.
- *Customer Services* might include *Technical Support*.
- *Marketing* might include *Market Research*.

Communications refers to all promotional activities including a strong focus on *Public Relations (PR)*.

- *Finance* has many subdivisions, such as *Financial Control*, *Treasury*, *Accounts* and *Payroll* (= managing salary payments).
- *Human Resources (HR)*.
- *Information Technology (IT)*.
- *Research and Development (R&D)*.
- *Legal*.

As well as departments, an international company may also have divisions organized according to geographical area or major product lines.

Individuals within the structure

The Chief Executive Officer (CEO) runs the company.

The level below CEO is Chief ... Officer, for example

Chief Financial Officer (CFO).

The CFO is part of the senior management team.

The CFO reports to the CEO (= has the CEO as their boss).

The CFO is in charge of (= responsible for) all the financial side of the business.

The next level down might be country level for a large international organization, or departmental level. A job title here might be Sales Director or Head of Sales or

VP (= Vice President) Sales.

The Sales Director for Sweden liaises closely with (= talks to in order to work better with) the Chief Marketing Officer at Head Office in the States.

Below this are people with job titles like *Manager, Officer, Coordinator*, etc. The words *Assistant* or *Deputy* may also occur at any level.

I'm the Business Development Officer for Sweden.

My line manager (= person directly above me / person who I report to) is the Sales Director.

The Sales Director delegates (= gives) a lot of the work to me.

We say ...

senior people at a higher level

junior people at a lower level

Company culture

The structure of a company is often closely connected to its culture. In a small company it's easier to be dynamic and innovative, whereas in a large company things are often slow-moving and bureaucratic. Similarly, if the company is hierarchical (many levels), then people at the bottom aren't allowed to take initiatives without permission from their seniors; decision-making and communication are top-down.

If the structure is flat (few levels), then the flow of information can be more bottom-up.

In all cases you hope that the company culture is honest, open and transparent (= not trying to keep things secret).

Развитие грамматических навыков. Language Review.

Вопросительные предложения в английском языке

Можно выделить следующие пять типов вопросов:

- Wh- questions или Special questions (вопросы к подлежащему);
- General questions (общие вопросы);
- Disjunctive questions или иначе question tags (разделительные вопросы);
- Alternative questions (альтернативные вопросы);
- Вопросы с предлогами в конце.

Wh- questions или Special questions (Специальные вопросы)

Первый тип – специальные вопросы, по-английски они звучат Wh- questions или Special questions. Иногда их ещё называют вопросами к подлежащему. Специальный вопрос всегда начинается с вопросительного слова, например, **what, who, when, why, where** (Что? Кто? Когда? Почему? Где?).

When did you come home? (Когда ты пришёл домой?)

Why don't you believe me? (Почему ты мне не веришь?)

Все эти вопросы начинаются на **WH**, вот почему специальные вопросы называют **Wh- questions**. К вопросительным словам в этом типе вопросов относится также **how, how much, how long** (Как? Сколько? Как долго?).

How much money we should pay? (Сколько денег мы должны заплатить?)

Если специальный вопрос начинается на who/what, то порядок слов в вопросе прямой, так как вопросительное слово заменяет подлежащее.

Who is your doctor? (Кто твой врач?)

В таком случае who/what рассматривается как 3е лицо, ед. число.

Если вопросительное слово в специальном вопросе не заменяет подлежащее, то после него ставится вспомогательный глагол (do/does, will(shall), did, have/has и др.).

Сравните:

Who is standing there? (Кто там стоит?)

Who did you talk with? (С кем ты говорил?)

Общие вопросы (general questions)

Их называют общими, потому что ответом на такой вопрос может быть либо «да», либо «нет».

Второе название общих вопросов **yes/no questions**. Общий вопрос начинается с вспомогательного глагола. После этого подлежащее или субъект высказывания, потом смысловой глагол. Второстепенные члены предложения идут в конец.

Do you see me? (Ты меня видишь?) – No, I don't.

Have you been there? (Ты был там?) – Yes, I have.

Will you be here when I'm gone? (Ты будешь здесь, когда я уйду?) – Yes, I will.

Таким образом, ответ на общий вопрос содержит «да» или «нет», а иногда и вспомогательный глагол.

Но! Глагол to be в настоящем и прошедшем времени не требует вспомогательных глаголов.

Is he your friend? (Он твой друг?) – No, he isn't.

Разделительные (disjunctive questions)

Второе название - question tags (вопросы с хвостиком). А tag – своеобразный хвостик, который ставится после всего предложения. Стоятся эти вопросы по типу отрицание – утверждение, и наоборот.

Вторая часть предложения должна соответствовать тому, что входит в состав сказуемого.

You are ok, aren't you? (С тобой всё в порядке, не так ли?)

He knows my real name, doesn't he? (Он знает моё настоящее имя, не правда ли?)

These people don't know me, do they? (Эти люди меня не знают, так ведь?)

Tag или хвостик может переводиться разными способами. В основном, возможные переводы: не так ли? не правда ли? так ведь? Но в русском переводе возможно не использовать хвостик, вставив слово «ведь» в середине предложения.

We are young, aren't we? (Мы ведь молодые?)

Ударение в таких вопросах должны падать на вторую часть.

Альтернативные вопросы (alternative questions)

Отличительная черта таких вопросов – наличие союза «или» (or). На такой вопрос нельзя ответить односложно, обязательно нужно сделать выбор.

Are you going to go there by plane or by car? (Ты собираешься добираться туда на самолете или на машине?) – I'm going to go there by plane.

Is she your wife or not? (Она твоя жена или нет?) – She is my wife.

Вопросы с предлогами в конце

Их можно было бы и не выделять в отдельную категорию, однако их составление отличается некоторыми особенностями.

Предлог ставить в конце, если смысловой глагол имеет особенный предлог. Например, to look for (искать что-то), look at (смотреть на), to think of (думать о чём-то), to think about (думать о ком-то) и другие.

What are you looking at? (На что ты смотришь?)

What are you looking for? (Что ты ищешь?)

Как видно на примерах, предлог конце изменил сам смысл вопроса.

What do you depend on? (От кого ты зависишь?)

Who are thinking about? (О ком ты думаешь)

Чтобы придать вопросу особый тон или выделить отдельное слово в английских вопросах, используйте интонацию.

Развитие навыков письма. Writing

Presentation Texts. Useful Phrases and Tips.

1. Key language for Introduction

Greeting - Good morning/ afternoon/ evening, ladies and gentle men.

- Hello/ Hi, everyone.

Name and position- Let me just start by introducing myself. My name is.....

- As some/ most of you already know, I am
- I'm in charge of/ responsible for

Title/ Subject - The title/ subject/ topic of today's presentation/ talk is....

- Today, I'd like to speak about...
- What I'd like to speak about is...

Objective - The objective of this presentation is to present...

- This talk will act as a springboard for discussion.
- The aim today is to give some background about...

Length of Presentation - The presentation will take/ last about... minutes.

- I will speak for aboutminutes.
- I plan to be brief. About ...minutes.

Link to start - OK. Let's start with the first point which is...

- All right. We can begin by looking at...

2. Useful expression for signaling – linking the parts

Opening a new section - Let's now look at ...

- Now I want to turn to...
- This brings me to the third and final point which is...

Sequencing ideas - First/ Second/ Third/ Then/ Next/ Finally...

- The first/ second/ third/ final point is...

Exploring a lots of points - In relation to.../ With respect to....

- Regarding.../ Concerning...

Adding ideas - In addition to this.../ Moreover...

- However.../ Despite this...

Going back - Let me now return to...

- Let me now come back to...

Ending a section - Right/ So/ Well/ OK...

- That's all I wanted to say about...

- I think that covers everything on...

- I think that deals with ...

- To summarize, ...

3. Expressions for highlighting and emphasizing

Focusing - I'd like to emphasize/ stress ...

- I should reiterate/ repeat ...

- It is critical/ essential to understand ...

Repetition - This is a very, very difficult problem.

- We thought for a long, long time about this.

- We need to do something and we need to do it now.

Simplifying - To be honest.../ Frankly speaking...,

- Basically, .../ To put it simply, ...
- Believe me, ...

Analyzing - Let's look at this more closely.

- What does this mean exactly?
- In other words, ...

Образец контрольного задания по теме 3:

Module 3 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Describing companies

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

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

1 It was particularly hard hit during the recession last year, when it fell to an all-time low of \$8.5. _____

2 We've already got five in South America, and we're opening a new one in Mexico next month. _____

3 It increased by 5% to \$61 million last year, but unfortunately our profit figures are not so impressive. _____

4 That's where they make most of the important decisions, of course. _____

5 If we buy out our local competitor, it will increase to 33%. _____

6 Two thirds of it are women. _____

7 If we don't produce and sell more than 10,000 sets a year, we won't make any. _____

8 We need to think carefully about all the options and make sure it's ready for the board meeting next week. _____

9 They do everything to make their clients satisfied, so I'm not surprised they are praised for it. _____

10 It's really fierce in our business sector, but so far we've managed to stay ahead of it. _____

Language Review: Present simple and present continuous

2 Complete this e-mail. Write the verbs in brackets in the correct tense (Present simple or continuous).

Hi Sam,

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

The conference itself (12) _____ (not start) until next Wednesday, so I (13)_____ (take) the opportunity to learn some Chinese. In fact, I (14)

_____ (attend) a conversation class every morning, and I think I
(15)_____ (make) good progress.

Klaus and Ana (16) _____ (not stay) at the same hotel. We (17)
_____ (see) each other at head office every afternoon. We (18)
_____ (meet) a lot of interesting people there and (19)
_____ (talk) about the future of our companies. People here (20)
_____ (like) to look ahead, and that's great.

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

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

Talk soon,

Max

Skills: Presenting your company

4 Match the two halves of these phrases. Write your answers here:

26___ 27___ 28___ 29___ 30___

26 First, I want to give you

27 Secondly, I'll talk

28 Finally, I want to look

29 I'll be pleased to answer

30 Thanks very much

a at our future plans.

b for listening to my talk.

c any questions at the end of my talk.


d about our new subsidiaries in Asia.

e some basic information about our activities.


Тема 4. Great Ideas.


Ключевые слова: Great ideas, formal meetings, past simple, past continuous, writing e-mails.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words with their definitions - в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: Inventors Who Did not Get Mega-Rich From Their Inventions – текст для чтения


 Exercise: True or False? Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Watch the video: Formal Meetings – данная серия видео очень полезна тем, кто является обучающим материалом, с разъяснениями и разбором элементов и фраз комментатором, вслед за которым Вы можете поупражняться в говорении. Этот сюжет посвящен теме «Официальные встречи».


 Useful Phrases: Meetings: Learn and remember - здесь напоминаются фразы, которые часто используются во время встреч и собраний. Постарайтесь их изучить и запомнить.

 Exercise: Types of meetings: Find the definitions - выполните упражнение онлайн для проверки своих знаний выражений для проведения встреч и собраний, которые упоминались выше.


 Exercise: Meetings: Common phrases: Complete the sentences - выполните упражнение онлайн для проверки своих знаний выражений для проведения встреч и собраний, которые упоминались выше.


 Exercise: Meetings Effectiveness: True or false? – проверьте свои знания об основных критериях оценки эффективности собраний. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки.

 Watch the video: How to Conduct Effective Meetings? - для закрепления темы модуля просмотрите дополнительное видео «Как проводить эффективные собрания?». Внимательно следите за советами, которые звучат.


 How to Conduct Effective Meetings?: Complete this wiki - здесь предлагается провести wiki-дискуссию. Просмотрев видео выше, заполните данный раздел советами о том, как проводить собрания и встречи эффективно. Каждый участник может внести свой вклад. Вы можете добавлять советы не только из фильма, но и свои собственные.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer - после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Past time: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает правила о прошедшем времени в английском языке.


 Exercise: Past Simple Verbs: Match the items - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Irregular Verbs: Fill in the spaces - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Irregular Verbs: Complete the sentences - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Past Simple: Fill in the spaces - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Past Continuous: Match the sentence halves - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Check” в нижней части окна.


 Exercise: Past Simple or Past Continuous: Write the correct form - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Check” в нижней части окна.


Writing Задания на развитие навыков письма


 Writing E-mail Messages - Video Instructions – просмотр данного видео поможет Вам понять основные особенности написания деловых электронных писем и продемонстрирует наглядный пример.


 Watch the Presentation: How to Write E-mails in English – просмотр данной PowerPoint презентации поможет Вам понять основные особенности написания деловых электронных писем.


 Useful Phrases to Write E-mails – выражения, которые помогут Вам грамотно написать e-mail. При необходимости материал можно распечатать.

 Exercise: Writing E-mails: Answer the questions - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Starting E-mails: Choose the best phrase - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.

 Exercise: Ending E-mails: Choose the correct phrase - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.

 Write Your E-mail – это задание на написание Вашего собственного электронного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary).

competitive *adj* 1 used to describe situations where companies, countries etc are competing

2 a competitive price is similar to or less than other companies' prices

competitive advantage *n* [C] something that helps you to be better or more successful than others

competitor *n* [C] a person, product, company, country etc that is competing with another

concept *n* [C] an idea for a product, business etc

innovate *v* [I] to design and develop new and better products

– **innovator** *n* [C]

innovation *n* 1 [C] a new idea, method, or invention

2 [U] the introduction of new ideas or methods

innovative *adj* 1 an innovative product, method, process etc is new, different, and better than those that existed before

2 using clever new ideas and methods – **innovatively** *adv*

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Развитие лексических навыков. Vocabulary and Skills.

GREAT IDEAS.

Creating and Manufacturing

A manufacturing company ...

- buys/purchases
- raw materials, parts and components from a supplier

It then uses these to ...

- make/ produce/ manufacture

- products/ goods
- in an factory *I* plant/ facility
- using machines/ machinery *I* equipment

The Production Manager ...

- controls the whole process, for example by making sure that the correct machine tools are used for each batch (= group of items produced at the same time)
- can speed up or slow down the production process
- tries to reduce or eliminate waste
- tries to minimize inventory in order to reduce storage costs

Note that 'inventory' = raw materials + unfinished work + finished work (stock) in the warehouse.

Inside the factory...

- trucks arrive at the loading bays where they unload
- fork-lift trucks carry parts on wooden pallets from the loading bay to the storage area
- parts are taken from the storage area to the individual workstations on the assembly line

Manufacturing has changed a lot. In the old days a company would make the number of products it thought it could sell, then transfer them to a warehouse, waiting for customer orders. However the goods often remained unsold because customers wanted other products - not the ones in the warehouse.

And storage costs were very high.

The modern approach is different. It combines 'just-in-time' with 'lean manufacturing'. 'Just-in-time' means that products are made as a response to a

customer order. Everything is done only when it is needed and inventory is kept to a minimum. 'Lean manufacturing' means no waste. Waste is not just useless material lying on the factory floor - it is anything that the customer is not willing to pay for. If something extra might add value for the customer, check first that the customer really wants it.

Production or assembly?

Another big change is that 'production' nowadays almost never means making a complete product in one place. Take the automobile industry as an example.

In the 1950s the factory would have parts and raw materials at one end, an assembly line in the middle, and the finished cars at the factory gate. The whole plant would be in the car maker's own country. Nowadays things are different. Globalization means that production of car parts, components, and subassemblies like engines is outsourced (= subcontracted) to factories all over the world. After production, these parts are then shipped to other countries where they are assembled. After assembly, the finished goods are shipped again to their final markets. The question is:

What still happens in the car maker's own country?

The answer is often this: no production, no assembly, but coordination of the whole process (the global supply chain).

Quality control or quality assurance?

The phrase 'quality control' emphasizes the testing of products to uncover defects. The phrase 'quality assurance' (QA) is a more modern term, and it means getting things right first time. In other words, making sure that all the processes in the company work as efficiently as possible so that mistakes do not occur in the first place. If they do, then the process itself needs to be changed to avoid the mistake happening again.

A key idea of QA is that a product should be 'fit for purpose'. This means that it should do the job it was designed to do, and do it well. But there is no point having an unnecessarily high quality that would be expensive and difficult to achieve.

We say...

inspect / check a product

find / detect / uncover a defect / fault

remove then replace a faulty part

And note this common word:

rework (v) (do work again because of a defect)

rework (n) (the work that you do again)

Развитие грамматических навыков (Language Review).

Времена английского языка с примерами и переводом на русский язык

Present Simple (Present Indefinite) - Настоящее Простое.

Как образуется:

I форма глагола. Данная форма используется во всех лицах и числах, кроме единственного числа третьего лица: тогда прибавляются окончания – s, -es.

Когда употребляется.

1. Действие происходит с определенной периодичностью. Употребляется с такими наречиями как always (всегда), rarely (редко), often (часто), usually (обычно), never (никогда) и т.д., кроме того, со словом every (every day, every month, every year и т.д.)

She never listens to me. - Она никогда меня не слушает.

I always go abroad in summer. - Летом я всегда езжу за границу.

He goes to the theatre every weekend. - Он ходит в театр каждые выходные.

2. Действие научно доказано.

Water boils at 100 degrees. - Вода кипит при 100 градусах.

3. Описывается последовательность действий.

I get up, wash my hands and face, have breakfast etc. - Я встаю, умываюсь, завтракаю и т.д.

Present Continuous - Настоящее Продолженное

Следует отметить, что некоторые настоящие времена английского языка могут обозначать будущее.

Как образуется:

глагол to be + I форма глагола + ing окончание.

Когда употребляется: 1. дейс

твие происходит в данный момент.

I am watching TV now. Я сейчас смотрю телевизор.

2. действие произойдет в скором будущем, которое запланировано (!).

I am flying to New York next month. В следующем месяце я лечу в Нью-Йорк.

Развитие навыков письма. Writing.

Writing E-mails. Useful Phrases and Tips.

Writing to your partner

Start: Use the person's first name or nickname

Ending: "*Take care*", or "*Love*", or "*Thinking of you*"

Signature: Your first name, or nickname

Writing to a friend

Start: Use the person's first name

Ending: "*Best wishes*", or "*Yours*", or "*Take care*"

Signature: Your first name

Writing to someone in your own company

Start: Use "*Dear*" followed the person's first name (in a few companies you might need to be more formal, but this is rare in the UK)

Ending: "*Regards*", or "*Best wishes*"

Signature: Your first name and last name, and below this your job title and department, and phone number (or extension)

Writing to someone in another organisation or someone in a formal position of responsibility

Start: Use "*Dear*" followed by the person's title (eg: *Mr, Mrs, Ms, Dr*) and surname (eg: *Smith*), or just "*Sir/Madam*" if you don't know the name.

Ending: "*Regards*"

Signature: Your first name and last name (you might add your title after this in brackets if you want to make it clear if you are a man or woman).

Below this your job title (if appropriate) and contact details (you may want to include your telephone number or address)

First remind the reader of the first of the first contact or previous meeting:

- It was good to meet you at the seminar in Paris
- Do you remember we met at the Expo presentation?
- We spoke at the recent conference.
- In reply to your request I can confirm that...
- Thank you for sending me your catalogue...
- Thank you for your interest in our products/company
- Thank you for your e-mail of the (date)
- Further to our phone call (if you have spoken to the person on the phone)
- Following our (telephone)conversation on(date)

Open the e-mail: reasons for writing

- I am writing to apply for a position in your firm as (seeking employment)
- I am writing to complain about (complain about services received)
- I am sorry I was not available to take your call yesterday.
- I am sorry for the delay in replying to your e-mail
- Thank you for your e-mail. There is a point I don't quite understand

- I am writing to confirm arrangements.
- I would like to check some details with you
- I am sorry to inform you that we have to cancel this order
- Could you please send me information on your products and services?

Documents are *attached* in an e-mail and *enclosed* in a letter:

- Please find attached/enclosed the report as requested.
- The report is attached.
- I've attached a copy of the documents

Saying sorry and giving bad news:

- I'm sorry I did not send this earlier
- I'm sorry I could not contact you earlier.
- Please accept our/my apologies for...
- We/I regret to inform you that...

Request of action:

- Could you please call me later today?
- Please confirm that the arrangements are OK.
- Could you let me know as soon as possible?
- Could you call me?
- Please reply as soon as possible.

Other useful phrases to end an e-mail

- Please do not hesitate to contact us if you have any queries.
- Please let me know if you have any queries

Образец контрольного задания по теме 4:

Module 4 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Verb and noun combinations

1 Complete the sentences with the phrases from the box.

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

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

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

6 Senovo Pharmaceuticals say they are going to make a major b_____ in the treatment of cancer with a new drug developed in India.

7 Our customers simply want more choice, so we have to extend our product r_____ .

8 We noticed that demand for this kind of camera was increasing all the time, so we just took a_____ of the opportunity and launched a much better model.

9 People buy our office supplies because they raise their s_____. They give them a more upmarket image, in other words.

10 There is absolutely nothing like our new cleaning product available in shops. It really fills a g_____ in the market.

Language Review: Past simple and past continuous

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

Manuel Ayala (11) _____ (develop) the new drug LKJ in 1998 while he (12) _____ (do) some research at the university of Santiago. In the next two or three years, he (13) _____ (write) a lot of articles about it and (14) _____ (give) talks at conferences around the world. One day when Manuel (15) _____ (tour) Australia, the CEO of a large pharmaceutical company (16) _____ (invite) him to work at their laboratories in Melbourne. Manuel (17) _____ (explain) that he (18) _____ (work) on an exciting project in Santiago and that he (19) _____ (need) six months to see it through. In 2002, he (20) _____ (go) to Australia on his own. His wife Miguelina (21) _____ (stay) in Santiago for another year because she (22) _____ (write) her doctoral dissertation. As soon as

she (23) _____ (arrive) in Melbourne, she (24) _____ (apply) for jobs in marketing. However, she (25) _____ not have) much luck and so decided to start her own agency. Now, both Manuel and Miguelina have a job that they enjoy and they make a good living, but they often miss Santiago.

Skills: Successful meetings

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

recap / item / favour / feel / purpose
--

26 The _____ of this meeting is to discuss the launch of our new model.

27 Most of us are in _____ of May or June.

28 How do you _____ about this?


29 The next _____ on the agenda is promotion.

30 OK, let's _____ on the points we've covered so far.


Тема 5. Stress.


Ключевые слова: Stress, workplace, participating in discussions, past simple, present perfect, formal letters.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохранятся в системе


 Read the text: “Stress At Work - How to Deal With Stress in the Workplace” – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохранятся в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохранятся в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Exercise: Men and Women at Work. Chose the best answer. Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.

 Exercise: Redundancies at Work: Fill in the gaps. Заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Exercise : Participating in Discussions: Answering questions. Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


 Exercise : Discussions: Giving opinion, agreeing and disagreeing Выполнение этого задания позволит закрепить использование выражений, которые помогут Вам поддержать беседу при общении и высказывать свою точку зрения, согласие или несогласие.

 Exercise: Interrupting and Responding: Умение вежливо прервать беседу или выступление тренируется выполняя это упражнение. Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


 Exercise: Confirming and Clarifying Information: Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Метод оценивания: Последняя попытка.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохраняются в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Present Perfect and Past Perfect: Watch the presentation to understand the rules
презентация PowerPoint просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы задания..


 Exercise: Present Perfect: Choose a verb to fill in the gaps. Выбрав правильный ответ, Вы сможете проверить свои знания об использовании правильной формы глагола в данной временной конструкции.

 Exercise: Present Perfect: Multiple choice. Понимание правильного образования временной формы глагола позволит выбрать правильный ответ и выполнить задание с большой уверенностью.


 Exercise: For or since: Which is correct? Выбрав правильный ответ, вы сможете проверить свои знания грамматики. Результаты сохраняются в системе.


 Exercise: Present Perfect: Put the words in the correct order. Для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Past Simple or Present Perfect: Complete the sentences Для выполнения этого упражнения вспомните основу использования: Вы заинтересованы в результате или во времени и выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Past Simple vs Present Perfect: Click on the correct answer. Выбрав правильный ответ, Вы сможете проверить свои знания грамматики. Результаты сохраняются в системе.


Writing Задания на развитие навыков письма


 Business Letters: Watch the presentation and learn how to write them - презентация PowerPoint - просмотр данного видео поможет Вам понять основные особенности написания деловых писем.


 Writing the Basic Letter - Video Instructions (US English) . Инструкции при просмотре данного видео помогут Вам понять основные особенности написания деловых писем. При необходимости материал можно распечатать.


 Formal Letters: General Rules in Russian . Правила составления официального письма на русском языке. Предложенный вариант письма может быть использован в качестве образца.

 Useful Phrases for Writing Formal Letters - выражения, которые помогут Вам корректно написать официальные письма. При необходимости материал можно распечатать.

 Writing business letters: Написать деловые письма. Предложенные варианты писем могут быть использованы в качестве образцов.

 Exercise: Formal & informal letters: Answer the questions - проверьте себя, ответив на вопросы теста о том, как писать формальные и неформальные письма. Результаты теста сохранятся в системе.

 Write Your Business Letter - это задание на написание Вашего собственного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 **Unit Glossary** – Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 5 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

counselling *BrE counseling AmE* *n* [U] when people are given advice to help them in a difficult situation

counsellor *BrE counselor AmE* *n* [C] someone whose job is to give counselling

decline *n* [C,U]

decrease *v* 1 [I] if an amount, level etc decreases, it goes down

2 [T] if you decrease an amount, level etc, you reduce it –

decrease *n* [C,U]

motivate *v* [T] 1 to encourage someone and make them want to achieve something and be willing to work hard in order to do it

2 to provide the reason why someone does something –

motivated *adj*

motivation *n* 1 [U] eagerness and willingness to do something without needing to be told or forced to do it

2 [C] the reason why you want to do something

stress *n* [U] continuous feelings of worry about your work or personal life, that prevent you from relaxing – **stressful** *adj*

stressed also **stressed out** *adj* if someone is stressed or stressed out, they are so worried and tired that they cannot relax

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Развитие лексических навыков. Vocabulary and Skills.

STRESS.

Using the word 'problem'

In the business world problems are often called issues to avoid sounding negative. In a more formal context you can refer to a problem as a 'matter' (= a situation you must deal with).

Here are some verbs often used *with* the word 'problem'.

cause, create, be faced with, identify a problem

avoid / find a way around a problem

look into(= investigate) a problem

deal with / sort out(= take action to solve) a problem

Here are some phrases with 'problem':

We need to take another approach to this problem.

We need to get to the root of the problem.

I don't think you realize the scale of the problem.

Internal company problems

Day-to-day business problems include:

- Quality issues.

This machine keeps on breaking down.

There are too many defects in this batch (= a group of products made or sent at the same time).

- Problems with suppliers.

They've let us down - they're very unreliable.

The parts should have arrived by now.

- Problems with IT.

The network is down. (= not working)

I can't get this software to work.

- Equipment problems.

The photocopier isn't working properly.

The printer has run out of ink.

- A communication breakdown.

I think there's a misunderstanding here.

I have absolutely no idea what's going on (= what's happening).

- A shortage / lack of time.

I'm getting nowhere with this report.

This is going to take much longer than I thought.

- Colleagues who are difficult to work with.

I'm fed up with Alexander.

If a colleague comes to you with a problem, you might ask questions to get to the root of the problem:

What's the matter? Is it serious?

What exactly is wrong with it?

Then you can suggest what to do next:

Have you tried looking at the FAQ (= Frequently Asked Questions) section on their website?

It sounds like it's broken. I think the best thing would be to get a new one.

I'd give them another call, if I were you.

Perhaps you should mention it to Alison.

Let's talk to Miguel. Maybe he can come up with something (= think of a solution).

In that case you'd better call their helpdesk.

Let me have a look. OK, that should fix it / sort it out.

Customer complaints

Customers can complain about...

- Delays in shipping a product.

The goods haven't arrived yet.

- Damage to a product during shipping.

Some items are broken/ cracked/ damaged/ faulty/

scratched / substandard. I want to return them.

Please send a replacement.

- Wrong or missing items on delivery.

You've sent the wrong parts. This is a real problem for us.

- Mistakes on the invoice.

This isn't the price we agreed.

- Faulty / defective parts in use.

The device isn't working properly.

There's something wrong with it.

Some parts need replacing.

I want to make a claim under the warranty.

The person who deals with the complaint might say:

I really am very sorry about this. Can I get some more details from you so I can find out what's going on?

I'll look into the matter right now and call you back.

I'll get back to you (= contact you again) as soon as I can.

I'm sure we can sort it out.

Don't worry, we'll replace it/ refund your money.

Note the use of *I'll* or *we'll* in the phrases above to promise action.

In an email you should say sorry at the beginning and again at the end:

Thank you for your email. I am very sorry to hear that you are having problems with...

I apologize again for any inconvenience this may have caused.

Развитие грамматических навыков. Language Review.

Present Perfect - Настоящее Совершенное

Особенность состоит в том, что времена английского языка группы Perfect могут обозначать прошедшее, хотя и называются настоящими.

Образование: *have / has + III форма глагола.*

Когда употребляется настоящее совершенное время:

1. действие произошло сегодня, в этом году, на этой неделе и т.д, т.е. период еще не закончился.

He has written 10 books and he is just twenty! - Он написал 10 книг, а ему всего двадцать! (жизнь идет)

We met this month. - Мы виделись в этом месяце (месяц не закончился)

He has met me today. - Сегодня он меня встретил.

2. с наречиями yet (еще), just (только), recently (недавно), ever (всегда), never (никогда), already (уже) и т.д.

I have just found out about this. - Я только что об этом узнала.

I've never been to England. - Я никогда не была в Англии.

She has already done this work. - Она уже сделала эту работу.

3. Действие в прошлом влияет на настоящее состояние

We have gone to the forest and now he has a cold. - Мы ходили в лес, и он простыл.

Past Simple - Прошедшее Простое

Как образуется прошедшее простое время.

II форма глагола, т.е. глагол+окончание –ed (правильные глаголы), либо II форма неправильного глагола.

Когда употребляется:

1. Наличие временного маркера yesterday (вчера), last (прошедший, прошлый) или иного.

He visited doctor last week. - На прошлой неделе он был у врача.

I met him when I studied at the University. - Я встретила его, когда училась в университете.

2. Действие произошло в прошлом без каких-либо условий.

I knew you would come. - Я знала, что ты придешь.

3. Последовательность действий.

He took the taxi, asked to stop at the Time Square, looked through the window etc. - Он взял такси, попросил остановить на Тайм Сквер, посмотрел в окно и т.д.

Развитие навыков письма. Writing

Writing Formal Letters. Useful Phrases and Tips.

Основные выражения

Существуют стандартные выражения, часто употребляемые в деловой переписке на английском языке, использование которых придаст вежливый и официальный тон вашему посланию.

1. Обращение

Dear Sirs, Dear Sir or Madam (если вам не известно имя адресата)

Dear Mr, Mrs, Miss or Ms (если вам известно имя адресата; в том случае когда вы не знаете семейное положение женщины следует писать Ms, грубой ошибкой является использование фразы “Mrs or Miss”)

Dear Frank, (В обращении к знакомому человеку)

2. Вступление, предыдущее общение.

Thank you for your e-mail of (date)... Спасибо за ваше письмо от (числа)

Further to your last e-mail... Отвечая на ваше письмо...

I apologise for not getting in contact with you before now... Я прошу прощения, что до сих пор не написал вам...

Thank you for your letter of the 5th of March. Спасибо за ваше письмо от 5 Марта

With reference to your letter of 23rd March Относительно вашего письма от 23 Марта

With reference to your advertisement in «The Times» Относительно вашей рекламы в Таймс

3. Указание причин написания письма

I am writing to enquire about Я пишу вам, чтобы узнать...

I am writing to apologise for Я пишу вам, чтобы извиниться за...

I am writing to confirm Я пишу вам, чтобы подтвердить...

I am writing in connection with Я пишу вам в связи с ...

We would like to point out that... Мы хотели бы обратить ваше внимание на ...

4. Просьба

Could you possibly... Не могли бы вы...

I would be grateful if you could ... Я был бы признателен вам, если бы вы ...

I would like to receive Я бы хотел получить.....

Please could you send me... Не могли бы вы выслать мне...

5. Соглашение с условиями.

I would be delighted to ... Я был бы рад ...

I would be happy to Я был бы счастлив...

I would be glad to Я был бы рад...

6. Сообщение плохих новостей

Unfortunately ... К сожалению...

I am afraid that ... Боюсь, что...

I am sorry to inform you that Мне тяжело сообщать вам, но ...

We regret to inform you that... К сожалению, мы вынуждены сообщить вам о...

7. Приложение к письму дополнительных материалов

We are pleased to enclose ... Мы с удовольствием вкладываем...

Enclosed you will find ...В прикрепленном файле вы найдете...

We enclose ... Мы прилагаем...

Please find attached (for e-mails) Вы найдете прикрепленный файл...

8. Высказывание благодарности за проявленный интерес.

Thank you for your letter of Спасибо за ваше письмо

Thank you for enquiring Спасибо за проявленный интерес...

We would like to thank you for your letter of ... Мы хотели бы поблагодарить вас за...

9. Переход к другой теме.

We would also like to inform you ... Мы так же хотели бы сообщить вам о...

Regarding your question about ... Относительно вашего вопроса о...

In answer to your question (enquiry) about ... В ответ на ваш вопрос о...

I also wonder if... Меня также интересует...

10. Дополнительные вопросы.

I am a little unsure about... Я немного не уверен в ...

I do not fully understand what... Я не до конца понял...

Could you possibly explain... Не могли бы вы объяснить...

11. Передача информации

I'm writing to let you know that... Я пишу, чтобы сообщить о ...

We are able to confirm to you... Мы можем подтвердить ...

I am delighted to tell you that... Мы с удовольствием сообщаем о ...

We regret to inform you that... К сожалению, мы вынуждены сообщить вам о...

12. Предложение своей помощи

Would you like me to...? Могу ли я (сделать)...?

If you wish, I would be happy to... Если хотите, я с радостью...

Let me know whether you would like me to... Сообщите, если вам
понадобится моя помощь.

13. Напоминание о намеченной встрече или ожидание ответа

I look forward to ... Я с нетерпением жду,

hearing from you soon когда смогу снова услышать вас

meeting you next Tuesday встречи с вами в следующий Вторник

seeing you next Thursday встречи с вами в Четверг

14. Подпись

Kind regards, С уважением...

Yours faithfully, Искренне Ваш, (если имя человека Вам не известно)

Yours sincerely, (если имя Вам известно)

Письмо-запрос информации

Письмо-запрос информации (Inquiry Letter) отправляются, когда необходимо получить более подробную информацию о интересующем вас товаре или услуге.

В начале письма следует поместить название и адрес вашей компании, ниже должно идти название компании, в которую вы обращаетесь. Составить текст письма вы можете с помощью следующих стандартных выражений.

1. Официальное обращение, поскольку с адресатом вы не знакомы.

Dear Sir or Madam, Dear Sirs

2. Указание источника информации о компании

With reference to your advertisement (ad) in...

Относительно вашей рекламы в

Regarding your advertisement (ad) in ...

Касательно вашей рекламы в ...

3. Просьба выслать необходимые данные

Could you please send me ...

Не могли бы вы выслать мне

I would be grateful if you could...

Я был бы благодарен, если вы...

Can you give me some information about...

Можете ли вы дать мне информацию о...

Could you send me more details...

Могли бы вы выслать мне подробную информацию...

4. Дополнительные вопросы

I would also like to know ...

Я бы также хотел узнать...

Could you tell me whether ...

Скажите, пожалуйста...

5. Подпись

Yours faithfully, Искренне Ваш, (если имя Вам не известно)

Yours sincerely, (если имя Вам известно)

Письмо-ответ на запрос информации

Когда компания получает письмо (Inquiry Letter) с просьбой выслать подробную информацию о ее продукции, товаре или услуге, в ответном письме очень важно произвести благоприятное впечатление на потенциального клиента или партнера. Вежливый, грамотно составленный ответ обязательно будет способствовать созданию подобного впечатления.

1. Обращение

Dear Mr, Ms

2. Благодарность за оказанное внимание

Thank you for your letter of

Спасибо за ваше письмо...

We would like to thank you for enquiring about ...

Мы хотели бы поблагодарить вас за проявленный интерес...

3. Предоставление требуемой информации

We are pleased to enclose ...

Мы с удовольствием вкладываем...

Enclosed you will find ...

В прикрепленном файле вы найдете...

We enclose ...

Мы прилагаем...

4. Ответ на дополнительные вопросы

We would also like to inform you ...

Мы также хотели бы сообщить вам о...

Regarding your question about ... Относительно вашего вопроса о...

In answer to your question (enquiry) about ... Отвечая на ваш вопрос...

5. Высказывание надежды на дальнейшее плодотворное сотрудничество

We look forward to ...

Мы надеемся

hearing from you

услышать вас снова

receiving your order

получить от вас заказ.

welcoming you as our client (customer)

что вы станете нашим клиентом

6. Подпись

Помните, когда вы обращаетесь к человеку, имя которого вам не известно, следует писать 'Yours faithfully' и когда имя известно - 'Yours sincerely',

Письмо-принесение извинений

Письмо с извинениями (Apology Letter) отправляется в ответ на письмо-жалобу (Complaint Letter). Начать следует с выражения сожаления, личной обеспокоенности сложившейся ситуацией. Необходимо объяснить, какие шаги будут/были предприняты, чтобы устранить проблему и избежать ее повторения в будущем. Ниже вы найдете несколько фраз, используемых при написании Apology Letter

1. Выражение признательности за сообщение о сложившейся ситуации

Thank you for bringing the matter/issue/problem to our attention.

Спасибо, что сообщили нам об этом деле/проблеме.

I appreciated your advising me of this incident...

Для меня очень важно ваше сообщение.

2.Выражение сожаления.

We are very sorry to hear that...

Нам тяжело слышать об этом..

I am very sorry for this situation...

Я очень сожалею о сложившейся ситуации.

3. Извинение

We apologise for...

Мы просим прощения за...

Please accept our apologies for...

Примите наши извинения...

4. Объяснение действий компании

Please be assured that we will...

Будьте уверены, что мы...

You have my assurance that ...

Я гарантирую вам...

To compensate for the inconvenience caused...

Для возмещения причиненных неудобств...

We are doing everything we can do to resolve the issue

Мы делаем все возможное для решения проблем

I can assure you that this will not happen again

Обещаю, что это впредь это не повториться

I am trying to sort it out/sort the problem out as a matter of urgency.

Я пытаюсь разобраться с этим/ решить эту проблему немедленно

Please return the faulty goods, and we will refund you/repair them/replace them

Пожалуйста, верните некачественный товар и мы возместим ваши затраты/произведем ремонт/обменяем его.

5. Напоминание о большой важности для совместного сотрудничества

We value your custom highly

Для нас очень важно сотрудничество с вами.

Your satisfaction is our priority

Образец контрольного задания по теме 5:

Module 5 Test.

Answer all thirty questions. There is one mark per question.

Vocabulary: Stress in the workplace

1 Complete the sentences with the verbs from the box.

do / do / make / keep / spend

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

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

6 In addition to our usual duties, we now have to deal with all the admin work, so we have a very heavy w_____. A part-time assistant would really ease it.

7 Since our department has introduced f_____, we feel we have more control over our working hours. Why should we all work from nine to five every day?

8 Jim missed yesterday's d_____ for submitting his sales report. His boss is furious!

9 Ana's always last to leave the office and never talks about anything but work. Her colleagues says she's become a w_____.

10 A good number of highly-paid executives give up their stressful job to adopt a simpler, healthier l_____.

Language Review: Past simple and present perfect

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

11 _____ Naseem found a less stressful job yet?

12 _____ you see your stress counsellor yesterday?

13 They _____n't said anything to the manager.

14 Tim and Kemal _____n't resign – they were made redundant.

15 _____ you ever worked in Accounts?

4 Complete this dialogue. Write the verbs in brackets in the correct tense.

A: How frustrating! I (16)_____ (try) to call Lea all week and I just can't get through.

B: I can't believe nobody (17)_____ (tell) you yet! She (18) _____ (leave) our department ten days ago. She's no longer in Tunis.

A: Really? Why (19) _____ she _____ (leave)? I thought she (20) _____ (be) happy here.

B: Well, yes and no. She told me she (21) _____ (like) the team but she (22) _____ (not get on) with our new manager.

A: I'm not surprised! (23) _____ she _____ (say) anything else?

B: Before leaving, she applied for the post of Deputy Sales Manager at our head office in Cairo. Then she (24) _____ (have) a phone interview and she got the job immediately.

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

B: No, she (25) _____ (not be) in touch since she left. She must be very busy.

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

Skills: Participating in discussions


5 Write the extra incorrect word in each phrase.

- 26 Why don't we to send out a questionnaire? _____
- 27 OK, but on the other one hand, it will make some people unhappy. _____
- 28 I'm not sure I'm agree. _____
- 29 For me, that's be out of the question. _____
- 30 I feel it that we have to consider the cost. _____

Тема 6. Entertaining.

Ключевые слова: Entertaining, socializing, introductions, restaurant, multi-word verbs, writing informal letters.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 **Starting up. Discussion Forum** - форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 **Read the text: Entertaining**— текст для чтения





 **Exercise: True or False?** Read the text above to decide on the statements- выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Watch the Video: How to Introduce People in Formal Situations - просмотр видео поможет Вам понять, как применять такие выражения на практике. Внимательно следите за тем, какие слова и фразы используют герои.


 Exercise: Watch the video above and answer the questions - просмотрев видео и выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.

 Study Useful Phrases: Entertaining and Socialising - здесь напоминаются фразы, которые часто используются для общения. Постарайтесь их выучить и запомнить.

 Exercise: Evening Entertainment: Choose the correct answer Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


 Necessary Restaurant Phrases: Learn what and how to say - фразы помогут вам приобрести навык общения в ресторане.


 Watch the Video: At the Restaurant - просмотр видео поможет Вам понять, как применять такие выражения на практике. Внимательно следите за тем, какие слова и фразы используют герои.

 Exercise: At the Restaurant: Choose the right word to complete the dialogue Выбрав


правильный ответ, Вы сможете проверить свои знания в составлении диалогов по данной теме. Результаты теста сохраняются в системе.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and fill in the spaces – после прослушивания аудиозаписи, запишите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохраняются в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Multi-word verbs: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы задания..


 Exercise: Multi-word verbs: Look: Match the definitions для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Multi-word verbs: Complete the sentences для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Multi-word verbs: Turn: Match the definitions для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Multi-word verbs: Match the sentences halves - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Multi-word verbs: Take: - Match the definitions для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Multi-word verbs: Match the sentences halves - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


Writing – задания на развитие навыков письма

 Watch the Video: How to Write Informal Letters - просмотр данного видео поможет Вам понять основные особенности написания неформального письма и продемонстрирует наглядный пример.


 Useful Tips: How to Write Informal Letters Ресурс проверьте себя, ответив на вопросы теста о том, как писать неформальные письма. Результаты теста сохранятся в системе.


 Useful Phrases to Write Informal Letters - выражения, которые помогут Вам грамотно написать письмо. При необходимости материал можно распечатать

 An Informal Letter Sample – образец, который поможет Вам грамотно написать неформальное письмо. При необходимости материал можно распечатать

 Exercise: Writing Informal Letters: Match the phrases – необходимо подобрать соответствующие фразы, обратив внимание на правильное их использование. В

верхней части окна будет также производиться оценка Ваших результатов.

 Write Your Informal Letter - это задание на написание Вашего собственного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить

 Unit Glossary– Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 6 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

facilities [plural] special buildings or equipment that have been provided for a particular use, such as sports activities, shopping, or travelling

2 relating to the ideas, beliefs, and customs that are shared and accepted by people in a society, company etc

2 when a machine stops working

3 well-dressed

4 relating to technology that does things in an efficient way

cultural *adj* 1 relating to artistic activities such as theatre, classical music etc

culture *n* [C,U] the ideas, beliefs, and customs that are shared and accepted by people in a society, company etc

facility *n* 1 [C] a place or large building which is used to make or provide a particular product or service

failure *n* [C,U] 1 when someone or something does not achieve the results that were expected

slogan *n* [C] an easily remembered phrase used to express a particular idea, for example in an advertisement

smart *adj* 1 intelligent

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Развитие лексических навыков. Vocabulary and Skills.

ENTERTAINING.

At the airport

The host (= person who makes the invitation) or a colleague of theirs meets the visitor at the airport.

Welcome to Switzerland.

Let me help you with your bags.

Did you have a good flight?

Tim sends his regards, by the way. He's sorry he couldn't come to meet you in person.

Is this your first time in Zurich?

Will you have time to look around (= see the city) while you're here?

We'll catch a taxi to the hotel. You can freshen up, and then we'll have some lunch.

We'll go straight to our offices. I'll drop you off at your hotel later, after the meeting.

At reception

Sometimes a company receptionist welcomes the visitor, before the host appears.

The visitor might say:

I'm here to see Mr Moser. My name's Luka Horvat.

I have an appointment I with Mr Moser at ten o'clock.

And the receptionist might say:

Could you sign in (= sign your name in a book on arrival) here, please?

You need to fill in (= write) your details here.

Please put on this visitor's badge / ID card. Make sure you wear it at all times.

I'll let Mr Moser know you've arrived.

You can take a seat over there. Mr Moser will be down in a moment.

Can I get you a drink while you're waiting?

At the office

When the host welcomes the visitor at the office, phrases like these are typical.

Come in. (if the host is inside the room)

Come through. (if they enter together)

It's good to see you again.

It's nice to finally meet you in person.

Let me take your coat.

Have a seat.

Would you like something to drink? Coffee? How do you like I take it?

How was your journey?

Did you find us (= our office) OK?

Where are you staying?

How long are you here for?

The visitor might apologize for being late, or for the late arrival of another colleague.

Sorry I'm late. My flight was delayed. Did you get my message?

My colleague is on her way - she just called to say her taxi is stuck in traffic.

After the initial social conversation the host will move to the business part of the visit.

Perhaps we can get started.

OK, let's get down to business.

Welcoming a large group

In some situations, such as a factory tour, a large group will visit at the same time. Someone from the company will usually make a short welcome speech using phrases like these.

Good morning everyone. My name is Daniel Martin and I am the Public Relations Officer here at Magnum Engineering.

On behalf of Magnum it gives me great pleasure to welcome you here today.

I'll run through (=quickly explain) this morning's programme.

We're going to begin with a guided tour of the production facility. The tour should take around one hour.

We'll come back here for refreshments after we've been round the factory.

You'll have an opportunity to meet with Ms Hagen, our

Production Manager.

After the tour we'll go to our other building where I will give you a short presentation.

I'll give you an overview of the company and our plans for the future.

You can leave your belongings (= personal possessions) here. I'll lock the room, but the company does not take responsibility if anything goes missing.,

I'd now like to introduce you to Mr Meyer, one of our engineers, who is going to show you round the plant.

The person leading the tour might then use phrases like these.

Can I just go over a few safety rules?

For your own safety, please make sure you walk inside the yellow lines at all times.

Can I remind you that taking photographs is strictly prohibited.

OK, if you follow me, we'll begin the tour.

Развитие грамматических навыков. Language Review.

Past Continuous - Прошедшее Продолженное

Как образуется прошедшее продолженное время.

Глагол to be во 2 форме + глагол+ ing окончание.

Когда употребляется.

1. Процесс длился долго, не прерываясь.

Например.

He was playing the piano the whole evening. - Он играл на пианино весь вечер.

2. Процесс был прерван другим действием.

They came in when she was speaking by the phone. - Они вошли, когда она говорила по телефону.

Past Perfect - Прошедшее Совершенное

Как образуется.

2 форма глагола have + 3 форма глагола.

Когда употребляется.

1. При согласовании времен.

He said that he had not noticed you. - Он сказал, что не заметил тебя.

2. Одно действие произошло раньше другого.

Пример. He had left before I could figure out something. - Он ушел раньше, чем я смогла что-то понять.

3. Есть временной предлог by.

Пример.

He had made his decision by summer. - К лету он принял решение.

Развитие навыков письма. Writing.

Writing Informal Letters. Useful Phrases and Tips.

Writing informal letters and emails involves writing letters or emails to friends or relatives.

When writing an informal letter or email our language is more relaxed and we are able to use abbreviations which are rare in other forms of English writing, except perhaps when using direct speech.

Useful Phrases for informal letter writing

Informal Letters - Greetings:

- Dear Jim
- Hello Jim
- Hi Jim

Informal Letters - Introductory paragraph:

- Sorry I haven't written for ages
- Sorry it's taken me so long to write
- How's it going?
- How are you?
- How are things with you?
- How are things?

An informal letter referring to good news:

- Glad to hear about
- I'm really glad to hear about
- I'm very happy to hear about
- I was very happy to read about
- Great news about your

An informal letter referring to bad news:

- I'm extremely sorry to hear about
- I'm very sorry to hear about

- Sorry to read about
- Its very sad to hear about your
- I can't tell you how sad I am that

Informal Letters - Introducing points

- By the way
- Did you hear about
- Did you see
- Have you seen
- Tell me about
- Oh, another thing

Ending an informal letter or email:

- Well, time to go
- Well, it's time to go
- Well, got to go
- Well, time to close
- I've got to leave off now
- Write soon
- Make sure you write soon
- Love
- Lots of love
- All my love
- Will write again soon
- Look after yourself
- Take care of yourself
- All the best
- Everything good

Образец контрольного задания по теме 6:

Module 6 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Eating and drinking

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

1 Let's ask the waiter if they have a _____ in Spanish for our guests.

a) menu b) recipe c) check

2 The Palace restaurant is famous for its friendly and efficient _____ ..

a) starter b) prices c) service

3 It's getting late. Shall we ask for the _____ ?

a) course b) bill c) card

4 If you want to go to the Astoria, remember to _____ a table in advance.

a) book b) check c) order

5 In many countries, it is usual to leave a _____ if you are satisfied with the service.

a) pound b) note c) tip

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

6 It's a rather _____ xcl _____ s _____ v _____ restaurant, so be prepared to spend a lot of money!

7 The Peking Inn is in a very c_____nv_____n_____nt location – just five minutes from the office.

8 They say it's got a c_____sy, welcoming atmosphere.

9 Il Vesuvio is great, and they ch_____rg_____ very reasonable prices.

10 The food they serve at Frère Jacques is absolutely d_____l_____c_____s.

Language Review: Multi-word verbs

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

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

11 A: I'm sure our guests would love to _____ the old town before they leave.

B: Yes. Let's ask Ben to show them some of the sights.

12 C: So, why did you _____ their offer, then?

D: Well, the schedule was absolutely horrible.

13 E: I _____ seeing the new head office.

F: Me too. They say it's in a superb location.

14 A: Do you think we should _____ their offer?

B: Yes, we've got to accept. The conditions are really good.

15 C: Who will _____ our guests from Venezuela?

D: Karen, as usual. She loves taking care of visitors.

16 E: Franz didn't _____ the discussion.

F: No. I noticed that he didn't want to get involved.

17 A: I think February is too early for our trade fair.

B: I agree. Why don't we _____ it _____ until May?

18 C: Our visitors have nothing to do this evening.

D: I think we should _____ them _____ .

19 E: We'll have problems because some people always arrive unexpectedly.

F: How many extra participants do you think might _____, then?

20 A: That was an expensive party, wasn't it?

B: It certainly was. It _____ us _____ \$5,000!

Skills: Socialising

Match each phrase (21–24) to the correct response (a–d). Write your answers here:

21 _____ 22 _____ 23 _____ 24 _____

21 Would you like me to show you round?

22 Marco, have you met Max Reger?

23 Can I get you a drink?

24 How are things?

a Yes, please. I'll have an orange juice.

b Very good, thank you. It's really busy at the moment.

c Oh yes, I've never been here before.

d No. Hello, Max. Nice to meet you.

Put the lines of this conversation in the correct order (2—7).

___1___ Hi, I'm Joaquim.

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

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

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

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


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

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


Тема 7. Marketing.


Ключевые слова: Marketing, advertising, shopping, trends, sales, articles, gerund, infinitive, writing memos.


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 **Starting up. Discussion Forum** - форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words with their definitions - в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохранятся в системе


 Read the text: The New Shape of Shopping – текст для чтения


 Exercise: True or False? Read the text above to decide on the statements выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохранятся в системе.


 Exercise: Find words or phrases in the text упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохранятся в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Exercise: Advertising and Product Marketing: Fill in the gaps Заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.

 Exercise: Trends in Market Research: Fill in the gaps Заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Exercise: Marketing: Match the word partnerships - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов


 Exercise: Sales and Marketing Terms: Choose the correct answer Выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.

 Exercise: Sales and Marketing Terms Part 1: Find the answer - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


 Exercise: Sales and Marketing Terms Part 2: Find the answers - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохраняются в системе.


Listening Задания на развитие навыков аудирования


 Listen to the recording - прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and fill in the spaces – после прослушивания аудиозаписи, запишите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохраняются в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Articles: Watch the presentation to understand the rules просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы задания..


 Exercise: Articles: Choose the correct answer Выбрав правильный ответ, вы сможете проверить свои знания использования артиклей. Результаты сохраняются в системе

 Exercise: Articles: Choose the correct article для выполнения этого упражнения выбирайте один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена


 Gerunds and Infinitives: Watch the presentation to understand the rules просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы задания.


 Exercise: -Ing Form: Choose the correct spelling для выполнения этого упражнения выбирайте один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена


 Exercise: Gerund or Infinitive?: Choose the correct answer для выполнения этого упражнения выбирайте один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена


 Exercise: Gerunds: Match the sentences halves для выполнения этого упражнения выбирайте один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена


Writing Задания на развитие навыков письма


 Writing the Basic Memo - Video Instructions просмотр данного видео поможет Вам понять основные особенности написания мемо и изучить инструкции написания мемо.


 Watch the Video: How to write memos просмотр данного видео поможет Вам понять основные особенности написания мемо

 How to Write Memos: проверьте себя, ответив на вопросы теста о том, как писать неформальные письма. Результаты теста сохранятся в системе

 Useful Tips for Writing Memos выражения, которые помогут Вам грамотно написать мемо. При необходимости материал можно распечатать

 Exercise: Writing memos: Put the lines into the correct order необходимо подобрать соответствующие фразы, обратив внимание на правильное их использование. В верхней части окна будет также производиться оценка Ваших результатов

 Write Your Memo это задание на написание Вашего собственного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить

 Unit Glossary Глоссарий для заполнения лексикой по данной теме. Вспомните или отберите новые, интересные слова этого модуля, а также Юнита 7 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одногруппниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

advert *n* [C] *BrE* an informal word for advertisement

advertise *v* [I,T] 1 to tell people publicly about a product or service in order to persuade them to buy it

2 to inform people publicly that a job is available and invite them to apply for it

advertisement *n* [C] a picture, piece of writing, or film that tells people about a product or service in order to persuade them to buy it

advertiser *n* [C] a person or organization that advertises their products or services

advertising *n* [U] 1 telling people about a product or service in order to persuade them to buy it

2 the companies that prepare and sell advertising, considered as an industry

advertising campaign *n* [C] an organization's programme of advertising activities over a particular period with specific aims, for example to increase sales of a product

customer *n* [C] a person or organization that buys products

customer loyalty *n* [U] when customers continue to buy a particular company's product, and do not change to other companies' products

customer orientation *n* [U] when a company finds out about its customers' needs, and offers products and services that satisfy these needs

customer relationship management (CRM) *n* [U] a company's activities to keep its customers satisfied, find out more about their needs etc

market¹ *n* [C] all the people and organizations involved in the activity of buying and selling particular goods or services

market² *v* [T] 1 to sell something or make it available for sale

2 to sell something by considering what customers want, how much they are willing to pay, where they want to buy it etc

marketing *n* [U] activities to design and sell a product or service by considering what customers want, how much they are willing to pay, where they want to buy it etc

marketing mix *n* [C usually singular] the combination of marketing actions often referred to as product, price, place, and promotion: selling the right product, through

appropriate distribution channels, and at the right price in relation to other products so that the company makes a profit, with the correct support in terms of advertising etc

market share *n* [C,U] the sales of a particular company in a market, expressed as a percentage of the total sales

Источники информации:

1. Grant D. and McLarty R. Business Basics. Student's Book / D. Grant and R. McLarty. – Oxford: Oxford University Press, 2011.
2. Hollett N. Business Objectives. Student's Book / N. Hollett. – Oxford: Oxford University Press, 2011.
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Развитие лексических навыков. Vocabulary and Skills.

MARKETING.

What is marketing?

There is a well-known phrase that identifies the various areas of marketing. The phrase is 'the four Ps', and the Ps stand for product, price, place and promotion.

Product

For a marketer, the most important things about a product are the following.

- Its *features* (= important and interesting things that will help to sell it).
- Its *benefits* (= how those features translate into a better experience for the user).
Marketers often use the phrase 'value proposition' to mean the key benefits of the product.
- Its *USPs* (=unique selling points, in other words features that the competitors' products don't have).

Price

A high price says to the market, 'this product is high quality and exclusive'. If the quality really is good, and people enjoy the feeling of owning the brand, then some consumers will pay the high price. However, a high price often means fewer sales and less market share, and so identifying the exact price point for a product is an important issue. Usually a company has different products with different price points aimed at different segments of the market.

We say ...

We need to set our price points carefully. (=charge as much as possible without damaging sales)

The cost price to us was €40, and we sell it in our stores for €80, so the margin (= percentage profit) is 100% and the mark-up (= amount added) is €40.

The recommended retail price (US: MSRP - manufacturer's suggested retail price) is €399, but you can often find it at a discounted price.

Our prices range from €1,250 for tile standard/ economy model to €1,950 for the deluxe/executive model.

We need to cut/bring down/lower our prices.

We need to increase/put up/raise our prices.

We charge €65 per hour for our services.

Our fee will be €8,450, all included.

Place

This refers to the distribution channel, often referred to in marketing simply as 'the channel'. A customer can find a product in a retail outlet, such as a store or supermarket, but how did the product get there? What logistics operations were necessary (warehousing, handling, transportation)? How many intermediaries were there?

Was there a distributor? an agent? a wholesaler?

All these people - logistics companies, intermediaries and retailers - are referred to as the 'channel partners'.

Direct marketing is a type of marketing with no intermediaries or outlets - it 'cuts out the middleman'.

Direct marketing includes email marketing, catalogue shopping, direct mail, door-to-door leaflets, etc.

In the future m-commerce (using mobile devices as a shopping platform) will grow and take its place alongside e-commerce (using a computer).

Promotion

There are many different forms of promotion.

- Online advertising (banner ads, flash animations, and search marketing that uses links on the results page of a search engine).
- Ads in the media (TV, magazines, newspapers).
- Outdoor advertising (billboards, buses).
- Promotional materials (brochures, catalogues, leaflets, flyers).
- Sponsorship (e.g. associating your logo with one particular football team).
- Sales promotions (special offers such as 'buy-one-get-one-free', coupons/vouchers, etc).
- Public relations.
- Word-of-mouth (especially important in the age of social networks on the Internet).
- Trade shows/trade fairs (especially in B2B).

We say ...

run an advertising campaign

place an ad online/in a magazine

make a TV commercial

sponsor an event/ a sports team

attend a trade fair

Развитие грамматических навыков. Language Review.

Present Perfect Continuous - Настоящее Совершенное Продолженное

Как образуется:

Have/has + been + глагол+ing

Когда употребляется.

1. Действие длится с момента в прошлом до момента в настоящем (переводится настоящим)

I have been waiting for this moment all my life. - Я ждала этого момента всю свою жизнь.

2. с предлогом since (с).

Their family has owned this castle since 17th century. - Их семья владеет этим замком с 17 века.

Past Perfect Continuous - Прошедшее Совершенное продолженное

Как образуется.

Had + been + глагол+ing

Когда употребляется.

Одно действие прервано другим или является его причиной.

I had been working hard the whole year, so I was exhausted. - Я тяжело трудилась весь год и была просто истощена.

Развитие навыков письма. Writing.

Writing Memos. Useful Phrases and Tips.

MEMORANDUM

To: English Students

From: A. Teacher A.T.

Subject: Writing Memos

Date: 5 June 2006

You will be using memo format often when corresponding with coworkers or professors. I am providing this memo both as a set of instructions and as a sample document. Below you will find information on format and content requirements for memo writing. Please follow these guidelines and see Chapter 14 in *Technical Communication* by Mike Markel for more information.

Spacing

Follow the spacing shown in this memo. Be sure to single space items within paragraphs and double space between paragraphs. Paragraphs should not be so long that they are difficult to read.

Introductory Paragraph

Memos serve as records of important communications. Because recipients might not always recall the occasion or significance of your correspondences, you should include an introductory paragraph that establishes a context by stating the following:

the subject and purpose of the memo (what prompted you to write it);

any necessary context details (dates, names, assignment numbers, etc.);

a preview of the contents (not a summary—just tell the reader what to expect).

Notice that I did these things in my introductory paragraph above. Also notice that there is no formal salutation (“Dear Students”) like there would be in a letter.

Style and Tone

In your correspondence, use a professional but conversational style. Slang would be inappropriate, as would overly stiff, formal prose. Choose a courteous, accommodating tone, much as you would in conversation with a professor in his/her office.

With other audiences, you will need to make choices about style and tone based upon your relationship with them and your perceptions of their needs and expectations.

Closing

Some memos (e.g., this one) need no concluding comments such as you might write for more formal, argumentative papers. Many memos, however, require some kind of response or indicate a future action. In those cases, conclude by providing an opportunity for response. (For example, “I will come by your office on Tuesday at 4:00 p.m. to discuss my paper with you.”) Make your closing statement substantial and meaningful. Avoid clichés—if you’ve seen it written many times before, your reader probably has, too.

Initials

Memo format does not include a signature block. You should, however, write your initials (in pen) beside your name in the heading. Notice that I did so at the top of this page.

Образец контрольного задания по теме 7:

Module 7 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Word partnerships

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

A	B
advertising / consumer / market / product / sales	behaviour / budget / campaign / forecast / launch / lifecycle / profile / research / segment / targets

1 The _____ is the length of time people continue to buy a particular product.

2 _____ showed very good potential for marketing the magazine to executives in the age range 25—35.

3 A _____ is simply a description of a typical customer.

4 Our company has established its brand name through a multi-million multi-media _____

5 The introduction of a product to the market is called the _____
_____ .

6 Family and friends are a major factor in _____ . They really influence what people buy, where and how.

7 A _____ is a group of customers of similar age and income level.

8 I don't think cutting our _____ by half is a good idea. Our campaigns are highly successful and always generate huge profits in the long term.

9 Our representatives are under a lot of pressure to meet their _____
_____ .

10 I'm afraid I can only make a pessimistic _____ for February and March.

Language Review: Questions

2 Re-order the words to make questions.

11 much advertising do how on spend you ?

12 does endorsement mean what ?

13 strengths and are company's weaknesses what your ?

14 range did extend product their they when ?

15 is team leading sales who your ?

3 Complete each question with an appropriate word.

16 _____ your market share increase last year?

17 _____ kind of products do footballers endorse?

18 _____ they doing any market research at the moment?

19 _____ of these two products is more successful?

20 _____ you met our new manager?

21 _____ often do you launch a new product?

22 _____ Kaori phoned recently?

Skills: Telephoning

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

Would you like them to do the marketing? / Could you give me a few details?
/ Did you say 5%? / Have you finished your report? / Why? / How about our
market share? / How are things? / What do you think of 'Eureka!'?

A: Hi, Vladi. Raul here. (23) _____

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

A: (24) _____

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

A: Excellent. (25) _____

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

A: That sounds good. (26) _____

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

A: Sorry, I didn't catch that. (27)

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

A: That would be great. By the way, there's something else I wanted to ask you. (28)

B: Oh, the new advertising agency. I think they're really good. (29)

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

B: Right. (30) _____


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

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


Тема 8. Planning.

Ключевые слова: Planning, analysis, project management, future simple, future arrangements, letter of request.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: "Planning" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Describing Products: Read the comments and learn how – здесь приведены прилагательные, которые часто используются при описании продукции. Постарайтесь их изучить и запомнить. При необходимости материал можно распечатать.

 Exercise: Adjectives Describing Products: Match the words – задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


 Exercise: Product Features: Choose the answer - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Product Materials: Identify the material name - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Product Development Process: Gap-filling - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Products and Brands: Answer the questions - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 The Passive Voice: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает правила образования страдательного залога


 Exercise: The Passive: Rewrite the sentences using a passive form - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: The Passive: Fill in the missing word - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive Voice: Write the correct form - для выполнения этого упражнения необходимо вписать глагол в нужной форме. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive: Complete the sentences - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Active or Passive?: Choose the correct answer - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive Voice: Write the correct form – проверьте свои знания страдательного залога. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки.


Writing Задания на развитие навыков письма


 Letter of Complaint: Read some advice and see the examples – информация напоминает основные рекомендации для того, чтобы правильно написать письмо – жалобу.


 Watch the Video: How to Write a Letter of Complaint – просмотр данного видео поможет Вам понять основные особенности написания писем – жалоб.

 Useful Phrases for Writing a Letter of Complaint - выражения, которые помогут Вам грамотно написать e-mail. При необходимости материал можно распечатать.

 Exercise: Sample Letter of Complaint: Fill in the spaces - проверьте себя, ответив на вопросы теста о том, как писать письмо- жалобу, выбрав правильный вариант ответа. Результаты теста сохранятся в системе.

 Exercise: Sample Letter of Complaint: Put the phrases in the correct order - для выполнения этого упражнения расположите предложения в правильном порядке. В верхней части окна будет производиться оценка Ваших результатов.

 Write Your Letter of Complaint – это задание на написание Вашего собственного письма - жалобы. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

schedule *n* [C] a plan or timetable for doing something

subsidy *n* [C] money that is paid by a government or organization to make something cheaper to buy, use, or produce

supply *v* [T] to sell and provide goods or services – **supplier** *n* [C]

survey *n* [C] 1 a set of questions given to a group of people to find out their opinions

2 the information obtained by analyzing the answers to these questions

tactic *n* [C usually plural] a method that you use to achieve something

takeover *n* [C] an occasion when a person or company obtains control of another company by buying more than half of its shares

talent *n* [C,U] a natural skill or ability

target1 *n* [C] 1 an organization, industry, country etc that is deliberately chosen to have something done to it

2 a result such as a total, an amount, or a time which you aim to achieve

target2 *v* [T] 1 to make something have an effect on a particular limited group or area

2 to choose someone or something as your target – **targeted** *adj*

Источники информации:

1. Grant D. and McLarty R. Business Basics. Student's Book / D. Grant and R. McLarty. – Oxford: Oxford University Press, 2011.
2. Hollett N. Business Objectives. Student's Book / N. Hollett. – Oxford: Oxford University Press, 2011.
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– England: Longman, 2007.

Развитие лексических навыков. Vocabulary and Skills.

PLANNING.

Planning in order to achieve a goal

In business the word 'plan' usually means a series of specific things to do in order to achieve(= succeed in) a particular goal or objective.

You can ... a goal.

set, work towards, reach / achieve

And your goals may be ...

achievable, clear, specific, realistic, unrealistic

Once you have clear goals, you can begin planning.

You can ...

develop / draw up / make / prepare a plan

present / propose / put forward a plan

discuss and then agree a plan

go ahead with a plan

implement(= put into action) a plan

review and then change / modify a plan

keep to / stick to a plan

abandon / cancel / drop a plan

shelve a plan(= decide not to use it, although you might use it later)

A plan may:

succeed / go smoothly/ fail / go wrong

And you can have a/an ... plan.

ambitious, definite, detailed, five-point, long-term, short-term, strategic, three-year

You may think that a plan is a good one, but have concerns(= worries).

During the planning process people may ask:

How long will it take?

What's the timescale on this?

What's the next step?

What should we focus on first?

With limited resources, what should we prioritize?

The outcome (= result) of the plan may mean success or failure for the business.

There can be a/an ... outcome.

favourable / positive / satisfactory / successful / negative / unfortunate / expected / likely / final

Finally, all plans involve risks. You can ... risks.

assess, accept, avoid, manage, take

Forecasts

A forecast is a statement about what is likely to happen in the future. The word 'forecast' can be a verb or a noun and is used when talking about business, the economy or the weather. The words 'predict / prediction' refer to a more personal view.

*We **forecast** sales of €5.6m next quarter.*

*We have a **sales forecast** of €5.6m next quarter.*

*I **predict** that the Board is going to fire the CEO.*

A forecast shows your expectations. Note that 'I expect' = 'I think it will happen' while 'I hope' = 'I want it to happen'.

*I **expect** sales *to* improve next year - our product pipeline is very strong.*

*I **hope** sales will improve next year, but it's unlikely because the patent on our bestseller runs out in December.*

It is also common to say:

***Hopefully**, sales will improve next year.*

Time expressions for the future

You can talk about plans and expectations using phrases that show different degrees of probability.

We'll definitely ... / We're certain to ...

We're going to ... / We intend to ...

We'll probably ... / We're likely to ... / The chances are that we'll ...

We might/ may I could ...

We' re unlikely to ... / We probably won't ...

We definitely won't ... / We have no intention of ...

*The economy is **likely to** improve in the medium term.*

***The chances are that we'll** expand our production facility in Turkey in the coming months.*

Alternatively, you may simply say:

It's difficult to forecast.

Also note these time expressions.

in the short I mediuIn /long term

in the long run

in (or over or during) the next few weeks / coming months

Развитие грамматических навыков. Language review.

Future Simple - Будущее Простое

Как образуется:

Shall (употребляется только с 1 лицом) will+I форма глагола.

Когда употребляется.

Действие произойдет в будущем. Употребляется с временными маркерами tomorrow, next, либо указан срок.

I will write to you tomorrow. - Напишу тебе завтра.

He will visit us in 3 weeks. - Он навестит нас через 3 недели.

Future Continuous - Будущее Продолженное

Как образуется.

Вспомогательный глагол will/shall+be+1 форма глагола+ing

Когда употребляется. Процесс длится в будущем.

She will be dancing the whole day tomorrow. Завтра она весь день будет танцевать.

Future Perfect Continuous - Будущее Совершенное Продолженное

Такие времена английского языка, как Future Perfect Continuous Past Perfect Continuous употребляются крайне редко.

Как образуется.

Will/shall + have + been + глагол+ ing

Когда употребляется. Затрагивается период прошлого и будущего, предлог времени by.

Например. I will have been working in this company for 10 years by 1st May. - К 1 мая будет 10 лет, как я работаю в этой компании.

Развитие навыков письма. Writing.

Writing Letters of Request. Useful Phrases and Tips.

A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc. as requested in the topic instructions.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language for Letters of Request

- To begin letters:
 - I am writing to ask if you would be so kind/ generous as to / request your assistance concerning the matter of.
 - I wonder if you could possibly/ if it would be possible for you to help me.
 - I would (greatly) appreciate it if you could.

- I would be most grateful if you could.
- I am writing to ask/ enquire if/ whether you could possibly tell / inform me.
- I am writing to ask if / whether I might (perhaps) be permitted / allowed to / request your (kind) permission for / (for me) to.
- I wonder if I might ask you for / request your valuable advice on / concerning.
 - To end letters:
- I hope that my request will not inconvenience you too much;
- I must apologise for troubling you with this matter;
- I hope that you will forgive me for taking up your valuable time;
- I look forward to hearing from you / receiving your reply as soon as possible;
- Thank(ing) you in anticipation of your / in advance for your kind cooperation.

Образец контрольного задания по теме 8:

Module 8 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Ways to plan

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

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

- 1 The project was successful, except that we didn't _____ . We overspent by about 5%.
- 2 Our visitors are arriving two hours later than planned, so let's _____ immediately.
- 3 Our advertising campaign is producing good results, and we _____ of at least \$150,000 in the next quarter.
- 4 It's difficult to _____ accurately when your suppliers increase their prices without warning.

5 First, let's _____ that we have for the launch date: it could be late spring, or early autumn, or next year.

6 What we need to do is _____ about the buying habits of the people who live in that area.

7 It will be impossible to _____ of June 20 now that the project manager is ill. Everything will have to be put off until next month.

8 Jim wants to _____ into the factors that influence consumer behaviour.

2 Match the two halves of the sentences. Write your answers here:

9 _____ 10 _____ 11 _____ 12 _____

9 He's trying to arrange

10 It was impossible to implement

11 Jean is going to write

12 The training schedule has

a the next quarterly sales report.

b a meeting with BCA's sales manager.

c to be prepared by April 5.

d that plan with such a small budget.

Language Review: Future plans

3 Re-order the words to make sentences.

13 Brazil expand hoping in they're to

14 not a bonus expecting get good is she to

15 attract foreign we investment like more to would

16 a Bangalore in open planning subsidiary to we're

17 are going launch when model this to you ?

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

18 We going to visit our suppliers next week.

19 I help you write the report if you like.

20 We look forward seeing you soon.

21 Analysts say the economy will better next year.

22 They want relaunch their video camera.

Skills: Meetings

5 Complete these phrases with a word from the box.

comment / could / interrupt / like / mean / moment / on / what
--

23 _____ I say something?

24 Just a _____, please.

25 So _____ you're saying is that we've overspent?

26 How do you _____ exactly?

27 Sorry, could I just _____ on that?

28 I'd _____ to finish, if I may.


29 Sorry to _____, but what are the options?

30 Hold _____ a minute.


Тема 9. Managing People.

Ключевые слова: Managing people, finance, financial documents, money, reported speech, recommendation letter.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: "Management" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Watch the video: How become a manager - просмотр видео поможет Вам понять, как применять необходимые выражения на практике. Внимательно следите за тем, какие слова и фразы используют герои.


 Exercise: Management: Answer the questions - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.

 Exercise: Who Is Who in Finance: Answer the questions - выбрав правильный ответ, Вы также сможете узнать и проверить свои знания о названии профессий по данной теме. Результаты теста сохранятся в системе.

 Exercise: What Is What in Finance: Choose the right answer - выбрав правильный ответ, Вы сможете узнать и проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.


 Exercise: Financial Documents: Find the defined words - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.


 Exercise: Money: Find the defined words - выбрав правильный ответ, Вы сможете проверить свои знания об использовании фраз и лексики по данной теме. Результаты теста сохранятся в системе.

 Exercise: Your Job Responsibilities: Complete the sentences - этот тест проверит Ваши знания лексики: определение и описание занимаемых позиций в компании. Выбирайте один из предлагаемых вариантов. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка


после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and fill in the spaces - после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Reported Speech: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, в данном видео - передачи косвенной речи, поупражняться, отвечая на вопросы заданий. Эта часть напоминает виды модальных глаголов, используемых для выражения долженствований, обязательств, советов.


 Exercise: Say or Tell? Choose the right answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Reported Speech: Reporting statements - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В нижней части окна будет производиться проверка Ваших ответов.

 Exercise: Reported Speech: Choose the correct option - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Done” в нижней части окна.


 Exercise: Reported Speech: Complete the sentences - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Done” в нижней части окна.


 Exercise: Reported Speech: Structure practice - для выполнения этого упражнения выбирайте один из предлагаемых ответов. Для проверки результатов после выполнения задания нажмите кнопку “Done” в нижней части окна.


 Exercise: Reported Speech: Rewriting questions 1 - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


 Exercise: Reported Speech: Rewriting questions 2 - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


Writing Задания на развитие навыков письма


 How to Write References (Recommendation Letters) - это рекомендации, которые помогут Вам понять что такое рекомендательное письмо и как его грамотно написать на английском языке. Прочитайте, обратите внимание на имеющиеся особенности.


 Recommendation Letters: Some 'Do's and 'Don't's - это рекомендации, которые помогут Вам понять что необходимо учесть и что следует исключить при написании рекомендательного письма на английском языке. Прочитайте, обратите внимание на имеющиеся особенности.

 Sample Reference Letter Template for Business – здесь приводятся примеры написания рекомендательных писем и основные необходимые фразы

 Exercise: Writing References: Answer the questions - проверьте себя, ответив на вопросы теста о том, как писать рекомендательное письмо на английском языке. Результаты теста сохранятся в системе.

 Useful Phrases for Writing Recommendation Letters - выражения, которые помогут Вам корректно написать сопроводительное письмо. При необходимости материал можно распечатать.

 Write Your Recommendation Letter – это задание на написание Вашего рекомендательного письма. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – Глоссарий для заполнения лексикой по данной теме. Вспомните или отберите новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

charge¹ *n* 1 [C,U] the amount of money you have to pay for goods or services

be in charge of sth 2 to be the person who controls or manages an activity or a group of people

charge² *v* [I,T] to ask someone to pay a particular amount of money for something

chief executive *n* [C] the manager with the most authority in the day-to-day management of a company

Chief Executive Officer (CEO) *n* [C usually singular] the title of the manager with the most authority in the day-to-day management of a company, used especially in the US.

The job of CEO is sometimes combined with that of president

employ *v* [T] to pay someone to work for you in a particular job

employee *n* [C] someone who works for a company, especially in a job below the rank of manager

employee loyalty *n* [U] when employees like working for a particular company, work hard, and do not want to leave

limited company also **limited liability company** *n* [C] a company where individual shareholders lose only the cost of their shares if the company goes bankrupt, and not other property they own

president *n* [C] in the US, the most important person on the board of directors of a company

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Развитие лексических навыков. Vocabulary and Skills.

MANAGING PEOPLE.

Strategy

Senior managers, with a strong involvement from the Board of Directors, have to develop a long-term strategy for the company.

The first step is to analyze the current situation. There are a variety of tools and techniques available to do this. Three of the best-known are given below.

1 *PEST analysis*. This looks at 'the big picture' in terms of the Political, Economic, Social and Technological factors that affect the whole business environment.

2 *Five Forces Analysis*. This looks at *who* has power in an industry by analyzing five factors:

- Supplier power. Can suppliers easily drive up (= force up) the prices you pay for your inputs?
- Buyer power. Can customers easily drive down (=force down) the prices of your products in the market?
- Competitor power. How many competitors are there and can they do what you do?
- Threat of substitution. Can your products easily be replaced with others that are cheaper, newer, or do the job better?
- Threat of new entry. Can new competitors easily enter the market and weaken your position?

3 *SWOT analysis.* This looks at the Strengths and Weaknesses of the company, and the Opportunities and Threats in the market.

Having looked at the current situation, you might consider:

- The growth of the company. Is the company going to grow organically, or are there possibilities for a merger, an acquisition or an alliance?
- New markets. Should the company enter any new markets, and if so, should it start from scratch (= start from nothing) or buy an existing local company?
- The product portfolio. Are there enough new products in the pipeline (= being planned) to take the place of those with declining sales? Does the company need to diversify its product offering? Or perhaps just focus on a few core (= very important), profitable areas?
- Cost control. Are there ways to cut costs internally? What about relocating some production?

- Image and reputation. What does the brand represent? How is the company seen by the outside world? How can we control these factors better?

You can have a/an ... strategy:

effective / successful, poor, clear, coherent, viable (= able to succeed), *long-term, medium-term, broad / general / overall, market-oriented* (= directed towards the market), *high-risk / risky*

And you can ... a strategy:

design /develop, devise /come up with (= think of), *propose, outline, adopt / decide on, implement, follow, change/ revise, abandon*

Finally, a strategy can ...

be based on sth, be aimed at sth, be designed to do sth, consist of sth, involve sth, (not) work, fail

*The **overall strategy** is clear - but will it be **effective**? It seems very **risky**.*

*We've **developed a long-term strategy** which I'll **outline** in the meeting tomorrow.*

*Our strategy **is designed to** make us the number two company in the market in five years' time.*

*This strategy **consists of** four main elements.*

Leadership

Strategy is developed by leaders. Leaders are senior managers who use new ideas to create a vision and a sense of purpose(= a reason to succeed) for the organization. They 'think outside the box'(= think differently, from a new perspective).

But leaders don't only develop strategy. They also have strong people skills to inspire and motivate others to follow the strategy. They provide support and recognition, and encourage people to rise to new challenges.

You can be a/ an ... leader.

born / natural, charismatic, dynamic / forceful, effective, strong, weak

And you can show ... leadership.

clear, effective, outstanding, real, firm/ strong, poor I weak

Развитие грамматических навыков. Language review.

Косвенная речь в английском языке

Косвенная речь в английском языке (также называется непрямой речью) используется с целью передачи того, что сказал, подумал или представил другой человек, но без использования точных слов (прямой речи). Чтобы построить косвенную речь, необходимы некоторые изменения: часто меняется местоимение, а глагол, как правило, сдвигается на одно время назад.

Например:

- My father said that he was watching a movie (Мой отец сказал, что смотрит фильм). Точные слова отца были такими: «I'm watching a movie» (Я смотрю фильм).

Косвенная речь обычно используется, чтобы рассказать о чем-то прошедшем, поэтому мы меняем время сказанных слов. Часто в косвенной речи употребляются глаголы «ask» (спрашивать), «tell» (рассказывать), «say»

(говорить), а сами сказанные слова могут начинаться со слова «**that**». Косвенная речь не требует кавычек для обособления сказанных слов.

Например:

- Прямая речь → «I'm speaking with my mom», Mary said («Я разговариваю с мамой», сказала Мери).

- Косвенная речь → Mary **said** she was speaking with her mom (Мери сказала, что разговаривает со своей мамой).

- Прямая речь → «I'm running to the beach», William said («Я бегу на пляж», сказал Уильям).

- Косвенная речь → William **said that** he was running to the beach (Уильям сказал, что бежит на пляж).

- Прямая речь → That man **said**, «I need the money» (Тот человек сказал: «Мне нужны деньги»).

- Косвенная речь → That man **said that** he needed the money (Тот человек сказал, что ему нужны деньги).

Косвенные вопросы

При построении косвенных вопросов особенно важно обратить внимание на порядок слов в предложении. Расположение слов в них всегда остается прямым, а вспомогательные глаголы опускаются. В общих косвенных вопросах в начале самого вопроса используется слово «**if**», а в специальных косвенных – вопросительные местоимения (what, why, where). Косвенные вопросы в конце не принято выделять знаком вопроса.

Например:

- The girl asked, «Are you saw my new white dress»? (Девушка спросила: «Ты видел мое новое белое платье?»). => The girl asked me if I had seen her new white dress. (Девушка спросила, видел ли я ее новое белое платье?).

- Mike asked, «When have you left the room»? (Майк спросил: «Когда ты ушел из комнаты?»). => Mike asked me when I had left the room (Майк спросил меня, когда я вышел из комнаты).

- Teacher asked, «Why you don't writing the exam»? (Учитель спросил: «Почему вы не пишете экзамен?»). => Teacher asked me why I wasn't writing the exam (Учитель спросил у меня, почему я не пишу экзамен).

Развитие навыков письма. Writing.

Writing Recommendation Letters. Useful Phrases and Tips.

Good Introductions

First, you need to express your positive feeling about writing the letter. Then explain how long you have known the person and what your relationship has been (supervisor, teacher, co-worker).

Phrases:

am honored to support him as a candidate

am pleased to provide a reference for

am delighted to be called upon

am happy to recommend

am pleased to comment on

can offer only the highest recommendation for

first became acquainted with

first came to my attention when

has worked directly under my supervision

has been a pleasure to supervise
have known Ms. Doe for
have no hesitation in recommending
have been his supervisor since
her performance as a
his qualifications and performance
have had the opportunity to
in the past two years
is a pleasure to recommend
was a student in two of my classes

Describing Person's Qualifications

Discuss the person's qualifications for the graduate study in the chosen field. Statements of past performance, accomplishments, and contributions are helpful. The more relevant the items mentioned, and the greater the detail, the better your letter will communicate your positive recommendation. General comments provide a neutral recommendation or suggest that you do not really recommend the person highly.

Phrases:

a creative problem-solver
always cheerful and dependable
always behaves professionally
broad range of skills
can attest to his integrity
careful attention to detail
comments are well thought out and clearly articulated
communicates her ideas clearly
communicates effectively in writing

completely loyal and trustworthy
demonstrated particular strengths in
follows tasks through to completion
gets along well with others
handles responsibility well
has a take-charge personality
has a flair for organization
her sensitivity and concern for others
is innovative and creative
is a tireless worker
is mature beyond her years
is intelligent and ambitious
is personable and easy to work with
keeps calm under pressure
meticulous attention to detail
one of our finest, most well-rounded undergraduates
outstanding leadership abilities
punctual and hard working
self-motivated individual
wide-range knowledge of
willing to go beyond what is required
willing to take on new responsibilities
works efficiently and effectively
works independently and effectively
works well with little supervision

Good Endings

Close with a clear statement of your recommendation and a willingness to cooperate further.

Phrases:

every confidence in her ability to
give my unqualified recommendation
has always proved satisfactory
has my highest recommendation
have admiration and respect for
have no reservations in
hope this information proves helpful
if I can further assist
if you have further questions
if you need additional information
if you would like more information
recommend without reservation
recommend her very highly
request your favorable consideration of
should be given serious consideration
should you have any questions
will meet your expectations
will be successful in any enterprise he undertakes
will be a credit to your
will measure up to your high standards
will be a great addition to
would be an asset to your program
would be a valuable addition to

Words to Avoid

Do not include comments about race, color, religion, handicap, sex, national origin, marital status, or parental status.

Образец контрольного задания по теме 9:

Module 9 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Verbs and prepositions

1 Complete each sentence with a verb from the box.

believe / deal / delegate / invest / respond
--

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

2 Complete each sentence with a preposition from the box.

for / on / to / with / to

- 6 We need to agree _____ the date of the relaunch of our new series.
- 7 Tom apologised _____ making so many mistakes in his report.
- 8 A good manager should listen _____ suggestions from staff.
- 9 It was my mistake, I know. I have already apologised _____ the director.

10 I couldn't agree _____ the others that our suppliers were responsible.

Language Review: Reported speech

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

11 do him I it to told _____

12 were said they she wrong _____

13 asked he members team the were who _____

14 invoice manager me not pay the the to told

15 asked finish meeting she the time what would

4 Rewrite the sentences beginning in the way shown.

16 'The team leader is from Canada.'

He said

17 'Listen to all suggestions from staff.'

She told me

18 'Why don't you talk to your manager more often?'

He asked me

19 'Do you find it difficult to delegate tasks?'

He asked me

20 'Don't forget to call Max.'

She told me

Skills: Socialising

5 Each phrase contains a mistake. Write the phrase correctly.

21 I'll be in the touch soon.

22 Thanks you for showing me round the town.

23 I'm really enjoyed the meal last night.

24 Bye! Have you a nice journey back!

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

25 _____ 26 _____ 27 _____ 28 _____ 29 _____ 30 _____

25 What do you usually do in the evenings?


26 Would you like to come with us to the theatre tonight?

- 27 Goodbye, Li. All the best.
- 28 I'm glad you enjoyed the tour.
- 29 Can you tell me about any interesting places to visit?
- 30 Thanks very much for your hospitality.
- a Bye, Lucas. And thanks again for everything.
- b You are very welcome. I hope you can come again soon.
- c I like to spend time with my children. Sometimes I watch TV.
- d I certainly did. It was wonderful. Thank you so much!
- e It's very kind of you, but another time perhaps. I'm quite tired.
- f The old town is very pretty. And you must see Liberty Square.


Тема 10. Conflicts.

Ключевые слова: Conflict, culture, cultural issues, communication, conditional sentences, writing reports.


Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 **Starting up. Discussion Forum** – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: "Conflicts in Business" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.

 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Exercise: Contact across Cultures: Fill in the gaps – заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Exercise: Cultural issues: Match the answers – необходимо подобрать соответствующий вопросу ответ. В верхней части окна будет также производиться оценка Ваших результатов.


 Exercise: "Culture" Vocabulary: Answer the questions – необходимо вписать соответствующее, подходящее по смыслу слово. Это задание позволит


проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.

 Exercise: Two Models of Culture: Read and answer the question - для выполнения этого упражнения прочтите текст и выберите один из предлагаемых ответов. Все попытки будут также учтены, а оценка сохранена.


 Exercise: Cross-cultural Communication: Complete the sentences – заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохранятся в системе.


 Exercise: Word Formation: Use suffixes to make adjectives – необходимо подобрать соответствующий суффикс данному существительному для образования прилагательного. В верхней части окна будет также производиться оценка Ваших результатов.

 Watch the Video: How Culture Affects Communication - просмотр данного видео продемонстрирует как различия культур могут повлиять на деловые контакты и общение.


 How Does Culture Affect Communication?: Complete this wiki – посмотрите видео выше, а также любой связанный с темой «Различия культур» сюжет на www.youtube.com. Постарайтесь запомнить советы о том, какие различия могут быть в различных культурах ведения бизнеса, переговоров и т.д. и написать, по крайней мере, один совет здесь. Постарайтесь не повторять предыдущие ответы ваших одноклассников.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Conditionals: Read these rules with examples and explanations - данный схематичный материал поможет Вам вспомнить правила составления условных предложений в английском языке. Его можно распечатать и иметь под рукой при выполнении упражнений


 Exercise: First Conditional: Match up the two halves – необходимо подобрать соответствующие части условного предложения, обратив внимание на условия первого типа в придаточных предложениях. В верхней части окна будет также производиться оценка Ваших результатов.

 Exercise: Second Conditional: Match up the parts of the sentence – необходимо подобрать соответствующие части условного предложения, обратив внимание на условия второго типа в придаточных предложениях. В верхней части окна будет также производиться оценка Ваших результатов.


 Exercise: Second Conditional: Find the correct answer – необходимо выбрать правильный ответ из представленных. Задание позволит проверить, насколько хорошо Вы усвоили тему «Условные предложения 2 типа». Ваша оценка сохраняется в системе. Количество попыток не ограничено.


 Exercise: Third Conditional: Choose the correct answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов, обратив внимание на правила составления условных предложений 3 типа. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Conditionals: Put the words in the correct order - задание позволит проверить, насколько хорошо Вы усвоили тему «Условные предложения». Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


 Exercise: Zero Conditionals: Match the sentence halves – необходимо подобрать соответствующие половинки предложений, обратив внимание на словные предложения 0 типа. В верхней части окна будет также производиться оценка Ваших результатов.


Writing Задания на развитие навыков письма


 Writing Reports - Video Instructions – просмотр данного видео поможет Вам понять основные особенности написания отчета и продемонстрирует наглядный пример.


 Report Writing: Some 'Do's and 'Don't's - это рекомендации, которые помогут Вам понять что необходимо учесть и что следует исключить при написании отчета на английском языке. Прочитайте, обратите внимание на имеющиеся особенности.

 Useful Phrases for Writing Reports - выражения, которые помогут Вам грамотно написать отчет. При необходимости материал можно распечатать.

 Exercise: Writing Reports: Match the phrases to the categories - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Reports Structure: Define what is most important - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Write Your Report – – это задание на написание Вашего собственного отчета. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 10 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

boom1 *n* [C,U] 1 a time when business activity increases rapidly, so that the demand for goods and services increases, prices and wages go up, and unemployment falls

boom2 *v* [I] if business, trade, or the economy is booming, it is very successful and growing

branch *n* [C] an individual bank, office, shop etc that is part of a larger organization

share *n* [C] 1 one of the parts into which ownership of a company is divided

shareholder *n* [C] a person or organization that owns shares in a company

shareholder value *n* [U] the idea that companies should produce the best possible profit for their shareholders, and that one of the main jobs of management is to ensure this

stock market also **stockmarket** *n* [C] a place or computer system where bonds, shares etc are bought and sold

strategy *n* 1 [C] a plan or series of plans for achieving an aim, especially relating to the best way for an organization to develop

strength *n* [C,U] a particular quality or ability that gives someone an advantage in relation to others

volunteer *v* [I] to ask to do something that you do not have to do – **volunteer** *n* [C]

warehouse *n* [C] a building where goods are stored

weakness *n* [C,U] lack of a particular characteristic that would give you the ability to succeed, perform better etc

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Развитие лексических навыков. Vocabulary and Skills.

CONFLICT.

What are the main differences in the way that people from different cultures behave?
Some are given below.

Greetings and introductions

Level of formality is one area where cultures differ, and you often notice this on first contact with another person.

Study the formal (F) and informal (I) versions below.

Greeting

F: *Good morning. My name is Linda Taylor. It's a pleasure to meet you.*

I: *Hi! I'm Linda. Nice to meet you.*

Introduction

F: *Feng, I'd like to introduce you to Olivia Dubois. Olivia is our Public Relations Officer.*

I: *Feng, this is Olivia. Olivia handles all our contacts with the media.*

Some cultures move quickly to first names, others continue to use titles and surnames (= family names) for many years as a sign of respect. If in doubt, start formally and use whatever the other person has on their business card. They (or you) might then say:

Please call me

Punctuality

For some cultures it's very important to be on time (=punctual). For others it's OK to be a bit late. If you are late, apologize fully and blame it on the traffic or parking.

I'm so sorry, the traffic was really bad this afternoon.

Directness

If people say exactly what they think, they are direct. If they are more careful with their language, they are indirect. Both sides have good reasons. Direct people say it's easier to do business when everyone knows your real opinion. They think that indirect people hide their true feelings and so can't be trusted.

Indirect people want to maintain harmony and avoid confrontation. They don't want the other person to 'lose face' (= be publicly embarrassed). When they disagree, it is done diplomatically. They think that direct people are rude.

The best solution in a new culture is to follow the example of the people you are with.

Here are some examples of direct (D) and indirect (I) language:

O: *Can you help me?*

I: *I wonder if you could help me?*

D: *That will be very difficult.*

I: *That's not going to be easy.*

D: *Can I open the window?*

I: *Would you mind if I opened the window?*

D: *No, that's not right.*

I: *Really? Are you sure?*

Meals

Having a meal together is one of the best ways to break down barriers between cultures. And one of the best topics of conversation is ... cross-cultural communication! Other safe topics are: food and drink, the city you are in, the history of the other country, and the current economic situation. A 'taboo' topic is one you must not talk about - obvious examples are party politics and jokes about the other person's religion or culture.

In some cultures a working lunch where you continue to talk business is normal, in others it isn't. An evening meal, however, is nearly always a purely social occasion.

Humour

Humour (being funny) sometimes travels across cultures. It's OK to tell a funny story at dinner that doesn't offend anyone (= make them angry and upset).

And laughing at yourself is a good way to put the other person at ease. However irony can be dangerous and is often misunderstood.

Body language

Here are some physical actions that some cultures do more than others:

- Shake hands in the office every morning.

- Kiss someone on one (or both) cheeks.
- Make gestures (= head, arm and hand movements), wave your arms in the air, etc.
- Make/Not make strong eye contact.
- Slap someone on the back.
- Smile / Not smile.
- Stand close, and sometimes hold an arm.

Развитие грамматических навыков. Language Review.

Условные предложения

Построение условных предложений английского языка довольно простое. Оно имеет много общего с правилами построения условных предложений русского языка.

В начале стоит обратить внимание на наречия, которые используются для обозначения условной части предложения.

Прежде всего это наречие **if** "если". Не забывайте также и об одном удобном слове, не имеющем аналога в русском языке – это слово **unless** "если не".

В отношении первого из случаев, которые будут рассматриваться далее, могут быть использованы наречия **when** "когда", **before** "до того как", **as soon as** "как только", **after** "после того как", **as long as** "до тех пор пока", **until** "пока не".

Типы предложений

Условные предложения в английском языке подразделяются на несколько типов. Важно научиться пользоваться тремя из них. Остальные типы изучать не обязательно – как их использовать станет понятно, после изучения основных 3 типов:

1. Большая вероятность наступления какого-то события в будущем.
2. Условие наступления события, которое, скорее всего, не произойдёт.
3. Условие наступления такого события, которое уже не наступило.

Разберем вышеозвученные типы более подробно.

1. Большая вероятность наступления какого-то события в будущем.

Условие должно стоять в настоящем времени (простом или завершённом независимо от того, какую смысловую нагрузку несет условие), а ожидаемое событие должно стоять в будущем.

If I see her today I will tell her about it. - Если я увижу ее сегодня, я скажу ей об этом.

As soon as he is ready, you'll depart. - Как только он будет готов, вы отправитесь.

Помимо will можно употреблять слова could, must, might в значениях "сможет", "должен будет", "возможно сделает".

2. Условие наступления события, которое, скорее всего, не произойдёт.

В отличие от описанных выше случаев, соответствующих русскому "если", условия данного типа следует переводить как "если бы". Условие должно стоять в прошедшем времени, а ожидаемое событие должно употребляться с вспомогательным глаголом would.

He would not do it if I told him about it.

Он не стал бы этого делать, если бы я сказал ему об этом.

Вместо *would* можно использовать глаголы *could* или *might* в значении "смог бы" или "возможно был бы".

Важно обратить внимание на употребление *were* в конструкции *If i were you*, в котором вместо формы *was* используется *were*:

If I were Mike, I wouldn't do it. - На месте Майка я бы этого не делал.

3. Условие наступления такого события, которое уже не наступило.

Как условие, так и событие стоят в прошедшем завершённом времени, но событие должно употребляться с вспомогательным глаголом *would*.

If I had been there I would have told them the truth. - Если бы я был там, я сказал бы им правду.

Развитие навыков письма. Writing.

Writing Reports. Useful Phrases and Tips.

...to make recommendations for improvements/ how (future) events like this are organised.

As the head of PR, I was asked to write a report on...

The purpose of this proposal is to compare/ describe/ evaluate/ outline (the shortcomings

summarise (the findings of a survey on)...

This is my report on that...

This report aims to/ will investigate/ examine...

Research

.... stated that they would be keen for...

A (fairly/ very/ extremely) frequent comment was that...

A survey of.... revealed that...

After studying ..., it was found that...

Comments (from clients) have shown a need for...

Customers completed a feedback card/ form/ survey asking them to rate...

I have investigated...

It was (also) suggested/ found that...

The survey found that....

We are investigating ways of...

We obtained feedback on our products/ services by...

The vast majority of/ Most/ Several/ A few managers/ customers/ staff/ clients/
attendees/

visitors considered them to be/ expressed/ requested/ mentioned...

Most of our/ the/ these/ those/ them...

Changing topic

As for....,...

Moving on to...,...

Finally,...

Firstly,...

With regard to...,...

Mentioning other parts of the report

... for the reasons given above...

As I mentioned above,...

Despite the disadvantages/ problems I wrote about above,...

the following...

Numbers/ Trends

...is becoming (increasingly) popular.

...remained (almost) the same (as...)

...are expected to (decrease to just 30%)

...have risen (so) (dramatically) (recently)

...which constituted 35% of...

...which has further reduced (to...)

between 10% and 12% (of...)

It is predicted that...

The average was...

This has risen to (the present figure of)...

Consequences/ Effects/ Reasons/ Results

...resulted in...

Consequently,...

Due to the fact that...,...

Effects on sales/... would be...

In order to achieve this, we will need to...

In order to obtain maximum benefit from this,...

Other reasons for this include...

The main/ most important reason for... is...

This could help us to...

This is (mainly) because...

This is (also) having the effect that...

This should result in (clear benefits for)...

This would benefit the company/... by...

This would mean that...

Recommendations/ Suggestions

I (also) suggest that (in future we provide)...

I (also) think it would be a good idea to...

I (strongly) recommend that we (choose)...

I feel that it is important that we should...

I recommend that (we look into the possibility of)...

I suggest we (contact them to negotiate an agreement).

I therefore feel justified in recommending that (we replace our current system with)...

In my view, we should (provide)...

It is essential (for us) to...

It is recommended that...

It is therefore recommended that (we consult...)

My second suggestion is that...

We should start to consider how best we can (introduce)...

We should try to improve...

Conclusion

...it can (therefore) be concluded that...

For the reasons given above,...

In conclusion,...

Образец контрольного задания по теме 10:

Module 10 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Word building

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

1 During a negotiation, her face never shows any emotion.

She seems completely _____ .

2 The previous manager had lied to his staff and was no longer credible.

He had lost all his _____ .

3 People criticised him because they found him weak.

People criticised him for his _____ .

4 A good manager should always have a lot of patience.

A good manager should never be _____ .

5 They liked her because she was always so calm.

What they liked about her was her _____ .

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

6 When someone tells you about their problems, try to show some s_____, be kind and say something to make them feel better.

7 The people in our team always come up with new ideas, new solutions. Their c_____ seems endless.

8 The participants didn't seem very e_____ about the new proposal. In fact, most of them didn't show any interest whatsoever.

9 Our supervisor is very i_____. One day he tells you to do things this way, and the next day he says you should do things another way.

10 Many people believe that i_____ meetings, where participants feel comfortable and relaxed, are often the most productive ones.

Language Review: Conditionals

3 Underline the correct form in italics.

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

12 He *is* / *will be* / *would be* more popular if he treated people with respect.

13 Would you get involved if you *saw* / *would see* two colleagues having an argument?

14 If she *wins* / *will win* / *would win* this contract, she'll be promoted.

15 Do you think he *will* / *would* resign if he doesn't get a pay increase?

4 Complete these sentences using the words in brackets.

For example:

_____ to the conference even if you invited him. (*he / not / come*)

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

16 Would you move to our Taiwan office if _____ ? (you / can)

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

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

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

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

Skills: Negotiating

5 Complete these phrases with a word from the box.

deal / covers / way / points / see / view

21 I can see your point of _____ .

22 Let's go over the main _____ again.

23 Right. I think that _____ everything.

24 Fine. We've got a _____ , then.

25 Let's _____ what we've got so far.

26 Let's look at this another _____ .


6 Match the two halves of the phrases.

- 27 A compromise could be
- 28 I understand
- 29 Why don't we
- 30 You don't have to worry
- a about transport costs.
- b come back to that later?
- c to pay half the sum in dollars.
- d what you're saying.


Тема 11. Starting New Business.

Ключевые слова: New business, start-up, money, bank loan, time clauses, connectives, graph, describing trends.

Перечень компонентов модуля электронного курса, краткая аннотация и методические рекомендации по изучению модуля.


 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.


Reading Задания на развитие навыков чтения

 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и


подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: "Want to Be Your Own Boss?" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выберите правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков

 Exercise: Money Verbs: Complete the sentences – заполнение пропусков в предложениях текста глаголами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Exercise: Words Connected with Money: Complete the sentences – заполнение пропусков в предложениях текста словами по данной теме. Оценка производится автоматически. Результаты теста сохраняются в системе.


 Exercise: Company Start-up: Complete the sentences - этот тест проверит Ваши знания лексики. Впишите подходящее по смыслу и грамматике слово. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки

 Exercise: Prepositions: Choose the right one - для выполнения этого упражнения выберите один из предлагаемых предлогов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Bank Loan Vocabulary: Choose the word/phrase - этот тест проверит Ваши знания лексики по заданной теме «Банковский кредит», сочетающихся с глаголами для описания обязанностей. Выберите одно из предлагаемых слов или фраз. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 Time Clauses: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики придаточного предложения английского языка, поупражняться, отвечая на вопросы заданий.


 Exercise: Time Clauses: Complete the gaps - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Time Clauses: Choose the correct ending - выбрав правильный ответ, Вы сможете проверить свои знания грамматики. Результаты сохранятся в системе.

 Exercise: When/if + Future: Choose the correct option - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Connectives (Cause, Effect, Contrast, Condition): Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила использования соединительных союзов в предложениях английского языка.


 Exercise: However, therefore etc.: Choose the best answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Conjunctions: Choose the best answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Conjunctions 2: Choose the best answer - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


Writing Задания на развитие навыков письма


 Describing Trends: Read these recommendations and examples – информация напоминает основные рекомендации для того, чтобы подготовить грамотное описание тренда.


 Watch the Video: How to Describe Trends in English – просмотр данного видео поможет Вам понять основные особенности описания трендов и продемонстрирует наглядный пример.

 Writing about Trends: Vocabulary examples – слова и выражения, которые помогут Вам грамотно написать e-mail. При необходимости материал можно распечатать.

 Exercise: Prepositions and Graphs: Check your knowledge – задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.

 A Graph: Describe this graph – задание на описание графика.

 Write a Description of the Above Given Sales Graph – это задание на описание графика. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одногруппниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

cash flow also **cashflow** *n* 1 [U] the amounts of money coming into and going out of a company, and the timing of these

catalogue *BrE* **catalog** *AmE* *n* [C] a book with all of a company's products or services listed and described

chain *n* [C] a number of shops, hotels, or cinemas belonging to the same organization

chair *n* [singular] 1 the position of being the chairperson of a company or organization or the person who is chairperson

invoice *n* [C] a document sent by a supplier to a customer showing how much they owe for particular goods or services

issue *n* [C] 1 something that must be discussed, decided etc

join *v* [I,T] if you join a company, you start working for it

joint venture *n* [C] a business activity in which two or more companies have invested together

start-up *n* [C] a new company, especially a hi-tech one

status *n* [U] 1 your social or professional rank or position

stereotype *n* [C] a fixed idea about something, that may or may not be true

stock *n* [C,U] 1 *especially AmE* one of the shares into which ownership of a company is divided, or these shares considered together

2 also **stocks** [plural] a supply of a commodity (= oil, metal, farm product etc) that has been produced and is kept to be used when needed

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Развитие лексических навыков. Vocabulary and Skills.

NEW BUSINESS.

Planning

An entrepreneur sees a gap in the market and wants to found (=start) a new company.

First some planning is necessary. The entrepreneur has to:

Do market research and develop the product.

Think about pricing, distribution channels, and promotion.

Raise capital (= money used to start or invest in a business).

The capital might come from the founder's own funds, loans from the bank, or money invested by other people / business partners.

Start-up

The founder is now ready to set up (= start) the business. The first steps are to rent premises (= the buildings that a company uses), purchase equipment and supplies, and employ and train staff. The company can now begin its operations. One thing is certain: the first few years will be difficult.

Sometimes a start-up company can get help from venture capital (= money invested in a new business by a specialist company who work in high-growth areas like new technology). VC money is used to run the business, pay salaries, etc in the early years. In exchange the VC company will take part ownership of the company and hope to sell it later for a large profit.

Growth

In a successful business the number of customers grows, turnover increases, and eventually the company breaks even and then makes a profit. The company employs more staff and divides them into different functions: operations, sales, marketing, accounts, etc. The company develops a network of suppliers. The brand name starts to become well-known among customers.

What happens if the business needs to raise additional capital to expand its operations? There are various options.

The company can ask the bank for a loan.

The company can issue new shares and sell them to outside investors.

The company can attract private equity. Private equity is very similar to venture capital, but it comes at a later stage in the company's growth.

Maturity

All being well, the company continues to grow. This growth may be organic (through increased sales and developing the product range) or by acquisitions / takeovers (buying other companies).

Exit strategies

There are various exit strategies available to the owners if they want to sell the company.

The business can be sold as a going concern (= as an established, profitable business) to other private individuals.

The business can be sold to a competitor, or to a large foreign company wanting to enter the market. The company that is taken over may or may not keep its brand name.

The company goes public. This means it is listed on a stock exchange and its shares are sold to individual and institutional investors. The original owners may continue to run the company.

Risks

The majority of businesses fail (= go out of business).

There are many reasons, which include:

The founder can't get a loan, perhaps because of insufficient collateral (= property you agree to give the bank if you fail to give back the money you borrowed).

The company can't meet its monthly repayments to the bank.

The company fails to get enough customers.

Competition from other companies.

Changes in the market (demand for the products falls).

Poor management of cash flow and / or insufficient capital.

Management problems (e.g. the founder finds it difficult to delegate work to other people).

Failure to integrate an acquired business after a takeover.

Развитие грамматических навыков. Language Review.

Условные предложения со словами I wish, I hope (я хочу, я надеюсь)

В связи с этим также можно рассматривать речевые конструкции английского языка, которые используются для выражения желания или сожаления о наступлении события, т.к. у них очень схожи с предложениями условного типа. Для этого могут быть использованы выражения со словом **wish**, при этом:

1. Если речь идет о настоящем времени, то событие должно стоять в Past Simple. При помощи такой фразы можно выразить сожаления о настоящем.

I wish I could see this show. - Жаль, что я не видел этого шоу.

2. Если у нас есть желание, чтобы какое-то событие произошло в будущем, то до глагола, которое обозначает это событие, нужно поставить слово would.

I wish he would stop whistling. - Я бы хотел, чтобы он перестал свистеть.

3. Если мы хотим выразить сожаление о том, что какое-то событие не произошло, то следует использовать глагол в прошедшем завершённом времени.

I wish he had stopped talking. - Я бы хотел, чтобы он замолчал.

Использование предложений с «**I hope**».

Нужно также уделить внимание предложениям, начинающимся с **I hope** "я надеюсь". Такие предложения обычно относятся к будущему.:

I hope they can do it. - Надеюсь, они смогут это сделать.

Для того, чтобы закрепить свои знания и еще раз понять как используются условные предложения в английском языке, предлагаем вам воспользовавшись приведенными выше правилами, перевести на английский язык несколько предложений.

Если мне что-то из этого понравится, я куплю это.

Как только он мне позвонит, я приеду.

Если у нас кончатся деньги, мы будем вынуждены продать дачу.

Если у нас появятся лишние сбережения, то мы сможем приобрести новую квартиру.

Я бы ушел сейчас, если бы мог.

Если бы у тебя было свободное время, ты мог бы свозить нас на озеро.

На твоём месте я бы не строил планов.

Если бы ее не уволили, она не стала бы искать новую работу.

Жаль, что у нас нет жилья.

Хотелось бы, чтобы сегодня вечером не было холодно.

Жаль, я не понимал, что ей так больно.

Надеюсь, мы скоро встретимся.

Развитие навыков письма. Writing.

Writing Graphs Descriptions. Useful Phrases and Tips.

trough

erratic movements

a gradual rise

to level off

a dramatic fall

fluctuations

to reach a peak

a sharp recovery

a gradual fall

a plateau

to take a plunge

a steady increase

to leap upwards

a decline

to slump

A dramatic fall to fall

An abrupt rise to rise

A sudden decline to decline

A moderate grow to grow

A slight increase to increase

A rapid drop to drop

A gradual decline to decline

A steady recover to recover

Erratic sales to sell

A constant levelling off to level off

Образец контрольного задания по теме 11:

Module 11 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Economic terms

1 Complete these sentences with the words from the box.

bureaucracy / exchange / inflation / interest / investment / labour / domestic / trade / unemployment / incentives

1 The fall in _____ rate will probably lead to more business investment.

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

Language Review: Time clauses

2 Match the sentence halves to make meaningful sentences.

- 11 I'm in charge of Marketing
- 12 As soon as we get the figures we need,

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

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

- 16 Our local representative will contact you *when / until / as soon as* you arrive.
- 17 Don't make a decision *before / until / while* you've read the contract.
- 18 Laura will supervise the work *while / when / after* I'm away.
- 19 *Before / When / As soon as* you arrive tomorrow, I'll give you a copy of the report.
- 20 We'll visit the production unit *during / as soon as / when* we have time.

Skills: Numbers

4 Write the underlined numbers in these sentences in words or as numbers. For example:

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

Unemployment increased by five percent.

5%

21 It costs £80.

22 They reduced their workforce to five thousand.

23 There were exactly 234 participants.

24 About 2/3 of the staff agreed.

25 Inflation is up by 1.25%.

26 The company lost three million pounds.

27 A quarter of the goods were damaged.

28 They employ about 2,400 people.


29 Profit increased 18%.

30 One hundred and fifteen people were made redundant.


Тема 12. Products.

Ключевые слова: Products, product features, material, product development process, brand, passive voice, letter of complaint.


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 Starting up. Discussion Forum – форум для обсуждений цитат, вопросов по теме модуля. Здесь Вы можете выражать свои мысли, идеи и вести дискуссии.

Reading Задания на развитие навыков чтения


 Exercise: Before you read the text: Match the words to their definitions – в упражнении представлена новая активная лексика, используемая в нижеследующем тексте. Проверьте свои знания этих слов со словарем и подберите к ним предлагаемые определения. Задание включает автоматическую проверку, результаты сохраняются в системе


 Read the text: "Product" – текст для чтения


 Exercise: True or False?: Read the text above to decide on the statements - выбрав правильный ответ, Вы сможете проверить свое понимание прочитанного ранее текста. Задание включает автоматическую проверку, результаты сохраняются в системе.


 Exercise: Find words or phrases in the text – упражнение на закрепление представленной в тексте лексики. Необходимо подобрать эквиваленты предлагаемым словам и выражениям. Задание включает автоматическую проверку, результаты сохраняются в системе.


Vocabulary and Skills Задания на развитие и закрепление лексики и формирование определенных умений и навыков


 Describing Products: Read the comments and learn how – здесь приведены прилагательные, которые часто используются при описании продукции. Постарайтесь их изучить и запомнить. При необходимости материал можно распечатать.

 Exercise: Adjectives Describing Products: Match the words – задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


 Exercise: Product Features: Choose the answer - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Product Materials: Identify the material name - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: Product Development Process: Gap-filling - для выполнения этого упражнения выбирайте один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Products and Brands: Answer the questions - задание позволит проверить, насколько хорошо Вы усвоили тему. Ваша оценка сохраняется в системе. Количество попыток так же не ограничено, но учитывается в виде штрафов.


Listening Задания на развитие навыков аудирования


 Listen to the recording – прослушайте данную аудиозапись для выполнения последующего упражнения


 Exercise: Listen and choose the best answer – после прослушивания аудиозаписи, выберите правильный, на Ваш взгляд, ответ на каждый вопрос, чтобы проверить свое понимание. Результаты упражнения сохранятся в системе.


Language review Задания на повторение и закрепление элементов грамматики


 The Passive Voice: Watch the presentation to understand the rules - просмотр этой обучающей серии PowerPoint презентаций поможет Вам понять правила грамматики английского языка, поупражняться, отвечая на вопросы заданий. Эта часть напоминает правила образования страдательного залога


 Exercise: The Passive: Rewrite the sentences using a passive form - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.

 Exercise: The Passive: Fill in the missing word - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive Voice: Write the correct form - для выполнения этого упражнения необходимо вписать глагол в нужной форме. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive: Complete the sentences - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: Active or Passive?: Choose the correct answer - для выполнения этого упражнения выберите один из предлагаемых ответов. В верхней части окна будет производиться оценка Ваших результатов.


 Exercise: The Passive Voice: Write the correct form – проверьте свои знания страдательного залога. Данное задание оценивается. Вы можете сделать несколько попыток, однако новая попытка после нажатия кнопки «Отправить всё и завершить тест» повлечет за собой штраф, т.е. понижение оценки.


Writing Задания на развитие навыков письма


 Letter of Complaint: Read some advice and see the examples – информация напоминает основные рекомендации для того, чтобы правильно написать письмо – жалобу.


 Watch the Video: How to Write a Letter of Complaint – просмотр данного видео поможет Вам понять основные особенности написания писем – жалоб.

 Useful Phrases for Writing a Letter of Complaint - выражения, которые помогут Вам грамотно написать e-mail. При необходимости материал можно распечатать.

 Exercise: Sample Letter of Complaint: Fill in the spaces - проверьте себя, ответив на вопросы теста о том, как писать письмо- жалобу, выбрав правильный вариант ответа. Результаты теста сохранятся в системе.

 Exercise: Sample Letter of Complaint: Put the phrases in the correct order - для выполнения этого упражнения расположите предложения в правильном порядке. В верхней части окна будет производиться оценка Ваших результатов.

 Write Your Letter of Complaint – это задание на написание Вашего собственного письма - жалобы. Внимательно прочитайте задание и выполните его. Это необходимо сделать в виде документа MS Word. Прикрепите файл в указанной строке. Он сохранится в системе и ответ можно будет проверить и оценить.

 Unit Glossary – Глоссарий для заполнения лексикой по данной теме. Вспомните или отбирайте новые, интересные слова этого модуля, а также Юнита 1 в учебнике. Добавляйте их, не повторяя дважды уже добавленные Вашими одноклассниками. Каждый Ваш вклад будет оценен.

Глоссарий модуля (Module Glossary)

expenses [plural] money that an employee spends while they do their job, for example on travel and food, and which their employer then pays back

2 to gain advantage from a situation, opportunity etc

devaluation *n* [C,U] when the value of a country's currency goes down or is reduced by the government, in relation to other currencies

distribute *v* [T] to supply goods to shops, customers etc –

distribution *n* [U]

expense *n* 1 [C,U] one of the costs of a particular activity

exploit *v* [T] 1 to treat someone unfairly in order to make money, get an advantage for yourself etc

exploitation *n* [U] when you treat someone unfairly in order to make money, get an advantage for yourself etc

subsidize also **-ise** *BrE v* [T] if a government or organization subsidizes a company, activity etc, it pays part of the cost –

subsidized *adj*

subsidy *n* [C] money that is paid by a government or organization to make something cheaper to buy, use, or produce

supply *v* [T] to sell and provide goods or services – **supplier** *n* [C]

warehouse *n* [C] a building where goods are stored

weakness *n* [C,U] lack of a particular characteristic that would give you the ability to succeed, perform better etc

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PRODUCTS.

Features

The features of a product are its selling points. Here is a list of 60 adjectives that can be used to talk about product features.

adjustable

energy-efficient

affordable

environmentally friendly

attractive

expandable

best-selling

fully automatic

brand-new

functional

built-in

hands-free

compact

hard-wearing

convenient

high-performance

cost-effective

high-quality

customized

high-speed

easy-to-clean

high-tech

easy-to-maintain

innovative

economical to run

integrated

efficient

labour-saving

limited edition

secure

long-lasting

shock-absorbent

low-cost

sophisticated

low-risk

state-of-the-art

made-to-measure

stylish

man-made

tailor-made

mass-produced

time-saving

modular

trouble-free

off-the-shelf

ultra-light

one-touch

unique

optional

up-to-date

portable

user-friendly

practical

waterproof

real-time

well-built

reliable

well-designed

revolutionary

well-made

Our financial products offer a secure home for your money, and are tailor-made to your own personal needs.

Our new range of clothing for the summer is attractive, affordable and stylish.

It's a revolutionary, state-of-the-art home cinema system. A useful feature is the built-in iPlayer access.

These running shoes are waterproof and shock-absorbent.

They are available in a full range of sizes.

Physical description of a product

In addition to describing the features of a product, you may also have to describe it physically, in particular its shape(= the form that it has), size(= dimensions), weight and materials.

To talk about shape we can use adjectives or nouns.

It's square, circular I round, rectangular, L-shaped, star-shaped.

It's in the shape of a square, circle, rectangle, letter 'L'.

To talk about dimensions we can use adjectives or nouns.

The product is 8mm long/ wide/ high/ deep.

The length/ width/ height/ depth of the product is 8mm.

It's 8111m in length/width/height/depth.

It's 40crn in diameter.

It ranges in height from 2m at one end to 3m at the other.

We might want to talk about area and volume.

It measures 60cm by 20cm. So that's 1,200 square centimetres (written as cm^2).

It measures 2m by 2m by 1m. So that's 6 cubic metres (written as m^3).

To talk about weight we say:

It weighs six kilos.

It's six kilos in weight. (NOT six of kilos)

To talk about materials we say:

It's made of aluminium, reinforced concrete, copper, fibreglass, glass, leather, moulded plastic, nanomaterials, rubber, steel, wood (US: lumber), etc.

It's a composite material. (= made of several things)

It's a new type of polymer.

Note these questions that a customer may ask:

What shape is it? What size is it?

How long is it? How wide is it?

Can you give me the dimensions?

How much does it weigh?

What's it made of?

Развитие грамматических навыков. Language review.

Страдательный залог

Залогом в грамматике называют конструкцию, которая определяет, выступает ли подлежащее в роли того, кто совершает действие, либо это действие производится над подлежащим. **Страдательный (пассивный) залог в английском языке** (Passive voice), в отличие от активного (Active voice), показывает, что то или иное действие совершается дополнением по отношению к подлежащему.

В пассивной форме могут употребляться лишь те глаголы, которые имеют прямое дополнение, иными словами, переходные. В переводе на русский язык переходные глаголы – это те глаголы, которые употребляются с дополнением в винительном падеже (отвечает на вопросы кого? что?).

Пассивный залог в английском языке образуется при помощи глагола to be в соответствующей форме данного времени, а также третьей формы глагола.

Отличить его в тексте достаточно просто: если глагол стоит в третьей форме, а перед ним идет глагол to be в нужной форме без предлога, эту конструкцию и называют пассивным залогом.

Конечно, в русском языке залогом несколько отличаются по значению от английского эквивалента, тем не менее, выделить активный и пассивный залогом можно по следующей схеме: страдательный назван так, потому что он «страдает» от какого-либо действия, а действительный «действует».

Рассмотрим пример.

I bought a very beautiful house with a big garden. - Я купила очень красивый дом с большим садом.

Это активный залог, т.к. действие совершается подлежащим.

A very beautiful house was bought by me. - Очень красивый дом был куплен мной.

Это пассивный залог, т.к. производителем действия является прямое дополнение. При этом глагол to buy является переходным (его можно употребить с прямым дополнением).

В данном примере употребление пассивного залога не обязательно, но есть случаи, когда избежать его достаточно сложно, например, когда не указано прямое дополнение, т.е. объект, совершивший действие.

The work is finished. - Работа закончена.

He was told that his wife had cheated on him. - Ему сказали, что его жена ему изменяла.

Для сравнения:

He was cheated. Ему изменяли.

He cheated on his wife. Он изменял своей жене.

Следует помнить, что при переводе активного залога в пассивный подлежащее меняется местами с прямым дополнением.

Пассивный залог в английском языке употребляется во всех временах, кроме группы Perfect Continuous, а также времени Future Continuous.

Например, возьмем за основу глагол **interrupt**.

He is always interrupted during his speech. - Его всегда прерывают во время речи.

He is being interrupted the third time during his speech. - Его прерывают во время речи уже третий раз.

He was interrupted during his speech. - Его прервали во время речи.

He was being interrupted when we left. - Когда мы ушли, его кто-то начал прерывать.

He will be interrupted, I'm sure. - Его будут прерывать, я уверен.

He has been interrupted so many times since the lecture started. - Его столько раз уже прервали с того момента, как началась лекция.

He had been interrupted four times before we came. - Перед тем, как мы пришли, его прервали четыре раза.

He will have been interrupted five times by the end of his speech. - К концу речи будет уже пять раз, как его прерывали.

Кроме того, пассивный залог в английском языке употребляется в оборотах, которые переводятся на русский как неопределенно личное предложение.

It's said that you shouldn't forgive the one who has deceived you once. - Говорят, что нельзя прощать тех, кто однажды тебя обманул.

Отрицательная и вопросительная формы пассивного залога образуются таким же способом, как и во всех временах: делается инверсия при вопросе, прибавляется частица not к вспомогательному глаголу при отрицании, в данном случае – к глаголу to be.

При переводе пассивного залога следует помнить, что данный оборот может переводиться несколькими способами.

I was abused but I said nothing. - Меня оскорбили, но я ничего не сказал. Я был оскорблен, но ничего не сказал.

Также в страдательный залог нельзя перевести модальные глаголы, многие глаголы чувств и состояния, а также глаголы связки (тот же глагол to be).

Развитие навыков письма. Writing.

Writing Letters of Complaints. Useful Phrases and Tips.

- I am writing to complain about...
- I am writing to express my concern about the fact that...
- I must complain in writing about...
- I feel I must complain to you about...
- I wish to complain in the strongest terms about...
- I must insist that you...
- I must urge you to...
- I am writing to inform you of an apparent error in your records...

COMPLAINT – other useful phrases

- Poor standard of service/slow service
- No accommodation/Travel delays/Rather rude staff
- Badly scratched/dented wrapping/packaging
- To claim/demand for a refund
- Defective/faulty goods/defective item/machine
- The... may need replacing
- To restore an item to full working order...
- I am enclosing the broken radio in this package; please send me a replacement..

- I am returning ... to you for correction of the fault/for inspection/repair/servicing
- I am asking for/I wish to get a replacement
- You said that ... I feel sure there must be some mistake as I am sure that...

COMPLAINTS - ending

- I do not usually complain, but, as an old customer, I am sure you will be interested in
my comments.
- We look forward to dealing with this matter without delay.
- I feel that your company should consider an appropriate refund.
- I would be grateful if you would send me a complete refund as soon as possible
- We feel there must be some explanation for (this delay) and expect your prompt reply.
- Will you please look into this matter and let us know the reason for ...
- Thank you for your assistance.
- I look forward to hearing from you at your earliest convenience.
- I am returning the damaged goods/items... and shall be glad if you will replace them.
- Please look into this matter at once and let me know the delay.
- Please check your records again.
- Thank you for your cooperation in correcting this detail...

Образец контрольного задания по теме 12:

Module 12 Test

Answer all thirty questions. There is one mark per question.

Vocabulary: Describing products

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

- 1 Sony and Panasonic make l_____ -l_____ batteries.
- 2 Louis Vuitton bags are w_____ -m_____ products.
- 3 HP manufactures h_____ -t_____ computer products.
- 4 Wrangler makes jeans that are both fashionable and h_____ -
w_____.
- 5 Estée Lauder and L'Oréal have both developed b_____ -s_____ cosmetics.
- 6 Rolex and Tissot produce h_____ -q_____ watches.

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

modify / discontinue / promote / distribute

- 7 I'm afraid this product is no longer available. In fact, the whole range has been _____.
- 8 We have always _____ our products through several wholesale companies.

9 Sales of the RPX3 have increased considerably since we _____ it slightly three months ago.

10 Their new soft drink was aggressively _____ and marketed.

Language Review: Passives

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

11 We will launch our new range next summer.

Our new range _____ next summer.

12 They have not tested the new medicine yet.

The new medicine _____ yet.

13 They designed this new sports car in Japan.

This new sports car _____ in Japan.

14 We cannot ship the goods until they receive payment.

The goods _____ until we receive payment.

15 We are redesigning our website.

Our website _____.

16 Millions of people use our toiletries every day.

Our toiletries _____ by millions of people every day.

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

17 The new office furniture _____ (deliver) yesterday.

18 There wouldn't be so many complaints all the time if the goods _____ (pack) more carefully.

19 All our documents _____ (translate) into Spanish and English, and this always makes our work easier.

20 If the machine breaks down again, our new chocolates _____ (not / produce) in time.

Skills: Presenting a product

5 Complete this product presentation. The first letter of each missing word is given.

So, ladies and gentlemen, (21) t_____ is our new product. As you can see, it's robust and elegant. It's (22) m_____ of steel and plastic and (23) w_____ only 1.6 kilos. In addition, it (24) c_____ in a wide range of colours. Now, let me (25) t_____ you about its other selling points. It has several special (26) f_____. You have already noticed its very small (27) s_____, only 22 centimetres long and 5 centimetres wide. This, of course, makes it (28) i_____ for travelling. Finally, it has the added (29) a_____ of being very reasonably priced. Now, would anyone like to ask a (30) q_____?

Образец итогового контрольного задания по курсу:

End of Course Test

Listening

Track 08

1 You will hear Roger Tremain asking his manager if he can go on a training course. Listen to the conversation and complete this chart (1–5) with details of the course Roger wants to attend. You will hear the conversation twice.

1 Type of course	_____
2 Location (town or city)	_____
3 Starting date	_____
4 Duration of course	_____
5 Cost (course only)	_____

Track 08

2 Listen again and mark these statements true (T) or false (F).

Roger's manager says that ...

6 the course is a good one. _____

7 Roger can take time off to do the course before Christmas.

8 there is enough money in the budget to cover costs up to £2,500.

9 Roger is a good employee who will benefit from the training.

10 Roger should put all the details in writing.

Vocabulary

3 Complete the text below (11–15) with the correct word from the box. There is one word you don't need.

advertising / launch / market / redundant / share / subsidiary
--

Carston has announced that it will close its UK _____¹¹, which employs about 70 staff. Most of the staff will be made _____¹². The company spent £5 million on _____¹³ last year to promote its latest product. But the product _____¹⁴ was a failure. Competition from other UK companies, such as Fyfield and Brix, has been strong, and Carston has seen its market _____¹⁵ decline sharply over the last three years.

4 Complete the text below (16–20) with the best verb from the box. There are more verbs than you need.

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

Erika always wanted to work for herself. After getting a good qualification in art and design, she decided to _____¹⁶ her own business making jewellery. Two years later, she is finding it hard to _____¹⁷ a living from her business. In fact, she has to _____¹⁸ part-time in a shop to earn extra money. Erika makes innovative jewellery that is both high quality and stylish, but she doesn't have a strong customer base and often finds it difficult to _____¹⁹ her work. She needs to

_____ ²⁰ some market research and then to develop an effective marketing strategy.

5 Match these words (21–30) with the definitions (a–j).

21 complaint _____

22 endorsement _____

23 discount _____

24 investment _____

25 merger _____

26 promotion _____

27 refund _____

28 staff _____

29 turnover _____

30 workload _____

a) When a famous person appears in an advertisement saying how good a product is

b) Money put into a business activity with the aim of making a profit

c) When two or more companies join together to form a larger company

d) A statement made by a customer who is not satisfied with a product or service

e) The amount of work that a person or organisation has to do

f) The people who work for an organisation or company

g) The amount of money a company receives in sales in a particular period of time

h) Special activity to sell a product: for example, advertising

i) Offering something for sale at a lower price than usual

j) Money that is given back to the customer if they are not satisfied with a product

Language

6 Choose the correct answer (a, b or c) to complete the article (31–40).

Michel Soussaline _____³¹ in a Paris hospital as a cancer specialist. But at present, he is only working part-time. In his free time, he _____³² his wife to develop a biotech company called Imstar. Mr Soussaline describes the difficulties of setting up a new company in France: ‘We _____³³ the necessary investment, but it was impossible. There is much less help for developing companies than in the US.’ Mr Soussaline believes that Imstar _____³⁴ a bigger company by now if it was based in California.

Mr de Bézieux, who heads a lobby group for small businesses in France, says: ‘Between 1965 and 1980, the French economy _____³⁵ twice as fast as the US. Since then, it _____³⁶ the opposite. One of the main explanations is that our small businesses _____³⁷.’

But now there is a new approach to small business in France. In the past year, the government _____³⁸ a series of initiatives to support innovative start-ups. In future, fast-growing companies _____³⁹ extra benefits and _____⁴⁰ lower rates of tax.

- 31 a) works b) worked c) working
- 32 a) helped b) was helping c) is helping
- 33 a) look for b) looked for c) will look for
- 34 a) was b) would be c) have been
- 35 a) grows b) is growing c) was growing
- 36 a) was b) will be c) has been
- 37 a) is not growing b) was not growing c) are not growing
- 38 a) launches b) has launched c) will launch
- 39 a) will receive b) have received c) receive
- 40 a) will be paid b) will pay c) are paying

7 In each line of the e-mail below (41–45), there is one mistake. Cross out the word which is wrong and write the correct word on the right. The first one is given as an example.

Subject: Meeting next Thursday

Dear Becky

Do you please help me?

Can

I'm trying to find on how many people are coming to the meeting next

_____ 41

Thursday. Maria said me it would be ten, but Alex thinks it could be 20.

_____ 42

If more than 15 people come, we would need to book a bigger room.

_____ 43

But the large meeting room has already been booked during the whole day.

_____ 44

I look forward to hear from you.

_____ 45

Many thanks,

Sam

Skills development

A Meetings

8 Choose the best phrase (a–h) to complete each gap in the conversation (46–53).

- a) I think
- b) I agree
- c) Perhaps we should
- d) I'm not sure I agree
- e) how about
- f) The next item on the agenda is
- g) Yes, that's right
- h) What do you mean

Chair OK, let's move on. _____⁴⁶ publicity for our sales conference. Barbara, you've prepared something on this.

Barbara Yes. Well, to start with, I've prepared a leaflet to send out to the agents. You've all received a copy. What do you think?

Ted _____⁴⁷ it looks good – very colourful!

Beth _____⁴⁸ highlight the guest speaker's name a bit more. She's very well known, and her talk will attract a lot of people.

Barbara _____⁴⁹ by highlight the name more? I've put her name in large letters.

Beth Yes – but _____⁵⁰ putting it right at the top?

Ted _____⁵¹. The title of the conference is more important, isn't it?

Dora _____⁵² – the title of the conference must be at the top. But
_____⁵³ with Beth. The name should stand out more.

B Socialising

9 Choose the best response (a–g) for each item (54–60).

54 Would you like to join us for dinner? _____

55 Could you tell me where the restaurant is? _____

56 What do you recommend? _____

57 Can I get you a drink? _____

58 Can I order a taxi to go to your hotel? _____

59 Thanks for showing me round. _____

60 I hope you have a good journey back. _____

- a) Thanks. I'll be in touch soon.
- b) The chicken is very good.
- c) It was a pleasure.
- d) That's very kind of you. I'd love to.
- e) It's near our office in the High Street.
- f) Thanks, but Jack has offered me a lift.
- g) Thanks. Just a glass of water, please.

Reading

10 Read the article and complete each gap (61–65) with one of these words (a–e).

- a) messages
- b) newspaper
- c) warning
- d) information
- e) industries

Message on sensitive e-mails is not getting through

When new employees start at Goldman Sachs, one of the first things they are told is that they should not put anything in an e-mail that they wouldn't want to read in the _____.⁶¹ Don't complain about colleagues. Don't discuss sensitive deals. Don't say bad things about the competition. If you

want to do those things, they are told, use the phone or talk to someone in person.

The same _____⁶² has been repeated across the corporate world for years, but the message never seems to get through. Sensitive e-mails and instant messages continue to turn up in public.

It seems that no matter how often they are told, employees continue to see workplace e-mails as casual, private exchanges that no one else will read. The ePolicy Institute, which conducts research and advises companies, recently carried out a survey of 416 companies. The survey showed that only 42 per cent of companies conduct any formal training regarding e-mail usage. Instead, they rely on written policies that are often not read.

Simply telling workers to be more careful is not enough. Some companies are now using advanced software that can block potentially embarrassing messages from leaving a corporate system.

Proofpoint, an electronic security company, offers software that monitors _____⁶³ as they arrive and depart to detect potentially dangerous words or phrases. Keith Crosley, Director of Market Development for Proofpoint, says heavily regulated _____⁶⁴, such as financial services and health care, are among his company's best customers. Kawasaki Motors uses the software to make sure no one leaks its motorcycle designs. The software ensures that personal data such as credit-card numbers and medical histories are encrypted and monitors the disclosure of confidential corporate _____⁶⁵.

'Our systems can be trained,' Mr Crosley says. 'You can show it examples – "Here are my new car designs. Here is my internal phone list" – and not let those messages go out.'

The problem is that the software can occasionally block important e-mails that are not sensitive. 'Customers are not very tolerant of that problem,' Mr Crosley says.

11 Choose the best answer to each question (66–70).

- 66 There are several kinds of sensitive information that shouldn't be included in e-mails. Which one *doesn't* appear in the article?
- a) complaints about people you work with
 - b) trade secrets
 - c) employees' names
 - d) bank-account details
 - e) credit-card details
- 67 If they want to discuss sensitive deals, Goldman Sachs employees are told not to ...
- a) use the phone.
 - b) use e-mail.
 - c) talk to a person inside the company.
- 68 According to an ePolicy survey, most companies ...
- a) use special software to block sensitive messages.
 - b) organise training programmes to instruct employees how to use e-mail.
 - c) send only written instructions about using e-mail.

69 Proofpoint is ...

- a) a kind of software that monitors e-mails.
- b) a company that specialises in electronic security.
- c) an institute that advises companies on security.

70 Which word is used in the article to mean the same as 'sensitive'?

- a) casual
- b) instant
- c) embarrassing

Writing

12 You are going to visit a client company in Toronto next week. Write a reply to the following e-mail. Write about 50 words.

To:

From: Greg Saunders

Subject: Your visit next week.

Dear ...

I am attaching a programme for your visit next week. Please let me know if there is anything you would like to add.

If you could also tell me your flight number and arrival time, I will arrange

for our driver to meet you at Toronto airport and take you to your hotel.

We are all looking forward very much to meeting you next week.

Best regards

Greg

13 Your manager at work has asked if you can recommend your English course to other employees. Write an informal report of 120 to 150 words describing the English course you have just completed. Include this information: number and length of lessons, people in the group, coursebook topics, exercises and activities. Say what you enjoyed most about the course and what you found useful.

Speaking

You will have a ten-minute oral test. You have five minutes to prepare.

14 Your examiner will ask you some questions about yourself: your work or studies and your future plans.

15 Look at the information about two products in the chart below. Be ready to describe each product and to answer the examiner's questions. Say which one you would prefer to buy and why.

	Whiteboard marker	Eco-friendly marker
Use with	whiteboards	whiteboards
The outer case is made of	plastic	recycled paper

Features	Dries immediately after writing Long-lasting Clean with special product	No harmful chemicals Clean with water
Colours	6	4
Price	€15 for a pack of six	€7 for a pack of four

Общий глоссарий курса (Course Glossary).

absenteeism *n* [U] the problem of employees not being at work when they should be

accessory *n* [C] a small thing that you add to a house, clothes etc to make them look more attractive

account *n* 1 [C] an arrangement between a customer and a bank that allows the customer to pay in and take out money

2 **accounts** [plural] the official financial records of a company, person etc

accountant *n* [C] a professional whose job is to keep the financial records of an organization, or to advise clients on financial and tax matters

ad *n* [C] an informal word for advertisement

administration *n* [U] the activity of managing and organizing the work of a company or organization

advert *n* [C] *BrE* an informal word for advertisement

advertise *v* [I,T] 1 to tell people publicly about a product or service in order to persuade them to buy it

2 to inform people publicly that a job is available and invite them to apply for it

advertisement *n* [C] a picture, piece of writing, or film that tells people about a product or service in order to persuade them to buy it

advertiser *n* [C] a person or organization that advertises their products or services

advertising *n* [U] 1 telling people about a product or service in order to persuade them to buy it

2 the companies that prepare and sell advertising, considered as an industry

advertising campaign *n* [C] an organization's programme of advertising activities over a particular period with specific aims, for example to increase sales of a product

agenda *n* [C] 1 a list of the subjects to be discussed at a meeting

2 the things that someone considers important or that they are planning to do something about

aggressive *adj* 1 an aggressive plan or action is intended to achieve its result by using direct and forceful methods

2 an aggressive person or organization is very determined to achieve what they want

application *n* [C] 1 a formal, usually written, request for

something, especially a job, a place at university, or permission to do something

2 a practical use for something

3 a piece of software for a particular use or job

apply *v* 1 [I] to make a formal, usually written request for something, especially a job, a place at university, or permission to do something

2 [T] to use something such as a law or an idea in a particular situation, activity, or process

appoint *v* [T] to choose someone for a particular job

appointment *n* 1 [C] an arrangement to meet someone at a particular place or time

2 [C,U] the act of choosing someone for a particular job, or the job itself

approximate *adj* an approximate amount, number etc is a little more or a little less than the exact amount, number etc –

approximately *adv*

assertive *adj* behaving in a confident way in order to get what you want

asset *n* 1 [C] something of value belonging to a person or company that has value or the power to earn money

2 **assets** [plural] the property, equipment etc owned by a business considered together, as shown in its balance sheet

attend *v* [I,T] to go to an event such as a meeting

award *n* [C] a prize for good performance in a particular activity

background *n* 1 [C] someone's past, for example their education, qualifications, and the jobs they have had

2 [C,U] information about events in the past that explain the current situation

balance of trade *n* [singular] the difference between the value of a country's exports and its imports

balance sheet *n* [C] a document showing a company's financial position at a particular time

bankrupt *adj* not having enough money to pay your debts –

bankruptcy *n* [C,U]

bargain 1 *n* [C] 1 something you buy cheaply or for less than its usual price

2 an agreement between two people to do something in return for something else

bargain² *v* [I] to discuss the conditions of a sale, agreement etc in order to get the greatest advantage for yourself –

bargaining *n* [U]

benchmark *n* [C] 1 something that can be used as a comparison to judge or measure other things

2 a good performance in a particular activity by one company that can be used as a standard to judge the same activity in other companies – **benchmark** *v* [T],

benchmarking *n* [U]

bill *n* [C] the total cost of something, or the document that shows this

board also **board of directors** *n* [C usually singular] the group of people who have been elected by shareholders to manage a company

bond *n* [C] a financial certificate showing an amount borrowed by an organization or government at a particular rate of interest for a particular period

bonus *n* [C] an extra amount of money added to an employee's wages, usually as a reward for doing difficult work or for doing their work well

boom¹ *n* [C,U] 1 a time when business activity increases rapidly, so that the demand for goods and services increases, prices and wages go up, and unemployment falls

2 a time when activity on the stock market reaches a high level and share prices are very high

boom² *v* [I] if business, trade, or the economy is booming, it is very successful and growing

branch *n* [C] an individual bank, office, shop etc that is part of a larger organization

brand1 *n* [C] a name given to a product or group of products by a company for easy recognition

brand2 *v* [T] to give a name to a product or group of products for easy recognition –
branding *n* [U]

bribery *n* [U] dishonestly giving money to someone to persuade them to do something to help you – **bribe** *n* [C]

budget 1 *n* [C] an amount of money that an organization has available to spend on something in a particular period

budget 2 *v* [I,T] to plan the amounts of money to be spent on different things in a particular period

bureaucracy *n* 1 [C] a system of government that involves a large number of departments and officials

2 [U] *disapproving* all the complicated rules and processes of an official system, especially when they are confusing or responsible for causing a delay

campaign *n* [C] a series of activities designed to achieve a particular result

capacity *n* 1 [C,U] the amount of space that a container, room etc has

2 [singular, U] the amount of something that a company, factory etc can deal with or produce

capital *n* [U] money invested in something in order to make a profit

career *n* [C] 1 a profession or job that you train for

2 the series of jobs that you do during your working life

career ladder *n* [singular] all the increasingly important jobs that someone has, or would like to have, as they get older

cash *n* [U] money, especially money that is immediately available in banknotes, coins, bank accounts etc

cash flow also **cashflow** *n* 1 [U] the amounts of money coming into and going out of a company, and the timing of these

2 [C,U] profit made during a particular period, measured in different ways by different businesses

catalogue *BrE* **catalog** *AmE* *n* [C] a book with all of a company's products or services listed and described

chain *n* [C] a number of shops, hotels, or cinemas belonging to the same organization

chair *n* [singular] 1 the position of being the chairperson of a company or organization or the person who is chairperson

2 the position of being in charge of a meeting, or the person who is in charge of it –
chair *v* [T]

chairman *plural -men*, **chairwoman** *plural -women* *n* [C] the most important person on the board of directors of a company, especially in the UK. In the US, this person is usually called the president of the company

chamber of commerce *n* [C] an organization made up of businesspeople in a particular place, that helps businesses with advice, support etc

charge¹ *n* 1 [C,U] the amount of money you have to pay for goods or services

2 **be in charge of sth** to be the person who controls or manages an activity or a group of people

charge² *v* [I,T] to ask someone to pay a particular amount of money for something

chief executive *n* [C] the manager with the most authority in the day-to-day management of a company

Chief Executive Officer (CEO) *n* [C usually singular] the title of the manager with the most authority in the day-to-day management of a company, used especially in the US.

The job of CEO is sometimes combined with that of president

client *n* [C] someone who pays for professional services

colleague *n* [C] someone you work with, used especially by professional people and managers

commercial¹ *adj* 1 relating to business

2 a commercial product or service is sold in order to make a profit

commercial² *n* [C] an advertisement on television or radio

commission *n* [C,U] an amount of money paid to someone according to the value of goods, services, investments etc they have sold

compensation *n* [U] 1 an amount paid to someone because they have been hurt or harmed

2 the total amount of pay and benefits that an employee receives, especially a high-level manager

compete *v* [I] if a company, country etc competes with others, it tries to persuade people to buy its products or services rather than those of the others

competition *n* 1 [U] a situation where businesses or countries are competing with each other

2 [C] an event where people have to answer questions etc in order to win prizes

competitive *adj* 1 used to describe situations where companies, countries etc are competing

2 a competitive price is similar to or less than other companies' prices

competitive advantage *n* [C] something that helps you to be better or more successful than others

competitor *n* [C] a person, product, company, country etc that is competing with another

component *n* [C] a part of a product, activity etc

concept *n* [C] an idea for a product, business etc

conglomerate *n* [C] a large business organization consisting of different companies, often involved in different activities

consume *v* [T] to use raw materials, finished products etc

consumer *n* [C] a person who buys products or services for their own use, rather than to use in business or to resell

consumer behaviour *BrE* **consumer behavior** *AmE* *n* [U] how, why, where, and when consumers buy things, and the study of this

contract *n* [C] a formal agreement between two or more people or organizations to do something, for example to buy something

corporate *adj* [only before a noun] relating to companies, usually large ones

counselling *BrE* **counseling** *AmE* *n* [U] when people are given advice to help them in a difficult situation

counsellor *BrE* **counselor** *AmE* *n* [C] someone whose job is to give counselling

counterpart *n* [C] your counterpart is someone with the same job as you in another organization

crash1 *n* [C] 1 a time when many investments lose their value very quickly

2 an occasion when a computer or computer software suddenly and unexpectedly stops working or fails to work properly

crash2 *v* 1 [I] if stock markets, shares etc crash, they suddenly lose a lot of value

2 [I,T] if a computer crashes, or if you crash a computer, it suddenly and unexpectedly stops working

create *v* [T] to make something that did not exist before

creative *adj* producing or using new ideas – **creativity** *n* [U]

credit *n* [U] 1 borrowed money that is available to spend

2 an arrangement with a shop, supplier etc to buy something now and pay later

CRM abbreviation for customer relationship management

cultural *adj* 1 relating to artistic activities such as theatre, classical music etc

2 relating to the ideas, beliefs, and customs that are shared and accepted by people in a society, company etc

culture *n* [C,U] the ideas, beliefs, and customs that are shared and accepted by people in a society, company etc

currency *n* [C,U] the money used in a particular country

customer *n* [C] a person or organization that buys products

customer loyalty *n* [U] when customers continue to buy a particular company's product, and do not change to other companies' products

customer orientation *n* [U] when a company finds out about its customers' needs, and offers products and services that satisfy these needs

customer relationship management (CRM) *n* [U] a company's activities to keep its customers satisfied, find out more about their needs etc

cyberspace *n* [U] all the sites, services etc on the Internet

debt *n* 1 [C] an amount of money that is owed

2 [U] the state of owing money

3 [U] money borrowed by a company in the form of loans and bonds, rather than shares

decline *v* [I] 1 if an industry or country declines, it becomes less profitable, productive etc

2 if sales, output, production etc decline, they become less –

decline *n* [C,U]

decrease *v* 1 [I] if an amount, level etc decreases, it goes down

2 [T] if you decrease an amount, level etc, you reduce it –

decrease *n* [C,U]

delegate *v* [I,T] to give part of your power or work to someone who is at a lower level in the organization –

delegation *n* [U]

deliver *v* [I,T] 1 to take goods to a place

2 to produce results – **delivery** *n* [C,U]

demand *n* [U] 1 spending on goods and services by companies and people

2 the total amount of a type of goods or services that people or companies buy in a particular period

3 the total amount of a type of goods or services that people or companies would buy if they were available

deputy *n* [C] someone in an organization who is immediately below someone else, and who does their work when they are not there – **deputy** *adj* [only before a noun]

devaluation *n* [C,U] when the value of a country's currency goes down or is reduced by the government, in relation to other currencies

distribute *v* [T] to supply goods to shops, customers etc –

distribution *n* [U]

distributor *n* [C] a business that makes goods available either to shops or directly to buyers

drive1 *n* 1 [U] someone's energy, motivation, and ability to work hard

2 [C usually singular] an effort to improve or increase the level of something

drive2 *v* [T] 1 to control a train, car etc

2 [usually passive] if an activity is driven by something, it is influenced by it and depends on it

durable *adj* if something is durable, it lasts a long time –

durability *n* [U]

earnings *n* [plural] 1 the money that a person or particular group of people earn in a particular period

2 the profit made by a company in a particular period, or by companies in general

economic *adj* 1 [only before a noun] relating to the economy, business etc

2 if an activity is economic, it is profitable

economical *adj* using time, money, goods etc carefully and without wasting any

economically *adv* 1 in a way that relates to the economy, business etc

2 in a way that makes a profit

3 in way that uses time, money, goods etc carefully and without wasting any

economy *n* [C] the system by which a country's goods and services are produced and used, and the people and organizations involved in it

employ *v* [T] to pay someone to work for you in a particular job

employee *n* [C] someone who works for a company, especially in a job below the rank of manager

employee loyalty *n* [U] when employees like working for a particular company, work hard, and do not want to leave

employer *n* [C] a person or organization that employs people

employment *n* [U] 1 work that you do to earn money

2 the number of people in an area, industry etc that have jobs, the type of jobs they have etc

e-tailer *n* [C] a person or organization that sells goods to the public on the Internet

executive *n* [C] someone with an important job as a manager in an organization

expand *v* 1 [I,T] to become larger in size, amount, or number, or to make something larger in size, amount, or number

2 [I] if a company expands, it increases its sales, areas of activity etc – **expansion** *n* [U]

expense *n* 1 [C,U] one of the costs of a particular activity

2 **expenses** [plural] money that an employee spends while they do their job, for example on travel and food, and which their employer then pays back

exploit *v* [T] 1 to treat someone unfairly in order to make money, get an advantage for yourself etc

2 to gain advantage from a situation, opportunity etc

exploitation *n* [U] when you treat someone unfairly in order to make money, get an advantage for yourself etc

export1 *n* 1 [C usually plural] a product that is sold to another country

2 [U] the sale of products to other countries

export2 *v* [I,T] to sell products to other countries

facility *n* 1 [C] a place or large building which is used to make or provide a particular product or service

2 **facilities** [plural] special buildings or equipment that have been provided for a particular use, such as sports activities, shopping, or travelling

failure *n* [C,U] 1 when someone or something does not achieve the results that were expected

2 when a machine stops working

fall1 *v past tense fell past participle fallen* [I] to go down to a lower price, level, amount etc

fall2 *n* [C] 1 a reduction in the amount, level, price etc of something

2 when a person or organization loses their position of power or becomes unsuccessful

feature1 *n* [C] one of the characteristics of a product or service that is useful, attractive etc

feature2 *v* [T] if a product features a particular characteristic, it possesses it

finance1 *n* 1 [U] money that is provided or lent for a particular purpose

2 [U] the department in a company that deals with money

3 **finances** [plural] the situation of a country, company etc in relation to the amount of money it has, owes etc –

financial *adj*

finance2 *v* [T] to give or lend money for a particular project, activity etc

firm *n* [C] a company

fleet *n* [C] a fleet of cars, trucks etc is all the cars etc that a company owns

flexible *adj* 1 a person, plan etc that is flexible can change or be changed easily to suit any new situation

2 if arrangements for work are flexible, employers can ask workers to do different jobs, work part-time rather than fulltime, give them contracts for short periods etc. Flexible working also includes job-sharing and working from home –

flexibility *n* [U]

flexitime *BrE* **flextime** *AmE* *n* [U] a system in which people who work in a company do a fixed number of hours each week, but can choose what time they start or finish work within certain limits

focus group *n* [C] a group of people brought together to discuss their feelings and opinions about a particular subject.

In market research, focus groups discuss their opinions of products, advertisements, companies etc

forecast 1 *n* [C] a description of what is likely to happen in the future, based on information available now

forecast 2 *v* *past tense and past participle* **forecast** or

forecasted [T] to state what is likely to happen in the future, based on information available now

formal *adj* 1 formal behaviour is very polite

2 [only before noun] formal qualifications are those you gain at school, university etc, rather than experience you get in your job

found *v* [T] to start a new activity, organization etc – **founder** *n* [C]

global *adj* 1 affecting or involving the whole world

2 including and considering all the parts of a situation together, rather than the individual parts separately –

globally *adv*

globalization also **-isation** *BrE n* [U] the tendency for the world economy to work as one unit, led by large international companies doing business all over the world

globalize also **-ise** *BrE v* [I,T] if a company, an industry, or an economy globalizes or is globalized, it no longer depends on conditions in one country, but on conditions in the world as whole

goods *n* [plural] things that are produced in order to be used or sold

gross domestic product (GDP) *n* [singular] the total value of goods and services produced in a country's economy, not including income from abroad

grow *v past tense grew past participle grown* 1 [I] to increase in amount, size, or degree

2 [T] if you grow a business activity, you make it bigger

growth *n* [U] an increase in size, amount, or degree

guarantee *n* [C] a formal written promise to repair or replace a product if there is a fault within a particular period

headquarters *n* [plural] the head office or main building of an organization –
headquartered *adj*

healthcare *n* [U] medical care, doctors, hospitals etc considered as an industry

high-tech also **hi-tech** *adj* high-tech companies, activities etc use advanced equipment and techniques

hire *v* [T] 1 if a company hires new employees, it recruits them

2 if you hire a car, boat etc you pay to use it for a particular period

human resources *n* [plural] 1 an organization's employees, with their abilities and skills

2 (HR) the administration of a company's employees, including recruitment, salary systems etc

human rights *n* [plural] the basic rights that people have to be treated fairly and equally, especially by their government

image *n* 1 [C] a picture, photograph etc

2 [C,U] all the ideas that people have about a product, person etc, considered together

import1 *n* [C] a product that is bought from another country

import2 *v* [I,T] to buy products from other countries

incentive *n* [C] something which is used to encourage people, especially to make them work harder, produce more or spend more money

income *n* [C,U] 1 the amount that a person earns in a particular period

2 the profit made by a company within a particular period

industrial *adj* 1 involving industry, or of a type used in industry

2 industrial areas, countries etc have many different companies and industries

industrialist *n* [C] a powerful businessman or businesswoman

industry *n* 1 [U] the production of basic materials or finished goods

2 [U] all the people and organizations that work in industry

3 [C] a particular type of industry or service

inflation *n* [U] a continuing increase in the price of goods and services, or the rate of this increase

infrastructure *n* [C,U] 1 the basic systems and structures that a country needs to make economic activity possible, for example transport, communications, and power supplies

2 the basic systems and equipment needed for an industry or business to operate successfully or for an activity to happen

innovate *v* [I] to design and develop new and better products

– **innovator** *n* [C]

innovation *n* 1 [C] a new idea, method, or invention

2 [U] the introduction of new ideas or methods

innovative *adj* 1 an innovative product, method, process etc is new, different, and better than those that existed before

2 using clever new ideas and methods – **innovatively** *adv*

insurance *n* [U] an arrangement where a company collects money from a person or organization and, in return, promises to pay them money if they are ill, have an accident, cause harm to others etc

interest *n* 1 [U] an amount paid by a borrower to a lender, for example to a bank by someone borrowing money for a loan, or by a bank to someone keeping money in an account there

2 [U] the interest rate at which a particular sum of money is borrowed and lent

3 [C] the part of a company that someone owns

4 [C] the possession of rights, especially to land, property etc

interest rate *n* [C] the cost of borrowing money, expressed as a percentage over a particular period such as a month or year

interpreter *n* [C] someone who translates what someone says from one language into another, especially as their job

inventory *n* [U] the American word for stocks of goods

invest *v* [I,T] 1 to put money into a business activity, hoping to make a profit

2 to buy shares, bonds etc, hoping to make a profit –

investment *n* [C,U]

invoice *n* [C] a document sent by a supplier to a customer showing how much they owe for particular goods or services

issue *n* [C] 1 something that must be discussed, decided etc

2 a magazine or newspaper appearing on a particular date

join *v* [I,T] if you join a company, you start working for it

joint venture *n* [C] a business activity in which two or more companies have invested together

labor union *n* [C] *AmE* an organization representing people working in a particular industry or profession, especially in meetings with their employers. Labor unions are called trade unions in British English

labour *BrE*, **labor** *AmE* *n* [U] 1 the work performed by the people in a company, country etc

2 the people doing this work considered as a group

labour force *BrE*, **labor force** *AmE* *n* [C] another name for workforce

launch1 *v* [I,T] 1 to show or make a new product available for sale for the first time

2 to start a new company

3 to start a new activity, usually after planning it carefully

launch2 *n* [C] 1 an occasion at which a new product is shown

or made available for sale or use for the first time

2 the start of a new activity or plan

level1 *n* [C] 1 the measured amount of something that exists at a particular time or in a particular place

2 all the people or jobs within an organization, industry etc that have similar importance and responsibility

level2 *v* **levelled**, **levelling** *BrE* **leveled**, **leveling** *AmE*

level off/out *phr v* [I] to stop climbing or growing and become steady or continue at a fixed level

liability *n* 1 [singular] an amount of money owed by a business to a supplier, lender, or other creditor

2 **liabilities** [plural] the amounts of money owed by a business considered together, as shown in its balance sheet

3 [U] a person's or organization's responsibility for loss, damage, or injury caused to others or their property, or for payment of debts

licensing agreement *n* [C] an arrangement where one company gives permission to another to make products based on its ideas, usually in exchange for payment

lifecycle also **life-cycle** *n* [C] the different stages in the existence of a product, from its design and launch, through to the time when it is discontinued (= no longer sold)

lifestyle *n* [C,U] the way someone lives, including their job, how they spend their money etc

limited company also **limited liability company** *n* [C] a company where individual shareholders lose only the cost of their shares if the company goes bankrupt, and not other property they own

liquidation *n* [U] if a company goes into liquidation, it stops operating and all its remaining assets are sold

loan *n* [C] an amount of money that is lent, usually in return for interest until the money is repaid

logo *n* [C] a design or way of writing its name that a company or organization uses as its official sign on its products, advertising etc

lose *v past tense and past participle lost present participle*

losing [T] 1 to stop having something any more, or to have less of it

2 to have less money than you had before or to spend more money than you are receiving

3 **lose something (to sb/sth)** to have something such as a contract or customers taken away by someone or something

loss *n* 1 [C,U] the fact of no longer having something that you used to have

2 [C] when a business or part of a business spends more money in costs than it gets in sales in a particular period, or loses money on a particular deal, problem etc

maintenance *n* [U] the work, repairs etc required to keep something in good condition

manage *v* [T] to direct or control an organization or part of one

management *n* [U] 1 the activity or skill of directing or controlling the work of an organization, or part of one

2 the managers of an organization considered together

3 the managers in charge of a particular activity, and the skills and knowledge that they need

manager *n* [C] someone whose job is to manage all or part of an organization

managing director (MD) *n* [C usually singular] in the UK, the manager with the most authority in the day-to-day management of a company. The job of MD is sometimes combined with that of chairperson

manufacture *v* [T] to make goods – **manufacturer** *n* [C] –

manufacturing *n* [U]

market¹ *n* [C] all the people and organizations involved in the activity of buying and selling particular goods or services

market² *v* [T] 1 to sell something or make it available for sale

2 to sell something by considering what customers want, how much they are willing to pay, where they want to buy it etc

marketing *n* [U] activities to design and sell a product or service by considering what customers want, how much they are willing to pay, where they want to buy it etc

marketing mix *n* [C usually singular] the combination of marketing actions often referred to as product, price, place, and promotion: selling the right product, through appropriate distribution channels, and at the right price in relation to other products so that the company makes a profit, with the correct support in terms of advertising etc

market share *n* [C,U] the sales of a particular company in a market, expressed as a percentage of the total sales

mentor *n* [C] an experienced person who gives advice to less experienced people to help them in their work

merchandise *n* [U] goods that are produced in order to be sold, especially goods that are sold in a store

merge *v* [I,T] if two or more companies, organizations etc merge, or if they are merged, they join together

merger *n* [C] an occasion when two or more companies, organizations etc join together to form a larger company etc

model *n* [C] 1 a particular type or design of a vehicle or machine

2 a simple description or structure that is used to help people understand similar systems or structures

morale *n* [U] the level of confidence and positive feelings among a group of people who work together

motivate *v* [T] 1 to encourage someone and make them want to achieve something and be willing to work hard in order to do it

2 to provide the reason why someone does something –

motivated *adj*

motivation *n* 1 [U] eagerness and willingness to do something without needing to be told or forced to do it

2 [C] the reason why you want to do something

multinational *n* [C] a large company that has offices, factories and business activities in many different countries

net1 *adj* a net amount of money is the amount that remains after costs, taxes etc have been taken away

net2 also **Net** *n* [singular] the Internet

network *n* [C] a group of people, organizations, offices etc that work together

niche also **niche market** *n* [C] a market for a product or service, perhaps an expensive or unusual one that does not have many buyers but that may be profitable for companies who sell it

numeracy *n* [U] when people are good at arithmetic and can deal with numbers without difficulty – **numerate** *adj*

online also **on-line** *adj, adv* involving the use of the Internet to obtain and exchange information, buy goods etc

outlet *n* [C] a shop or other organization through which products are sold

overdraft *n* [C] *especially BrE* an arrangement between a bank and a customer allowing them to take out more money from their account than they had in it

overtime *n* [U] 1 time that you spend working in your job in addition to your normal working hours

2 time that a factory, office etc is operating in addition to its normal hours

3 the money that you are paid for working more hours than usual

overwork *n* [U] when someone works too much or too hard –

overworked *adj*

parent company *n* [C] a company that owns more than half the shares in another. The other company is its subsidiary

partner *n* [C] 1 a company that works with another company in a particular activity, or invests in the same activity

2 someone who starts a new business with someone else by investing in it

3 a member of certain types of business or professional groups, for example partnerships of lawyers, architects etc

payback period *n* [C] the length of time that it takes to get back the investment put into a particular project, and to start making a profit

payment *n* [C,U] the act of paying money to someone, or the amount involved

payment system *n* [C] the arrangements for paying employees in a particular company including bonuses, overtime etc

pharmaceuticals *n* [plural] medicines, and the industry that produces them –
pharmaceutical *adj*

phase1 *n* [C] a particular stage or period in doing something

phase2 *v* [T] if you phase something over a period, you do it gradually during that period

pie chart *n* [C] a drawing of a circle divided into several sections, where the size of each section represents an amount as a percentage of the whole

plc abbreviation for public limited company

president *n* [C] in the US, the most important person on the board of directors of a company

private sector *n* [singular] all the companies in a country that are not owned by the government, considered as a whole

privatize also **-ise** *BrE v* [T] if a government privatizes a company that it owns, it sells it to investors – **privatization** *n* [C,U]

promote *v* [I,T] 1 to help something develop and grow

2 to give someone a more important job or rank in an organization

3 to sell a product using advertising, free gifts etc

promotion *n* [C,U] 1 a move to a more important job or rank in a company or organization

2 also **sales promotion** advertisements, free gifts and other activities intended to sell a product or service

public limited company *n* [C] in the UK, a form of limited company whose shares are freely sold and traded. Public limited companies have the letters PLC after their name

public sector *n* [singular] all the companies and business activities owned and controlled by the government of a particular country, considered as a group

purchase *n* [C] the act of buying something, or the thing that you buy – **purchase** *v* [T] – **purchasing** *n* [U]

qualification *n* 1 [C usually plural] an examination that you have passed at school, university, or in your profession

2 [C] a skill, personal quality, or type of experience that makes you suitable for a particular job

R and D *n* [U] research and development; the part of a business concerned with studying new ideas and developing new products

range *n* [C] a set of similar products made by a particular company or sold in a particular shop

rate *n* [C] 1 the speed at which something happens

2 the number of examples of something, often expressed as a percentage

3 another name for interest rate

raw material *n* [C usually plural] one of the basic materials used to make something. For example, steel is one of the raw materials in cars

record 1 *n* 1 [C] the past performance of a person, organization etc

2 **records** [plural] the history of a particular activity, organization etc

record² *adj* [only before a noun] involving the best level, performance etc in a particular activity

recruit¹ *v* [I,T] to find new people to work for an organization, do a job etc

recruit² *n* [C] someone who has recently joined a company or organization

recruitment *n* 1 [U] the process or the business of recruiting new people

2 [C] an occasion when someone is recruited

redundancy *n especially BrE* [C,U] when someone loses their job in a company because the job is no longer needed

redundant *adj especially BrE* if you are redundant or made redundant, your employer no longer has a job for you

refund *n* [C] a sum of money that is given back to you if, for example, you are not satisfied with something you have bought – **refund** *v* [T]

relationship *n* [C] the behaviour and feelings of two or more people, companies etc that work together

reliable *adj* someone or something that is reliable can be trusted or depended on – **reliability** *n* [U]

relocate *v* [I,T] if a company or workers relocate or are relocated, they move to a different place – **relocation** *n* [C,U]

rep *n* [C] an informal name for sales representative

representative *n* [C] 1 someone chosen to speak or make decisions for another person or group of people

2 a sales representative

resign *v* [I,T] to officially leave a job, position etc usually through your own choice, rather than being told to leave –

resignation *n* [C]

resource *n* 1 [C usually plural] also **natural resource** something such as oil, land, or natural energy that exists in a country and can be used to increase its wealth

2 **resources** [plural] all the money, property, skill, labour etc that a company, country etc has available

restructure *v* [I,T] if someone restructures a company, they change the way it is organized, usually in order to make it more profitable – **restructuring** *n* [U]

results *n* [plural] 1 things that happen because of someone's efforts, work etc

2 the profit or loss made by a company in a particular period

retail *v* [I,T] to sell goods to the general public in shops etc –

retailing *n* [U]

retailer *n* [C] 1 a business that sells goods to members of the public

2 a person or company that owns or runs a shop or chain of shops selling goods to the public

retail outlet *n* [C] a shop through which products are sold to the public

retain *v* [T] if a company retains its customers or employees, they continue to buy from or work for the company, and do not go elsewhere – **retention** *n* [U]

revenue *n* [U] also **revenues** [plural] the amount a company receives from sales in a particular period

rights *n* [plural] 1 the freedom and advantages that everyone should be allowed to have – see also **human rights**

2 if a person or company has the rights to something, they are legally allowed to use it to make money

rise¹ *v past tense rose past participle risen* [I] to increase in number, amount, or value

rise² *n* 1 [C] an increase in number, amount, or value

2 [C] also **pay rise** *BrE* an increase in salary or wages. A rise is called a raise or pay raise in American English

3 [singular] the process of becoming more important, successful, or powerful

sack *v* **give sb the sack/get the sack** to tell someone to leave their job, or to be told to leave your job

sale *n* 1 [C] the act of selling something

2 **for sale** available to be bought

3 **sales** [plural] goods sold in a particular period, or the amount of money received from this

sales representative also **sales rep** *n* [C] someone whose job is to sell their company's products or services, for example by visiting customers

schedule *n* [C] a plan or timetable for doing something

scheduled flight *n* [C] a normal flight on an airline available for anyone to use

sector *n* [C] a particular industry or activity or group of industries etc

secure *adj* involving actions to keep someone or something safe from being damaged, stolen etc – **security** *n* [U]

segment *n* [C] 1 a part of the economy of a country or a company's work

2 also **market segment** a group of customers that share similar characteristics, such as age, income, interests, social class etc

3 also **market segment** the products in a particular part of the market

share *n* [C] 1 one of the parts into which ownership of a company is divided

2 also **market share** the sales of a particular company in a market, expressed as a percentage of the total sales

shareholder *n* [C] a person or organization that owns shares in a company

shareholder value *n* [U] the idea that companies should produce the best possible profit for their shareholders, and that one of the main jobs of management is to ensure this

ship *v* [T] to transport and deliver goods

skill *n* [C,U] an ability to do something well, especially because you have learned and practised it – **skilled** *adj*

slogan *n* [C] an easily remembered phrase used to express a particular idea, for example in an advertisement

smart *adj* 1 intelligent

2 attractive

3 well-dressed

4 relating to technology that does things in an efficient way

sponsorship *n* [U] financial support given to an arts or sports event in order to get public attention

spreadsheet *n* [C] a computer program that shows rows and columns of figures, and allows calculations to be done on them. Spreadsheets are used to analyze what would happen in different situations, for example to sales and profits

stable *adj* firm, steady, or unchanging

start-up *n* [C] a new company, especially a hi-tech one

status *n* [U] 1 your social or professional rank or position

2 high social position that makes people respect you

stereotype *n* [C] a fixed idea about something, that may or may not be true

stock *n* [C,U] 1 *especially AmE* one of the shares into which ownership of a company is divided, or these shares considered together

2 also **stocks** [plural] a supply of a commodity (= oil, metal, farm product etc) that has been produced and is kept to be used when needed

3 *especially BrE* a supply of raw materials or parts before they are used in production, or a supply of finished goods.

Stocks of raw materials or parts are usually called inventories in American English

4 a supply of goods, kept for sale by a shop or other retailer.

Stocks of goods are usually called inventories in American English

stock market also **stockmarket** *n* [C] a place or computer system where bonds, shares etc are bought and sold

strategy *n* 1 [C] a plan or series of plans for achieving an aim, especially relating to the best way for an organization to develop

2 [U] the process of skilful planning in general

strength *n* [C,U] a particular quality or ability that gives someone an advantage in relation to others

stress *n* [U] continuous feelings of worry about your work or personal life, that prevent you from relaxing – **stressful** *adj*

stressed also **stressed out** *adj* if someone is stressed or stressed out, they are so worried and tired that they cannot relax

subsidiary also **subsidiary company** *n* [C] a company that is at least half-owned by another company, its parent company

subsidize also **-ise** *BrE v* [T] if a government or organization subsidizes a company, activity etc, it pays part of the cost –

subsidized *adj*

subsidy *n* [C] money that is paid by a government or organization to make something cheaper to buy, use, or produce

supply *v* [T] to sell and provide goods or services – **supplier** *n* [C]

survey *n* [C] 1 a set of questions given to a group of people to find out their opinions

2 the information obtained by analyzing the answers to these questions

tactic *n* [C usually plural] a method that you use to achieve something

takeover *n* [C] an occasion when a person or company obtains control of another company by buying more than half of its shares

talent *n* [C,U] a natural skill or ability

target1 *n* [C] 1 an organization, industry, country etc that is deliberately chosen to have something done to it

2 a result such as a total, an amount, or a time which you aim to achieve

target2 *v* [T] 1 to make something have an effect on a particular limited group or area

2 to choose someone or something as your target – **targeted** *adj*

tend *v* [I] if something tends to happen, it happens frequently, but not always

tendency *n* [C] 1 if you have a tendency to do something, you do it frequently

2 the general way in which a particular situation is changing or developing

trade1 *n* 1 [U] buying and selling goods and services, especially between countries – see also **balance of trade**

2 [C] a particular business activity

trade2 *v* [I,T] 1 to buy and sell goods and services, especially between countries

2 to buy and sell shares etc on a financial market

trademark also **trade-mark** *n* [C] a name, sign, or design on a product to show that it is made by a particular company

trade union *n* [C] *BrE* an organization representing people working in a particular industry or profession, especially in meetings with their employers. Trade unions are called labor unions in American English

trading group *n* [C] a group of countries that agree to have low or no taxes on goods they export to each other

transaction *n* [C] 1 a business deal, especially one involving the exchange of money

2 the act of paying or receiving money

transfer *v* [I,T usually passive] if you transfer to another job or workplace, or if you are transferred, you move there

trend *n* [C] the general way in which a particular situation is changing or developing

turnover *n* [singular] 1 *BrE* the amount of business done in a particular period, measured by the amount of money obtained from customers for goods or services that have been sold

2 the rate at which workers leave an organization and are replaced by others

3 the rate at which goods are sold and stock is replaced

unemployed *adj* without a job

unemployment *n* [U] 1 when you do not have a job

2 also **unemployment rate** the number of people in a particular area, country etc who do not have a job

union *n* [C] 1 a group of people, countries etc who work together for a particular aim

2 a trade union or labor union

unskilled *adj* without training in the skills needed in particular jobs

update *n* [C] information that tells you what has happened recently in a particular activity, situation etc

vacancy *n* [C] a job that is available

virtual *adj* involving something that gives you the experience of its real equivalent

visual also **visual aid** *n* [C] a diagram, map etc that people can look at, for example in a presentation, and that helps them understand and remember it

voice mail also **voicemail** *n* [U] a system for leaving messages for people by telephone, or the messages themselves

volunteer *v* [I] to ask to do something that you do not have to do – **volunteer** *n* [C]

warehouse *n* [C] a building where goods are stored

weakness *n* [C,U] lack of a particular characteristic that would give you the ability to succeed, perform better etc

website *n* [C] information about a particular company, subject etc available on the Internet. Each website has an address that begins ‘http’

wholesaler *n* [C] a person or company that sells goods in large quantities to other wholesalers, or to retailers who may then sell them to the general public

workaholic *n* [C] someone who cannot stop work and is unwilling to do anything else

workforce *n* [C] all the people who work in a particular country, area, industry, company, or place of work

workload *n* [C] the work that a person or group of people have to do in a particular period

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