

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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«Уральский государственный лесотехнический университет»
(УГЛТУ)

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BUSINESS ENGLISH

FOCUS ON READING AND WRITING

Учебное пособие
по английскому языку

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Учебное пособие «Business English. Focus on reading and writing»
предназначено для ознакомления обучающихся с базовыми поня-
тиями деловой сферы, расширения словарного запаса, формирования
и развития умений и навыков делового письма, чтения, подготов-
ленной и неподготовленной речи по темам в деловой сфере.

Издается по решению редакционно-издательского совета Ураль-
ского государственного лесотехнического университета.

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Введение

Учебное пособие «Business English. Focus on reading and writing» предназначено для обучающихся всех направлений и форм обучения в лесотехническом вузе и рассчитано на 72 часа аудиторной работы.

Пособие имеет своей целью ознакомление с базовыми понятиями деловой сферы, расширение словарного запаса обучающихся, развитие навыков разных видов чтения, формирование навыков делового письма и владения подготовленной и неподготовленной речью по темам бизнеса и карьеры.

В качестве материала для обучения выбраны тексты и статьи из научно-популярных журналов о бизнесе.

Структурно пособие состоит из восьми разделов по количеству предлагаемых к изучению тем. Изучение каждого раздела рассчитано на 8–10 аудиторных занятий. Материал раздела содержит два текста, задания к текстам, лексические и речевые упражнения, примеры употребления и упражнения на фразовые глаголы, а также правила написания деловых писем и задания для их составления.

В пособии предусмотрены упражнения для выполнения как в устной, так и в письменной форме. Упражнения включают такие задания, как подбор эквивалентов и соответствий, заполнение пропусков, перевод на русский и английский языки, объяснение и комментирование, ответы на вопросы, обсуждение проблем, подготовка сообщений по теме, составление писем и другой документации. Эти упражнения развивают умения вычленять в тексте информацию, выделять главные и второстепенные детали, обобщать полученные факты, организовывать и соотносить между собой эти факты и делать выводы.

UNIT 1. Career choice

- Why is it important to choose the right life-path?
- What is necessary to do to choose the right life-path?

Read TEXT 1 and put its paragraphs in the right order.



1. It would be wrong to suggest that self-knowledge is the key to success. You will need a range of skills and knowledge which come with experience. You will need to practice skills, take advice, use others' strengths and work hard. But self-examination is a good starting point and is rarely stressed when it comes to choosing the right job for you and doing your present job best.



2. Self-knowledge is invaluable to anyone seriously intent on choosing the right life-path. If you don't know yourself, you will be led into making ill-advised decisions about your life and work from which it may be difficult or impossible to extricate yourself.



3. Job mismatch can also happen if your natural areas of skill and enjoyment are obscured by the desire to achieve simply for achievement's sake by a natural competitiveness; or because it seems somehow wrong to concentrate solely on what is enjoyable or comes naturally. Companies now spend more time on matching people with jobs, using sophisticated tests, assessment centres and career counseling. Their costs, when they get it wrong are great; yours could be inestimable.



4. The problem is that there is rarely time to stop and think: ‘Hold on, do I really want to do this?’ There are powerful pressures to go straight from school into a job; these stem from a perceived shortage of good jobs, the need to pay the rent, the need to be socially acceptable, the desire to be of value to the community.

Exercise 1. *Give Russian equivalents.*

- 1) job mismatch
- 2) to match people with
- 3) sophisticated tests
- 4) assessment centres
- 5) the key to success
- 6) a perceived shortage of
- 7) to concentrate solely on
- 8) a range of skills
- 9) ill-advised decisions
- 10) to extricate yourself.

Exercise 2. *Give English equivalents.*

- 1) приходить с опытом
- 2) принимать советы
- 3) подвергаться стрессу
- 4) естественная конкурентоспособность
- 5) тратить время на что-либо
- 6) сильное давление
- 7) проистекать из чего-либо
- 8) польза обществу
- 9) правильный жизненный путь
- 10) бесценный для чего-либо.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|---------------|-----------|
| 1) to find | strengths |
| 2) to solve | advice |
| 3) to work | problems |
| 4) to take | hard |
| 5) to lay out | jobs |
| 6) to make | skills |

- | | |
|----------------|-----------------------|
| 7) to gain | objectives, decisions |
| 8) to practice | experience |
| 9) to choose | plans |
| 10) to use | solutions. |

Exercise 4. Fill in the gaps in the summary given below.

Self-examination is a good point if you intent on choosing the right life-path. But we rarely have time to stop and think about our natural areas of and enjoyment as we face a lot of pressures. When you are led into making ill-advised decisions about your life and work your costs could be

Job mismatch can be inestimable for a person. If you intent on choosing the right you need a range of skills and knowledge, experience, you need to take, use others' strengths and work hard.

But self- is a good starting point. You should analyze your abilities, skills and likes and do sophisticated tests in centres.

Read TEXT 2 and answer the question «How does a personality type influence career choice?»

We receive and process data via four functions: thinking, intuiting, feeling, sensing.		
Thinker	<ul style="list-style-type: none"> • enjoys tackling problems with logic. • is strong on analysis but weak on implementing solutions. • is a methodical worker. • is skeptical of projects unless backed up with sound, rational arguments. 	At work: good with facts and figures; researching; systems analysis; accounting; financial side of business.
Sensor	<ul style="list-style-type: none"> • is good at getting things done, often impatient with the planning stage • feels at home with routine work. • has a lot of common sense and is practical. • works hard and is usually well organized. • is energetic and single-minded. 	At work: good in initiating projects; setting up deals; negotiating; troubleshooting; converting ideas into action.

Intuitior	<ul style="list-style-type: none"> • enjoys playing with ideas and theories. • is good at seeing the ‘overview’ but misses the detail. • is creative and has a strong imaginative sense. • will often get hunches about things that turn out correctly. 	<p>At work:</p> <p>good at long-term planning; creative writing; lateral thinking; brainstorming.</p>
Feeler	<ul style="list-style-type: none"> • enjoys human company. • assesses on personal values not technical merit. • is warm and sympathetic. • is perceptive about peoples ‘moods’, feelings and reactions. • may overlook blatant facts in favour of ‘gut feelings’. 	<p>At work:</p> <p>good at cementing team relationship; counseling; arbitrating; public relations; will talk as easily with clerk as with an executive.</p>

Exercise 5. *Tick the statements you agree with.*

- I like working with statistics.
- I frequently forget where I leave things.
- I always help a colleague.
- I am bored by mundane tasks.
- I enjoy telling other people about my achievements.
- I am easily persuaded by the majority.
- I always like to win when I take part in an activity.
- I don’t like telling other people what to do.
- I prefer spending time on my own rather than in a crowd.
- I find it easy to set myself objectives.
- I have difficulty making decisions.
- I find it difficult getting to know new people.
- I’d love to travel abroad.
- I like to be fully responsible for anything that I do.
- I like to have the advice and support of people more experienced than myself.
- I don’t always finish tasks on time.
- I feel comfortable in nearly all social situations.
- I like to keep things in order.
- I am quick at making conclusions about most things.
- Traditional solutions are the best.
- I like working under pressure.
- I always try to finish what I start.
- I sometimes find it difficult to say what I mean.

Thinking up new ideas is easy for me.
I'm not good at persuading others.
I enjoy organizing things in advance.
I don't always finish what I begin.
I don't try to hide my emotions.
Traditional methods are usually the best.
My independence is very important to me.

Exercise 6. *Put the following in order of your importance.*

More money?
More challenging tasks?
More responsibility?
More recognition for your efforts?
More variety in your work?
More time for outside interests/hobbies?
Less travelling for extended periods?
Longer holiday allowance?
Better refreshment facilities?
An office to yourself?
A personal assistant?
An expense account?

Exercise 7.1. *Study the information.*

What you do to earn your living is your **job**, your **work**, or (more formal) your **occupation**.

Occupation is used on forms and in formal writing: e.g. Please give your name, address, and occupation.

Post or **position** are more formal words for a particular job.

A **trade** is a skilled job in which you use your hands.

A **profession** is a job such as that of a doctor or lawyer, for which you need special training and a good education. Some **professions**, such as teaching or nursing, are also called **vocations**, which suggests that people do them in order to help others.

Vocation is a job that you do because you feel it is your purpose in life and for which you have special skills.

A **career** is a job that you hope to do all your life, with more and more success.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. He regards teaching as his
2. She believes she has found her true ... in life.
3. Approximately half people interviewed were in manual
4. She has a ... as a restaurant manager.

5. I've applied for several ... without success.
6. It's not easy to find
7. I started ... when I was sixteen.
8. Many people start their ... activity with clerical
9. State your name and
10. At 17 she found her true as a writer.

Exercise 8. *Match the words to their definitions.*

- 1) complicated
 - 2) sophisticated
 - 3) difficult
 - 4) complex
 - 5) hard
 - 6) easy
 - 7) simple
 - 8) plain
- a) ahead in development; complex or intricate
 - b) simple and not complicated
 - c) easy to understand or do; not difficult
 - d) involving a lot of different but related parts
 - e) needing skill or effort to do or understand
 - f) needing little effort
 - g) involving a lot of different parts, in a way that is difficult to understand
 - h) difficult to do or understand.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. The instructions were too for me.
2. This game is too me.
3. It's to think with all that noise.
4. It's quite that she doesn't want to talk to me about it.
5. It's very to use.
6. It's to see why he's so popular.
7. He thought it was an choice.
8. The situation is very
9. With a bit of work and determination we might still finish on time.
10. Quitting my job was the est decision I ever had to make.

Exercise 10. *Translate the sentences from English into Russian.*

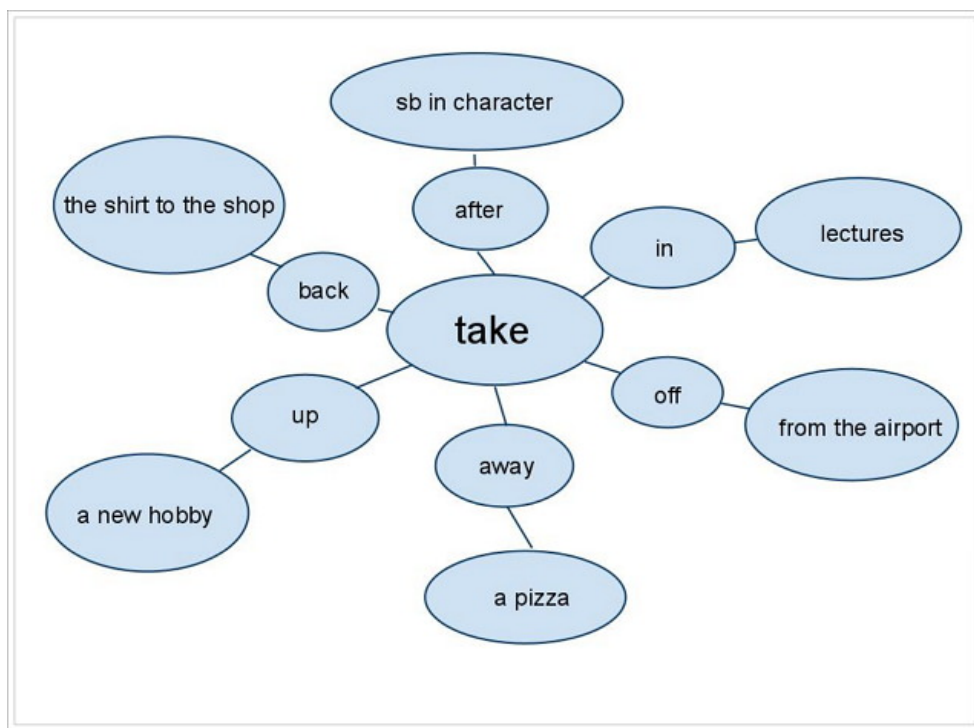
1. You will be led into making ill-advised decisions about your life and work from which it may be difficult or impossible to extricate yourself.
2. You will need to practice skills, take advice, use others' strengths and work hard.

3. It is rarely stressed when it comes to choosing the right job for you and doing your present job best.
4. People oriented themselves towards the world in two basic ways.
5. The 'sensor' likes to get things done. They are energetic and single-minded.
6. You enjoy new challenges and taking risks.
7. You would do well in any behind-the-scenes job where you don't have to come face to face with strangers.
8. I enjoy being challenged by new tasks.
9. You are more likely to feel at home in a job involving control, commerce or management.
10. These pressures to go straight from school into a job stem from a perceived shortage of good jobs.

Exercise 11. *Translate the sentences from Russian into English.*

1. Однообразная, рутинная канцелярская работа мне не подходит.
2. Он проявил полное отсутствие интереса к данной профессиональной области.
3. Я бы хотел быть государственным служащим.
4. Вам хорошо удается уговаривать людей.
5. Какие свои сильные стороны вы могли бы нам назвать?
6. Я не считаю, что это правильно решать проблемы с помощью интуиции.
7. У него достаточно ограниченный запас знаний.
8. Он полон творческих идей и у него неординарный подход к решению проблем.
9. Это достаточно приземленный человек, совершенно неизобретательный.
10. Он очень быстро делает заключения, и они не всегда верны.
11. Мне нравится предсказывать результаты.
12. Он всегда всё делает по-своему.
13. Мне очень важен успех в работе.
14. Мне нравятся задания, которые требуют больших физических и умственных затрат.
15. Ему нравится рисковать.
16. Он предпочитает реализовывать планы других, а не разрабатывать свои.
17. У него хорошо получается ставить цели, планировать и руководить людьми.
18. Работа, предполагающая коммерцию и общение с людьми, не для него.
19. Мы любим браться за решения трудных задач.
20. Каковы технические достоинства этого проекта?

PHRASAL VERB TAKE



Exercise 12. *Fill in the gaps with a proper word.*

1. My uncle is taking my aunt ... to a theatre tonight.
2. Their sister took ... her skirt as she lost weight.
3. Sam took ... the whole business.
4. I took ... knitting. Ann takes ... her mother.
5. The train takes ... at 6 a.m.
6. That beautiful girl took ... my address and phone number.
7. My granny has taken ... waking up rather early.
8. I took him ... a friend. The boys took ... the engine.
9. I'm taking Friday to get some things done around the house.
10. I've taken the pictures

Exercise 13. *Make up the sentences.*

1. Grandfather, of, take, care, your.
2. Take, biscuits, the, out, of, the, oven.
3. We, took, victims, steps, to, help, the.
4. Of, advantage, your, friend, takes, you.
5. I, to, take, risk, want, do, not, a.
6. His, advice, do, not, take.
7. Take, a, taxi, to, get, there.
8. I, take, mobile, always, phone, with, me, my.
9. Going, are, the, you, take, to, job?
10. Of, it, courage, many, a, talk, lot, front, of, to, takes, people, in, so.

ДЕЛОВОЕ ПИСЬМО

Структура делового письма

- Адрес отправителя
- Дата
- Адрес получателя
- Приветствие
- Тема
- Текст делового письма
- Прощание
- *Вложение

Выражения, используемые в деловом письме

Приветствие (если адресат известен)

Dear Ms / Miss / Mrs / Mr / Dr ...

Уважаемый(-ая) Мисс / Миссис / Мистер / Доктор ...

Приветствие (если адресат неизвестен)

Dear Sir / Dear Sirs

Gentlemen

Dear Madam

Ladies

Dear Sir or Madam

Ladies and Gentlemen

To whom it may concern

Первый абзац

We have received your letter dated ...

Мы получили ваше письмо от ...

Many thanks for ... / Thank you (very much) for ...

(Большое) спасибо за ...

This is to confirm ...

Для подтверждения ...

We hereby inform you ...

Настоящим уведомляем вас ...

Последний абзац

If you have any questions, do not hesitate to contact us.

Если у вас есть вопросы, свяжитесь с нами, не колеблясь.

We look forward to your reply.

С нетерпением ждем вашего ответа.

We are looking forward to hearing from you soon.

С нетерпением ожидаем от вас известий.

Прощание (если адресат известен)

Yours sincerely / Sincerely yours

С искренним уважением

Прощание (если адресат неизвестен)

Yours faithfully / Faithfully yours (*BrE*)

С совершенным почтением

Sincerely / Sincerely yours (*AmE*)

С искренним уважением

Exercise 14. *Put the parts of the letter in the right order.*

- Dr. Claire Samson
Geological Survey of Canada
615 Booth Street, Room 204
Ottawa, Ontario
- Dear Dr. Samson
- Department of Geological Sciences
Queen's University
Kingston, Ontario
- March 16, 2010
- Sincerely yours,
- James Kandick,
Chairman
- We are pleased to invite you to a reception on April 21, 2010 to be held in honour of Prof. Marilyn Gomez, the newest member of the faculty in the Department of Geological Sciences.

Exercise 15. *Put the parts of the letter in the right order.*

- I am a student of microbiology in Geneva, Switzerland. I would like to apply for entrance to your university. Would you please send me an application form and information on your university?

- Registrar's Office
State University
Littleton, SD 55555

- Renee Martin

- Yours truly

- 10 September 2008

- Dear Registrar

- Blanc Apt. 406
Geneva, Switzerland.

UNIT 2. Employment

- | |
|---|
| <ul style="list-style-type: none">• What do the letters MBA stand for?• What is the attitude of employers to MBAs? |
|---|

Read TEXT 1 and put its paragraphs in the right order.



1. However, the company still prefers MBAs gained abroad. With a longer established reputation in the US, business schools there still have the edge in attracting candidates, while INSEAD has positioned itself as an international school with a cosmopolitan 25 faculty and student body.

2. Getting an MBA is one thing. Getting employers to take it seriously is another. MBAs have not traditionally



commanded the same respect in the UK as in the US, but an increasing number of UK employers are now taking them very seriously indeed.

The company actively recruits 30–40 people a year from major business schools, such as INSEAD in France, Harvard and Stanford in the US, and London Business School and Manchester in the UK. It spends around £ 1 million a year sponsoring its 25–30 graduate recruits to complete full-time MBAs at the same institutions.

3. But not every company favours MBAs. In the early 1990s, Shell actually abandoned its own MBA course at Henley when it realised it was not producing graduates who fitted the jobs for which they were destined.



Other companies take a more middle-of-the-road approach. While they do not actively target MBAs or recruit them directly from business schools, a growing proportion of its senior consultants have got them, and they are increasingly on the lookout for MBA graduates.



4. Chairman Nigel Howlett believes the MBA's education in analytical skills and constructing solutions provides a very useful training, producing people who have a good overview of business issues rather than a concern for details. The company is currently undertaking an evaluation of the best UK schools in which to invest their bursary. With the recent big increase in the number of institutions offering MBAs, Howlett is concerned that not all MBAs are equal. 'There are clear differences in terms of quality.'

Exercise 1. *Give Russian equivalents.*

- 1) the same respect
- 2) to complete full-time
- 3) to provide a useful training
- 4) to undertake an evaluation
- 5) to invest their bursary
- 6) clear differences
- 7) to abandon the own course
- 8) to fit the jobs
- 9) on the lookout for
- 10) faculty and student body.

Exercise 2. *Give English equivalents.*

- 1) аналитические навыки
- 2) вопросы бизнеса
- 3) резкое увеличение
- 4) активно набирать людей
- 5) выпускники
- 6) отдавать предпочтение
- 7) более умеренный подход
- 8) старшие консультанты
- 9) прочная репутация
- 10) привлекать кандидатов.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|-----------------|-----------------------------|
| 1) to command | a profile |
| 2) to be | people |
| 3) to have | an evaluation |
| 4) to raise | a middle- the-road approach |
| 5) to undertake | respect |
| 6) to establish | abroad |
| 7) to take | the edge |
| 8) to develop | a career |
| 9) to gain | a reputation |
| 10) to recruit | on the outlook. |

Exercise 4. *Fill in the gaps in the summary given below.*

Today we started with in the morning from 09.00 till 12.00 and in the evening from 18.30 till 21.30. Both I found quite interesting and informative. During every lecture we have a of 15–20 minutes, when we were able to have a cup of tea or coffee. The morning lecture was Strategic Management. Besides the theoretical material we were provided with a video, which we discussed in detail. We put our suggestions and afterwards we

were shown the outcome of the case- study, therefore we were able to judge to what extent our were right. All the case-studies are real taken from business life which makes them very interesting and practical.

Between the lectures we could use the computer rooms or MBA lounge where we have unlimited access to the Internet and are provided with latest news from international for our studying purposes. The MBA lounge is especially for the MBA students. In the evenings part-time MBAs also classes giving us the to chat with people who are currently engaged in different businesses.

Read TEXT 2 and answer the question «What is the programme structure?»

<p>The Aston MBA programme has a straightforward logical structure which is the same for all modes of study.</p>	
<p>Foundation modules</p>	<p>These modules provide a thorough grounding in core business disciplines to ensure that all students are equipped to progress through the rest of the programme.</p> <p>Foundation modules are: Accounting for Business, Organisational Behaviour, Marketing Management, Operations Management, Business Finance.</p>
<p>Integrating modules</p>	<p>These broad-based modules examine issues and topics drawn from the disciplines covered in the Foundation modules. Case-studies and topical examples are used extensively, and this part of the Programme draws heavily on the experience and expertise of individual students.</p> <p>The Integrating modules are: Business Economics & Strategy, Strategic Management, Leadership Development, Innovation & Entrepreneurship, Business Ethics & Corporate Responsibility.</p>
<p>Elective modules</p>	<p>At the elective stage of the MBA, you tailor your studies to meet your own particular interests and personal development needs. Aston offers a good choice of Elective modules.</p> <p>You can choose from several different areas, or you may prefer to specialize in one discipline – such as Marketing, Finance or International Business.</p>

<p>The project</p>	<p>More than any other element of the MBA Programme, the project provides you with the opportunity to study, on your own initiative and in detail, a subject of particular interest to you, and has the potential to contribute powerfully to your career development.</p> <p>You will be advised by a personal supervisor throughout this phase of your studies. Full-time students normally carry out their projects over a three month period. Part-time students, who have up to six months for the project, usually identify a topic for investigation in consultation with their employers.</p>
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Exercise 5. *Tick the statements you agree with.*

Higher education offers graduates more jobs.

Higher education improves an individual's quality of life.

Higher education will also enable individuals to expand their knowledge and skills.

Graduates express their thoughts clearly in speech and in writing.

Graduates typically earn more than nongraduates.

Going to university is a great way to meet new people.

Some subjects will be new to you and could be your new passion.

Many courses offer opportunities to combine subjects to suit your interests and preferences.

No clear alternative to universities has emerged yet.

Employers need skills, not just knowledge or titles.

A large number of people often end up in careers that are not even aligned with their education.

The future potential of the workforce will depend on its ability to cultivate learnability.

Students want jobs, not knowledge or titles.

It is unlikely that students value the actual process of learning.

Students have unrealistic expectations (understandably) about universities.

Rich people are more likely to buy a more expensive education.

Education is an investment in your own future or your child's future.

Some students are thinking about getting an education in one of the foreign universities.

The majority of students choose the university unintentionally.

It's important to visit the University Open Days.

At present times, almost all universities and colleges have their own Internet site, which houses a lot of useful information.

Exercise 6. *Put the following in order of your importance.*

Course content?

The right course options?

Faculty's reputation?

University's rankings?

University's campus?

University's libraries?

Sports teams and societies?

The cost of tuition and the payment schedule?

University's culture?

Forums and chat rooms where students communicate about the university?

Lecturers' attitude to the students?

Students' opinions about studying process and popular subjects?

Exercise 7.1. *Study the information.*

Seminar – a meeting of a group of people with a teacher or expert for training, discussion, or study of a subject.

Lecture – a formal talk given to a group of people in order to teach them about a subject.

Tutorial – a class in which a small group of students talks about a subject with their tutor, especially at a British university.

Classes – a period of time in which students are taught something.

Lesson – a period of time when a teacher teaches people.

Subject – an area of knowledge studied in school or university.

Unit – a single, complete thing that may be part of a larger thing.

Course – a series of lessons about a particular subject.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. We will develop a few of these points in the
2. We have a famous lecturer for this
3. We went to a on Italian art.
4. Do you know who's giving the this afternoon?
5. Chemistry is my favourite
6. The course consists of 64 lessons organised into 16s.
7. She did a ten-week in computing.
8. I skived off a once.
9. Early morning are always sleepy.
10. We offer instruction for test preparation.

Exercise 8. *Match the words to their definitions.*

- 1) to measure
- 2) to value
- 3) to estimate

- 4) to evaluate
- 5) to analyze
- 6) to examine
- 7) to study
- 8) to judge
 - a) to estimate the monetary worth of (something); to consider (someone or something) to be important or beneficial
 - b) to calculate roughly or judge the value, number, quantity, or extent of
 - c) to find the size, amount, or degree of (something) by using an instrument or device marked in standard units or by comparing it with an object of known size
 - d) to examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation
 - e) to test the knowledge or proficiency of (someone) by requiring them to answer questions or perform tasks
 - f) to form an opinion or conclusion about (something or someone)
 - g) to devote time and attention to acquiring knowledge on (an academic subject), especially by means of books
 - h) to form an idea of the amount, number, or value of; assess.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. I enjoy and greatly family relationships.
2. Computer simulationsed how the aircraft would perform.
3. I think of it, instead, as trying to help them articulate their ideas, the material, explain what they think.
4. As soon as I walked through the door people wereing me.
5. You'll beed in three main areas: speaking, listening, and reading comprehension.
6. Theyed the performance of three different engines.
7. Anna ising French literature.
8. The distances wereed in kilometres.
9. They that a hundred people went bankrupt last year.
10. I haven't had time to the proposals yet.

Exercise 10. *Translate the sentences from English into Russian.*

1. The Master of Business Administration (MBA or M.B.A.) degree originated in the United States in the early 20th century when the country industrialized and companies sought scientific management.
2. The core courses in an MBA program cover various areas of business administration such as accounting, applied statistics, human resources, business communication, business ethics, business law, finance, management, entrepreneurship, marketing.

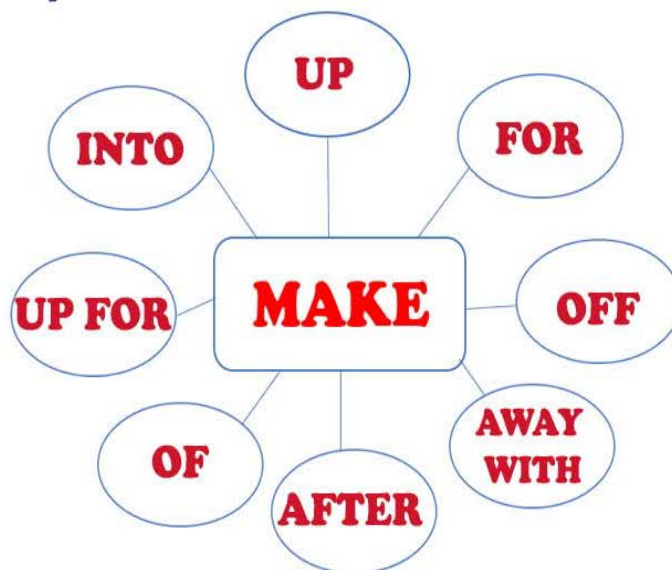
3. Most programs also include elective courses and concentrations for further study in a particular area.
4. Business schools in many countries offer programs tailored to full-time, part-time, executive (abridged coursework typically occurring on nights or weekends) and distance learning students, many with specialized concentrations.
5. Full-time MBA programs normally take place over two academic years (i.e. approximately 18 months of term time).
6. Part-time MBA programs normally hold classes on weekday evenings after normal working hours, or on weekends.
7. Mini-MBA is a term used by many non-profit and for-profit institutions to describe a training regimen focused on the fundamentals of business.
8. In general, MBA programs are structured around core courses and elective courses that (may) allow for a subject specialty or concentration.
9. The analytic skills required for management are usually covered initially.
10. Financial accounting deals mainly in the preparation of financial statements while management accounting deals mainly in analysis of internal results.

Exercise 11. *Translate the sentences from Russian into English.*

1. Формально образование обычно делится на такие стадии, как дошкольное образование или детский сад, начальная школа, средняя школа, а затем колледж, университет.
2. Профессиональное образование – это форма обучения, направленная на непосредственное практическое обучение определенной профессии или ремеслу.
3. Высшее образование, также называемое послесредним образованием, является необязательным уровнем образования.
4. Курсы включают лекции, тематические исследования и командные проекты.
5. Практическое обучение часто включает консультационные проекты с реальными клиентами.
6. Программы могут также включать (на основе курсовых работ) обучение навыкам, необходимым на высшем уровне управления.
7. Курс стратегии показывает, как различные дополнительные дисциплины объединяются.
8. Открытое образование называют самым большим изменением в способах обучения со времен изобретения печатного станка.
9. В формальном образовании учебная программа – это набор курсов и их содержание, предлагаемые в школе или университете.
10. В разных местах и в разное время образовательные системы использовались для разных целей.

PHRASAL VERB MAKE

Фразовый глагол make



Exercise 12. *Fill in the gaps with a proper word.*

1. Your writing is awful! I can't make it
2. I honestly didn't know what to make..... half the pictures.
3. The new computers make much greater productivity.
4. You've been so kind to me, how can I make it to you?
5. The kids madewhen they heard us coming.
6. Cindy is going to make ... Karen tomorrow.
7. I hope this money will make for the inconvenience.
8. What do you make this letter?
9. We're going to make the spare room an office.
10. The robber made

Exercise 13. *Make up the sentences.*

1. I, what, couldn't, make, was, out, he, saying.
2. Make, federal, the, entitlements, up, part, the, of, major, budget.
3. We, decision, today, a, have, make, to.
4. For, up, he, the, made, got, and, exit.
5. He, all, made, he'd, been, that, in, living, out, Boston, year.
6. Story, up, I, made, that .
7. Let, up, us, it, make!
8. Sure, back, make, you, up.
9. You, happy, me, feel, make.
10. Been, the, over, made, into, garage, playroom, has, a.

СОПРОВОДИТЕЛЬНОЕ ПИСЬМО

Структура сопроводительного письма

- Адрес отправителя
- Дата
- Адрес получателя
- Приветствие
- Тема
- Текст письма
- Прощание
- *Вложение.

Выражения, используемые в сопроводительном письме

Введение

I was interested to see your advertisement for (position) in (paper) / on (site).

Меня заинтересовало ваше объявление о вакансии (название должности) в (название газеты) / на (название сайта).

I am applying for the position of (position), which was advertised (date) in (paper).

Я обращаюсь ... (название должности), объявление о которой я увидел (дата) в (название газеты).

(Name) suggested I contact you regarding the position of (position).

(Имя человека) предложил мне связаться с вами по поводу должности (название должности).

My experience / education / background / skills / ... make me an ideal candidate for the position.

Мой опыт работы / образование / квалификация / навыки / ... делает меня идеальным кандидатом на эту должность.

From my enclosed CV / Resume you will find that my experiences / skills / ... meet the requirements you have outlined for the position.

Во вложенном резюме вы увидите, что мой опыт работы / навыки / ... удовлетворяют требованиям, которые вы указали в объявлении.

Подробности

I recently graduated from (university) with a degree in (field).

Недавно я закончил университет по специальности (название специальности).

Since 2002 / For 2 years I have been working for (company).

С 2002 года / В течение 2 лет я работаю в (название компании).

As (current job) for (company), I have developed my skills and experience as (job title).

Будучи (название текущей должности) в (название компании) я получил необходимые навыки и опыт для (название должности).

I have solid experience in ...

У меня большой опыт ...

I am very competent in ...

Я очень осведомлен в ...

My high degree of motivation has been appreciated by my previous employers.

Мой бывший работодатель хвалил мою высокую мотивацию.

Заключение

I would appreciate the chance to meet with you to discuss how I could be a vital part of your company.

Я был бы признателен за возможность встретиться с вами и обсудить то, каким полезным членом вашей компании я мог бы стать.

I would welcome the opportunity to discuss these and other qualifications with you.

Я был бы рад возможности обсудить с вами эти и другие характеристики.

If you are interested, please contact me at (number).

Если вы заинтересованы, пожалуйста, свяжитесь со мной по (номер телефона).

You may reach me at the above phone number or email address.

Вы можете связаться со мной по указанному номеру телефона или адресу электронной почты.

I am sure my services would be useful to you.

Я уверен, что мои услуги будут вам полезны.

I look forward to our meeting.

Я с нетерпением жду нашей встречи.

I look forward to meeting you.

Я с нетерпением жду встречи с вами.

I look forward to talking with you.

Я с нетерпением жду беседы с вами.

I look forward to hearing from you soon.

Я с нетерпением жду от вас скорых известий.

Thank you for your time and consideration.

Благодарю вас за то, что нашли время и уделили мне внимание.

Your consideration is greatly appreciated.

Я очень признателен за ваше внимание.

Exercise 14. *Read the cover letter and translate it.*

Dear Mr. Fish,

Re: Fitness Instructor Vacancy

I am writing to apply for the job of Fitness Instructor, as advertised in Monday's Courier newspaper. This is an ideal job for me given my enthusiasm for sport, my related experience and qualifications.

Sport and fitness training have always been important to me, which is why I chose to take a BTEC Diploma in Sports Science. I am a confident user of Microsoft Office and have worked extensively with Fitness Line, a program for analyzing fitness.

As you can see from my CV, I've taken the opportunity to gain extra qualifications that were on offer at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so am used to working irregular hours at short notice. I've also run a lunchtime aerobics class at college since the start of this year.

I finish college in six weeks and am keen to find a job rather than carry on with further full-time study. I could start any part time work or training sooner as many of my classes are finishing and most of my assignments are done. I look forward to hearing from you.

Yours sincerely,

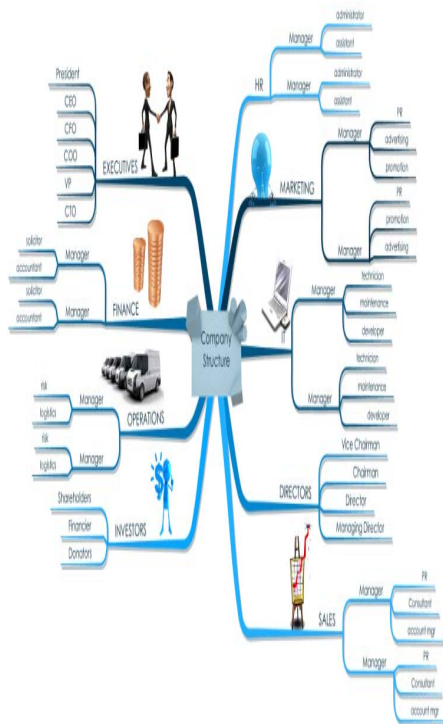
Joanne T.

Exercise 15. *Write your own cover letter.*

UNIT 3. Company structure

- How do you understand the word “hierarchies”?
- How do you understand the word ‘organization’?

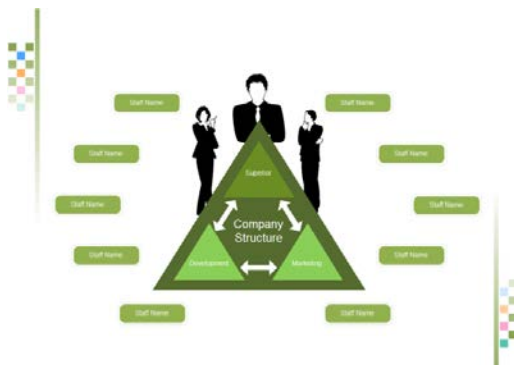
Read TEXT 1 and put its paragraphs in the right order.



1. A problem of hierarchies is that people at lower level are unable to make important decision, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as managers responsible for the traditional functions of finance, sales and production.

2. Organizing structure is considered by many to be “the anatomy of the organization”, providing a foundation within which the organization functions”.

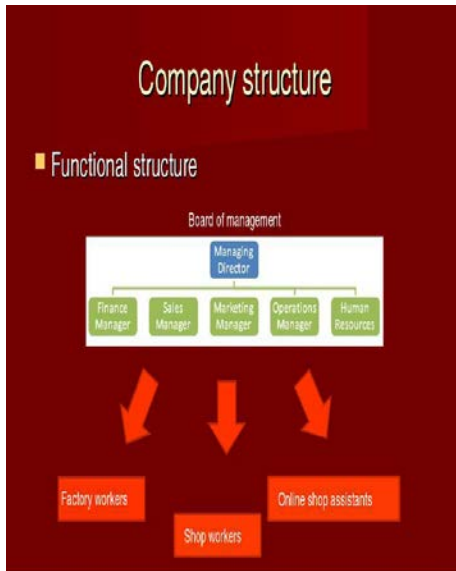
There can be different kinds of organization structure, and firms can change their organization structure by becoming more or less centralized.



3. Most organizations have a hierarchical or pyramidal structure, with one person or a group of people at the top, and increasing number of people below them at each successive level. All the people in the organization know what decision they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give

instructions). This structure is one of the simplest and it's also called a line structure.

4. Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization, including (among others) production, finance, marketing, sales, and personnel or staff departments. The functional type of organization structure reflects an arrangement based on the nature of the activities that must be performed.



Related activities are grouped together in the functional areas with which they are most clearly identified. The chief executive of each area occupies a position on the second level of the organization and generally has the title Vice-President. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department. The functional structure is efficient, but there are two standard criticisms.

Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.



Exercise 1. *Give Russian equivalents.*

- 1) to pass on responsibility
- 2) to report
- 3) matrix management
- 4) to provide a foundation
- 5) according to the functions
- 6) staff department
- 7) related activities
- 8) standard criticisms
- 9) coal-mining business
- 10) incompatible goals.

Exercise 2. *Give English equivalents.*

- 1) сегмент рынка
- 2) финансы и продажи
- 3) непосредственные подчиненные
- 4) выполнять функции
- 5) изобретать функциональную организацию
- 6) исполнительный директор
- 7) вице-президент
- 8) в рамках чего-либо
- 9) на низком уровне
- 10) давать указания.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|------------------|------------------|
| 1) to report | instructions |
| 2) to be | the structure |
| 3) to deal | the activities |
| 4) to change | an arrangement |
| 5) to give | unable |
| 6) to organize | innovation |
| 7) to reflect | business |
| 8) to perform | a position |
| 9) to occupy | with managers |
| 10) to encourage | to the superior. |

Exercise 4. *Fill in the gaps in the summary given below.*

For me, the hierarchical is comparable to the food chain which supports animals. There is an initial and there is a higher link that is linked by middle links. And the initial link cannot be at the highest by passing all the middle links. The hierarchical scheme is the most classic and understandable for the man.

The organization is a-coordinated mechanism. There are many separate mechanisms, but in general they the same purpose. There are a variety of legal of organizations, including corporations, governments,-governmental organizations, international organizations, political organizations, educational institutions, armed forces, charities, not-for-profit corporations, partnerships and cooperatives.

Read TEXT 2 and answer the question «Is economics of practical value in business?»

<p>Economics</p>	<p>A basic understanding of economics is essential if we want to be well-informed citizens. Most of the specific problems of the day have important economic aspects, and as voters we can influence the decisions of our political leaders in coping with these problems that are constantly reported by the news media. Why did the stock market “crash”? Of what economic significance was that dramatic decline in stock values? Why is inflation undesirable? What can be done to reduce unemployment? Are existing welfare programs effective and justifiable? Should we continue to subsidize farmers? Do we need further reforms of our tax system? To understand the answers to these questions we should have a basic working knowledge of economics. Needless to say, knowledge of economics is more than helpful to politicians themselves!</p>
<p>Economists</p>	<p>That’s why economists are appearing on the payrolls of large corporations. Their job? To gather and interpret economic information upon which rational business decisions can be made. Economists formulate economic principles and laws, gather facts which are relevant to a specific economic problem, study economic behavior. Economists think about things from a special perspective. More specifically, they look for rationality or purposefulness in human actions and economic institutions. This purposefulness implies that people, individually and collectively, make choices by comparing costs and benefits. As people make choices from a wide range of alternatives, all choices entail sacrifices or costs. To buy a new recorder may mean not being able to afford a new personal computer. Taking a course in economics may preclude taking a course in</p>

	<p>accounting, political science, or computer science. A decision by government to provide improved health care for the elderly may mean deteriorating health care for children in poverty. Alas, costs are everywhere! Naturally, people are most directly aware of personal monetary costs; that is, expenses incurred when paying tuition, buying hamburgers, hiring babysitters, renting apartments, or attending concerts. Economic actions of workers, producers, and consumers, of course, also produce personal economic benefits. For example, workers receive wages, producers get profits, and consumers obtain satisfaction. People compare these benefits with costs in deciding how to spend their time, which products to buy, whether or not to work, which goods to produce and sell, and so forth. If the added benefits exceed the costs, then it is rational to take that action. But if costs are greater than benefits, that action is not rational and should not be undertaken. Economists look carefully at costs and benefits to understand the everyday activities of people and institutions in the economy.</p>
<p>Economic analysis</p>	<p>There are two essentially different levels of economic analysis. The level of <i>macroeconomics</i> is concerned either with the economy as a whole or with the basic subdivisions or aggregates – such as total output, the total level of employment, total income, total expenditures, the general level of prices, and so forth. In short, macroeconomics examines the forest, not the trees. It gives us a bird's-eye view of the economy.</p> <p>On the other hand, <i>microeconomics</i> is concerned with specific economic units and a detailed consideration of the behavior of these individual units. Here we talk in terms of an individual industry, firm, or household, and concentrate upon the output or price of a specific product, the number of workers employed by a single firm, the revenue or income of a particular firm or household, the expenditures of a given firm or family, and so forth. In microeconomics we examine the trees, not the forest. Microeconomics is useful in achieving a worm's-eye view of some very specific component of our economic system.</p>

Exercise 5. *Answer the questions.*

Give a definition of a hierarchical structure. What is it like?

Why is it difficult for a company to be organized in a single hierarchy?

Who invented functional organization?

In what way are the activities grouped in the functional type of organization structure?

What are the drawbacks of the functional structure?

What is the main point of matrix management?

Why should we have a basic working knowledge of economics?

Who is an economist?

What are personal monetary costs?

What are personal economic benefits?

Give a definition of macroeconomics. What is it like?

Give a definition of microeconomics. What is it like?

What does “a bird's-eye view” mean?

What does “a worm's-eye view” mean?

Exercise 6. *Put the following in order of your importance.*

- Young economists – who are they?

Do they:

...try to make a career?

...plan far ahead?

...like specific projects with strictly set goals and terms?

...understand slogans like “You must!”?

- Young economists – what are they like?

Is it necessary to have:

...a special education in business?

...the ability to organize?

...the sense of priorities?

...the courage in making decisions?

...interests in global goals and certain results?

Exercise 7.1. *Study the information.*

Income – money that you earn by working, investing, or producing goods.

Benefit – something that helps you or gives you an advantage.

Profit – money that you get from selling goods or services for more than they cost to produce or provide.

Bonus – an extra amount of money that you are given, especially because you have worked hard.

Award – a prize given to someone for something they have achieved.

Fee – an amount of money that you pay to do something, to use something, or to get a service.

Dividend – an amount of money paid regularly to someone who owns shares in a company from the company's profits.

Interest – the money you earn from keeping your money in a bank account.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. That new stock has doubled my
2. The company promised us a this year.
3. I see no in changing the system now.
4. To get the maximum, do the exercises slowly.
5. She has won numerouss for her books.
6. A businessman will catch at any chance of making a
7. They will pay \$112 million plus
8. A company payss on both its common and preferred shares.
9. The for adults is \$3 per day.
10. The total replacement for a lost book is \$60.

Exercise 8. *Match the words to their definitions.*

- 1) costs
- 2) expenses
- 3) expenditures
- 4) problem
- 5) mistake
- 6) salary
- 7) wages
- 8) honorarium

a) money spent by a government, organization, or person; the use of time, money, energy etc doing something

b) the fixed amount of money that you receive from your employer, usually every month

c) the amount of money a person regularly receives for their job

d) the amount of money you spend in order to buy or do something; money you spend as part of your job that your employer later gives back to you

e) the amount of money that is needed in order to buy, pay for, or do something; all the money that a business must spend to produce something or provide a service

f) a situation that causes difficulties and that needs to be dealt with

g) a sum of money paid to someone for providing a service or winning a prize

h) something that you do or think that is wrong.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. How do you feel about this
2. I cannot do this
3. Anyone can make a
4. He earns a high
5. The employees expect some increase in
6. outran her income.
7. We usually offer our visiting lecturers an of £500.
8. We need to find ways to limit
9. These changes will decrease our
10. Be sure to record all your business

Exercise 10. *Translate the sentences from English into Russian.*

1. Our desire to improve our material well-being, to “make a living,” is the concern of economics.
2. Needless to say, knowledge of economics is more than helpful to politicians themselves!
3. An understanding of the overall operation of the economic system puts the business executive in a better position to formulate policies.
4. More specifically, they look for rationality or purposefulness in human actions and economic institutions.
5. Economic actions of workers, producers, and consumers, of course, also produce personal economic benefits.
6. Also economics gives the individual as a consumer and worker some insights as how to make wiser buying and employment decisions.
7. How can one “hedge” against the reduction in the purchasing power of the dollar which accompanies inflation?
8. In spite of its practical benefits, however, the reader must be aware that economics is mainly an academic subject.
9. It gives us a bird's-eye view of the economy.
10. Micro-economics is useful in achieving a worm's-eye view of some very specific component of our economic system.
11. Economics deals with the activities by which humans can earn a living and improve their standard of living.
12. Economics is academic and of little value because it does not teach the student how to earn a living.
13. Economics enables us to predict the economic consequences of many human actions.
14. One of the widely (though not universally) accepted economic goals is an equal distribution of income.
15. The first step in the formulation of an economic policy, the statement of the goal or desired result, may be an occasion for disagreement because different people may have different and conflicting goals.

Exercise 11. *Translate the sentences from Russian into English.*

1. Рост инфляции ведет за собой снижение покупательной способности населения.
2. Если доходы компании превышают расходы, то можно говорить об успешном руководстве компанией.
3. Производство и потребление товаров и услуг рассматриваются с точки зрения общества в целом, а не с позиции отдельного потребителя.
4. Расширение программ социальной поддержки всегда находится под пристальным вниманием руководства.
5. Главная наша забота – повышение ежегодного дохода, благосостояния и в целом уровня жизни наших сотрудников.
6. Задача бизнеса – удовлетворение нужд и потребностей потребителей.
7. Знание экономики помогает потребителям понять суть происходящих событий и принять правильные решения по поводу того, как совершать выгодные покупки, во что вкладывать сбережения, как увеличить свои доходы.
8. Экономика связана с использованием ограниченных ресурсов в производстве товаров и услуг для удовлетворения материальных потребностей.
9. Существует три основные категории дохода: активный доход, пассивный доход и доход от портфеля ценных бумаг.
10. Пассивный доход – это прибыль на акции, проценты, пенсионные выплаты, выигрыши в лотерею, работа в интернете и прирост капитала.

PHRASAL VERB GET



Exercise 12. *Fill in the gaps with a proper word.*

1. He was very angry. He opened the door and told her to get
2. We have enough food in the backpack to get until we arrive at the camp.
3. A month after they broke up, she said that she had gotten him.
4. But when he called him, she got to him in a moment.
5. In high school, gossip gets very quickly.
6. He talked and talked, and I just couldn't understand what he was getting.....
7. You'll have to tell her the truth. There is no way you can get it.
8. I know the exam is hard, but don't worry, you can get it.
9. He hired a very good lawyer and got murder.
10. She dropped her pen to the floor. He got and picked it up for her.

Exercise 13. *Make up the sentences.*

1. What, from, do, time, normally, home, you, get, home, work?
2. I, around, got, her, to, calling, yesterday, finally.
3. It's, should, getting, we, late, go.
4. The, up, clapping, and, whole, got, started, audience.
5. We, at, get, should, off, the, stop, next .
6. Time, you, what, do, get, work, off?
7. Get, homework, your, on, with.
8. He, go, to, University, to, Oxford wanted, in, but, didn't, he, get.
9. What, night, you, time, did, get, last, in?
10. I, know, don't, so, how, money, he, little, gets, by, on.

РЕЗЮМЕ

Структура резюме

- Персональные данные
- Опыт работы
- Образование
- Личные качества и умения

Выражения, используемые в резюме

Персональные данные

name – имя

address – адрес

telephone – телефон

e-mail / email – адрес электронной почты

nationality – национальность
 date of birth – дата рождения
 marital status – семейное положение
 single – холост, не женат, не замужем
 married – женатый, замужняя
 married with two children – женатый, замужняя с двумя детьми
 divorced – разведенный(-ая)
 widowed – вдова, вдовец

Опыт работы

experience – опыт
 employment history – предыдущие места работы
 related experience – опыт подобной работы
 internships – стажировка
 employer – работодатель
 occupation / position – должность / положение
 activities and responsibilities – деятельность и ответственности

Образование

education and training – образование и курсы
 primary school – начальная школа
 secondary school – средняя школа
 qualification – квалификация
 O levels, GCSE (*BrE*) – аттестат о среднем образовании
 A levels, High School Diploma (*AmE*) – аттестат высшей школы
 training / vocational training – обучение / профессиональное обучение
 internship – стажировка
 degree in / diploma in – степень / диплом

Личные навыки и умения

personal competences / competencies – умения, способности
 personal skills – личные навыки
 computer skills – навыки работы с компьютером
 mother tongue – родной язык
 foreign languages – иностранные языки

Exercise 14. *Read the curriculum vitae (CV) and translate it.*

'The Larches'
 Hudson Way
 Larswick
 Somerset
 TA12 6MX

tel. 0181 345 2126

e-mail: emily@yahoo.co.uk

Profile

Enthusiastic, responsible graduate with a Postgraduate Printing and Publishing Certificate and good organizational skills.

Able to work independently using initiative and as part of a team to tight deadlines.

Qualifications and training

Postgraduate Certificate in Printing and Publishing, London Institute

'A' level English, History, French

Experience

- Three months' work experience with World-English Press, a company involved in writing, editing, and publishing English as a second and foreign language texts.
- Word Processing and general office administration.
- Work with an Apple Mac using Claris works.
- Work experience at Reed Promotional Publishing and Oxford University Press.
- Currently working with World-English Press as a paid employee with increased responsibility.

Interests

Cinema and theatre going.

References

Dr J. M. Eastwood.

Exercise 15. Write your own curriculum vitae (CV).

UNIT 4. Business and Culture

- | |
|--|
| <ul style="list-style-type: none">• What cultures affect international managers?• What is the failure of pay-for-performance? |
|--|

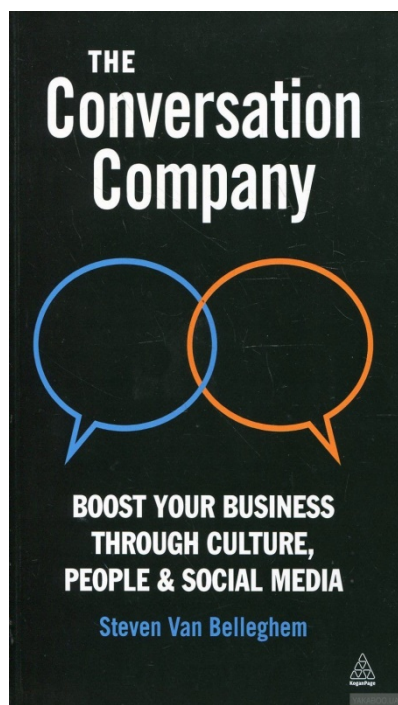
Read TEXT 1 and put its paragraphs in the right order.

1. Even with experienced international companies, many well-intended 'universal' applications of management theory have turned out badly. For example, pay-for-performance has in



many instances been a failure on the African continent because there are particular, though unspoken, rules about the sequence and timing of reward and promotions.

Similarly, management by objectives schemes have generally failed within subsidiaries of multinationals in southern Europe, because managers have not wanted to conform to the abstract nature of preconceived policy guidelines.



2. Take a look at the new breed of international managers, educated according to the most modern management philosophies. They all know that in the SBU, TQM should reign, with products delivered JIT, where CFTs distribute products while subject to MBO. (SBU = strategic business unit TQM = total quality management, JIT = just-in-time, CFT = customer first team, MBO = management by objectives.)

But just how universal are these management solutions? Are these 'truths' about what effective management really is: truths that can be applied anywhere, under any circumstances?



3. In every culture in the world such phenomena as authority, bureaucracy, creativity, good fellowship, verification and accountability are experienced in different ways. That we use the same words to describe them tends to make us unaware that our cultural biases and our accustomed conduct may not be appropriate, or shared.



4. Even the notion of human-resource management is difficult to translate to other cultures, coming as it does from a typically Anglo-Saxon doctrine. It borrows from economics the idea that human beings are 'resources' like physical and monetary resources. It tends to assume almost unlimited capacities for individual development. In countries without these beliefs, this concept is hard to grasp and unpopular once it is understood. International managers have it tough. They must operate on a number of different premises at any one time. These premises arise from their culture or origin, the culture in which they are working, and the culture of the organization which employs them.

Exercise 1. *Give Russian equivalents.*

- 1) universal applications
- 2) pay-for-performance
- 3) reward and promotions
- 4) preconceived policy guidelines
- 5) under any circumstances
- 6) cultural biases
- 7) accustomed conduct
- 8) human-resource management
- 9) monetary resources
- 10) without these beliefs.

Exercise 2. *Give English equivalents.*

- 1) опытные компании
- 2) особые правила
- 3) управление по целям
- 4) новое поколение
- 5) распространять продукты
- 6) хорошие /тёплые/ отношения
- 7) проверка, контроль
- 8) неограниченные возможности
- 9) возникать из чьей-либо культуры
- 10) индивидуальное развитие.

Exercise 3. Match the words on the left with those on the right.

- | | |
|------------------|-------------------|
| 1) to have | appropriate |
| 2) to conform | unaware |
| 3) to take | a look |
| 4) to distribute | a failure |
| 5) to be | words |
| 6) to use | products |
| 7) to be | managers |
| 8) to borrow | to other cultures |
| 9) to translate | to the guidelines |
| 10) to employ | from economics. |

Exercise 4. Fill in the gaps in the summary given below.

With direct dialling, you go straight to the number of the person you want in the UK, and you pay in the country you're in. All you need to know is the telephone number in the UK, which is up of the phone number itself, and its area code, e.g. 0272 (area code for Bristol).

When from abroad you must always omit the initial "0" of the area code. The only other you need is the international code for the UK which you must dial first. This will from country to country.

Remember, for direct dialling you will need to know:

INTERNATIONAL CODE FOR THE UK

UK AREA CODE (LEAVING OUT INITIAL "0")

LOCAL NUMBER.

Read TEXT 2 and answer the question «What is culture?»

<p>Background</p>	<p>'Toyworld' is a profitable toy retailer based in Seattle, US, with subsidiaries in over 30 countries. 'Toyworld' buys its products from suppliers all over the world.</p> <p>Mr Lee Chung, head of a toy manufacturing firm based in Guandong, China, is going to visit the world subsidiary in your country. He will be accompanied by his Export Manager, John Wong. The purpose of his visit is to get to know world's management better and to learn more about the company. He may set up a joint venture with 'Toyworld' he has confidence in them and consider them to be a suitable partner. This is Mr Chung and Mr Wong's first visit to your company, and to your country.</p>
<p>Task 1</p>	<p>You are members of the planning committee for Mr Chung's visit. Read the documents. Then, plan a draft</p>

	<p>programme in small groups. After that, compare your ideas with the rest of the class and produce the final programme.</p> <ol style="list-style-type: none"> 1. Chinese relationships are built on personal trust and respect. Everything you do during the visit must show that you consider Mr. Chung and Mr. Wong to be important people. 2. Relationship building activities and a successful social programme will be more important than the business meeting. 3. Mr. Chung communicates fairly well in English, but has some problems understanding difficult expressions. Mr. Wong has a much higher level of English.
<p>Task 2</p>	<ol style="list-style-type: none"> 1. Both men are rather fussy about food. For example, Mr Chung was unhappy when he had to attend a wine and cheese party last year he hates cheese! They both enjoy high quality alcoholic drinks. 2. Your visitors will expect to have some basic information about ‘Toyworld’, and to be offered activities which give them a better understanding of the company. 3. Mr. Chung and Mr. Wong will be particularly interested in your warehousing facility and in your sales network.

Exercise 5. *Tick the statements you agree with.*

- It is important to exchange business cards.
- It is important to shake hands.
- It is important to kiss.
- It is important to socialize with colleagues.
- It is important to have small talk before meetings.
- It is important to accept interruption.
- It is important to use the first names.
- It is important to be formal (how you dress, how you talk to colleagues, what names you use, etc.).
- It is important to be punctual.
- It is important to have humour.
- It is important to give presents.
- It is important to be direct (saying exactly what you think).

Exercise 6. *Put the following in order of your importance.*

- Climate?
- Institutions?
- Ideas and beliefs?
- Cuisine?
- Language?
- Arts?
- Religion?
- Geography?
- Social customs and traditions?
- Historical events?
- Ceremonies and festivals?

Exercise 7.1. *Study the information.*

Community- a group of people with the same interests, nationality, job, etc.
Share -to have the same interest/opinion, etc as someone else.
Common – belonging to or shared by two or more people or things.
Nuance – a very slight difference in meaning, appearance, sound, etc.
Communication – the act of communicating with other people.
Norm – the usual way that something happens.
Etiquette – rules about what is polite and correct behaviour.
Culture – the habits, traditions, and beliefs of a country, society, or group of people .

Exercise 7.2. *Fill in the gaps with a proper word given above.*

1. Short-term job contracts are the nowadays.
2. Linguists explore thes of language.
3. We are in direct with Moscow.
4. English has some features..... to many languages.
5. They a love of gardening.
6. He was honoured as a leader.
7. It's a good opportunity for children to learn about others.
8. Her failure to respond to the invitation was a serious breach of
9. The two countries have a lot in
10. Facial expressions are very important for nonverbal

Exercise 8. *Match the words to their definitions.*

- 1) to initiate
- 2) to start
- 3) to begin

- 4) to communicate
- 5) to interact
- 6) to behave
- 7) to treat
- 8) to deal
 - a) to share information with others by speaking, writing, moving your body, or using other signals
 - b) to talk and do things with other people
 - c) to do or say things in a particular way
 - d) to make something begin
 - e) to begin doing something
 - f) to start to do something
 - g) to behave towards or deal with someone in a particular way
 - h) to talk to someone or meet someone, especially as part of your job.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. She felt she'd been unfairlyed by her employer.
2. She's used toing with difficult customers.
3. The program wased by the state government.
4. We work at nine o'clock.
5. She her career as a journalist on a local newspaper.
6. At school, teachers say heed well with other students.
7. We can now instantly with people on the other side of the world.
8. They areing like children.
9. I admire her forthright way ofing with people.
10. Hes her really badly.

Exercise 10. *Translate the sentences from English into Russian.*

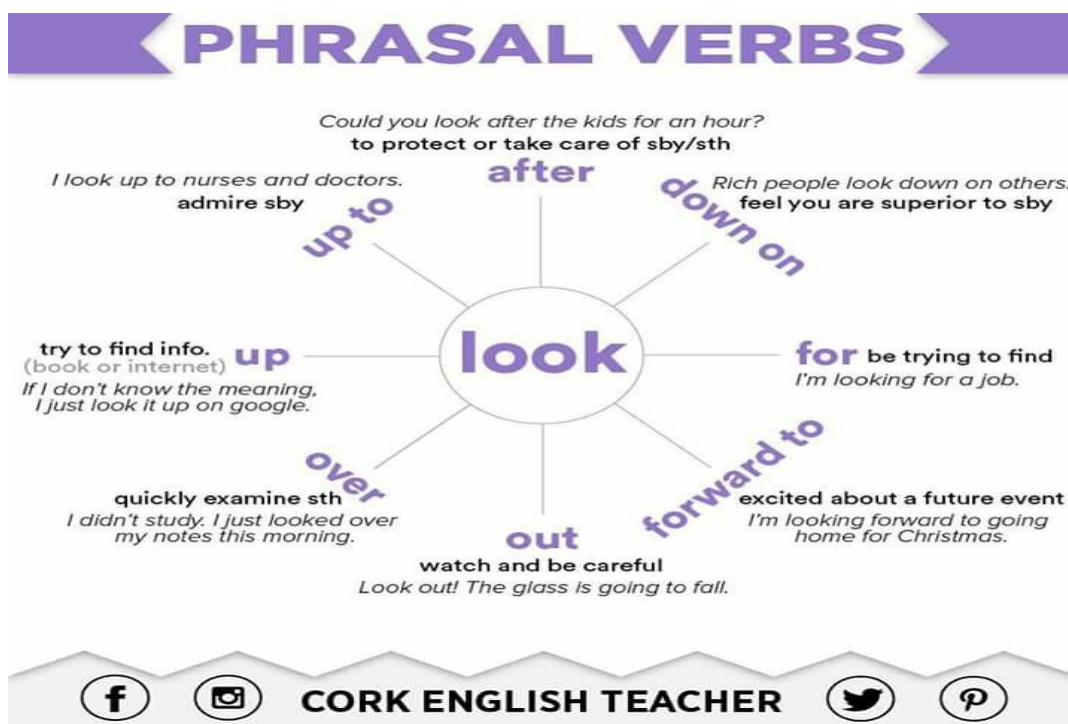
1. Much of today's business is conducted across international borders.
2. The nuances and expectations of business communication might differ greatly from culture to culture.
3. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgments, misunderstandings and breakdowns in communication.
4. When things that we are used to are done differently, it could spark the strongest reactions in us.
5. The best thing to do is to listen and observe how your conversation partner addresses you.
6. In countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

7. A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia.
8. An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said.
9. Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication.
10. It is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships.
11. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.
12. The majority of the global business community might share the use of English as a common language.

Exercise 11. *Translate the sentences from Russian into English.*

1. Понимание основ человеческого поведения имеет решающее значение для улучшения бизнеса.
2. В определенных иерархически организованных культурах женщины редко занимают руководящие должности в коммерческих организациях.
3. Как вести бизнес в других культурах, не обижая клиентов и деловых партнеров, – очень важный вопрос.
4. Пунктуальность является обязательной для гостей, но сами хозяева далеко не всегда следуют ей, поэтому не нервничайте, если ваш партнер опаздывает.
5. Некоторые компании проявляют огромный интерес и демонстрируют неподдельное уважение к культуре страны, в которой размещают свое производство или офис.
6. Практически во всех западных компаниях существуют требования к стилю одежды персонала.
7. Используйте любое общение с иностранцами как уникальный шанс поближе познакомиться с другой культурой и продвинуться в собственном развитии.
8. Вступая в деловые отношения, надо всегда иметь в виду, что люди смотрят на вас, как на представителя вашего государства и вашего народа.
9. Вступая в деловые контакты, необходимо проявлять также определенное чувство терпимости к правам других народов.
10. Для большинства западных специалистов разговоры о работе в рамках неформального общения в принципе недопустимы.

PHRASAL VERB LOOK



Exercise 12. Fill in the gaps with a proper word.

1. I can look your cat for you while you are away.
2. I am looking to graduation ceremony this year.
3. It was very difficult to look old people.
4. Students had looked to the summer holiday for months.
5. The hungry child was looking to the meals at that shop.
6. I don't have much time to look before returning to Paris.
7. We want to buy a car so can we look tomorrow?
8. She looked but she didn't find the keys.
9. I heard a voice last night and looked to see what happened.
10. Have you had a chance to look the historical places.

Exercise 13. Make up the sentences.

1. They, looking, again, to, seeing, were, the, forward, grandchildren.
2. If, look, the, after, shoes, you, last, they, lot, a, longer.
3. Look, coming, out – a, there's, car!
4. Are, up, looking, things.
5. Looked, the, I, it, up, dictionary, in.
6. I've, catalogues, a, through looked, few.
7. Management, cutting, at, is, ways, costs, looking, of.
8. They, the, are, looking, the, causes, of, into.
9. I'm, written, what, looking, you've, looking, over.
10. Could, me, for, contact, help, look, my, you, lens?

ОФОРМЛЕНИЕ КОНВЕРТА

United States

Write the name of the recipient.

Напишите имя получателя.

This could be a person or an organization, depending on where your letter is going. If possible, try to name a person as the recipient instead of listing an entire organization – your letter is more likely to get someone's attention that way. Make sure to use formal titles, such as "Mr.," "Ms.," "Dr.," or whatever the person's title may be.

Write the name of the organization on the second line.

Во второй строке укажите название организации.

For instance, if you're writing to Paul Smith about a business matter and he works for Widgets, Inc., you'd write "Paul Smith" on the first line and "Widgets, Inc." on the second.

Write the street address or post office box number on the third line.

Напишите адрес или номер почтового ящика в третьей строке.

If you're writing a street address, be sure to include any directional notation (such as "400 West" instead of simply "400") or suite numbers.

Write the city, state and ZIP code on the last line.

В последней строке укажите город, штат и почтовый индекс.

The state should be abbreviated with two letters instead of spelled out.

United Kingdom

Write the name of the recipient on the first line.

Напишите имя получателя в первой строке.

Include any necessary titles. You can probably skip titles for close friends and family members, but you might consider including them for government officials, military personnel, doctors, professors or elderly people. This could be a person or an organization.

Write the address number and name of the street on the second line.

Во второй строке напишите номер адреса и название улицы.

It's important that you write the number first and the street second.

For example: *10 Downing St.*

Name the town or city on the third line.

Назовите город в третьей строке.

For example: *London.*

Write the name of the county on the fourth line (if applicable).

Напишите название округа в четвертой строке (если применимо).

If, for instance, you're sending a letter to London, you probably don't need to write the county. But if you're sending a letter to a rural area, including it might be a good idea. If you know any other principal subdivisions, such as the province, state, or county, then include that as well.

Write the postal code on the last line.

Напишите почтовый индекс в последней строке.

For example: SWIA 2AA.

Include the name of the country (if applicable). If you're posting the letter from outside of Great Britain, write "UK" or "United Kingdom" on the last line.

Ireland

Write the name of the recipient on the first line.

Напишите имя получателя в первой строке.

This could be a person or an organization. Include any necessary titles. You can probably skip titles for close friends and family members, but you might consider including them for government officials, military personnel, doctors, professors or elderly people.

Write the name of the house on the second line (if applicable).

Напишите название дома во второй строке (если применимо).

This is especially relevant in rural areas where houses or estates are known by name instead of by address. For example, you could write *Trinity College Dublin*.

Write the street on the third line.

Напишите улицу в третьей строке.

You can include the street number if you only have the street address. If you know the name of the estate, though, the street name alone should be enough. For example: *College Green*.

Write the name of the town or city on the fourth line.

Напишите название города в четвертой строке.

If you're sending a letter to Dublin, you'll need to follow the city name with a specific one- or two-digit postal code for that area of the city. You could write, *Dublin 2*.

Write the name of the county on the fifth line (if applicable).

Напишите название округа в пятой строке (если применимо).

If you're sending a letter to a major city like Dublin, you probably don't need the county. If you're mailing to a rural area, though, you do. Note that in Ireland, the word "county" comes before the name, and is abbreviated "Co." So, for example, if you're sending a letter to County Cork, you'd write "Co. Cork" on the envelope.

Exercise 14. Match the information given below and the numbers on the envelope.

- the town the letter comes from
- the country in the mailing address
- the country the letter comes from
- the town in the mailing address
- the sender
- the addressee's house number.

(1) Simon & Schuster Co
 (2) Upper Saddle River, NJ 07458
 (3) USA

Tata Steel Rail
 (4)1, Skinningrove
 (5)York YO1 6YH
 (6)United Kingdom

Exercise 15. Match the information given below and the numbers on the envelope.

- the house number in the return address
- the town the letter comes from
- the country in the mailing address
- the addressee
- the town in the mailing address
- the street name in the mailing address.

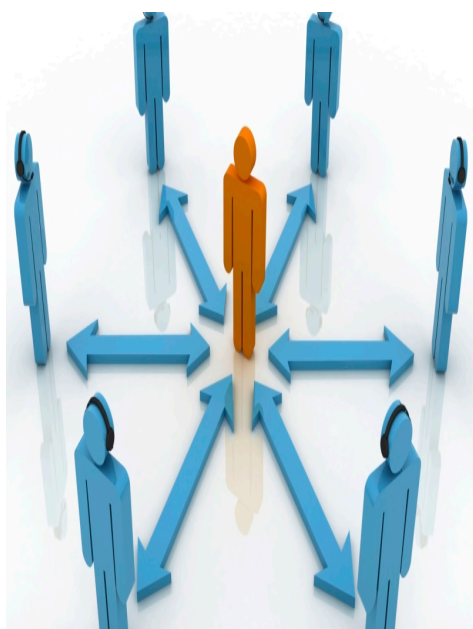
Mrs. Stele
 (1)12 Mansfield Road
 (2) Stratford-upon-Avon CV37 7 JT
 United Kingdom

(3)SLZ Agency
 101(4)Koala Bark Dr
 (5)New Canberra WA 1234
 (6)Australia

UNIT 5. Management

- What are the duties of managers?
- How do you understand the words “business” and “management”?

Read TEXT 1 and put its paragraphs in the right order.

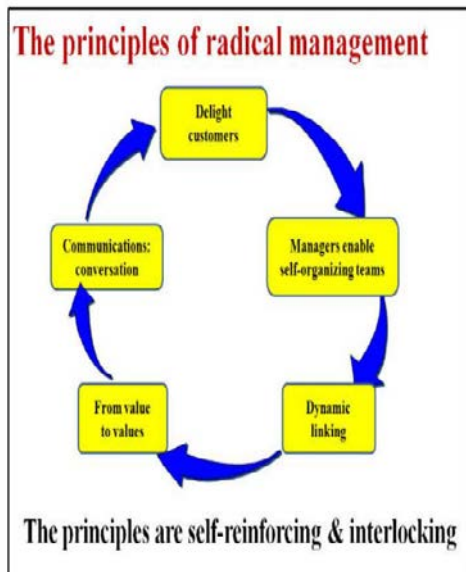


1. Our society is made up of all kinds of organizations, such as companies, government departments, unions, hospitals, schools, libraries, and the like. They are essential to our existence, helping to create our standard of living and our quality of life. In all these organizations, there are people carrying out the work of a manager although they do not always have that title. The vice-chancellor of a university, the president of a students' union or a chief librarian are all managers. They have a responsibility to use the resources of their organization effectively and economically to achieve its objectives.



2. Are there certain activities common to all managers? Can we define the task of a manager? A French industrialist, Henri Fayol, wrote in 1916 a classic definition of the manager's role. He said that to manage is 'to forecast and plan, to organize, to command, to coordinate and to control'. This definition is still accepted by many people today, though some writers on management have modified Fayol's description.

Instead of talking about command, they say a manager must motivate or direct and lead other workers.



3. On the other hand, middle management and supervisors are generally making the day-to-day decisions which help an organization to run efficiently and smoothly. They must respond to the pressures of the job, which may mean dealing with an unhappy customer, chasing up supplies, meeting an urgent order or sorting out a technical problem. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organization.

4. Furthermore, they must select people for the jobs to be done. For this, they not only need analytical ability but also understanding of human beings. Their third task is to motivate and communicate effectively. They must be able to get people to work as a team, and to be as productive as possible. To do this, they will be communicating effectively with all levels of the organization – their superiors, colleagues, and subordinates. To succeed in this task, managers need social skills. The fourth activity is measurement. Having set targets and standards, managers have to measure the performance of the organization, and of its staff, in relation to those targets. Finally, managers develop people including themselves.



Exercise 1. *Give Russian equivalents.*

- 1) government departments
- 2) a students' union
- 3) the day-to-day decisions
- 4) certain activities
- 5) to run smoothly
- 6) to chase up supplies
- 7) to set targets
- 8) to select people
- 9) to succeed in the task
- 10) to forecast.

Exercise 2. *Give English equivalents.*

- 1) должность (название должности)
- 2) качество жизни
- 3) использовать ресурсы
- 4) менеджмент среднего звена
- 5) недовольный клиент
- 6) выполнить срочный заказ
- 7) работать в команде
- 8) подчиненные
- 9) управлять
- 10) командовать.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|-----------------|------------------|
| 1) to create | work |
| 2) to carry out | a responsibility |
| 3) to have | a description |
| 4) to achieve | the performance |
| 5) to sort out | workers |
| 6) to measure | standards |
| 7) to define | objectives |
| 8) to lead | problems |
| 9) to be | tasks |
| 10) to modify | essential. |

Exercise 4. *Fill in the gaps in the summary given below.*

In my we set clear goals and targets for a fixed period of time. We try to make it worth people's time to those targets through our performance-related scheme. We have regular meetings to see if everyone is on track during that period of and at the end we have an appraisal to evaluate the work that has been done.

Naturally, if we find that the deadlines were too tight or things didn't get done because of factors beyond our, we sometimes adjust schedules to more realistic time frameworks.

I like to get inbefore the rest of my and design the daily work schedule of each team member. That way I feel very much in control and that I have a hand in every My staff know that I like to be involved in every decision and they always consult me when they run into problems. We've been successfully like this for years in the company and I find that itpeople to have a strong leader heading operations. They have their own, naturally, but when it comes to the important it's me who makes them.

Read TEXT 2 and answer the question «What is the difference between a manager and a leader?»

<p>People</p>	<p><i>Businessman</i> is an owner, an executive can sit on the board, or the board of trustees.</p> <p><i>Manager</i> is a person who is not an owner but hired to organize, control or conduct a business.</p> <p><i>Levels of management</i> are first-line management, middle, top.</p> <p><i>First-line</i> managers are supervisors, managers who are responsible for the daily supervision of non-managerial employees.</p> <p><i>Middle managers</i> are managers who supervise first-line managers and are responsible for finding the best way to use resources to achieve organization goals. Their main job is to develop skills and know-how, such as manufacturing or marketing expertise, that allow the organization to be efficient and effective.</p> <p><i>Top managers</i> establish organizational goals, decide how departments should interact, and monitor the performance of middle managers. They report to the company's chief executive officers (CEO).</p> <p><i>Top management team</i> is a group composed of the CEO, the president, and the heads of the most important departments.</p>
	<p><i>Business</i> is the work of buying or selling products or services for money.</p>

	<p><i>Management</i> is the planning, organizing, leading, and controlling of resources to achieve goals effectively and efficiently.</p> <p><i>Planning</i> is choosing appropriate organizational goals and courses of action to best achieve those goals.</p> <p><i>Organizing</i> is establishing task and authority relationships that allow people to work together to achieve organizational goals.</p> <p><i>Leading</i> is motivation, coordination, and energizing individuals and groups to work together to achieve organizational goals.</p> <p><i>Controlling</i> is establishing accurate measuring and monitoring systems to evaluate how well the organization has achieved its goals.</p> <p><i>Resources</i> are assets such as people, machinery, raw materials, information, skills, and financial capital.</p>
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Exercise 5. *Tick the statements you agree with.*

He regularly works an eleven hour day, starting around eight and finishing around seven at night.

He spends a lot of time talking to people on the telephone but he never sends memos.

He rarely holds board meetings. He makes decisions on the phone or on the tennis court.

He has a good memory and he writes people's names on his hand so he doesn't forget them.

He invites every single one of his 10,000 employees to a party at his home every year. The last party cost around 1 100,000.

He continually questions his employees about every aspect of the business and he tries to pick holes in their arguments to find out whether their ideas will work.

If he becomes annoyed in meetings, he leaves the room. He hardly ever loses his temper.

He employs people he likes personally. This is more important to him than qualifications.

He has had several business failures in the past and nearly went bankrupt several times but he has always survived. He puts his success down to good ideas, good people, and good luck.

He didn't go into business to make money. He went into business because he wanted a challenge.

Exercise 6. *Put the following in order of your importance.*

- Fear can make people work hard.
- The best motivation is money.
- Keep staff happy.
- Recognition, reward, appraisal – main management tactics.
- To create a positive working environment.
- To recognize achievements.
- To give workers autonomy.
- To work without constant supervision.
- To use feedback mechanisms.
- To practise conflict resolution.

Exercise 7.1. *Study the information.*

Director – an important manager in an organization or company.
Head – the person who is in charge of an organization.
Manager – someone in control of an office, shop, team, etc.
Colleague – someone that you work with.
Staff – the people who work for an organization.
Employer – a person or company that pays people to work for them.
Employee – someone who is paid to work for a person or company.
Worker – someone who works for a company or organization but does not have a powerful position.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. He was appointed as company last year.
2. A copy of the report was circulated to each
3. A good boss listens to hiss.
4. He knows how you are a valued
5. Your formerholds you in quite high regard.
6. He's a steady
7. She's the of the local sports club.
8. The company has a of over 500 employees.
9. He is the of an oil company.
10. She discussed the idea with some of hers.

Exercise 8. *Match the words to their definitions.*

- 1) organization
- 2) centre
- 3) office
- 4) company

- 5) enterprise
- 6) firm
- 7) agency
- 8) bureau
 - a) a building, office, etc. that is used for a particular business or activity
 - b) an organization that sells goods or services in order to make money
 - c) a group whose members work together for a shared purpose in a continuing way
 - d) an organization, especially a business, or a difficult and important plan, especially one that will earn money
 - e) an organization or a business that collects or provides information
 - f) a room or part of a building in which people work, especially sitting at tables with computers, phones, etc., usually as a part of a business or other organization
 - g) a company offering a professional service, for example a company of lawyers
 - h) a business that represents one group of people when dealing with another group.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. He works for a software that makes software.
2. The retailer has a customer service
3. Labors have contributed heavily to the Democratic campaigns.
4. I didn't leave the until eight o'clock last night.
5. The holiday was cancelled so the travel had to refund everybody the price of the tickets.
6. The agency secured the contract on the back of their previous successful campaigns.
7. She's just started working for an accounting.....
8. Don't forget this is a commercial – we're here to make money.
9. The data is then sent on to the Census
10. Last year, the environment was upgraded to a ministry.

Exercise 10. *Translate the sentences from English into Russian.*

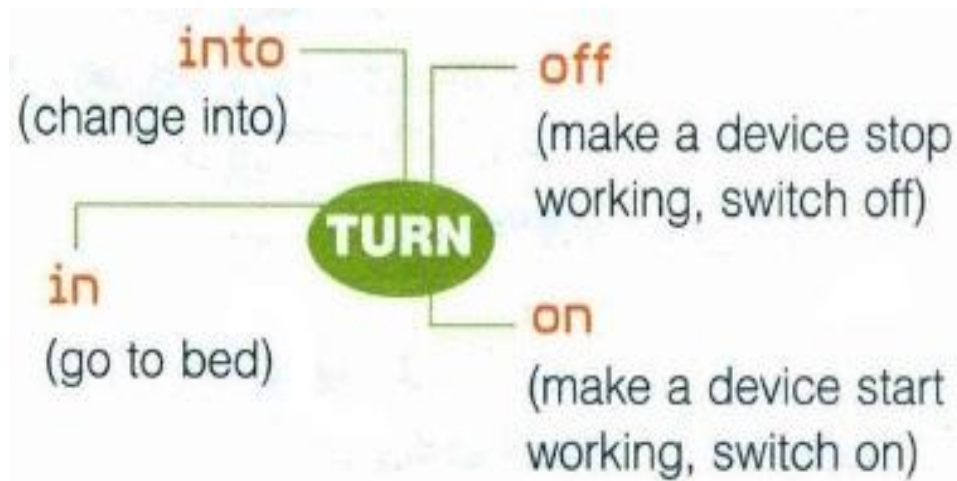
1. There is an opinion that to be an effective manager you must help your subordinates to satisfy their needs. In the mid-1950s, A. H. Maslow, a pioneer in management psychology, put forward the theory that there are five basic needs which people aim to satisfy.
2. Physiological needs: the basic need for food, clothing, shelter.
3. Safety needs: the need for security, continuity, protection against anything that threatens an organized orderly existence.

4. Social needs: the need to belong and be accepted in a social context.
5. Esteem needs: the need to have status and others' respect.
6. Self-fulfillment needs: the need to feel fulfilled through the creative use of your natural aptitudes and practiced skills which leads to 'self actualization'.
7. A manager often has a staff of people who report to him or her.
8. Certain departments within a company designate their managers to be line managers, while others are known as staff managers, depending upon the function of the department.
9. As an example, a restaurant will often have a front-of-house manager who helps the patrons, and supervises the hosts.
10. An executive director is the senior operating officer or manager of an organization or corporation, usually a non-profit.
11. Their duties are similar to those of a chief executive officer (CEO) of a for-profit company.
12. The executive director is responsible for strategic planning, working with the Board of Directors, carrying out the Board's decisions, and operating within a budget.

Exercise 11. *Translate the sentences from Russian into English.*

1. Деятельность людей, выполняющих работу менеджера, зависит от уровня, на котором они работают.
2. Директора компаний принимают стратегические решения, а менеджеры среднего звена несут ответственность за ежедневную деятельность организации.
3. Ставить задачи, принимать решения, подбирать персонал, распределять работу, оценивать результаты – это только некоторые обязанности менеджеров.
4. Как заинтересовать людей в работе, как заставить их работать и работать продуктивно – существенная проблема, стоящая перед каждой организацией.
5. Деятельность организации зависит от хорошего руководства.
6. Менеджеры должны уметь оценить деятельность организации и всего штата сотрудников по достижению намеченных целей.
7. Является ли забота о подчиненных обязанностью начальника?
8. Основать и руководить компанией может не каждый.
9. Начальники – это необязательно люди, которых все любят и которые в хороших отношениях со всеми.
10. Хороший начальник всегда должен уметь завоевать уважение подчиненных.

PHRASAL VERB TURN



Exercise 12. *Fill in the gaps with a proper word.*

1. I love this song! Turn it and let's dance!
2. Don't turn.....that job, Adam – it's a great opportunity!
3. He's usually rather quiet, but at carnivals he turns a real party animal!
4. Once I leave my house, I never turn It's very bad luck, you know.
5. Jessica is at her office now. I don't know when she turns
6. Turn the lights and I'll bring in the birthday cake and candles.
7. Did Jack turnat the concert in the end?
8. Let's turn..... the air conditioning. It's really hot.
9. Turn the radio, Simon. It's too loud.
10. I'm sure Emily will turn his invitation.

Exercise 13. *Make up the sentences.*

1. Turn, before, go, lights, off, the, you.
2. They, the, me, offered, job, down, turned, but, I, it.
3. Help, she, eventually, her, to, aunt, turned, for.
4. Cold, I'm, could, the, turn, you, heating, please, up?
5. Can, TV, turn, you, on, the?
6. Turn, page, to, 105.
7. Up, Fred, again, turned, late.
8. The, turned, car, over.
9. Sofa, turns, bed, into, the, a.
10. Midnight, I, turn, in, usually, at.

СЛУЖЕБНАЯ ЗАПИСКА

Оформление служебных записок

A memo, short for memorandum, is an essential instrument in virtually any business organization.

Служебная записка, сокращенно от «меморандум», является важным инструментом практически в любой деловой организации.

It is a tool of relatively simple recorded communication within the internal parts of the organization.

Служебные записки – это короткие внутренние деловые письма, отправленные другим сотрудникам в рамках одной организации.

Yet provides the classically perfect blend of informativeness and casualness to not become a useless scribbling, informationally or bureaucratically speaking.

This is what you have to aim in the intention of writing a good memo for someone. When writing a memo, think of the words informative, direct, and to-the point.

The most important thing that should be in your mind, even before you begin writing your memo, is identifying your audience.

Важно подумать до того, как вы начнете писать служебную записку, для кого она предназначена.

You must be sure to know the responsibilities, constraints, authorities, and even their level of competence.

Knowing who you are going to write your memo to relates directly to your knowledge of what do they need to know. This is a very basic question in writing any memos to anyone. You are tasked with avoiding being uninformative while not giving out irrelevant information. Would you give human resource assessments to the advertising manager?

Remember this basic format.

Служебные записки на английском языке должны включать поля:

«From» (от кого)

«To» (кому)

«Date» (дата)

«Subject» (тема)

«Memo Contents» (само сообщение),

например:

[Логотип компании]

MEMORANDUM (Служебная записка)

От: [имя или инициалы]
Кому: [имя или инициалы]
Дата:
Тема: [короткое описание]
Сообщение.....

Exercise 14. Match the information given below and the numbers in the memo.

- ❖ personnel@cam.uk
- ❖ Subject
- ❖ 10 April
- ❖ From

To _____ : Shipping Department
 (1) _____ : Clancy Brite, Personnel Director
 Date _____ : (2) _____
 (3) _____ : Conference Participation

I want to inform you that on April 17 your department will be audited. Your questions and comments can be sent to (4) _____.
 Clancy Brite

Exercise 15. Match the information given below and the numbers in the memo.

- ❖ Marketing Executive
- ❖ Jonathon Fitzgerald
- ❖ Date
- ❖ Fall Clothes Line Promotion.

To	:	(1) Kelly Anderson, _____
From	:	(2) _____, Market Research Assistant
(3) _____	:	4 September 2009
Subject	:	(4) _____
<p>Through market research and analysis, it has been discovered that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings from focus groups and surveys have made it apparent that we need to update our advertising efforts to align them with the styles and trends of young adults today. Also, it is has become increasingly important to use the internet as a tool to communicate with our target audience to show our dominance in the clothing industry.</p>		
Jonathon Fitzgerald		

UNIT 6. Finance

- What do you think is good value for money?
- What do you think is a waste of money?

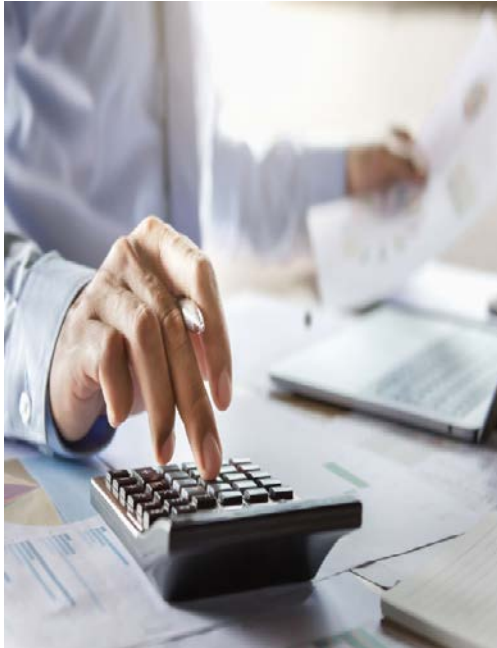
Read TEXT 1 and put its paragraphs in the right order.



1. Finance is a broad term that describes activities associated with banking, leverage or debt, credit, capital markets, money, and investments. Basically, finance represents money management and the process of acquiring needed funds. Finance also encompasses the oversight, creation, and study of money, banking, credit, investments, assets, and liabilities that make up financial systems.

2. Many of the basic concepts in finance originate from micro and macroeconomic theories. One of the most fundamental theories is the time value of money, which essentially states that a dollar today is worth more than a dollar in the future. Since individuals, businesses, and government entities all need funding to operate, the finance field includes three main sub-categories: personal finance, corporate finance, and public (government) finance.

3. Corporate finance refers to the financial activities related to running a corporation, usually with a division or department set up to oversee the financial activities.



For example, a large company may have to decide whether to raise additional funds through a bond issue or stock offering. Investment banks may advise the firm on such considerations and help them market the securities.

Startups may receive capital from angel investors or venture capitalists in exchange for a percentage of ownership. If a company thrives and decides to go public, it will issue shares on a stock exchange through an initial public offering (IPO) to raise cash.

In other cases, a company might be trying to budget their capital and decide which projects to finance and which to put on hold in order to grow the company. These types of decisions fall under corporate finance.

4. Financial planning involves analyzing the current financial position of individuals to formulate strategies for future needs within financial constraints. Personal finance is specific to every individual's situation and activity; therefore, financial strategies depend largely on the person's earnings, living requirements, goals, and desires.



For example, individuals must save for retirement, which requires saving or investing enough money during their working lives to fund their long-term plans. This type of financial management decision falls under personal finance.

Exercise 1. *Give Russian equivalents.*

- 1) leverage or debt
- 2) capital markets
- 3) assets
- 4) liabilities
- 5) financial constraints
- 6) to raise additional funds
- 7) a bond issue
- 8) a division or department
- 9) venture capitalists
- 10) the time value of money.

Exercise 2. *Give English equivalents.*

- 1) банковское дело
- 2) необходимые средства
- 3) финансовое положение
- 4) заработок человека
- 5) долгосрочные планы
- 6) фондовая биржа
- 7) процент владения
- 8) достаточное количество денег
- 9) фундаментальные теории
- 10) государственные финансы.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|-----------------------|-------------------------|
| 1) to make up | financial activities |
| 2) the type | financial systems |
| 3) to fall | of financial management |
| 4) to oversee | under personal finance |
| 5) to finance | in finance |
| 6) the basic concepts | finance |
| 7) the finance | finances |
| 8) personal-finance | company |
| 9) to raise | field |
| 10) high | projects. |

Exercise 4. *Fill in the gaps in the summary given below.*

Public includes tax, spending, budgeting, and debt policies that affect how a government pays for the services it provides to the public.

The federal helps prevent market by overseeing the allocation of resources, distribution of, and economic stability. Regular funding is secured mostly through borrowing from banks, insurance, and other nations also help finance government spending.

In addition to managing in day-to-day operations, a government body also has social and fiscal responsibilities. A government is expected to adequate social programs for its tax-paying citizens and to maintain a economy so that people can and their money will be safe.

Read TEXT 2 and answer the question «What can you afford that you most appreciate?»

<p>The dollar</p>	<p>The dollar is the basic unit of United States money. It is worth 100 cents. Its symbol is \$. So, \$1-00 means one dollar.</p> <p>The dollar is also the main currency unit of: Australia, Canada, Jamaica, New Zealand, Singapore, Zimbabwe and some other countries.</p> <p>The dollar was adopted in the USA in 1792. The first US dollars were issued in silver and gold. After 1934, however, all gold coins were taken out of circulation. A silver dollar was issued at various times from 1794 until 1935.</p> <p>The dollar was adopted in Canada in 1878. Australia adopted the dollar in 1966, and New Zealand in 1967.</p>
<p>The pound</p>	<p>The basic unit of money of the United Kingdom is the pound, also called the pound sterling. The symbol of Britain's pound sterling is £. Today the pound is equal to 100 pence. The British adopted the decimal system in 1971.</p> <p>Things were far more complicated in the past. The pound was subdivided into 20 shillings. The shilling was subdivided into 12 pennies. The guinea was equal to one pound one shilling. It was a gold coin used in fixing prices of valuable goods. There also were crowns, 5-shilling silver coins; half-crowns worth 2 shillings and 6 pence; florins, 2-shilling silver pieces; bobs worth 12 pence. A sixpence was a 6-penny coin and a 3-penny piece was called a "three pence".</p> <p>There also were "ha'pennies", copper coins, worth half a penny, and farthings, or quarter-penny copper coins.</p> <p>You may ask what you need to know all this for. Perhaps you don't have to remember any of it. Unless, of course, you collect coins. Or read the great works of English literature.</p>

<p>The shilling</p>	<p>The shilling is a unit of currency formerly used in Austria, the United Kingdom, Australia, New Zealand, United States and other British Commonwealth countries. Currently the shilling is used as a currency in four east African countries: Kenya (Kenyan shilling), Tanzania (Tanzanian shilling), Uganda (Ugandan shilling) and Somalia (Somali shilling). It is also the proposed currency that the east African community plans to introduce (east African shilling). The word <i>shilling</i> comes from old English "Scilling", a monetary term meaning twentieth of a pound, and from the Proto-Germanic root <i>skiljana</i> meaning 'to separate, split, divide.' The word "Scilling" is mentioned in the earliest recorded Germanic law codes, those of Æthelberht of Kent.</p> <p>Slang terms for the old shilling coins include "bob" and "hog". While the derivation of "bob" is uncertain, John Camden Hotten in his 1864 <i>Slang Dictionary</i> says the original version was "bobstick" and speculates that it may be connected with Sir Robert Walpole.</p> <p>One abbreviation for shilling is s (for <i>solidus</i>, see £sd). Often it was represented by a solidus symbol ("/"), which may have originally stood for a long s or f, thus 1/9 would be one shilling and ninepence (and equivalent to 21d; the shilling itself was equal to 12d). A price with no pence was sometimes written with a solidus and a dash: 11/–.</p> <p>The solidus symbol is still used for the Kenyan shilling (one of the successors to East African shilling), rather than <i>sh</i>.</p>
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Exercise 5. Answer the questions.

- What is the basic unit of money in the USA?
- How much is the dollar worth?
- What is the dollar's symbol?
- Where does the dollar circulate?
- When was the dollar adopted in the United States?
- Were the first dollars issued in copper?
- Do gold coins circulate now?
- When was the dollar adopted in Canada?
- When did Australia and New Zealand adopt the dollar?
- What is the basic unit of money in/of the UK?

- When was the decimal system adopted in Great Britain?
- How many shillings were there in the pound before 1971?
- Was the guinea equal to one pound sterling?
- What was the crown equal to?
- Were there any copper coins in circulation?
- What is the symbol of the British pound sterling?
- Where is the shilling formerly used?
- Where does the word *shilling* come from?

Exercise 6. *Put the following in order of your importance.*

- What do you think about people who do not pay the correct amount of tax?
Is this:
 -a serious crime?
 -morally wrong but not a crime?
 -excellent business practice?
- If you lend a colleague a small amount of money and they forget to pay it back, do you:
 -say nothing?
 -remind them that they owe you money?
 -arrange to go for a drink with them and say you've forgotten your wallet or purse?

Exercise 7.1. *Study the information.*

Payment - the amount of money that is paid.
Cheque – a piece of paper printed by a bank that you use to pay for things.
Card – a plastic card given to you by your bank, that you can use to pay for things or to take money out of your account.
Cash – money in the form of coins or notes.
Change – the money that you get back when you pay more for something than it costs.
Note – a piece of paper money.
Receipt – a piece of paper that proves that you have received goods or money.
Bill – a piece of paper that tells you how much you must pay for something you have bought or for a service you have used.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. You can make a in any bank.
2. Can I pay by credit
3. You can also pay by cheque, or by

4. We are short of
5. He took a wad ofs from his pocket.
6. Keep your in case you want to bring it back.
7. You forgot to sign the
8. He paid his and left.
9. Here's your, sir.
10. Can you give me for a pound?

Exercise 8. Match the words to their definitions.

- 1) to earn
- 2) to pay
- 3) to borrow
- 4) to lend
- 5) to spend
- 6) to waste
- 7) to save
- 8) to win
- a) to use something without care or thought
- b) to give money as a payment for something
- c) to get a prize in a competition, election, fight, etc
- d) to keep something, especially money, for use in the future
- e) to get money as payment for work that you do
- f) to give money to someone because you are buying something from them, or because you owe them money
- g) to get something from someone with the intention of giving it back after a period of time
- h) to give something from someone with the intention of giving it back after a period of time.

Exercise 9. Fill in the gaps with a proper word given above.

1. Factory workers don'ta lot of money.
2. I don't like to money. It's not always easy paying it back.
3. Jeff hopes that some day he will money in the lottery.
4. You shouldn't so much money on useless things.
5. I often money to my sister but she hardly ever pays me back.
6. How do you for things you buy: in cash, by cheque or by credit card?
7. We agreed to..... for the car by installments.
8. I only want to.....about \$20.
9. Shes a lot of money on clothes.
10. Do you up to buy something you want, e.g. a new bike?

Exercise 10. *Translate the sentences from English into Russian.*

1. Money is a universal means of payment and a means of exchange.
2. First people used things like animal skin and precious metals as money.
3. But it wasn't easy to carry and store them.
4. The money we use nowadays is made of paper and cheap metals.
5. They are banknotes and coins of different value.
6. Everybody uses money in our modern world.
7. We all need money, we think about it and work for it.
8. It is difficult to imagine today's life without banknotes and coins, credit cards and cash.
9. Modern technologies have influenced the way of payment: and plastic cards are becoming more and more popular today and they can be accepted even abroad.
10. It's really convenient and safe for travelers because you don't have to carry the money in your wallet or exchange the currency in order to make purchases in foreign countries.
11. Contact the company that issued the invoice and see if you can work something out with them.
12. You'd be surprised how many people do not write the correct amount.

Exercise 11. *Translate the sentences from Russian into English.*

1. Оплата счетов является частью жизни каждого.
2. Необходимо попытаться собрать достаточно денег для оплаты счетов.
3. К сожалению, многие люди не понимают, как правильно отправить счет для оплаты.
4. Некоторым людям нужна помощь, чтобы совершить онлайн-платежи.
5. Я работаю в офисе, и мне нужно вводить платежи в нашу систему данных.
6. Мы получаем много счетов и чеков с неверной информацией.
7. Поскольку существует необходимость, я хотел бы объяснить, как отправить счет на оплату по почте.
8. Если вам нужна копия счета-фактуры, это нормально.
9. Иногда вы просто не можете заплатить полную сумму.
10. Это не означает, что вы должны игнорировать счет.
11. Нам нужен депозит в размере 165 фунтов стерлингов с последующими двенадцатью ежемесячными платежами в размере 60 фунтов стерлингов.
12. Когда должен быть произведен первый платеж?

PHRASAL VERB PUT



Exercise 12. *Fill in the gaps with a proper word.*

1. You should not put studying for the math's exam because the exam is tomorrow.
2. The flights in many countries will put due to the bad weather conditions.
3. I don't understand why John puts with his wife because she is crazy.
4. How has Alice put with their complaints?
5. Sally is putting me for the weekend.
6. Put your shoes – we're going out.
7. I put the children's bad behaviour to the fact that they were tired.
8. He spends much of her time putting fires and navigating red tape.
9. I try to put a few pounds every week.
10. Did you put the lights downstairs?

Exercise 13. *Make up the sentences.*

1. Last, put, off, one, the, week, election, year, was, for.
2. I, with, put, that, up, the, are, cannot, dirty, things.
3. Put, I, two, can, up, children, adults, but, no.
4. His, jacket, he, on, put.
5. Out, put, the before, campfire, leaving.
6. Most, the, European, forward, in, put, the, clocks, spring, countries.
7. Through, me, put, can, to, you, number, this?
8. Why, you, silly, are, that, on, voice, putting?
9. I, longer, can't, going, to, off, dentist, the, put, any.
10. That, put, out, torch!

ВИДЫ ДЕЛОВЫХ ПИСЕМ

Основные типы деловых писем

Предложение – *Commercial Offer* – отправляется потенциальному деловому партнёру с условиями и предложениями о сотрудничестве.

О приёме на работу – *Acceptance* – уведомляет о принятии на работу.

Заявление – *Application* – содержит резюме и предложение себя в качестве работника.

Отказ – *Refusal letter* – это деловой отказ на заявление или предложение.

Жалоба – *Complaint Letter* – содержит жалобу или претензии на качество приобретенного товара или оказанных услуг.

Письмо-извинение – *Apology Letter* – это ответ на письмо-жалобу.

Письмо-запрос – *Inquiry Letter/Enquiry Letter* – отправляют, когда необходимо получить информацию об услуге или товаре.

Письмо-ответ на запрос информации – *Reply to Information Inquiry /Reply Quotation*.

Письмо-благодарность – *Thank you letter*.

Деловые письма могут отправлять, чтобы пригласить – *Letter of Invitation* – на мероприятия, связанные с деятельностью компании.

Письмо для выражения сожаления и соболезнования – *Letter of Sympathy*.

Поздравление – *Congratulation Letter*.

Сопроводительное письмо к резюме – *Cover letter*.

Письмо-напоминание – *Reminder/Follow-up letter*.

Письмо-заказ – *Order letter*.

Ответ-подтверждение на полученную заявку – *Response to Order*.

Exercise 14. *Choose the type of business letter given below.*

- ❖ Cover Letter
- ❖ Letter of Complaint
- ❖ Contract
- ❖ Invitation Letter

.....
We are honored to invite you to participate in our forthcoming conference on old Gaelic philology to be held October 7-1- in New York City College's School of Linguistics.
.....

Exercise 15. *Choose the type of business letter given below.*

- ❖ Cover Letter
- ❖ Inquiry Letter
- ❖ Offer Letter
- ❖ Advertising letter

.....
We are interested in buying you equipment for producing pet food. Would you kindly send us more information about this equipment such as price, dates of delivery, terms of payment, guarantees?
.....

Exercise 16. *Choose the type of business letter given below.*

- ❖ Cover Letter
- ❖ Memo
- ❖ Advertising letter
- ❖ Inquiry Letter

.....
Why not record your dictation – on our Stenogram – and she can be doing other jobs while you dictate?
You will be surprised at how little it costs. For 52 weeks in the year your Stenogram works hard for you, and you can never give it too much to do – all for less than an average month's salary for a secretary!
.....

UNIT 7. Negotiations

- What does it take to become effective negotiators?
- What are the negotiations?

Read TEXT 1 and put its paragraphs in the right order.

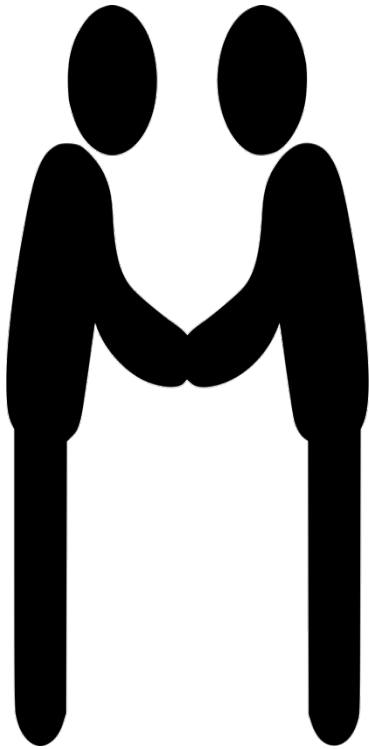


1. Integrative negotiation is also called interest-based, merit-based, or principled negotiation. It is a set of techniques that attempts to improve the quality and likelihood of negotiated agreement by taking advantage of the fact that different parties often value various outcomes differently. While distributive negotiation assumes there is a fixed amount of value (a "fixed pie") to be divided between the parties, integrative negotiation attempts to create value in the course of the negotiation ("expand the pie") by either "compensating" loss of one item with gains from another.

2. Negotiation is a dialogue between two or more people or parties intended to reach a beneficial outcome over one or more issues where a conflict exists with respect to at least one of these issues. This beneficial outcome can be for all of the parties involved, or just for one or some of them.

It is aimed to resolve points of difference, to gain advantage for an individual or collective, or to craft outcomes to satisfy various interests. It is often conducted by putting forward a position and making concessions to achieve an agreement. The degree to which the negotiating parties trust each other to implement the negotiated solution is a major factor in determining whether negotiations are successful.





3. Distributive negotiation is also sometimes called positional or hard-bargaining negotiation and attempts to distribute a "fixed pie" of benefits. Distributive negotiation operates under zero-sum conditions and implies that any gain one party makes is at the expense of the other and vice versa. For this reason, it is also sometimes called *win-lose* because of the assumption that one person's gain is another person's loss. Distributive negotiation examples include haggling prices on an open market, including the negotiation of the price of a car or a home.

In a distributive negotiation, each side often adopts an extreme or fixed position, knowing it will not be accepted—and then seeks to cede as little as possible before reaching a deal. Distributive bargainers conceive of negotiation as a process of distributing a fixed amount of value. A distributive negotiation often involves people who have never had a previous interactive relationship, nor are they likely to do so again in the near future, although all negotiations usually have a distributive element.



4. There are many different ways to categorize the essential elements of negotiation. One view of negotiation involves three basic elements: *process*, *behavior* and *substance*. The process refers to how the parties negotiate: the context of the negotiations, the parties to the negotiations, the tactics used by the parties, and the sequence and stages in which all of these play out. Behavior refers to the relationships among these parties, the communication between them and the styles they adopt. The substance refers to what the parties negotiate over: the agenda, the issues (positions and interests), the options, and the agreement(s) reached at the end.

Exercise 1. *Give Russian equivalents.*

- 1) the beneficial outcome
- 2) points of difference
- 3) to implement
- 4) the agenda
- 5) the issues
- 6) the sequence
- 7) integrative negotiation
- 8) merit-based
- 9) distributive negotiation
- 10) under zero-sum conditions.

Exercise 2. *Give English equivalents.*

- 1) стороны в переговорах
- 2) удовлетворять интересам
- 3) доверять друг другу
- 4) поведение
- 5) содержание
- 6) фиксированная сумма стоимости
- 7) разделить между
- 8) выигрыш одного человека
- 9) проигрыш другого человека
- 10) уступить как можно меньше.

Exercise 3. *Match the words on the left with those on the right.*

- | | |
|-------------------|-------------------------|
| 1) to gain | outcomes |
| 2) to craft | concessions |
| 3) to put forward | basic elements |
| 4) to make | a position |
| 5) to achieve | an agreement |
| 6) to involve | a previous relationship |
| 7) to use | value |
| 8) to improve | advantage |
| 9) to create | the tactics |
| 10) to have | the quality. |

Exercise 4. *Fill in the gaps in the summary given below.*

International negotiation often happens many countries at the same time. These may band together into economic (such as the European Union) or develop shorter-term strategic alliances, such as where smaller countries band to confront a dominant larger nation. Such collective negotiations are often as much marriages of convenience as the joint action of true friends. Whilst international are essential, each country

eventually puts its own needs above the of others. Even when countries go to war on behalf of one another, the ultimate is still national at root. International negotiation can be about life and death, literally, and even survival of the entire

Read TEXT 2 and answer the question «Where does marketing originate from?»

<p>Marketing</p>	<p>Marketing is the term given to all the different activities intended to make and attract a profitable demand for a product. The practice of marketing is almost as old as humanity itself. A market was originally simply a gathering place where people with a supply of items or capacity to perform a service could meet with those who might desire the items or services. Such meetings embodied many aspects of today's marketing methods, although sometimes in an informal way. Sellers and buyers sought to understand each other's needs, capacities, and psychology, all with the goal of getting the exchange of items or services to take place.</p>
<p>Factors</p>	<p>The rise of agriculture undoubtedly influenced markets as the earliest means of 'mass production' of an item, namely foodstuffs. As agriculture allowed one to grow more food than could be eaten by the grower alone, there was likely motivation to seek out others who could use the excess food, before it spoiled, in exchange for other items.</p> <p>Two major factors of marketing are the recruitment of new customers and the expansion of relationships with existing customers.</p> <p>Marketing methods are informed by many of the social sciences, particularly psychology, sociology, and economics. Anthropology is also a small, but growing, influence. Market research underpins these activities. Through advertising, it is also related to many of the creative arts.</p>
<p>Elements</p>	<p>These four elements are often referred to as the marketing mix. A marketer can use these variables</p>

	to make a marketing plan. The four Ps model is most useful when marketing low-value consumer products. Industrial products, services, high-value consumer products require adjustments to this model. Services marketing must account for the unique nature of services. Industrial marketing must account for the long term contractual agreements that are typical in supply chain transactions.
--	--

Exercise 5. *Tick the statements you agree with.*

Marketing, to many people, automatically means manipulation, lying, and corporate greed.

To be clear, not all marketers lie.

Marketing is meant to make people buy your stuff.

Marketing efforts have nothing to do with advertising.

Limiting your marketing aims and objectives to consumer communications won't help you maximize your sales efforts.

Marketing aims to ensure you deliver the optimal product or service into the marketplace at the right price.

Many marketers tout the benefits of their product or service rather than simply promoting the features of what they're selling.

Sometime after the launch of a company or product, many marketers shift their objective from announcing the new product and educating the marketplace to generating repeat businesses.

Some businesses use marketing to make it more difficult for competitors to enter the marketplace.

Marketing has often been described as “the art of selling products.”

Exercise 6. *Put the following in order of your importance:*

Value creation?

Marketing plans and strategies?

Market research?

Brand building?

Promotions?

Customer service?

Product Designing and development?

Financing?

Risk Taking?

Incorporating sustainability?

Surviving in a tough business environment?

Exercise 7.1. *Study the information.*

Product – something that is made to be sold, usually something that is produced by an industrial process or, less commonly, something that is grown or obtained through farming.

Goods – items for sale, or possessions that can be moved.

Service – the act of dealing with customers in a shop, restaurant, or hotel by taking their orders, showing or selling them goods, etc.

Market – the business or trade in a particular product, including financial products.

Promotion – this includes advertising, sales promotion, publicity, and personal selling, and refers to the various methods of promoting the product, brand, or company.

Placement – distribution refers to how the product gets to the customer.

Pricing: This refers to the process of setting a price for a product, including discounts.

Retail – the activity of selling goods to the public, usually in shops.

Exercise 7.2. *Fill in the gaps with a proper word given above.*

1. They do a range of skin-cares.
2. The is so good it sells itself.
3. The only trouble with this café is that the is so slow.
4. The company plans to make a big push into the Europeannext spring.
5. The director gives instructions for the of the camera.
6. It's much cheaper to buy wholesale than
7. Under the new structure, each transaction costs a flat \$3.
8. They sell leather goods such as wallets, purses, and briefcases.
9. There is a 25% discount on all electrical until the end of the week.
10. Obviously as sales manager he'll be very involved in theand marketing of the product.

Exercise 8. *Match the words to their definitions.*

- 1) a fair deal
- 2) a raw deal
- 3) a good deal
- 4) a great deal
- 5) to deal with
- 6) to deal in
- 7) to deal a blow to
- 8) to make a deal, to do a deal
- 9) it's a deal

- 10) it's no big deal
- a) an equitable agreement
 - b) unfair treatment
 - c) to handle enquiries or take action to solve problems
 - d) to come to an agreement
 - e) to do business, usually by buying and selling
 - f) good value for the price paid
 - g) to damage
 - h) formal expression
 - i) I agree
 - j) It's not important.

Exercise 9. *Fill in the gaps with a proper word given above.*

1. I couldn't find a client's phone number yesterday, I thought, but my boss was furious.
2. The latest trade figures may..... the government's hopes of an early recovery.
3. It's a large export company, which..... all types of antique furniture and jewellery.
4. It was....., so both buyer and seller went away happy.
5. Women still often get.....at work – less pay for the same work and fewer opportunities for promotion.
6. Mrs Barker all requests for product information.
7. The agreement included an attractive discount and two years' free maintenance, so it was
8. I..... with you – if you replace me on Tuesday, I'll work for you on Saturday.
9. Of course we care.....about the quality of service we provide.
10. – I want \$1,000.
– Make it \$950.
– OK then, \$950 -.....

Exercise 10. *Translate the sentences from English into Russian.*

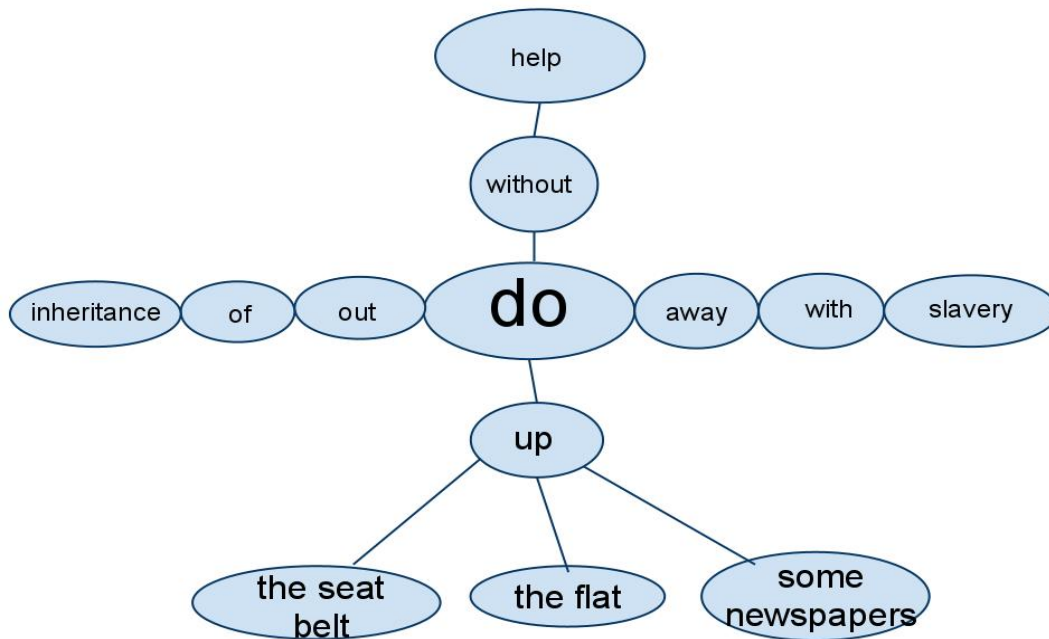
1. To identify the needs, wants and demands of the consumers and then analyzing the identified information to arrive at various decisions for the successful marketing of a firm's products and services is one of the most important functions of marketing.
2. The analysis involves judging the internal weaknesses and strengths of the organization as well politico-legal, social and demographic data of the target market.

3. This information is further used in market segmentations.
4. These objectives may involve increasing market presence, dominate the market or increase market share.
5. The buying and selling are the exchange functions of marketing.
6. The product design helps in making the product attractive to the target market.
7. In today's competitive market environment not only cost matters but also the product design, suitability, shape, style etc. matter a lot in taking production decisions.
8. The transporting function involve moving products from their points of production to locations convenient for purchasers and storing function involve the warehousing products until needed for sale.
9. Standardization involves producing goods at predetermined specifications.
10. Packaging involves designing package for the products, labeling means putting information required / specified on a product's covering.

Exercise 11. *Translate the sentences from Russian into English.*

1. Продукция – это те материальные или нематериальные активы, которые были созданы производителем при осуществлении производственного процесса.
2. Товар представляет собой экономическую категорию, в которую переходит продукция, когда производитель принимает решение продать созданные им материальные и нематериальные ценности.
3. На себестоимость продукции накручивается определенный процент с целью покрытия непроизводственных затрат, в итоге получается цена за единицу товара.
4. Мы не в состоянии соревноваться с такими конкурентами.
5. Получать прибыль – это наша основная задача.
6. Необходимо продажи стимулировать на нашем целевом рынке.
7. Чтобы решить наши проблемы, необходимо выпустить новый более конкурентоспособный товар или понизить цены на 30 %.
8. Мы бы хотели продавать наш товар под вашей маркой.
9. Потребители потеряли доверие к нашему бренду.
10. Они предпочитают подобный товар по более низким ценам.
11. Я не уверен, что нам стоит расширять имеющийся рынок.
12. Что отличает ваш товар от товара конкурентов?

PHRASAL VERB DO



Exercise 12. *Fill in the gaps with a proper word.*

1. Fixing that sink has really done me
2. Why did Britain do with the royal yacht?
3. Can you do cigarettes?
4. Doyour laces or you'll trip over them.
5. Everyone tried to do her
6. I'm doing an old cottage.
7. You've done your buttons..... the wrong way.
8. This essay is not as good as I expected. You should do it
9. Moving house completely did me
10. My dad buys houses, does themand sells them for a profit.

Exercise 13. *Make up the sentences.*

1. The, cannot, investment, without, country, do, foreign.
2. This, old, done, away, with, tradition, is.
3. Him, couldn't, I, without, couldn't.
4. I'd, that, like, buy, can, to, up, house, I, a, do.
5. Down, she, me, did.
6. Do, your, lace, up, shoe!
7. Do, I'll, to, have, it, again, over.
8. You, do, should, up, jacket, your.
9. Were, horses, done, completely, up.
10. We, sympathy, did, out, it, of.

ПИСЬМО-ЗАКАЗ

Заказ

Enclosed please find our order. / Our order is enclosed.

Наш заказ – во вложении.

We would like to place the following order:

Мы хотели бы разместить следующий заказ:

We herewith order the following items:

В настоящем письме мы заказываем следующие предметы:

We require the goods urgently.

Нам срочно требуются товары.

We would be grateful if you could deliver as soon as possible.

Мы были бы очень признательны, если бы вы выполнили доставку, как можно, скорее.

Please let us know when we can expect the delivery.

Пожалуйста, сообщите нам, когда ожидать доставку.

Уведомление об отправке

We are pleased to inform you that your goods were sent today.

Рады вам сообщить, что сегодня были отправлены ваши товары.

We hereby inform you that your goods will be delivered tomorrow.

Настоящим письмом уведомляем вас, что ваши товары будут отправлены завтра.

We hope that the goods will arrive in perfect condition.

Мы надеемся, что товары придут в отличном состоянии.

We look forward to doing business with you again.

С нетерпением ждем продолжения нашего с вами сотрудничества.

Уведомление о получении

We have received your delivery.

Мы получили вашу доставку.

Your delivery arrived in perfect condition on ...

Ваша доставка прибыла в отличном состоянии в ...

Exercise 14. *Read and translate the order letter, fill in the gaps.*

From,
Date (date on which letter is written)
To,
Sub: _____

Dear _____,

My name is _____ and I am writing as _____
on behalf of _____. With regard to a request for a quote dated
_____, I wish to order _____ fabrics that are
_____ in color and _____ design.

This order is for a client who is preparing for a wedding on _____
and I wish to have the order urgently. The reference number of this order is
_____, please include it in all transactions for this order.

The first order will be for _____ pieces so that we can examine the
quality of the fabric and the design before making the second order. The
second order will be for _____ pieces upon approval of the first
order. Kindly receive a check of _____ for the
first order.

I would appreciate if you sent me a confirmation of receipt through my
email _____.

I hope to receive the shipment by latest _____ in our office
located on this address _____.

Thank you in advance.

Your Truly,

(_____)

Exercise 15. *Write your own order letter.*

UNIT 8. Advertising

- What influences people's buying decisions?
- How does the advertisement make you feel?

Read TEXT 1 and put its paragraphs in the right order.



1. Advertising is any paid form of nonpersonal presentation and promotion of products, services, or ideas' by an identifiable individual or organization. It flourishes mainly in free-market, profit-oriented countries. It is one of the most important factors in accelerating the distribution of products and helping to raise the standard of living. Advertising cannot turn a poor product or service into a good one. But what it can do – and does – is to create awareness about both old and new products and services.



2. Product advertising is an important part of the marketing mix. Its aim is to increase sales by making a product or service known to a wider audience, and by emphasizing its positive qualities. A company can advertise in a variety of ways, depending on how much it wishes to spend and the size and type of audience it wishes to target. The different media for advertising include television, radio, newspapers, magazines, the Internet and direct mail. The design and organization of advertising campaigns is usually the job of an advertising agency.



3. Many firms advertise their goods or services, but are they wasting economic resources? Some economists reckon that advertising merely manipulates consumer tastes and creates desires that would not otherwise exist. By increasing product differentiation and encouraging brand loyalty advertising may make consumers less price sensitive, moving the market further from perfect competition towards imperfect competition and increasing the ability of firms to charge more than marginal cost. Heavy spending on advertising may also create a barrier to entry, as a firm entering the market would have to spend a lot on advertising too.



4. Corporate advertising is not directly concerned with increasing sales of a particular product or service, but more with the brand image, or picture, a company wants to present to the public. Public relations (PR) experts specialize in organizing activities and events which generate positive publicity for companies. Unusual advertising campaigns sometimes get extra publicity for the company by way of media reports about the campaign.

Exercise 1. Give Russian equivalents.

- 1) to advertise the goods
- 2) consumer tastes
- 3) product differentiation
- 4) marginal cost
- 5) the brand image
- 6) extra publicity for
- 7) an identifiable individual
- 8) promotion of products

- 9) a wider audience
- 10) an advertising agency.

Exercise 2. Give English equivalents.

- 1) экономические ресурсы
- 2) лояльность к бренду
- 3) несовершенная конкуренция
- 4) большие расходы
- 5) организация мероприятий
- 6) ориентированный на прибыль
- 7) ускорение распространения продуктов
- 8) реклама продукта
- 9) зависеть от чего-либо
- 10) разработка рекламных кампаний.

Exercise 3. Match the words on the left with those on the right.

- | | |
|------------------|------------------------|
| 1) to advertise | the positive qualities |
| 2) to create | the standard of living |
| 3) to move | the services |
| 4) to spend | the market |
| 5) to present | into a good product |
| 6) to create | on advertising |
| 7) to raise | to the public |
| 8) to turn | sales |
| 9) to increase | desires |
| 10) to emphasize | awareness. |

Exercise 4. Fill in the gaps in the summary given below.

Conceptually focuses on the production part related to quality, visibility, attractiveness etc while advertising is concerned with processing part related skill, choice of media, cost, effectiveness etc.

Advertisement is an art form or artistic production of a thing such as, short film, song, a printed matter etc. which is intended to persuade people to buy a or service or make people aware of information about a job that is, an event that is going to happen etc.

A good advertisement is one which sells the product without drawing attention on the celebrities. The put an advertisement in the daily newspaper for the jobs. The company released a advertisement for launching its new product.

..... is a type of business. It is the business or the activity of on television, in newspapers, other medias etc in order to people to buy products or services.

Read TEXT 2 and answer the question «What is the campaign's key message?»

Profile A	<i>Bellissima</i> is an Italian perfume and cosmetics business. The company has a highly successful range of products in the luxury cosmetics market. It is planning to launch a new fragrance and extensive market research has produced detailed profiles of two potential target markets as described below. <i>Bellissima</i> now has to decide whether to expand its current market base or risk branching out and reaching a new client.
Profile B	High-income women aged 25–30, who spend a high proportion of income on restaurants and theatre. Currently loyal to our cosmetics range but change perfume brands from time to time. However, they already have a positive image of our brand so a relatively limited promotional campaign would be enough to create an awareness of the new product. They accept high prices for quality products. Packaging should be simple but elegant, using expensive materials in dark colours. The brand should appeal to a sense of ambition and superiority. Suggested brand names: Sophistication or Cool Elegance.
Profile C	Women aged 18–25, who like popular music, clothes, going out and don't mind paying high prices for quality or products that are 'in fashion'. Currently don't use our brands as consider them slightly old fashioned. We would need to spend a lot on promotion to attract this target who are not high earners but spend a high proportion of income on clothes and cosmetics. Packaging to represent a young, carefree lifestyle with a strong and rebellious personality. Regular packaging updates needed to keep up with fashion trends. Suggested brand names: Rebel Angel or She Devil.

Exercise 5. Tick the statements you agree with.

- People remember advertisement isn't a product.
- People are far from the advertising world.
- Advertising raises prices.
- Advertisements are never true.
- People don't believe in advertisements.

Advertising is the greatest art form of the 20th century.
 Any kind of advertising should be banned from the media.
 Some advertisements are great fun.
 Advertising changes our style of living.
 Every advertisement is a big lie.
 Advertisements are key part of the business.
 Advertising for tobacco and alcohol should be forbidden.

Exercise 6. *Put the following in order of your importance.*

- Hoardings in the streets?
- Leaflets in the letter boxes?
- Jingles on the radio?
- Commercials on the TV?
- Brochures in the shops?
- Glossy ads in the magazines?
- Personal ads in the newspapers?
- Handwritten ads on the supermarket walls?
- Ads on the sides of buses?

Exercise 7.1. *Study the information.*

Advertisement – a paid notice that tells people about a product or service.
Ad – informal for an advertisement, UK also informal **advert**.
Announcement – something that someone says officially, giving information about something.
Notice – (a board, piece of paper, etc. containing) information or instructions.
Poster – a large printed picture, photograph, or notice that you stick or pin to a wall or board, usually for decoration or to advertise something.
Spam – unwanted email, usually advertisements.
Slogan – a short easily remembered phrase, especially one used to advertise an idea or a product.
Logo – a design or symbol used by a company to advertise its products.

Exercise 7.2. *Fill in the gaps with a proper noun given above.*

1. I often prefer thes on TV to the actual programmes.
2. I put an in the paper to sell my bike but I haven't had any takers.
3. There was a large on the wall saying "No Parking".
4. Both men and women have complained about the
5. Some Internet service providers block to subscribers.
6. The players wore shirts with the sponsor's

7. That old campaign really means that there should be jobs and enough food for all citizens.
8. The end of the world is at hand!" the declaimed.
9. Her confirmed (that) she would be resigning as prime minister.
10. The protests are a delayed reaction to last week's

Exercise 8. Match the words to their definitions.

- 1) to advertise
- 2) to promote
- 3) to launch
- 4) to compete
- 5) to sell
- 6) to merchandise
- 7) to buy
- 8) to order
- a) to encourage people to like, buy, use, do, or support something
- b) to get something by paying money for it
- c) to sell anything
- d) to give anything for cash
- e) to make something known generally or in public, especially in order to sell it
- f) to begin something such as a plan or introduce something new such as a product
- g) to ask for something to be made, supplied, or delivered, especially in a restaurant or shop
- h) to try to be more successful than someone or something else.

Exercise 9. Fill in the gaps with a proper word given above.

1. The company is poised to its new advertising campaign.
2. The government is planning to a benchmarking scheme to guide consumers.
3. I'll being a take-away later. Would you like anything?
4. Ied a double espresso.
5. The company has to be able to globally.
6. Hes his services on the company notice board.
7. There are more peopleing at this time of the year so prices are high.
8. Advertising companies are always having to think up new ways to products.
9. We'll being the tickets at/for £50 each.
10. She had to the new product line.

Exercise 10. *Translate the sentences from English into Russian.*

1. Adverting products and services can be divided into ones that are useless for us and ones that are very useful.
2. I believe that although advertising can encourage us to purchase things that are not necessary, overall it is beneficial.
3. A negative side of advertising is that people are encouraged to buy expensive things that they do not need.
4. One thing is jewelry and this is the result of mass advertising.
5. For example, every day when watching TV, listening to the radio or reading the paper, many adverts can be seen about getting an expensive ring, chain, necklace or ear-rings.
6. From my point of view these kinds of advertising contaminate people's minds.
7. They make you believe you need such products in order to succeed or be happy.
8. An integral part of marketing, advertisements are public notices designed to inform and motivate.
9. Their objective is to change the thinking pattern (or buying behavior) of the recipient, so that he or she is persuaded to take the action desired by the advertiser.
10. When aired on radio or television, an advertisement is called a commercial.

Exercise 11. *Translate the sentences from Russian into English.*

1. Реклама – это уже неотъемлемая часть нашей жизни.
2. Реклама развивается тем интенсивнее, чем шире становится выбор товаров и услуг.
3. Отсутствие нормальных рыночных отношений ставит под сомнение необходимость рекламы.
4. В рекламном сообщении перечислены конкурентные преимущества рекламируемой компании, плюсы, которые могут приобрести ее клиенты.
5. Убеждающая реклама – реклама, применяемая для формирования избирательного спроса на конкретную марку.
6. В рекламе неизбежно сталкиваются различные финансовые и политические интересы.
7. Иногда деятельность рекламопроизводителей и рекламодателей лицензируется.
8. В большинстве стран скрытая реклама запрещена.
9. Совсем не привлекает в рекламе шаблонность.
10. Согласно результатам исследования, мужчины в большей степени, чем женщины, склонны не доверять рекламе.

PHRASAL VERB GO



Exercise 12. *Fill in the gaps with a proper word.*

1. Go, please. Your story is very interesting.
2. I had to go with the speech.
3. Every weekend I go with my friends.
4. The lights go automatically when the office is empty.
5. We always go our notes before the exam.
6. They are not coming. We'll have to gotheir help.
7. This tie goes your shirt.
8. We'll go to work after the break.
9. Are you planning to go Paul's job when he leaves?
10. Those colours don't go

Exercise 13. *Make up the sentences.*

1. The, night, out, went, electricity, last.
2. Show, must, on, go.
3. Go, let's, out, tonight.
4. Went, I, looking, my, through, the, desk, for, letter.
5. Without, I, to, had, today, go, lunch.
6. What, spaghetti, with, goes well?
7. Do, on, go, I, listening, am.
8. I've, really, gone, classical, in, never, for, music.
9. Small, many, go, firms, under.
10. But, the, prices, went, went, again, down, then, up.

АББРЕВИАТУРЫ

@ (= at sign) – знак "собака"
 a/c (= account) – аккаунт, счет
 AGM (= annual general meeting) – ежегодное общее собрание
 a.m. (= ante meridiem) – до полудня
 АТМ (= automated teller machine) – банкомат
 attn (= attention, for the attention of) – для внимания кого-либо (*обычно употребляется в письмах*)
 approx. (= approximately) – приблизительно
 CEO (= chief executive officer) – главный исполнительный директор
 Co (= company) – компания
 dept (= department) – департамент, отдел
 e.g. (= exempli gratia) – например
 EGM (= extraordinary general meeting) – чрезвычайное общее собрание
 ETA (= estimated time of arrival) – расчетное время прибытия
 etc (= et cetera) – и так далее, и тому подобное
 GDP (= gross domestic product) – валовый внутренний продукт (= ВВП)
 GNP (= gross national product) – валовый национальный продукт (= ВВП)
 GMT (= Greenwich Mean Time) – среднее время по Гринвичу
 i.e. (= id est) – то есть (т.е.)
 Inc (= incorporated) – инкорпорированный, зарегистрированный как корпорация
 IPO (= initial public offer) – первоначальное публичное предложение акций
 Ltd (= limited) – общество с ограниченной ответственностью
 mo. (= month) – месяц
 no. (= number) – номер
 Plc. (= public limited company) – публичная компания с ограниченной ответственностью
 p.m. (= post meridiem) – после полудня
 PR (= public relations) – связи с общественностью
 p.s. (= post scriptum) – послесловие
 qty (= quantity) – количество
 re – касательно, относительно (*обычно употребляется в письмах*)

Exercise 14. *Choose 2-3 abbreviations given above. Explain what they mean and in what situations they can be used.*

Exercise 15. *Design different types of ads.*

- Slogan;
- Billboard ad (on an A3 sheet of paper) etc.

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