ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

ВЫСШЕГО ОБРАЗОВАНИЯ

СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ

КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

**BUSINESS ENGLISH**

**Деловой английский язык**

**Часть2**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ**

**Ставрополь**

**2023**

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Содержит профессионально-ориентированные аутентичные тексты с системой упражнений и заданий, направленных на формирование компетенций, обеспечивающих эффективную профессионально-коммуникативную деятельности экономистов.

Для студентов экономических факультетов (бакалавриат), а также для всех желающих усовершенствовать владение английским языком для профессионального общения в области экономики.

**UNIT 1**

**ECONOMICS AND FINANCE**

**Text 1. CAREERS: ECONOMISTS**

***Discussion***

*1. Why have you chosen the profession of an economist?*

*2. Would you like to work for a company, teach economic disciplines at university or operate your own economic business?*

*3. Do you think you have entrepreneurial flair or talent? What traits is a succesful businessman supposed to possess?*

***Notes:*** *1. Wear a second hat – занимать вторую должность. 2. Opt – выбирать, предпочитать (for; between).*

*3. Addictiveness – вызывающий привычку, привыкание.*

In many ways, we are all part of the world economy. When we drink our imported coffee or hot chocolate in the morning, when we use a foreign-made videocassette recorder, or when we travel abroad on holiday, we are participating in the growing world of international trade and finance. And it is not only as a consumer of foreign goods and services that we are part of the world economy. The money that our pension funds or university endowments earn from global investments may actually be paying for our retirement or a new building on campus. Foreign investment in local real estate and companies can also provide needed jobs for our friends and families. Even the local athlete who has signed a contract to play abroad is part of the expanding global economy. The world economy is made up of all those interactions among people, businesses, and governments that cross international borders, even the illegal ones. We use the world economy to achieve specific political or ecological objectives when we employ economic sanctions to fight racial segregation or the illegal killing of whales.

Economists study the ways in which individuals and society choose to use limited resources, such as natural resources, labor, factories, and machines, in an effort to satisfy unlimited wants. They are concerned with the production, distribution, and consumption of goods and services and are interested in helping society get as much satisfaction as possible from its limited resources.

Economists collect, process, and analyse data to determine the costs and benefits of using resources in various ways. Economists are employed in a number of different job settings. About half of them are academic economists, who engage in teaching, writing and doing research in colleges, and Universities. They also write textbooks and journal articles, develop and test new theoretical models, provide consulting services to governments and businesses, and engage in variety of other professional activities. The other half of all economists work for government or business.

Government economists collect and analyse information about economic conditions in the nation and possible changes in government economic policies. Much of this information is published in government bulletins and reports. Often the government economist wears a second hat1 as a policy analyst. Economists forecast tax revenues and interest rates, analyse, who gains and who loses from particular changes, monitor prices, compute total output and perform other useful tasks in the public sector.

Business economists work for banks, insurance companies, investment companies, manufacturing firms, economic research firms, and management consulting firms.

Some economists operate their own economic businesses. They are called entrepreneurs. This is a French word that has been accepted into the English 6 language. Entrepreneurs are a mystery to some people, especially those who are only comfortable with a nine-to-five existence and assured weekly pay checks and fringe benefits. The entrepreneur is a businessperson who prefers to take calculated risks in order to be his or her own boss. An individual hoping to start up a new company needs to have entrepreneurial flair or talent, as well as good technical skills and financial skills, because they make a profit through risk-taking or initiative. They are self-employed, and often work long hours for less pay than they would if they were an employee of another company.

While the percentage of growth for men entering into business independence could be measured in the teens, women’s increase in a single decade was 69 percent. There is no mystery here. Women go into business for the same reason men do – to make money and to be their own bosses. Entrepreneurship is regarded to be the first track to success. Rather than to take a low-wage, big-industry job, people opt to use their wits and energy to climb the ladder of independence. People who are successful in business and so have become rich and powerful are called tycoons. Speaking about entrepreneurship, Professor K. Vesper of the University of Washington says that “A driving force in entrepreneurship is addictiveness. Once people have a taste of freedom in a business of their own, they like it. They don’t want to go back to working for someone else.”

**Text exercises**

**1. Match the following word combinations**

|  |  |
| --- | --- |
| **A**  1) academic argument  2) to provide fringe benefits  3) a private entrepreneur  4) an independent entrepreneur  5) to show a flair  6) to engage in business  7) to monitor performance  8) to qualify as an economist  9) tax revenue | **B**  a) приобрести профессию экономиста  b) заниматься коммерцией  c) чисто теоретическое доказательство  d) доход от налогов, налоговые поступления  e) частный предприниматель  f) обнаруживать способность (к чему-либо)  g) независимый предприниматель  h) управлять работой  i) предоставить дополнительные льготы |

**2. Choose the words with similar meaning from two columns and arrange them in pairs**

|  |  |
| --- | --- |
| **A**  1) costs (n)  2) monitor (v)  3) flair (n)  4) entrepreneur (n)  5) forecast (n)  6) provide (v)  7) job-setting (n)  8) liable (a) | **B**  a) supply, equip, outfit  b) expenses, outlay  c) control, manage  d) skill, talent, inclination  e) employer  f) responsible  g) place of work  h) prediction, prophecy |

**3. Complete the sentences using the words given below**

1. … means having the qualities that are needed to succeed as an entrepreneur. 2. An … is a person who sets up business and business deals. 3. A … is a person who is successful in business and so has become rich and powerful. 4. The industry will have to pass its increased … on to the consumer. 5. The management will … accommodation, food and drink for thirty people. 6. He has always been … for his children. 7. The … … of the job include a car and free health insurance. 8. He won’t … as an economist until next year. 9. An individual hoping to start up a new company needs to have entrepreneurial … or talent. 10. Unfortunately … of higher profits did not come true. 11. Economists are concerned with the production, … and … .

*Words for reference: self-employed, forecasts, entrepreneur, benefits or fringe benefits, qualify, flair, entrepreneurial, costs, provide, liable; tycoon, distribution, consumption.*

**4. Retell the text in 12-15 sentences.**

**Text 2. Microeconomics and macroeconomics**

1 Many economists specialise in a particular branch of the subject. Labour economics deals with the problem of the labour market A viewed by firms, workers, and society as a whole. Urban economics deals with city problems: land use, transport, congestion, and housing. However, we need not classify branches of economics according to the area of economic life in which we ask the standard questions what, how, and for whom. We can also classify branches of economics according to the approach or methodology that is used. The very broad division of approaches into microeconomic and macroeconomic cuts across the large number of subject groupings cited above.

2. Microeconomic analysis offers a detailed treatment of individual decisions about particular commodities. For example, we might study why individual households prefer cars to bicycles and how producers decide whether to produce cars or bicycles. We can then aggregate the behaviour of all households and all firms to discuss total car purchases and total car production. Within a market economy we can discuss the market for cars. Comparing this with the market for bicycles, we may be able to explain the relative price of cars and bicycles and the relative output of these two goods. The sophisticated branch of microeconomics known as general equilibrium theory extends this approach to its logical conclusion. It studies simultaneously approach to its logical conclusion. It studies simultaneously every market for every commodity. From this it is hoped that we can understand the complete pattern of consumption, production, and exchange in the whole economy at a point in time.

3 If you think this sounds very complicated you are correct. It is. For many purposes, the analysis becomes so complicated that we tend to lose track of the phenomena in which we were interested. The interesting task for economics, a task that retains an element of art in economic science, is to devise judicious simplifications which keep the analysis manageable without distorting reality too much. It is here that microeconomists and macroeconomists proceed down different avenues. Microeconomists tend to offer a detailed treatment of one aspect of economic behaviour but ignore interactions with the rest of the economy in order to preserve the simplicity of the analysis. A microeconomic analysis of miners’ wages would emphasise the characteristics of miners and the ability of mine owners to pay. It would largely neglect the chain of indirect effects to which a rise in miners’ wages might give rise. For example, car workers might use the precedent of the miners’ pay increase to secure higher wages in the car industry, thus being able to afford larger houses which burned more coal in heating systems. When microeconomic analysis ignores such indirectly induced effects it is said to be partial analysis.

4. In some instances, indirect effects may not be too important, and it will make sense for economists to devote their efforts to very detailed analyses of particular industries or activities. In other circumstances, the indirect effects are too important to be swept under the carpet and an alternative simplification must be found.

5. Macroeconomics emphasises the interactions in the economy as a whole. It deliberately simplifies the individual building blocks of the analysis in order to retain a manageable analysis of the complete interaction of the economy. For example, macroeconomists typically do not worry about the breakdown of consumer goods into cars, bicycles, televisions, and calculators.

*6* They prefer to treat them all as a single bundle called “consumer goods” because they are more interested in studying the interaction between households’ purchases of consumer goods and firms’ decisions about purchases of machinery and buildings.

*7* Because these macroeconomic concepts are intended to refer to the economy as a whole, they tend to receive more coverage on television and in the newspapers than microeconomic concepts, which are chiefly of interest to those who belong to the specific group in question. To give an idea of the building blocks of macroeconomics, we introduce three concepts which you have probably read about in the newspapers or seen discussed on television. *Gross domestic product* (GDP) is the value of all goods and services produced in the economy in a given period such as a year. GDP is the basic measure of the total output of goods and services in the economy.

*8* The aggregate price level is a measure of the average level of prices of goods and services in the economy, relative to their prices at some fixed date in the past.

*9* There is no reason why the prices of different goods should always move in line with one another. The aggregate price level tells us what is happening to prices on average. When the price level is rising, we say that the economy is experiencing inflation.

*10* The *unemployment rate* is the percentage of the labour force without a job. By the labour force we mean those people of working age who in principle would like to work if a suitable job were available. Some of the landed gentries are of working age but have no intention of looking for work. They are not in the labour force and should not be counted as unemployed.

*11* Already we can see two themes of modern macroeconomic analysis. Society reveals, both through statements by individuals and by the policy pronouncements of politicians who must submit themselves for re-election by the people, that it does not like inflation and unemployment. Yet for most of the 1970s economic interactions within and between national economies led to substantial inflation rates. In the 1980s, most Western economies faced sharp rises in the aggregate unemployment rate. Macroeconomists wish to understand how interactions within the economy can lead to these outcomes and whether government policy can make any difference.

*David Begg. Economics. — 3rd ed. — McGraw-Hill Book Company, 1991. — P. 11.*

**1.Use your dictionary to check the correct pronunciation of the words below.**

branch, society, urban, congestion, an aggregate, to aggregate, equilibrium, simultaneously, judicious, partial, circumstances, machinery.

**2. Read text and answer the questions below.**

1. What is the crucial difference between micro- and macroeconomic

analysis?

2. Why do macroeconomists consider consumer goods as a single

bundle?

3. What is GDP? How to calculate this macroeconomic index?

4. What does the aggregate price level show?

5. What is the difference between those individuals who are a

part of the labour force and those who are not?

**3. Decide whether the following statements are *True* or *False***

**according to text.**

1. General equilibrium theory is a crucial branch of macroeconomic theory. \_\_\_

2. The main advantage of microeconomic analysis is the simplicity of the equilibrium theory. \_\_\_

3. In microeconomics, analysts examine one aspect of economic behaviour and ignore interactions with the rest of the economy.\_\_\_

4. GDP is the basic measure of the total output in microeconomics.\_\_\_

5. People who are of working age and strive for employment should be considered as the labour force. \_\_\_

**4.Fill in the gaps using the prepositions from the box below**

**(where necessary).**

*for* • *to* • *on* • *between* • *into* • *in* • *at* • *with*

1. There is often a legitimate but hazy division \_\_\_\_\_\_\_\_\_ two “groups” of older people: the young, recently retired and the older group.

2. Employees said they would prefer more flexible working hours \_\_\_\_\_ a rigid timetable.

3. Its policy was to restrict public expenditure \_\_\_\_\_\_ fields such as housing and to extend home ownership for council house tenants \_\_\_\_\_\_ their Right-to-Buy legislation in the Housing Act 1980.

4. It is difficult to assess effectiveness \_\_\_\_\_ a point in time as environmental changes take place.

5. Lower oil prices also tend to influence \_\_\_\_\_ the rate of exploration and exploitation of new oil wells along \_\_\_\_\_\_ reduced investment in energy conservation.

6. Toyota in Kentucky and Nissan in Britain emphasise \_\_\_\_ their managers’ open-plan, egalitarian offices.

7. To give you the flexibility you need, one information and communication company has committed itself \_\_\_\_\_ providing answers that make sense \_\_\_\_\_\_ your particular needs.

8. As the total area allocated \_\_\_\_\_\_ these crops increased, so the amount of time and land which a family could devote \_\_\_\_\_ food crop production for its own consumption often

diminished.

9. Against that competition it is not altogether surprising that British newspaper readers found better issue coverage \_\_\_\_\_\_ British television.

10. This process is known as elaboration and involves a fruitful interaction \_\_\_\_\_ theory and data.

**5. Retell the text in 12-15 sentences.**

**Text 3. Economic growth and development**

*1* The study of economic growth and development is not a single branch of economics but falls, in fact, into two quite different fields. The two fields — growth and development — employ different methods of analysis and address two distinct types of inquiry.

*2* Development economics is easy to characterise as one of the three major subfields of economics, along with microeconomics and macroeconomics. More specifically, development economics resembles economic history in that it seeks to explain the changes that occur in economic systems over time.

*3* The subject of economic growth is not so easy to characterise. Indeed, it is the most technically demanding field in the whole of modern economics, impossible to grasp for anyone who lacks a command of differential calculus. Its focus is the properties of equilibrium paths, rather than equilibrium states. In applying economic growth theory, one makes a model of the economy and puts it into motion, requiring that the time paths described by the variables be self-sustaining in the sense that they continue to be related to each other in certain characteristic ways. Then one can investigate the way economics might approach and reach these steady-state growth paths from given starting points. Beautiful and frequently surprising theorems have emerged from this experience, but as yet there are no really testable implications nor even definite insights into how economies grow.

*4* Growth theory began with the investigations by Roy Harrod in England and Evsey Domar in the United States. Their independent work, joined in the Harrod-Domar model, is based on natural rates of growth and warranted rates of growth. Keynes had shown that new investment has a multiplier effect on income and that the increased income generates extra savings to match the extra investment, without which the higher income level could not be sustained. One may think of this as being repeated from period to period, remembering that investment, apart from raising income disproportionately, also generates the capacity to produce more output. This results in products that cannot be sold unless there is more demand — that is, more consumption and more investment. This is all there is to the model. It contains one behavioural condition: that people tend to save a certain proportion of extra income, a tendency that can be measured. It also contains one technical condition: that investment generates additional output, a fact that can be established. And it contains one equilibrium condition: that planned saving must equal planned investment in every period if the income level of the period is to be sustained. Given these three conditions, the model generates a time path of income and even indicates what will happen if income falls off the path.

*5* More complex models have since been built, incorporating different saving ratios for different groups in the population, technical conditions for each industry, definite assumptions about the character of technical progress in the economy, monetary and financial equations, and much more. The new growth theory of the 1990s was labelled “endogenous growth theory” because it attempted to explain technical change as the result of profit-motivated research and development (R&D) expenditure by private firms. This was driven by competition along the lines of what Schumpeter called product innovations (as distinct from process innovations). In contrast to the Harrod-Domar model, which viewed growth as exogenous, or coming from outside variables, the endogenous theory emphasises growth from within the system. This approach enjoyed, and still enjoys, an enormous vogue, partly because it seemed to offer governments a new means of promoting economic growth — namely, national innovation policies designed to stimulate more private and public R&D spending.

[*http://www.britannica.com/EBchecked/topic/178548/economics/236773/Growth-and-development*](http://www.britannica.com/EBchecked/topic/178548/economics/236773/Growth-and-development)

**1. Use your dictionary to check the correct pronunciation of the words below.**

inquiry, distinct, to characterise, calculus, variables, theorems, to warrant, ratios, endogenous, vogue

**2.Read text A and do the tasks/answer the questions below.**

1. What common characteristic do economic history and development

economics share?

2. What is the subject of development economics?

3. How do equilibrium states differ from equilibrium paths?

4. What is the endogenous growth theory about?

5. What does the Harrod-Domar model state?

**3.Decide whether the following statements are *True* or *False***

**according to text A.**

1. Development economics deals with changes which take place within a period of time. \_\_\_

2. Nowadays economists can clearly define how economies grow. \_\_\_\_

3. There is no precise difference between growth and development. \_\_\_\_

**4. Read the text below. Use the words below the text to form a word that fits the context.**

Economic (1) \_\_\_\_\_\_\_\_\_\_\_\_\_ is the amount of production in a country or

region over a certain period of time. While (2) \_\_\_\_\_\_\_\_\_ ministers may keep track of these growth numbers every month, generally it is the (3) \_\_\_\_\_\_\_\_\_ and annual numbers that attract the most attention.

In (4) \_\_\_\_\_\_\_\_ to production, measured through the gross domestic product (GDP), local governments and individuals may use a different standard to (5) \_\_\_\_\_\_\_\_\_ economic growth.

If the GDP of a country one year is $100 billion US Dollars (USD) and the next year is $125 USD billion, then there has been economic growth of 25%. If, on the other hand, the GDP was only $75 USD billion, the growth would be –25%. In most cases, it is still referred to as growth, even if it is a (6) \_\_\_\_\_\_\_\_\_ of the economy. Most (7) \_\_\_\_\_\_\_\_\_ economic growth to

be one of the surest signs of a country’s overall health. More commerce means more jobs, and more jobs mean more (8) \_\_\_\_\_\_\_\_\_, leading to more production. This can be a very good circle to get into. Like most

things, however, this growth tends to come and go in cycles.

(1) to grow

(2) finance

(3) quarter

(4) to add

(5) measurement

(6) contract

(7) considerable

(8) to consume

[*http://www.wisegeek.com/what-is-economic-growth.htm#did-you-know*](http://www.wisegeek.com/what-is-economic-growth.htm#did-you-know)

**5. Retell the text in 12-15 sentences.**

**GRAMMAR**

**Tense Revision: Present Tenses**

**Ex. 1. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.**

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? – She (to wash) her face and hands. 11. When you usually (to come) home from school? – I (to come) at three o'clock. 12. Where your cousin (to work)? – He (to work) at a hospital. 13. Your sister (to study) at an institute? – No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

**Ex. 2. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.**

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13. I (not to read) now. 14. He (to sleep) now? 15. We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

**Ex. 3. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.**

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7 He (to play) now? 8. My mother (to work) at a factory. 9. My aunt {not to work) at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? – He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

**Ex. 4. Переведите на английский язык, употребляя глаголы в *Present Continuous* или в *Present Perfect Continuous*.**

1. а) Они все еще спорят. б) Они спорят уже два часа. 2. а) Она еще спит. б) Она спит уже два часа. 3. а) Он еще делает уроки. б) Он делает уроки уже три часа. 4. а) Мальчики все еще играют в футбол. б) Они играют в футбол уже сорок минут. 5. а) Девочки еще переодеваются. б) Они переодеваются уже полчаса. 6. а) Она все еще изучает испанский язык. б) Она уже два года изучает испанский язык. 7. а) Они все еще живут на даче. б) Они уже четыре месяца живут на даче. 8. а) Она все еще разговаривает по телефону. б) Она разговаривает по телефону уже двадцать минут. 9. а) Мой брат все еще решает эту трудную задачу. б) Он решает эту задачу уже полчаса. 10. а) Она все еще пишет письмо бабушке. б) Она уже целый час пишет это письмо. И. а) Они все еще ловят рыбу. б) Они ловят рыбу уже пять часов. 12. а) Дедушка и бабушка все еще играют в лото. б) Они играют в лото уже два часа. 13. а) Артисты все еще репетируют эту сцену. б) Они репетируют эту сцену уже три часа. 14. а) Дети все еще бегают во дворе. б) Они уже три часа бегают во дворе. 15. а) Он все еще пишет свою новую книгу. б) Он пишет свою новую книгу уже два года. 16. а) Он все еще учит монолог Гамлета. б) Он учит монолог Гамлета уже два дня. 17. а) Мы все еще ремонтируем нашу квартиру. б) Мы ремонтируем нашу квартиру уже полмесяца.

**Ex. 5. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.***

1. He (to run) now. He (to rim) for ten minutes without any rest. 2. What they (to do) now? – They (to work) in the reading-room. They (to work) there for already three hours. 3. Where he (to be) now? – He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time. 4. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990. 5. She already (to do) her homework for two hours; but she (not yet to do) half of it. 6. I (to wait) for you since two o'clock. 7. What you (to do)? – I (to read). I (to read) for already two hours. I already (to read) sixty pages. 8. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 9. What you (to do) here since morning? 10. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 11. This is the factory where my father (to work). He (to work) here for fifteen years. 12. You (to find) your notebook? – No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 13. You (to play) with a ball for already three hours. Go home and do your homework. 14. Wake up! You (to sleep) for ten hours already. 15. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it. 15. It is difficult for me to speak about this opera as I (not to hear) it. 16. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents. 17. The weather (to be) fine today. The sun (to shine) ever since we got up. 18. Every day I (to wind) up my watch at 10 o'clock in the evening. 19. Come along, Henry, what you (to do) now? I (to wait) for you a long time. 20. Where your gloves (to be)? – I (to put) them into my pocket.

**Unit 2**

**MANAGEMENT**

**Text 1. MANAGEMENT**

1. **Подберите русские эквиваленты английских терминов:**

|  |  |
| --- | --- |
| 1) proprietorship | a) субсидия |
| 2) competitor | b) служащий |
| 3) assets | c) работодатель |
| 4) report | d) краткосрочная цель |
| 5) grant | e) конкурент |
| 6) goal | f) отчет |
| 7) obligation | g) собственность |
| 8) wholesaler | h) активы |
| 9) bill | i) товары |
| 10) employer | j) долгосрочная цель |
| 11) subordinate | k) обязательство |
| 12) customer | l) счет |
| 13) objective | m) оптовик |
| 14) employee | n) подчиненный |
| 15) goods | o) покупатель |

**Definition of Management**

Management is based on scientific theories and today we can say that it is a developing science. But knowledge of theories and principles doesn't provide practical results. It is necessary to know how to apply this knowledge. Practical application of knowledge in the management area re- quires certain abilities or skills.

Depending on its size, an organization may employ a number of specialized managers who are responsible for particular areas of management. A very large organization may employ many managers, each responsible for activities of one management area. In contrast, the owner of a sole proprietorship may be the only manager in the organization. He or she is responsible for all levels and areas of management.

What is important to an organization is not the number of managers it employs but the ability of these managers to achieve the organization's goals, and this ability requires a great skill. In other words, management is the process of coordinating the resources of an organization to achieve the primary organizational goals.

**Main resources**

Managers are concerned with the following main resources: material resources, human resources, financial resources, informational resources.

Material resources are physical materials and the equipment used by an organization to make a product. For example, cars are made on assembly lines. These assembly lines and the buildings that house them are material resources.

The most important resources of any organization are its human resources **–** people. Some firms believe that their employees are their most important assets. To keep employees content, a variety of incentives are used, including higher-than-aver-age pay, flexible working hours, recreational facilities, lengthy paid vacations, cafeterias offering inexpensive meals, etc.

Financial resources are the funds the organization uses to meet its obligations to various creditors. A grocery store obtains money from customers and uses a portion of that money to pay the wholesalers from which it buys food. A large bank borrows and lends money. A college obtains money in the form of tuition, income from its endowments, and federal grants. It uses the money to pay utility bills, insurance premiums, and professors' salaries. Each of these transactions involves financial resources.

Finally, many organizations increasingly find they cannot ignore in- formation. External environment – including the economy, consumer markets, technology, politics, and cultural forces –are all changing so rapidly that an organization that does not adapt will probably not survive. And, to adapt to change, the organization must know what is changing and how it is changing. Companies are finding it increasingly important to gather information about their competitors in today's business environment.

It is important to realize that these are only general categories of re- sources. Within each category are hundreds or thousands of more specific resources, from which management must choose those that can best accomplish its goals. Managers must coordinate this complex group of specific resources to produce goods and services.

**Management Skills**

Effectiveness of a manager's activity depends on certain important skills. These skills can be divided into seven different categories: conceptual, decision making, analytic, administrative, communicational, interpersonal and technical.

1. A conceptual skill is the ability of a manager to see the “general picture” of an organization. Managers must understand how their duties and the duties of other managers fit together to plan their activity in a proper way and get the required results. This skill is very important for top managers because it helps them plan “super goals” and develop proper strategies for the whole organization.
2. A decision making skill is the ability of a manager to choose the best course of actions of two or more alternatives. A manager must decide the following:

* What objectives and goals must be reached?
* What strategy must be implemented?
* What resources must be used and how they must be distributed?
* What kind of control is needed?

In short, managers are responsible for the most important decisions which are required to carry out any organizational activity.

1. An analytic skill is the ability to determine the most important problem of many other problems and identify the causes of each problem before implementing a proper action plan. This ability is especially important for top managers because they have to solve complex problems.
2. An administrative skill is the ability of a manager to keep to the organizational rules specified for the production process, within a limited budget, and coordinate the flow of information and paper work in his group and in other groups.
3. A communicational skill is the ability of manager to share his ideas and opinions with other people both orally and in writing. This skill is a decisive factor of a manager's success. Some investigations show that top managers and middle managers spend approximately 80% (percent) of their work time in communicating with each other. Thus, a communication skill enables managers to hold meetings, write clear letters and explanatory notes, make reports, etc.
4. An interpersonal skill (psychological skill) is the ability to deal effectively with other people both inside and outside the organization. It is the ability to understand the needs and motives of other people. This skill is very important for a good psychological atmosphere for successful activity in the common work in future. If the interpersonal relations are good, a manager will be successful in getting a support in the development and implementation of organizational plans.
5. A technical skill is a specific competence to accomplish a task. The lower is a manager's level in the organization; the closer is his/her connection with the production process. Thus first-line managers have the closest connection with the production process. They need high technical skills to provide technical guidance for the subordinates. Top managers don't need these skills as much as first-line managers but the knowledge of the tech- nical sphere is useful for all the managers.

**3. Ответьте письменно на вопросы по тексту:**

1. What is management?
2. What is important to an organization?
3. Does the ability to achieve organizational goals require a great skill?
4. What main resources are managers concerned with?
5. What incentives are used to keep employees content? Why?
6. How does an organization obtain financial resources? Give some examples.
7. What must an organization do to survive?
8. What are the main categories of management skills?

**4. Выберите предложения, соответствующие содержанию**

**прочитанного текста:**

1.A very large organization may employ many managers, each responsible for activities of one management area.

1. Management skills can be divided into six different categories: conceptual, analytic, administrative, communicational, interpersonal and technical.
2. Top managers have the closest connection with the production process, so they need high technical skills to provide technical guidance for the subordinates.
3. If the interpersonal relations are good, a manager will be successful in getting a support in the development and implementation of organization- al plans.
4. Some firms believe that their employees are their most important

assets.

1. An analytic skill enables managers to hold meetings, write clear

letters and explanatory notes, make reports, etc.

1. Some investigations show that subordinates spend approximately 80% of their work time in communicating with each other.
2. **Прочитайте, переведите письменно на английский язык и запомните следующие слова и словосочетания:**

to employ managers, to accomplish goals, insurance premium, tech nical skills, number (of), management area, consumer market, the owner of a sole proprietorship, to achieve the organization's goals, great skill, human resources, primary goals, employee, recreational facilities, paid vacation, to meet obligations, to obtain money, income, salary, to survive, competitor, to produce goods and services, utility bills, interpersonal skill, activity, needs and motives, support, production process, responsible, report, to solve problems, to distribute, to hold a meeting, technical guidance.

1. **Дополните предложения, подобрав соответствующее окончание в правой колонке.**

|  |  |
| --- | --- |
| 1. Management is … | a) …the most important resources of any organization, some firms believe that their employees are their most important assets. |
| 2. An administrative skill is … | b) …the ability to determine the most important problem of many other problems and identify the causes of each problem before implementing a proper  action plan. |
| 3. Material resources are … | c) the ability to deal effectively with other people both inside and outside  the organization. |
| 4. A conceptual skill is … | d) … the ability to share his ideas and opinions with other people both orally  and in writing. |
| 5. Human resources are … | e) …the process of coordinating the resources of an organization to achieve the primary organizational goals. |
| 6. Financial resources are … | f) … a specific competence to accomplish a task and to provide tech- nical guidance for the subordinates. |
| 7. A communicational skill is … | g) …the ability of a manager to choose the best course of actions of  two or more alternatives. |
| 8. An analytic skill is … | h) … the funds the organization uses to  meet its obligations to various creditors. |
| 9. An interpersonal skill is … | i) …physical materials and the equipment used by an organization to  make a product. |
| 10. A technical skill is … | j) … the ability to keep to the organizational rules specified for the production process, within a limited budget,  and coordinate the flow of information and paper work. |
| 11. A decision making skill is … | k) …the ability of a manager to see the “general picture” of an organization. |

1. **Передайте устно на английском языке основное содержание текста “Management”.**

**Text 1. KINDS OF MANAGERS**

**1. Прочитайте и переведите текст «KINDS OF MANAGERS» на русский язык**

**KINDS OF MANAGERS**

Managers can be classified two ways: according to their level within the organization and according to their area of management.

According to the level within the organization managers can be:

1. A top manager is an upper-level executive who guides and controls the overall fortunes of the organization. Top managers constitute a small group. In terms of planning, they are generally responsible for developing the organization's mission. They also determine the firm's strategy. It takes years of hard work, long hours, and perseverance, as well as talent and no small share of good luck, to reach the ranks of top management in large companies. Common job titles associated with top managers are chairman, president, vice president, chief executive officer (CEO), and chief operating officer (COO).
2. Middle management probably comprises the largest group of managers in most organizations. A middle manager is a manager who implements the strategy developed by top managers. Middle managers develop tactical plans and operational plans, and they coordinate and supervise the activities of first- line managers. Titles at the middle-management level include division manager, department head, plant manager, and operations manager.
3. A first-line manager is a manager who coordinates and supervises the activities of operating employees. First-line managers spend most of their time working with and motivating their employees, answering questions, and solving day-to-day problems. Most first-line managers are former operating employees who, owing to their hard work and potential, were promoted into management. Many of today's middle and top managers began their careers on this first management level. Common titles for first-line managers include office manager, supervisor, and foreman.
4. The supervisor is usually regarded as the first managerial grade in an organization hierarchy. Supervisors will often be workers promoted off the «shop floor» because of their hard work, initiative, and leadership qualities. The job of the supervisor will vary between organizations but, in general, he or she will be a manager who has had extensive contact with «shop floor» workers and knows how things should be done «on the ground». Supervisors are the first in line to deal with day-to-day operations and problems as they occur – for example, a breakdown in a piece of machinery, staff absenteeism, a hold-up in supplies, etc.

According to the area of management managers can be:

1. A financial manager is primarily responsible for the organization's financial resources. Accounting and investment are specialized areas within financial management. Because financing affects the operation of the entire firm, many of the CEOs and presidents of this country's largest companies are people who got their «basic training» as financial managers.
2. A production manager (also called an operations manager) manages the systems that convert resources into goods and services. Traditionally, production management has been equaled with manufacturing – the production of goods. However, in recent years many of the techniques and procedures of production management have been applied to the production of services and to a variety of nonbusiness activities. Like financial management, production management has produced a large percentage of today's company CEOs and presidents.
3. A marketing manager is responsible for facilitating the exchange of products between the organization and its customers or clients. Specific areas within marketing are marketing research, advertising, promotion, sales, and distribution. A sizable number of today's company presidents have risen from the ranks of marketing management.
4. A personnel manager (also called a human resources manager) is charged with managing the organization's human resources programs. He or she engages in human resources planning; designs systems for hiring, training, and evaluating the performance of employees; and ensures that the organization follows government regulations concerning employment practices. Because human resources management is a relatively new area of specialization in many organizations, few top managers have this kind of back- ground. However, this situation should change with the passage of time.
5. An administrative manager (also called a general manager) is not associated with any specific functional area but provides overall administrative guidance and leadership. A hospital administrator is a good example of an administrative manager. He or she does not specialize in production, finance, marketing, or human resources management but instead coordinates the activities of specialized managers in all these areas. In many respects, most top managers are really administrative managers.

**2. Ответьте письменно на вопросы по тексту:**

1. How can managers be classified?
2. What are the main tasks of top managers?
3. Who is responsible for the organization's financial resources?
4. What do middle managers do?
5. Whose task is to deal with day-to-day operations and problems?

**3. Выберите утверждения, соответствующие содержанию прочитанного текста:**

1. Marketing research, advertising, promotion, sales, and distribu tion are specific areas within marketing.
2. Shop-floor workers determine the firm's strategy.
3. An operations manager manages the systems that convert re- sources into goods and services.
4. A hospital administrator is a good example of a financial manager.
5. Middle managers coordinate and supervise the activities of first- line managers.
6. A marketing manager is responsible for managing the organization's human resources programs.
7. Like financial management, production management has pro duced a large percentage of today's company CEOs and presidents.
8. **Прочитайте, переведите письменно на английский язык и запомните следующие слова и словосочетания:**

руководство компании; оперативное управление; тактический план; оперативный план; бизнес-план; совет директоров; председатель совета директоров; исполнительный директор; заведующий филиалом; коммерческий директор; генеральный директор; управляющий офисом; менеджер по продажам; менеджер по обслуживанию; начальник отдела кадров; руководитель производства; управляющий банком; управляющий магазином; руководитель высшего звена; руководитель среднего звена; руководитель низшего звена; линейный руководитель; промышленный рабочий; административная система; система обмена информацией.

1. **Передайте устно на английском языке основное содержание текста «Kinds of managers»**

**Text 3. The role of the market**

1 Markets bring together buyers and sellers of goods and services. In some cases, such as a local fruit stall, buyers and sellers meet physically. In other cases, such as the stock market, business can be transacted over the telephone, almost by remote control. We need not go into these details. Instead, we use a general definition of markets.

2 A market is a shorthand expression for the process by which households’ decisions about consumption of alternative goods, firms’ decisions about what and how to produce, and workers’ decisions about how much and for whom to work are all reconciled by adjustment of prices. Prices of goods, and of resources, such as labor, machinery and land, adjust to ensure that scarce resources are used to produce these goods and services that society demands.

3 Much of economics is devoted to the study of how markets and prices enable society to solve the problems of what, how, and for whom to produce. Suppose you buy a hamburger for your lunch. What does this have to do with markets and prices? You chose the café because it was fast, convenient and cheap. Given your desire to eat, and your limited resources, the low hamburger price told you that this was a good way to satisfy your appetite. You probably prefer steak but that is more expensive. The price of steak is high enough to ensure that society answers the “for whom” question about lunchtime steaks in favor of someone else.

4 Now think about the seller’s viewpoint. The café owner is in the business because, given the price of hamburger meat, the rent and the wages that must be paid, it is still possible to sell hamburgers at a profit. If rents were higher, it might be more profitable to sell hamburgers in a cheaper area or to switch to luxury lunches for rich executives on expense accounts. The student behind the counter is working there because it is a suitable part-time job which pays a bit of money. If the wage were much lower, it would hardly be worth working at all. Conversely, the job is unskilled and there are plenty of students looking for such work, so owners of cafés do not have to offer very high wages.

5 Prices are guiding your decision to buy a hamburger, the owner’s decision to sell hamburgers, and the student’s decision to take the job. Society is allocating resources — meat, buildings, and labor — into hamburger production through the price system. If nobody liked hamburgers, the owner could not sell enough at a price that covered the cost of running the café and society would devote no resources to hamburger production. People’s desire to eat hamburgers guides resources into hamburger production. However, if cattle contracted a disease, thereby reducing the economy’s ability to produce meat products, competition to purchase more scarce supplies of beef would bid up the price of beef, hamburger producers would be forced to raise prices, and consumers would buy more cheese sandwiches for lunch. Adjustments in prices would encourage society to reallocate resources to reflect the increased scarcity of cattle.

*David Begg. Economics. — 3rd ed. — McGraw-Hill Book Company. — P. 8.*

**1. Read the text and answer the questions below.**

1. What is a market? How do you understand the main function of markets?

2. What is the meaning of “competition” in economics?

3. What guides customers’ decision to buy goods?

4. What is meant by “adjustment of prices”? How does this mechanism regulate the market relationships?

**2. Decide whether the following statements are True or False according to the text.**

1. Market is a place where sellers and buyers meet physically. \_\_\_

2. Prices ensure that scarce resources are allocated in accordance with the society’s needs. \_\_\_

3. In the market system the government regulates prices. \_\_\_

4. Prices are independent of the amount of demand and supply. \_\_\_

5. People’s desire to buy goods makes markets work. \_\_\_

3. Scan through the text and find the words corresponding to these definitions.

*para 1 and 2*

1) relating to an area near you (adj) \_\_\_\_\_\_\_\_\_\_\_\_\_

2) a fast way of writing using abbreviations and symbols (n) \_\_\_\_\_\_\_\_\_\_\_\_\_

3) a slight change that you make to smth so that it works better, fits better, or is more suitable (n) \_\_\_\_\_\_\_\_\_\_\_\_\_ 4) a need for smth to be sold or supplied (n) \_\_\_\_\_\_\_\_\_\_\_\_\_

*para 3*

5) to find the answer to smth (v) \_\_\_\_\_\_\_\_\_\_\_\_\_

6) easy to use or suiting your plans well (adj) \_\_\_\_\_\_\_\_\_\_\_\_\_

para 4

7) someone who legally owns smth (n) \_\_\_\_\_\_\_\_\_\_\_\_\_

8) making or likely to make a profit (adj) \_\_\_\_\_\_\_\_\_\_\_\_\_

9) working or studying only for part of the day or the week (adj) \_\_\_\_\_\_\_\_\_\_\_\_\_

10) to give or provide smth (v) \_\_\_\_\_\_\_\_\_\_\_\_\_

11) without special skills or qualifications (adj) \_\_\_\_\_\_\_\_\_\_\_\_\_

*para 5*

12) to tell someone what they should do (v) \_\_\_\_\_\_\_\_\_\_\_\_\_

13) a strong feeling that you want smth (n) \_\_\_\_\_\_\_\_\_\_\_\_\_

14) the food, equipment, etc. that is needed for a particular activity, holiday, etc. (n, pl.) \_\_\_\_\_\_\_\_\_\_\_\_\_

15) to buy smth (v) \_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Match the term with its definition.**

|  |  |
| --- | --- |
| 1) stock market | a) an employee for periods that take less time than a full, regular schedule |
| 2) expense account | b) a person or group having administrative or managerial authority in an organization |
| 3) executive | c) a segment of the work force associated with a low skill level or a limited economic value for the work performed |
| 4) part-time worker | d) changes in price |
| 5) unskilled labor | e) a place where stocks, bonds, or other securities are bought and sold |
| 6) price adjustment | f) money deposited for paying employees’ expenses |

**5. Use the terms from exercise 4 to fill in the gaps.**

1. Ford is testing a sophisticated electronic security system on cars used by its own \_\_\_\_\_\_\_\_\_ before deciding whether to standardize it on all high performance models.

2. These figures do not take into account irregular employment, and so those for \_\_\_\_\_\_\_\_\_ in particular have to be treated with caution.

3. The \_\_\_\_\_\_\_\_\_ reflected the more optimistic mood, with the FTSE-100 index closing up 18.2 at 2400.9.

4. ICI currently has 850 \_\_\_\_\_\_\_\_\_, who are mostly women and mainly working in job share schemes.

5. The benefits considered least important were the amount of holiday and \_\_\_\_\_\_\_\_\_.

6. A major \_\_\_\_\_\_\_\_\_ was needed to encourage both energy saving and exploration.

**GRAMMAR**

**Tense Revision: Past Tenses**

**Ex. 1. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.***

1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. ; 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when youcame to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? – He (to read) a book. 9. What he (to do) the whole evening yesterday? – He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

**Ex. 2. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.***

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to go) home. 11, You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

**Ex. 3. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. I (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? – I (to feed) my cat. 3. What your brother (to do) yesterday? – He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9. When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17, I (to see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day yesterday. 20. He (to finish) repairing1 his bicycle in the evening yesterday.

**Ex. 4. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Perfect.***

1. When I (to come) home, mother already (to cook) dinner. 2. When father (to return) from work, we already (to do) our homework. 3. When the teacher (to enter) the classroom, the pupils already (to open) their books. 4. Kate (to give) me the book which she (to buy) the day before. 5. Nick (to show) the teacher the picture which he (to draw). 6. The boy (to give) the goats the grass which he (to bring) from the field. 7. Mother (to see) that Nick (not to wash) his hands. 8. The teacher (to understand) that Lena (not to do) her homework. 9. I (to know) that my friend (not yet to come). 10. Tom (to return) from the cinema at five o'clock. 11. Tom (to return) from the cinema by five o'clock. 12. I (to finish) my homework at seven o'clock. 13. I (to finish) my homework by seven o'clock. 14. He (to think) that he (to lose) the money. 15. Ann (to tell) me that she (to see) an interesting film. 16. When I (to wake) up yesterday, father already (to go) to work. 17. Nick (to think) that his father (not yet to come) home. 18. Mary (to tell) us that she (to cook) a good dinner. 19. Yesterday I (to find) the book which I (to lose) in summer. 20. When we (to come) to the station, the train already (to leave).

**Ex. 5. Раскройте скобки, употребляя глаголы в *Past Simple, Past Continuous* и *Past Perfect.***

I. By eight o'clock yesterday I (to do) my homework and at eight I (to play) the piano. 2. By six o'clock father (to come) home and at six he (to have) dinner. 3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV. 4. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street. 5. When I (to come) home, my sister (to read) a book which she (to bring) from the library. 6. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning. 7. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school. 8. When I (to look) out of the window, the chil¬dren (to play) with a ball which Pete (to bring) from home. 9. By ten o'clock the children (to settle) comfortably on the sofa and at ten they (to watch) a TV film. 10. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood. 11. When I (to see) Ann, she (to sort) the flowers which she (to pick) in the field. 12. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces. 13. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and the pupils (to write) a dictation.

**Unit 3**

**DIFFERENT CULTURES**

**Text 1. OVERCOMING CULTURAL BARRIERS**

BEFORE YOU READ

***Discuss these Questions.***

1 What are the main reasons for a company to start looking outside its domestic market?

2 What are some of the problems that might arise when marketing and advertising products in different countries?

3 What kind of cultural problems can arise when a company starts working internationally?

READING

***Understanding the main points***

Read the article on the opposite page and say whether these statements are true (T), false (F) or there is not enough information given (N). Identify the part of the article that gives this information.

1. Most companies only start working internationally when they have fully exploited their domestic market.

2. The best way to enter foreign markets is to set up subsidiaries in those countries.

3. Geert Hofstede was the first person to study the impact of culture on working internationally.

4. Geert Hofstede found that values and beliefs in different parts of IBM across the world were different.

5. The biggest problem when working internationally is getting the marketing right.

6. China is the most difficult foreign country for Western companies to do business in.

7. Cultural diversity can be a benefit as well as a problem.

***Understanding details***

Read the article again and answer these questions.

1. What is Geert Hofstede's nationality?

2. When did Hofstede carry out his research at IBM?

3. Why was IBM a good company to choose for his research?

4. Why was 'Nova' a bad name for a car in Spanish-speaking markets?

5. Why was the Lexus luxury car less successful in Europe than in the US?

6. What can companies do to be more successful when marketing products internationally?

7. Why do Western companies have problems operating in China?

8. What are some of the benefits of working across cultures?

**Barriers can give a competitive edge**

by Morgan Witzel

**A** Sooner or later the growing company will reach market saturation in its domestic market and there will be little choice but to move into overseas markets.

**B** Most companies, in fact, start dipping their toes in foreign waters long before they reach domestic saturation, to exploit other profitable markets and give themselves experience of working abroad.

**C** Whether the company is trading abroad or establishing foreign subsidiaries, the issue of national culture assumes great importance. It had been known for years that working across cultures poses special problems, but the work of Geert Hofstede, the Dutch management theorist, in the 1970s and 1980s showed just how diverse and various cultural influences can be.

**D** Working across a single global company – IBM, a business noted for the uniformity of its corporate culture, Hofstede showed that a huge variety of beliefs and values were present in the workplace, not just between the US, Europe and Asia, but within regions as well.

**E** Globalization is said to be leading to cultural convergence but, as Hofstede and many later studies have shown, full convergence is still some way away.

**F** Companies moving into international markets will usually first feel the effects of culture on their marketing and advertising. Every international marketer has their collection of mistakes, where the values of one culture fail to translate into another. Sales of the Vauxhall Nova in Hispanic-speaking countries, for example, suffered because in Spanish, *no va* means “won't go”.

**G** Other failures are more complex and based on deeper cultural divides. Toyota's luxury car, the Lexus, was an immediate hit in the US, where the luxury-car market had been the pre-serve of a few domestic companies, and the Lexus offered something appreciably different. The Lexus has been much less successful in Europe, where there is a stronger tradition of luxury car-making and strong loyalty to local brands on the part of their buyers.

**H** Cultural barriers in marketing can be overcome by repositioning brands, changing advertising and product features to suit local sensitivities and so on. Much more difficult to manage are the cultural differences that arise when companies establish multinational subsidiaries and then expect members of different national cultures to work together. This is especially the case with Western companies establishing subsidiaries in China.

**I** Chinese workers often prefer strong directive leadership to the more democratic model now common in the West. They also rely much more on senior managers to sort out problems, including problems in the workers' private lives. Linguistic confusion is also compounded by quite different attitudes to issues such as ethics, reporting and control, and workers’ rights and responsibilities.

**J** What appears to be a barrier, however, can actually be a source of competitive advantage for those companies and managers that learn to work with cultural differences and benefit from them.

**K** In terms of managing local subsidiaries, some global companies have learnt to adopt best practices from foreign companies and transfer these into the home market. This kind of cross-fertilization has been taking place between Japanese and Western car-makers for decades, and has led to powerful innovations on both sides.

***Understanding expressions***

Choose the best explanation for each phrase from the article.

1. ... will *reach market saturation* ...

a) start to lose market share

b) stop expanding its market share

2. ... start *dipping their toes* into foreign waters ...'

a) making the first moves

b) carrying out test marketing

3. ... leading to *cultural convergence* ...'

a) where everything becomes similar

b) where everything changes

4. ... will usually first *feel the effects of culture* on ...'

a) have cultural problems

b) be influenced by culture

5. ... based on deeper cultural *divides.'*

a) differences

b) values

6. ... to *suit local sensitivities* ...'

a) adapt to different ways of doing things

b) try to change the local customs

7. 'Linguistic confusion is also *compounded* by ...'

a) made better

b) made worse

8. ... a source of *competitive advantage* ...'

a) a reason for problems with competitors

b) a chance to be better than competitors

9. ... to *adopt best practices* from ...'

a) improve by constant practice

b) take good ideas from others

***Word search***

Find words or phrases in the article which fit these meanings.

1. markets in foreign countries (paragraph A)

2. to use fully so you get as much advantage as possible from it (paragraph B)

3. companies that are at least half owned and controlled by another company (paragraph C)

4. causes (a problem) (paragraph C)

5. ideas that you feel to be true (paragraph D)

6. the principles that influence the way of life of a particular group or community (paragraph D)

7. place reserved for one special group (paragraph G)

8. being faithful to a set of beliefs or a country (paragraph G)

9. things that prevent or limit what you can do (paragraph H)

10. changing the way of marketing and advertising a product or a brand so that people think about it in a different way (paragraph H)

11. set up, create (paragraph H)

12. a style of management that shows you are clearly in charge (paragraph I)

13. to solve (paragraph I)

14. the mixing of the ideas of different groups of people, which often produces a better result (paragraph K)

***Sentence completion***

Use words and phrases from Exercise B in the correct form to complete these sentences.

1. Multinational companies usually have…………. in many parts of the world.

2. Some companies are more successful in .............. markets than in their domestic market.

3. Having a presence in a market is the best way to .............. it fully.

4. Sometimes it is necessary to ...... a product or brand in a foreign market in order to avoid offending or confusing people.

5. To sell products successfully in foreign markets, it is usually necessary to ....... local sales companies.

**Text 2. Cultural behavior in business**

BEFORE YOU READ

|  |  |
| --- | --- |
| to pigeonhole someone | subtle differences in meaning |
| mundane | to be useful to someone in the future |
| nuances | arrogant and self-important |
| to be conceived as | extreme and obvious, often used with 'difference' or 'contrast' |
| to stand someone in good stead | to be thought of as |
| to break the ice | boring, uninteresting or ordinary |
| stark | to do something that helps relieve the tension and get conversation going, especially between people meeting for the first time |
| pompous | to label someone and put them in a restrictive category |

Much of today’s business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

**Addressing someone**

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

**Smiling**

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. Yet 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.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

**Eye contact**

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, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behavior can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. 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.

**Choose the correct answer:**

1. The British trainee felt that the people who want to be addressed as 'Dr' must be …

* hard-working.
* conceited and self-important.
* conceited and self-important.
* from Germany.

1. If you are not sure how to address someone, you should …

* use the title you see on their business card.
* make your decision based on cultural stereotypes about their country.
* address them the way you'd like to be addressed.
* ask them what they would like you to call them.

1. There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...

* being fake.
* challenging their authority.
* trying to break the ice.
* disrespectful.

1. The Japanese, South Koreans and Iranians might interpret a smiling face as being …

* friendlier.
* less open.
* not as intelligent.
* dishonest.

1. Americans and British people sometimes use eye contact to show that they ...

* like the speaker.
* are really listening to what is being said.
* are honest and truthful.
* are attending to every need of the speaker.

1. The last paragraph warns the reader not to ...

* engage in international business.
* let national cultures shape the way we behave and think.
* let miscommunication damage our business relationships.
* overgeneralize using our knowledge of cultural stereotypes.

**Are the sentences true or false?**

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

4. In the research done on the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling ones.

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people from different cultures.

**What practices have you encountered that seemed strange or even inappropriate to you?**

**Text 3. WHAT IS A BUSINESS TRIP?**

Business travel is one of the most stable working and highly profitable part of world tourism, and one of the youngest, too. Business travel or MICE (abbreviation from Meetings / Incentive / Conferences / Exhibitions) became a separate branch of tourism business in 1970s. First, business travel was considered by businessmen only as opportunities to have a good rest at the expense of the government or the company you work for. The situation changed greatly after 1998 when the number of entertaining trips has lowered and at the same time the number of corporate events has grown. MICE development in Russia is highly dynamic as well as in the rest of the world, and according to the prospects the profitability of this branch of tourism will grow up to $2 billion a year by 2030.

The demand structure of MICE today is: 75 % is individual business travel, intensive trips, conferences and exhibitions are 10-13 % each. The figures are approximate, of course; exhibitions and conferences are usually combined together in one event, and intensive programs usually supplement other types of business travel.

**Meetings**

Most travel agencies offer businessmen going to a conference, exhibition or negotiations only standard package of visa support, air tickets, accommodation and transfers. As a result, those businessmen, who want their trips to be efficient, prefer dealing with specialized travel agencies working in the sphere of MICE tourism. Such travel agencies deal with corporate clients. Agencies can provide the corporate client with full package of business and travel services including dozens of meetings, visits to enterprises and professional exhibitions.

The biggest American travel agencies working in the sphere of MICE tourism are American Express Travel Services, Carlson Wagonlit Travel, BTI. The demand on business travel is growing rapidly. Numerous workshops, professional exhibitions, journals and websites devoted to MICE support this growth.

**Incentive**

Incentive tourism means travels financed by the company to give an incentive to employees as the appraisal of their work, to facilitate the teamwork and to stimulate work motivation. World annual turnover of incentive tourism exceeds $8 million, 80 % of which is spent on transport, accommodation and foods services, and only 15 % is spent on sightseeing and entertainment programs. Throughout the world 70 % of all incentive tours are to 23 Europe, 10 % are to the USA thought 60 % of all incentive tourists are Americans, and 15 % of the tours are to the South East Asia. The average duration of an incentive tour is from 3 to 7 days.

Incentive tours are becoming more diverse, both in the choice of the countries and in the tour programs. Some intensive tours are aimed at business activities or interests of the tourists, i.e. historical or wine tours; there are also separate “mass” tours for ordinary employees and VIP programs for senior management. The latter prefer adventure tourism or even extreme tourism such as auto rallies or balloon flying.

Recently senior management of many companies prefers investing money not into traditional entertainment incentive tours but in team-building tours. In this matter travel agencies work together with business consulting companies, professional psychologists, etc. The example can be so called “rope-courses”. They last for 3-4 days and are comprised of different activities including sport, adventure and extreme. The emphasis of the courses is placed not on sport abilities of the participants, but on effective teamwork, problem solution, leadership skills development and behavior adjustment to different situations and sudden changes. Some travel agencies called incentive houses specialize at incentive tours only.

**Useful Travel Tips for the Busy Commuter**

Learning everything you can about travel is a great way for beginners to get started. Keep reading to learn how you can plan your trips wisely, maximizing your enjoyment. You must plan ahead and allocate time for fun; that is why it’s to your advantage to learn things from these tips.

Plan ahead if you want to travel by air. If an airport is in a major city, it can be quite difficult to get to, especially during rush hour when traffic is at its heaviest. Always have your suitcase packed the night before your flight. Ensure that everything is planned out and packed before your trip. Missing your flight can be a very devastating experience.

Before packing, make a list. Some time before your trip, write down everything you need to bring with you. If you get in a rush and have to pack right before you leave, this list will ensure that you have everything that you need, and that you do not forget something.

Be aware of certain food allergies when going to a foreign country in order to avoid bad liaisons. If your food allergy is particularly bad, make sure to express this in their language. This will give you the ability to alert your waiter or waitress of the foods that you have an allergy to so that they can be kept out of your meals.

When you are going to some type of attraction, print online tickets in advance. You will generally pay a nominal fee for this service, but you won’t have to wait in ticket lines when you arrive. Some places have time blocks that you can enter. This is another good way to avoid lines.

Keep your most important information and items close to you at all times. If you are carrying a purse, be sure to have it tucked neatly under your arm. Do not purchase bags that have easy open zippers and compartments. The easier the bag is to open, the more likely someone can slip away with something while you are distracted. Keep these things in mind when you choose a bag for your trip.

Give your bellhop and maid a tip. Tipping the bellhop around $1 per bag and the housekeeping staff around $2 to $5 per day is certainly not excessive. This will increase the quality of service in your hotel and make your stay more enjoyable.

Travel can be a great educational tool for you. Even developing countries can be perfectly safe if you plan carefully for safety, and it’s an awesome learning experience for your children. The best way to foster tolerance for other cultures in your children is to spend time in other countries with them.

1. **Answer the questions**.

1. How often do you travel by air, rail, road or sea?

2. What do you enjoy about travelling? What don‟t you enjoy?

3. Put the following in order of importance to you when you travel.

a) Comfort

b) Safety

c) Price

d) Reliability

e) Speed

4. Does the order change for different types of travel?

**2. Write a report on the following topics:**

1. Technology travel tips for business travelers.

2. Tips for business travel abroad.

3. Peculiarities of travelling to different countries.

**GRAMMAR**

**Tense Revision: Future Tenses**

**Ex. 1. Раскройте скобки, употребляя глаголы в одном из будущих времен:** ***Future Simple, Future Continuous*** или ***Future Perfect.***

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomorrow. 4. When I come home tomorrow, my family (to have) supper. 5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 6. Don't come to my place tomorrow. I (to write) a composition the whole evening. 7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 8. What you (to do) tomorrow? 9. What you (to do) at eight o'clock tomorrow? 10. You (to play) volleyball tomorrow? 11. You (to do) this work by next Sunday? 12. When you (to go) to see your friend next time? 13. How many pages you (to read) by five o'clock tomorrow? 14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

**Tense Revision: All Tenses**

**Ex. 2. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.**

1. Mother (to cook) a very tasty dinner yesterday. 2. Tomorrow Nick (not to go) to school. 3. Look! My friends (to play) football. 4. Kate (not to write) letters every day. 5. You (to see) your friend yesterday? 6. Your father (to go) on a business trip last month? 7. What Nick (to do) yester-1 day? 8. When Nick (to get) up every morning? 9. Where your mother (to go) tomorrow? 10. I (to invite) my friends to come to my place tomorrow. 11. He (not to play) the piano tomorrow. 12. We (to see) a very good film last Sunday. 13. Your mother (to cook) every day? 14. We (to make) a fire last summer. 15. I (to spend) last summer at the seaside. 16. Where you (to spend) last summer? 17. Where he (to spend) next summer? 18. What mother (to do) now? – She (to cook) dinner. 19. I (not to play) computer games yesterday. 20. Last Sunday we (to go) to the theatre. 21. I (to (meet) my friend yesterday. 22. I (to write) a letter to my cousin yesterday. 23. You (to write) a dictation tomorrow? 24. I (not to write) a report now.

**Ex. 3. Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple*.**

1. I already (to do) my homework. Now I can go for a walk. 2. I (to do) my homework yesterday. 3. He just (to come) home. 4. He (to come) home a minute ago. 5. Nick (to play) football yesterday. 6. She already (to come) from school. Now she is doing her homework. 7. I (to read) this book last year. 8. I (to read) this book this year. 9. I never (to be) to Washington. 10. You ever (to be) to New York? 11. You ever (to see) the eruption of a volcano? 12. I (not yet to eat) today. 13. He (not to eat) yesterday. 14. You (to play) the piano yesterday? 15. You (to play) the piano today? 16. What you (to prepare) for today? 17. Look at this bird-house. Mike (to make) it himself. He (to make) it last Sunday. 18. Where you (to put) my pen? I cannot find it. 19. You (to see) Mary today? 20. When you (to see) Mary? – I (to see) her last week. 21. Your mother (to promise) to take you to the theatre? 22. Look at my new dress! I (to make) it myself. 23. He is not at school today, he (to fall) ill. – When he (to fall) ill? – He (to fall) ill yesterday.

**Ex. 4. Раскройте скобки, употребляя глаголы в *Present Perfect, Present Simple, Present Continuous, Past Simple* или *Past Continuous.***

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? – She (to return) yesterday. – You (to go) to the station to meet her? – No, I.... I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?" 12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 13. Your brother (to return) from the north? – Yes, he (to come) a few days ago. 14. You (to be) to the Crimea? When you (to be) there? – I (to be) there in 1993. 15. Where (to be) your brother? – He just (to come) home. He (to take) a shower in the bathroom now.

**Ex. 5. Раскройте скобки, употребляя глаголы в *Present Perfect, Past Simple, Past Continuous* или *Past Perfect.***

1. They (to tell) me yesterday that you (to get) an excellent mark. 2. When you (to receive) a letter from your friend? 3. Our grandmother (to cook) dinner from twelve till three yesterday. 4. Look! What beautiful flowers she (to buy)! 5. They (to travel) along the coast of Africa last year. 6. We (not to see) each other for ages. 7. They (to eat) all the apples which I (to bring). 8. When the children (to have) dinner, they (to go) for a walk. 9. Last summer we (to live) in the country and (to go) to the river every day. 10. My sister (to spend) a lot of money yesterday. 11. She is so upset: she (to lose) the key to the front door. 12. By the 1st of September all the children (to return) from the country. 13. Columbus (to discover) America 500 years ago. 14. Columbus (not to know) that he (to discover) America. 15.1 already (to read) five English books. 16. He (to discuss) the problem with a lot of people before he (to take) a decision. 17. Mother (to bake) a delicious cake! Sit down at the table and let's eat it! 18. She (to read) an English book the whole evening yesterday. 19. I never (to be) to Greece. 20. You ever (to be) to the Niagara Falls? 21. At this time yesterday they (to sit) on the sofa and (to listen) to their grandmother who (to tell) them fairy-tales. 22. My friend just (to ring) me up from London. 23. I (to stand) at the tram-stop when it (to begin) raining. 24. We (not to skate) since last winter.

**Ex. 6. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect.***

1. When you (to come) to see us? – I (to come) tomorrow if I (not to be) busy. 2. I (not to like) apples. 3. He (to come) home at five o'clock yesterday. 4. I (to ring) you up as soon as I (to come) home tomorrow. 5. I (to show) you my work if you (to like). 6. He (to come) home by six o'clock yesterday. 7. Pete certainly (to help) you with your English if you (to ask) him. 8. This little boy never (to see) a crocodile. 9. Send me a telegram as soon as you (to arrive). 10. Let's go for a walk. The rain (to stop) and the sun (to shine). 11. If you (to help) me, I (to do) this work well. 12. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later. 13. What you (to read) now? – I (to read) Tom's book. I (to be) in a hurry. Tom soon (to come), and I (to want) to finish reading the book before he (to come). 14. As soon as you (to see) your friend, tell him that I (to want) to see him. 15. When I (to come) home yesterday, my brother (to sleep).

**THE PASSIVE VOICE**

Страдательный залог (Тhe Passive Voice) представляет собой аналитическую форму, которая образуется с помощью глагола to be в соответствующем времени и причастия II (Participle II) смыслового глагола. The Passive Voice устанавливает, что лицо или предмет, обозначенные подлежащим, являются объектами действия, выраженного сказуемым. Рассмотрим таблицу времѐн в пассивном залоге:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Present** | **Past** | **Future** | **Futurein-the-Past** |
| **Simple** | The dishes **are washed** every day - Посуду моют каждый день. | The dishes **were washed** yesterday - Посуду помыли вчера. | The dishes **will be washed** tomorrow - Посуду помоют завтра. | The said that the dishes **would be washed** by next day- Они сказали, что посуду помоют завтра. |
| **Continuous** | The dishes **are being washed** now - Сейчас моют посуду. | The dishes **were being washed** at 7 o`clock yesterday - Посуду мыли вчера в 7 часов. | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Perfect** | The dishes **have already been washed** - Посуду уже помыли. | The dishes **had been washed** by 7 o`clock. - Посуду помыли к 7 часам. | The dishes **will have been washed** by 7 o`clock tomorrow - Посуду помоют к 7 часам завтра. | They said that the dishes **would have been washed** by 7 o`clock the next day - Они сказали, что посуда будет вымыта к 7 часам завтра. |
| **Perfect Continuous** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Как видно из таблицы, в страдательном залоге нет времен Perfect Continuous, Future Continuous, Future Continuous in the Past.

Отрицательная и вопросительная формы страдательного залога образуются по тем же правилам, что и соответствующе формы действительного залога, а именно:

1. в отрицательной форме частица **not** ставится после первого вспомогательного глагола *The bоok hаs not been written*;

2. в вопросительной форме первый вспомогательный глагол ставится перед подлежащим *Has the book been written?*

Значение и употребление времен глагола в страдательном залоге такое же, как и времен глагола в действительном залоге. Запомните! Если вы образовываете пассивный залог с глаголом, после которого идёт предлог, то не забывайте этот предлог ставить после глагола в пассиве.

*Пример: They were waited for- Их ждали.*

Часто в пассивном залоге используется предлог **by** для того, чтобы показать, кем было совершено действие.

*Пример: The song was written by my friend- Песня была написана моим другом.*

**1. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.**

1. Bread (to eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_every day.

2. The letter (to receive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yesterday.

3. Nick (to send) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to Moscow next week.

4. I (to ask) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the lesson yesterday.

5. I (to give) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a very interesting book at the library last Friday.

6. Many houses (to build) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in our town every year.

7. This work (to do) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tomorrow.

8. This text (to translate) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the last lesson.

9. These trees (to plant) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_last autumn.

10. Many interesting games always (to play) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at our PT lessons.

11. This bone (to give) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to my dog tomorrow.

12. We (to invite) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to a concert last Saturday.

13. My question (to answer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yesterday.

14. Hockey (to play) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in winter.

15. Mushrooms (to gather) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in autumn. 16. Many houses (to burn) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_during the Great Fire of London.

**2. Раскройте скобки, употребляя глаголы в Active или Passive Voice.**

1. Nobody (to see) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_him yesterday.

2. The telegram (to receive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tomorrow.

3. He (to give) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_me this book next week.

4. The answer to this question can (to find) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the encyclopedia.

5. We (to show) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the historical monuments of the capital to the delegation.

6. You can (to find) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_interesting information about the life in the USA in this book.

7. Budapest (to divide) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by the Danube into two parts: Buda and Pest.

8. Yuri Dolgoruki (to found) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Moscow in 1147.

9. Moscow University (to found) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by Lomonosov.

10. We (to call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zhukovski the father of Russian aviation.

1. **Передайте следующие предложения в Passive Voice.**

1. I bought potatoes yesterday.

2. We shall bring the books tomorrow.

3. They are repairing the clock now.

4. They sell milk in this shop.

5. I have translated the whole text.

6. They broke the window last week.

7. When I came home, they had eaten the sweets.

8. We shall do the work in the evening.

9. He wrote this book in the 19th century.

10. They were playing tennis from four till five.

11. He stole a lot of money from the shop.

12. By six o'clock they had finished the work.

13. At twelve o'clock the workers were loading the trucks.

14. By three o'clock the workers had loaded the trucks.

15. We send our daughter to rest in the south every year.

**4. Раскройте скобки, употребляя глаголы в Passive Voice.**

1. At the last competition the first prize (to win) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by our team.

2. The question (to settle) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as soon as they arrived.

3. Your report must (to divide) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_into two chapters.

4. Soon he (to send) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to a sanatorium.

5. The book (to discuss) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the next conference.

6. The composition must (to hand) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in on Wednesday.

7. Yesterday he (to tell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to prepare a speech.

8. The article (to publish) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_last week, if I am not mistaken.

9. The lectures (to attend) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by all of us.

10. A taxi (to call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_fifteen minutes ago, so we are expecting it any moment.

11. The young man (to introduce) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to me only a couple of hours ago, but it seems to me that I've known him for years.

12. The rule explained by the teacher at the last lesson (to understand) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by all of us.

13. The poem was so beautiful that it (to learn) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by everybody.

14. I hope the invitation (to accept) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by everybody.

15. The letter (to post) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in half an hour.

16. It seems to me that music (to hear) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from the next room.

17. I am sure I (to ask) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the lesson tomorrow.

**ASSIGNMENT 1**

**What is Economics all about?**

The most general definition of Economics is perhaps this: “Economics is the discipline studying the organization of economic activities in society.” You may, at first, think that this is too much of an abstraction. After all, how do questions like “how much should be produced?”, or “what determines prices?”, or “how can I make money?” relate to the general problem of the social organization of economic activities?

Broadly speaking, particular institutions created by society will have an effect on the answer to the questions posed in the preceding paragraph. The answers will depend, for example, on whether society wishes to have competitive institutions as opposed to, say, cooperative structures. They will also depend on whether decisions are made through a decentralized system of decision-making (which does not necessarily imply competition) or some form of hierarchy. Naturally, the system that will emerge will be a reflection of what is commonly perceived as the “economic problem”. To complicate things, similar institutions may not necessarily reflect similar perceptions of the economic problem. Likewise, similar perceptions may not always produce the same kind of institutions. For instance, Adam Smith was not the first one to point out the benefits of the division of labor. He did so because for him, broadly speaking, the “economic problem” was that of reproduction and growth. He asked how society could organize its activities in order to produce as much surplus (above what is needed for reproduction) as possible. But forms of division of labor had been recommended before, as solutions to entirely different problems. Plato, for instance, in his Republic, suggests a division of labor as a means to create the just society. However, while both of them considered the division of labor as central to the ideal form of social organization, their institutional recommendations were very different indeed. In part, this can be attributed to a fundamental difference in the way these two scholars understood the world. In a brief and unsatisfactory way one can say that the difference between Plato and Smith is that the former was a kind of “rationalist” while the latter a kind of an “empiricist”. Plato felt that the way we know about the world is by the power of our mind. Appearances may be misleading. Smith, on the other hand, wrote in the tradition which followed the principle that knowledge can only be acquired by means of the senses and experience. Consequently, while both of them considered division of labor, the latter attached it to decentralized decision making based on private ownership of property while the former created a clearly hierarchical system with communal ownership among those who make decisions about what society should do, and private ownership among those who provide society with its material wealth.

Put broadly, Smith felt that the division of labor must give rise to the institutions of private property, the market and competition as a means of coordinating economic activities. While Plato felt that division of labor gives rise to communalism — which should not be confused with communism — sharing and co-operation. Evidently, the answers to questions like “how much to produce?”, “what determines prices?” and “how can I make money?” are going to be fundamentally different in the two systems. In the end, whatever it is that we are doing, the advice and the recommendations of the economist are all derivatives of the same principles which guide and direct the social organization of economic activities.

**Basic types of economic systems**

Three types of economic systems exist, each with their own drawbacks and benefits; the Market Economy, the Planned Economy and the Mixed Economy. An economic system is loosely defined as country’s plan for its services, goods produced, and the exact way in which its economic plan is carried out. In general, there are three major types of economic systems prevailing around the world.

*Market Economy*

In a market economy, national and state governments play a minor role. Instead, consumers and their buying decisions drive the economy. In this type of economic system, the assumptions of the market play a major role in deciding the right path for a country’s economic development. Market economies aim to reduce or eliminate entirely subsidies for a particular industry, the pre-determination of prices for different commodities, and the amount of regulation controlling different industrial sectors. The absence of central planning is one of the major features of this economic system. Market decisions are mainly dominated by supply and demand. The role of the government in a market economy is to simply make sure that the market is stable enough to carry out its economic activities properly.

*Planned Economy*

A planned economy is also sometimes called a command economy. The most important aspect of this type of economy is that all major decisions related to the production, distribution, commodity and service prices, are all made by the government. The planned economy is government directed, and market forces have very little say in such an economy. This type of economy lacks the kind of flexibility that is present a market economy, and because of this, the planned economy reacts slower to changes in consumer needs and fluctuating patterns of supply and demand. On the other hand, a planned economy aims at using all available resources for developing production instead of allotting the resources for advertising or marketing.

*Mixed Economy*

A mixed economy combines elements of both the planned and the market economies in one cohesive system. This means that certain features from both market and planned economic systems are taken to form this type of economy. This system prevails in many countries where neither the government nor the business entities control the economic activities of that country — both sectors play an important role in the economic decision-making of the country. In a mixed economy there is flexibility in some areas and government control in others. Mixed economies include both capitalist and socialist economic policies and often arise in societies that seek to balance a wide range of political and economic views.

***Write out 20 unknown words and word combinations and learn them by heart.***

***Answer the questions.***

1. What does Economics study as an academic discipline?

2. How does social organization of economic activities affect the country’s economic life?

3. What are the advantages of the division of labor?

4. How do Plato’s and Smith’s theories differ? Do they have anything in common?

5. What conclusion can be made after reading the article?

6. What is an economic system? What are the basic types of economic systems?

7. What are the basic characteristics of the Market Economy?

8. What role does the government play in the Planned Economy?

9. What is “mixed” in the Mixed Economy?

10. What are advantages and disadvantages of each type of economic system?

***Retell the text.***

**ASSIGNMENT 2**

**BASIC MANAGEMENT FUNCTIONS**

When Lee Iacocca took the reins at Chrysler Corporation in 1978, the firm was on the brink of bankruptcy. One of Iacocca’s first moves was to establish specific goals for sales growth and a written plan for achieving them. He changed the basic structure of the organization. Then he provided effective leadership by working for $1 a year until he had turned the company around. He also developed an elaborate control system to keep Chrysler on track.

Iacocca performed at least four different management functions while at the helm of Chrysler. First, he established goals and developed plans to achieve those goals. Next, he organized people and other resources into an efficient «well-oiled machine». Then, he led and motivated employees to work effectively to help achieve Chrysler’s goals. Finally, he maintained control to ensure that the organization was working steadily toward its goals.

Management functions like those described above do not occur according to some rigid, preset timetable. Managers don't plan in January, organize in February, lead and motivate in March, and control in April. At any given time, managers may engage in a number of functions at the same time. However, each function tends to lead naturally to others. How well managers perform their key functions determines whether a corporation is successful. The five «world class» corporations described in the Business Journal are not only successful; they are also the most admired corporations in the United States. Their managers, you can be sure, are largely responsible for their esteemed status.

**Planning**

Planning, in its simplest form, is establishing organizational goals and deciding how to accomplish them. It is often referred to as the «first» management function because all other management functions depend on planning. Organizations like Texaco, Houston Community Colleges, and the U.S. Secret Service begin the planning process by developing a mission statement. An organization’s mission is a statement of the basic purpose that makes this business different from other firms. The mission of Texaco Inc. is to earn a profit for its owners by refining and selling petroleum products. Houston Community College System's mission is to provide an education for local citizens. The mission of the Secret Service is to protect the life of the president. Once an organization's mission has been described in a mission statement, the next step is to develop organizational goals and objectives.

A goal is an end result that the organization is expected to achieve over a one-to-ten-year period of time. For example, Rubbermaid Inc. has established a goal of obtaining 25 percent of its sales revenues from markets outside the United States by the year 2000. An objective is a specific statement detailing what the organization intends to accomplish over a shorter period of time. Compared to goals, objectives have a much narrower time frame – usually one year or less. For McDonalds, one objective might be to increase sales of French fries by 5 percent over the next nine months. Sears, Roebuck might adopt the objective of increasing sales by 7 percent this year. For IBM, one objective might be to reduce the average delivery time for personal computers to retailers by four days next year. Goals and objectives can deal with a variety of factors, such as sales, company growth, costs, customer satisfaction, and employee morale. Whereas a small manufacturer may focus primarily on sales objectives for the next six months, Exxon Corporation may be more interested in goals for the year 2000. Finally, goals are set at every level of the organization. Every member of the organization – the president of the company, the head of a department, and an operating employee at the lowest level – has a set of goals he or she hopes to achieve.

The goals developed for these different levels must be consistent with one another. However, it is likely that some conflict will arise. A production department, for example, may have a goal of minimizing costs. One way to do this is to produce only one type of product and offer «no frills». Marketing, on the other hand, may have a goal of maximizing sales. And one way to implement this goal is to offer prospective customers a wide range of products with many options. As part of his or her own goal setting, the manager who is ultimately responsible for both departments must achieve some sort of balance between conflicting goals. This balancing process is called optimization. The optimization of conflicting goals requires insight and ability. Faced with the marketing-versus-production conflict just described, most managers would probably not adopt either viewpoint completely. Instead, they might decide on a reasonably diverse product line offering only the most widely sought-after options. Such a compromise would seem to be best for the organization as a whole.

Once goals and objectives have been set for the organization, managers must develop plans for achieving them. A plan is an outline of the actions by which the organization intends to accomplish its goals and objectives. Just as it has different goals and objectives, the organization also develops several types of plans. An organization's strategy is its broadest set of plans, developed as a guide for major policy setting and decision making. These plans are set by the board of directors and top management and are generally designed to achieve the long-term goals of the organization. Thus, a firm’s strategy defines what business the company is in or wants to be in and the kind of company it is or wants to be. When the U.S. Surgeon General issued a report linking smoking and cancer in the 1950s, top management at Philip Morris Companies recognized that the company’s very survival was being threatened. Executives needed to develop a strategy to diversify into nontobacco products.

Organizing the Enterprise

After goal setting and planning, the second major function of the manager is organization. Organizing is the grouping of resources and activities to accomplish some end result in an efficient and effective manner. Consider the case of an inventor who creates a new product and goes into business to sell it. At first, she will probably do everything herself – purchase raw materials, make the product, advertise it, sell it, and keep her business records up-to-date. Eventually, as business grows, she will find that she needs help. To begin with, she might hire a professional sales representative and a part-time bookkeeper. Later she might need to hire full-time sales staff, other people to assist with production, and an accountant. As she hires new personnel, she must decide what each person will do, to whom that person will report, and generally how that person can best take part in the organization’s activities. In a similar fashion, Saturn, a subsidiary of General Motors, must decide what resources will be needed and how they will be organized to produce Saturn automobiles in its Spring Hill, Tennessee, plant.

**Leading and Motivating**

The leading and motivating function is concerned with the human resources within the organization. Specifically, leading is the process of influencing people to work toward a common goal. Motivating is the process of providing reasons for people to work in the best interests of the organization. Together, leading and motivating are often referred to as directing.

We have already noted the importance of an organization's human resources. Because of this importance, leading and motivating are critical activities. Obviously, different people do things for different reasons – that is, they have different motivations. Some are primarily interested in earning as much money as they can. Others may be spurred on by opportunities to get ahead in an organization. Part of the managers‟ job, then, is to determine what factors motivate workers and to try to provide those incentives in a way that encourages effective performance.

**Controlling Ongoing Activities**

Controlling is the process of evaluating and regulating ongoing activities to ensure that goals are achieved. To see how controlling works, consider a rocket launched by NASA to place a satellite in orbit. Do NASA personnel simply fire the rocket and then check back in a few days to find out whether the satellite is in place? Of course, not. The rocket is constantly monitored, and its course is regulated and adjusted as needed to get the satellite to its destination. The control function includes three steps. The first is setting standards to which performance can be compared. The second is measuring actual performance and comparing it with the standard. And the third is taking corrective action as necessary. Notice that the control function is circular in nature. The steps in the control function must be repeated periodically until the goal is achieved. For example, suppose that United Air Lines, Inc., establishes a goal of increasing its profit by 12 percent next year. To ensure that this goal is reached, United’s management might monitor its profit on a monthly basis. After three months, if profit has increased by 3 percent, management might be able to assume that plans are going according to schedule. Probably no action will be taken. However, if profit has increased by only 1 per cent after three months, some corrective action would be needed to get the firm on track. The particular action that is required depends on the reason for the small increase in profit.

***Write out 20 unknown words and word combinations and learn them by heart.***

***Retell the text.***

**ASSIGNMENT 3**

**An Introduction to Business Etiquette**

**Business etiquette** is defined as “a set of rules that guide how we interact with each other in the business place. Such rules make is possible for us to communicate and interact in a civilized manner”. Without rules of civil conduct, work teams can become dysfunctional, business relationships can become strained, office morale can diminish, and productivity can decrease.

An ability to communicate successfully in today’s diverse workplace is essential. These days, bad behavior in the workplace results in lawsuits and loss of business. Burgeoning litigation is one result of a workforce adjusting to major changes in its composition.

One initiative that the business community is taking to avoid these hazards is to push for the return of etiquette and manners to the workplace. Many businesses have hired etiquette trainers to teach workshops on etiquette to their employees. Training in business etiquette is really behavioral training on consideration for others. These businesses see considerable benefits in adhering to the rules and rituals of business etiquette. These benefits range from improved employee morale and lower employee turnover to higher productivity and improved public relations.

Knowing global business etiquette can also save you from many embarrassing situations when conducting business internationally. Besides, it provides a wonderful opportunity to learn about what others value and, in turn, show respect for your international business partners.

Below you can find some helpful global business etiquette reminders.

**Sample Global Business Etiquette Reminders**

While business people around the world are similar in regard to some of their preferences, be careful not to assume they share all of your preferences. Here are some examples of some of our similarities and differences. Additional examples will be mentioned throughout the chapter.

• **Greetings.** Greetings are certainly commonplace. In many countries this involves a handshake. For example, in the United States a handshake is part of a standard greeting. The same is true in Guatemala when greeting a male.

However, shaking hands with a Guatemalan woman is done only at her discretion.

• **Gift Giving.** While gift giving may be thought to be a simple process, there is plenty room for offending your international business partner if you do not learn ahead of time what is acceptable and what is not. For example, recommended gifts for Hungarian business partners include alcohol and flowers. In contrast, you would not want to give your Malaysian counterpart alcohol as a gift since it is prohibited to practicing Muslims.

• **Punctuality.** Being punctual for all appointments, including meetings, is common in most countries. This is especially true in Germany and New Zealand.

In contrast, punctuality is not strictly observed in Nicaragua. It is admired, however.

• Dress. While conservative, formal business dress (e.g., suit, tie, jacket, skirt, conservative dress) is the expectation in most countries, there are exceptions.

For example, in Italy business attire should be elegant and fashionable. Furthermore, in Middle Eastern countries such as Kuwait, where modesty is highly valued, choose clothing that covers most of your body.

**Business Etiquette at the Office**

Business etiquette basics are simple, according to Hilka Klinkenberg, director of Etiquette International. The first general principle is the differences between business etiquette and social etiquette. Social etiquette is based on chivalry, a code based on the dated notion that women need protection. In contrast, business etiquette has its origins in the military code of etiquette, which is based on hierarchy and power. Business etiquette, then, is based on rank, or the pecking order, not on gender.

Business etiquette's first guiding principle is to treat people according to rank rather than gender. Men and women are peers in the workplace. If you are a man, you should hold open a for a woman if you would hold it open for a man in the same circumstance. The general rule is: Whoever reaches the door first opens it. Whether you are a man or a woman, doors are held open for superiors, clients, and those who have their arms full of folders and packages.

Another instance of deciding who goes first is when exiting an elevator. Unless a woman happens to be your CEO or your client, whoever is closest to the door exits first, regardless of gender? A man who treats a woman in a chivalrous manner may be perceived as condescending. This perception can create a workplace climate of hostility. Many women believe that they cannot be perceived as equal if they are treated chivalrously.

Professionals with disabilities should be treated with the same courtesy that you would afford any other business professional. When in doubt about how or whether to accommodate someone's physical needs, ask the person what he or she prefers rather than evade the situation.

The main thing is to be yourself, and act as you would around anyone else.

The second guiding principle of business etiquette is to always treat people with consideration and respect. This seems simple enough, but basic consideration of others seems to be lacking in today's workplace. The return of the Golden Rule to business means that you should treat everyone as you would like to be treated.

**Mastering the Fine Art of Introductions**

Introductions are a given in our business lives. The most important rule when making business introductions is to make them—even if you do not remember all the rules or all the names involved. The second most important rule is that business introductions are based on rank rather than gender. Therefore, you should always introduce the person of lesser rank to the person of greater rank, stating the name of the person of greater rank first, like this: "Ms. or Mr. Person of Greater Rank, I would like to introduce you to Ms. or Mr. Person of Lesser Rank." Remember to look at each person as you say his or her name.

Remember that the person who outranks every person in your organization is the client. If a client is involved, always introduce the client first, even if the client holds a lesser position than the top executive in your firm. Most executives prefer that the client be given the position place of greatest importance in introductions.

The best way to introduce two people is to make eye contact with the person who needs the information, not with the person whose name you are saying. That way each person clearly hears the name of the other person.

One final tip when making introductions: Introduce people with thoughtful details, like this: "Ms. or Ms. Person of Greater Rank, meet Mr. or Ms. Person of Lesser Rank. Ms. Greater Rank is our executive vice president in charge of accounts. Mr. Lesser Rank is my colleague and works in the art department." By revealing a few details about each person, you will have helped to spark a short conversation between the two people when you leave them.

**Shaking Hands**

The basic component of the introduction is the handshake. Handshakes communicate friendliness and respect for the other person. In the business world, men and women in the United States should shake hands, rather than kiss or hug, as in some other countries.

Shaking hands may seem elementary, but since you are judged by the quality of your handshake, the following list presents a few pointers to help you achieve that perfect "handshake."

* Keep fingers together and meet the web of your hand—the skin between the thumb and forefinger—with the web of the hand of other person.
* Shake hands firmly but without crushing the other person's hand. Usually a handshake lasts about three seconds and may be pumped once or twice from the elbow with a combined upward/downward movement of approximately 12 inches.
* Make eye contact with the other person throughout the introduction.
* Release after the handshake, even if the introduction continues.
* When someone extends a left hand—perhaps because the right is impaired—shake hands as best you can, maybe from the side of the hand.
* Stand and shake hands when being introduced, no matter what the status of the person.
* Shake hands when meeting someone for the first time, when greeting someone you know, and for all good-byes.
* At cocktail parties, if you are drinking, keep your drink in your left hand to avoid a wet handshake.

When being introduced to another person, remember to make eye with that person, shake hands, and repeat the person's name: "Hello, Ms. X" or "Nice to meet you, Ms. X." Repeating the person's name (1) helps you remember it and (2) gives the other person a chance to correct you if you are mispronouncing his or her name. In addition, never assume that you can use someone's first name. Always use their title—Mr./Ms./Dr./etc.—before their last name.

If people want you to use their first name, they will tell you: "Please, call me Charles." Your politeness and respect by using their last name will be appreciated. Once you have been introduced, say a few words, like, "It was nice to meet you," before walking away.

If you join a group of people who know each other well, no one may make the effort to introduce you. In a situation like this, wait for a pause in the conversation and introduce yourself. If you are seated next to someone at a table and no one introduces you, introduce yourself briefly and make a comment. The person then may or may not choose to have a conversation with you.

***Make up 10 special questions to the text.***

***Write out 20 unknown words and learn them by heart.***

***Retell the text.***

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