

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

O. M. BEKETOV NATIONAL UNIVERSITY
OF URBAN ECONOMY in KHARKIV

Professional English for the Students of Economics

Textbook



Authors:

Ilienka Olena Lvivna, PhD in Philology, associate professor of the department of foreign languages at O. M. Beketov National University of Urban Economy in Kharkiv;

Moshtagh Yevheniia Serhiivna, PhD in Philology, associate professor of the department of foreign languages at O. M. Beketov National University of Urban Economy in Kharkiv

Reviewers:

Grynyova Valentyna Mykolaivna, Doctor of Pedagogy, professor, head of the department of primary and professional education of Kharkiv National pedagogical university;

Dymchenko Olena Volodymyrivna, Doctor of Economics, professor, head of the department of regional economics and business administration of O.M. Beketov National University of Urban Economy in Kharkiv;

Simonok Valentyna Petrivna, Doctor of Philology, professor, head of foreign language department 1 at Yaroslav Mudryi National Law University

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Підручник **Професійна англійська мова для студентів економічних спеціальностей** розрахований на студентів економічних спеціальностей вищих навчальних закладів і спрямований на ґрунтовне засвоєння англійської мови професійного спрямування у сфері економіки. Підручник складається з трьох частин, зміст першої частини, яка складається з 9 розділів відповідає теоретичному матеріалу, який студенти вивчають на заняттях із спеціальності. Розділи підручника побудовано таким чином, щоб студент мав змогу зосередитися на таких видах діяльності як читання, виконання лексико-граматичних вправ, а також аудіювання автентичних ресурсів, які спрямовані на розвиток усного мовлення у професійному контексті. В другій частині підручника представлено комплекс завдань спрямованих на розвиток конкурентоспроможності майбутнього фахівця економічної галузі та завдання, що націлені на удосконалення у студентів навичок міжкультурної професійної комунікації. Третя частина підручника містить додаткові завдання, які можливо використовувати для засвоєння вивченого навчального матеріалу як на практичних заняттях, так і при самостійній роботі студентів.

Ilienka O. L.

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The textbook **Professional English for the Students of Economics** is designed for students who are majors in economics at higher education institutions and aims to facilitate the thorough mastery of the Professionally Oriented English language in the field of economics. The tutorial consists of three parts, the content of the first part, which consists of 9 chapters, corresponds to the theoretical material that students study in the specialty classes. The sections of the handbook are designed in such a way that the student is able to focus on such activities as reading, doing vocabulary exercises, as well as listening to authentic resources aimed at developing oral language in a professional context. The second part of the textbook presents a set of tasks aimed at developing the future competitiveness of a future specialist in the economic field and the tasks aimed at improving students' skills in intercultural professional communication. The third part of the textbook includes supplementary tasks, which can be used for training of the studied educational material both in practical classes and for independent work of students.

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INTRODUCTION

The textbook is designed for the students of higher education institutions majoring in the field of Economics. Topic-based, it helps students learn about key concepts whilst building their English skills. Informative and up-to-date authentic material makes the content relevant.

It consists of 9 units each of which focuses on specific economic issues that students consider in their professional disciplines. They provide learners with necessary language acquisition for their future professional life.

Each unit includes five parts: LEAD-IN, READING, VOCABULARY, LANGUAGE REVIEW and SKILLS that aim at the development of the main language skills to become efficient in the professional English language environment.

The READING part focuses on training the English language reading skills within the topics supposed to be of value for the students of Economics. In the VOCABULARY section the system of diverse exercises and activities is aimed at developing professional vocabulary.

LANGUAGE REVIEW systematically revises and consolidates the main grammar issues through a variety of exercises. Students can find helpful the brief GRAMMAR REFERENCES provided at the back of the textbook.

SKILLS activities that are at the end of each unit provide the possibility of getting acquainted with economic issues through listening activities.

The second part of the textbook ENGLISH FOR EMPLOYMENT AND CROSS-CULTURAL COMMUNICATION presents a set of tasks aimed at developing the future competitiveness of a future specialist in the economic field and the tasks aimed at improving students' skills in intercultural professional communication. The third part of the textbook includes supplementary tasks, which can be used for training of the studied educational material both in practical classes and for independent work of students.

The textbook can be recommended for both classroom work and self-study.

PART 1

ENGLISH FOR ECONOMICS

UNIT 1 WHAT IS ECONOMICS?

1 LEAD-IN

- 1 How often do you have to make choices between competing alternatives?
- 2 What choices does any society have to make to meet people's needs?
- 3 Do the words *economy* and *economics* mean the same?
- 4 An American politician Bob Taft said, '*A dynamic economy begins with a good education.*' What do you think he meant by this statement?

2 READING

"Economy is the art of making the most out of life."

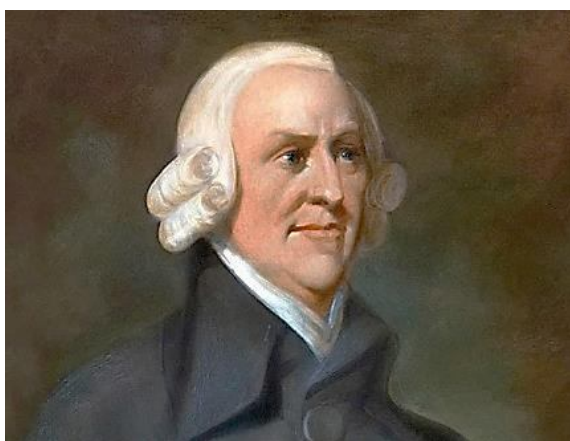
George Bernard Shaw

WHAT IS ECONOMICS?

Economy is as old as hills. It is probably the first art which man acquires. When in ancient time some people went out to hunt while others stayed to defend the fire and still other traded some things for other ones, in all these cases we had economy.

The first attempts to analyze economic problems appear in the writings of the ancient Greeks. Plato recognized the economic basis of social life and in his Republic organized a model society on the basis of a careful division of labour. Aristotle, too, attributed great importance to economic security as the basis for social and political health and saw the owner of a middle-sized plot of land as the ideal citizen. Roman writers such as Cicero, Vergil, and Varro gave significant advice about the economics of agriculture. One of the earliest recorded economic thinkers was the 8th century Greek farmer and poet Hesiod, who wrote that labour, materials and time needed to be allocated efficiently to overcome scarcity. The medieval period was marked by the disruption of the flourishing commerce of the ancient world, and its economic life was

dominated by feudalism. The middle ages economy was characterized by deep social stratification and a largely agricultural system. Even before the Normans invaded England, the market economy was an essential part of life in the medieval society. When the Normans invaded England, they imposed their institutions including serfdom, over the manorial intuitions that were already present in most parts of Europe. Even though the medieval economy grew and transformed, agriculture continued to be the mainstay in the medieval market economy. But the founding of modern western economics occurred much later, when in 1776 the first important book on Economics was published by Scottish philosopher and economist Adam Smith. It was called *An Inquiry into the Nature and Causes of the Wealth of Nations* and described the new world of industry and commerce. The fact is that this book founded classical economics modern for that time.



Since then the subject has been developing rapidly. The field of profit has undergone a remarkable expansion in the 20th century as the world economy has grown increasingly large and complex. Today, economists are employed in large numbers in private industry, government, and higher education. Many subjects, such as political science and sociology, which were once regarded as part of the study of economics, have today become separate disciplines, although the study of any one generally implies a working knowledge of the others. Now there are many branches of the subject such as microeconomics, international economics, econometrics, etc. There is an

economic aspect to almost any issue – education, health care, religion, employment, housing, transport, defence, etc.

Economics is a theory of how society works. According to the Oxford English dictionary, economics is ‘the branch of knowledge concerned with the production, consumption, and transfer of wealth’. Economics can actually be defined a few different ways: it is the study of scarcity, the study of how people use resources, or the study of decision-making. In fact, economics is the study of how human beings allocate scarce resources to produce various commodities and how those commodities are distributed for consumption among the people in society. The essence of economics lies in the fact that resources are scarce, or at least limited, and that not all human needs and desires can be met. How to distribute these resources in the most efficient and equitable way is a principal concern of economists. Economics often involves topics like wealth, finance, recessions, and banking, leading to the misconception that economics is all about money and the stock market. An economy is a system of organizations and institutions that either facilitate or play a role in the production and distribution of goods and services in a society. Economies determine how resources are distributed among members of a society; they determine the value of goods or services; and they even determine what sorts of things can be traded or bartered for those services and goods. The principle and problem of economics is that human beings occupy a world of unlimited wants and limited means. For this reason, the concepts of efficiency and productivity are held paramount by economists. Increased productivity and a more efficient use of resources, they argue, could lead to a higher standard of living.

2.1 Answer the following questions to the text

- 1** Who made the first attempts to analyze economic problems?
- 2** What was Plato’s society model based on?

- 3 What was Hesiod's vision for the possibility to overcome scarcity?
- 4 What was typical for the middle age economy?
- 5 Who is thought to be the founder of modern western economics?
- 6 What was Adam Smith's contribution to economics?
- 7 How can economics be defined?
- 8 What issues does economics deal with?

2.2 Mark the statements as true (T) or false (F)

- 1 Economy is quite a new notion. _____
- 2 Aristotle considered social and political health as the prerequisites for economic security. _____
- 3 The medieval period brought a new powerful wave of commerce flourishing? _____
- 4 Adam Smith was an influential Scottish political economist and philosopher, best known for his book describing the new world of industry and commerce. _____
- 5 Political science and sociology have always been considered as separate disciplines. _____
- 6 Economy is a theory of how society functions. _____
- 7 The principal concern of economists is how to increase productivity. _____
- 8 Increased productivity is inversely proportional to a higher standard of living. _____

3 VOCABULARY

3.1 Match the phrases with the definitions

- 1 economics a the management of the resources of a community, country, etc., especially with a view to its productivity

2	serfdom	b	the branch of knowledge concerned with the production, consumption, and transfer of wealth
3	profit	c	the act or system of bartering goods
4	economy	d	a period when the economy of a country is doing badly
5	productivity	e	money that is earned in trade or business after paying the costs of producing and selling goods and services
6	commodity	f	the state of being scarce or in short supply
7	recession	g	the state of being a serf or the system by which the serfs worked on the land
8	barter	h	something that is sold for money
9	scarcity	i	the rate at which a company or country makes goods, usually judged in connection with the number of people and the amount of materials necessary to produce the goods

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

The First Modern Economists

Between the 16th and 18th centuries, the major countries of Europe believed in the economic theory of mercantilism. Mercantilists argued that nations should behave as if they were merchants _____ (COMPETE) with one another for profit. Accordingly, _____ (GOVERN) should support industry by enacting laws designed to keep labour and other _____ (PRODUCTION) costs low, and exports high. In this way the nation should achieve what was called a ‘_____ (FAVOUR) balance of trade’, which is a situation in which export exceeded imports. The excess, which was like profits to a merchant, would result in an increase in the

nation's supply of gold and silver. And, as most people agreed in those days, the true measure of a nation's wealth was its hoard of gold and silver. To achieve favourable trade balances, the major European powers sought to acquire colonies. Colonies, it was thought, could provide the 'mother country' with cheap labour, raw materials and a market for its _____ (MANUFACTURE) goods.

For one group of 18th – century French philosophers and economists, the _____ (SUGGEST) that nations should go out of their way to protect business and industry made no sense at all. These were the physiocrats.

The physiocrats argued that the products of agriculture and other _____ (NATURE) resources were the true source of wealth. Since these were God-given, it made little sense for government to go out of its way to help business and industry increase profits. For similar reasons, they opposed government efforts to promote a 'favourable balance of trade'.

In other words, since real wealth came from the land, it followed that the wisest thing government could do would be to keep its hands off business and let nature take its course. This idea was expressed in the slogan 'laissez faire' (let people do as they choose).

_____ (INTERESTING), the 200-year-old _____ (ARGUE) between those favouring regulation of the economy and those supporting 'laissez faire' is still with us. Whether the problem involves the individuals (like those living in the poverty) and _____ (employ) or institutions (such as a rising tide of business or bank failures), there are those who find the _____ (SOLVE) in government intervention, and others who favour 'laissez faire', letting natural economic forces take their course.

3.3 Complete the following sentences with the words given below

competitive environment	mathematical tools	economic forces
limited resources	financial benefit	social science

- 1 Economics is regarded as a _____ because it uses scientific methods to build theories that can help explain the behaviour of individuals, groups and organisations.
- 2 For any country, _____ include natural resources, capital, its labour force and its level of technology.
- 3 Economists rely on extensive _____, like econometrics, to analyze real world situations that have occurred and use that to forecast future situations.
- 4 _____ are economic factors that contribute to the success or failure of companies, business ventures, and individual products.
- 5 Profit is a _____ that is realized when the amount of revenue gained from a business activity exceeds the expenses, costs and taxes needed to sustain the activity.
- 6 Factors such as level of employment, rate of inflation, rate of interest, demographic changes, and fiscal and monetary policies determine the state of _____ in which a firm operates.

3.4 Match the two parts (1–6) and (a–f) to make sentences

- | | |
|---|---|
| 1 Most primitive economies concentrate on | a guides this self-interest into promoting general economic well-being. |
| 2 Economics is a science that studies economies and | b who makes most of the decisions in an economy. |
| 3 Economic systems can be categorized according to | c if the marginal benefit of the action exceeds the marginal cost. |
| 4 Economic study can provide a model to companies about | d you learn about how you and other people make choices. |

- 5 A rational decision maker takes e how much of an item to produce, an action or how to price a product for maximum profit or efficiency.
- 6 Smith says that participants in f the basic necessities of life. the economy are motivated by self-interest and that the “invisible hand” of the marketplace
- 7 When you study economics, g develops possible models for their functioning.

3.5 Translate the following sentences into English

- 1 Слово економіка походить від грецького слова ‘*oikonomos*’, що означає ‘той, хто керує домом’.
- 2 Перша необхідність вивчення економіки полягає в тому, що це знання допоможе зрозуміти людині світ, в якому вона живе.
- 3 Кожного разу, коли ви вирішуєте зробити одне, а не інше, ви приймати економічне рішення.
- 4 Економісти вивчають, як люди приймають рішення: скільки вони працюють, що вони купують, скільки вони заощаджують, і як вони вкладають свої заощадження.
- 5 Управління ресурсами суспільства є важливим, оскільки ресурсів недостатньо, щоб задовольнити всі людські потреби.
- 6 При прийнятті будь-якого рішення, особи, які приймають рішення, повинні знати про альтернативні витрати, які супроводжують кожну можливу дію.
- 7 Принципи економіки можуть застосовуватися майже у всіх життєвих ситуаціях.

4 LANGUAGE REVIEW

4.1 Rewrite the sentences in the passive

- 1** In recent years the industrially advanced countries have reduced foreign aid to the developing countries but have increased their direct investment and other private capital flows.
-

- 2** Some optimistic economists point to improvements in governance and macroeconomic policy in developing countries.
-

- 3** The world is constantly seeking the ways how to feed more people with less land, so the interest in agriculture production as an investment is growing as well.
-

- 4** Analysts warn in a research note that the company should revamp its business and slow down its store growth.
-

- 5** Classical economists such as Adam Smith, David Ricardo and Jean-Baptiste developed the theoretical basis for market economies.
-

- 6** The government is going to subsidise the purchase of a new vehicle to replace old energy-inefficient vehicles.
-

- 7** When the manager arrived, the sales representative had solved the problem.
-

- 8 The World Bank classifies countries into high-income, medium-income, and low-income countries on the basis of national income per capita.
-

- 9 They have to take into consideration the widening of absolute income gap between rich and poor nations.
-

4.2 Complete the story putting the verbs in brackets into the correct active or passive form

IBM or International Business Machines (1)_____ (be) a well-known American computer manufacturer. It (2)_____ (found) by Thomas J. Watson. IBM (3)_____ (know) as "Big Blue" after the colour of its logo. The company (4)_____ (make) everything from mainframes to personal computers and (5)_____ (be) immensely successful selling business computers for many years.

The company (6)_____ (start) in 1911 in a small village in Endicott, US. Initially it (7)_____ (know) as CTR - Computing Tabulating Recording Company because of the merger of three different companies - Tabulating Machine company, Computing Scale company and International Time Recording company, that (8)_____ (give) rise to the current, tall standing IBM. In 1924, the company's name (9)_____ (change) by Watson into International Business Machines Corporation or IBM. From the beginning, IBM (10)_____ (define) itself not by selling products, which ranged from commercial scales to punch card tabulators, but by its research and development.

With over 435,000 employees all over the globe, IBM (11)_____ (rank) as the second largest firms according to Fortune. It (12)_____ (have) over 12 research labs spread worldwide. In terms of revenue,

capitalization, market assessment and employees - IBM (13)_____

(stand) at par amongst other remotely competitive companies.

<https://www.thoughtco.com/ibm-history-1991407>

4.3 Rewrite the sentences using personal constructions

- 1 It is believed that economic growth is a precondition for the improvement of living standards for the average citizen of the developing world.

Economic growth _____

- 2 It is expected that large multinational corporations will benefit from a falling dollar.

Large multinational corporations _____

- 3 It is reported that the company's products have become more competitive in foreign countries.

The company's products _____

- 4 It is known that Franchise Business Review surveys thousands of franchise owners and publishes a ranking of top franchise opportunities based exclusively on owner satisfaction.

Franchise Business Review _____

- 5 It is expected that almost all sectors will see an increase in profitability.

Almost all sectors _____

- 6 It is known that Mr. Watson was recognized as one of the first leaders of industry to offer widespread benefits to employees.

Mr. Watson _____

4.4 Complete the sentences with the correct infinitive tense

- 1 They have achieved a level of expanded capabilities.
They seem _____
- 2 He is getting used to working in a new subsidiary.
He appears _____
- 3 They have understood the difference between the forms of ownership.
They claim _____
- 4 Recently he has been collecting and interpreting data on the various market conditions.
He seems _____
- 5 She has invested in junk bonds heavily.
She claims _____
- 6 An energy service company is improving on-time performance and lowering costs.
An energy service company seems _____
- 7 The company began a programme to streamline processes and improve productivity.
The company claims _____
- 8 They are planning to reorganize their business structure.
They seem _____

4.5 Put the verbs in brackets into the correct infinitive form

- 1 They were made _____ (*pay*) a large deposit.
- 2 In that event, the company will be able _____ (*accept*) the proposal.
- 3 It seems that they are just pretending _____ (*pay*) all their debts. I've heard they are in red.
- 4 While you are negotiating, make the other side _____ (*name*) a price first.
- 5 Very few businesses can afford _____ (*lose*) a sale, and are afraid to let someone _____ (*walk*) away without making a purchase. I saw her _____ (*talk*) to the manager about her promotion.
- 6 You had better _____ (*lower*) the price to attract more customers.
- 7 They must _____ (*already/find*) another supplier.
- 8 I'd like _____ (*see*) the company's profile before getting in touch with them.
- 9 You'd rather _____ (*be*) more careful as the company that offers the same or similar products as you do may _____ (*become*) your competitor.
- 10 At the moment they must _____ (*develop*) an effective IT strategy that should _____ (*save*) time, money and resources in the long run.
- 11 He needn't _____ (*work*) overtime, but he needs _____ (*use*) the working time efficiently.

4.6 Choose the correct option

- 1 I'm not *experienced enough/too experienced* to take such a decision.
- 2 The salary offered was *too low / low enough* to attract him.
- 3 We can't refuse from the proposal. It is *too important/important enough* for our further development.

- 4 Employees' salaries are *too high/high enough* to be raised again.
- 5 His experience is *poor enough/too poor* to take such a position in the company.
- 6 I am not *too self-motivated/self-motivated enough* to start my own business.
- 7 Stop talking, please. It isn't *quiet enough/too quiet* to make an estimation of the project.
- 8 In fact the plan is *too complicated/ complicated enough to do everything immediately*.

5 SKILLS

5.1 You will hear part of the interview with Prof. James R. Ottesson, an American philosopher and a political economist, talking about the role of Adam Smith in the history of human learning and speculating on Adam Smith's idea of invisible hand and the key to nation prosperity.

Complete the sentences 1-10 summarizing the ideas mentioned

(Adam Smith: The Invisible Hand, Retrieved from:

<https://www.youtube.com/watch?v=EBifN69gcKY>)

- 1 Adam Smith is a prominent figure in a significant period in human learning, called the _____ .
- 2 The first Adam Smith's book *The Theory of Moral Sentiments* was published in _____ .
- 3 *An Inquiry into the Nature and Causes of the* _____ , appeared in 1776, is Adam Smith's second book which is more familiar to contemporaries.
- 4 Two Adam Smith's books are considered to be the beginning of the discipline of _____ .
- 5 Now Adam Smith is known as the _____ , because of his second book.

- 6 *An Inquiry into the Nature and Causes of the Wealth of Nations* has _____ pages and is very informative.
- 7 The key phrase of the book is _____ which means that commercial societies enable human beings who are seeking to satisfy their interests benefit other people, even unintentionally.
- 8 The idea of Adam Smith is meaningful for understanding of modern _____.
- 9 According to Adam Smith, the difference between wealthy and nonwealthy nations was whether they provided the _____ which made able to unleash human ingenuity.
- 10 Adam Smith supposed that the key to prosperity is whether a society allows people's ingenuity to investigate, figure out new ways to _____ better.

5.2 Investigate other resources and prepare a presentation about Adam Smith's contribution to the development of Economic Theory



UNIT 2 MACROECONOMICS AND MICROECONOMICS

1 LEAD-IN

- 1 What is the difference in meaning of the Latin prefixes *micro-* and *macro-*?
- 2 What difference can be between macroeconomics and microeconomics?
- 3 Try to guess which of the following can be the macroeconomics or the microeconomics decisions:
 - a person is concerned about the government spending
 - changes in the price of sugar
 - aggregate demand
 - European export of goods and services in the USA
 - a Japanese firm decides on how aggregate supply
 - many computer printers should be
 - exported to Europe
 - inflation
 - a person's decision about buying a very expensive brand thing on eBay site
- 4 Why do you think the knowledge of macroeconomics and microeconomics is important?

2 READING

MACROECONOMICS AND MICROECONOMICS

Economic analysis refers to a methodological way of looking at the best way to distribute limited resources. The goal of this exercise is to gain a clear picture of the current economic climate as it relates to the organization's ability to conduct business. This is accomplished through an in-depth appraisal of the strengths and weaknesses of the market. A few different

methods are used to carry out economic analysis. It can be divided into two main branches: microeconomics and macroeconomics.

Macroeconomics is a branch of economics dealing with the performance, structure, behaviour, and decision-making of an economy as a whole, as opposed to individual markets. This includes national, regional, and global economies. Macroeconomics involves the study of aggregated indicators such as GDP, unemployment rates, and price indices for the purpose of understanding how the whole economy functions, as well as the relationships between such factors as national income, output, consumption, unemployment, inflation, savings, investment, international trade and international finance.

While macroeconomics is a broad field of study, there are two areas of research that are emblematic of the discipline: the attempt to understand the causes and consequences of short-run fluctuations in national income (the business cycle), and the attempt to understand the determinants of long-run economic growth (increases in national income).

Microeconomics, on the other hand, is the branch of economics that is primarily focused on the actions of individual agents, such as firms and consumers, and how their behaviour determines prices and quantities in specific markets. One of the goals of microeconomics is to analyse market mechanisms that establish relative prices among goods and services and the allocation of limited resources among many alternative uses. Microeconomics analyses market failure, where markets fail to produce efficient results, as well as describing the theoretical conditions needed for perfect competition. Significant fields of study in microeconomics include markets under asymmetric information, choice under uncertainty and economic applications of game theory. Also considered is the elasticity of products within the market system.

Macroeconomic and macroeconomic analyses are not mutually exclusive

and often rely on each other to produce a complete look at the economy.

Macroeconomic models and their forecasts are used by both governments and large corporations to assist in the development and evaluation of economic policy and business strategy. Small-business owners should study both branches of economic analysis to make rational and beneficial choices for their business and also to understand the mind of the average person. Microeconomics is especially useful when starting a new business. Small business owners need to determine whether they can earn a profit by looking at the price at which they can sell goods and the price consumers are willing to pay.

2.1 Answer the following questions to the text

- 1 What are the two main branches of economic analysis?
- 2 What does macroeconomics deal with?
- 3 What issues does macroeconomics examine?
- 4 What is microeconomics?
- 5 What is the main goal of microeconomics?
- 6 Is there any interrelation between macroeconomics and microeconomics?
- 7 When is the proper knowledge of microeconomics particularly significant?

2.2 Mark the statements as true (T) or false (F)

- 1 Economic analysis can be defined as a systematic approach to determining the optimum use of scarce resources. _____
- 2 The goal of economic analysis is to study the performance of a particular company under the current economic conditions. _____
- 3 Economic analysis is based on a thorough appraisal of the market strengths and weaknesses. _____

- 4 Short-run fluctuations in national income can be the determinants of long-run economic growth. _____
- 5 The behaviour of individual firms and consumers cannot influence the prices and quantities in markets. _____
- 6 Macroeconomics determines the conditions needed for perfect competition of a company in the market. _____

3 VOCABULARY

3.1 Match the phrases with the definitions

- | | |
|--------------------------|---|
| 1 gross domestic product | a the percentage number that shows the extent to which a price has changed over a period as compared with the price in a certain year taken as a standard |
| 2 unemployment rate | b the total value of goods produced and services provided in a country during one year |
| 3 price index | c the sum of income taken from all sectors, including personal, business and government |
| 4 national income | d the percentage of total workforce who are unemployed and are looking for a paid job |
| 5 output | e the rate at which the general level of prices for goods and services is rising and, consequently, the purchasing power of currency is falling |
| 6 investment | f the degree to which individuals, consumers or producers change their demand or the amount supplied in response to price or income changes |
| 7 inflation | g the study of human conflict and cooperation within a competitive situation |
| 8 elasticity | h an asset or item that is purchased with the hope that it will generate income or will appreciate in the future |

- 9 game theory i the amount of goods and services produced by a company in a period

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

The microeconomic concepts that drive the decision-making processes of an established firm are also _____ (APPLY) to a start-up business. Data shows that four out of five new business ventures fail within the first five years of opening. There are many causes for these _____ (FAIL), including _____ (ADEQUATE) financing, a poor business plan, an _____ (ABLE) to compete in a difficult market, too much total debt, and _____ (OCCASIONAL), the owners lose interest, or realize they would prefer to work for someone else.

The key _____ (PREDICT) of success have not changed. Businesses that have employees and that have good financing tend to survive longer. Another key predictor of success for a start-up enterprise is the advanced microeconomic research and planning conducted by the entrepreneur starting the business.

Before studying the microeconomics of starting a business, the entrepreneur should also be aware of the larger aspects of a start-up business. These include writing a business plan, a strategy, a marketing and _____ (ADVERTISE) plan, and a sales programme. The entrepreneur should also consider whether employees will be required, and the legal and insurance aspects of the business.

Another major concerns of start-up businesses are the vendors and suppliers _____ (REQUIRE), the physical premises in which the business will be conducted, and the all-important _____ (FINANCE). The most important in starting a business, at least from a microeconomics perspective, is the supply-demand factor. Will there be enough demand for

what the new business intends to supply? That is a _____ (CRITIC) question, and if the answer is negative, the chances that the business will succeed are minimal.

Whatever product or products, or whatever services the start-up business plans to sell, a thorough study of the potential market for those items should be undertaken before a business plan is written.

Retrieved from <http://www.investopedia.com/university/microeconomics/microeconomics5.asp>

3.3 Complete the following sentences with the words given below

Public economics

Applied microeconomics

Economic history

Urban economics

Labour economics

Political economy

Health economics

Financial economics

- 1 _____ includes a range of specialized areas of study, many of which draw on methods from other fields.
- 2 _____ examines wages, employment, and labour market dynamics.
- 3 _____ examines the design of government tax and expenditure policies and economic effects of these policies (e.g. social insurance programmes).
- 4 _____ examines the role of political institutions in determining policy outcomes.
- 5 _____ examines the organization of health care systems, including the role of the health care workforce and health insurance programmes.
- 6 _____ examines the challenges faced by cities, such as sprawl, air and water pollution, traffic congestion, and poverty.

- 7 _____ examines topics such as the structure of optimal portfolios, the rate of return to capital, econometric analysis of security returns, and corporate financial behaviour.
- 8 _____ examines the evolution of the economy and economic institutions, using methods and techniques from the fields of economics, history, geography, sociology, psychology, and political science.

3.4 Match the two parts (1–6) and (a–f) to make sentences

- | | |
|---|--|
| 1 All businesses make decisions that result | a an imbalance between demand and supply of money, changes in production and distribution cost or increase in taxes on products. |
| 2 One of the basic principles of microeconomics is that | b what a consumer may buy, and how much of that product or service will be bought. |
| 3 Microeconomics uses certain principles | c in the best outcome for the business which may be to maximize profit. |
| 4 Government and corporations use macroeconomic models | d individuals make decisions to maximize their satisfaction. |
| 5 Inflation occurs due to | e to explain how individuals and business make decisions. |
| 6 Microeconomics can forecast with reasonable accuracy | f to help in formulating economic policies and strategies. |

3.5 Translate the following sentences into English

- 1 Економічний аналіз - це дослідження економічних систем або вивчення виробничого процесу або промисловості, щоб дізнатись, чи вони ефективно працюють, і скільки дають прибутку.

- 2 Макроекономіка аналізує циклічні зміни та тенденції в загальнолюдських явищах, таких як безробіття, інфляція, економічне зростання, грошова маса, дефіцит бюджету та обмін курсів.
- 3 Велика депресія та її високий рівень безробіття значною мірою вплинули на розвиток макроекономіки.
- 4 Рівень безробіття є однією з найбільш важливих статистичних даних, оскільки зростаючий показник розглядається як ознака ослаблення економіки.
- 5 Мікроекономіка вивчає вибір, а також переваги та проблеми, що виникають у зв'язку з торгівлею.
- 6 В економіці мікро рішення окремих підприємств залежать від того, наскільки макроекономіка є здоровою, а продуктивність макроекономіки в кінцевому рахунку залежить від мікроекономічних рішень окремих господарств та підприємств.

4 LANGUAGE REVIEW

4.1 Use the verbs given below as Gerund to complete the sentences

develop

receive

see

work

use

wait

do

find

purchase

- 1 _____ a rebate in exchange for a higher interest rate can be sometimes economically advantageous to a borrower.
- 2 What do you fancy _____ in the evening to entertain your visitors?
- 3 _____ effective questioning techniques allows you to get the information that you need.
- 4 Do you mind _____ for a couple of minutes until all the documents are signed?

- 5 It is sometimes possible to generate significant investment returns by _____ the least attractive stock in a particular sector or industry.
- 6 We are looking forward to _____ you next week.
- 7 After a few months in the company I got used to _____ overtime.
- 8 _____ the right solution to how to use resources and _____ a viable business model is crucial for startup companies.

4.2 Complete the sentences with the correct prepositions and the *-ing* form of the verbs in brackets

- 1 We are interested ____ (get) the results of your market research as soon as possible.
- 2 He is in charge ____ (prepare) the presentation about company's research activities.
- 3 Ted was very excited ____ (start) a new job in one of the leading manufacturing companies.
- 4 He's very depressed ____ (not get) the promotion.
- 5 They insisted ____ (provide) justification for why we needed a loan for our business.
- 6 I am thinking ____ (develop) a dynamic model of quality regulation based on customers' complaints.
- 7 They apologised ____ (not/deliver) the products in time.
- 8 We warned them ____ (check) the invoices carefully.
- 9 They are complaining ____ (have) lots of problems with returning faulty goods.
- 10 They blamed us ____ (lose) a very important deal.

4.3 Put the verbs in brackets into the correct infinitive form or the *-ing* form

- 1 It was good of you _____ (send) the minutes of the previous meeting of the Board of Directors.

- 2 The term is too short _____ (*find*) more investors.
- 3 I can't get used to _____ (*travel*) a lot on business.
- 4 They've decided _____ (*hire*) some more managerial staff for the summer season.
- 5 She admitted _____ (*not/write*) a letter of apology for the late delivery.
- 6 Has he managed _____ (*look*) at the proposal yet?
- 7 I hope _____ (*hear*) from you soon.
- 8 There is no point in _____ (*extend*) their researches in a new area.
- 9 It was silly of them _____ (*not sign*) the contract with such a reputable company.
- 10 The boss let him _____ (*work*) flexitime.
- 11 I can't stand _____ (*delegate*) my authority in the office.
- 12 We don't allow our employees _____ (*leave*) their working place if they don't inform their managers,.

4.4 Underline the correct option

- 1 Don't you remember *discussing/to discuss* this at our last meeting?
Please remember *discussing/to discuss* this at our next meeting.
- 2 I totally forgot *informing/to inform* them about the changes in the project.
I'll never forget *interviewing/to interview* my first candidate.
- 3 We stopped *checking up/to check up* the safety precautions.
They stopped *choosing/to choose* the best way to the head office.
- 4 The CEO welcomed us and went on *inviting/to invite* us to get down to business.
They went on *talking/to talk* about future cooperation.

5 Try *phoning/to phone* him again and you may convince him not to sell the shares.

She tried her best *finishing/to finish* the report in time, but unfortunately she didn't manage.

6 We regret *informing/to inform* you that you have not been shortlisted for the position.

Don't regret *spending/to spend* so much money on research and development. It was a real necessity.

7 I'm sorry for *being/to be* so stubborn. It's my fault that we lost the deal.
I'm sorry *interrupting/to interrupt*, but it is really urgent.

8 They mean *opening/to open* a number of new offices.

Being a Corporate Finance Manager means *managing/to manage* and *investing/to invest* large monetary funds.

9 They like *working/to work* in team.

They like *discussing/to discuss* their plans at their morning meetings.

4.5 Put the verbs in brackets into the correct infinitive form or the *-ing* form

ISABEL: Hi, Derec! I haven't seen you for ages.

DEREC: Hi. Actually, I haven't been in touch with anyone recently. I've been really busy.

ISABEL: You told me about an interesting job offer when we met last time. Did you decide (1) _____ (*take*) the job you were offered?

DEREC: Well, it really seemed (2) _____ (*be*) a very interesting job, and I considered (3) _____ (*take*) it. But, ultimately, I decided not (4) _____ (*accept*) the offer.

ISABEL: Why not? It was a real chance! You had been dreaming about such a position for a long time!

DEREC: Yes, you are right! But I was worried about (5) _____ (*be*) forced to travel a lot. The job involved a lot of international travel. I would object to (6) _____ (*travel*) overseas for weeks at a time.

ISABEL: Really? I don't mind (7) _____ (*travel*) abroad. It's a real chance (8) _____ (*see*) the world and (9) _____ (*gain*) some international work experience. I would have accepted the position.

DEREC: I know. It just wasn't right for me and it demanded a lot of responsibility for the company's finance. I think I am not ready yet. Anyway, I still intend (10) _____ (*get*) a new job and I hope (11) _____ (*find*) something by the end of this year.

ISABEL: Good luck!

DEREC: Thanks a lot!

4.6 Use the verb in brackets to create a passive gerund for each sentence or question

- 1 One of the most important things for customers is _____ (*serve*) quickly.
- 2 I was surprised at _____ (*ask*) about the biggest business failures.
- 3 How do you prefer _____ (*address*) to?
- 4 Diana hates _____ (*ask*) to work overtime.
- 5 The customer insisted on _____ (*provide*) long term guarantee.
- 6 He was pleased with _____ (*promote*) after a year of work for a pharmaceutical company.
- 7 We are very sorry for the relations with the company _____ (*damage*) after late delivery.

- 8 He thought of _____ (*give*) a very strange advice to sell all the shares.
- 9 The General Manager was upset for his voice _____ (*not/recognize*) by the colleague when she phoned her.

5 SKILLS

5.1 Watch an animated video with the explanation of the difference between macroeconomics and microeconomics. Do the following statements agree with the information mentioned? Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

(Microeconomics vs Macroeconomics, Retrieved from:

<https://www.youtube.com/watch?v=wvwgIiP4gjY>)

- 1 Both words 'microeconomics' and 'macroeconomics' are of Latin origin. _____
- 2 Macroeconomics deals with the behaviour of individual actors in the economy. _____
- 3 Economy as a whole is examined by microeconomics. _____
- 4 Gross domestic product, price level, inflation, unemployment, economic growth and the balance of payments are the major concepts of macroeconomics. _____
- 5 Microeconomics tries to predict what will happen to consumer demand if, for example, price of cars goes up. _____
- 6 Macroeconomics examines what happens when a country's unemployment rate grows. _____
- 7 What makes economy grow all the time is another question of microeconomics. _____

- 8 Macroeconomics is inevitably rooted in microeconomics _____
- 9 Better understanding of the individual agent's behaviour provides better understanding of how the economy functions _____ as a whole.

5.2 In groups of four write a list of other issues macroeconomics and microeconomics have to deal with



UNIT 3 ECONOMIC SYSTEMS

1 LEAD-IN

- 1 The word 'system' is defined as '*a set of things working together as parts of a mechanism or an interconnecting network.*' What do you think an economic system means?
- 2 What issues can the economic systems be based on?
- 3 What is the role of markets in any country's economy?

2 READING

ECONOMIC SYSTEMS

An economic system is a system of production, resource allocation, and distribution of goods and services within a society or a given geographic area. It includes the combination of the various institutions, agencies, entities,

decision-making processes, and patterns of consumption that comprise the economic structure of a given community. As such, an economic system is a type of social system.

All economic systems have three basic questions to ask: what to produce, how to produce and in what quantities, and who receives the output of production. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services. There are two basic solutions to this economic problem, namely free markets and central planning. With respect to this, economic systems fall into one of two categories: market systems and command systems.

In a market system, the law of supply and demand governs the economy. Markets enable mutually beneficial exchange between producers and consumers, and systems that rely on markets to solve the economic problem are called market economies. In a free market economy, resources are allocated through the interaction of free and self-directed market forces. This means that what to produce is determined by consumers, how to produce is determined by producers, and who gets the products depends upon the purchasing power of consumers. Market economies work by allowing the direct interaction of consumers and producers who are pursuing their own self-interest. The pursuit of self-interest is at the heart of free market economics.

A command system is an economic system where economic decision-making is centralized and usually in the hands of the state. The government controls the factors of production and makes the decisions about what to produce, how much to produce, and to whom the products ultimately go. In theory, the idea is that all production and distribution is directed towards socially-desirable goals. For example, governments can force citizens to pay taxes and decide how many roads or hospitals are built. Classic examples of command systems include the economy of the old Soviet Union and the

current Chinese economy.

Command economies have certain advantages over free market economies, especially in terms of the coordination of scarce resources at times of crisis, such as a war or following a natural disaster. Free markets also fail at times to allocate resources efficiently, so remedies often involve the allocation of resources by government to compensate for these failures.

There is a third type of economy involving a combination of market forces and central planning, called mixed economies. Mixed economies may have a distinct private sector, where resources are allocated primarily by market forces, such as the grocery sector of the UK economy. Mixed economies may also have a distinct public sector, where resources are allocated mainly by government, such as defence, police, and fire services. In many sectors, resources are allocated by a combination of markets and planning, such as healthcare and, which have both public and private provision.

In reality, all economies are mixed, though there are wide variations in the amount of mix and the balance between public and private sectors. For example, in Cuba the government allocates the vast majority of resources, while in Europe most economies have an even mix between markets and planning. Economic systems can be evaluated in terms of how efficient they are in achieving economic objectives.

Retrieved from: http://www.economicsonline.co.uk/Competitive_markets/Economic_systems.html

2.1 Answer the following questions to the text

- 1** What is an economic system?
- 2** What are the basic economic questions?
- 3** What is the central economic problem?
- 4** What defines the type of an economic system?

- 5 What is a market economy based on?
- 6 What is the main principle of a command economy?
- 7 What role do markets perform under market economies?
- 8 What are the typical features of mixed economies?

2.2 Mark the statements as true (T) or false (F)

- 1 An economic system cannot be referred to social systems. _____
- 2 The main economic problem in every society is what should be currently produced? _____
- 3 There is an unavoidable conflict between people's unlimited demands with society's ability to produce goods and services. _____
- 4 In a market system, decision-making is centralized and under the responsibility of a government. _____
- 5 Command economies do not have any advantages over free market economies. _____
- 6 In reality, most economies are some mix of public and private sectors. _____

3 VOCABULARY

3.1 Match the phrases with the definitions

- | | | | |
|---|------------------------------------|---|--|
| 1 | resource allocation | a | the quantity of goods or services produced in a given time period, by a firm, industry, or country |
| 2 | distribution of goods and services | b | forces of demand and supply representing the aggregate influence of self-interested buyers and sellers on price and quantity of the goods and services offered in a market |
| 3 | output of production | c | the assignment of available resources to various uses |

- | | | | |
|---|------------------------|---|--|
| 4 | reconcile the conflict | d | the way total output, income, or wealth is distributed among individuals or among the factors of production |
| 5 | purchasing power | e | the part of national economy providing basic goods or services that are not provided by the private sector |
| 6 | market forces | f | to find a way in which two situations or beliefs that are opposed to each other can agree and exist together |
| 7 | public sector | g | a specific result that an economic system aims to achieve within a time frame and with available resources |
| 8 | economic objective | h | the financial ability to buy products and services |

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

Modern Market Economies

Almost every economy in the modern world falls somewhere along a continuum running from pure market to fully _____ (PLAN). Most developed nations are technically mixed economies because they blend free markets with some government _____ (INTERFERE). However, they are often said to have market economies because they allow market forces to drive the vast majority of activities, _____ (TYPICAL) engaging in government intervention only to the extent it is needed to provide _____ (STABLE).

Although the market economy is clearly the popular system of choice, there is _____ (SIGNIFY) debate regarding the amount of government intervention considered optimal for efficient _____ (ECONOMY)

operations. Nations such as Cuba, China and North Korea have been heavily influenced by the Communist theories under Marxism-Leninism, which promote _____ (COORDINATE) economic activity and _____ (centralize) planning to achieve egalitarian and _____ (SHARE) outcomes. Such economies have struggled at times due to corruption, inept _____ (LEADER), limitations to the _____ (APPLY) of these theories and trade sanctions from capitalist nations.

<http://www.investopedia.com/terms/m/marketconomy.asp>

3.3 Complete the following sentences with the words given below

prices	labour	lawful
purchase	society	considers

- 1 The market is the process by which production and consumption are coordinated through _____.
- 2 If there is a high demand for a product, resource or skill and a low supply of it, it will demand a high price to _____ it.
- 3 The market sets the price of goods, services, and _____.
- 4 Government regulations and restrictions must work in the interests of _____.
- 5 In a market system, people can be engaged in any type of _____ economic activity that they want, so long as they can pay for it.
- 6 A perspective that only _____ the potential damages of regulations to the economy and employment is not complete, and can lead to a distorted view of their implications.

3.4 Match the two parts (1–6) and (a–f) to make sentences

- | | | | |
|---|---|---|--|
| 1 | Market economy is based | a | there are always problems with any type of economic system. |
| 2 | Companies become creative in | b | by a pragmatic division of the means of production between private ownership and public ownership. |
| 3 | Although the market economy system sounds ideal, | c | to conform to the government's vision. |
| 4 | In recent years, many centrally-planned economies began | d | on supply and demand where the prices of goods and services are determined within a free price system. |
| 5 | Command economies can wholly transform societies | e | finding new products to sell or manufacture. |
| 6 | A mixed economy is characterized | f | adding aspects of the market economy. |

3.5 Translate the following sentences into English

- 1 Економісти використовують термін *"ринок"* в цілому, як будь-яку установу, яка дозволяє нам обмінювати одне на інше.
- 2 Традиційна економіка - ця економічна система, яка заснована на дотриманні історично сформованих звичаїв, канонів релігії, традицій, які визначають технологію і засоби виробництва, обмін, розподіл і споживання економічних благ.
- 3 Існують такі країни, де держава бере активну участь в управлінні економікою в умовах ринку, ставлячи перед собою певні цілі розвитку і використовуючи різні методи управління.

- 4 Змішана економічна система є адекватною формою функціонування сучасних розвинених країн світу і характеризується різноманітністю форм власності та рівноправного функціонування різних господарюючих суб'єктів (приватних, колективних, державних).
- 5 На всіх етапах розвитку суспільства людина перебувала в центрі всіх економічних процесів і явищ.
- 6 Криза перевиробництва в умовах планової економіки малоімовірна, у той час як більш вірогідним стає дефіцит якісних товарів і послуг.

4 LANGUAGE REVIEW

4.1 Underline the correct option

- 1 They were *satisfied/satisfying* with the results of their last negotiations.
The data received yesterday seemed *satisfied/satisfying*.
- 2 The information about resource allocation is making me *confused/confusing*.
The instructions we received yesterday were very *confused/confusing*.
- 3 Working with figures all the time is *tiring/tired*.
We were really *tiring/tired* of the procedure of making a loan.
- 4 A *developed/developing* economy refers to a country with a relatively high level of economic growth and security.
According to new estimates, *developed/developing* countries will set to account for nearly 60% of world GDP by 2030.
- 5 Do you feel *worrying/worried* about our annual profits fall.
The latest survey revealed some *worrying/worried* results.

- 6 Sometimes we get really *frustrating/frustrated* when we can't achieve what we have planned.
The termination of a contract due to unforeseen circumstances was really very *frustrating/frustrated*.
- 7 The trip was *overwhelmed/overwhelming*, as we managed to find a lot of new clients.
They were really *overwhelmed/overwhelming* when they were shown how many products the company manufactured.
- 8 We are still *interesting/interested* in further cooperation.
The idea to consider all available alternatives was really very *interested/interesting*.

4.2 Complete the statements with the correct words

- 1 The representatives of the company looked _____ as the reporter was trying to tell them about the previous generation products. a *embarrassed*
- 2 Thank you for your _____ offer. b *Emerging*
- 3 _____ please find the invoice and our latest catalogue. c *pleased*
- 4 We are deeply _____ with the quality of your products. We hereby return the damaged items. d *bored*
- 5 He felt really _____ when he realized that he was talking to the General Manager. e *dated*
- 6 Thank you for your letter _____ 15 April 2017. f *interesting*
- 7 We were _____ to see that they managed to resolve the problem. g *Enclosed*

- 8 _____ economies want to repay the debt **h** *dissatisfied* because it creates a reputation that investors can use when evaluating future investment opportunities.

4.3 Put the verbs in brackets into the correct form of Participle

- 1 When _____ (*interview*) you must be sincere and think of the answers carefully.
- 2 _____ (*know*) about future profits and higher stock prices, investors have bought more stocks.
- 3 _____ (*buy*) more than 50% of a company's outstanding shares, he became a majority shareholder and now has a very significant influence in the business operations and strategic direction of the company.
- 4 _____ (*change*) faster than ever before, the world of business are always at some risk.
- 5 The decisions _____ (*take*) at the meeting were confirmed in writing.
- 6 _____ (*report*) a profit of \$177 million, the company is considered to be one of the leading in the industry.
- 7 _____ (*spend*) two months in London office, he knows everything about business operation.
- 8 _____ (*be*) always a powerful force for human progress science and technology have the opportunity to advance global prosperity in the 21st century.
- 9 After _____ (*take*) his Master's degree, he was immediately promoted.

4.4 Rewrite the sentences using participles

- 1 They were sitting in the meeting room and they were discussing the ways to expand into new markets.
-

2 He investigated the situation in the industry while he was choosing a new job.

3 After the company had reduced the prices on products and changed the delivery procedure, it became more competitive.

4 Because she is very friendly and helpful, she gets on well with the other members of a team.

5 The man who is sitting next to our Sales manager is our new Financial Officer.

6 The secretary saw the participants of the conference and opened the conference room.

7 They had assessed the risks involved in the project, they took the final decision to merge.

8 Because he is confident that the goals are realistic, he tries to persuade the Board of Directors to issue the shares.

- 9 Because they have a large order, they decided that the production line had to work over night.
-

4.5 Complete each sentence with two to five words, including the word in bold

- 1 I think it's difficult to be competitive nowadays.
being I think _____ difficult nowadays.
- 2 They had difficulty changing the strategy of the company.
difficult It was _____ the strategy of the company.
- 3 Could you send this email for me, please?
mind Would _____ this email for me, please?
- 4 Making personal phone calls is not allowed in the office.
allow We do not _____ personal calls in the office.
- 5 After he had finished the presentation, he invited all the participants to the discussion.
Having _____ presentation, he invited all the participants to the discussion.
- 6 Someone made them leave the office.
were They _____ leave the office.

5 SKILLS

Watch three short video presentations about the main types of economic systems. Complete the following table with the information mentioned. Compare your table with the rest of the class. Be ready to discuss the advantages and disadvantages of each of the system described in the video presentations.

Traditional Economy

Retrieved from:

https://www.youtube.com/watch?v=e_stCUjAGxo&list=PLWIF8RoHzJ0ugDONjpydCyaOBF03c2c_Y&index=

Command Economy

Retrieved from:

https://www.youtube.com/watch?v=AVfbjDtfhFk&list=PLWIF8RoHzJ0ugDONjpydCyaOBF03c2c_Y&index=2

Market Economy

Retrieved from:

https://www.youtube.com/watch?v=02VhjO_XY5I&list=PLWIF8RoHzJ0ugDONjpydCyaOBF03c2c_Y&index=3

Economic System	Characteristics	Examples of the economic system	Advantages	Disadvantages
Traditional Economy				
Command Economy				
Market Economy				



UNIT 4 FACTORS OF PRODUCTION

1 LEAD-IN

- 1 What resources are used to produce goods and services?
- 2 What influences the price of a good?
- 3 Why is it important to study factors of production?

2 READING

FACTORS OF PRODUCTION

Factors of production are resources used by firms as inputs for a good or service to be produced. Factors of production are as follows: capital, labour, and natural resources.

In economic theory, the term “capital” refers to goods and money used to produce more goods and money. Classifications of capital vary with the purpose of the classification. The most general distinction is the one made between physical, financial and human capital.

Physical capital is land, buildings, equipment, raw materials; bonds, stocks, available bank balances are included in the financial capital. They both make a great contribution in production.

To group capital into fixed capital and circulating capital is common practice. The former refers to means of production such as land, buildings, machinery and various equipment. They are durable, that is, they participate in the production process over several years. Circulating capital includes both non-renewable goods, such as raw material and fuel, and the funds required to pay wages and other claims against the enterprise. Non-renewable goods are used up in one production cycle and their value is fully transferred to the final product.

Human capital is knowledge that contributes “know-how” to production. It is increased by research and disseminated through education.

Investment in human capital results in new, technically improved, products and production process which improve economic efficiency. Like physical capital, human capital is important enough to be an indicator of economic development of a nation.

It is common, in economics, to understand labour as an effort needed to satisfy human needs. It is one of the three leading elements of production. Labour has a variety of functions: production of raw materials, manufacturing of final products, transferring things from one place to another, management of production, and services like the ones rendered physicians and teachers.

One can classify labour into productive and unproductive. The former produces physical objects having utility. The latter is useful but does not produce material wealth. Labour of musician is an example.

Unlike other factors of production, for example capital, once workers are employed, their efficiency can vary greatly with organization of work and their motivation.

Demand for labour is influenced by the demand for goods produced by workers, the proportion of wages in total production costs, etc. The supply of labour depends upon the size of population, geographic mobility, skills, education level (human capital), etc. Workers supply labour either individually or through trade unions. If demand for supply of labour is not in equilibrium, there is unemployment. The rate of unemployment is a percentage of the total labour force without a job. It is desirable for an economy to have the lowest possible unemployment rate and to achieve higher employment as neither full use of resources nor maximum level of output can be achieved in an economy having unemployment.

Factors of production are combined together in different proportions in order to produce output. It is assumed in economics that one should choose the combination of factors which minimizes the cost of production and increases profits.

2.1 Answer the following questions to the text

- 1 Name the factors of production
- 2 Characterize each factor of production
- 3 How is labour classified?
- 4 What is demand for labour influenced by?
- 5 How do workers supply labour?
- 6 What is the rate of unemployment?

2.2 Mark the sentences as true (T) or false (F)

- 1 Classification of capital vary with the purpose of classification _____
- 2 Available bank balances are included in the financial capital _____
- 3 Circulating capital refers to machinery and equipment _____
- 4 The price of the final product does not depend on the value of non-renewable resources _____
- 5 Production of raw material is one of the functions of human capital _____
- 6 There is only one possible combination of the factors of production _____

3 VOCABULARY PRACTICE

3.1 Match the phrases with the definitions

- | | |
|-----------------------|---|
| 1 labour force | a The amount of money that a company spends in order to make and sell products in a particular financial period |
| 2 capital | b the quantity or amount produced |
| 3 cost of production | c capital goods, as machinery and tools that are relatively durable and can be used repeatedly in the production of goods |
| 4 circulating capital | d money or possessions, especially a large amount of money used for producing more wealth or for starting a new business |

- | | | | |
|---|---------------|---|--|
| 5 | fixed capital | e | all people in a particular country who are of the right age to work, or all people who work for a particular company |
| 6 | output | f | the portion of capital goods that consists of goods in process, inventories of finished goods and raw materials |

3.2 Complete the text with the correct forms of the capitalized words in brackets

Human Capital and Intellectual Capital

Contemporary analysis (1)_____ (DISTINGUISHED) capital goods from other forms of capital such as human capital. Human capital is (2)_____ (ACQUIRING) through education and training, whether formal or on-the-job. A more recent coinage is (3)_____ (INTELLECT) capital, used especially as to (4)_____ (INFORMATIVE) technology. Prior to the Information Age the land, labour, and capital were used to create substantial wealth due to their (5)_____ (SCARCE). During the Information Age (circa 1971-1991), the Knowledge Age (circa 1991 to 2002), and the Intangible Economy (2002-present) the primary factors of production have become less concrete. These factors of production are knowledge, (6)_____ (COLLABORATE), process-engagement, and time quality. According to economic theory, a "factor of production" is used to create value and economic (7)_____ (PERFORM). As the four modern-day factors are all essentially abstract, the current economic age has been called the Intangible Economy. Intangible factors of production are subject to network effects and the contrary economic laws such as the law of (8)_____ (INCREASE) returns. It is therefore important to (9)_____ (DIFFERENT) between conventional (tangible) economics and intangible economics when (10)(DISCUSSION) issues related to factors of production

which change according to the economic era that society is experiencing. For example, land was a key factor of production in the Agricultural Age.

3.3 Complete the sentences using the following words. Some words you do not need to use

output production costs availability depended cycle
save comparing earn durable quantity include

- 1 In principle, it is possible, but in practice, it is inefficient to control the output of cars changing the incomes of potential buyers and manipulating transport _____
- 2 It is easier to control the output of cars controlling the _____ of raw materials, for example steel for manufacturers
- 3 Firms can either _____ their income or pay it out to the owners
- 4 It is common practice to include all the more or less _____ means of production, such as land, buildings and machinery in fixed capital
- 5 Early economists such as Adam Smith and David Ricardo said that the value of the product _____ upon the amount of labour needed to produce it
- 6 One has to replace inputs used up in one production _____

3.4 Match the parts of the sentences

- | | |
|---|---|
| 1 One should know that present-day economists, unlike economists of the 19 th century, | a all production costs have to be minimized |
| 2 One defines efficiency | b they have to be constantly updated |
| 3 For the business to be efficient | c as the relationship between factors inputs and output of goods and services |

- | | | | |
|---|---|---|---|
| 4 | For statistical systems to meet the requirements of dynamic policies, | d | high efficiency of labour markets is required |
| 5 | If labour markets are inefficient, | e | include land into capital |
| 6 | For the workers to spend less time in an unemployment, | f | it is more difficult for a worker to find a job |

3.5 Translate the following sentences from Ukrainian into English

- 1 Трудові ресурси – це частина населення, яка приймає участь у виробництві.
- 2 Праця має такі функції: виробництво сировини, промислове виробництво кінцевого продукту, керівництво та надання послуг.
- 3 Земля, техніка, фінансовий капітал та праця – основні фактори виробництва.
- 4 Підприємство – це основна одиниця виробництва та управління.
- 5 На початку 90-х років минулого сторіччя 40% населення було зайняте в недержавному секторі економіки.
- 6 Важливо виробляти кінцевий продукт на території країни.

4 LANGUAGE REVIEW

4.1 Match the purposes of Subordinate Clauses (1–4) with relevant definitions (a – d). Mind the Present Simple in Main Clauses

- | | | |
|---|-----|--|
| 1 | ___ | They don't believe that their idea has been put into practice. |
| 2 | ___ | I work in advertising but I want a change. |
| 3 | ___ | We are sure that all this will lead to a higher sense of motivation among employees. |
| 4 | ___ | He knows he could broaden his skills during an economics course. |
-
- | | |
|---|--|
| a | to show same-time action (use the present tense) |
| b | to show earlier action (use the past tense) |

- c to show a period of time extending from some point in the past to the present (use the present perfect tense)
- d to show action to come (use the future tense)

4.2 Match the purposes of Subordinate Clauses (1–3) with relevant definitions (a–c). Mind the Past Simple in Main Clauses

- 1 ____ The trainer reminded that people exercise for good health.
 - 2 ____ Sales increased by 20 per cent because the significantly higher quality was achieved.
 - 3 ____ A car component company announced that it had discovered the rival's competitive success.
- a to show another completed past action (use the past tense)
 - b to show an earlier action (use the past perfect tense)
 - c to state a general truth (use the present tense)

4.3 Match the purposes of Subordinate Clauses (1–3) with relevant definitions (a–c). Mind the Future Simple in Main Clauses

- 1 ____ They will probably get confirmation from participants if the latter have agreed with both the definition of the problem and the proposed process for solving it.
 - 2 ____ He will surely stay at a brand hotel if he wanted a special experience.
 - 3 ____ Companies will of course minimize environmental pollution if they follow governments' stringent regulations.
- a to show action happening at the same time (use the present tense)
 - b to show an earlier action (use the past tense)
 - c to show future action earlier than the action of the independent clause (use the present perfect tense)

4.4 Define and underline grammar tenses in Main Clauses (1–4). Match them with relevant definitions of purposes (a, b) in Subordinate Clauses. The first one is done for you

- 1 **b** This graphic method will have enabled the individuals to analyse the various causes of a problem by the time they think of solutions.
- 2 He has helped us to understand the issues since he obtained sound technical knowledge.
- 3 They had got closer to their goals before they decided to work together.
- 4 This graphic method will have enabled the individuals to analyse the various causes of a problem by the time they have thought of solutions.

- a** for any purpose, use the past tense
- b** for any purpose, use the present tense or present perfect tense

4.5 Choose the correct option to complete the sentences

- 1 My partner says that he _____ hard for the last few weeks and is very tired.
a has been working b worked c works
- 2 David reported the boss that he _____ the e-mail at last, and the worried expression began to disappear from his face.
a sent b had sent c must send
- 3 The personnel manager was interested _____ to quit my present job.
a why I had decided b why had I decided c why I decided
- 4 Could you ask the guest how long _____ at the hotel 'Apex'?
a he would be b would he be staying c would have be staying

- 5 Why did you say that Paul _____ an expert in this field?
 a hasn't been b isn't c wasn't
- 6 I will explain to the executive what I mean if he _____ my activities not beneficial for the company.
 a has considered b consider c considering
- 7 I know this private individual who has gone through a call centre before he _____ a car.
 a rents b rented c had rented
- 8 Customers' needs will have been satisfied as soon as the company _____ the right marketing strategy.
 a chooses b chose c had chosen
- 9 My little son never admitted that wind _____ a lot of air movement.
 a might be b was c is
- 10 He will have had a credit policy with payment terms by the time he _____ himself on the market.
 a announced b has announced c must announce

5 SKILLS

5.1 You will hear an on-line lecture about the factors of production.

Complete the sentences 1-10 summarizing the ideas mentioned

Retrieved from: <https://www.youtube.com/watch?v=VZD7dTSHmIo>

- 1 The central problem of economics is using limited resources to satisfy _____
- 2 In economics when we talk about resources it has to be _____
- 3 You can use these resources _____ something
- 4 Land, water and electricity are considered to be _____
- 5 Tools, machinery and factory are considered to be _____

- 6 Knowledge and skills of people that enhance the production capacity are _____
- 7 Money is not an _____ capital
- 8 In economic terms money is an _____ of value
- 9 Money serves as a _____ for an economy
- 10 An _____ brings all resources together to make business work

5.2 Investigate other resources to make your own presentation about Factors of Production



UNIT 5 DEMAND AND SUPPLY

1 LEAD-IN

- 1 Think of three examples of new products that have come on the market in your country because of consumer demand. Are these products have been on the market, have they become more expensive or less expensive?

- 2 Think of three products or services that have gone off the market or become difficult to obtain in your country because of declining demand.
- 3 Why is it important for the student of economics to study demand and supply?

2 READING

DEMAND AND SUPPLY

History

The phrase "supply and demand" was first used by James Denham-Steuart in his *Inquiry into the Principles of Political Economy*, published in 1767. Adam Smith used the phrase in his 1776 book *The Wealth of Nations*, and David Ricardo titled one chapter of his 1817 work *Principles of Political Economy and Taxation* "On the Influence of Demand and Supply on Price".

In *The Wealth of Nations*, Smith generally assumed that the supply price was fixed but that the demand would increase or decrease as the price decreased or increased. Ricardo, in *Principles of Political Economy and Taxation*, more rigorously laid down the idea of the assumptions that were used to build his ideas of supply and demand. Antoine Augustin Cournot first developed a mathematical model of supply and demand in his 1838 *Researches on the Mathematical Principles of the Theory of Wealth*.

During the late 19th century the marginalist school of thought emerged. This field mainly was started by Stanley Jevons, Carl Menger, and Léon Walras. The key idea was that the price was set by the most expensive price, that is, the price at the margin. This was a substantial change from Adam Smith's thoughts on determining the supply price.

The model was further developed and popularized by Alfred Marshall in the 1890 textbook *Principles of Economics*. Along with Léon Walras, Marshall looked at the equilibrium point where the two curves crossed. They also began looking at the effect of markets on each other. Since the late 19th

century, the theory of supply and demand has mainly been unchanged. Most of the work has been in examining the exceptions to the model (like oligarchy, transaction costs, non-rationality).

General Definitions

Demand is the quantity of a good that buyers wish to buy at each price. Other things equal, at low prices the demanded quantity is higher.

Supply is the quantity of a good that sellers wish to sell at each price. Other thing equal, when prices are high, the supplied quantity is high as well.

The market is in equilibrium when the price regulates the quantity supplied by producers and the quantity demanded by consumers. When prices are not so high as equilibrium price, there is excess demand (shortage) raising the price. At prices above equilibrium price, there is excess supply (surplus) reducing the price.

There are some factors influencing demand for a good, such as the prices of other goods, consumer incomes and some others.

An increase in the good of a substitute good (or a decrease in the price of a complement good) will at the same time raise the demanded quantity.

As consumer income is increased, demand for a normal good will also increase but demand for an inferior good will decrease. A normal good is a good for which demand increases when incomes rise. An inferior good is a good for which demand falls when incomes rise.

As to supply, some factors are assumed as constant. Among them are technology, the input price, as well as degree of government regulation. An improvement in technology is as important for increasing the supplied quantity of a good as a reduction in input prices.

Government regulates demand and supply, imposing ceiling prices (maximum prices) and floor prices (minimum prices) and adding its own demand to the demand of the private sector.

2.1 Answer the following questions to the text

- 1 Who defined the term “demand and supply”?
- 2 What was the key idea of the marginalist school?
- 3 What is demand?
- 4 What is supply?
- 5 What happens when the prices are lower equilibrium price?
- 6 What factors influence demand and supply?

2.2 Mark the sentences as true (T) or false (F)

- 1 The phrase "supply and demand" was first used in the 17th century ____
- 2 Smith believed that the demand price was fixed ____
- 3 The ideas of the marginalist school and the ideas of Adam Smith ____
were not the same
- 4 Demand is the quantity of a good that buyers wish to buy at low ____
prices
- 5 When prices are not so high as equilibrium price, there is excess ____
supply (surplus) reducing the price
- 6 At prices above equilibrium price, there is excess demand ____
(shortage) raising the price

3 VOCABULARY PRACTICE

3.1 Match the phrases with the definitions

- | | |
|---------------------|--|
| 1 Demand curve | a The price at which supply of goods and services is similar to the demand of them |
| 2 Supply chain | b Products that can satisfy some of the same customer needs as each other |
| 3 Equilibrium price | c A product whose quality is low, or lower than other similar products |

- | | | | |
|---|------------------|---|---|
| 4 | Substitute goods | d | The system of people and things that are involved in getting a product from a place where it is made to the person who buys it |
| 5 | Inferior good | e | An upper limit set by the government on the price that can be charged for a product or service |
| 6 | Price ceiling | f | The relationship, as shown by a line on a graph, between the price on goods or services and the amount or quantity that people buy during a particular period of time |

3.2 Complete the text with the correct forms of the capitalized words in brackets

Income Elasticity of Demand

Studying the theory of demand we can (1) _____ (ASSUMPTION) that there is relationship between price, income and quantity, but this assumption itself cannot (2) _____ (ALLOWANCE) us to see how much the quantity demanded is (3) _____ (AFFECT) by a price change for a good or an income change. The relationship varies from one good to another.

One of the most (4) _____ (IMPORTANCE) of these relationships is income (5) _____ (ELASTICITY) of demand. The income elasticity of demand is how much the quantity demanded (6) _____ (DEPENDANCE) on changes in income if other factors are constant. The income elasticity is the percentage change in quantity (7) _____ (FOLLOW) one-percent change in income if other factors are constant.

The coefficient is mainly positive as with the income (8) _____ (INCREASE) a consumer buys more of the most products, and when the income decreases, the quantity demanded falls.

The income elasticity for food in the United States is about 0.2. A few

goods such as dry beans have negative income elasticities. If elasticity is above zero, the product is an inferior good.

3.3 Complete the sentences using the following words. Some words you do not need to use management equals improvement supply decreases sell inputs attempts production quantities price developing

- 1 At some price, which we call “equilibrium price”, the demanded quantity of a good _____ the supplied quantity
- 2 All markets have the same economic function: they form prices equaling the _____ of goods that people wish to buy or sell
- 3 There has been some rise of income in the past two decades in _____ countries
- 4 An association is an organization formed by the people having the same interests and held together by a system of _____
- 5 For the next twenty years the _____ of energy will be limited in some sectors of US economy
- 6 An improvement in technology is something that makes it possible for firms to produce more goods with the same quantity of _____ as before

3.4 Match the parts of the sentences

- | | |
|--|--|
| 1 In East-European countries consumers couldn't get goods, and factories couldn't buy inputs | a telling suppliers it is now time to increase production. |
| 2 Governments intervene in economies controlling the supply of money, | b limiting monopolies and helping private business. |
| 3 An improvement in technology will increase the supply of a good, | c increasing the quantity supplied at each possible price. |

- | | |
|--|--|
| <p>4 Governments regulate economic activities</p> <p>5 The governments can influence for whom the goods are produced,</p> <p>6 The high price for a good is the market mechanism</p> | <p>d at prices held low by governments.</p> <p>e imposing some restrictions.</p> <p>f taking income away from some people and giving it to others</p> |
|--|--|

3.5 Translate the following sentences from Ukrainian into English

- 1 При зростанні ціни на товар зменшується його попит
- 2 Економічна ситуація в країнах з низьким доходом погіршилася з 1965г.
- 3 Задача максимальної ціни у тому, щоб зменшити ціну для споживачів, а задача мінімальної ціни у тому, щоб підняти ціну для виробників та постачальників
- 4 Збільшення пропозиції призводить до збільшення рівноважної кількості та зниженню рівноважної ціни
- 5 Коли ціни будуть знижені до рівноважної ціни, не буде товарних залишків.
- 6 Коли ціна одного товару падає, а ціни інших товарів залишаються на тому ж рівні, споживачі будуть купляти більш дешеві товари замість дорогих товарів.

4 LANGUAGE REVIEW

4.1 Fill in the gaps with *say* or *tell* in the correct tense.

- 1 He _____ to me that the results of the negotiations would be announced in two days.
- 2 They _____ that they would call the following week.

- 3 Don't _____ us that you have already done everything and it is not possible to change the situation for better.
- 4 I can't _____ the difference between the policy of this company and our previous suppliers.
- 5 I will _____ you all about their demands to pay a compensations.
- 6 I would like to _____ a few words about our contradictions.
- 7 It is better to _____ nothing than to _____ a lie.
- 8 It's hard to _____ exactly what is wrong.
- 9 He _____ a terrible joke at the meeting and no-one laughed - except him.

4.2 Imagine you want to repeat sentences that you heard some time ago in another place. Rewrite the sentences in reported speech

- 1 They said, 'We talk in order to reach an agreement.'
They said _____
- 2 She said, 'I am a tough negotiator because I am good at getting what I want.'
She said _____
- 3 He said, 'I thought that we all knew the foreground to these talks.'
He said _____
- 4 You said, 'I believe the talks will be held in a relaxed atmosphere.'
You said _____
- 5 The manager said, 'Negotiations had failed twice in the past to produce results.'
The manager said _____
- 6 Ms Weber said, 'We are trying to estimate the needs and objectives of the other side.'
Ms Weber said _____

- 7 They said, 'Each party had given up certain demands in order to reach an agreement by Friday.'

They said _____

- 8 She said, 'We are going to compromise on this issue because it means so much to us.'

She said _____

- 9 He said, 'Disagreements over certain things have always led people to fight or have 'cold war'.'

He said _____

4.3 Report the sentences

- 1 She said, 'You had to operate at full capacity here.'

She said _____

- 2 I said, 'If I were you, I wouldn't expect your opponents to yield so quickly today.'

I said _____

- 3 He said, 'In a business negotiation which will happen tomorrow between eastern and western companies, there are quite a lot of difficulties and importance which should be paid much attention to.'

He said _____

- 4 They said, 'We may provide the final discount if our manager agrees.'

They said _____

- 5 She said, 'I will convince your clients of the benefits of your offer and selecting your company's products.'

She said _____

- 6 They said, 'We can postpone the discussion until later.'

They said _____

7 We said, 'If we use mediation, it may help to move the negotiations forward.'

We said _____

8 He reminded, 'If we had known that we wouldn't find the products of better quality, we would have signed the contract immediately.'

We said _____

9 Sara said, 'It's never easy to talk about my salary, but it might sometimes be necessary!'

Sara said _____

4.4 Report a dialogue between a buyer and a seller of a product

Buyer: We would like to have a deal and place an order.

Seller: We can offer you 30,000 components at a unit cost of \$5.35 per unit.

Buyer: \$5.35 per unit. We weren't expecting the price to be so high.

Seller: It's an extremely competitive price for the quality we guarantee.

Buyer: We have dealt with a number of suppliers and considered different offers. The price that you're offering us is a lot higher.

Seller: I can understand you perfectly. The price is high, but you have to think about the quality of the product that you're obtaining. This component has been the best on the market for some years. It is the most innovative and advanced.

Buyer: We have heard about the quality of your products, but the price is really too high.

Seller: You know that our company has one of the best reputations in the industry for the quality control system in our factories as well. We have the lowest rate of returns. So you can be sure that you're getting the product with a negligible risk of failure. If you placed an order, you would not be frustrated.

Buyer: I can't take a decision right now.

Seller: I understand that you see the price as a little high. But try to imagine how much you spend each year replacing faulty components. We can guarantee each of the components not for the standard 3 years but for 5 years.

Buyer: It's quite an interesting offer.

Seller: It's not necessary to give us an answer straight away. Think about the offer and get back to us.

Buyer: Thank you. It will be the most reasonable. I'll phone you back next week.

5 SKILLS

5.1 You will hear an on-line lecture about the factors of production.

Complete the sentences 1-10 summarizing the ideas mentioned. Retrieved from: <https://www.youtube.com/watch?v=qt0Hw5EYlqw>

- 1 Supply and demand are two most important _____ in economics
- 2 Demand is desire and _____ of people to _____ things
- 3 Suppliers are the _____ or more specifically supply is a desire and capability of sellers to make things _____ for purchase
- 4 When supply increases when there's more things for sale prices will _____ until it is low enough to attract more buyers
- 5 When demand increases prices will begin to _____ until they have risen high enough to attract more _____ to offset the increase in demand
- 6 _____ states that when the price of an item goes up and everything else _____ the quantity demanded by buyers will _____ as the price of an item goes down in price and everything else stays the same the quantity demanded by buyers will _____
- 7 In other words people buy more of something if the price is _____ than they buy if the price is _____

- 8 As the price of an item goes up and everything else stays the same then people willing to sell will _____
- 9 As prices of an item go down the amount of people are going to sell will _____
- 10 The price at which the quantity demanded is exactly equal to the quantity supplied is known as _____.

5.2 Investigate other resources to make your own presentation about Demand and Supply



UNIT 6 ACCOUNTING AND AUDITING

1 LEAD-IN

- 1 What are main financial documents of the firm?
- 2 What functions do auditors and bookkeepers perform?
- 3 Why is it important for students of economics to study auditing and accounting?

2 READING

ACCOUNTING AND AUDITING

The accounting system in any given country is one of the key elements of the economic system. The subject of accounting is the calculation of the financial results of an entity's business activity. Accounting is also widely referred to as the "language of business".

Accounting is based on the accounting equation, which states that a firm's assets must equal its liabilities plus its owners' equity.

Assets and liabilities, profits or losses are listed in financial statements. The two main types of financial statements are the balance sheet and the income statement (profit and loss account).

The balance sheet lists a firm's assets, liabilities and owner's equity at a point of time. It is drawn periodically: monthly, quarterly, half-yearly, annually.

The balance sheet shows a lot of useful financial information, but it does not show everything. A firm's sales, costs, and profits for a given period are shown in an income statement.

Financial accounting is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated; for public companies, this information is generally publicly-accessible. By contrast management accounting information is used within an organization and is usually confidential and accessible only to a small group, mostly decision-makers.

Practitioners of accountancy are known as accountants. There are many professional bodies for accountants throughout the world.

Accounting/accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners. It can show the managers or owners of a

business whether or not the business is operating at a profit.

The day-to-day record-keeping involved in this process is known as bookkeeping.

At the heart of modern financial accounting is the double-entry bookkeeping system. This system involves making at least two entries for every transaction: a debit in one account, and a corresponding credit in another account. The sum of all debits should always equal the sum of all credits, providing a simple way to check for errors. This system was first used in medieval Europe, although claims have been made that the system dates back to Ancient Rome or Greece.

The most general definition of an audit is an evaluation of an organization, system, process, project or product. Audits are performed to ascertain the validity and reliability of information, and also provide an assessment of a system's internal control. Auditing is therefore a part of some quality control certifications such as ISO 9000 (International Standards Organization an international organization which sets standards for the size, shape, and technical features of industrial goods, electrical products etc.). An audit is based on random sampling and is not an assurance that audit statements are free from error. However, the goal is to minimize any error, hence making information valid and reliable.

Traditionally audits were mainly associated with gaining information about financial systems and the financial records of company or a business (see financial audit). However recently auditing has begun to include other information about the system, such as information about environmental performance. As a result, there are now professions that conduct environmental audits.

In financial accounting, an audit is an independent assessment of the fairness by which a company's financial statements are presented by its management. It is performed by competent, independent and objective person

or persons, known as auditors or accountants, who then issue a report on the results of the audit.

Such systems must adhere to generally accepted standards set by governing bodies that regulate businesses. It simply provides assurance for third parties or external users that such statements present 'fairly' a company's financial condition and results of operations.

An important type of audit is the financial audit. It is designed to determine whether financial statements are fairly presented in accordance with International Financial Reporting Standards (IFRS) or Generally Accepted Accounting Principles (GAAP). In the United States, financial audits are required for all publicly registered companies.

In addition, financial audits may be performed for private companies, registered charities, and some governmental and public entities. Private companies typically request financial audits year after year because lenders may have required an audit or owners may want to have external unbiased eyes look at the financial statements to determine if the company is complying with all the required accounting principles. Charities would require a financial audit to show the financial status of the organization to potential donors. Governments and government businesses are usually required to be audited by statutes to determine if all the money budgeted has been properly spent. Government financial reports are not always audited by outside auditors. Some governments have elected or appointed auditors.

2.1 Answer the following questions to the text

- 1** What is accounting?
- 2** Give short characteristic of financial statements.
- 3** What is financial accounting?
- 4** What is the primary function of double-entry bookkeeping system?
- 5** What is audit?

6 What are the types of audits?

2.2 Mark the sentences as true (T) or false (F)

- 1 Accounting equation is the basis of accounting _____
- 2 Balance sheet is drawn only annually _____
- 3 A firm's sales, costs, and profits are included into balance sheet _____
- 4 The system of debit/credit was developed in the 18th century _____
- 5 Audit always proves the fact that audit statements are free from error. _____
- 6 Financial audits may be performed for different types of organizations _____

3 VOCABULARY PRACTICE

3.1 Match the phrases with the definitions

- | | | | |
|---|----------------------|---|--|
| 1 | assessment | a | based on truth or reason; able to be accepted |
| 2 | financial accounting | b | money in your bank account |
| 3 | valid | c | a type of accounting that deals with providing financial reports about a company's profit, debts, cash flow, so that investors and banks can measure the company's financial performance |
| 4 | liability | d | a record of money taken out of a bank account |
| 5 | debit | e | the act of judging or deciding the amount, value, quality, or importance of something |
| 6 | credit | f | the fact that someone is legally responsible for something |

3.2 Complete the text with the correct forms of the capitalized words in brackets

Audit is an (1)_____ (EXAMINE) of the records and reports of an enterprise by accounting specialists other than those (2)_____ (RESPONSIBILITY) for their preparation. Public auditing by independent accountants has acquired professional status and become increasingly common with the rise of large business units and the (3)_____ (SEPARATE) of ownership from control. The public accountant performs tests to determine whether the management's statements were prepared in (4)_____ (ACCORDING) with acceptable accounting principles and fairly present the firm's financial position and operating results. Such independent (5)_____ (EVALUATE) of management reports are of interest to actual and prospective shareholders, bankers, suppliers, and government agencies. Generally speaking, auditing has two functions: to reveal undesirable practices and, as far as (6)_____ (POSSIBILITY), to prevent their recurring in the future. A relatively new type of auditing is internal auditing. It is designed to evaluate the (7)_____ (EFFECTIVE) of a business's accounting system. Perhaps the most familiar type of auditing is the administrative audit, or pre-audit in which individual vouchers, invoices or other documents are (8)_____ (INVESTIGATION) for accuracy and proper authorization before they are paid or entered in the books.

In English-speaking countries, public auditors are usually certified, and high standards of professional (9)_____ (QUALIFY) are encouraged. Most countries have specific agencies or departments charged with the auditing of their public accounts.

Taxpayers in all countries are (10)_____ (INTERESTING) in the sound management of the collected revenue, they also want to know whether or not the executive branch of government is complying with the law, especially in the area of public finance.

3.3 Complete the sentences using the following words. Some words you do not need to use

**payments debit sheet prove statements value emission
transaction summary credit accordance evaluating**

- 1 The balance _____ cannot be completed until the depreciation of the capital assets is calculated
- 2 While bookkeepers and accountants are interested in describing the actual receipts and _____ of a company, the economists are known to study the role of costs and profits for allocating resources to particular activities
- 3 To obtain accurate information about financial _____ both small companies and large corporations hire bookkeepers to record and keep the data
- 4 Proper business decisions made by the manager depend mainly on the financial _____ the accountant regularly prepares for him
- 5 Everybody believes that double-entry system to be of great _____ in business activity and has several advantages
- 6 The purpose of the statement of cash flows is to explain management's use of financial resources available to it and to help in _____ the company's liquidity and its ability to pay its bills

3.4 Match the parts of the sentences

- | | |
|---|---|
| <p>1 Each time an item is a purchased or sold, a bookkeeper passes on the</p> <p>2 A balance sheet b represents</p> | <p>information to the accountant who carries out the last steps such as the changes in the financial structure of the company.</p> <p>1) calculate adjustments; 2) prepare adjusted trial balance; 3) prepare financial statements; 4) close entries.</p> |
|---|---|

- 3 The statement of cash c named accounting, bookkeeping and flows provides the auditing information about
- 4 Financial accounting d a company's revenues, expenses, gains includes the information and losses about
- 5 Accountancy is a branch e the main accounting equation of mathematical science
- 6 The principles of f that is useful in discovering the causes accountancy are applied of success and failure in business to business entities in three divisions of practical art,

3.5 Translate the following sentences from Ukrainian into English

- 1 Основна мета бухгалтерського обліку – показати фінансовий стан компанії
- 2 Бухгалтерських відділ фірми реєструє всю відповідну фінансову інформацію
- 3 Акціонери, інвестори ата кредитори досліджують фінансову документацію компанії
- 4 Фінансовий звіт – основний документ бухгалтерського обліку
- 5 Аудит тісно пов'язаний із бухгалтерським обліком. Його основна мета – запевнити користувача фінансових документів, що він має справу з реальним фінансовим становищем компанії
- 6 Існує два основних типи аудиту – внутрішній та незалежний. Внутрішній аудит – це контроль бухгалтерами компанії. Незалежний аудит – це аналіз документації бухгалтерами, які працюють в інших компаніях.

4 LANGUAGE REVIEW

4.1 Report the questions about a product and a service description posed by a consultant

The consultant asked/wanted to know/ wondered ...

- 1 Do you provide a detailed description of your product or service?
- 2 What innovative features does your product or service offer?
- 3 How does your product or service distinguish itself from other products or services already existing on the market?
- 4 What are the three unique selling points offered by your product or service?
- 5 When was the product or service launched into the market?
- 6 How will your product or service satisfy client needs and expectations?

4.2 Report the following questions of the chairperson.

The chairperson asked ...

- 1 May I begin by saying that our today's meeting is a crucial one for the future development of our company?
- 2 Were you sent an agenda yesterday?
- 3 Are there any changes or additions to the agenda?
- 4 Can we accept the minutes as read?
- 5 Could we get down to the main item?
- 6 Would you like to comment on that point?
- 7 Do we have a consensus here?
- 8 Are we beginning to lose sight of the main point?
- 9 May I interrupt here and move on to the next speaker?
- 10 Did you inform your colleagues about the changes in the project yesterday?
- 11 Have we come to some agreement on this issue?
- 12 Are there any objections?

4.3 The CEO informs the staff about the strategies that boost negotiation success. Report his commands and recommendations

- 1** Check whether you are in a negotiating situation, in any communication or problem-solving situation with others that can work out to your advantage. Engage only when it is in your interests; cease when it is to your detriment.
- 2** Clarify your aims.
- 3** Gather information about the other side's offer and use it to refine your own.
- 4** Negotiate with your own side. Aim to get the support you need; the trust you need; the resources you need; the understanding you need; and the freedom you need.
- 5** Get your best alternative to a negotiated agreement.
- 6** Prepare the setting.
- 7** Prepare yourself mentally, as the right attitude towards negotiations is crucial. Aim to be tough, business-like, and alert. Don't feel you owe the other side anything. Don't put yourself above or below the other side. Stay relaxed and unhurried. Don't reveal your feelings at any point.

4.4 Report the following requests

- 1** A reporter said to the leading engineer, 'Could you please speak on the efficiency of different types of power plants?'
- 2** A manager asked an electrician, 'Could you please inspect a wiring system and equipment?'
- 3** 'Think about your points of debate ahead of time, please,' the boss said to him.
- 4** 'Can you give us an A-B-C on preparing to negotiate, please?' he said to the expert.

- 5 He said to the secretary of the meeting, ‘Could you try to create a relaxed atmosphere?’
- 6 ‘Think about sending us a written proposal, please,’ said the chairman.

4.5 Report the following suggestions

- 1 The construction superintendent said, ‘How about finding some new designers?’
- 2 ‘Let's set the goal. We should know what we want to achieve,’ she said to me.
- 3 ‘Why don’t listen carefully enough so that to discover the true motives of the opponent,’ he said to them.
- 4 ‘Shall we pretend ignorant in order to encourage others to express their views fully,’ she asked the colleague.
- 5 ‘I think we can both feel very happy with the results today,’ said the participant.
- 6 ‘Shall we go out this evening to celebrate our agreement?’ we said.

4.6 Report the following sentences in A – D in the past tense. Use the italicized verbs as the introductory words

A *threaten agree demand promise refuse offer claim*

- 1 ‘I’ll inform you as soon as I get all the details.’
He _____
- 2 ‘Yes, we’ll give you some time to check all the figures once more.’
He _____
- 3 ‘Give me some guarantee that the cargo will be delivered in time’
He _____
- 4 ‘We have been negotiating the price for almost a week.’
He _____

5 'Would you like me to talk to them?'

He _____

6 'If you don't keep your promise and don't pay next week, we'll break the contract.'

He _____

7 'No, we won't change our decision.'

He _____

B *ask forbid advise allow order remind warn invite beg*

1 'You should focus on shared values and interests, but not on the positions each side takes.'

He _____ me _____

2 'In negotiations don't search for the one right solution.'

He _____ me _____

3 'Don't forget to take all the latest reports on this deal.'

He _____ me _____

4 'You can bring your assistant with you.'

He _____ me _____

5 'You mustn't agree to these terms.'

He _____ me _____

6 'Could you inform me about the changes?'

He _____ me _____

7 'Please, please don't forget about this fact.'

He _____ me _____

8 'Cancel the meeting right away!'

He _____ me _____

9 'Will you come to our first meeting?'

He _____ me _____

C *insist on admit (to) deny apologize for accuse smb of*
 boast about/of complain to smb of suggest

1 ‘No, we haven’t stolen this information.’

He _____

2 ‘I’m sorry I’m late again.’

He _____

3 ‘I’m the best negotiator in the company.’

He _____

4 ‘You ignored our policy.’

He _____

5 ‘Yes, we are cutting all our prices by 50% for one day only!’

He _____

6 ‘We have very unreliable suppliers.’

He _____

7 ‘Let’s get to business right away.’

He _____

8 ‘You must finish the deal by Friday.’

He _____

D *explain inform smb exclaim/remark*

1 ‘The results will come out next week.’

He _____

2 ‘I don’t trust them, because I have known about their tricks since I started work with them.’

He _____

3 ‘What a bargain!’

He _____

5 SKILLS

5.1 Listen to the on-line lecture on auditing. Complete the sentences 1-10 summarizing the ideas mentioned.

Retrieved from: https://www.youtube.com/watch?v=WcwxY_CDloE&t=8s

- 1 Businesses are becoming more and more _____ and expanding their _____ internationally
- 2 Due to this businesses have to be more _____ for the actions and activities they are involved in
- 3 Businesses have to follow _____ and formats by law when providing financial statements for the users.
- 4 _____ is a process of inspecting and _____ the financial statements of an _____ to check if the claims and statements are fairly and _____ represented
- 5 An independent party usually performs an _____ and this is useful in removing any bias or an error as well as attempting to prevent _____
- 6 The majority of _____ will have an audit once a year and bigger _____ will have regular audits normally on a monthly basis
- 7 There are two types of order. They can be categorized in _____ order and _____ order
- 8 _____ are individuals within an entity who perform an order
- 9 _____ will examine the financial reports and then _____ information to the owner managers and other stakeholders about the _____ of the accounts and the efficiency of the _____ control of the statements
- 10 _____ are individuals independent to an entity that perform an order. They will also _____ the financial pulse of an entity to make sure they are free of _____ and _____

5.2 Investigate other resources to make your own presentation about Accounting



UNIT 7 MONEY

1 LEAD-IN

- 1 What do people need money for?
- 2 What do you know about the currency used in your country?
- 3 What is the best method of payment (cash, credit card, etc.)? Why?

2 READING

MONEY

Economics offers various definitions for money, though it is now commonly defined as any good or token that functions as a medium of exchange that is socially and legally accepted in payment for goods and services and in settlement of debts. Money also serves as a standard of value for measuring the relative worth of different goods and services.

The use of money provides an easier alternative to barter, which is considered in a modern, complex economy to be inefficient because it requires a coincidence of wants between traders, and an agreement that these needs are of equal value, before a transaction can occur.

Money is generally considered to have the following characteristics: "Money is a matter of functions four, a medium, a measure, a standard, a store". To function as money, the monetary item should possess a number of features:

1. It is a medium of exchange.
 - It should have liquidity, and be easily tradable, with a low spread between the prices to buy and sell, in other words, a low transaction cost
 - It should be easily transportable; precious metals have a high value to weight ratio. This is why oil, coal, vermiculite, or water is not suitable as money even though they are valuable. Paper notes have proved highly convenient in this regard.
 - It should be durable. Money is often left in pockets through the wash. Some countries (such as Australia, New Zealand, Mexico and Singapore) are making their bank notes out of plastic for increased durability. Gold coins are often mixed with copper to improve durability.
2. It is a unit of account. A unit of account is a standard numerical unit of measurement of the market value of goods, services, and other transactions.
 - It should be divisible into small units without destroying its value;

precious metals can be coined from bars, or melted down into bars again. This is why leather and live animals are not suitable as money.

- It should be fungible: that is, one unit or piece must be exactly equivalent to another, which is why diamonds, works of art or real estate are not suitable as money.

- It must be a specific weight, or measure, or size to be verifiably countable. For instance, coins are often made with ridges around the edges, so that any removal of material from the coin (lowering its commodity value) will be easy to detect.

3. It is a store of value. Money must be able to be reliably saved, stored, and retrieved.

Modern forms of money

Banknotes (also known as paper money) and coins are the most liquid forms of tangible money and are commonly used for small person-to-person transactions. Today, gold is commonly used as a store of value, but is not often used as a medium of exchange or a unit of account. But central banks do use gold as a unit of account.

There are also less tangible forms of money, which nevertheless serve the same functions as money. Checks, debit cards and wire transfers are used as means to more easily transfer larger amounts of money between bank accounts. Electronic money is an entirely non-physical currency that is traded and used over the Internet.

Benchmark world currencies

These are the major currencies used in trading.

Australia – Australian Dollar (AUD)

Canada – Canadian Dollar (CAD)

China – Renminbi (CNY)

European Monetary Union (EUR-13) – Euro (EUR)

Hong Kong – Hong Kong Dollar (HKD)
Japan – Japanese Yen (JPY)
Switzerland – Swiss Franc (CHF)
United Kingdom – Pound Sterling (GBP)
United States – US Dollar (USD)

2.1 Answer the following questions to the text

- 1 What are the basic money functions?
- 2 For what reason is barter considered being less efficient than money?
- 3 What forms of money are mentioned in the text?
- 4 Which forms of money are the most suitable to be used as money?
- 5 How do some countries make their banknotes more durable?
- 6 What is electronic money?

2.2 Mark the sentences as True (T) or False (F)

- 1 There are a lot of definitions for money.
- 2 The use of money is as convenient as barter.
- 3 Efficient barter means that the traders' needs coincide.
- 4 Precious metals can't be used as money because they are too heavy.
- 5 Gold can serve the same functions as money.
- 6 Checks and debit cards are commonly used for small person-to-person transactions.

3 VOCABULARY PRACTICE

3.1 Match the words with the definitions

- | | | | |
|---|-------------|---|--|
| 1 | currency | a | a system of exchanging goods and services for other goods and services rather than using money |
| 2 | transaction | b | money or property, especially when it is used to start a business or to produce more wealth |

3	barter	c	a sum of money that a person or organization owes
4	goods	d	the system or type of money that a country uses
5	capital	e	things that are produced in order to be sold
6	debt	f	a business deal or action, such as buying or selling something

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

Many years ago people traded (1) _____ (DIFFER) kinds of goods with one another. A farmer traded his grain grown on his plot with a (2) _____ (BAKE) for some loaves of bread. A fisher traded some of the (3) _____ (DAY) catch of fish with a smith for a spade or an axe. Such an exchange of goods or services by trading was called bartering.

Bartering was a good way to do (4) _____ (BUSY) when people wanted to make an (5) _____ (ACCEPT) trade. For example, a farmer might want to exchange a pig for a sheep, but first would have to find another person who wanted to make such a trade. This might take a lot of time and effort and, sometimes, might not even be possible.

Bartering was also an acceptable way to do (6) _____ (BUSY) when both parties could agree on the worth or value of what they had to trade. But how much grain was a baker's loaf of bread worth? How many fish were equal to the value of the time spent by the smith (7) _____ (MAKE) the spade or the axe?

In time it became more difficult to conduct such a trade. It was also difficult to set a just value for the different goods and services. So it became clear that something new was needed that would be acceptable by everybody in exchange for goods and services. That "something" was money.

3.3 Complete the sentences using the following words. Some words you do not need to use

to eat to pay to serve to realize to lose to put
payment service debts currency transaction money

- 1 "When it's a question of _____, everybody is of the same religion." Voltaire
- 2 "If you want to know what a man is really like, take notice of how he acts when he _____ money." New England Proverb
- 3 "Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we _____ we cannot _____ money." Native American Proverb
- 4 There are severe penalties for late _____ of taxes.
- 5 Local banks give better rates for converting your traveler's checks into foreign _____ .
- 6 The bank charges a fixed rate for each _____ .

3.4 Match the parts of the sentences

- | | | | |
|---|---|---|---|
| 1 | The exchange rate of a currency is fixed against other countries' currencies, for instance, | a | any financial instrument that can fulfill the functions of money. |
| 2 | When money is used to intermediate the exchange of goods and services, | b | without having to trade or barter for them. |
| 3 | In economics, money is a broad term that refers to | c | when we use it to save for the future. |
| 4 | The money supply is the amount of financial instruments within a specific economy | d | one US dollar=260 Japanese yen. |
| 5 | Money makes it possible for you to obtain the goods and services you want | e | available for purchasing goods or services. |

Type 1, real present (probable condition)

- 1 If labour resources _____ (*be used*) properly, labour efficiency _____ (*grow*).
- 2 The accountant _____ (*prepare*) the balance sheet, if the depreciation of the assets _____ (*be calculated*).
- 3 If someone _____ (*work*) unsafely you should _____ (*ask*) them to stop immediately and tell the manager.

Type 2, unreal present (improbable condition)

- 1 If we _____ (*apply*) new highly efficient equipment, we _____ (*decrease*) the production cost.
- 2 The accountant _____ (*prepare*) financial statements more quickly if he _____ (*have*) the necessary computer programme.
- 3 If this system of management _____ (*prove*) to be effective, they _____ (*adopt*) it.

Type 3, unreal past (impossible condition)

- 1 If they _____ (*use*) the latest scientific achievements, they _____ (*get*) higher profits.
- 2 If you _____ (*contact*) the manufacturer, they _____ (*may/send*) you instructions before you started work.
- 3 If they _____ (*use*) double entry bookkeeping system, they _____ (*easily find*) the error in balances.

4.2 Write your own ideas to answer the questions using the first conditional

A: What subjects are you going to study further at the university?

B: It depends _____. If I _____, _____.

A: Are you going to take a Master Degree course?

B: It depends _____. If I _____, _____.

- A:** What are you going to do when you graduate from the university?
- B:** It depends _____. If I _____, _____.
- A:** How long are you going to stay in your job?
- B:** It depends _____. If I _____, _____.
- A:** Are you going to work abroad for some period to gain international experience?
- B:** It depends _____. If I _____, _____.
- A:** Are you planning to be involved in some research work?
- B:** It depends _____. If I _____, _____.
- A:** Are you going to start your own business one day and work for yourself?
- B:** It depends _____. If I _____, _____.

4.3 Fill in the gaps with *if* or *when* and a verb in the present tense

- 1 We might visit our subsidiary next month. _____ we _____.
(*visit*) them, we'll consider the possibility to change our production line.
- 2 The chairperson will come soon. _____ he _____ (*come*),
we'll start the meeting.
- 3 The boss might phone me right now. _____ he _____
(*phone*), I want you to leave the room.
- 4 The delegation will arrive soon. _____ they _____ (*arrive*),
show them around our factory.
- 5 Our suppliers may offer us some discount. _____ they
_____ (*offer*) 10%, we'll make a deal.
- 6 I am sure a lot of people will come to listen to our presentation.
_____ they _____ (*come*), we'll have to bring some more
chairs.

4.4 Choose the correct option in each of the sentences

- 1 You can contact him directly if there *are/were* any questions about your future responsibilities.
- 2 He would have been on time for the interview if he *left/had left* home a bit earlier.
- 3 It would be better if you *have/had* some experience in the field you are going to be employed.
- 4 If you *decide/decided* to take this offer, please let us know.
- 5 I would be grateful if you *can/could* send me detailed information about this course.
- 6 Were I you, I *would/will* build a broad vision and develop your nontechnical skills as well.
- 7 I know you require five new trainees, but would it be OK if there *are/were* only four.
- 8 Who knows what might have happened if you *accepted /had accepted* the job in Australia last year.
- 9 Should he fail to be promoted, it *will/would* be a great disappointment for him.
- 10 Had Paul demonstrated his motivation and leadership skills, creativity and independence, he *would have been put /would be put* on their fast-track scheme for employees with the potential to become high-fliers.

4.5 Complete the sentences about the career development with your own ideas

- 1 We will be offered a contract provided that ...
- 2 I wouldn't accept the proposal to work overseas unless ...
- 3 I'd have been happy to join the team if ...
- 4 I will be given a promotion when ...
- 5 The experience would have been even more valuable if ...

- 6 I would resign and change my career if ...
- 7 I would have been more motivated to develop myself if ...
- 8 Don't let anyone change your career plans and give recommendations unless ...

4.6 Choose the correct option and translate the sentences into your native language

- 1 I'll give you another chance *on condition that/unless* you promise to be more accurate and patient.
- 2 *Even if/ But for* their help, I'd fail the experiment now.
- 3 *Unless/Provided* it gives some priority, we won't start working on the project.
- 4 *Supposing/Providing* I was invited to work in this department – what opportunities could the internship provide?
- 5 Be so rude again *provided/and* you'll have to talk to our manager.
- 6 *In case of/On condition that* an emergency, call tech support.
- 7 Don't take such a decision *or/what if* you'll waste your time and achieve nothing.
- 8 We couldn't deliver the prefabricated units before the end of the month *even if/or* we wanted to.
- 9 We'll try to increase the load. – *What if/Otherwise* the system breaks down.

4.7 Rewrite the following as mixed conditional sentences

- 1 John didn't finish this work yesterday. He isn't free now.
- 2 She got back late last night. She won't come to work today.
- 3 Mark didn't get the job instead of Joe. He is not moving to Oslo.
- 4 She isn't well-qualified. She wasn't offered the position of the production manager.

- 5 He didn't move to our office in London four years ago, his English isn't perfect now.
- 6 They are not at the meeting. They weren't informed about the time.
- 7 They came to the agreement. They will sign the contract today.
- 8 She didn't study hard. She won't be granted a master's degree.
- 9 Mary doesn't earn high salary. She needed to work extra time.
- 19 I'm busy all the time. I didn't check the results of the experiment yesterday.

5 SKILLS

5.1 You will hear part 1 of the Origin of Money. Complete the sentences 1-5 summarizing the ideas mentioned

(Understanding Money – Part 1 – The Functions and Requirements of Money, Retrieved from:

https://www.youtube.com/watch?time_continue=20&v=1Wd6MW8gPK4)

- 1 The swapping of one good for another good is called _____ .
- 2 The main problem of barter was to _____ .
- 3 Salted fish, seashells, copper, gold, seeds, etc. were used as _____ .
- 4 To be a useful medium of exchange, a thing should be _____ .
- 5 Money also had to have a high value compared to its _____ .

You will hear part 2 of the Origin of Money. Complete the sentences 1-5 summarizing the ideas mentioned.

(Understanding Money – Part 2 – The Functions and Requirements of Money, Retrieved from:

https://www.youtube.com/watch?time_continue=39&v=PW72ZnHUBiM)

- 1 Gold is the best form of money because _____ .
- 2 All kinds of paper money have constantly lost their value because _____ .
- 3 The main advantage of gold as money over paper money is _____ .

- 4 Gold is accepted as money internationally because _____ .
- 5 Wheat, coffee and diamonds are not fungible because _____ .

You will hear part 3 of the Origin of Money. Complete the sentences 1-5 summarizing the ideas mentioned.

(Understanding Money – Part 2 – The Functions and Requirements of Money, Retrieved from:

https://www.youtube.com/watch?time_continue=1&v=Ri1bQsGLM6M)

- 1 The stock of money is _____ .
- 2 The flow of money is _____ .
- 3 The value of gold is very stable because _____ .
- 4 Platinum is not considered to be a good substitute for gold because _____ .
- 5 Metal that has also been consistently used as money is _____ .

5.2 Investigate other resources and prepare a presentation about money and its functions



UNIT 8 INFLATION

1 LEAD-IN

- 1** What does inflation mean?
- 2** Why do economists study inflation?
- 3** How can inflation influence the economic situation of the country?

2 READING

INFLATION

In mainstream economics, the word “inflation” refers to a general rise in prices measured against a standard level of purchasing power. Inflation is measured by comparing two sets of goods at two points in time, and computing the increase in cost not reflected by an increase in quality. There are, therefore, many measures of inflation depending on the specific circumstances. The most well-known are the CPI which measures consumer prices, and the GDP deflator, which measures inflation in the whole of the domestic economy.

The prevailing view in mainstream economics is that inflation is caused by the interaction of the supply of money with output and interest rates. Mainstream economist views can be broadly divided into two camps: the "monetarists" who believe that monetary effects dominate all others in setting the rate of inflation, and the "Keynesians" who believe that the interaction of money, interest and output dominate over other effects. Other theories, such as those of the Austrian school of economics, believe that an inflation of overall prices is a result from an increase in the supply of money by central banking authorities.

Related terms include: deflation, a general falling level of prices; disinflation, the reduction of the rate of inflation; hyper-inflation, an out-of-control inflationary spiral; stagflation, a combination of inflation and poor economic growth; and reflation, which is an attempt to raise prices to

counteract deflationary pressures.

If inflation is high in an economy, there are three main problems it can cause:

People on a fixed income (e.g. pensioners, students) will be worse off in real terms due to higher prices and equal income as before; this will lead to a reduction in the purchasing power of their income.

Rising inflation can encourage trade unions to demand higher wages. This can cause a wage spiral. Also if strikes occur in an important industry which has a comparative advantage the nation may see a decrease in productivity and suffer.

If inflation is relatively higher in one country, exports will become more expensive for other countries to purchase; this will create a deficit on the current account.

Measuring inflation is a question of econometrics, finding objective ways of comparing nominal prices to real activity. Each inflationary measure takes a "basket" of goods and services, then the prices of the items in the basket are compared to a previous time, then adjustments are made for the changes in the goods in the basket itself.

2.1 Answer the following questions to the text

- 1** What is CPI? GDP?
- 2** How is inflation measured?
- 3** What is inflation caused by?
- 4** What is the main difference in the views of Monetarists and Keynesians?
- 5** What does econometrics study?
- 6** What problems can be caused by inflation?

2.2 Mark the sentences as True (T) or False (F)/

- 1** There is only one way to measure inflation.

- 2 Four different economic schools are mentioned in the text.
- 3 According to the Austrian school of economics, inflation is mainly caused by the activities of central banking authorities.
- 4 If inflation is high, people on a fixed income will lose their purchasing power.
- 5 Higher inflation in one country will make exports more expensive for other countries to purchase.
- 6 Econometrics studies subjective ways of comparing nominal prices to real activity.

3 VOCABULARY PRACTICE

3.1 Match the words with the definitions

- | | | | |
|---|-----------|---|---|
| 1 | inflation | a | the amount of goods or work produced by a person, machine, factory etc. |
| 2 | supply | b | a continuing increase in prices, or the rate at which prices increase |
| 3 | output | c | a reduction in the amount of money in a country's economy, so that prices fall or stop rising stagflation |
| 4 | deflation | d | the average or total value of a number of different goods or currencies |
| 5 | reflation | e | an amount of something that is available to be used |
| 6 | basket | f | the process of increasing the amount of money being used in a country in order to increase trade |

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

Inflation is a steady rise in the average price and wage level. The rise in wages being high enough to raise costs of (1) _____ (PRODUCE),

prices grow further resulting in a higher price of inflation and, finally, in an inflationary spiral. Periods when inflation rates are very large are referred to as hyperinflation.

The causes of inflation are rather complicated, and there are a number of theories explaining them. Monetarists, such as Milton Friedman, say that inflation is caused by too rapid increase in money supply and the (2) _____ (CORRESPOND) excess demand for goods.

Therefore, monetarists consider due (3) _____ (GOVERN) control of money supply to be able to restrict inflation rates. They also believe the high rate of (4) _____ (EMPLOY) to be likely to restrain claims for higher wages. People having jobs accept the wages they are being paid, the inflationary spiral being kept under control. This situation also accounts for rather slow increase in aggregate demand.

On the other hand, Keynesians, that is, (5) _____ (ECONOMY) following the theory of John M. Keynes, suppose inflation to be due to processes occurring in money circulation. They say that low inflation and unemployment rates can be ensured by adopting a tight incomes policy.

Incomes policies, though, monetarists argue, may temporarily speed up the (6) _____ (TRANSIT) to a lower inflation rate but they are unlikely to succeed in the long run.

3.3 Complete the sentences using the following words. Some words you do not need to use

effect stagflation methods interest rate supply
inflation economy increase measure Keynesian

- 1 In the long run, _____ is generally believed to be a monetary phenomenon, while in the short and medium term, it is influenced by the relative elasticity of wages, prices and interest rates.

- 2 The question of whether the short-term effects last long enough to be important is the central topic of debate between monetarist and _____ schools.
- 3 A great deal of economic literature concerns the question of what causes inflation and what _____ it has.
- 4 A small amount of inflation is often viewed as having a positive effect on the _____ .
- 5 Inflation is a general _____ in prices in a country.
- 6 There are a number of _____ that have been suggested to stop inflation.

3.4 Match the parts of the sentences

- 1 Central banks such as the U.S. a and some reference currency Federal Reserve can affect inflation such as gold. to a significant extent
- 2 High interest rates (and slow growth b through setting interest rates and of the money supply) are the through other operations (that is, traditional way that central banks using monetary policy). fight inflation,
- 3 Monetarists emphasize increasing c the inflation rate interest rates (reducing the money supply)
- 4 Keynesians emphasize reducing d using unemployment and the demand in general, often through decline of production to prevent fiscal policy, price increases.
- 5 Some economists advocate fighting e using increased taxation or inflation by fixing the exchange rate reduced government spending to between the currency reduce demand as well as by using monetary policy.

6 A chief measure of price inflation is f to fight inflation.

3.5 Translate the following sentences from Ukrainian into English

- 1 Інфляція – це підвищення рівня цін і зарплат.
- 2 Багато вчених намагалися визначити причини інфляції.
- 3 Монетаристи вважали, що інфляція викликається занадто швидким підвищенням грошової маси і відповідним зростанням попиту на товари.
- 4 Деякі економісти вважають, що жорстка політика доходів є гарним, але тимчасовим способом утримання інфляції під контролем.
- 5 При плановій економіці зростання цін стримувалося прямим урядовим регулюванням.
- 6 Завдання уряду – стримати зростання темпів інфляції.

4 LANGUAGE REVIEW

4.1 Wendy has just started her work. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example

Example: I wish my room wasn't/weren't so small.

I don't have a position of responsibility.

I don't find the work stimulating.

I can't work flexible hours.

Most of the time I work alone.

My salary is not high.

I have to share the room with two other accountants.

My chief is not supportive.

The people I work with are not friendly.

I don't have any friends.

There's no any chance of getting a promotion in the nearest two years.

4.2 Jason was at the interview. He didn't get the job. Read what he says and make sentences, as in the example

Example: I wish I had known more about the company.

My letter of application was badly typed.

I arrived 5 minutes later.

I didn't know much about the company.

I didn't bring my job-skills portfolio.

I was nervous.

I didn't shake hands with my interviewer.

I didn't make good eye contact with my interviewer.

I forgot what I wanted to say.

I didn't show enthusiasm in the position.

I didn't look confident.

I didn't stress my achievements.

I didn't answer the interviewer's questions properly.

I answered my phone call during the interview.

4.3 In pairs ask and answer questions. Give your reasons

Would you rather ...

I'd rather ...

- 1** find information about vacancies in a newspaper or on the Internet?
- 2** work part-time or full-time after the university?
- 3** have bonuses for extra work or more days off?
- 4** work alone or in a team?
- 5** have more freedom of taking independent decisions or more control and less responsibility?
- 6** learn English or Chinese?

4.4 Complete the sentences, as in the example

Example: I'll check the results if you really want me to, but ...
... *I'd rather you checked them.*

- 1 I'll look for more information about this company before our meeting if you really want me to, but
- 2 I'll make a smart decision about how to use our advantages if my boss really wants me to, but
- 3 I'll read online some reviews on this technology if you really want me to, but
- 4 I'll pay more attention to the safety of our new installation and after-sale service if you want me to, but
- 5 I'll analyze all the consequences of such measures if you really want me to, but
- 6 I'll send a letter of complaint about the quality of these components if you really want me to, but

4.5 Fill in the gaps with *would rather*, *prefer(s)* or *(would) prefer*

- 1 Do you _____ buying electric appliances at the Tesco electrical warehouse or shopping them online?
- 2 She _____ phone them to place the order than send them an email.
- 3 I _____ taking my own decisions to following someone's advice.
They _____ telework to regular work in the office.
- 4 I _____ speak to him in person than discuss things over the phone with his assistant.
- 5 _____ you _____ to do it yourself rather than talk to our consultant?
- 6 _____ you _____ looking through applicants' CV first or talking to them personally.

4.6 Put the verbs in brackets into the correct form

- 1 **A:** Did you like the trade fare last week?
 B: No, We'd rather _____ (*not/participate*) in it.
- 2 **A:** I am going to send my CV right now.
 B: I think it's too early. You'd better _____ (*organise*) the sections of your CV properly and _____ (*include*) a brief list of your duties and accomplishments.
- 3 **A:** Do you often try to find new people to fill the vacancies?
 B: Very rarely. We prefer _____ (*promote*) our employees. They know more about the company they are working for.
- 4 **A:** Shall we ask John to deal with the problem?
 B: Well, if you don't mind I would prefer _____ (*talk*) to him first.
- 5 **A:** I'd rather you _____ (*not/hurry*) with the choice of our new supplier.
 B: Sorry, I think we have already taken the decision.
- 6 **A:** I wish you _____ (*attach*) references from some of your previous employers.
 B: Of course, I will do it.
- 7 **A:** If only you _____ (*include*) your departmental awards, scholarships, and membership in honors associations. I suppose, you would have been invited to the team.
 B: Oh, yes. I suppose so. It's a pity, I didn't do it.
- 8 **A:** I'd rather you _____ (*inspect*) the whole process.
 B: OK. But I would prefer _____ (*do*) it with Kate.
- 9 **A:** We'd better _____ (*get*) in touch with the employment agency first.
 B: Right. It will save our time and money.

5 SKILLS

5.1 You will hear about inflation. Complete the sentences 1-10 summarizing the ideas mentioned

(What is inflation? Retrieved from:

<https://www.youtube.com/watch?v=UMAELCrJxt0>)

- 1 One of the oddest things about economic life is _____.
- 2 In *Pride and Prejudice* Mr. Darcy's income was _____.
- 3 In the 17th century Spanish Empire essentially collapsed from _____.
- 4 There are _____ basic reasons for inflation.
- 5 Cost-push inflation is _____.
- 6 Land rents might be increasing because _____.
- 7 Demand inflation is _____.
- 8 The reason why governments print more money is _____.
- 9 John Maynard Keynes spotted the idea that _____.
- 10 The biggest problem caused by inflation is _____.

5.2 Investigate other resources and prepare a presentation about Inflation issues



UNIT 9 TAXATION

1 LEAD-IN

- 1 What is taxation?
- 2 Why do people have to pay taxes to the government?
- 3 How do the government use taxes?

2 READING

TAXATION

Taxation is a system of raising money to finance government services activities. Governments at all levels – local, provincial, and national require people and business to pay taxes. Governments use the tax revenues to pay the cost of police and fire protection, health programmes, schools, roads, national defence, and many other public services. Direct taxes are levied (charged) on the incomes or wealth of individuals or companies.

Taxes are as old as government. The general level of taxes has varied over the years, depending on the role of the government. In modern times, many governments - especially in advanced industrial countries - have rapidly expanded their roles and taken on new responsibilities. As a result, their need for tax revenue has increased.

Over the years, people have frequently protested against tax increases. In these situations, taxpayers have favoured keeping services at current levels or reducing them. Voters have defeated many proposals for tax increases by provincial and local governments.

Governments levy many kinds of taxes. The most important kinds include property taxes, income taxes on transaction.

Property taxes are levied on the value of such property as houses, shops, factories, farms, and business equipment. The property tax first became important in ancient times. Today, it ranks as the chief source of income for

many local governments. Property taxes are known as rates in some countries. They are called direct taxes because they are levied directly on the people expected to pay them.

Income taxes are levied on income from such sources as wages and salaries, dividends, interest, rent, and earning of companies. There are two main types of income taxes – individual income taxes and corporate income taxes. Individual income taxes, also called personal income taxes, are applied to the income of individuals and families. Corporate income taxes are levied on earnings of companies or corporations. Income taxes may also be levied on the earnings of estates and trusts. They generally are considered to be direct taxes. The corporate income tax also may be described as shifted tax. This is because companies shift the cost of the tax to their customers by raising prices. Most nations in the world levy income taxes. Many people have income tax deducted automatically from their earnings by employers, who then pay it to the tax office.

Capital gains tax is a tax, separate from income tax, levied on profits received from the sale or exchange of real property, shares or other assets. If losses are made on some sales, they can be subtracted from overall profits to work out the amount liable to capital gains tax. Some countries treat capital gains as ordinary income, and charge income tax on them.

Taxes on transactions are levied on sales of goods and services and on privileges. There are three main types of such taxes – general sales taxes, excise taxes, and tariffs.

General sales taxes apply one rate to the sales of many different items. Australia, Canada, and the United States of America impose sales taxes. The value-added tax is a general sales tax levied in France, Great Britain, and other European countries. It is applied to the increase in value of a product at each stage of manufacture and distribution.

Excise taxes are levied on the sales of specific products and privileges.

They include taxes on sales of such items as petrol, tobacco and alcoholic beverages. Other excise taxes are the license tax, the franchise tax, and the severance tax. The license tax is levied on the right to participate in an activity such as selling alcoholic beverages, using a motor vehicle, getting married or going hunting or fishing. Franchise tax is a payment for the right to carry on a certain kind of business, such as operating a bus service or a public utility. Severance tax is levied on processing of natural resources, such as timber, natural gas, or petroleum.

2.1 Answer the following questions to the text

- 1 What are the most important kinds of taxes?
- 2 What are direct taxes levied on?
- 3 What are main types of income taxes?
- 4 What are income taxes levied on?
- 5 What are the main types of taxes on transactions?
- 6 What do excise taxes include?

2.2 Mark the sentences as True (T) or False (F)

- 1 Property taxes are levied on sales of goods.
- 2 Property taxes rank as the chief source of income for many local governments.
- 3 Income taxes are considered as indirect taxes.
- 4 Excise tax is one of the types of taxes on transactions.
- 5 Income taxes are levied on imported goods.
- 6 Property taxes are levied on the value of houses or business equipment.

3 VOCABULARY PRACTICE

3.1 Match the words with the definitions

- | | | | |
|---|--------------|---|--|
| 1 | taxation | a | the entire amount of income before any deductions are made |
| 2 | revenue | b | a capital tax on property imposed by municipalities; based on the estimated value of the property |
| 3 | excise tax | c | the practice of a government collecting money from its citizens to pay for public services |
| 4 | property tax | d | a tax that is measured by the amount of business done (not on property or income from real estate) |
| 5 | direct tax | e | a personal tax levied on annual income |
| 6 | income tax | f | a tax paid directly by the person or organization on whom it is levied |

3.2 Complete the sentences with the correct forms of the capitalized words in brackets

The most widely used (1) _____ (PROGRESS) tax structure is the one in which the average tax rate rises with a person's income level. As a result of (2) _____ (PROGRESS) tax and transfer system most is taken from the rich and most is given to the poor.

Rising tax rates (3) _____ (INITIAL) increase tax revenue but (4) _____ (EVENTUAL) result in such large falls in the equilibrium quantity of the taxed commodity or (5) _____ (ACTIVE) that revenue starts to fall again. High tax rates are said to reduce the incentive to work. If half of all we earn goes to the (6) _____ (GOVERN), we may prefer to work fewer hours a week and spend more time in the garden or watching television.

3.3 Complete the sentences using the following words. Some words you do not need to use

expenditure profit taxation employment income services
prices experience institutions employed import export

- 1 Most of public expenditure is financed through _____ and government borrowing.
- 2 In a situation of full employment, the supply of most goods and _____ will be inelastic.
- 3 In 1986 there was a most sharp fall in world oil _____ .
- 4 In most European countries and the USA, work _____ is required to receive unemployment benefits.
- 5 The International Monetary Fund (IMF) is considered to be one of the most influential multinational _____ .
- 6 As a result of the Industrial Revolution at the end of the 18th century, most workers became _____ in large factories.

3.4 Match the parts of the sentences

- | | | |
|---|---|---|
| 1 Government spending is | a | believed to reduce incentives to work since they contribute to income. |
| 2 Social security payments and unemployment benefits are | b | those comprise medical services, school, children care, public transport, national defense. |
| 3 Whereas a sales tax is raised only when a final good is sold to the consumer, | c | payable to women at the age of 60 and the men at the age of 65. |
| 4 The government in northern Europe often give out free a great share of gross output | d | privately produced as public goods, goes to households as employees, owners or renters. |

- 5 A state retirement pension in e the sum of government most European countries is purchases of goods and services and transfer payments.
- 6 What is not paid as corporate f the VAT is raised at different taxes or saved by firms stages of the production process.

3.5 Translate the following sentences from Ukrainian into English

- 1 Частка податків у ціні товару не може залежати від купівельної спроможності населення.
- 2 Вважається, що додатковий дохід від держави є негативним стимулом для пошуків роботи з більш високою заробітною платою.
- 3 Незначна частка державних витрат Японії обумовлюється, як відомо, надзвичайно низьким рівнем витрат на національну оборону.
- 4 Громадські витрати – це, як відомо, ті витрати, котрі фінансуються з оподаткування і державних запозичень.
- 5 Великий державний сектор, як вважають, робить економіку неефективною, знижуючи кількість товарів і послуг, яка може бути вироблена і в кінцевому підсумку розподілена споживачам.
- 6 У Великобританії внески до фондів соціального страхування становлять майже третину від загальної суми, що спрямовується на соціальні витрати.

4 LANGUAGE REVIEW

4.1 Identify the Simple, Compound or Complex sentences.

- 1 The installations must be inspected annually for damage. _____

- 2 They refused from this idea, and we never considered
the possibility of changing the system. _____
- 3 The research field of this department is crucial to the
further development of the community's infrastructure. _____
- 4 After the wiring was completed, the system was tested. _____
- 5 Employees entering this area must wear protective
clothing. _____
- 6 The budget is tight, but we decided to start the
construction. _____
- 7 Though the results were promising, they decided to
analyse everything ones more. _____
- 8 As genes change over time, evolution progresses. _____

4.2 Punctuate the sentences by adding comas or periods. Do not add any words. Capitalize where necessary.

- 1 I didn't expect promising results yet the idea was quite good on the whole.
- 2 We have nothing to fear for our research team is very reliable.
- 3 A thermometer is used to measure temperature a barometer measures air
pressure.
- 4 The researchers have not finished compiling the statistics yet their work
will not be made public until later.
- 5 The goal of this journal is to provide a platform for scientists and
academia all over the world many scholars share and discuss various new
issues and developments of electrical systems and information
technology.
- 6 They had to find out more details so they applied to the production
manager.
- 7 They are in serious legal trouble for they didn't have any permission to
start the experiment.

- 8 The learning curve is very steep, but we are learning from our mistakes.
- 9 Even when I am at home I get business calls on my mobile so I rarely feel I can escape from my job.
- 10 The ideal way to learn is from the experience of others and the principle of basic practice is based on this concept.

4.3 Match the parts of the compound sentences

- | | |
|---|--|
| 1 She did very well at her job interview, | a so they decided to change the layout of the floor. |
| 2 They needed some new ideas, | b or the building won't be fire resistant. |
| 3 The engineers didn't like the existing plan, | c yet she didn't get the position. |
| 4 The company had an excellent year, | d nor do they need to change the production process. |
| 5 The report was presented to the board, | e and we delivered products in time. |
| 6 They don't need to buy new equipment, | f so they employed some young managers. |
| 7 Our production department managed to finish the work, | g but it was rejected because it was too complex. |
| 8 They need to learn more about the properties of this construction material, | h so they gave everyone a bonus. |

4.4 Use corresponding coordinating conjunctions in the following sentences.

- 1 The system will help the Government to take decisions, _____ develop and implement general and sectoral policies that are timely and appropriately designed. (*addition*)

- 2 Technicians often specialize in installation and maintenance and repair _____ they are trained to do both. (*conclusion*)
- 3 Economy cannot rely entirely on command, _____ there was extensive planning in many Soviet bloc countries. (*contrast*)
- 4 He was in a hurry to finish the project, _____ he was trying to do his best to meet the deadline. (*result*)
- 5 During the summer, when heating systems are not being used, heating equipment technicians do maintenance work, _____ during the winter, they inspect the systems and do required maintenance. (*contrast*)
- 6 The majority of bookkeepers work at least 40 hours per week _____ some of them can work overtime or irregular hours. (*alternation*)
- 7 Employers prefer to hire those who have completed programs in accounting or bookkeeping, _____ entry-level workers can also be employed without any specific training or experience on the job. (*contrast*)
- 8 No one is immune to an injury from hazardous substances, _____ the inspection and testing by a person with specific competence can guaranty the safety. (*double negative meaning*)

4.5 Join each pair of the independent clauses into a compound sentence using the appropriate coordinating conjunction.

- 1 To work under pressure is hard for many people. Many companies use techniques for training people how to stay calm and take rational decisions.
- 2 David is an excellent accountant. His company pays for his training course.
- 3 The new system is not safe. Many people are working to improve it.

- 4 They can lose the job. They decide to obey the rules.
- 5 The first candidate was more experienced. They offer him a job.
- 6 They had enough time. They decided to wait for the final decision to be taken.
- 7 The results of the experiment were not satisfied. They decide to lower the temperature.
- 8 Switzerland is not in the European Union. It is not a member of NATO either.

4.6 Rewrite the paragraph joining the independent clauses into compound sentences

John Allen works in R&D department of a well-known oil company.

1a) He has just returned from a business trip to the United Arab Emirates last Thursday. **1b)** He wants to talk to the coordinator of the petroleum-producing project. **2a)** They had been working on the petroleum-producing project for several months. **2b)** Mike didn't manage to sign the contract with the UAE company yesterday. **3a)** Mike doesn't need to go to the office right immediately. **3b)** He doesn't need to phone the coordinator. **4a)** He is driving home. **4b)** He has to prepare all the documents to report the results of his business trip. **5a)** Actually the managers spent a lot of time and efforts. **5b)** They didn't get the grant to conduct the research. **6a)** Mike needs some time to think everything over. **6b)** He is going to stay at home for the weekend and work. **7a)** He won't go to the theatre. **7b)** He will not have dinner out with his friends. It's time to work hard and develop a new plan.

ADDITIONAL READING

TEXT 1

1 Read and translate the text to answer the questions

- 1 How can today's world be characterized?
- 2 What should be done to help the organization survive and thrive?
- 3 In what way should managers act today?
- 4 What are the four performance dimensions?
- 5 What is *cost competitiveness*?
- 6 What does *speed* mean for a manager?
- 7 How can *innovation* be defined?
- 8 In the long run, how is it possible for managers to make their organizations successful?

MANAGEMENT

Today's world is competitive. Never before has the world of work been so challenging. Never before has it been so imperative to your career that you learn the skills of management. Never before people had so many vast opportunities with so many potential rewards.

To survive and thrive, today's managers have to think and act strategically. Manager must be not only a thinker but a doer. Management is a world of action. It is a world that requires timely and appropriate action. It is a world not for the passive, but for those who commit to positive accomplishments. The four basic management functions are planning, organizing, leading, and controlling. Today's customers are well educated, aware of their options, and demanding of excellence. For this reason, managers today must think constantly about how to build a capable workforce and manage in a way that delivers the goods and services that provide the best possible value to the customer.

By this standard, managers and organizations must perform. The four types of performance, on which the organizations beats, equals, or loses to the competition, are cost, quality, speed, and innovation. These four performance dimensions, when done well, deliver value to the customer and competitive advantage to you and your organization.

Cost competitiveness means the company delivers valuable products (goods and services) priced at levels the customer is willing to pay. Good management requires managing so that costs are kept under control and the company can sell its products at fair prices that cover costs and achieve a profit.

Quality refers to the all-around excellence of your goods and services. It includes such things as attractiveness, lack of defects, reliability, and long-term dependability. Quality means doing the job right and meeting or surpassing customer expectations.

Speed means the organization can respond to market needs quickly. It includes introducing new products to the market before competitors do, delivering fast on consumer orders, and responding quickly to customer services requests. You are at a competitive advantage if you do these things faster and better than your competitors, and at a competitive disadvantage if they are faster and better.

Innovation is the ability to create new goods and new services that customers value. Moreover, effective innovation occurs quickly and results in products that are competitive on the basis of cost and quality. Innovative management practices often are the key to staying abreast or ahead of competitors who are constantly trying to outdo you in all four of these arenas of competitive advantage.

Good managers find ways to make their organizations successful. The ways to do this are to build competitive advantage in the forms of cost competitiveness, quality, speed, and innovation. Effective manager is an

active leader who creates a positive work environment in which the organization and its employees have the opportunity and the incentive to achieve high performance.

2 Mark the statements as true (T) or false (F)

- 1 There exists intense rivalry among companies. _____
- 2 Managers must make quick decisions. _____
- 3 Five basic functions of management are described in the text. _____
- 4 The author sheds light on four aspects which help organizations win in competition. _____
- 5 Your organization is at a competitive disadvantage if you do not respond to the market demand as quickly as your competitors do. _____



TEXT 2

1 Read and translate the text to answer the questions

- 1 Under what conditions do all organizations have to function?
- 2 What factors are organizations affected by?
- 3 What does competitive environment mean?
- 4 How can macroenvironment be characterized?
- 5 What is the most essential feature of any economy?
- 6 What is the economic environment created by?
- 7 What periods of economic development can be observed?

THE EXTERNAL ENVIRONMENT AND ECONOMY

All organizations are struggling in an environment characterized by intense competition, economic difficulties, technological change, uncertainties about government policies, and other factors that threaten their future. Organizations are open systems that are affected by, and in turn affect, their external environments. By external environment, we mean all relevant forces outside the firm's boundaries. By relevant, we mean factors to which managers must pay attention to help their organizations compete effectively and survive.

Many of these factors are uncontrollable. Companies large and small are victimized or buffeted about by recession, government interference, competitors' actions, and so forth. But their being uncontrollable does not mean that managers can ignore such forces, use them as excuses for poor performance, and try to just get by. Managers must stay abreast of and deal constantly with external developments. Moreover, it sometimes is possible to influence components of the external environment.

Any firm exists in its competitive environment, which is composed of the firm and competitors, suppliers, customers, new entrants, and substitutes. At the more general level is macroenvironment, which includes the political environment, economic conditions, and other fundamental factors that generally affect all organizations.

The international environment is an important contributor to another crucial component of the macroenvironment: the economy. Although most Americans are used to thinking in terms of the U. S. economy, the economic environment is created by complex interconnections among economies of different countries. Wall Street investment analysts begin their workday thinking not just about what the Dow Jones did yesterday but also about how the London and Tokyo exchanges did overnight. Growth and recessions occur worldwide as well as domestically.

The economic environment dramatically affects companies' ability to function effectively and influences their strategic choices. Interest and inflation rates affect the availability and cost of capital, the ability to expand, prices, costs, and consumer demand for products. Unemployment rates affect labour availability and the wages the firm must pay, as well as product demand.

Economic conditions change over time and are difficult to predict. Bull and bear markets come and go. Periods of economic growth may be followed by recession. Every trend undoubtedly will end – but when? Even when times seem good, budget deficits or other considerations create concern about the future.

2 Mark the statements as true (T) or false (F)

- 1 This text provides an overview of strategic management and a framework for the remainder of the text. _____
- 2 The major purpose of the text is to acquaint you with the nature and scope of strategic management and its development as a critical area of management education. _____
- 3 All organizations must survive and operate in an environment characterized by intense contest, uncertainties about government policies and other factors. _____
- 4 The external environment has a great influence upon all organizations. _____
- 5 Competitive environment includes not only competitors, but suppliers, customers, new entrants and substitutes. _____
- 6 The economic environment is considered to be created by complex interconnections among economies of different countries. _____
- 7 Periods of economic growth and recession are unavoidable. _____



TEXT 3

1 Read and translate the text to answer the questions

- 1 What do we mean by competitive influences?
- 2 How can competitors influence one another?
- 3 What is the positive side of competition?
- 4 By what means can the inappropriate business power be inhibited?
- 5 Do ethical decisions have anything to do with business practices?
- 6 Are there any competitive influences that the firm should take into consideration?
- 7 Are there any political forces attempting to change the firm's activities?
If so, do they have sound arguments?
- 8 What are the names of organizations which are famous for their codes of ethics?

COMPETITIVE INFLUENCES

Competitive influences are the actions that competing firms take to affect each other and society. These actions can be taken in many ways. For example, one firm might sue another firm or publicly allege that it engaged in fraudulent activities. Johnson & Johnson has frequently gone to court to prevent competitors from showing its Tylenol brand of pain relievers in comparative ads. Burger King has publicly accused McDonald's of overstating the weight of its hamburgers.

Competitors also influence one another by diluting each other's political, economic, and market power. For example, in a business environment with many competitors, a single firm usually cannot dominate the flow of information to consumers. Conflicting competitive claims and price deals offered by various firms may help consumers resist the influence of a single firm.

Society may also benefit from the better, safer, more efficient products and services that are often spawned by competitive pressure. Overall, then, competition may help balance business power within an industry and stimulate the development of better market offerings.

Business firms have considerable power and can markedly influence society. However, built into our social system are a number of checks and balances designed to ensure that business power is not misused. The inappropriate use of business power can be inhibited by legal, political, competitive, and ethical influences.

The last type of influence on business practices involves ethical decision making and the self-regulation of business conduct. Many professions have codes of ethics, and many business firms have their own offices to handle employee and consumer complaints.

A difficult problem in discussing ethical influences is the lack of a single, universal standard for judging whether a particular action is ethical. Gene Laczniak summarizes 5 ethical standards that have been proposed:

1. *The Golden Rule*: Act in the way you would expect others to act toward you.
2. *The utilitarian principle*: Act in a way that results in the greatest good for the greatest number.
3. *Kant's categorical imperative*: Act in such a way that the action you take could be a universal law or rule of behavior under the circumstances.

4. *The professional ethics*: Take actions that a disinterested panel of professional colleagues would view as proper.

5. *The TV test*: Ask, “Would I feel comfortable explaining to a national TV audience why I took this action?”

Applying these diverse standards could result in many different interpretations of what an ethical business practice is.

2 Mark the statements as true (T) or false (F)

- 1 Competitors influence one another by diluting each other's ____ political, economic, and market power.
- 2 Competition does not have only disadvantages for firms but ____ advantages too.
- 3 It is underlined that society has some checks and balances ____ designed to ensure that business power is not misused.
- 4 Many firms do not respond to customers' complaints. ____
- 5 There is a universal standard for judging whether a particular action of a firm is ethical. ____



TEXT 4

1 Read and translate the text to answer the questions

- 1 What is full employment?
- 2 What does the labour force consist of?
- 3 Who is referred to “nonparticipants”?

THE LABOUR FORCE

To get a sense of what our unemployment problem is all about, we need to clarify the concept of “full employment”. *Full employment does not mean that everyone has a job.* On the contrary, we can have “full employment” even when you are going to school, people are in the hospital, children are playing with their toys at home, and elder people are enjoying their retirement. We are not concerned that everybody be put to work, but only with ensuring jobs for all those persons who are ready and willing to work and who desire and seek jobs.

Our first concern, then, is to distinguish between those individuals who are ready and willing to work and those individuals who, for institutional or personal reasons, are not available for employment. The labour force consists of everyone over the age of sixteen who is actually working plus all those who are not working but are actively seeking employment. Individuals are also counted as employed in a particular week if their failure to work is due to vocation, illness, labour dispute (strike), or bad weather. All such persons are regarded as “with a job but not at work”. Also, unpaid family members working in a family enterprise (farming, for example) are counted as employed. *People who are neither employed nor actively seeking work are not counted as part of the labour force;* they are referred to as “nonparticipants”.

2 Mark the statements as true (T) or false (F)

- 1 Full employment means that everyone has a job. _____
- 2 One of economic goal is to ensure job for those who are ready and willing to work. _____
- 3 Human resources consist of everyone over the age of sixteen who is actually working plus all those who are not working but are actively seeking employment. _____

- 4 People who do not work or looking for it are not referred to labour force.
-



TEXT 5

1 Read and translate the text to answer the questions

- 1 How do buyers select a supplier or a particular product?
- 2 What are buyer's requirements as for supplier?
- 3 Is marketing a useful tool for producers?
- 4 What is the role of advertising in market structure?
- 5 What essential factor about buyers should be taken into account?

BASIC PURCHASING NEEDS ARE ECONOMIC

Buyers try to consider the total cost of selecting a supplier and a particular product, not just the initial price of the product. For example, a hospital that needs a new type of X-ray equipment might look at both the original cost and ongoing costs, how it would affect doctor productivity, and of course the quality of the images it produces. The hospital might also consider the seller's reliability and general cooperativeness; the ability to provide speedy maintenance and repair, steady supply under all conditions, and reliable and fast delivery; and any past and present relationships (including previous favors and cooperation in meeting special requests).

Many needs are culturally learned. Some critics argue that marketing efforts encourage people to spend money on learned wants totally unrelated to

any basic needs. For example, Europeans are less concerned about body odor, and few buy or use a deodorant. Yet Americans spend millions of dollars on such products. Advertising says that using Ban deodorant “takes the worry out of being close”. But is marketing activity the cause of the difference in the two cultures? Most research says that advertising can’t convince buyers of something contrary to their basic attitudes.

The Storing Function and Marketing Strategy should be taken into account too. If final customers ‘store’ the product, more of it may be used or consumed. You saw this in the Coke case, e.g. Coke wants customers to buy six-packs and 2-liter bottles. The consumers have an “inventory” in the refrigerator when thirst hits. Of course, consumers aren’t always willing or able to hold the inventory. In China, for example, Coke had little success until it gave up on pushing 2-liter bottles and switched to single-serving 75 ml bottles. Only 1 out of 10 Chinese families has a refrigerator – so they didn’t have a good way to store a bottle once it was open.

2 Mark the statements as true (T) or false (F)

- 1 Consumers try to consider the total cost buying a product. _____
- 2 Consumers want the sellers to supply products of high quality and quickly. _____
- 3 Marketing helps sellers to make people buy their goods. _____
- 4 The sellers shouldn’t worry about storing function of their products. _____



TEXT 6

1 Read and translate the text to answer the questions

- 1 Do all functioning areas of an organization have a planning task?
- 2 How do production managers use labour force?
- 3 What is the most important planning task within any company?
- 4 Why not always supplier is ready to make long-term commitments with buyer?

PLANNING: THE SALES EFFORT

Consider also the example of human resources planning, financial budgeting, and production scheduling. All functioning areas of an organization have a planning task, and all their projections and future estimates depend upon the forecast level of sales. Human resources executives use sales forecasts to project staffing needs, financial executives use them as aids in establishing and controlling operating and capital budgets, and production managers use them to schedule purchasing and production and to control inventories. Sales forecasting is the most important planning task within any company – large or small.

For example, a customer might ask a supplier to guarantee a 6 percent price reduction for a particular part for each of the next three years and pledge to virtually eliminate defects. In return, the customer might offer to double its orders and help the supplier boost productivity. This might sound attractive to the supplier but also require new people or facilities. The supplier may not be willing to make these long-term commitments unless the buyer is willing to sign a contract for promised purchases. The contract might spell out what would happen if deliveries are late or if quality is below specification. The contract might even cover what would happen if the supplier's factory burned down.

2 Mark the statements as true (T) or false (F)

- 1 All functioning areas of an organization have a planning task. _____
- 2 Due to the text advertisement has no influence on customers. _____
- 3 It's a nice idea to sign a contract between supplier and consumer. _____
- 4 The contract between supplier and consumer might clarify all details and uncertainties. _____



TEXT 7

1 Read and translate the text to answer the questions

- 1 What organizations compete for?
- 2 What organizations use within competitive environment?
- 3 How are customers changing?
- 4 Do customers have a choice when a monopoly occurs?

UNDERSTANDING COMPETITION AND STRATEGY

Organizations compete for customers, for access to raw materials, for access to new markets, for the rights to develop new products. Not-for-profit organizations compete for donations and grants; political parties compete for votes; government agencies compete for funding from general fund budgets. Competition is a part of everyday existence for most organizations, and, when viewed from a longer term perspective, it is a fact of life for all organizations. Within this competitive environment, many organizations have successfully used information technology to help them compete.

Organizations can use numerous different strategies for competing, such as being the low-cost producer, differentiating their products and services, or carving a market niche. Many companies now attempt to combine these strategies as much as possible since their customers are becoming more demanding.

It is important to note that competition is a fact of life; there are very few organizations that have the luxury of operating without competition. When a monopoly or near monopoly occur, it usually does not last for long.

Consider cable television companies within the United States, for example. The way the industry was structured, individual cable companies acted as virtual monopolies within a set geographic boundary; no other cable company could compete for customers within an established territory. This allowed the cable companies to provide whatever services, products, and prices they wished (within some limits); customers had the choice of either subscribing or not, but they had no choice among cable service providers.

The situation began to change with the development of personal satellite reception systems and with the lobbying efforts made by other industries (such as the telephone service providers) to deregulate the cable television industry.

2 Mark the statements as true (T) or false (F)

- 1** All organizations must compete for their customers. _____
- 2** Not-for-profit organizations do not compete with one another. _____
- 3** Competition has some advantages. _____
- 4** Monopoly lasts long. _____
- 5** If monopoly occurs, customers have no choice. _____



TEXT 8

1 Read and translate the text to answer the questions

- 1 What does Economics study?
- 2 What is the aim of Macroeconomics?
- 3 What is a primary concern of Macroeconomics?
- 4 What is the goal of economic theory?
- 5 What aspects does Microeconomics focus on?
- 6 What is the definition of Microeconomics?

MACROECONOMICS AND MICROECONOMICS

Understanding how various economies work is the basic purpose of studying Economics. The science of Economics focuses on the central problem of scarcity. The goal of economic theory is to figure out how society can best allocate its scarce resources. How can society attain the best possible mix of output, the most efficient methods of production, and the optimal distribution of income.

The study of Economics is typically divided into two parts: Macroeconomics and Microeconomics. Macroeconomics focuses on the behavior of an entire economy – the „big picture“. In Macroeconomics we worry about such national goals as full employment, control of inflation, and economic growth, without worrying about the well – being or behavior of specific individuals or groups. The essential concern of Macroeconomics is to

understand and improve the performance of the economy as a whole. A primary concern of Macroeconomics, for example, is to determine the impact of aggregate consumer spending on total output, employment, and prices. Very little attention is devoted to the actual content of consumer spending or its determinants.

Microeconomics is concerned with the details of this big picture,,. In Microeconomics we focus on the individuals, firms, and government agencies that actually comprise the larger economy. Our interest here is the behavior of individual economic actors. What are their goals? How can they best achieve these goals with their limited resources? How will they respond to various incentives and opportunities?

Microeconomics is the study of individual behavior in the economy, of the components of the larger economy. Microeconomics focuses on the specific expenditure decisions of consumers and the forces (tastes, prices, incomes) that influence those decisions.

2 Mark the statements as true (T) or false (F)

- 1** Understanding how various economies work is the main goal of ____ studying Economics.
- 2** Society can achieve the best possible mix of output, the most efficient methods of production, and the optimal distribution of ____ income learning economic theory.
- 3** Macroeconomics deals with the following problems: full employment, control of inflation, and economic growth, without worrying about the well – being or behavior of specific individuals ____ or groups.
- 4** Microeconomics deals with the specific expenditure decisions of consumers and the forces (tastes, prices, incomes) that influence ____ those decisions.



TEXT 9

1 Read and translate the text to answer the questions

- 1 How can people enhance their living standards?
- 2 What's one of the reasons of rising living standards in the 1980s?
- 3 Can labour force increase constantly?
- 4 What does the total quantity of output depend on?
- 5 What are the sources of productivity gains at present?
- 6 What's the role of vocational training?

SOURCES OF PRODUCTIVITY GROWTH

The increases in living standards will not occur automatically. Someone has to produce more output if we want Gross Domestic Product per capita to rise. One reason our living standard rose in the 1980s is that the labour force (all persons over age 16 who are either working for pay or actively seeking paid employment) grew faster than the population. This increase in the proportion of workers in the economy helped to increase Gross Domestic Product per capita.

The percentage of people who participate in the labour market cannot increase forever. Sustained increases in Gross Domestic Product per capita are more likely to come from increases in output per worker. The total quantity of output produced depends not only on how many workers are employed but also on how productive each worker is. If productivity is

increasing, then GDP per capita is likely to rise as well. Productivity gains have been the major source of economic growth in the past.

At present the sources of productivity gains include:

Higher skills – an increase in labour skills.

More capital – an increase in the ratio of capital to labour.

Improved management – better use of available resources in the production process.

Technological advance – the development and use of better capital equipment.

Today over twenty percent of all USA workers had completed four years of college. In addition to this advance in general education, there has been a substantial increase in vocational training, both in the public sector and by private firms. These improvements in labour quality have been a major source of productivity gains.

2 Mark the statements as true (T) or false (F)

- 1 Higher living standards of living can happen automatically. _____
- 2 In the 1980s, e.g., the labour force grew faster than the population. _____
- 3 The total quantity of output produced depends not only on how many workers are employed but also on how productive each worker is. _____
- 4 The sources of productivity growth in the past and at present are the same. _____
- 5 Education is a main source of productivity gains. _____



TEXT 10

1 Read and translate the text to answer the questions

- 1 What does the ability to work, especially in developing countries, mean?
- 2 What is the role of labour markets in the society?
- 3 Is huge progress in labour markets connected with changes in the society?
- 4 What is the wage structure today?

LABOUR MARKETS

For many, and in particular the poor, the ability to work is the main asset in developing countries. Work provides individuals with income to meet material needs, reduces social isolation, and provides a sense of dignity and self-worth. Labour markets intermediate the supply and demand for different skills and their functioning determines the level of employment and wages. Labour market policies can contribute to development and poverty reduction by enabling the creation of more and better jobs. In each country, the right combination of labour market regulations and labour market programs should promote employment creation, help workers manage risks and facilitate labour market transitions, while ensuring proper working conditions.

The study of the labour market across the past hundred years reveals enormous progress and also that history repeats itself and has come full circle in some ways. Progress has been made in the rewards of labour – wages, benefits, and increased leisure through shorter hours, vacation time, sick leave, and earlier retirement. Labour has been granted added security on the job and more safety nets when unemployed, ill, and old. Progress in the labour market has interacted with societal changes. Women's increased participation in the paid labour force is the most significant. The virtual elimination of child and full-time juvenile labour is another. Two of the most pressing economic issues of our day demonstrate that history repeats itself.

Labour productivity has been lagging since the 1970s. It was equally sluggish at other junctures in American history, but the present has unique features. The current slowdown in the United States has been accompanied by a widening in the wage structure. Rising inequality is a far more serious problem because of the coincidence. The wage structure was as wide in 1940 as today but there is, to date, no hard evidence when it began its upward trend. The wage structure has, therefore, come full circle to what it was more than a half century ago. Union strength has also come full circle to that at the turn of this century.

2 Mark the statements as true (T) or false (F)

- 1 The opportunity to work, especially in developing countries, is considered to be the main asset. _____
- 2 Labour markets do not determine the level of employment and wages. _____
- 3 Labour market policies can contribute to poverty reduction by enabling the creation of more and better jobs. _____
- 4 The right combination of labour markets determines the level of employment and wages. _____
- 5 Labour market policies can contribute to development and poverty reduction by enabling the creation of more and better jobs. _____
- 6 Progress in the labour markets is not connected with societal changes. _____
- 7 Rising inequality is crucial for any society. _____



PART 2

***ENGLISH
FOR EMPLOYMENT
AND CROSS-CULTURAL
COMMUNICATION***

UNIT 1 EMPLOYABILITY

1 CASE STUDY

1.1 Study the content of the case

You and your partners are planning to start a Coffee Hub start-up using a Starbucks' franchise. Your company will include a network of coffee shops in Kharkiv and other cities of Ukraine, which are expected to have a wide range of coffee and pastry. It is also planned to retail on racks in other cafes and supermarkets. All partners are aware of the importance of the right choice, the professional training of the cafe personnel and the motivation of the employees.

You are instructed to select a personnel manager from the most suitable applicants (short list) who have submitted applications to this position. Your chosen applicant must have a relevant experience and skills necessary to realize the company's goals – stable and efficient work in the competitive market conditions in Ukraine, in particular in Kharkiv.



1.2 Study the information presenting Starbucks' personnel recruiting (USA) and development policy. For example, you can use the company website: <https://www.starbucks.com/> and the tips given below

TIPS

All Starbucks employees are referred to as partners, which encourages young people to pursue a career in the company and treat its success as their own success. The company has a dedicated Human Resources Department, which employs about 500 employees whose job is to provide personnel

training and development, organizational development and partner services, as well as developing a system of employees' compensation and benefits.

Starbucks has the "Starbucks College Achievement Plan", which was launched several years ago. According to the plan, the company offers free college education through Arizona State University online to all partners, including part-time workers.

The company sees its strategic mission as for the employees in their increasing identifying themselves with the company, using the proposed workplace behavior, and being motivated to support the company's products and brands. Such identification is known to stimulate behavior that benefits for the collective and the business in general. Therefore, the more an employee identifies himself/herself with the organization, the more he or she will look for the opportunities to contribute to the company's activities.
<https://www.starbucks.com/>

1.3 Study the case description which will help you make the right decision in making plan for the recruitment policy development in your company

CASE DESCRIPTION

The approach of the Starbucks Company to human resources is logical and indirectly focused on the client, which contributes to the competitiveness of the company. Satisfied employees are interested in the development, and they will be able to attract new customers and keep the regular one.

Recruitment process is an important part of any company's strategy. This strategy envisages a long-term vision for human resources management, including the specific characteristics of the work, calculation of the need to hire new employees, selection of the best candidates, logical evaluation of candidates, providing opportunities for career development, integration of new employees and review of the work processes. Training and retraining of employees is also important.

In this regard, a large Starbucks company will have an advantage over small businesses operating in the field, business start-ups (such as the proposed Coffee Hub) or developing companies. A large company has more resources available to train and retrain staff, to keep staff away from their day-to-day work and to engage them in training, to invest in staff training. Large and successful companies periodically remove part of their employees from the workflow and organize special professional or thematic trainings for them to improve the skills of the personnel members. For the Coffee Hub startup that is going to set up a coffee shop, useful can be such experience of the Starbucks company as organizing special training sessions for the staff on preparation different types of coffee. According to the company's human resources experts, the money invested in staff training and retraining, even taking into consideration the absence of the employees from the workplaces for a certain period of time, is a great investment in the further prosperity of the business.

Involving employees in the business development of the company, encouraging and stimulating them, training and retraining are essential elements in the work with the human capital and, in general for the prosperity of the business. It is also essential to create a positive psychological climate for the employees, to shape their general and corporate culture. The positive attitude of the company's employees will influence their work and their positive attitude towards customers, which, as a result, will contribute to the development of the whole business in general and its competitiveness. Employees also enjoy certain benefits and advantages that also contribute to their positive attitude and loyalty to the company. For example, employees of the main offices (not franchisees) enjoy free coffee, donuts or cakes, visit the gym, have designated parking spaces with recharging service for electric vehicles, and are free in the second part of the day every Friday.

Some well-known companies, such as Dunkin Donuts, recruit staff online, provide young people having no work experience with their first employment and an opportunity be mobile in their careers. Dunkin Donuts is also known for selling its franchise to individual business owners who bring their own unique style to a well-known brand.

To search applicants for the position of human resources manager, the common practice is to place advertisements in the media (newspapers, the company's website, employment center sites and special job search sites, for example, robota.ua, integrated platform SmartJob, etc.).

1.4 Based on the information found and its analysis, provide your own suggestions of the policy of employees' recruitment in the market conditions of Ukraine and Kharkiv

UNIT 2 RESUME AND COVER LETTER

2.1 Examine the resume files of the four applicants from the list of the applicants for the position, and discuss the benefits of the employees you have selected. Explain why you consider other applicants to be less suitable for the job. Justify your choice. Arrange the applicants in the priority order

Example ad:

Vacancy: HR Manager

Company: Coffee Hub

Starbucks franchise chain of coffee shops announces a vacancy of HR.

Duties:

- development of the profile for each position of the staff and the professional duties, selection and recruitment of the employees;

- development the standards for staff work;
- carrying out staff adaptation;
- development of the staff performance indicators;
- staff development;
- development of the criteria for staff performance evaluation;
- evaluation of the staff performance;
- development of a system of gratification and incentives.

Requirements:

- knowledge of the Labor law;
- conducting personnel workflow;
- practical use of sociology and psychology in the work with the personnel;
- good command of modern concepts for personnel management;
- knowledge of the basics of the economy;
- organizational skills (team management, self-organization); communication skills.

Working conditions:

Scheduled work from 9.00 a.m. till 6.00 p.m. with two days off (Sunday and one day in the week to choose from).

Stable pay + bonuses and incentives

Opportunity for career development.



1.



Ruslan Vasylchenko

Desired Position: Personnel Manager

Desired salary: 15,000 UAH.

Date of birth: 26.08.1998.

Residence: Izyum, Kharkiv region.

Marital status: single.

Ready for business trips.

Contact information: vasrus@ppc.ua

Tel. + (380) 023 xxx xx xx.

Key competences and skills:

Labor legislation of Ukraine

Document flow

Personnel development.

Experience:

Practical training at the investment company " QuestInvest".

Assistant of the human resources manager.

Achievements:

Developing and conducting trainings for the personnel development.

Education:

2015 – 2019 – Bachelor degree student of O.M. Beketov National University of Urban Economy in Kharkiv.

2015 – 3-month training on Management.

2016 – 2-month online training on Economics of the Enterprise.

Additional Information:

Driving license, category "B".

Working with PC at advanced user level.

Proficiency in English – BEC Cambridge Certificate Intermediate level.

2.



Olena Kulbab

Desired Position: HR Manager

Desired salary: 12,000 – 15,000 UAH.

Date of birth: 11. 03. 1970.

Residence: Kharkiv.

Marital status: Married, have a child.

Not ready for business trips.

Contact information: olkulb22@ppc.ua

Tel. + (380) 023 xxx xx xx.

Key competences and skills:

Labor legislation of Ukraine.

Document flow.

Development of job descriptions and staff authorities.

Experience:

2014 – 2019 – Business executive. Company “Primaholding”.

2008 – 2014 – Manager-economist. PR company “Big”.

2000 – 2007 – Accountant-economist. Company "Agroecobud".

1996 – 2000 – Private entrepreneur.

1991 – 1995 – Economist. Factory “Miner's Light”

Achievements:

Created customer databases.

Conducted trainings and thematic seminars for the personnel.

Education:

1987 – 1991 – Faculty of Economics of Kharkiv National Pedagogical University.

1999 – Certified training on personnel development.

Additional Information:

Confident computer user.

Work with accounting documents, tax files and accounting programs.

Member of the Travelers’ Club.

3.



Andriy Sirozhenko

Desired Position: Personnel Manager.

Desired salary: 14,000 – 15,000 UAH.

Date of birth: 19. 01. 1989.

Residence: Kharkiv.

Marital status: Married, have a child.

Ready for business trips.

Contact information: sa1989x@ppc.ua

Tel. + (380) 023 xxx xx xx.

Basic competences and skills:

Labor legislation of Ukraine.

Personnel training and development.

Analysis of the labor market in a similar field.

Development of the job profiles.

Experience:

2014 – 2018 – Personnel Manager. Company “Varna”

2012 – 2014 – Human resources manager assistant. Municipal company “Svitoch”

Achievements:

Analysis of the work with personnel and development of proposals for its improvement.

Analyzing the labor market and providing proposals for the work with personnel.

Education:

2008 – 2012 Bachelor degree student of Karazin Kharkiv National University, Department of Psychology,

2012 – 2014 Master's degree student in Public Administration of Karazin Kharkiv National University.

Additional Information:

Confident computer user, working with programs on the document workflow.

Proficiency in English – FCE Cambridge Certificate Upper-Intermediate level.

Driving license category "B".

4.



Svitlana Kovtukh

Desired Position: Personnel Manager

Desired salary: 10,000 – 12,000 UAH.

Date of birth: 19. 04. 1985.

Residence: Kharkiv.

Marital status: Single.

Ready for business trips.

Contact information: sv8519@ppc.ua

Tel. + (380) 023 xxx xx xx.

Basic competences and skills:

Labor legislation of Ukraine.

Staff training and development.

Development of job profiles.

Development of the system of incentives for the personnel.

Teamwork development.

Experience:

2017 – 2019 – Manager. Ukrainian branch of the international recruitment agency “Challenge”.

2011 – 2017 – Manager. Polish recruitment company “InterJob”.

2006 – 2011 – Manager assistant. Company “Invest-project”.

Achievements:

Found professional positions for 30 people.

Conducted successful B2B meetings.

Education:

2002 – 2006 – Bachelor degree student of Simon Kuznets Kharkiv National University of Economics.

Additional Information:

Confident computer user, using programs on document workflow

Polish language (Upper-Intermediate level).

Driving license category "B".

2.2 Write a report to the Board of Directors of the company explaining your decision regarding the selected candidate for the position of Human Resources Manager

2.3 Write your own resume for the position of the Human Resources Manager using the Tips

TIPS

- the dates of the period of study or work are summarized in reverse chronological order, that is the most recent place of work or study is in the first position;
- in the heading "Education" in the first position place the main institution where the qualification was obtained; additional training information is posted afterwards;
- if the young specialist has no work experience, then the section "Work experience" should include practice progress data during the practical training;
- the young specialist should especially emphasize his / her experience in the company profile;
- If necessary, in the section "Additional information" you can indicate your hobbies, sports achievements, work as a volunteer.

2.4 Study the information on writing a Cover Letter

Frequently, to get more information about the future employee, the company invites him to write a cover letter (**Cover Letter**), which provides the employee's experience on the profile of the company, a list of personal qualities of the applicant and his/her prospects for work in the company, opportunities to achieve effective activity of the applicant, etc.

The following phrases are useful when writing covering letters

- say where you saw the advertisement

I'm writing in reply to your advertisement in the (name of newspaper).

- say what job you are interested in

I would like to apply for the position of (job title).

- emphasize what makes you the right person for the job

I have experience in (types of duties and responsibilities).

I am a (positive adjectives to describe you) person.

- say when you can attend an interview

I am available for interview (days and times).

- write a concluding sentence

I look forward to hearing from you.

Remember:

Cover letters usually do not contain references. However, if you feel your references will help you make a particularly good impression on your potential employer, you may wish to include them.

Find two or three adults not related to you who can tell a possible employer about your skills, experience, and character as a worker. Ask permission of these people to give their names as references, and include their full names and addresses in your letter.

Next, mention that you have enclosed a resume with your letter and make specific request for an interview.

2.5 Do the following exercises to train your skills of making a resume and a cover letter

Exercise 1. Arrange the following words according to the categories:

1	2	3	4	5
<i>education</i>	<i>knowledge and skills</i>	<i>character</i>	<i>experience</i>	<i>success</i>

Well organized, highly motivated communication strategy adviser. University graduate with recent professional experience, developing communication strategy for positive change. Currently completing Master's in Development Studies with specific focus on sustainability. Fluent spoken and written English. Self-motivated, resourceful and able to motivate others, with excellent communication and interpersonal skills.

Exercise 2. Try to evaluate yourself as a competitive job-seeker. Answer the following questions about yourself.

- 1) What sort of person am I?
- 2) What is my area of professional expertise?
- 3) What is my most important qualification?
- 4) What is my most relevant skill for the job?
- 5) What am I doing at the moment?

Exercise 3. Use the following verbs in your own sentences to describe your experience and perspectives at work.

Achieve, complete, coordinate, develop, hold, organize, persuade, work, represent, research.

Exercise 4. Match the words with their definitions.

well-presented	good at working on their own
outgoing	people who work well with others
methodical	expert
numerate	smart in appearance
team players	good with figures
highly-skilled	friendly and with good communication skills

Exercise 5. Complete the extract from CV with the words from the box.

*coordinating, reporting, meeting,
compiling, implementing, maximizing*

In my previous post I was in charge of
... the work of three separate departments.
... statistics on visitor profiles and expenditure.
... new projects and ... deadlines.
... revenues and return on investment.
... to the Board of Directors.

Exercise 6. Imagine that you are applying for the job, fill in the gaps in the sample letter with the information of your own.

Your Name
1234 Main St.
Playtown, PA 19999
Company you are writing to
2345 Main St.
Playtown, PA 19999

Dear Sir or Madam,

On a recent visit to your web site I was pleased to discover you are hiring for a _____ with good interpersonal skills and _____ years experience. I feel I am just the person for this job.

As indicated in the accompanying resume, I have the exact skills you require. During the past _____ years I have _____, supervised _____, made decisions regarding _____, and helped _____. I feel listening to both my employees and my customers have made me not only a strong _____, but also a good friend for many of the people I work with everyday.

Please contact me if you need any additional information.

I hope to hear from you soon.

Sincerely,

Your Name.

UNIT 3 JOB INTERVIEW

3.1 Study the tips on preparing for and visiting interviews

An interview (job interview) is a process during which a prospective employee is evaluated by a potential employer for work in their company, organization or firm. During this process, the employer hopes to determine whether the applicant is suitable for the vacant position.



TIPS

1. Be positive.

2. Get Ready at Home: Find out as much as you can about the company you want to work for, the position you want to occupy, your possible responsibilities as an employee. Remember to collect relevant information beforehand, Google will help you find facts and figures about the company, find out about the number of employees, key locations and positions, activity areas, earning capacity, asset turnover and business development prospects. It is always helpful to visit the Forum, which contains information about company staff ratings. But it is advisable to refrain from gossip, rumors, criticism of former employers and other sensitive items.

3. Pay attention to your language during the interview when you give your opinion. Avoid one-word answers, especially starting with the phrase "no". Use your voice, speak not too loudly or whisper, your voice is your tool, so use it wisely.

4. Be prepared to give examples of your accomplishments, as well as those things you have failed to accomplish. Be sincere and promote your talent and interests without false modesty. When you recognize your weaknesses, you are one step closer to overcoming them and turning them into strengths.

5. Watch the time when you head for the interview. Try not to arrive too early, and in no case allow yourself to be late.

6. During the interview, avoid speech parasites that may jeopardize the assessment of even the most promising applicant. It will also be difficult for the interviewer to deal with ready answers, learned by heart, or with inadequately repeated words or phrases. Obsessive gestures and noises will also lower your rating as a potential employee.

7. When preparing for an interview with a representative of another culture, learn about the peculiarities of this nation's business etiquette, how emotional you can be, how close you can be to the interviewer, how to maintain eye contact with

him/her, how to greet the interviewer, if it is appropriate to ask questions in response, discuss salaries and so on.

8. When being interviewed by representatives of other nationalities and cultures, the following should be borne in mind:

- Americans like the applicant's confidence;
- the French may prefer more creative personalities;
- the Germans do not want you to exaggerate;
- representatives of Southern European countries prefer life-like gestures and emotionality in your speech.

9. Generally, please, keep in mind that during the interview, you should demonstrate the qualities that the interviewer is primarily trying to elicit, namely leadership skills, creativity, self-assertion, teamwork skills, trust in people or ability to build relationships, ability to manage conflicts and practice self reflection.

3.2 Do the following exercises to train your skills of preparing for and visiting an interview

Exercise 1. Work out and practice your interview skills. Evaluate yourself with the help of this chart.

1 creative	Do you always do what you say you will do?
2 decisive	Are you good at getting other people to agree with you?
3 flexible	Are you good at making your mind up quickly?
4 organized	Are you able to plan ahead successfully?
5 persuasive	Are you able to cope with last-minute changes?
6 reliable	Are you good at coming up with imaginative solutions?

Exercise 2. Make the personal characteristics mentioned above negative by adding a prefix (dis-, in-, un-).

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

Exercise 3. Define your personal strengths and weaknesses, discuss them in pairs giving specific evidence.

Strengths

I am excellent at...

I am able to...

I am interested in...

I recently managed to...

Positive characteristics

I am...

I try...

Weaknesses

I am not very good at...

I could be better at...

I am reasonably good at...

I would like to be able to...

Negative characteristics

I can sometimes be...

Occasionally I am...

I can be a little bit...

Exercise 4. Match the transferable skills (1- 8) to the examples of professional behavior (a – h).

1) ***analytical skills*** a) I have a justified belief in my ability to do the job.

I am able to express my opinion or provide advice when necessary.

I am good at making decisions.

2) ***creativity*** b) I actively seek feedback on my performance and carefully consider feedback.

I demonstrate an interest in and understanding of my own and other cultures.

I understand my own strengths and limitations.

- 3) *self-confidence* c) I am good at getting a good deal.
 I am good at developing and managing relationships with others.
 I am able to persuade, convince, and gain support from others.
- 4) *communication skills* d) I am able to formulate new ideas to solve problems.
 I am able to think ahead to spot or create opportunities.
 I set aside thinking time to come up with alternative ways of getting things done most efficiently.
- 5) *independence* e) I can work with a sustained energy and determination on my own.
 I can find ways to overcome obstacles to set myself achievable goals.
 I strive towards my own targets and refuse to settle for second best.
- 6) *interpersonal skills* f) I am good at data analysis.
 I am excellent at interpreting data to see cause and effect and am able to use this information to make effective decisions.
- 7) *negotiation skills* g) I am able to express myself effectively.
 I am able to make my opinions totally clear and am rarely misunderstood.
 I produce clear, well written reports that can be easily understood.
- 8) *self-awareness* h) I am good at working cooperatively.
 I am good at working and communicating within a team to achieve shared goals.
 I am a good listener.

Exercise 5. Read the possible questions you may be asked during the interview and choose the best answer for you.

Question 1:

Explain to us, as clear as you can, why you have applied for a position in our company.

- a. I am very interested in the field your company is in.
- b. I need money.
- c. Your company has a very good reputation.
- d. Yours is the only company that has offered me an interview.

Question 2:

Why do you think you might like to work for our company?

- a. Good pay.
- b. Famous.
- c. Good training.
- d. I've always wanted to work in this field, and your company is one of the leaders in this field.
- e. I've wanted to work for you since your representative gave a career talk on campus, and gave me a very good image of your organization.

Question 3:

What do you know about our company?

- a. Famous.
- b. Your annual report describes you as...
- c. My friends in the field say that your company is...

Question 4:

What do you know about the type of work we expect from you?

- a. What it says in the job advertisement.
- b. Well at first I'd expect to... Then later, hopefully I will be promoted and I will...

- c. I'd expect to carry out the functions of the post, and be creative and a good team member.

Question 5:

In what way do you feel our company will help you to use your abilities fully?

- a. I think I will be able to use my inter-personal skills as a team member...
- b. I think I will be able to put into practice the skills I learned at University.
- c. I'm afraid I'm not clear on what exactly your company offers its employees in this area.

Question 6:

Have you any experience of this type of work?

- a. No.
- b. Well, from my summer working experience I have teamwork and organizational skills.
- c. No, but I'm sure I will pick up the job very quickly.

Question 7:

What do you think determines an employees' progress in a company such as ours?

- a. Company politics and relationships.
- b. Interpersonal and technical skills.
- c. Experience.

Question 8:

What qualities do you think the job requires?

- a. The qualities that I have learned in my university career, for example...
- b. I'm not sure.
- c. The qualities that you mentioned in the job advertisement...

Question 9:

What qualities would you expect of persons working as a team?

- a. Co-operativeness and enthusiasm.
- b. Team work.
- c. Obedience.

Question 10:

We have several applicants for this position. Why do you think you are the person we should choose?

- a. I don't know the other candidates, so I can't answer that question.
- b. I have no idea, but I'm sure I'd work hard.
- c. I have the abilities, qualities and experience that you requested in your job advert, for example...

Question 11:

How are your studies at the O.M. Beketov National University of Urban Economy in Kharkiv related to this job?

- a. Well, they weren't really relevant, but I'm sure I can pick up the job quickly.
- b. Several of my courses were directly relevant to this job; for example...
- c. In fact, I want to change my career because I'm bored with doing the things I did on my course.

Question 12:

Why did you choose your course as your field of study?

- a. I chose the course because it would prepare me for this field, and I believe that this field suits my personality and strengths, for example...
- b. It wasn't my first choice.
- c. My teacher and career counsellor recommended it .

Question 13:

What projects have you worked on?

- a. I did a final year project called...
- b. We did a lot of project work. The one I remember best was called... It was the best one because...

Question 14:

Could you tell us something about yourself?

- a. I believe that I am a well-qualified, experienced person with abilities that suit your needs, for example...
- b. Well, as you can see from my resume...
- c. I'm the perfect employee you are looking for, you shouldn't miss this chance to employ me.

Question 15:

I see you have done some voluntary work. What did you learn from that?

- a. I learned to be caring and compassionate, and to look after those less fortunate than myself.
- b. I learned responsibility and leadership, for example...
- c. I learned to be a better Christian from watching my colleagues and superiors.

Question 16:

What do you do in your spare time?

- a. I sleep, listen to music and read books.
- b. I enjoy cycling and wind-surfing.
- c. I enjoy team sports such as basketball and volleyball, and I am the secretary of my department's student society.

Question 17:

How do you see your career developing?

- a. After a few years of gaining experience in the company and furthering my professional qualifications I'd like to put my experience and skills to use in management.
- b. I aim to be promoted within two years, lead a team, and, when I have enough experience in the field, I will start my own company.
- c. Well, I expect that after a few years management will promote me when they think that I am ready.

Question 18:

Do you have any particular strengths or weaknesses?

- a. I think I'm good at...
- b. I think I'm good at... As for weaknesses, my Chinese typing speed isn't very good, and I'm studying to improve it.
- c. I'm good at... On the other hand I'm a little bit lazy.
- d. Sometimes I'm too hard-working and I put myself under too much pressure to make things perfect.

Question 19:

What exactly do you know about dealing with subordinates who create an unfriendly atmosphere in your team?

- a. I would fire or transfer that subordinate.
- b. I would talk to him or her to try to find out the problem.
- c. I would first give him a verbal warning, and then go on to disciplinary procedures if necessary.

Question 20:

What were the benefits of your summer work?

- a. Money.
- b. There were no benefits, I just did a very low level job.
- c. I learned what it's like to be an employee, how to work in a team, the procedures used by companies, and all the little things that make life in the workplace so different from life as a student.

Exercise 6. In pairs, discuss the following questions:

- a. What general skills and knowledge do most employers look for in job applicants in the economic field?
- b. Apart from specific qualifications and technical expertise, what skills and knowledge have you got that make you employable

UNIT 4 CROSS CULTURAL UNDERSTANDING



1 LEAD-IN

1. Do you agree people of different nationalities behave differently in similar situations?
2. Do you agree people's lifestyle is influenced by their culture, values, traditions and social standards?
3. If you have an experience of staying abroad or having friends of different nationalities, could you tell if you sometimes thought other people's behavior to be strange?

4. What is necessary to help people understand each other better?

2 READING AND SPEAKING

2.1 Do the quiz and decide if you have good cross-cultural skills:

QUIZ: DO YOU HAVE GOOD CROSS-CULTURAL SKILLS?

When you meet someone for the first time, what should you do?

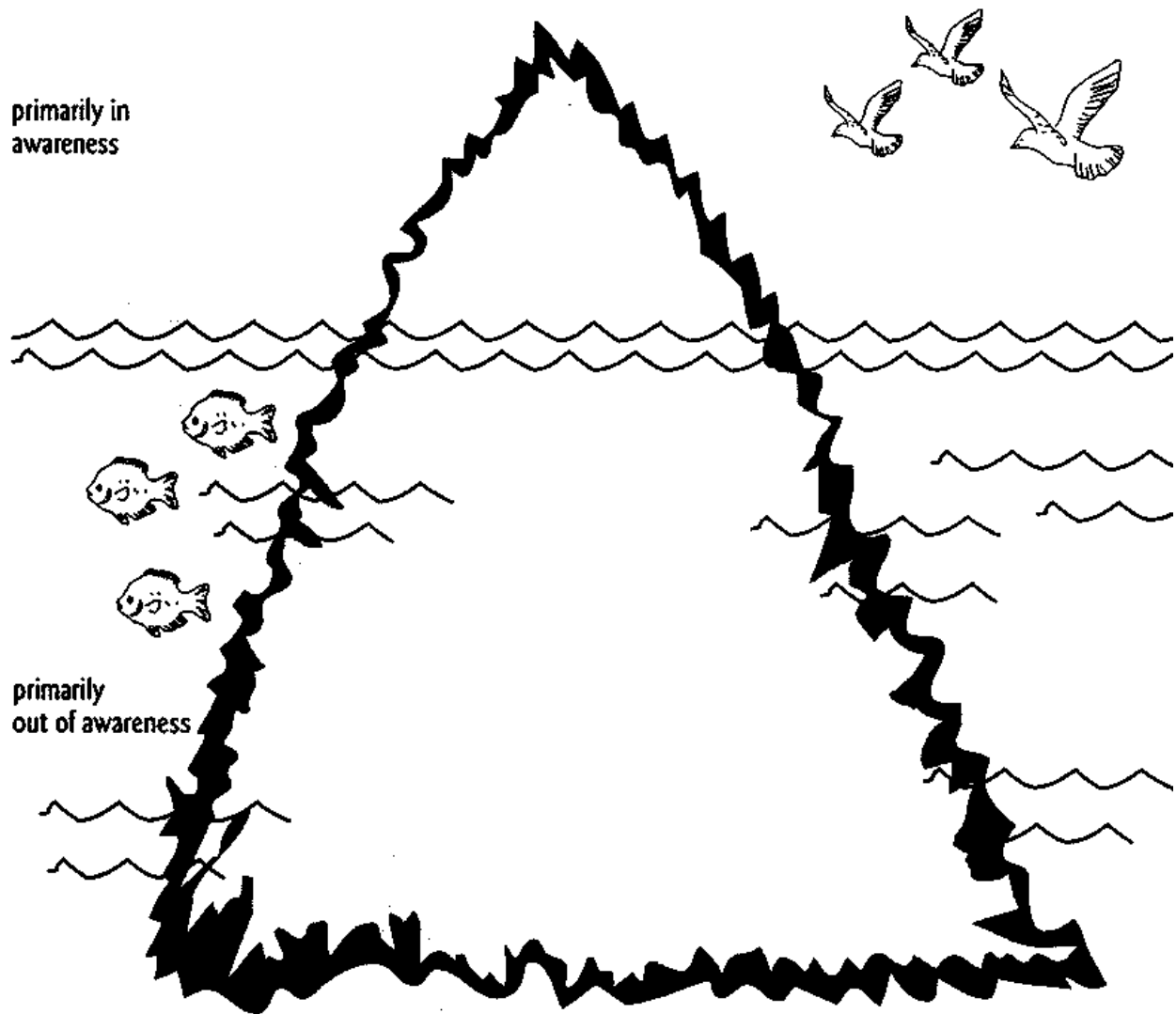
true (T) or false(F)?

A	It's usual to shake hands the first time you meet a British colleague.	
B	It's not a good idea to call German colleagues by their first names at work.	
C	When a Japanese business person gives you his/her business card, it's polite to say thank you and put it in your pocket.	
D	In the Mediterranean, embrace colleagues when you meet them.	
E	Take off your shoes when you visit someone's house in Poland.	
F	In Saudi Arabia it is rude to refuse a cup of coffee.	
G	In the UK ask about your host's family when you meet for the first time.	
H	In Asian countries, it is rude to look people in the eyes.	
I	British people like to talk about their salaries.	
J	When you visit Poland, your host gives you flowers at the airport	

(Retrieved from <https://www.twirpx.com/file/240192/>)

WHAT IS CULTURE

2.2 Look at the Iceberg in the picture and study the information on its relation to culture



(Retrieved from

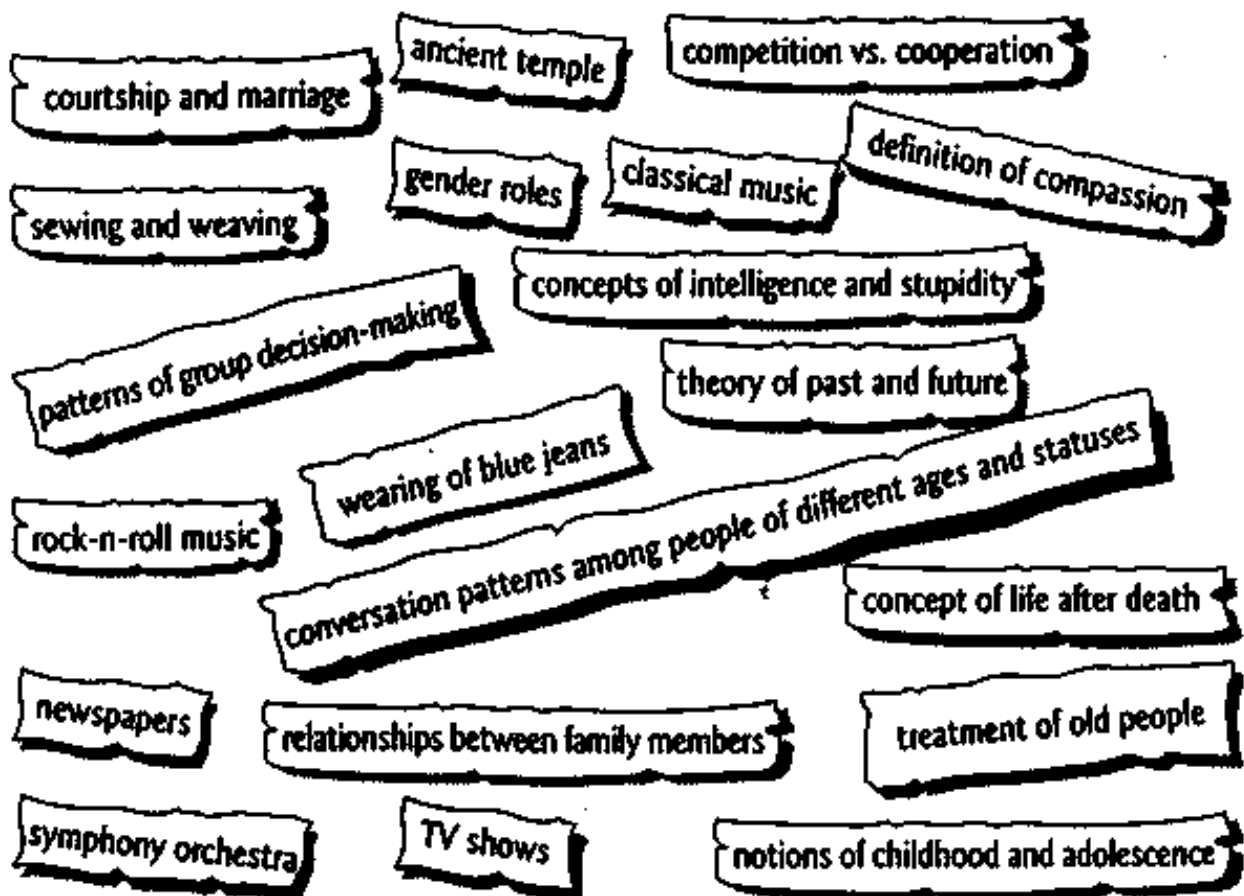
https://books.google.com.ua/books/about/Patterns_of_Cultural_Identity.html?id=vdBXewAACAAJ&redir_esc=y)

- There are **cultural aspects**, which everyone realizes to be special for each culture, different from other cultures, e.g. national costumes, dances, cuisine. These aspects are placed **above the water line** (aspects primarily in awareness).

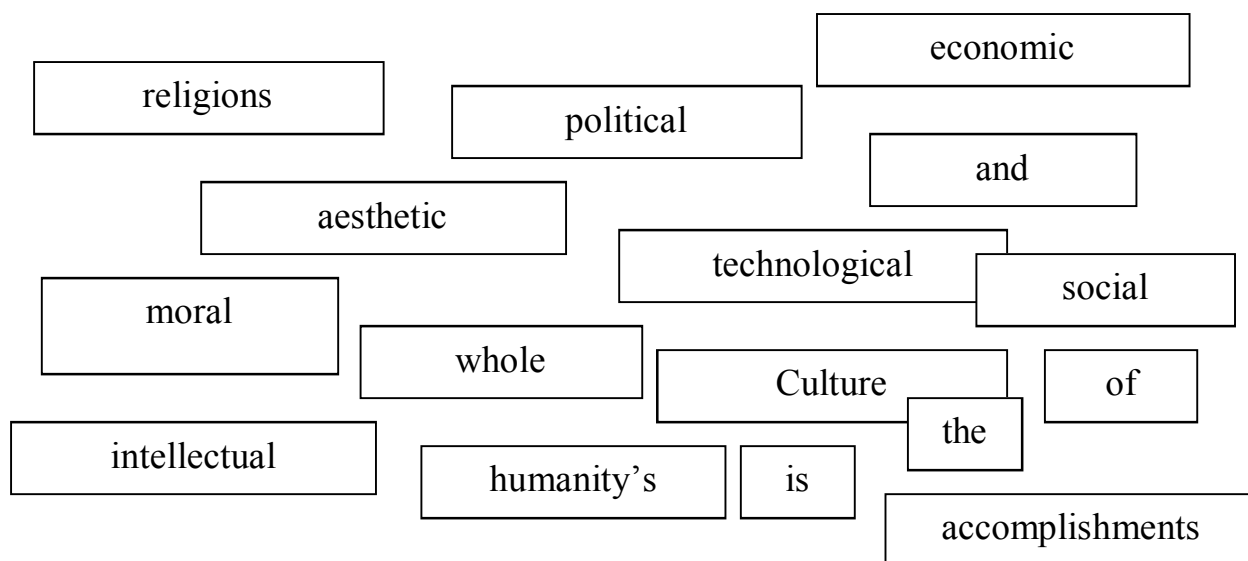
- As for the majority of cultural aspects, like rules of behavior, education, family relationships, they are **not** realized by many people to be different from culture to culture. This misunderstanding can be damaging as it can result in communication failures and offending people. These aspects lie **below the water line** (aspects primarily out of awareness).

2.3 Look at the aspects of culture given below and try to place them above or below the water line of the iceberg. Add as many cultural aspects as you know and place them where you believe they belong

2.4 Compare your arrangement with your partners and check it in the right arrangement given in the Appendix



2.5 Using the words given below try to reconstruct one of a great variety of definitions for the concept “culture”



3 READING AND MAKING PRESENTATIONS

3.1 To understand cultural differences better, read the articles presenting rules of behavior for different nationalities. Make up four groups and in your groups read one of the texts A, B, C, D

Text A

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don't worry, it is probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called Herr Doctor or Frau Directory might cause serious offence. It is equally offensive to call them by a title they do not possess.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

In Denmark a visitor who is invited to a business associate's home should take flowers or some unusual delicacy.

In Norway, to be totally correct, the visitor should send a gift the day after the dinner.

The British, however, consider it impolite to interrupt a visitor, even after all business has been transacted. The commercial caller is expected to be sensitive to this point, know when to stop, and initiate his or her own departure.

(from L. Jones, R. Alexander. New International Business English.)

- **COMPREHENSION CHECK**

3.2 Mark the statements as true (T) or false (F)

1. People in Britain shake hands just as much as people in Germany.
2. Visitors to Germany never get taken out for meals.
3. In Britain, business visitors can stay as long as they like.
4. German business people do not like to be called by their surnames.
5. Make sure you know what the titles of the German people you meet are.
6. You should expect the gift from your Norwegian partner a day before his/her visit to your home.

3.3 What title can you suggest for Text A?

Text B

Good office manners in Indonesia require the visitor to present a business card immediately. If no card is offered, long delays may result. The mark of a thoughtful executive is to have one side in English and the other in Bahasa. In Japan a visitor should be prepared to distribute as many as 40 business cards a day.

In Japan certain guests at evening business gatherings will leave early. They should be allowed to leave without effusive good-bys. The Japanese consider formal departures to be disruptive in such cases and disturbing for remaining guests.

In the Middle East, the word “no” must be mentioned three times before it is accepted. In contrast, it is considered good business manners to make many and long efforts to pick up the check. You should take care not to admire anything in your hosts’ home. They will feel that they have to give it to you.

Young Korean businessmen expect their wives to be invited by foreigners to attend business or pleasure meetings in the evening. They also expect their wives to decline the invitation.

In Korea guests of honor (as well as the elderly and revered) are supposed to serve themselves first from community dishes. Good manners, however, require that the foreign guest of honor decline the privilege at least once, sometimes twice.

Middle East visitors also should not be surprised "if others barge right into the office in the middle of your conversation with the person you are seeing," notes "Travel Pak." An old Arab custom calls for keeping an "open office."

(from B. Hunte. American Way)

- *COMPREHENSION CHECK*

3.4 Mark the statements as true (T) or false (F)

1. A formal departure from parties is important for Japanese people.
2. An Indonesian businessperson will appreciate if you give him/her a card in two languages.
3. Wives of Korean businessmen do not usually attend social occasions.
4. In the Arab world never make compliments to the things in the host’s home.
5. Uninvited visitors are welcome in Middle Eastern offices.
6. In the Middle East, the guest always pays the bill.

3.5 What title can you suggest for Text B?

Text C

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called Dottore – and engineers, lawyers and architects may also expect to be called by their professional titles.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached. Protocol in France calls for listing academic credentials in one's calling card.

(from L. Jones, R. Alexander New International Business English)

- **COMPREHENSION CHECK**

3.6 Mark the statements as true (T) or false (F)

1. In France you are expected to shake hands with everyone you meet.
2. It is polite to insist on paying for a meal if you are in Italy.

3. In France people prefer talking during meal.
4. Italian professionals are usually addressed by their titles.
5. It is not necessary to mention the degrees and titles in your business card when you meet French partners.

3.7 What title can you suggest for Text C?

Text D

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the phone.

American business people usually use first names when addressing each other. But only call a person of a higher position by first name if they invite you to. In many cases, Americans will insist on using first names almost immediately, this is just a cultural norm rather than a sign of real intimacy. It is necessary to shake hands with an American if you are meeting for the first time.

A handshake is the customary greeting for both men and women, although you should wait to see if the woman offers her hand first.

When talking to Americans, never ask what their house cost and how much rent they pay.

If you are houseguest in the USA, you should send a handwritten note of thanks to your host and hostess afterwards.

When you go out to a nice restaurant in the States, you must wait in a line for a table and be prepared to a 15% tip at the end of the meal.

If you want to smoke in the USA, you should always ask if you may. Many areas are non-smoking and many people object to this habit.

There is no pressure to drink when you go out with Americans for lunch or dinner. Alcohol may not even be available.

(Retrived from <http://www.executiveplanet.com>)

- *COMPREHENSION CHECK*

3.8 Mark the statements as true (T) or false (F)

1. It is polite to discuss the amount of house rent with an American.
2. You should always address an American partner by his/her first name.
3. After visiting an American home you should send a letter of thanks to your host and hostess.
4. The amount of tips at American restaurants depends on your satisfaction by the service.
5. American woman offers her hand first.

3.9 What title can you suggest for Text D?

3.10 In your group try to define which regions of the world are described in the terms of national cultures and traditions. Then, prepare and present a short summary of the text without mentioning the name of the region before the other groups. Let the other groups guess what region of the world your group has presented

3.11 Correct your answers to the quiz. Discuss the new information on cultures and traditions of different regions of the world

3.12 Fill out the table using the information from the texts A, B, C, D. Some parts of the task have already been done for you. Add the information about Ukraine

Country/ Region	Business protocol	Social customs
USA		

Britain		
Denmark		People visit their partner's home with flowers or delicacies
France	Academic credentials should be listed in the business card	
Germany		
Indonesia		
Italy		
Japan		
Korea		
Middle East		
Norway		
Ukraine		

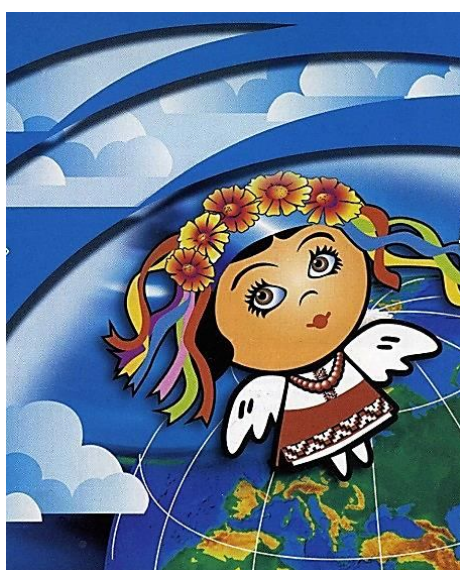
4 CREATIVE WRITING

4.1 Comment on the proverb ‘When in Rome, do as the Romans do.’ Do we have a similar saying in Ukrainian?

4.2 Comment on the saying of an English philosopher John Locke ‘Reading furnishes our mind only with materials of knowledge; it is thinking that makes what we read ours’. Why is it so important to think over what you have read and give your ideas?

4.3 Write a short summary (100 words) giving your ideas on customs and traditions of Ukraine

- What are the rules of greeting people in Ukraine? When do you shake hands? When do you kiss?
- Think of one or two examples of bad manners in Ukraine. For example, in Britain, it is considered impolite to ask people how much they earn.
- What advice would you give somebody coming to live and work in Ukraine.



UNIT 5 NATIONAL STEREOTYPES





1 LEAD-IN

1.1 Study the information about stereotypes and give your own examples of stereotyping

A stereotype is a fixed, formalized or standardized (and, therefore, perhaps false) phrase, idea, belief.

Stereotyping occurs when certain typical characteristics of some members of a group are treated as belonging to all members. For example, all Americans put their feet on the table during the meetings, all Gipsy people are thieves, all blonds are dumb etc.

Stereotypes are based on lack of information, ignorance and limited experience, they can be damaging.

2 READING AND SPEAKING

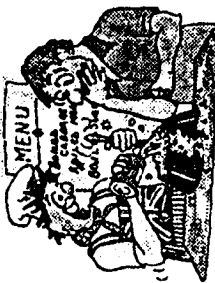
2.1 Look at the postcard, which presents national stereotypes of the European Union members (antistereotypes). Discuss them in small groups. Are some of them new for you? Do you agree with some of them?

2.2 In small groups try to design a stereotype and an illustrating picture for Ukrainians

THE PERFECT EUROPEAN SHOULD BE

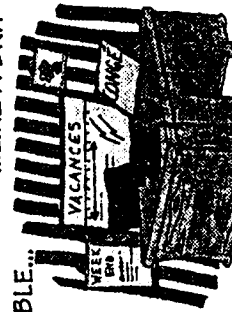


COOKING...



...LIKE A BRIT

AVAILABLE...



...AS A BELGIAN

FLEXIBLE...
...AS A SWEDE



FAMOUS...



...AS A LUXEMBOURGER

GENEROUS...



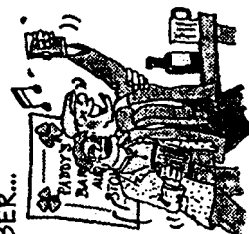
...AS A DUTCHMAN

HUMBLE...



...AS A SPANIARD

...AS THE IRISH



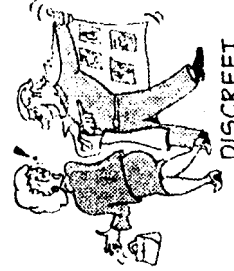
SOBER...

PATIENT...AS AN AUSTRIAN

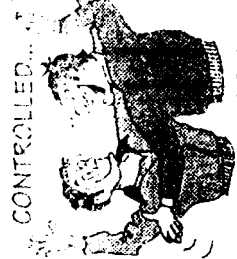


ORGANISED...AS A GREEK

DISCREET...
...AS A DANE



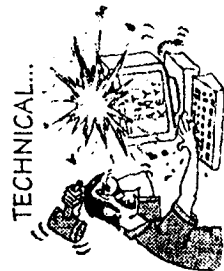
...AS AN ITALIAN



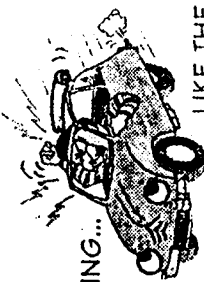
CONTROLLED...

...AS A PORTUGUESE

TECHNICAL...



...LIKE THE FRENCH



DRIVING...

3 SPEAKING AND MAKING PRESENTATIONS

a



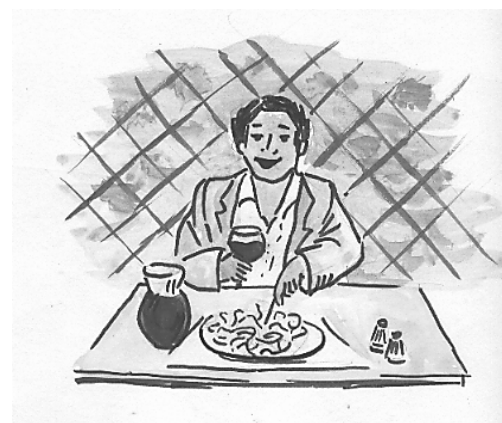
b



c



d



e



f



3.1 Look at the pictures and answer the questions

- What nationalities are the people? What makes it easy for you to identify them?

- What is the stereotype of an English man or woman? Think of the stereotypes of your nationality? Does the picture presents a real image of Ukrainians? Do you believe in stereotypes?

3.2 Using your knowledge (sometimes stereotypes) try to choose at least 10 adjectives typical of different nationalities. In small groups make a short presentation of one nationality

hard-working easy-going punctual friendly reserved emotional lazy
 outgoing hospitable sociable formal casual enthusiastic quiet tolerant
 talkative sophisticated well-dressed fun-loving respectful humorous serious
 nationalistic romantic nepotic reserved casually dressed mean patriotic
 naive

READING AND SPEAKING

4 LEAD-IN

4.1 In small groups write down as many facts and opinions, stereotypes about Scotland and the Scots as you can. What is the thing a mean person does NOT like doing?

4.2 Compare what other members of your group have written.

4.3. Read the text and do the comprehension check

SCOTS IN SWEDEN UPSET BY CHEAP JOKES

SCOTS working in Sweden have complained to the European Commission for Human Rights that jokes about mean Scotsmen in advertising are an insult to the image of their race.

A case was put to Strasbourg by the Scottish Group for Civil Rights in Sweden, an organization formed recently of Scots people working there, to protest against Swedish Railways using such a traditional joke in an advertising campaign. It showed two Scotsmen accepting the offer of travel for two for the *price* of one first-class ticket, while a third hides in the luggage rack.

‘We are not against Scots jokes in everyday life,’ said Mr. David Webster, a 38-year-old marketing manager working near Stockholm, who helped to form the group. ‘There are nationalistic jokes like this in every country. What we don’t like is the frequency of such jokes in commercial advertising.

But the commission did not feel that the group had fully explained its case, and has asked for more information on some points before it decides whether the case can continue.

“There is even one group of cut-price shops in the Stockholm area that has changed its name to The Scot,’ said Mr. Webster. ‘Their motto is, “You can’t get it cheaper anywhere else”. These things are offensive only because they happen so often, we believe.

Apart from the further information demanded by the European Commission for Human Rights, the Scots in Sweden are up against another difficulty. They have so far spent several hundred pounds on their campaign, but voluntary contributions from group members have totaled only £50.

(Retrieved from

https://www.twirpx.com/files/science/languages/english/headway/new_headway/)

- *COMPREHENSION CHECK*

- a. What is the advertisement that the Scots don't like?
- b. Who have they complained to?
- c. What is the name of their organization?
- d. What is the point that Mr David Webster is trying to make?
- e. What is amusing in the last paragraph?

4.4 Match the summary with the correct paragraph

a.	A description of the advertisement the Scots are complaining about.
b.	The commission's reaction.
c.	The exact reason why the Scottish people are complaining
d.	A financial problem for the Scots in Sweden
e.	Some Scottish people have complained to the European Courts about the advertisement.
f.	Another example of the reason for complaining
g.	Scottish formed an organization and explained why they were complaining to the court.

4.5 Contribute your ideas answering the questions:

- Do you think the Scots were right to go to the European Commission for Human Rights, or do you think they took it too seriously?
- Do you agree nationalistic jokes can be come across in every country? Is it an example of stereotypical thinking? Which nationality is considered to be mean by Ukrainians?
- In your opinion, why funny stereotypes of the postcard 'Prefect European' do not hurt people, in contrast with cheap jokes about Scots?

4.6 Comment on the saying of the late American president John F. Kennedy 'Let us not be blind to our differences – but let us also direct attention to our common interests and the means by which these differences can be resolved'

5 DISCUSSING CULTURE WITH HUMOUR

5.1 Look at the pictures, read the accompanying text and say which national stereotypes of British people are presented in a humorous way. Which things the British people are proud of? What do they tell strangers about British culture, traditions and lifestyle?

You can tell I'm British because...



I live in the past



I don't care what people think



I'm a different person when the sun's out



I'm not bothered about a bit of dust



I never refuse a drink



I don't speak a foreign language



I'm lost without my dog



I wouldn't live anywhere else!

If you are a visitor to our country, I expect by now you have realized why we call it **Great** Britain: our long and glorious history; the unspoiled beauty of our landscape; the rich variety of our weather, not to mention our unrivalled achievements in cricket and football. Then there are our cherished traditions: afternoon tea at four, roast beef on Sunday, and warm beer until 11p.m. And there 's us, with our old-world courtesy and tolerance. Oh, and our sense of humour. I mustn't forget that. We do like a good laugh!

As for me, well, I'm so many feet and inches tall, and I weigh so many stones, pounds and ounces. My petrol comes in gallons and my milk in pints – from a milkman. I pay for them, of course, in pounds sterling. My home is my castle and I 'Do-it-Myself'. I only hope I live to pay off the mortgage on it. My garden is my recreation and a sanctuary to many endangered species, not least of all myself!

(from The How To Be British Collection)

6 SKILLS

6.1 Fill out the table of stereotypes for different nationalities. Some parts of the table have been done for you as an example. For the last column choose any nationality you like. Discuss your answers with the partners

STEREOTYPES

	American	English	Ukrainian	Japanese	Your choice
Works:					
Lives:	in a house	in a flat			
Hobby:					
Carries:		an umbrella			
Drinks:					
Eats:					
Newspaper:					
Favourite part of paper:					

	American	English	Ukrainian	Japanese	Your choice
Wears:		a bowler hat dark suit			
Talks about:		weather			
Loves:					
Has:		a garden a pipe			
Pets:					
Sport:		cricket			
Behaviour:		reserved			
Emotions:					

UNIT 6 NATIONAL VALUES

1 LEAD-IN

1.1 Read the definition outstanding people give to the term “values” and explain the idea in your own words. Which of the definitions do you like most of all? Give your reasons

1. The only real voyage of discovery consists not in seeing new landscapes, but in having new eyes, in seeing the Universe with the eyes of another, of hundreds of others, in seeing the hundreds of Universes that each of them sees (Marcel Proust)
2. We see things not as they are but as we are (Anais Nin).
3. Values are established, taught and maintained by a culture. They determine what is good, what is beautiful, and what is right for each member of that society. They are what ‘make a people tick’. To understand others, we must understand their values as much as their language (O. Zatsepina).

2 READING AND SPEAKING

2.1 Read the text and do the comprehension check

IDEALS, VALUES AND GROUP IDENTITY

“The land of the free and the home of the brave”. These closing words of the U.S. national anthem, "The Star Spangled Banner," sum up the ideals that many citizens of the United States have for their country. Ideals and values play an important role in the cultural life of the United States, just as they do in any country.

One of the most important ideals of the United States — and an important part of the way many people in the United States see themselves — is that of freedom. From the time of the American Revolution, when the colonists declared

independence from England, the United States has attracted people seeking freedom.

A second ideal of great importance in the United States is that of rule by the people. The framers of the Constitution of the United States strove to ensure that political power would lie in the hands of the voters, not a king or dictator. So they created a federal government composed of three branches — legislative, executive, and judicial — to prevent any one part of the government from becoming too powerful. The balance of power among these branches is called the system of checks and balances. Also, by reserving much political power for the states that form the national union, the framers strove to prevent the federal government itself from becoming too powerful. This system was hailed by President Abraham Lincoln (1861-1865) as "government of the people, by the people, and for the people."

Another key value in the United States is that of the rights of the individual. The Bill of Rights — the first ten *amendments*, or additions, to the Constitution — is intended to safeguard the rights of the individual and guarantee protection from unjust treatment by the government or the majority. The importance of this protection is reflected in newspaper articles about violations of individual rights. Family, minority group, worker, student, and professional issues often revolve around questions of individual rights.

Nonetheless, individuals and groups together contend for prominence in the United States of today. For all of the importance of individualism, group identity also plays an important role in people's cultural values. And many diverse groups, including non citizens and naturalized immigrants, have an impact on the cultural life of the United States.

(from Crossroads USA)

- *COMPREHENSION CHECK*

2.2 Mark the following statements as true (T) or false (F):

- a. The ideals and values of American people are mentioned in the Constitution of the United States.
- b. There are three branches of the local government in order to avoid giving too much power to one of them.
- c. The government is elected by people voting.
- d. The system of checks and balances is used for financial accounting of the government.
- e. The President Abraham Lincoln introduced the system of power balance between the federal and state government.
- f. Individualism is valued nowadays more than group identity.
- g. Immigrants have no impact on cultural life in the United States.
- h. Any individual can appeal against the unjust treatment by the majority.

2.3 Find out the titles for the paragraphs of the text

- a. Rule by the people
- b. Group identity
- c. The importance of values and ideas
- d. Freedom as the main value of American people
- e. Rights of individual

2.4 Explain the meaning of the following phrases:

Rights of the individual, rule by the people, key values, group identity, state government, federal government, the balance of power, to safeguard the rights.

3 DISCUSSING VALUES THROUGH PROVERBS

National values are often reflected in the proverbs as popular wisdom is concentrated in them

3.1 The following proverbs will help you understand American values. Match the proverb with the cultural value implied in it and write down the right value into the box provided on the right

A man's home is his castle	
Time is money.	
Don't cry over spilt milk.	
Waste not, want not	
A penny saved is a penny earned.	
Early to bed, early to rise makes a man healthy, wealthy and wise.	
God helps them who helps themselves.	
It is not whether you win or lose, it is how you play the game.	
You have made your bed, now lie in it.	
Birds of a feather flock together.	

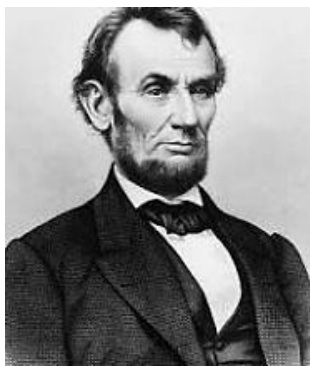
Practicality	Initiative	Sportsmanship	Value of time
Cleanliness	Thriftiness	Diligence	Privacy
Work Ethic	Responsibility	Frugality	Guilt by Association

3.2 Look at the following proverbs. They belong to people of six nationalities (two for each). The proverbs from other languages are translated into English. Try to match two proverbs to the nationalities and comment on the values they present

- A man's home is his castle.
- Everything is for the King first and then for me.
- Together we can fight against the father.
- God helps those who help themselves.
- Our own calf is better than an overseas cow.
- The Devil is not as frightening as he is painted.
- Even silly child is dear for the mother.
- A penny saved is a penny earned.

- i. When this man is sleeping, the Devil is lulling him.
- j. Duties are as hard as a nut.
- k. Take a bullock and a wife from the next farmstead.
- l. Do not cry over spilt milk.

English	h	French	
Italian		Ukrainian	
American		German	



UNIT 7 TRAVEL AND CULTURE



1 LEAD-IN

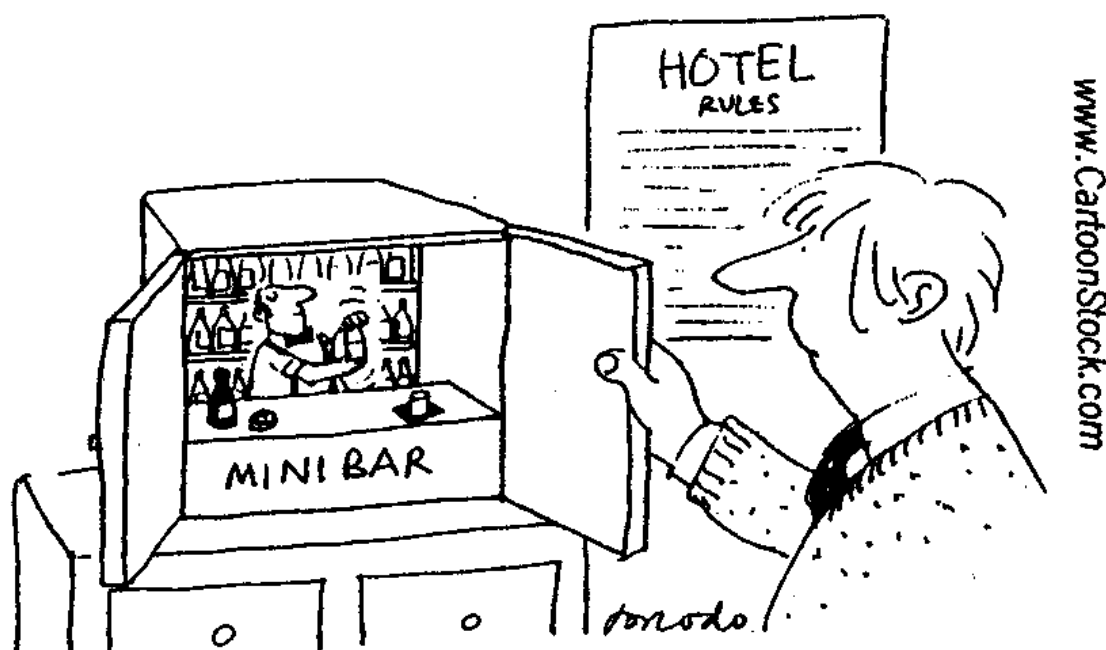
1.1 Look at the picture presenting a French businessmen visiting China and try to answer the questions:

1. Where is this French businessman at the moment? Does he look relaxed? What do you think he is feeling?

2. Have you ever arrived in a country without any knowledge of the language or without knowing anyone?

3. What special cultural difficulties and needs would a person from abroad have in Ukraine? Think about social customs/behaviour, greeting people and meeting in general, language difficulties, food and eating habits (and meal table etiquette), and business situations (dress, negotiating, making deals, etc.)

4. What can the hotel administration do to help people of different nationalities and cultures feel at home and able to communicate with others? Think about reception procedures, room design and facilities, information sheets and signs, restaurants, and staffing and make up a list of your suggestions.



2 READING AND MAKING PRESENTATION

A significant proportion of business travellers are Japanese, and some hotels try to cater for their specific requirements.

PRE-READING TASK:

2.1 Try to answer the following questions before reading the text

Why would a Japanese visitor probably not want to stay in room 444?

What particular features would a Japanese visitor want to find in a hotel bathroom?

2.2 Read the text and correct your answer

HOW HOTELIERS CAN PREPARE TO WELCOME THEIR JAPANESE VISITORS

The following points suggest how hoteliers can make adjustments to satisfy Japanese visitors' requirements

The manager or a senior member of staff should be on duty when a party of Japanese visitors is checking in and should preferably have a Japanese business card and a lapel badge. This person should, if possible, remain as their main contact in the hotel throughout their stay and extend a personal welcome and farewell. To say goodbye is extremely important in Japan.

Avoid putting Japanese visitors in rooms with the number 4,44,444, etc., as this is considered unlucky. Four is 'Shi' in Japanese, the verb 'to die' being 'Shinu', so this superstition should be taken seriously. Some hotels in Asia do not designate a 4th floor at all.

Ensure a consistently prompt response for service, as well as complaints, in all departments. The Japanese are used to abundant staff on duty and a high level of service. This may initially require a higher level of staffing, but the benefits in terms of future business are obvious.

A welcome sign in Japanese at the reception desk is much appreciated. Exit and other directional signs in Japanese throughout the hotel will make the guests feel more at home. Try to have at least one Japanese national on your staff; the other staff should receive basic training in Japanese language and should receive cross-cultural training.

Japanese print should be available at Reception or in rooms, for example, a letter of welcome and guidance notes, general information, Yellow Pages, a city guide, and a newspaper. Sources of Japanese publications could also be provided.

A selection of toiletries and a hair-drier should be provided in bathrooms. It is also appreciated if a yukata (cotton dressing-gown) and slippers are provided in rooms.

Bathrooms must have a constant supply of hot water and should have a bath and shower attachment. The Japanese are accustomed at home to showering outside the bath tub before soaking in a tub of clean water. There should be a drain in the bathroom floor, or else a notice in Japanese and at least one other language, advising on the correct use of the shower and bath. This could prevent flooding or other damage caused through misunderstanding.

Twin beds should be provided for Japanese guests rather than double beds, even for honeymooners.

In the case of groups, care should be taken to give all members rooms of a similar standard.

For refreshment, the Japanese like to have green tea bags, plum tea sachets, and miso soup packets in their rooms with kettle, cups and saucers.

The Japanese like to see evidence of a high level of security, especially with so many ladies traveling unaccompanied. Relevant information could be provided in room literature and promotional leaflets.

For the business visitor, some hotels provide a Business Centre staffed with Japanese linguists, offering translation and word processing.

(from K. Harding, P. Henderson. High Season.)

2.3 According to the text, which of these things are especially important to a Japanese visitor?



- a. plenty of staff on duty
- b. notices and signs in Japanese
- c. TV and video in their rooms
- d. A Japanese-speaking staff member
- e. politeness
- f. a high level of security
- g. Japanese newspapers
- h. Japanese food

3 SKILLS

3.1 Split into two groups. One of the group will do Task 1 and the other group will work with Task 2

***TASK 1** You are the 'Astoria' hotel manager and you are going to be responsible for receiving a VIP delegation from Japan. It is very important for the hotel to make a good impression on the guests as it is planned to receive other Japanese delegations in future. Give instructions to your team members on the reception procedure for the delegation of:*

- a. a General Manager of a large software company (aged 62);*
- b. a member of the Board of Directors (aged 54);*
- c. another member of the Board of Directors (aged 46);*
- d. personal assistant of the General Manager (aged 31).*

It is quite natural for the members of your team to ask questions about the details.

TASK 2 *You are the members of the Japanese delegation:*

- a. a General Manager of a large software company (aged 62);*
- b. a member of the Board of Directors (aged 54);*
- c. another member of the Board of Directors (aged 46);*
- d. personal assistant of the General Manager (aged 31).*

You understand your visit is very important for the hotel 'Astoria'. Describe the procedure of the reception you expect from the hotel manager.

Make your presentations and compare the core ideas of them.

4 READING

4.1 Read the interview given by Mr. Nipotam to the British journalist and register the things you should keep in mind when visiting Thailand

TIPS FOR FOREIGN VISITORS TO THAILAND

Thailand is a very popular tourist destination and a country possessing an old and specific culture. The country is famous for its hospitality, and the average visitor will have no difficulty in adapting to local customs. The following tips are mostly common sense, but to avoid giving offence, foreign visitors may find them useful.

I = interviewer **N** = Nikam Nipotam

I: So what kind of things would a visitor to Thailand need to know about? Are there any social customs that are very different from a European country, say?

N: Well, there are a lot of things that are different ... um ... for example, the names, the way you address people is different.

I: How is that?

N: Well, you always call people by the first name ... the polite way to address people is by their first name.

I: What, even in a formal situation?

N: Yes, you say 'khun' – it's like 'Mr' or 'Miss' or 'Mrs'.

I: Oh, you mean it's the same for men and women?

N: Yes, 'khun' is for men and women, it's the same. You say 'khun' and the first name, and also, when you meet people, you don't shake hands usually, there's a traditional greeting called a 'wai'.

I: A 'wai'? And what's that exactly?

N: Well, you put your hands together, like when you pray, when you say a prayer, and you bow your head forward slightly and the other person does the same. But it's not usually for friends, you don't need to do it, you just do it for people older than you.

I: I see. And in public are there any things that you find different? Is it true that it's not acceptable for a young couple to hold hands in public?

N: Well, nowadays some of them do, maybe because of the influence of Western society, but it's not so common. I think twenty years ago you couldn't do this, you couldn't hold hands in public, and even now, a couple kissing in public ... no, you wouldn't see that.

I: Uh, uh.

N: Another thing that people might find very different is that the head is very important for Thai people – you can't touch another person's head. You have to respect people, and in the same way as the head is the most important part, the feet is the lowest part. It's very rude to point at anything with your feet. If you want to open a door with your foot, you can't do it.



I: Right. So if someone invites you to their home, is there anything you should know about how to behave?

N: Yes, you have to take off your shoes! Don't forget!

- I:** You have to?
- N:** You have to. And if you're invited to eat in someone's home, it's a little bit different. When we eat a *meal*, we always put the food in the middle, for sharing, you have a big bowl for the rice and everyone helps themselves to the other dishes with a spoon and fork. We don't have salt and pepper, and we have something called 'nam pla' on the table. It's a fish sauce. It's got a very strong taste, it's typical of Thailand. For me, Thai food is very good, very delicious!
- I:** Right. Anything else, any other 'dos', 'don'ts'?
- N:** Mm ... let me see. Maybe one thing you should know is about the royal family, the Thai royal family – it's not the same as in England. In England you can say anything about the royal family, but in Thailand you can't talk about them like that – you always have to show respect.
- I:** That is very different from England. Well, thank you very much for your help. I'll try to remember everything you've told me!
- N:** You're welcome.

(from J. Soars, L. Soars. Headway. Upper-Intermediate.)

• **COMPREHENSION CHECK**

4.2 Read the following statements and using the information of the interview make a choice between the two options

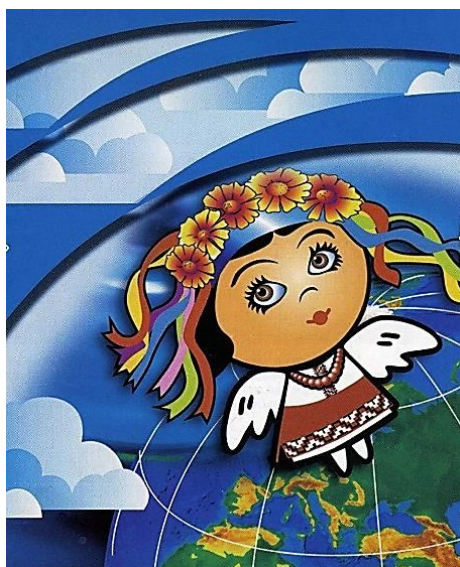
- a. When addressing a Thai person it is polite to use just their (1) *first name / their surname*.
- b. In more formal situations you should use the word 'Khun'. This is like 'Mr' and is used for addressing (2) *men / both men and women*.
- c. It is not usual to shake hands when you meet a Thai person. Instead you do a 'wai' – you put your hands together as if you are saying a prayer, and bow your head slightly. You should always use this greeting when you meet (3) *older people / your friends*.

- d. Couples should be careful about how they behave. You don't see Thai couples (4) *holding hands / kissing in public*.
- e. The head is very important in Thai culture. It is very (5) *respectful / not respectful* to touch another person's head.
- f. If you're invited to someone's home, you should (6) *always take off your shoes / never take off your shoes*. It's very important to remember this!
- g. When eating a meal with Thai people, you should expect the food to be served in large bowls in the centre of the table. Everyone helps themselves, using (7) *chopsticks / a spoon and fork*.
- h. Finally, you should never insult the Thai royal family. Thais always show respect towards their royalty, and they expect visitors to do the same.

CULTURAL TIPS

Write a list of cultural tips for visitors to Ukraine. The list could appear in a guidebook or on a website. Include categories on

- eating and drinking;
- visiting famous and religious buildings;
- being a guest in someone's house;
- gestures, body language, and physical contact and space;
- any other categories you think are important.



6 READING AND DISCUSSION

6.1 Read the text about some of the gestures used in Great Britain and the United States of America and compare them with gestures having similar meaning in Ukraine. Comment on the differences

GESTURES

Many important facts are contained in the non-verbal world of gestures. Gestures can be helpful when people travel abroad and they do not know the language of the host country. But keep in mind: gestures can be damaging as some of them are universal but others have specific cultural colouring.

Culture clip

Gesture-loving cultures include Israel, France, Italy, Portugal, Mexico, Costa-Rica, Guatemala, Bolivia, Jamaica, and many African and Middle-Eastern countries.

Many Northern European countries dislike frequent gesturing

(from R. L. Oxford. Patterns of Cultural Identity)

IMPORTANT GESTURES

Some gestures are used by all British and American people. Many are appropriate only in informal situations; others are considered rude.

Head

People nod to indicate 'yes'. Sometimes people nod repeatedly during a conversation to show that they agree with the speaker. Nodding to somebody while you are talking to someone else shows that you have noticed them.

Shaking the head from side to side means 'no'. When somebody makes this gesture with their eyes wide open it indicates disbelief. If there is a slight smile then the person is also amused.

Fingers and thumbs

Thumbs up is a gesture showing approval or success. It is usually made with the thumb of only one hand. Thumbs down is a similar gesture but the thumb points down towards the ground. It is used by somebody to indicate they have failed to do or get something.

Pointing with the forefinger (= first finger) at somebody or something shows which person or thing you want or are talking about. But in both Britain and the US it is considered rude to point.

People can indicate that they think somebody is mad by pointing one finger at the side of their forehead and turning it. A finger held to the lips indicates “Sh!” (Be quiet!).

Fingers crossed is a wish for good luck.

Drumming your fingers, i.e. tapping them repeatedly on a desk or table, suggests impatience. Scratching your head suggests you are not sure what to do. These gestures may also be a sign that a person is nervous.

Hands and arms

People often shake hands when they are introduced to each other. Business people may shake hands when they make an agreement.

We wave when saying goodbye to somebody. Waving is also used as a greeting, especially by somebody famous.

Lifting the arm is used to attract attention. In schools teachers say “Hands up” when they ask a question, so that all the children get a chance to answer. Adults also lift their arm to attract the attention of a waiter or a taxi driver. In Britain people stop a bus by holding one arm out at right angles while facing towards the bus.

People clap their hands to show they are pleased about something. After a concert, play, etc. they clap repeatedly to show they enjoyed it.

Shoulders

Shrugging your shoulders shows impatience or lack of interest. It can also be used to indicate that you do not mind which of several things is chosen.

(from "A Guide to British and American Culture")

6.2 Study the following examples of 'Gestures of Approval', which can help you understand how different gestures can be used in different cultures to convey the same meaning



Thumbs-up in France



Two-thumbs-up in Kenya



Fingers together in a hand purse in Tunisia



Tilted head in Greece



Downward nod in Lebanon



Raised eyebrows in Tonga



Cheek screw in Italy



Fingertip kiss in Europe and Latin America

(from R.L. Oxford. Patterns of Cultural Identity)

6.3 Read the following passage on eye contact, which can be also challenging for representatives of different cultures. Answer the questions:

EYE LANGUAGE

In Japan eye contact is a key to the way you feel about someone. And the less of it, the better. What a Westerner, considers an honest look in the eye, the oriental takes as a lack of respect and a personal affront. Even when shaking hands or bowing – and especially when conversing – only an occasional glance into the other person's face is considered polite. The rest of the time, great attention should be paid to fingertips, desk tops, and the warp and woof of the carpet. "Always keep your shoes shined in Tokyo", advises an electronics representative who has logged many hours there". You can bet a lot of Japanese you meet will have their eye on them".

(from R. Axtell. Do's and Taboos Around the World)

- a. According to the text, which culture dislikes direct eye contact?
- b. Which culture likes direct eye contact?
- c. Why is it so important to have your shoes polished in Japan?
- d. How can you comment on the international saying "The eyes are the window of the soul"? Is there a similar saying in Ukrainian / Russian language?

6.4 Fill in the table using the interpretation of the following body language in your culture

The other person	Meaning
Leans forward when listens to you	
Maintains eye contact at all times	
Sits upright	
Looks down and does not look at	
Looks at a watch or a clock	
Covers his/her mouth with hands	

VOCABULARY



I've got my head
screwed on,



I'm keeping my
nose clean,



my chin up,



and my shoulder to the wheel,



my heart's in
the right place,



and I'm putting my
best foot forward,



but it's no use,
I'm still ...



BOTTOM of
the class!

(from The How To Be British Collection)

7.1 Look at the picture presenting idioms with body parts and try to match them with their meanings

to have head screwed on

to keep one's nose clear

to keep one's shoulder to the wheel

to put one's best foot forward

to have one's heart in the right place

to be the bottom of the class

be in a hurry

be responsible, sympathetic person

be energetic, enthusiastic

be at the lowest level of progress

be sensible, have good judgment

never lose courage

be careful, cautious

7.2 Complete the sentences using the body parts idioms

1. All who would like to prosper in the future must _____ now.
2. In fact I know nothing better to be said of a kind man than that he _____.
3. Our boss always encourages us in new projects and he always _____.

4. You can rely on him and his judgment as he _____.
5. At high school he was _____ and so decided to get a job.
6. “_____”, the officer said, “and remember, old soldiers never die”.
7. When you are working at a very high speed you have to _____.



UNIT 8 TECHNOLOGY AND CULTURE



1 LEAD-IN

- a. Using the title can you guess what are the main topics discussed in the unit?
- b. Do you know what is the proportion of English websites in the Internet? What is the proportion of websites in Ukrainian?
- c. Can you comment on American English dominating in the Internet websites?
- d. In your opinion, is the proportion of Internet websites in English increasing/decreasing? Give your reasons.

2 READING AND SPEAKING

2.1 Read the title of the article and make up a list of ten words/phrases which are to be found in the text. Compare your answers with your partners

2.2 Read the article and choose the most suitable heading (A-I) for each paragraph (1-7). There is one extra heading which is not needed. One paragraph (0) was done for you

- | | | | |
|---|-------------------------------------|---|------------------------|
| A | Smaller firms will benefit | F | Surprising figures |
| B | False impressions | G | Time is needed |
| C | A challenge for translators | H | Personal preferences |
| D | Realising the need for variety | I | Proficiency in English |
| E | Different cultures, different needs | | |

A MULTILINGUAL INTERNET

As both Asian and European markets use the Internet more and more to conduct business, there will be an increasing need for language choices for different markets. 0 B English is so often used on the Internet that it might make you think everyone in the world speaks English, or at least give you the impression that it is the world's most widely-spoken language. If it were true, it would, of course, bring benefits for worldwide communication and understanding, though it could also possibly become a treat to cultural diversity.

English certainly seems to be everywhere, from films to pop music and TV, and from business to science and other fields.

1 _____ Information varies, but suggests that about 75% of the pages on the Web are in English. Yet English is the mother tongue for only 5.4% of the world's population, while further 7% of the world's population are proficient speakers of English. This means that only around 12% of the world's population can communicate well in English. This figure is nowhere near the total number of people speaking Chinese languages, which, at 20.7%, is much higher.

2 _____ More and more people are accessing the Internet nowadays, including many companies to conduct e-business. As a consequence, the position of English is beginning to change. Both Europe and Asia are growth areas, with businesses increasing their use of the Internet and people would apparently rather buy things online if they can order in their own language.

3 _____ It was predicted that by 2003 only one third of Internet users would be speakers of English. As a result, companies wanting to reach world markets are beginning to realize that they will have to translate their websites for their various customers.

4 _____ However, creating a multilingual website is not an easy task. Companies wishing to translate their sites for different markets basically face both technical and linguistic problems. They are unable to use automated translation systems, which already exist in the market, simply because the quality is not good enough for professional use. Businesses all over the world are now faced with this huge challenge.

5 _____ Moreover, translating websites is only the beginning. Customers with questions and problems will need to discuss matters in their own language, for example, while prices will need to be in the local currency. Dates will also need to be the right format to avoid confusion. Companies will need to adapt their advertising materials so as not to offend different cultures. They may also have to change their way of doing business to suit certain customers – in

Japan, for example, as the Japanese do not tend to give their credit card details over the Web. There are also legal issues to take into consideration.

6 _____ Such vast changes will not happen overnight. It is impossible to say exactly how many texts there are on the Web as the number is changing all the time. One thing which is certain, however, is that a growth in the use of Internet is guaranteed. Companies doing e-business simply need time to translate their sites into the various languages necessary to do business. Meanwhile, more and more material in different languages is being added to the Web at a fast pace.

7 _____ While all this is happening, local companies, with few employees, doing e-business only in the language of their target market and who are aware of the cultural aspects of that market, will certainly be at an advantage. The problems of language and culture could well limit larger companies from expanding and so offer more opportunities to smaller businesses in poorer areas of the world.

(from B. Obee, V. Evans, Upstream. Upper Intermediate)

2.3 Compare the list of key words you predicted to be in the text with the text. Are there any differences?

2.4 Read the text again. Find out the phrases and word combinations close in the meaning to those stated below. The number of the paragraph is given for you in each phrase

- a pleasant thing for cultural variety (0)
- native language (1)
- the number differs greatly from something (1)
- to make business operations on line using Internet (2)
- developing regions (2)
- to sell and buy products globally (3)
- a website where information is presented in some languages (4)

- to meet a problem situation (4)
- to make something appropriate for the client (5)
- laws of the country /region (5)
- to occur very quickly (6)
- rapidly (6)
- the place where most of business operations are concentrated on (7)
- to enjoy a privileged position (7)
- to restrict development (7)
- to give chances (7)

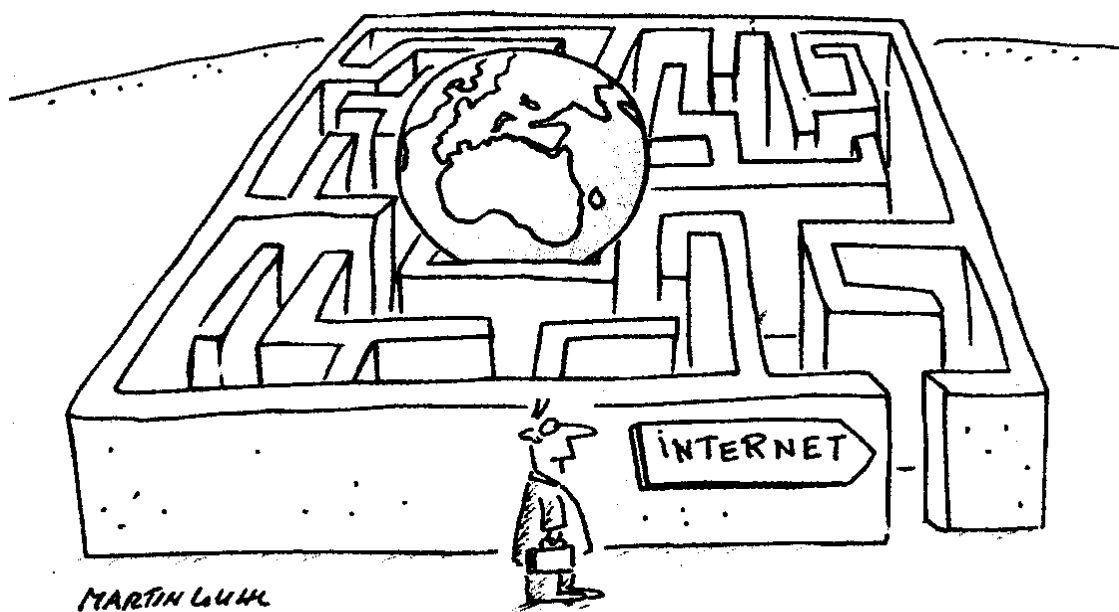
2.5 Choose the statements that the author can agree with?

- It is a false impression the majority of the world's population can speak English.
- The growth in the use of Internet is guaranteed globally.
- Websites should be translated into local languages using automated translation systems.
- Materials in different languages are added to the Internet very slowly.
- The position of English is changing as more countries start using Internet.
- Information of the website should suit the country's traditions and mentality.

2.6 Name the four main factors that make business people translate their websites into local languages

CONTRIBUTE YOUR IDEAS

- Why do people prefer to buy things on line using their own language?
- Why is it important to take into consideration language and mentality for advertising?
- In your opinion, does the fact that most of the websites are in English speed out/ delay business operations between Ukrainian and foreign partners?



3 READING AND DISCUSSING

4 PRE-READING TASK

What do you know about e-commerce? Have you ever used this service? In your opinion, which country dominates in selling goods through the Internet?

4.1 These 7 words are missing from the text below. Read the text and decide where they fit and put them into the space provided

cards	goods	markets	reasons	retailers taxes	telephones	websites
-------	-------	---------	---------	-----------------	------------	----------

FIRST AMERICA, THEN THE WORLD

Before e-commerce can go global, it needs to overcome a few obstacles.

Something like three-quarters of all e-commerce currently takes place in the United States. The country also accounts for 90% of commercial websites. Given that the Internet is, by its very nature, global in reach, these two facts raise a vital question about e-commerce for the rest of the world: are America and American websites inevitably going to dominate it?

The answer is not immediately obvious, for several 1. _____. For a start, it is surprisingly hard to cross borders in the retail world. In industries such as drink manufacturing, car making or investment banking, it is comparatively easy for a Coca-Cola, a Ford or a Goldman Sachs to establish itself around the globe. But in shopping or retail banking, cultural, linguistic and regulatory barriers often get in the way.

Surely the Internet will give retailers a further boost? It may well do so: but that does not mean going global will suddenly become straightforward. One big reason is the crucial importance of fulfillment and delivery. Being good at these inside the United States is clearly a plus, but, because they are by definition local, that does not guarantee success in other 2. _____. Several American websites no longer take orders from outside the country for this reason (although Amazon reckons that as many as a quarter of visitors to Amazon.com live abroad). Another reason is that in Europe, the biggest marketplace for e-commerce after America, various government, tax and regulatory obstacles are deterring would-be American electronic vendors.

The third reason that American global domination should not be taken for granted is that many American web 3. _____ may have left it too late: a surprising amount of e-commerce is starting to take place in other countries. In most Scandinavian countries Internet use is now higher than in the United States, and in Britain and Germany it is catching up.

In some ways Europe and Asia are at a disadvantage compared with America. Credit 4. _____ are far less widely used, which is one reason for the success of mixing online (to place orders) and offline (to pay and pick them up) business. Another problem is telecoms costs. In Europe these can be five times as high as in America, where local calls are often free. Despite the success of "free" Internet service providers in Europe, it still costs twice as much there as in America to surf the web.

Yet in telecoms both Europe and Japan could now find themselves at an advantage, thanks to their lead over America in mobile telephony. Computer

experts like to argue that nobody wants to surf the web on a one-inch screen. But it seems more likely that mobile 5. _____ and other handheld devices are about to become the instrument of choice for Internet access.

But the tax debate is not just about what happens inside America, Tax is also an international issue. In several EU countries the rate of value-added tax (the nearest thing to American sales 6. _____) can be as high as 250/0, and VAT accounts for an average of 40% of Europe's tax revenues. There is no prospect that, once e-commerce takes off, goods or services sold over the Internet will be allowed to avoid such an important tax.

But it is regulation, rather than tax, that American e-commerce firms are most concerned about when they look at Europe. They are worried about some unhelpful recent cases. In one case, Land's End, a clothes retailer, was found to be breaching German consumer law by offering its normal 100% replacement guarantee for any clothing that wore out. Advertising on 7. _____ in Europe is a colossal headache: for example, Denmark bans advertising to children, France bans advertising in English and Germany bans comparative advertising.

(from L. Jones. Business Communication)



- COMPREHENSION CHECK

4.2 Which statements are true (T) or false (F) according to the article?

- a. Retailers have to overcome problems with culture and language if they want to do business around the world.

- b. Delivery is not really a problem for retailers.
- c. Europe is the second largest market for e-commerce in the world.
- d. A higher percentage *of* Americans use the Internet than any other nationality.
- e. It's cheaper to surf the web in the USA than in most other countries.
- f. In the USA, if you buy on the web, you don't have to pay sales tax.
- g. If Europeans buy from the USA over the web, they can avoid paying VAT.
- h. American firms can use the same advertisements all over the world.

4.3 Put the eight paragraph titles into the correct order the paragraphs appear in the text. One title is extra

- Costs are high
- Delivery problems
- Domination in commercial websites
- Governments initiate e-commerce
- Mobile telephony as an alternative
- Taxes are obligatory
- Regulations differences
- Crossing the borders in the retail world
- Competitors start e-commerce

4.4 Study the meaning of the following idioms in the text. Match the idioms in Column A with their meaning in Column B

A	B
to find oneself at an advantage	to be strong for challenges
to take for granted	to be responsible for
to take off	to prevent something
to give boost	to increase the value and reputation
to get in the way	to accept someone or something as a matter of course

to be concerned about	to move faster in order to reach someone or something who is moving in the same direction
to account for	to discover what one's benefits are
to overcome obstacles	to become popular and successful
to catch up	to worry, trouble about something

4.5 Comment on the main problems American commerce faces in Europe

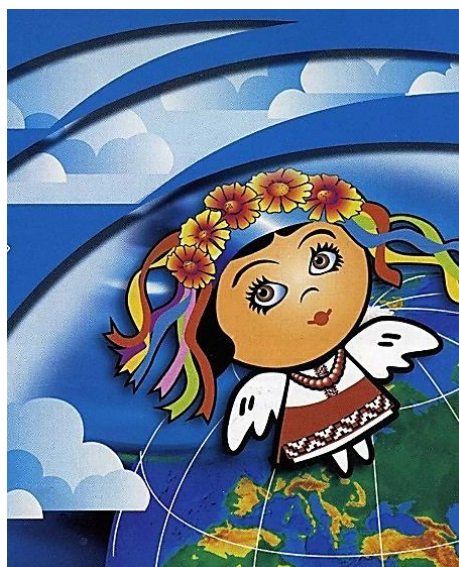
5 MAKING COMMENTS

Make your comments on the saying by Federico Fellini 'A different language is a different vision of life'.

6 CONTRIBUTE YOUR IDEAS

Give your ideas on the factors that stand in the way of e-commerce development in Ukraine

- shortcomings of the Ukrainian legal system;
- unreadiness of people to buy on-line;
- unattractiveness of Ukrainian market for foreign investors;
- insufficient number of Internet users;
- fear of customers to be deceived



and the impact of computer technology on the life of people globally

- Do you agree that computer technology can be detrimental to our lives? Have you, or has anyone you know, had any experience of this? Should we and could we change this aspect of our culture?
- How could we deal more effectively with a large amount of information?
- Is 'small talk' becoming less common in our country?
- Do you think men or women are more affected socially by the impact of technology?
- Do you think using of modern technologies / equipment makes people in all corners of the world closer? Do you believe in 'technological culture'?

7 CREATIVE WRITING

Make up a short summary (100 words) using the text and trying to give your own ideas as for the Internet role in globalization and its cultural coloring.

UNIT 9 CIVILIZATION AND TECHNOLOGY

1 LEAD-IN

1.1 Answer the following questions

- Do you believe that there are civilized and uncivilized peoples in the world? How do you define civilization?
- What features of a culture prove to us that it is civilized?
- Is technology the first and foremost feature of countries we consider to be civilized?
- Is technology always good?
- What other things are important to human beings?

2 READING AND SPEAKING

A SINGLE LUCID MOMENT

This is a story written by a young American teacher living in Papua New Guinea and teaching English in a village there. He has a "single lucid moment" that enables him to see into the heart of Papuan culture — and to see his own culture from a new perspective.

2.1 Read the following text and reconstruct the story. Match the starting phrases (a –i) with the correct paragraphs (1 – 9)

- a A villager began staring intently at one of the photos
- b Early the very next morning , we heard a knock at the door
- c Maimafu, our village, was a modal of communal living
- d One day we were sitting in a circle on the ground and telling stories
- e Please, contact these two men as well as your government
- f There were no cars, electricity, or telephones
- g The plan could not work, we finally had to tell them
- h I tried to explain “homelessness” to the group, adding that the men were asking for food
- i What does one say to such an offer

We were greeted by a group of beautiful people wearing friendly, curious smiles. Naked children hid giggling behind trees. A lively entourage balanced our boxes on their heads as they carried them over the muddy trails.



(1)_____ – only grass huts surrounded by large gardens and rain forest. Women spent their days in the gardens. Men worked growing coffee, earning a small yearly income of \$200. The village had lived in harmony with its natural surroundings for millennia.

(2)_____ . Men would rally to the build a new home; the elderly worked and lived with their families; mothers breastfed their neighbor's children. The one man in our village with Down's Syndrome was fed, housed, and clothed by everyone. He would spend a few days with one family before happily wandering away to stay with the next.

(3)_____ , the favorite pastime in Papua New Guinea. I passed around photos from back home in Chicago. I was planning to "wow" the Papuans with pictures of the enormous buildings of an American city.

(4)_____ . He had noticed two homeless men on a Michigan Avenue sidewalk with crude handwritten signs propped between their legs. "Tupela man wokem wanem?" he asked. (What are these two men doing?)

(5)_____ . Crowding around to look at the photograph, the villagers could not understand how men might be without homes, especially in a city of glittering towers, or why others would simply walk past. I understood from their questions and serious mood what they were thinking – these two men must lack not only food and shelter, but also love and a sense of worth and purpose in their community.

(6)_____ . Opening it, I was greeted by Moia, Kabarae, Kavalo, and Lemek. My wife and I walked out into the beautiful sunlit morning. Each man gave us a pineapple. Moia spoke, "After you left last night, the men of the village council had a meeting. For a long time we discussed the two men in your picture. We have reached a conclusion and have a proposal for you." "What could this be?" we wondered.

(7)_____ . Ask the government if they will fly those two men to Maimafu, just like they did for you. We have marked two spots of land where we will build houses for those two men, just like we built for you. Our men will build the houses and the women will plant the gardens to feed them."

(8)_____ . We searched for a polite response and made some explanations of the possible difficulties – a lack of money or government bureaucracies. But the councilmen would not accept no for an answer. They could not understand that humanity would allow such an injustice. They wanted action.

(9)_____ . Their hearts sank, and I could see in their eyes that this dream would not die easily. "Sori tru, sori tru we no inap wokern dospela samting," they told us (We are truly sorry, truly sorry this can't happen). They clicked their tongues and shook their heads in disappointment.

(from J. Zdanowski. Crossing Cultural Borders)

2.2 Mark the following statements as true (T) or false (F)

- a. Papua New Guinea belong to civilized countries from the Westerners' point of view.
- b. Men earned their living by growing coffee.
- c. The elderly people looked after neighbor's children.
- d. The teacher planned to stagger the villages by the pictures of America.
- e. The local people were mostly impressed by glittering towers.
- f. The villagers were not aware of the concept "homelessness".
- g. The local people planned to ask American government to build houses for the two homeless men.
- h. The villagers suggested their help in building houses and planting gardens.
- i. The local people were surprised by the impracticability of their plan as for homeless people.

- *COMPREHENSION CHECK*

2.3 Check your understanding answering the following questions

1. What was the favorite pastime in the village?
2. Which tradition of local people while visiting each other's home is mentioned in the text?
3. In the opinion of the villagers, what were the feelings of the homeless people?
4. Can you prove the local people had serious plans to host the two homeless men in the village?
5. What, in your opinion, were the main obstacles on the way of inviting the two Americans to the village?
6. When did the American teacher had his 'single lucid moment'? Give your reasons.

3 MAKING COMMENTS

**Comment on the saying of an American historian A. Toynbee
'Civilization is a movement and not a condition, a voyage and not a harbor'**

4 SKILLS

4.1 Try to name the main values of the villagers of Papua New Guinea.

Do you think homeless Americans could be happy in the village?



4.2 Find out the country Papua New Guinea on the map. What do you know about this country? Make a short presentation for your group-mates

5 CREATIVE WRITING

Imagine you are a villager of Maimafu. Make a short summary (100 words) of the story giving your thoughts and feelings.

6 PROJECT WORK

Decide with your teacher on any country or region of the world the culture, traditions and lifestyle of which you would like to investigate. Use the recommended encyclopedias, guidebooks and websites to get the information. Design a presentation in writing, prepare the necessary visual aids needed and make an oral presentation in your class.



UNIT 10 EDUCATION AND CULTURE

1 LEAD-IN

- 1** What do you know about the system of education in the United States? In UK? How many years do students go to school before entering college?
- 2** What are the differences between public and private schools?
- 3** How long does it take to get a university degree in the USA, UK? What qualities do the universities want the students to have?
- 4** What esteemed universities do you know in the UK, USA?

2 READING AND DISCUSSING

Read the text and answer the questions that follow:

EDUCATION IN THE USA

As might be expected, educational institutions in the United States reflect the nation's basic values, especially the ideal of equality of opportunity. From elementary school through University, Americans believe that everyone deserves an equal opportunity to get a good education.

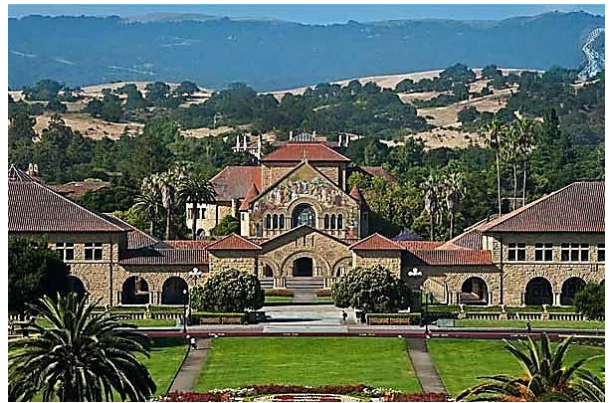
Most children start public school at age five, by attending kindergarten, or even at age three or four by attending pre-school programs. Then there are six years of elementary school and usually two years of middle school and senior high school. After high school, the majority of students go onto college. American public schools are free and open to all at elementary and secondary level (high school), but public universities charge tuition and have competitive entrance requirements.

However, elitist private schools do conflict with the American ideal of equality of opportunity. These schools often give an extra educational and social advantage to the young people whose families have the money to allow them to attend. But because these schools are relatively few in number, they do not displace the public school as the central educational institution in the United States.

There is another area of inequality in the American education system. More than 90 percent of the money for schools comes from the local level, primarily from property taxes. School districts that have middle class or wealthy families have more money to spend on education. Therefore, wealthier school districts have beautiful school buildings with computers and the latest science equipment, and poorer school districts have older buildings with less modern equipment. The amount of money spent on education may vary from \$7,000 per child in a wealthy suburb to only \$1,200 per child attending an inner-city school, or one in a poor rural area.

(from Across Cultures)

1. Which basic American value is reflected in the education system of the country?
2. What are the stages an American student passes on the way to the University?
3. Is tuition paid at school? At the University?
4. What are the two facts mentioned in the text that conflict the principle of equality in education?
5. Which institution is considered to be a central one in the US educational system?
6. What is the principle of schools financing in US? Which districts enjoy privileges?



3 MAKING COMMENTS:

Make a comment on the following statistical data

Modern statistics shows that women who attend all-female colleges seem to do better in the world of business. These women make up one-third of the board members of the top businesses in the United States. Some educators are now saying that separating male and female students may not be such a bad idea.



4 READING AND DISCUSSING

Read the text and answer the following questions.

EDUCATION IN UK

Schools place a distinctive stamp on their pupils – a past pupil will be defined in society at a private or state school boy or girl.

In choosing a school for their children parents worry about potential academic progress, but also about the development of life skills, and the kind of social cultural and spiritual experience offered by school. Besides, parents are interested in the way in which prominent public figures choose to educate their children. For example, Prince Charles was the first member of the royal family not to be educated by palace tutors. He was sent to Gordonstoun in Scotland and for many ordinary families this humanized the royal family.

Some parents also consider the availability of an ‘old school tie’ network, which may help their child to get a job in future and develop socially useful lifelong friendships which usually start at school. British people traditionally rely on a system of contacts among people who have common business, professional, sporting and social interests, and various organizations and clubs induct British children into club mentality. After graduation students often visit their old schools and join Old Girls and Boys Associations. This, perhaps, explains the phenomenal success of the website Friends Reunited.

Participation in higher education is still largely determined by the class one happens to be born into. For example, in Britain as a whole, currently 80 percent of children from professional middle class families study at university, compared with 17 percent from the poorest homes. However, in Britain in 2000 35.6 percent of 21-year olds graduated from University. This was the highest percentage in Europe.

(from Across Cultures)

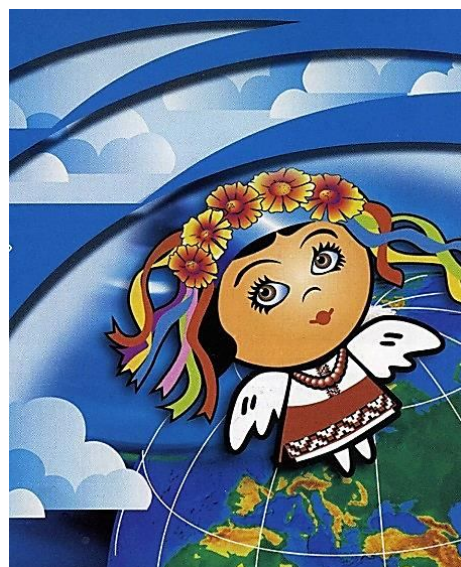
• COMPREHENSION CHECK

1. What are the reasons of British parents in choosing schools for their children?
2. Why “old school tie” network is so important in professional and social development of British people?
3. What is the main reason for visiting the website Friends Reunited? What is the Russian/Ukrainian equivalent of such a site?
4. Can you prove the fact that getting higher education is a popular trend in modern Britain?

5 PROJECT WORK

Try to answer the following questions and get ready with a short presentation on the topic “Education in Ukraine”. Find out the statistic materials needed in the Internet and use the necessary illustrations

- a. Do you think the graduates of public and private schools in Ukraine have different entrance opportunities?
- b. Which educational institution is considered to be central in Ukraine?
- c. Do you think private universities are more reputable and popular than public ones? Give examples.
- d. Do you think it is an advantage or disadvantage to get a higher education in another country? Give your reasons.
- e. Is education compulsory in Ukraine?
- f. How strict is the discipline in elementary or high schools?
- g. What do you think of the National exams in Ukraine? Do they reflect the real level of knowledge of the graduates?
- h. What are the categories of people who enjoy privileges when entering a university? Do these people get any scholarships?



UNIT 11 WORK, BUSINESS STYLES AND CULTURE

1 LEAD-IN

- 1 What is the role of business in American society?
- 2 Are many people involved in it?
- 3 Which big businesses do you know in the U.S.?

2 READING AND SPEAKING

2.1 Read the text and do the comprehension check. Study the new vocabulary

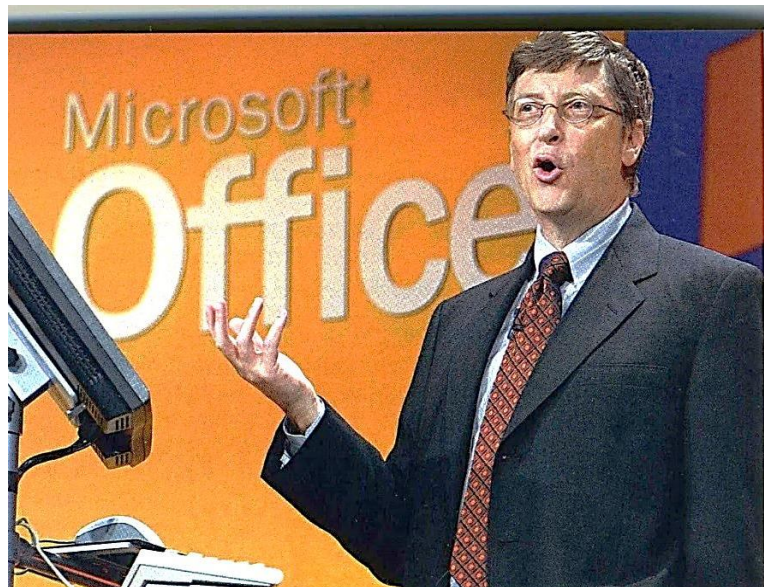
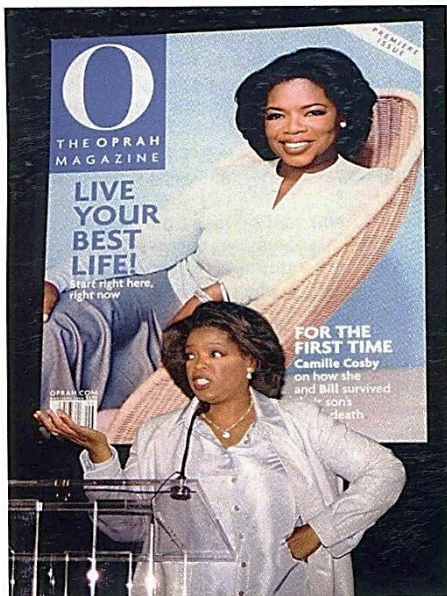


THE PLACE OF BUSINESS AND WORK IN U.S. SOCIETY

Henry Ford, the famous U.S. inventor and car manufacturer, once said, "The business of America is business." By this he meant that the U.S. way of life is based on the values of the business world.

Few would argue with Ford's statement. A brief glimpse at a daily newspaper vividly shows how much people in the United States think about business. For example, nearly every newspaper has a business section, in which the deals and projects, finances and management, stock prices and labor problems of corporations are reported daily. In addition, business news can appear in every other section. Most national news has an important financial aspect to it. Welfare, foreign aid, the federal budget, and the policies of the Federal Reserve Bank are all heavily affected by business. Moreover, business news appears in some of the

unlikely places. The world of arts and entertainment is often referred to as "the entertainment industry" or "show business." Many readers are just as interested in how much money movie stars earn in a film as they are in their performances. The positive side of Henry Ford's statement can be seen in the prosperity that business has brought to U.S. life. One of the most important reasons so many people from all over the world come to live in the United States is the dream of a better job. Jobs are produced in abundance because the U.S. economic system — often referred to as the "free market" system — is driven by competition and not by government planning. People believe that this system creates more wealth, more jobs, and a materially better way of life for most of the population.



The negative side of Henry Ford's statement, however, can be seen when the word *business* is taken to mean *big business*. And the term *big business* — referring to the biggest companies, such as the oil, railroad, steel, mining, automobile, and communications corporations — is seen in opposition to *labor*. Throughout U.S. history working people have had to fight hard for higher wages, better working conditions, and the right to form unions. Today, many of the old labor disputes are over, but there is still some employee anxiety. *Downsizing* — a word meaning the laying off of thousands of workers to keep expenses low and profits high — is a term that creates feelings of insecurity for many.

Business is such a dominant element in the culture of the United States that many business values — such as hard work, competition, individualism, and teamwork — are expected parts of everyday social life.

(from Crossroads USA)

• *COMPREHENSION CHECK*

Choose the best option for each statement:

1. According to the article, many people in U.S. _____.
 - a. think about business
 - b. depend on business
 - c. work in business
2. Business news can be found _____.
 - a. on local radio
 - b. in federal budget accounts
 - c. in the most surprising places
3. Many newspaper readers are interested in _____.
 - a. business influence on welfare
 - b. how many celebrities earn
 - c. where business news are published
4. The positive side of Henry Ford's statement is _____.
 - a. The wealth business has given to the people of U.S.
 - b. The existence of "free market" system in the U.S.
 - c. The dream of better jobs of the people inside the U.S.
5. The negative side of Henry Ford's statement is that _____.
 - a. business refers not only to big companies
 - b. business is opposed to labor
 - c. business does not provide better working conditions
6. The importance of business is proved by _____.
 - a. downsizing of the biggest companies
 - b. the necessity of regulation by the government

c. the influence of business values on the life of the society

2.2 Find in the article the definition of the term “downsizing” and explain it using your own words

2.3 Name the main business values mentioned in the article that influence the social life in the U.S

3 READING AND DISCUSSING

3.1 Read the text and complete the sentences using the words below

AMERICAN BUSINESS IN THE GLOBAL MARKETPLACE

industry	goods	advertising	operation
	efficient	global	giant

Fifty years ago, the _____ of American business took place almost entirely in the United States. Recently, American business has become a part of a much larger _____ economy. If a person spent today \$ 20,000 for a General Motors car, \$6,000 might go to South Korea for labor, \$3,500 to Japan for advanced parts, \$1,500 to Germany for design and styling, \$800 to Taiwan, Singapore, and Japan for small parts, \$500 to Britain for _____, and \$100 to Ireland and Barbados for data processing.

The United States is the single largest market in the world: a customer society looking for _____ from all over the world. Old _____ corporations such as IBM and AT&T laid off thousands of workers to become more efficient and competitive. The auto _____ that many were ready to pronounce dead has revived and is flourishing. American business now

understands that it must be highly _____ if it is to compete successfully in the global marketplace.

3.2 Read the text again and write T if the statement is true and F if it is false according to the information given in the text:

	a. Recently, American business is not a single country business.
	b. The money paid by a customer for a General Motors car advertising goes to Ireland.
	c. American society is a society consuming goods from all corners of the world.
	d. Giant companies employ new workers to become more competitive.
	e. Efficiency of business is needed to compete in the global market.

3.3 Complete the sentences using the following phrases

1. they are self-made people who have become their own bosses
2. some scientists believe having multicultural workforce
3. there will be fewer of white males and more minorities and women
4. business competition protects the basic American values of individual freedom, equality of opportunity, and hard work
5. as American businesses have to compete in the global market

American businesses are privately owned and are operated for making profit. Americans have great respect for business because they believe _____. Business people are respected heroes as they create a successful career out of nothing and _____. _____ many companies have reduced their size to become more productive. The 21st century has brought many changes in the American workforce and in future _____. _____ could be an advantage for competing in the global marketplace.



WORK IN UK

4 LEAD-IN

- 1 What do you know about the working day of people in UK?
- 2 Do you think the growing number of immigrants to UK has changed the workforce of the country? In what way?
- 3 Do you think men and women get similar salaries for similar work?
- 4 What qualities are mostly esteemed in business people of today?

5 READING AND DISCUSSING

5.1 Read the text and do the tasks that follow. Study the new vocabulary

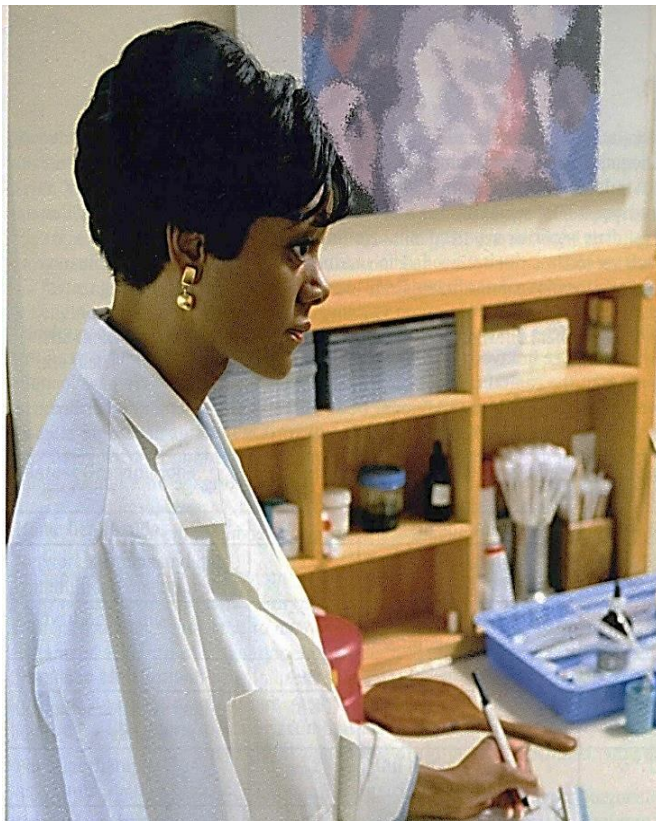
to fare	— процвітати
“glass ceiling”	— «скляна стеля», негласний рівень, що лімітує підвищення працівника по кар’єрних сходах
mainstream workers –	— основна категорія працівників
disadvantaged	— той, хто знаходиться в несприятливих умовах
disprivileged	
to follow the pattern	— слідувати моделі, зразку
role model	— зразок для наслідування

WORK IN UK : NEW TRENDS

The working week in UK generally covers 9.00 a.m. to 5.00 p.m., Monday to Friday, although few people still work those exact hours and many are now employed on “flexitime”, with unfixed times for arriving at and leaving work.

Britons work the longest hours in Western Europe and attempt to express their real selves through leisure activities, both in the private space of the home and outside it.

WOMEN AT THE WORKPLACE



Women in employment have fared less well than men, though there are now more women in the workforce than men. However, for a number of reasons, including prejudice and part-time working, women have often failed to gain promotion to posts of greater responsibility. The term “glass ceiling” is applied to this consequent upper limit of women’s progress in company careers. Their rate of unemployment is less than half that

of men but their average pay is only 75 per cent of men’s in similar occupations.

However, unemployed ethnic minority women and men are even more disadvantaged than mainstream workers, with rates of 17 per cent and 24 per cent respectively.

Today many more people are being employed on temporary or part-time contracts and some business analysts prefer to see it as following the pattern of the United States and supplying a more flexible productive force.

BUSINESS HEROES OF TODAY

Young people today particularly esteem achievers in business, commerce and finance. The businessman Richard Branson is the most admired figure. He is self-made, rich, and takes part in dangerous sport such as ballooning and powerboat racing. He deals in elements of youth culture such as CDs, videos and DVDs and he also owns an airline and a train company.

Annita Roddick who founded the Body Shop is also admired for the efforts which she takes on matters such as testing of cosmetics on animals. As a female businessperson she serves as a role model of a younger generation of women who want to make power and principles a part of their life.

(from Across Cultures)

• COMPREHENSION CHECK

- a. What is the difference between a traditional working day and “flexitime” employment in UK?
- b. How do Britons express themselves after the working day?
- c. Is it difficult for a woman in UK to get a position with a greater responsibility? What are the reasons?
- d. What is the rate of unemployment with women in UK?
- e. What is the percentage of unemployed ethnic minority men and women?
- f. Which country is mentioned as a model of flexible workforce?
- g. Which characteristics make R.Branson and A.Roddick popular figures for young people in UK?

6 MAKING COMMENTARIES

- 6.1 Explain the meaning of the term “flexible productive force”. Do you think such workforce is useful for the economic development of a country? Would you like to have a “flexitime” employment?**

6.2 Read the following English and Ukrainian proverbs and say which cultural values each of the proverbs means. Note that some proverbs contradict others. Find English and Ukrainian proverbs with similar meanings. Give other examples of Ukrainian proverbs about competition and success

Every man for himself.	Щоб рибу їсти, треба у воду лізти.
Never give up.	Переможцю належить здобич.
May the best man win.	Робота не ведмідь, у ліс не втече..
To the winner belong the spoils.	Сміється добре той, хто сміється останній.
It is a dog-eat-dog world.	Мета виправдовує засоби.
The end justifies the means.	Терпінням і працею всього добудеш.

6 READING AND DISCUSSING

PRE-READING TASK

Do you know that people from different cultures have different images of time? The interpretation of time greatly influences that manner of doing work and business. Try to do the following questionnaire to learn more about the perception of time in your culture. Respond to the following questions by circling T for true and F for false (for you personally).

1. Time is a source of pressure, a taskmaster that demands accomplishment.
2. Time is a limited commodity and must be used wisely.
3. I should avoid wasting my time talking with friends or "goofing off."
4. Time seems to be more of an enemy than a friend to me.
5. If I make an appointment, I must keep it.
6. Time is a flexible thing that stretches if I want to enjoy the company of family or friends.
7. Time is adjustable, allowing me to shift appointments freely.
8. I can drop my work for a while to talk on the phone or drink coffee or tea with a friend.

9. The things written on my calendar don't necessarily have to occur.
10. Time is my servant, not my master.

Give yourself one point for any "true" responses for #1-5 and one point for \ my "false" responses for #6-10.

Write your score here: _____

If you have a score of 5 or more, you are probably from a culture that values using time for achievements and accomplishments. If you have a score of less than 5, you are probably from a culture that values having time to enhance relationships.

6.1 Read the text and study new vocabulary

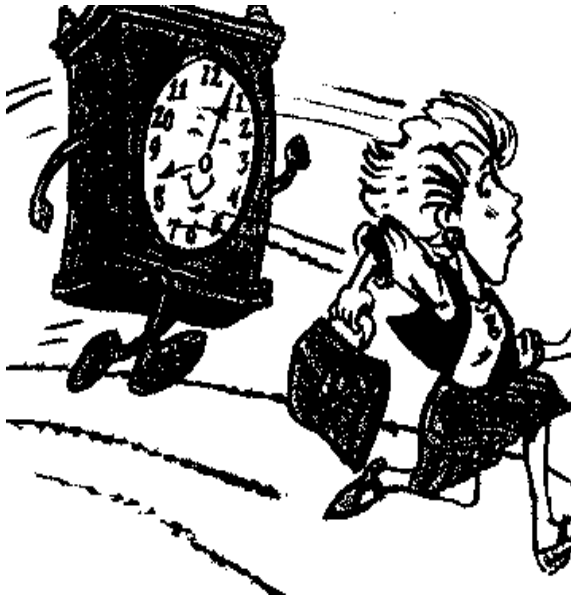
MONOCHRONIC TIME (M-TIME) AND POLYCHROMIC TIME (P-TIME)

There are many kinds of time systems in the world, but two are most important. We call them monochrome and polychrome time. **Monochronic time** means paying attention to and doing only one thing at a time. **Polychronic time** means being involved with many things at once. Like oil and water, the two systems do not mix.

In monochronic cultures, time is experienced and used as a road extending from the past into the future. Monochronic time is divided quite naturally into segments; it is scheduled making it possible for a person to concentrate on one thing at a time. In a monochronic system, the schedule may take priority above all else and be treated as sacred.

Monochronic time is perceived as being almost tangible: people talk about it as though it were money, as something that can be "spent," "saved," "wasted," and "lost." Because monochronic time concentrates on one thing at a time, people who are governed by it don't like to be interrupted. Monochronic time seals people off

from one another and, as a result, intensifies some relationships while depriving of others. Time becomes a room, which some people are allowed to enter, while others are excluded.



Monochronic time dominates most business in the United States. While Americans perceive it as almost in the air they breathe, it is nevertheless a learned product of northern European culture. Monochronic time is a result of the industrial revolution in England; factory life required the labor force to be on hand and in place at the appointed hour. In spite of the fact that it is learned, monochronic time now appears to be natural and logical because the great majority of Americans are accustomed to it.

Other Western cultures – Switzerland, Germany, and Scandinavia in particular – are dominated by the iron hand of monochronic time as well. German and Swiss cultures represent classic examples of monochronic time. Still, monochronic time is not natural time; in fact, it seems to violate many of humanity's innate rhythms.

In almost every respect, polychronic systems are the opposition of monochronic systems. Polychronic time is characterized by the simultaneous occurrence of many things and by a great involvement with people. There is more emphasis on completing human communication than on holding to schedules. For example, two polychronic Latins conversing on a street corner would likely choose

to be late for their next appointment rather than abruptly terminate the conversation before its natural conclusion.

Proper understanding of the difference between monochronic and polychronic time systems will be helpful in dealing with the time-flexible Mediterranean [and Latin American] peoples. While the generalizations listed below do not apply equally to all cultures, they will help convey a pattern:

MONOCHRONIC PEOPLE	POLYCHRONIC PEOPLE
<ul style="list-style-type: none"> • do one thing at a time concentrate on the job • take time commitments (deadlines, schedules) seriously • are committed to the job • always stick to the plans • are concerned about not disturbing others; follow rules of privacy and consideration • show great respect for private property; seldom borrow or lend • emphasize promptness • are accustomed to short-term relationships 	<ul style="list-style-type: none"> • do many things at once • are subject to interruptions • consider time commitments an objective to be achieved, if possible • are committed to people and human relationships • change plans often and easily • are more concerned with those who are closely related (family, friends, close business associates) than with privacy • borrow and lend things often and easily • base promptness on the relationship • have strong tendency to build lifetime relationships

(Retrieved from https://e-edu.nbu.bg/pluginfile.php/770582/mod_resource/content/1/Edward%20and%20Middred%20Hall%20-%20Hidden%20Differences%201990.pdf)

6.2 Match the words from the text given in Column A with their descriptions given in Column B

COLUMN 1	COLUMN 2
monochronic	ability to do smth. without a delay
commitments	clear, definite, real
interrupted	dealing with a concept of one-directional time
privacy	strengthens
accustomed	concerning multidirectional time
tangible	duties or agreements made for the future
intensifies	freedom from intrusion
polychronic	lifelong, permanent
promptness	stopped in the middle of activity

7 MAKING COMMENTS

Every culture is rich in proverbs concerning time. Here are just a few proverbs from North American and Northern European cultures. Many of these have spread around the world to other English-speaking countries, such as India.

7.1 Explain what each of the proverbs means. If you don't know, confer with someone else. Note that some proverbs contradict others

“Time marches on.”

“Be on time”

“Haste makes waste.”

“Rome was not built in a day”

“The early bird catches the worm.”

“Time heals all wounds”

“Better late than never.”

“Patience is a virtue”

“Make hay while the sun shines.”

“A stitch in time saves nine.”

“Never put off until tomorrow what you can do today”

“Time is money”

“Time and tide wait for no one.”

“A day late and a dollar short”

“Instant gratification takes too long.”

7.2 Supply examples of Ukrainian proverbs on time and explain their meanings. Are the meanings similar to the English proverbs?

8 READING AND DISCUSSING

8.1 Read the text and study new vocabulary

SPACE IN POLYCHRONIC CULTURES

In polychronic Mediterranean cultures, business offices often have large reception areas where people can wait. Company and government officials may even transact their business by moving about in the reception area, stopping to confer with this group and that one until everyone has been attended to.

Polychronic people feel that private space disrupts the flow of information by shutting people off from one another. In polychronic systems, appointments mean very little and may be shifted around even at the last minute to accommodate someone more important in an individual's hierarchy of family, friends, or associates. Some polychronic people (such as Latin Americans and Arabs) give precedence to their large circle of family members over any business obligation. Polychronic people also have many close friends and good clients with whom they spend a great deal of time. The close links to clients or customers create a reciprocal feeling of obligation and mutual desire to be helpful.

(Edward T. Hall and Mildred Reed Hall)

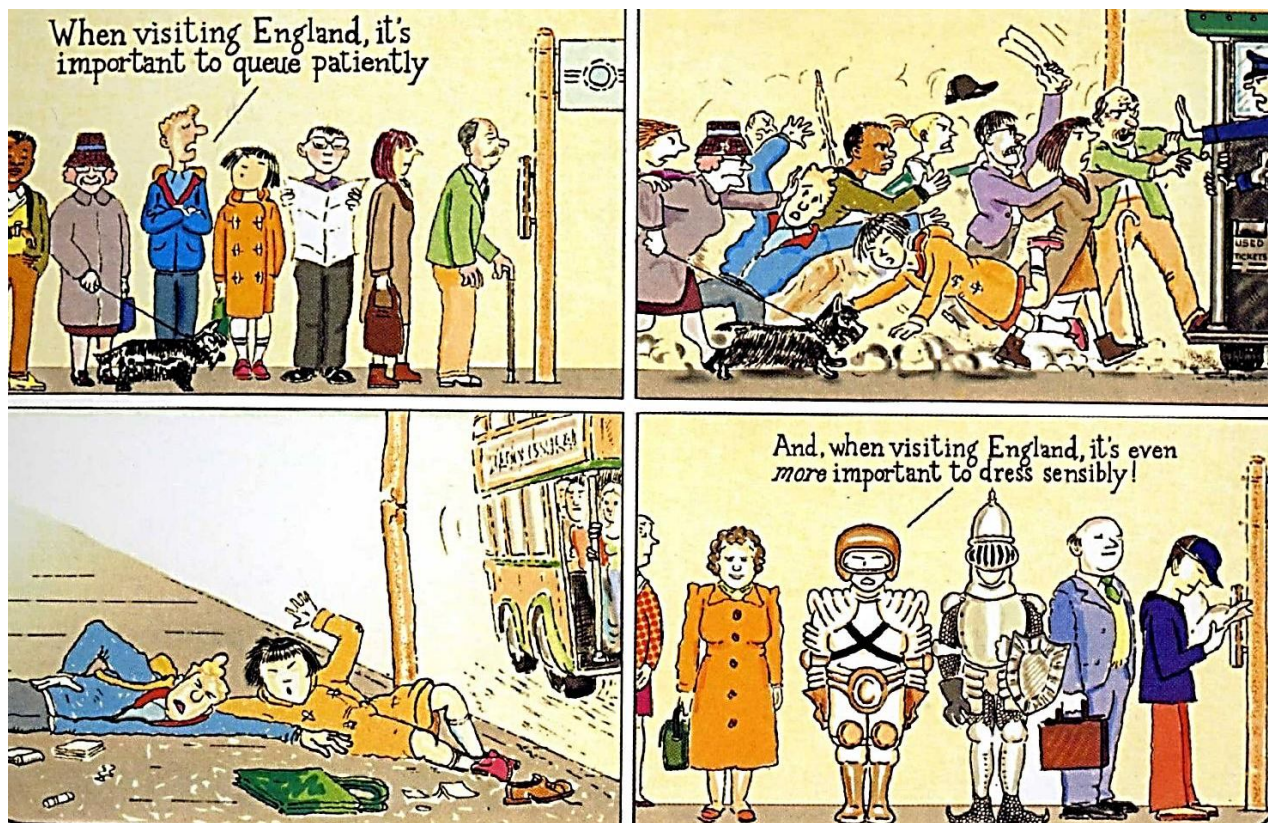


8.2 Using the information about monochronic and polychronic cultures discuss the following situations and decide which of the cultures they would best suit. What other examples can you think of?

1. You arrive at the airport an hour before your flight to find that there are large crowds pushing their way to the counter. Whoever pushes hardest gets to the front. The ticket agent behind the counter serves several people at once, focusing attention on the one who has made himself or herself most noticed.
2. The doctor has told you that he will meet you at the hospital at 10.00 a.m. to take care of a minor problem. You have difficulty finding transportation but finally arrive at 10.30. The doctor is seeing another patient and says that he will not be able to see you now. He will “squeeze you in” around his other appointments. You will probably have to wait until late afternoon.
3. You have an appointment with a prospective business partner for a certain time. But when you enter the waiting room of his office you see some people are waiting to see him as well. You have to wait in a line. Some minutes later a young man who probably has a protector of a great authority is received by the boss as soon as he appears.
4. You have a business meeting with a partner but it is interrupted from time to time by the company workers who bring papers to sign and by the telephone conversations of your host.
5. The concert is scheduled for 7p.m. It is 7.20 and the concert has not started yet. Some people are still coming to their seats but mostly they are not noticed by the audience already sitting and discussing their problems and news. People are patiently waiting and enjoying their time.

DISCUSSING CULTURE WITH HUMOUR

Look at the picture and read the text that accompanies it. Try to define which typical feature of the British way of life is discussed in the picture. Does the tradition of queuing help to define British culture as a monochronic or polychronic?



QUEUING

It is not true that queuing in Britain has died out. Only the bus queue seems to have dissolved more or less into a continental free-for-all. Go to a post office, or bank, or supermarket check-out and you will find the custom is thriving, with special rails and tapes to keep the line straight.

Queue-jumping is a low and mean offence, like tipping old age pensioners out of deckchairs. Not fame, nor wealth, not merit nor urgency will get you to the front of the queue. Only time. And small shuffling steps. And queuing is an opportunity to review your life, or at least your purchases. A queue in a shop can provide important cooling off time for the hot-headed shopper ("What am I doing? I don't really want this red PVC mini-skirt!") Though you may be unhappy to join the end of a long queue, the reward is being able to turn round later and see how that unhappiness has passed back to the faces that have accumulated behind you.

(from The How To Be British Collection)

9 READING AND SUMMARIZING

9.1 Read the text about international meetings and register the most important issues for organizers of international meetings



PITFALLS OF INTERNATIONAL MEETINGS

More than six years ago the US futurist John Naisbitt wrote: '...the more technology in this society, the more people want to get together.' But even he could not have envisaged the dramatic growth in the number of international meetings over the past few years. Unique with all these meetings, which range in size from a few to more than a thousand, is that many of the participants leave their culture to meet in another. Unfortunately, what is not unique is that many of the meetings fail to accomplish their objectives to a very high degree. The purposes of these meetings are varied, ranging from exchanging information to rewarding performance and creating opportunities for professional development. Often, as in the case of IBM Europe and other companies, the meetings are staged to introduce new products and make a sales pitch to top customers. IBM tries to get its top customers away from their normal business environment and gather them in a location that creates an atmosphere that 'puts them in the right frame of mind and then allows us to do some high level selling'.

During the past year, I have attended a number of international meetings and witnessed first-hand serious administrative and planning problems, all of which undermined the chances of success. A classic bungle was the arrival of participants' material three days after one meeting ended. In another case, the audio

visual equipment required by a presenter was delivered as the meeting was ending. At yet another meeting, the audio visual equipment was the wrong format, and the presenter was unable to show his video tapes. International meeting organizers are sometimes guilty of even the most fundamental blunders. For example, at one meeting, pork was the only meat served to the many Moslems attending. At a three-day seminar, staged by an American company, the absence of any scheduled social activities drew complaints from the many European participants.

Company gatherings often show the most serious shortcomings. One very 'process' orientated meeting reflected the corporate culture. It encouraged small group discussions and group reports. Many of the participants wanted, and were expecting, more formal presentations by senior executives. International meetings can be costly to stage, especially if they are poorly organized and fail to achieve the desired results. To have any chance of success, the foremost issue to consider is the purpose of the meeting. Only when that has been clearly articulated, can organizers begin to plan the meeting and determine whether it has been a success.

At international meetings with participants from many different cultures, unique issues are bound to arise. For example, the timing of meals and the selection of the menu, the listing of names and titles, the use and language of business cards, the necessity of interpreters or translators and getting materials through customs are all factors that must be taken into account by the organizers.

It's especially important to allow participants who travel long distances sufficient time to rest, physically and mentally, before the meeting begins. One large US based organization ignores this completely, expecting travellers from Europe after a nine-hour-plus flight to attend a four-hour meeting the day they arrive. The following day, meetings are scheduled to begin at 8 a.m. and continue until 10 p.m. Most European participants are exhausted by the demanding regime and find that they benefit only marginally from the meetings. A mini-checklist for any international meeting should begin with efforts to identify the nationalities of potential participants and make provisions that cater to their specific cultural needs.

Warnings to avoid national stereotypes, condescending attitudes and above all jokes, which are easily misunderstood, are among the tips given to organizers and speakers at international meetings by Dr. Ernest Dichter, a motivational psychologist. He suggests that honoured attendees should be welcomed and that, when appropriate, deference should be shown to participants because of their high-ranking positions. Speakers making presentations in English at an international meeting in a country where it is not the national language, should tailor their presentation so that it will be understood by the entire audience. There are important considerations for persons responsible for the introduction of speakers. For example, personal information or the sharing of insights about one's family life, which is common in North America, is not appropriate in Europe or Asia.

(© International Management)

9.2 Make a 250-word summary of the text.

10 READING AND DISCUSSING

10.1 Read the text presenting five brief portraits of managers in five different countries. Using your knowledge of the United States, the United Kingdom, France, Germany and Sweden, decide which country each of these portraits corresponds to.

MANAGEMENT STYLES

The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

1 Managers from this country:

- consider professional and technical skills to be very important.
- have a strong sense of authority.
- respect the different positions in the hierarchy of their companies.
- clearly define how jobs should be done.
- are very loyal to their companies and expect their subordinates to obey them.

- are often older than in other countries.

2 Managers from this country:

- receive a general education.
- delegate authority.
- take a practical approach to management.
- have relatively formal relationships at work.
- encourage their employees to work individually.
- believe it is important to continue education and training at work.

3 Managers from this country:

- consider social qualities to be as important as education.
- encourage their employees to take an interest in their work.
- pay close attention to the quality of working life.
- do not use as much authority as in other countries.
- appreciate low-level decision-making.
- are often women.

4 Managers from this country:

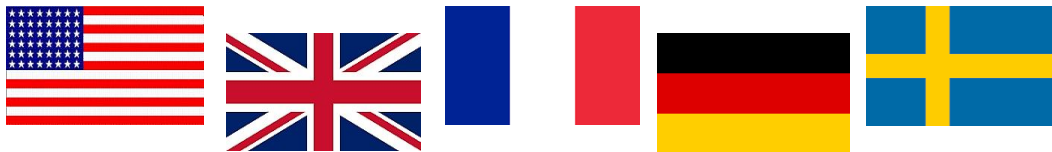
- generally attend business schools.
- communicate easily and informally at work
- admire the qualities of a leader
- expect everyone to work hard. Individual performance is measured and initiative is rewarded.
- have competitive and sometimes aggressive attitudes towards work.
- often accept innovation and change.

5 Managers from this country:

- go through an elitist educational system.
- have a strong sense of hierarchy and power.
- often have impersonal relationships at work.
- analyze problems in great detail before taking decisions.

- consider speaking skills to be particularly important.
- move easily between state and private sectors.

(© *International Management*)



10.2 In groups, discuss the advantages and disadvantages of each approach to management and say which one you would find the most attractive. Do any of these profiles correspond to management practices in your country?

11 READING AND DISCUSSING

11.1 Read the text and do the tasks that follow

BE NICE AND SMILE IF YOU WANT TO HIRE A HUNGARIAN MANAGER

EUROPEAN EXECUTIVE PROFILES



Eastern Europe is no more a block than Western Europe when it comes to the way managers think. According to research by an Anglo-Dutch joint venture. Questionnaires completed by 8.000 managers from 18 European countries – including 400 each from Poland, Hungary, Bulgaria and East Germany show that 40 years of Communism has distorted but not overridden national cultures.

For instance, Bulgarians are just as unlikely to help the boss paint his house at the weekend as their UK, Dutch or West German counterparts. But nearly a third of Hungarians, a similar proportion to that in Spain or Italy, would do so. This should explode the myth of an Eastern bloc – all countries are different, says David Wheatley of British-based Employment Conditions abroad, which has developed the original research of Fons Trompenaars of the Centre for International Business Studies in the Netherlands.

Mr. Wheatley believes the research, which he plans to publish soon, should help West European companies employing and doing business with East Europeans. Deep-seated differences in attitude could be crucial to the way companies judge potential recruits, business partners and suppliers, as well as the ability to win business. Unless you recognize and take into account the differences, business relationships will falter or even fail, he says.

A Pole will call you utterly crazy during a meeting without meaning to be personal. Criticism of an idea does not extend to the person any more than it does among the Irish, the research finds. But East Germans and Hungarians are evenly matched between those who can take it and those who fear losing face. But all will take criticism of their plans better than Greeks, Portuguese, Spaniards and Italians, the research finds.

A Hungarian manager is as likely to join your company because he likes and respects you, as much as the career opportunity itself. So friendly interviewing might pay off in recruitment. Colder, more formal work relationships – as in West Germany or Austria-might suit East Germans better.

Nine out of ten Hungarians will expect to be judged on the basis of who they are, rather than what they do. Austrians are similar. And in contrast to other East Europeans and his Greek neighbours, the typical Bulgarian expects to be judged more on how he works.

Surprisingly, the research finds East European managers are less collective thinkers than the West Germans, Belgians or French. Individual bonuses might

motivate managers from Hungary, Bulgaria, Poland and East Germany better than many Westerners.

More than half East German managers questioned thought the overwhelming goal of a company should be profit. This is the greatest proportion of any country – West or East – and compares with only a quarter of West Germans and one in eight Hungarians. And three-quarters of East German managers also believe in getting the job done, no matter how upsetting this may be for employees.

Both these attitudes should bode well for the restructuring of East German industry into a united German economy with its associated redundancies. But West Germans might find East Germans' distrust of 'the system' hard to handle. East Germans would lie to protect their friends rather than follow the rules, and might in turn question the West Germans' own values.

But having ditched the emotional baggage of Communism, other East European managers might still not be left with anything like Anglo-Saxon business values. Hungarian and Polish managers will be much more loathe to sack people to rationalise their industry than East Germans. Three out of five Hungarian managers would favour adjusting their enterprises' objectives, including profits, to spare existing workers. Mr. Wheatley says the more Catholic countries might retain a view of business modelled more around personal relationships than Western business values.

National barriers may well be replaced with cultural ones, the research warns. If that is the case companies should prepare themselves for business values as different as those between Latin and Anglo-Saxon countries in the West.

(*Steve Lodge. The European*)

- COMPREHENSION CHECK

Answer the questions.

1. Which work do UK, Dutch and West German executives are ready to do for their bosses but Bulgarians are not?

2. Why is Mr. Wheatley's research able to help Western employers in hiring East European managers? In what way?
3. What is the attitude of East Germans, Poles and Greeks to criticism at the meetings?
4. What is the main reason of a Hungarian manager to join an international company?
5. Which countries' managers appeared to be good collective thinkers?
6. Would East German managers prefer to lie protecting their friends or follow the company's rules? How is this behavior explained?
7. Which two types of business values will dominate in international business in the closest future?

11.2 Write a 250-word summary of the text

12 READING AND DISCUSSING

13 LEAD-IN

Discuss with your partner.

What factors affect decision-making in these areas in your country?

- recruiting new employees;
- promoting staff;
- fixing salary levels;
- making staff redundant.

14 READING

14.1 Read the article “National cultures, international business” about a research project, which examines the effect of cultural values on management decision-making. Choose the best sentence to fill each gap

A This relationship is based on shared expectations which are common to employees of the same nationality.

B Typical of this is the belief that individuals should receive salary gains without having to share them with lower-performance colleagues.

C These take the form of one-page problem scenarios, each one centred on a specific issue.

D However, without this awareness, employees from diverse nationalities cannot appreciate their differences and build mutual understanding.

E Most international human resources managers will have experienced these expectation differences at first hand.

F These sensitive areas touch directly upon cultural norms and people's sense of well-being and order.

G Decisions taken with the welfare of more than the individual in mind and characteristic of this value system.

H There is also the more complicated question: what reasons do they give to explain their choices?

NATIONAL CULTURES, INTERNATIONAL BUSINESS

National culture is a major barrier to making global businesses effective. Different nationalities have different expectations as to how employers and employees should behave. Michael Segalla describes how national values are directly related to organisational decision-making.

In today's hyper-competitive global markets, any company that operates internationally is faced with the task of integrating many value systems into a framework that allows the organisation not only to survive but also to compete effectively. A European research group – the European Managerial Decision Making Project – was formed in 2014 to examine the effect of different national value systems on organisational policy. The project's research methodology is simple: given identical business problems, do managers in six different European countries choose similar solutions?

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In addition to the

responses to these two questions, the study also includes both organisational and personal data.

The behaviours that intrigue the research team most are decisions concerning recruitment, promotion, remuneration and workforce reductions. The criteria used to select, promote, pay and make employees redundant are thought to reveal most about national values.

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Decisions about finance and marketing, on the other hand, are far less emotive and less likely to reveal underlying values. The researchers believe a strong bond exists between people's sense of wellbeing and their situation at work, that is, the way they get on with a work group or employer.

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For multinationals, therefore, an understanding of cultural diversity within the organisation is a prerequisite of effective employee relationships.

The research is based on semi-structured interviews with managers from European banks. The managers are presented with common dilemmas focusing on the four key areas: recruitment, promotion, remuneration and reductions in the workforce.

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 The respondents are asked to solve these dilemmas and give their reasoning.

The responses are then plotted between two opposing logics. The first is called 'group logic'.

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 Even decisions such as who to promote or make redundant can sometimes be discussed in terms of their group effects. The second logic is an economic rationale, which the researchers called 'market logic'. Here decisions are based on the economic realities arising from the marketplace as opposed to group considerations.

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The results of the survey are summarized below:

- In Italy, England and France respondents tended to use market logic in hiring the managers. They more often chose to hire foreign, multilingual employees with an elicited general education. The German and Spanish managers followed the opposite strategy by hiring local managers with more technical training.

- The German sample stood nearly alone in its concern for promoting

managers on the basis of objective performance criteria. In contrast, French managers based promotion on seniority or group loyalty criteria.

- The German sample stood alone again in its concern that remuneration should be based on measurable individual performance factors. Again the French sample held the extremely opposite belief that remuneration should be based on group, not individual performance.

- English managers most often based staff reduction decisions on the performance-to-salary ratio. More than 70 per cent of the English respondents would make redundant a middle aged, high-salary manager with average performance. At the opposite end of the scale, less than 10 per cent of the German respondents would discharge the same manager. They would favour discharging young managers who could find jobs more easily, therefore preserving social stability.

According to research, few people really know their own cultural values.

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This means that organisations need to approach cross-cultural training seriously as it can be critical to the success of an international venture. Simply bringing in a 'cultural expert' to talk about different national values is not an option. Although these seminars can be entertaining, they ultimately fail because they do not require managers to examine their own values first.

(International Management)



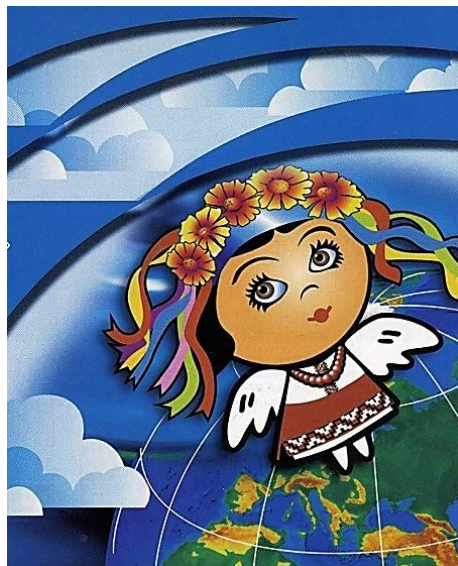
PROJECT WORK. Rethink the topics of Unit 11 and get ready with a short presentation “New trends in business and work in Ukraine”. Use the Internet and other sources to get the statistics and illustrative material you need.

Explain the meaning of the term “glass ceiling” in your own words. Do you think “glass ceiling” limit is typical for Ukraine in women employment?

Does Ukraine have any ethnic minority workers? Which businesses are they employed in?

Which people in Ukraine you consider to be models? Are there any businesspeople among them? Are there any women? What characteristics make these people role models for you?

What management styles are typical for business in Ukraine?



UNIT 12 CULTURAL AWARENESS AND LIFESTYLES

1 READING AND DISCUSSING

1.1 Read the article below about cultural awareness in business

1.2 Choose the best word to fill each gap. For each question 1 – 10, mark one letter A, B, C or D. There is an example at the beginning (0). Explain your choice

CULTURAL AWARENESS

To succeed in today's global market place, it is essential to learn as much as possible about the (0) _____ in overseas markets. In the past, companies with international aspirations simply familiarised themselves with any differences in the legal system or in the (1) _____ used in the day-to-day business of import and export. Modern trade, however, (2) _____ more. Today the company seeking international success must also understand the people who live and work in countries they deal with, how they think, behave and do business. In short, today's market leaders must (3) _____ greater cultural awareness. Business people operating in foreign markets often fail to consider that cultural differences can result in a (4) _____ of approaches to everyday business activities such as the way a cross-cultural team (5) _____ or how it conducts its meetings. One of the main (6) _____ of investing in our cultural awareness programmes is that they can help you to fully (7) _____ your business potential, leaving you better placed to succeed. Our cultural awareness training seminars will (8) _____ the importance of taking into account how other nationalities think and behave and how they might see you. We can also help you develop the (9) _____ you need to construct effective working relationships and (10) _____ difficulties that may arise when working with colleagues or clients from different nationalities and cultures.

Example 0. A conditions B elements C influences D factors

0 – A.

1	A	technicalities	B	mechanics	C	schedules	D	procedures
2	A	commands	B	requests	C	demands	D	prescribes
3	A	procure	B	find	C	acquire	D	earn
4	A	variety	B	scope	C	choice	D	selection
5	A	co-operates	B	associates	C	contributes	D	participates
6	A	prizes	B	benefits	C	premiums	D	compensations
7	A	practise	B	exploit	C	outdo	D	employ
8	A	demonstrate	B	expose	C	announce	D	publish
9	A	talent	B	skills	C	strength	D	proficiencies
10	A	overturn	B	overrun	C	overtake	D	overcome

2 READING AND DISCUSSING

2.1 Read the two parts of the text and complete the sentences using the words given in the tables

LEISURE AND CULTURE



to limit

percentage

busy

alternative

foods

consuming

control

EATING HABITS

I. Statistics shows that 50 percent of Americans eat pizza once every two weeks, _____ that is no doubt quite a bit higher among high school and college students. Americans are _____ more and more hamburgers, French fries, and soft drinks at restaurants, not only because they like them but also because these _____ are often the cheapest items on the menu. Another significant factor is Americans' _____ lifestyle. Since so many women are working, families are eating a lot of fast food, frozen dinners, and restaurant "takeout." Some experts believe that Americans have really lost _____ of their eating; it is not possible _____ fat and calories when they eat so much restaurant and packaged food. It takes time to prepare fresh vegetables and fish; stopping at KFC (Kentucky Fried Chicken) on the way home from work is a much faster _____. Often American families eat "on the run" instead of sitting down at the table together.

Complete the sentences using the following words and word combinations

monitor	adventure travel	fast food	violent acts
recreational activities	live arts	eating habits	couch potatoes

II. Many people view their leisure time as an opportunity for self-improvement and they frequently seek _____ such as running, tennis, swimming, skiing which require a high level of physical activity. _____ are declining as well as home entertainment. _____ and do-it-yourself projects bring to some people a feeling of self-reliance.

However, many Americans do not get enough exercise and possess poor _____. Although they know high-fat dishes are bad for them, they eat too much _____. _____ watch a lot of TV and teenagers do too. Many parents worry about the sex and _____ that children see. As many parents work, it is difficult for them to _____ what sites their children visit in the Internet.

DISCUSSING CULTURE WITH HUMOUR

2.2 Look at picture and read the text that accompanies it. Describe the way British people eat their most popular take-away



Fish and chips or rather, fish'n'chips – is another essential experience for the visitor. Britain is an island and eating fish reminds us of our practical and spiritual dependence on the sea. The chips symbolize our people: no two chips are the same, but we are united because we are all cut from the same bag of potatoes, all deep-fried in the same oil.

A fish and chip supper is the oldest fast food take-away in Britain, perhaps in the world. The visitor should ask for cod or haddock, the fish of choice for any true Brit. (Also he should hurry up as these species are practically extinct.) The fish comes dipped in batter, a mixture of flour, egg and milk. When it is dropped into the hot fat the batter acts as a sponge absorbing the maximum amount of fat and so making it nice and juicy. A traditional fish fryer will wrap your order in yesterday's newspaper. Before wrapping, he will ask: "Salt and vinegar?" to which you should reply "Yes, please!"

This supper should be eaten almost immediately, with the fingers, walking along the street, preferably in the dark, and with a light drizzle falling. Do NOT take the fish'n'chips home, empty them onto a plate and eat them with cutlery. This is not the British way.

(from The How To Be British Collection)

READING AND DISCUSSING



2.3 Read the text and do the tasks that follow. Study the new vocabulary

TRENDS IN ENTERTAINMENT. BRITAIN

animated entertainment

розваги з використанням анімації

live gigs

жива популярна або джазова музика

technological gizmo

технічні новинки

fun club

клуб любителів веселих розваг

multiplex

розважальний комплекс

canned culture

глобальна культура, що не має
національних ознак

disposable income

чистий дохід

There is now a noticeable preference by young people for inanimate over animate sources of entertainment. This is evident not just in the decline of such live arts as theatre or home pastimes like card playing or in the preference of nightclubs with DJs over live gigs. New generation often prefers things to people: cash machines to bank cashiers; computers to socializing; cyber cafes to coffee houses; virtual reality to reality; the internet and technological gizmos such as iPods, mobile phones and answering machines, to live individuals. Nor do people just prefer TV and cinema to live entertainment. Within electronic media they prefer cartoons to 'real' representations of people. They prefer their TV adverts to contain animated characters rather than real ones.

Another notable change in the pattern of people's leisure is a move away from socializing at home to frequenting public places of entertainment: 'fun pubs', multiplexes (containing cinemas, bowling allies, fruit machines and nightclubs). There are regional variations, but generally the fact that British socialising took place in the pub or club made it difficult for new people to integrate into post-war British society. In time however, with so many aspects of mass culture being widespread (body piercing, casual clothing, rap music, etc.) young people from minorities joined the move to socialize outside the home. So young people of all ethnic origins now mix in places of public entertainment.

Operators of multiplex cinemas, bowling allies and nightclubs (many of them multinationals, such as Time-Warner) cater to a young population brought up on 'canned' culture and dedicated to Britain's consumer society. Most Britons are unaware that the owner of the greatest number of pubs in Britain (4,867) is the Japanese company Nomura – or that the following famous British brands are now foreign-owned: Walkers Crisps and HP Sauce (American), Thomas Cook and Rolls Royce (German), Rowntree (Swiss), Hamleys Toys (Icelandic).

The older generation meanwhile, which saves 13 per cent of its disposable income continues to opt for home entertainment. Eighty-four per cent of British households have video recorders and are catered for by an estimated 2,000 video

shops – supplying a market which didn't exist thirty years ago, and which has expanded with video-by-post services.

(from Across Cultures)

- COMPREHENSION CHECK

- What examples does the author give to prove that younger generation prefers “things to people”?
- Do the British choose real people or cartoon characters in advertising?
- Why was it difficult for immigrants to integrate into British society fifty years ago?
- Has the situation change now? What aspects of mass culture typical for young people in Britain are mentioned?
- Can you prove the fact that the majority of operators of leisure market in Britain is represented by multinational companies?
- Which services are offered at the market of home entertainment?

2.4 Put the following titles before the correct paragraphs

- Substitution of national operators of leisure market by multinational ones.
- Preference of things over people by younger generations.
- Change in the home entertainment.
- Move from entertainment at home to visiting public places.

3 READING AND DISCUSSING

3.1 Read the text and complete the sentences of the text using the words given below

single	function	public house	entertainment
social	dominoes	welcoming	

BRITISH PUBS

The principal place of _____ outside the home that people automatically think of in relation to Britain is the _____ or 'pub'. In the past, pubs have performed different _____ functions. Traditionally they were a male preserve. Some city-centre pubs specified 'men only' and discouraged _____ women.

Various sociological studies have suggested that until 1950s the British pub was a more welcoming place for a man than his home. It was familiar and cozy, with a fire and games such as darts and _____.



This changed when houses in the 1950s were brought up to date and made more modern and attractive with higher standards of conveniences, labour-saving appliances, new furnishings and even central heating.

However British pubs managed to survive and with the churches in Britain being in decline, pubs are finding a new role. Today pubs are much more _____ to people of both sexes and with the percentages of men and women who never drink alcohol at 15 and 20, they perform the _____ of community meeting place being very much central to British life.

(from Across Cultures)

3.2 Read the text again and mark the statements as T (true) or F (false) according to the information of the text

- | | | |
|-------|----|--|
| _____ | a. | The public house is a new type of entertainment in Britain. |
| _____ | b. | Pubs are traditionally visited by men only. |
| _____ | c. | Pub was second welcoming place for men after home. |
| _____ | d. | Rearrangement and improvement of conveniences made homes more attractive for people. |
| _____ | e. | Pubs have lost their popularity today. |
| _____ | f. | Nowadays pub is a one of central institutions of British life. |

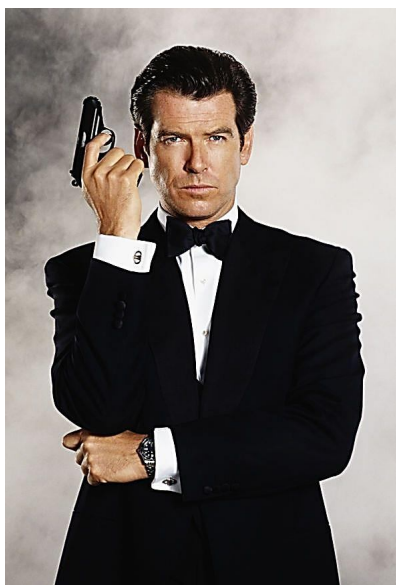
4 MAKING COMMENTS

CULTURAL IDENTITIES

4.1 Look at the list of items which English people consider to be important for their culture, the items are put in the order of importance:

- | | |
|----------------------------------|-------------------------|
| 1. Royal family | 9. Imperialism |
| 2. Big Ben/ Houses of Parliament | 10. Union Jack |
| 3. Manchester United | 11. Snobbery |
| 4. Class system | 12. BBC |
| 5. Pubs | 13. West End |
| 6. Robin Hood and Merrie Men | 14. The Times newspaper |
| 7. Cricket | 15. Shakespeare |
| 8. White cliffs of Dover | 16. Cup of tea |

(from Julian Barnes, England, England)





4.2 Which of the items are familiar to you? Why do you think these things are really so important for English culture? Try to find the pictures of some of the abovementioned items

4.3 Look at the top five most famous Scots according to the survey done by Crabbies Green Ginger Wine in late 2012:

Loch Ness Monster

Robert Burns

Sean Connery

Robert the Bruce

William Wallace



Are you familiar with these names? What are the sources you used to get information about these people and things?

4.4 Look at the American items of identity. Which of the items are familiar to you. Find them in the pictures. Which historical events, features, developments and life style characteristics of the American nation do they present?

George Washington

American Constitution

The War of Independence

Statue of Liberty

Grand Canyon

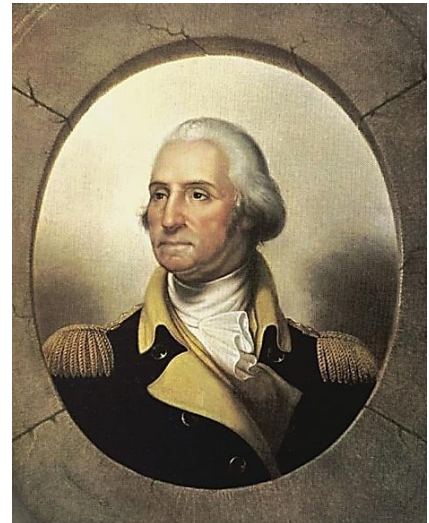
Skyscrapers

The Internet

Jazz

Hollywood

McDonalds / Coke-Cola

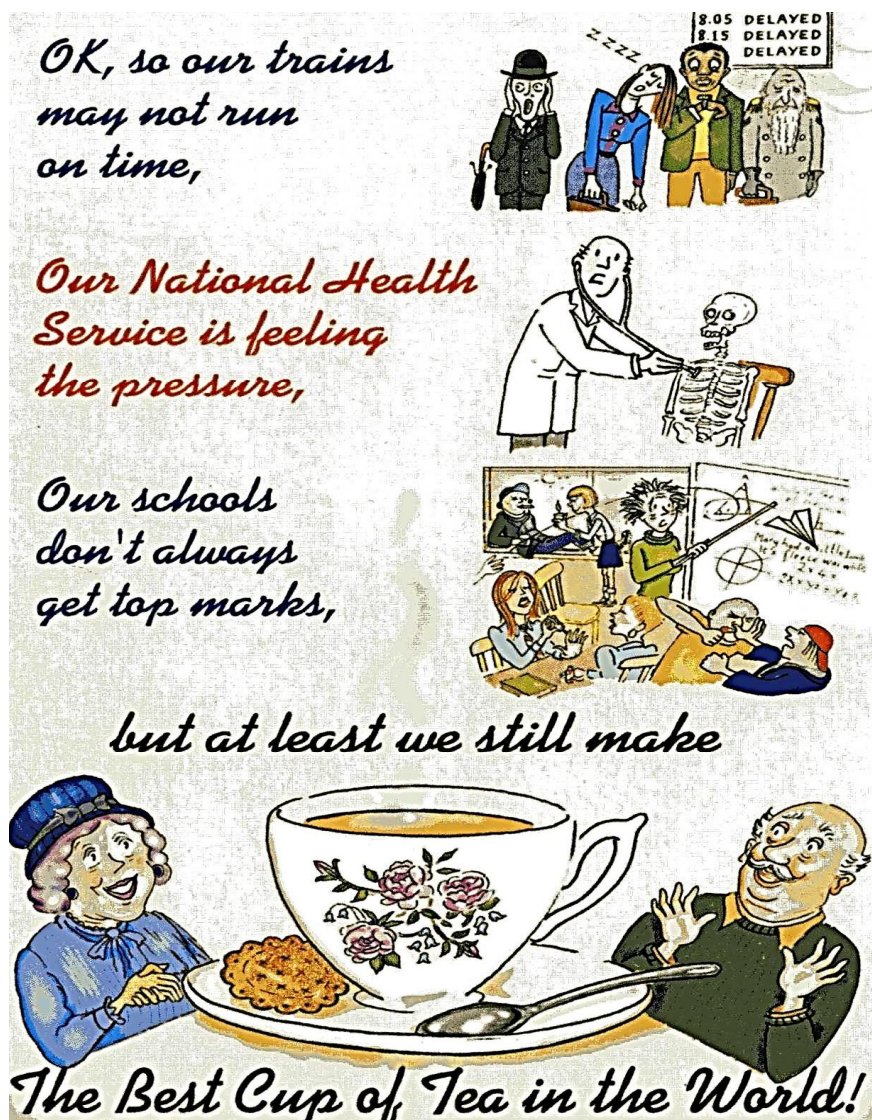




4.5 Make up a list of at least 10 items, which you think to be important for Ukrainian culture and identity. Explain your choice. The following pictures can be useful

DISCUSSING CULTURE WITH HUMOUR

Look at picture and say which aspects of British lifestyle are touched upon? Which of them are characterized negatively and positively? Which thing is declared to be the most important for British people?



(from The How To Be British Collection)

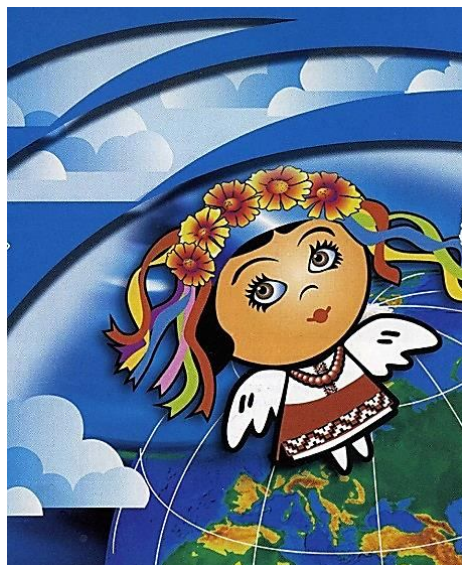
MAKING COMMENTS

British people say about their country: "Most people have to die before they go to Paradise, but you've been there, and you are still alive!" Make your comments on this statement.

5 PROJECT WORK

5.1 Answer the following questions and make a written presentation on the topic “Life style and leisure in Ukraine”. Use the statistics you need and illustrative material in the Internet

1. What forms of recreation are popular in Ukraine? Fitness, yoga, running and jogging? Sports? Camping?
2. How much interest in cultural activities is in Ukraine? Do you often visit musical concerts, cinema, theater, art exhibitions, discos?
3. What is the traditional way of getting entertainment in Ukraine: at home or at public places? Has the tradition changed recently?
4. Which TV programs are the most popular in Ukraine? Which technological devices do you and your friends use for entertainment (computer, mobile telephone, iPod, TV, cinema, etc.)?
5. Do you like reading? What kind of books, newspapers and magazines do young and older people in Ukraine prefer? Why?
6. What are the eating habits of people in Ukraine? Do you think young people visit fast-food restaurants more often than older people?
7. Do you think many young people in Ukraine are ‘mall rats’, i.e. they often visit malls and spend much time there looking for perspective buys, things with discounts, etc? Where do you usually do shopping? How much time does shopping take every week?
8. Do you think many aspects of mass culture of young people can be seen in Ukraine (body piercing, casual clothing and footwear, etc.)? Are overseas influences in the culture should be welcomed or resisted?
9. Should the state fund culture? If so, should it aim to encourage high or popular culture?
10. How important are tradition and traditional ways in a culture?



PART 3

SUPPLEMENTARY TASKS

UNIT 1 HIGHLAND SUCCESS STORY

1 LEAD-IN

New words and phrases

trend	тенденція
in search of sth	в пошуках чого-небудь
be fed up	бути ситим по горло, набридати
commute	здійснювати регулярні поїздки на роботу в місто з передмістя
establish	встановлювати, засновувати
estimate	оцінювати, давати оцінку

2 READING

2.1 Read about the new trends of migration in Britain. Are there any similar processes in your country?

Highland Success Story

For many years, Scots left their country behind and went to England to find work. Now the trend is being reversed, as more and more English people move to Scotland in search of a better life.

Angela Williams from Leeds has been living in the Highland village of Knoydart for five years. "I was fed up with the daily commuting [in England], the traffic and stress, and wanted a better quality of life for the children," Williams told The Guardian. Williams says a number of English people have moved to the village in recent years. "This area is unique in that everyone is a newcomer to a greater or lesser degree."

Scotland's first minister, Jack McConnell, describes the trend as a "reverse brain drain". McConnell says the population growth follows a government policy called Fresh Talent, which was established in 2003 to encourage immigration from all over the world. In the following two years, a total of 45,500 people immigrated to Scotland. Almost two thirds of them came from England.

According to the government development agency Highlands and Island Enterprise (HIE), much of the resulting growth has occurred close to major towns. Inverness, the capital of the Highlands, has seen its population double to 65,000 in the past 40 years. Several new towns are planned east of the city for the estimated 20,000 newcomers expected to arrive over the next 30 years.



3 READING COMPREHENSION

1. Is the tendency of Scots going to England to find employment still acute?
2. What is the reason of English people moving to Scotland?
3. What is the government policy Fresh Talent aimed at?
4. How has the new policy influenced the population settlement?

4 VOCABULARY

A Match the left and the right side.

1 daily	a growth
2 population	b policy
3 major	c commuting
4 brain	d town
5 government	e drain

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

unique, agency, newcomer, commute, immigration

1. Many people working from home save a lot of time if they don't _____ and they can start the day fresher and therefore work more efficiently.
2. Although he is a _____ to this business, he's already very successful.
3. They have been discussing the impact of _____ on the national economy.
4. For him it was a _____ opportunity to work abroad and to get some international experience.
5. She was lucky to find the job through the employment _____.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. The report points out that a lot of people in _____ countries still die from hunger. (DEVELOP)
2. In our _____, more than 30% of employees have been redundant. (ESTIMATE)
3. One of the world's most urgent problems is rapid _____ growth. (POPULATE)
4. _____ is a person who has to travel a long distance to work every day. (COMMUTE)
5. The working conditions were beyond their _____. (EXPECT)

UNIT 2 BUSINESS WITH A SILVER LINING

1 LEAD-IN

New words and phrases

long-haul carrier	авіаперевізник на довгі дистанції
frills	додаткові послуги
mandatory	обов'язковий
carbon offset contribution	внесок в процес скорочення викидів вуглецю
silver lining	сріблястий край, просвіт

2 READING

Read about the launch of the first all business-class long-haul carrier in Britain.

Have you heard about any similar alternatives in your country?

Business with a Silver Lining

Lawrence Hunt decided not to join the family bookshop, Foyles, in London's Charing Cross Road, when he left school 20 years ago. Instead, he made his own way in the world and, in January this year, launched Britain's first all business-class long-haul carrier, SilverJet.

While low-cost airlines have trimmed the frills for those wanting to fly economy class, SilverJet offers the frills and low prices. "When you are starting a business, you cannot afford to travel business class. I always wondered, 'Why does it cost ten times the price of economy to fly business class?'" Hunt told the Financial Times.

SilverJet flies from London Luton, where it has a private terminal, to airports in New York and Newark, New Jersey. Hunt has had experience in start-ups, mainly in the technology sector. He sold his last business, Rapid Travel Solutions, a technology provider to the travel industry, for £10 million in 2001. "There is no magic silver bullet in starting a business," he says. "You must above

all have persistence and determination and be prepared to do everything differently."

What really makes Silverjet different, however, is its claim to be the first airline to care about carbon emissions. Passengers will be charged a mandatory "carbon offset contribution" (about €15 for a return flight).



3 READING COMPREHENSION

1. Is SilverJet a new product of Lawrence Hunt's family business?
2. Why did Lawrence Hunt decide to launch such a carrier?
3. Is it the first Lawrence Hunt's start-up in business?
4. What makes a new business-class long-haul carrier different in comparison with existing long-haul carriers?

4 VOCABULARY

A Match the left and the right side

1 long-haul	a airline
2 fly	b destination
3 travel	c emissions
4 low-cost	d industry
5 technology	e economy class
6 carbon	f sector

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

trim, charge, afford, emissions, airlines

1. I can't _____ to wait any longer or I'll miss the plain.
2. The products are delivered free of _____ .
3. The company is going to _____ \$30,000 from its advertising budget.
4. Which _____ do you usually fly when you travel on business?
5. The country agreed to cut _____ of nitrogen oxide from power stations.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. He is considered to be an _____ pilot. (EXPERIENCE)
2. They seem to be very _____ as to the side products of their production process. (CARE)
3. It is the most significant and revolutionary _____ he has ever made. (DECIDE)
4. He was _____ to be a successful businessman, he was an open-minded and creative person, always ready to look for new ideas and do everything differently. (DETERMINE)
5. This campaign demands quite a long period of substantial _____ (PREPARE)

UNIT 3 SMALL INCOME, BIG BUYERS

1. LEAD-IN New words and phrases

advertising company	рекламна компанія
consumer	споживач
income	дохід
executive	осадова особа в компанії
leisure time	вільний час

2 READING

Read about changes in the strategy of some advertising companies. Is it a quite common trend for advertising companies all over the world?

Small Income, Big Buyers

Until now, advertising companies have concentrated on consumers with money. Yet most of the world's population lives on a small income, and studies show that this group is just as brand-conscious as the middle class. So advertisers are slowly realizing the potential of the low-income market.

"The income is low, but they are still eating and bathing, and in some cases driving. They are still consuming. They have a life," Luca Lindner of the advertising company McCann World Group told The Wall Street Journal Europe.

They also have great buying power. In Brazil, for example, low-income groups make up 87 per cent of the population and have 53 per cent of the country's income.

The biggest question for advertisers now is how to communicate with these groups. Few advertising executives know much about how the poor live.

That is why McCann World Group is sending 100 of its employees to live with low-income families in Latin America for two weeks. They will be watching what families eat, how they spend their leisure time and how they are influenced by brands. The information will be used to plan campaigns for clients such as General Motors, Nestle and MasterCard.



3 READING COMPREHENSION

1. Why are advertising companies getting more and more interested in middle class consumers?
2. What is the key question for advertisers when they are developing their policy oriented to low-income consumers?
3. How is McCann World Group going to collect information for their advertising campaigns?
4. What famous companies is McCann World Group planning to organize advertising campaigns for?

4 VOCABULARY

A Match the left and the right side.

1 low-income	a class
2 advertising	b time
3 leisure	c power
4 middle	d company
5 buying	e market

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

concentrate, income, brand, consumer, market

1. The research has shown that these _____ goods are of great demand at the moment.
2. His annual _____ is less than \$ 20,000. He is going to look for a new job.
3. Two years ago they launched a new product onto the _____. It was particularly successful.
4. _____ names such as Nike or Sony are recognized all over the world.
5. The company has always tried to _____ on demands of upper market.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. The Appointments are full of _____ for different positions.
(ADVERTISE)

2. To be successful in management you have to be good _____.
(COMMUNICATE)

3. I suppose he is the most _____ person in the Board of Directors.
(INFLUENCE)

4. I was asked to send references from my previous _____ (EMPLOY)

5. It was the most _____ and entertaining article I'd ever read.
(INFORM)

UNIT 4 THE IMPORTANCE OF PARTNERS

1 LEAD-IN

New words and phrases

headhunt	переманювати співробітників інших фірм
spouse	чоловік, дружина
would-be	передбачуваний, майбутній
posh	стильний, елегантний
reassure	переконувати, запевняти

2. READING

Read about the process of hiring top management employees. Do you find this approach sensible?

The Importance of Partners

In the past, it was mainly governments that wanted to meet the wives or husbands before giving diplomats major embassy post. Today, many businesses want to check out spouses before hiring top-level managers.

Paul Harper, head of the Association of Executive Recruiters, says it's normal practice for the spouse of a high-level job candidate to be invited to a lunch or dinner meeting. "I know of one man who was headhunted last year to become the managing director of a financial-services firm, but who lost out to the number two after his would-be boss met his wife, " Harper told The Guardian: "The wife was seen as being simply too posh to fit in with her new, more provincial surroundings."

British-headhunt Peter Rodgers says employers want to be sure that spouses also accent company policy. "If the post being offered is at a nuclear-power station or a tobacco company, the majority of headhunters will want to do their homework and reassure the client that no one in the family has extremely hostile or 'anti' views that may get in the way of the person doing the job,' Rodgers says.

Cathy Kay, of the headhunting firm Spectrum, advises spouses to be polite – and not to get drunk at dinner. 'When it comes to offering someone a top job, you expect them to be able to control all areas of their lives, including drink, and the same goes for their partner,' Kay says.



3 READING COMPREHENSION

1. Whom do many recruiters want to get acquainted with while they are selecting employees for top-level managerial positions?
2. What is the usual practice of getting acquainted with high-level job candidate's spouse?
3. What was the main reason of failure of the candidate to the post of the financial firm managing director?

4. Is it necessary for the candidate's relatives to accept the company policy the applicant is going to work for?

4 VOCABULARY

A Match the left and the right side.

1 job	a policy
2 nuclear-power	b candidate
3 top-level	c director
4 company	d manager
5 managing	e station

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

embassy, hiring, control, service, hostile

1. The style, some interviewers choose, can be friendly, neutral or even _____.
2. If a foreign citizen faces any serious problem, it is highly recommended to contact his country _____.
3. Companies are becoming more and more careful as to the process of _____.
4. They can't _____ all the profits of the company any more.
5. The company always guarantees a high quality of _____ to all its clients.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. Unfortunately, he couldn't accept their _____ to dinner meeting.
(INVITE)
2. He is an experienced _____, he always manages to persuade talented people to join a new company.(HEADHUNT)
3. The Personnel Manager has taken _____ to interview two more applicants. (ADVISE)

4. The company that lends money to people or businesses is called a _____ company. (FINANCE)
5. These decisions can be taken only at the _____ level. (MANAGE)

UNIT 5 A GREEN PARADISE

1 LEAD-IN

New words and phrases

lime-wash paint	вапняна побілка
set an example	подати хороший приклад
run	керувати
eco-friendly	екологічний, не надає несприятливого впливу на середовище
selling agent	агент з продажу нерухомості

2 READING

Read about eco-friendly housing projects in the town of Totnes. Are the ideas of eco-friendly housing popular in your country. Have you heard about similar eco-friendly projects?

A Green Paradise

The small town of Totnes, on the River Dart in South Devon, is used to setting examples. It was the first of Britain's 20 green "transition towns" and has long been attractive for people with alternative lifestyles. Now housing prices are rising, as residents build or renovate their own homes.

"There are a lot of fascinating homes here," designer Michael Rose told The Observer. Rose is selling his house, a 1960s bungalow, for £393,000. He built in many green features, including making the lime-wash paint himself.

Totnes now has about three times as many people who renovate their own homes as elsewhere. It has also attracted workers with traditional skills.

"Totnes has historically been a town willing to try new things and attracting those wanting to initiate new ways of living," says Rob Hopkins, who runs Transition Town Totnes. Transition Town is currently assisting in the design of an exclusive, eco-friendly housing project on the river.

Eco-friendly houses are not cheap, but people today seem willing to pay higher prices for them, according to Julie Drake of Savills, the selling agent for the project. "The environment has become more important to them," Drake says.



3 READING COMPREHENSION

1. What makes a town of Totnes special?
2. How has the designer Michael Rose changed its bungalow?
3. Why are workers with traditional building skills?
4. Why are people ready to pay higher prices for their eco-friendly houses?

4 VOCABULARY

A Match the left and the right side.

1 housing	a lifestyle
2 lime-wash	b project
3 alternative	c agent
4 eco-friendly	d price
5 selling	e paint

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

housing, resident, renovate, run, environment

1. The government is considering the implementation of some low-price _____ projects.
2. They _____ their own business in London.
3. Local _____ are trying to persuade municipal authorities not to build a new road.
4. Nowadays a lot of people understand perfectly that they must join their efforts to protect the _____ .
5. The local authorities took the decision to _____ the buildings of historical value.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. The possibility to take a training course and be promoted makes this vacancy _____ (ATTRACT)
2. This new model was _____ to improve efficiency. (DESIGN)
3. The _____ to the Sales Manager has collected all important information and prepared a detailed report. (ASSIST)
4. The house is offered for _____ at \$700,000. (SELL)
5. This antique collection is considered to be _____ (PRICE)

UNIT 6 GETTING POWERFUL

1 LEAD-IN

New words and phrases

shortage	нестача, дефіцит
uranium	уран
fuel	паливо
kernel	стрижень
beneficiate	отримувати вигоду, користуватися
deposit	родовище

2 READING

Read about the importance of nuclear power development in African countries.

What is the role of the nuclear power stations in your country's economy?

Getting Powerful

Africa needs more electricity. Power stations can't produce enough to meet demand, which means there are frequent shortages and power cuts. Can nuclear power solve Africa's energy crisis?

The African continent is rich in uranium, a heavy metal used as fuel for producing nuclear power. But the energy industry has been held back by the costs of building and running large plants. International investors are now financing a small reactor that uses a new technology: graphite spheres with uranium kernels. Such plants are quicker and less expensive to build, and do not depend on water for cooling.

South Africa, which already has one traditional nuclear power plant, supplies 60 per cent of the continent's total electricity. It also has about 7 per cent of the world's available uranium deposits. Minister of Public Enterprises Alex Erwin told The Wall Street Journal: "It would be very strange for any country of

South Africa's uranium capacity — and we've done enrichment before — not to beneficiate it's uranium deposits."



3 READING COMPREHENSION

1. Are existing power stations in Africa able to satisfy the country's demands in the electric power?
2. What is the main reason of Africa's energy crisis?
3. Are there any ways to solve the problem of Africa's energy shortage?
4. What has held back the development of the energy industry?
5. What does a new power technology in small reactors provide?

4 VOCABULARY

A Match the left and the right side.

meet	plant
power	cuts
uranium	demands
nuclear	deposits
power	power

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

costs, technology, available, capacity, deposits

1. Is there anybody _____ who can I talk to about our urgent order?

2. The country possesses of rich _____ of mineral resources.
3. Last year the company developed a new _____ of anticorrosive coating.
4. At the moment the power plant is working at full _____ .
5. They found new suppliers and they managed to cut their costs by 30%.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. The best _____ for all of your problems is to make a loan from the bank. (SOLVE)
2. We haven't had any problems with our _____ , all products are always delivered in time. (SUPPLY)
3. This course can _____ your knowledge of Western culture. (RICH)
4. They would like to get a better return on their _____ .(INVEST)
5. Special bonuses the firm provide for working overtime is a _____ mean to increase productivity and improve the morale.(POWER)

UNIT 7 MOVING TO THE WORKERS

1 LEAD-IN

New words and phrases

rely on	покластися на
persuade	переконати
offshore sth	винести що-небудь за межі країни
red-blood	темпераментний; тут: патріотичний
exaggerate	перебільшувати

2 READING

Read about the practice of American farmers to employ immigrant workers. Does this tendency common for highly developed countries?

Moving to the Workers

American farmers continue to rely on immigrant workers as a source of cheap labour. But an increasing number of farmers frustrated by battles with immigration officials are moving their agricultural operations to Mexico, where they do not need to fear that farm labourers will be deported.

Californian Steve Scaroni, whose lettuce and broccoli crops are worth \$50 million, now employs about 500 Mexicans, who work on land he rents there. I'm as American red-blood as it gets," Scaroni told The New York Times, "but I'm tired of fighting the fight on the immigration issue."

"Last year, a bill that would have created a guest-worker programme and made it easier for illegal workers to become US citizens failed in the Senate. In the meantime, the U.S. Department of immigrants has announced that it will take tougher measures to deal with employers of illegal immigrants.

Scaroni says he has made six unsuccessful trips to Washington, DC, to persuade the U.S. Congress to allow more immigrants to work legally in agriculture. If he is not able to find enough legal immigrants for his farm in California, Scarorfi says, 'I have no choice but to offshore my operation.'

Philip Martin, an agricultural economist at the University of California in Davis, says farmers' complaints about a shortage of labourers are often exaggerate predictions don't come true,' Martin commented. "Most of the places that are crying the loudest are exceptional cases."



3 READING COMPREHENSION

1. Why do American farmers rely on immigrant workers?
2. What makes a lot of farmers move their agricultural operations to Mexico?
3. What is the attitude of the U.S. Department to illegal immigrants' employment?
4. Have there been any attempts to persuade the Congress to allow immigrants to work legally?

4 VOCABULARY

A Match the left and the right side.

immigration	cases
exaggerate	measures
work	officials
exceptional	predictions
take	legally

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

source, deport, measures, choice, complaint

1. All their _____ are aimed at preventing pollution of this exotic destination.
2. They usually _____ foreign citizens who have broken the regulations and got remuneration for their work.
3. The main guests' _____ was a very poor standard of service.
4. You have a _____ you can find a high-paid job or leave this country forever.
5. Can you recommend me any reliable _____ of information?

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. He got _____ when he realized that all their attempts to change immigration regulations had failed. (FRUSTRATE)
2. _____ are always interested in low-paid working force.(EMPLOY)
3. It wasn't a surprise, all of them had been waiting for the _____ about income tax increases.(ANNOUNCE)
4. Their new approach was _____, they managed to increase the productivity by 15% .(SUCCESS)
5. New production facilities will come into _____ in three months. (OPERATE)

UNIT 8 VIRTUAL BUSINESS

1 LEAD-IN

New words and phrases

costs	витрати
benefit	отримувати користь
improve	поліпшувати
make sense	мати сенс
executive	виконавча особа в компанії

2 READING

Read about the growing popularity of virtual business conferences. Do you find them a characteristic feature of modern business world?

Virtual Business

High travel costs are forcing American companies to find alternatives to out-of-town meetings. As a result, Internet telephone and video conferences — known as "telepresence" — are becoming popular.

The management consulting and technology company Accenture is one firm that is benefiting from the trend. Accenture says it avoided 240 international and 120 domestic flights in a single month by using videoconferencing, thus saving hundreds of thousands of dollars.

But high travel costs are not the only factor responsible for more Web-based conferences. The technology has also improved, says Alan Minton, vice-president of marketing for Cornerstone Information Systems. "Only in the last two years has the technology gotten to the point where it really makes sense to use it," Minton told The New York Times.

Still, virtual conferences can't replace business travel completely, says Accenture executive Jill Smart. "You don't learn about other cultures in telepresence. You get things from being there, over breakfast and dinner, building relationships face-to-face."



3 READING COMPREHENSION

1. What makes American companies to find alternatives to out-of-town meetings and organize Internet telephone and video conferences?
2. How does the Accenture evaluate its benefits from the trend of organizing video conferences?
3. What another factor contributes the development of Web-based conferences?
4. Why can't virtual conferences replace business travel completely?

4 VOCABULARY

A Match the left and the right side.

domestic	conferences
travel	travel
information	flight
business	costs
video	systems

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B Fill the gaps with the words given below.

alternative, benefit, avoid, relationships, executives

1. Do you really think that there is no any _____ way to achieve our goals?
2. The _____ of our company have to travel on business a lot.
3. The new system of payment will be of great _____ to our customers.
4. Can we do anything to _____ a new round of redundancies?
5. A better working relationships and the managerial staff concern about workers have improved the efficiency of work significantly.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. Their company failed because it had serious _____ and financial problems. (MANAGE)
2. At the meeting they reported a significant _____ in profits. (IMPROVE)
3. I am not really sure that he is ready to take on new _____. (RESPONCIBLE)
4. We hold regular _____ with the representatives from all our subsidiaries. (MEET)

5. They used all their _____ to start a new business. (SAVE)

UNIT 9 RETURN TO SENDER

1 LEAD-IN

New words and phrases

circulate	- розповсюджувати
unsolicited mail	- незапитувані поштові розсилки
misconduct	- посадовий проступок
slip	- формуляр
consumer watchdog	- товариство прав захисту споживача
BBC news	- новини британського теле і радіомовлення
disloyalty	- порушення професійної етики

2 READING

Read about the problem of unsolicited mail. Is this problem urgent for people in your country?

Return to Sender

In August, Welsh postman Roger Annies circulated a leaflet telling people how to stop unsolicited mail. He was suspended for misconduct after doing so.

‘For the hear future, the Royal Mail plans to increase your advertising mail,’ Annies wrote in the leaflet. "If you complete the slip below and send it to the Royal Mail delivery office, you should not get any of the above-mentioned unwanted advertising." Was it an act of courage or disloyalty?

Unsolicited mail is a lucrative business for Britain's Royal Mail. "If we do not deliver this mail, then rival companies will," a Royal Mail representative told BBG News. It is possible to prevent the mail from being delivered, but according to consumer watchdog Postwatch, it is difficult for customers to find details of this opt-out clause for unsolicited mail.

Postman Annie thought he could help customers by telling them now to beat the system. He may have risked his job, but at least the members of the public are grateful: "I'll pass the info on to everyone I meet!" is how one reader responded in an online Comment after reading the BBC News story.



3 READING COMPREHENSION

A. Answer the questions.

1. What did Roger Annie inform people of Great Britain about?
2. How could Roger Annie get information about Britain's Royal Mail plans for sending advertising mail?
3. Is Britain's Royal Mail interested in sending unsolicited mail? Why?
4. How is it possible to refuse from getting unwanted mail?
5. What are the responses of the public to Annie's suggestion?

B. Think about.

1. Do you think Roger Annie's behavior is an act of courage or disloyalty? Why?
2. Have you had any experience of getting unwanted mail or e-mail? Do you think it is irritating? What is the way to escape unwanted mail or e-mail?

C. The following statements reproduce the main ideas of the four paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

- 1 Britain's Royal Mail is interested in sending out advertisements and makes customers' refusal from unwanted mail difficult.

- 2 Sending a refusal slip to the Royal Mail delivery office is the way to stop unwanted mail.
- 3 Though Roger Annies risked his job the public is grateful to him for his useful information.
- 4 Postman Roger Annies sent out information about unwanted mail.

4 VOCABULARY

A. Match the left and the right side.

- | | |
|----------------|--------------|
| 1. advertising | a. office |
| 2. lucrative | b. mail |
| 3. delivery | c. companies |
| 4. rival | d. comment |
| 5. online | e. business |

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B. Choose the right prefix to make the adjectives in brackets negative. Fill in the gaps.

im un in dis mis il ir

1. Spam is _____(*wanted*) mail sent by various companies advertising their products.
2. _____(*solicited*) mail is a number of advertising messages sent to the consumer containing _____(*interesting*) or (*relevant*) information.
3. Britain's Royal Mail considered Roger Annies' action to be an example of _____(*loyalty*) and _____(*conduct*).
4. The information given by Roger Annies has caused a (*trust*) of the public to the Britain's Royal Mail.
5. Many customers do not know that using people's names and addresses without their permission is an (*legal*) action and they can bring the sender to trial.

6. The information about mail delivery is _____ (*complete*) and it is difficult for the customer to find the details.
7. It is reported on line some customers blame the Royal Mail for _____ (*moral*) actions and breach of privacy.
8. Many supporters of the brave postman focus their attention on the Royal Mail's _____ (*honest*) and _____ (*responsible*) policy.

5 WORD BUILDING. Fill out the table making other forms from the words given

Noun	Verb	ing-form	Action- doer
comment			
	risk		
		planning	
			sender
postman			
	respond		
		circulating	
			reader

UNIT 10 UPS AND DOWNS

1 LEAD-IN

New words

andphrases

- | | |
|--------------------------|--|
| ups and downs | - підвищення і падіння (цін) |
| the consumer price index | - державний бюлетень цін споживчого кошика |
| low income earners | - громадяни з низькими доходами |
| life essential | - продукти, які важливі для життя |
| inflation rate | - рівень інфляції |
| purchasing power | - купівельна спроможність |

2 READING

Read about the problem of evaluating the price of a 'basket' of products and services as a measure of inflation.

Ups and Downs

The Consumer Price Index (CPI) studies changes in the price of a "basket" of products and services. It is closely watched as a measure of inflation. But according to a report for Australia's Green Party, the CPI has given a false picture of the cost of living over the past ten years and of the effect of inflation on low-income earners.

Since 1996, prices have risen by an average of 29.6 per cent according to the CPI. Prices of some products, such as computers, TVs and electrical appliances, have gone down. Cars have become cheaper, too. But the cost of many of life's essentials has risen faster than the inflation rate. Public transport is more expensive, and so are other fundamental services, such as medical care and childcare. Basic foods, such as fruit, vegetables and bread, also cost far more.

Richard Denniss, strategic adviser to Australia's Green Party, says the prices of essentials should be used to determine purchasing power. "Low-income earners cannot respond to higher food prices by taking advantage of cheaper electrical appliances," writes Denniss in his report.



3. READING COMPREHENSION

1. What is considered to be a measure of inflation?
2. What is Australia Green Party's opinion as for the accuracy of the Consumer Price Index (CPI)?

3. How much have the prices risen in Australia since 1996?
4. Which products have become cheaper? And more expensive?
5. According to the text, which products' prices determine the purchasing power?
6. Can low income earners take advantage of cheaper electrical appliances? Why?
7. Do you think the "basket" of products and services mostly determines your purchasing power? Why?

4. VOCABULARY

A. Match the left and the right side.

- | | |
|---------------|-----------------|
| 1. cost of | a. adviser |
| 2. electrical | b. living |
| 3. strategic | c. of inflation |
| 4. take | d. Appliances |
| 5. measure | e. advantage |

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B. The following statements reproduce the main ideas of the three paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

- 1 Australia Green Party reports the Consumer Price Index presents false information about the cost of living for the past ten year. Though the prices for cars and Electrical appliances have become cheaper.
- 2 Though the prices for cars and electrical appliances have become cheaper the cost of many life's essentials has risen faster than the inflation rate.
- 3 The purchasing power of many Low-income owners has reduced.

C. Fill out the table making other forms from the words given.

Noun	Verb	ing-form	Action- doer
delivery			
	rival		
		advertising	
			representer
custom			
	mail		
		preventing	
			consumer

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. Low income citizens experience a greater effect of _____ in most of developed countries nowadays (INFLATE).
2. The representatives of Green Party report the _____ power of the population to decrease (PURCHASE).
3. This department deals with _____ planning of the enterprise development and produces _____ reports (STRATEGY, STATISTICS).
4. Change in the taxation policy will help in _____ of the national currency and normalize the country's economy (STRENGTHEN).
5. Many essential products and services are _____ on TV and discounts are _____ (ADVERTISE; SUGGEST).

UNIT 11 DOLLAR DOLDRUMS

1 LEAD-IN

New words and phrases

dollar doldrums	- депресія
expatriate	- громадянин однієї країни, що проживає в іншій країні
International Herald Tribute	- міжнародне видання газети "Геральд Трібьют"

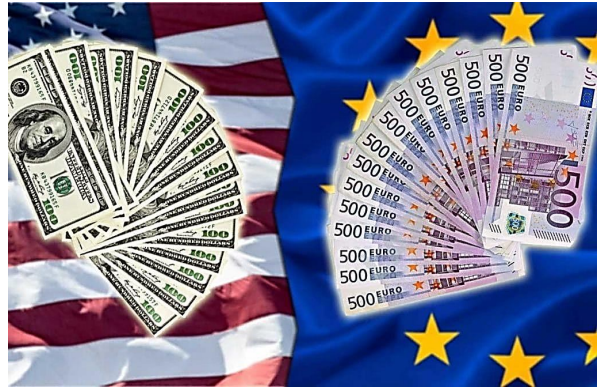
2 READING

Read about the problems of Americans living abroad.

Dollar Doldrums

Being paid in dollars used to be an advantage for Americans living abroad. But as the value of the dollar drops and that of the euro rises, expatriate life no longer seems so rosy. Americans living in expensive cities such as Paris or London are particularly hard-hit. Some are choosing to relocate rather than watch their spending power diminish. Pensioner Susi Bondi told the International Herald Tribune: "Those that can hold out are holding their breath, and we're hoping for a return of the dollar, but those that can't are going." Bondi lived in Paris for 12 years, but has moved to Vienna, where the cost of living is lower.

Video filmmaker Vincent Gagliostro moved to Paris two years ago from New York. Gagliostro, who has both American and European customers, wants to increase his European business. "The dollar still heavily weighs on the quality of my life," he says. "As long as I continue to rely on at least 50 per cent of my income with American clients, it's going to do that. My goal would be not to lose the American clients altogether."



3 READING COMPREHENSION

1. Did Americans living abroad enjoy the fact they were paid in dollars?
2. How has the situation changed recently?
3. What are now the possible choices for Americans living abroad?
4. Why does US dollar still heavily weigh on the quality of Mr Gagliostro's life?
5. What is his goal now?

4 VOCABULARY

Match the left and the right side.

- | | |
|---------------|--------------|
| 1. dropping | a. business |
| 2. cost of | b. life |
| 3. increase | c. the value |
| 4. weigh | d. heavily |
| 5. quality of | e. living |

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

5 WORD BUILDING

A. Fill out the table making other forms from the words given.

Noun	Verb	Adjective
		cosmopolitan
interest		
	excite	
medicine		
	shop	
		different
cost		
		safe

B. Fill in the gaps using the words from the table of exercise 5A.

New York, Tokyo, Paris, and other cities are _____ places to live.
There are many things to see and to do.

It is possible to go to kinds of museums, plays, films and restaurants and
you can also go _____ to buy things from all over the world.

Of course, big cities face a lot of serious problems as the
_____ of living is high, and the density is high in some
neighborhoods. Too many people in a small space makes it hard to keep the
cities _____ and clean and grant good _____ care.

UNIT 12 LIMITS TO TOLERANCE

1 LEAD-IN

New words and phrases

global village	- "глобальне село"
Pew research center in Washington, DC	- дослідний центр П'ю в Вашингтоні, округ Колумбія
International Herald Tribune	- міжнародне видання газети "Геральд Трібьют"
immigrants allowed to enter	- імігранти, яким дозволено в'їхати в країну

2 READING

Read about the new trends of immigration in Britain. Are there any similar processes in your country?

Limits to Tolerance

It's been more than 40 years since Marshall McLuhan invented the term "global village." Since then, "globalization" has become both a buzzword and a business trend.

However, although most people are in favor of international trade, a recent study found that many are less enthusiastic about immigration. The study, by Pew Research Center in Washington, DC, looked at attitudes in 47 countries.

Support for international trade is especially strong in developing countries, which have seen rapid growth as a result. "But worldwide, even though some people are rich and some are poor, support for the basic tenet of capitalism is pretty strong," Pew director Andrew Kohut told the International Herald Tribune.

The majority of those questioned were in favor of stronger restrictions on the number of immigrants allowed to enter their countries. In Europe, Italians were the biggest supporters of strict controls. Residents of Poland had the most liberal view of immigration in Europe



3 READING COMPREHENSION

A. Answer the questions.

1. Has the term Globalization become popular worldwide?
2. Are people as enthusiastic about immigration as about international trade?
3. How many nationalities have taken part in the research?
4. Why do developing countries demonstrate enthusiasm as for international trade?
5. What was the attitude of the majority of people questioned towards immigrants?
6. Which nations demonstrated the most and the least liberal point of view in the problem of immigrants?

B. Think about.

1. Do you think studies held by various research centers reflect the real attitude of the public towards the problem? What is the situation like in Ukraine?
2. Do you think the population of Ukraine has a liberal attitude to the problem of immigrants?

4 VOCABULARY

A. Match the left and the right side.

- | | | | |
|----|----------|----|-----------|
| 1 | business | a. | study |
| 2. | look at | b. | countries |

- | | |
|---------------|-----------------|
| 3. recent | c. attitude |
| 4. developing | d. restrictions |
| 5. stronger | e. Trend |

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

C. The following statements reproduce the main ideas of the four paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

1. The term “Global village” has become popular worldwide.
2. People’s opinions are mostly positive as for international trade and negative as for immigrants.
3. Most of the people support the capitalistic way of their countries development.
4. Some nations demand to introduce stricter rules for immigrants, but other nations are more tolerant.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. Moving to a position _____(ALLOWED/ ALLOWING) to get a higher responsibility and salary is called promotion.
2. The results of the _____(RECENT/RECENTLY) studies give the ground to report on decrease of the purchasing power _____(GLOBAL/GLOBALLY).
3. The problems _____(NEGOTIATING/ NEGOTIATED) by the company’s representatives touched the interests of every employee.
4. The majority of the _____(QUESTIONING/QUESTIONED) people proved that the problem of immigration has become one of the most urgent in the modern world.

5. Strong _____(RESTRICTS/RESTRICTIONS) government impose on business representatives are connected with employment of illegal immigrants.
6. Statistics shows that many _____ (DEVELOPED/DEVELOPING) countries do not demonstrate _____(TOLERANCE/TOLERANT) to the increasing number of the immigrants.

UNIT 13 GIVING UP ON METRIC

1 LEAD-IN

New words and phrases

pint –	пінта – міра ємності в Великобританії, рівна 0,57 літра
imperial measurement –	міри ваги, довжини и т.д., прийняті в Британській імперії
EU's industry commissioner –	комісар Європейського союзу з питань промисловості
BBC –British Broadcasting –	корпорація, яка проводить радіо і телемовлення Corporation в Великобританії

2 READING

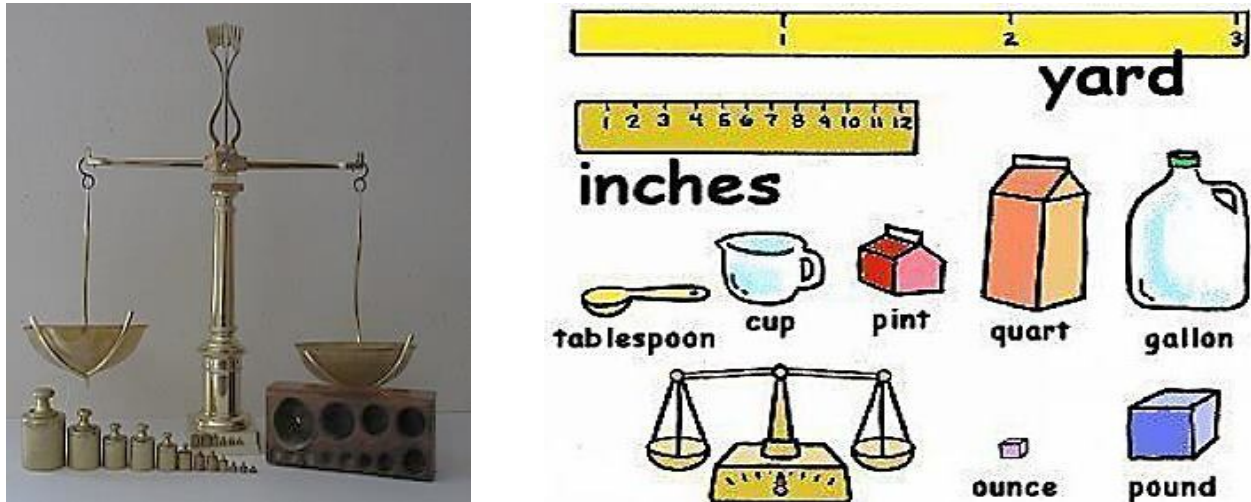
Read about the mixture of metric and imperial measurements in Britain.

Giving up on Metric

Order a beer at the pub in the UK and you will receive a pint — or half a pint. But if you are buying bananas in the supermarket, you buy them by the kilogram.

For decades, Britain has been using a complicated mixture of metric and imperial measurements. And it seems this is not going to change. The European Union has decided to allow the UK to continue to use pounds, miles and pints as the national units of measurement.

Under an earlier EU plan, Britain and Ireland would have had to stop using imperial measurements within three years. But the EU has decided to back down, because the plan was making the European Union unpopular in Britain. "I organized a huge consultation, and the result was that industry told us there was no problem with the existing system," the EU's industry commissioner Günter Veiheigen told the BBC. "I want to bring to an end a bitter, bitter battle that has lasted for decades and which, in my view, is completely pointless."



3 READING COMPREHENSION

1. Is it typical of Great Britain to use only metric system of measurement or a mixture of systems? Why?
2. What is the recent decision of the European Union as for changing the system of measurement in Great Britain?
3. What was the previous plan? What has it been changed?
4. Why does G. Veiheigen believe the battle for changing the system of measurement in Great Britain is pointless?

4 VOCABULARY

Match the left and the right side.

- | | |
|----------------|----------------|
| 1. complicated | a. measurement |
| 2. unit of | b. end |
| 3. existing | c. mixture |

4. to bring

d. System

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

5 WORD BUILDING

A. Fill out the table making other forms from the words given.

Noun	Verb	Adjective
	use	
provision		
success		
	measure	
elimination		
		popular
		safe

B. Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

Nowadays vending machines are a big business and many customers consider them to be very _____(USE). A lot of offices, schools, and hospitals _____ (PROVISION) vending machines which sell cold and hot drinks, soups, salads, sandwiches and even complete meals. These machines can be _____(SUCCESS) for two reasons: they _____(SAFE) time and are convenient. Also, vending machines _____ (ELIMINATION) the need for salesclerks and cashiers.

In the United States vending machines are _____(POPULARITY) and their popularity can be _____(MEASURE) by the fact that these machines sell close to 20 billion dollars worth of merchandise each year.

UNIT 14 THE WAR FOR TALENT

1 LEAD-IN

New words and phrases

talent war	- війна за «таланти», «уми»
Business week	- газета в Великобританії
machinist	- інженер – машинобудівник
manual trades people	- продавці
labourer	- чорнороб
top management	- управлінці вищої ланки звена
shortage of employees	- нестача співробітників
supply of labour	- пропозиція робочої сили
cut labour costs	- скорочувати витрати на робочу силу

2 READING

Read about the new trend of employees' shortage in Britain. Is there a similar problem in your country?

The War for Talent

It's good news for workers, but bad news for companies. Firms all over the world are reporting a shortage of employees, and not just in the highly qualified areas where the "talent wars" are being fought.

According to a new survey by staffing company Manpower, the ten jobs that companies are having most difficulty filling range from top management to factory workers (see table). The biggest demand is for sales representatives with enough technical knowledge to sell today's complex products. "They need to understand innovations, logistics and the global picture. Selling is very different from what it was," Manpower head Jeff Joerres told *BusinessWeek*.

To remain competitive, companies have been cutting labour costs. At the top end, firms are training staff themselves rather than hiring expensive new employees.

Meanwhile, in Asia and India, the once seemingly endless supply of cheap labour seems to be drying up. Workers in Vietnam, for example, are no longer accepting low wages. Factory managers in Ho Chi Minn City recently reported that their €45-a-month workers went home for holidays in February and never came back.

THE TOP TEN MOST WANTED WORKERS

1. Sales representatives
2. Skilled manual trades people
3. Technicians
4. Engineers
5. Accounting and finance staff
6. Labourers
7. Production operators
8. Drivers
9. Top management
10. Machinists



3 READING COMPREHENSION

A. Answer the questions

1. What is the main problem firms of the world report about?
2. What are the ten jobs that staffing companies have difficulties to fill in Great Britain?
3. What are the demands on successful sales representatives?

4. What are the ways that companies use to cut labour costs?
5. Which regions used to be an endless supply of cheap labour? Has the situation changed recently?

B. The following statements reproduce the main ideas of the four paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

1. Companies cut labour costs.
2. A shortage of employees worldwide.
3. Supply of cheap labour decreases globally.
4. The biggest demand is for sales representatives.

4 VOCABULARY

A. Match the left and the right side.

- | | |
|-------------|--------------------|
| 1. staffing | a. competitive |
| 2. sales | b. employees |
| 3. hire | c. company |
| 4. low | d. representatives |
| 5. remain | e. wages |

1 – ...; 2 – ...; 3 – ...; 4 – ...; 5 – ...

B. Write down the *verbs* or *nouns* in column B which the words in the column A come from. Use the given examples.

A	B
technician	technique
representative	to represent
tradesperson	
engineer	
accountant	
laborer	

operator	
driver	
manager	
machinist	

C. Match the word in column A to a phrase describing a job in column B

- | A | B |
|----------------|--|
| 1. stressful | a. changes can happen |
| 2. rewarding | b. you make a lot of money |
| 3. satisfying | c. your needs and desires are met |
| 4., exhausting | d. as if you do not reach your goal |
| 5. challenging | e. you use all your abilities and energy |
| 6 flexible | f. tired |
| 7. lucrative | g. you get a lot in return for work |

1- ... ; 2- ...; 3- ...; 4- ...; 5- ...; 6 – ...; 7 – ...

5. WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

- One of ten American changes _____ each year, and many will have four to five careers in a lifetime (OCCUPY).
- We live in a rapidly _____ world where new jobs and careers are being created, so many business face _____ in recruiting their staff (CHANGE, DIFFICULT)
- People have to fill out _____ forms, attend interviews trying to find and keep a job and be _____ (END, COMPETE).
- Companies introduce _____ courses to avoid _____ qualified workers (TRAIN, HIRE).

5. The creation of new businesses and jobs can mean opportunities for _____ especially when these jobs are among the most _____ (EMPLOY, WANT).

UNIT 15 TOO RICH, TOO POOR

1 LEAD-IN

New words and phrases

The Financial Times	- газета в Великобританії
Harris Interactive Poll	- агентство незалежних опитувань Харріса
respondent	- учасник опитування
enormous	- величезний
income	- дохід
taxes	- податки
housing prices	- ціни на житло
gap	- розрив
to widen	- розширювати

2 READING

Read about the gap in the incomes of rich and poor people in the world.

Is there a similar problem in your country?

Too Rich, Too Poor

The global economy has produced a new class of super rich. Not only that, but managers of large companies are paid enormous salaries, while thousands of workers lose their jobs. People around the world seem to agree- the rich are getting richer, and the poor are getting poorer.

A recent public opinion study found that people in Europe, Asia and the US believe that the gap between rich and poor is too large. They also felt that wealthy people should pay more taxes.

The *Financial Times* and Harris Interactive poll looked at the views of nearly 9,000 people on incomes and taxes. It also questioned them about housing prices and the role of government in keeping these stable.

Respondents were asked: "Is the gap between the rich and poor [in your country] too narrow, too wide or about right.

WIDENING GAP

Percentage of people who think that the gap
between rich and poor is too wide

Germany.....	87%
France.....	85%
Italy.....	82%
China.....	80%
Britain	79%
US	78%
Spain	76%
Japan	64%



3 READING COMPREHENSION

A. Answer the questions

1. What is the situation with incomes in most of European countries?
2. Why do some people think that the wealthy people should pay more taxes?
3. How many people have been questioned on income and taxes?

4. According to the table, which nations consider the gap between the rich and the poor to be too wide? Which nations reported a narrower gap?

B. Think about.

- 1 Do you think the number of people questioned in Europe by Harris Interactive Poll is large enough to be reliable?
- 2 Do you know what the percentage of rich people in Ukraine is? Do you think people in Ukraine consider the gap between the rich and the poor to be too wide?

C. The following statements reproduce the main ideas of the three paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

1. The rich are getting richer and the poor are getting poorer.
2. The majority of people believe the gap between the rich and the poor is too large.
3. The main question of the international poll was about the gap between the rich and the poor.

4 VOCABULARY

A. Write the words from the box along a line like the one below, going from the cheapest to the most expensive.

- | | |
|-----------------|-------------------|
| a. reasonable | e. economical |
| b. dear | f. costly |
| c. a bit pricey | g. free of charge |
| d. prohibitive | |

cheap _____ **expensive**

1 – ... ; 2 – ...; 3 – ...; 4 – ...; 5 – ...; 6 – ...; 7 – ...

B. Fill the gaps with the words given below. Some words can be used not only once.

<i>labour</i>	<i>income</i>	<i>study</i>	<i>stable</i>
<i>investment</i>	<i>global</i>	<i>tax</i>	<i>housing</i>

1. Regressive tax is one that taxes a higher percentage of low _____ and a lower percentage of high _____.
2. A statistical _____ finds that today in the United States the _____ force is not growing as fast as in previous decades.
3. The Japanese, in particular, have built their _____ economic success on _____ in research and development.
4. The _____ forms have been rewritten to meet the new requirements of the government.
5. During the Great Depression, Franklin Roosevelt initiated several government projects to _____.

UNIT 16 SAVE OUR PUB

1 LEAD-IN

New words and phrases

The Guardian	- журнал в Великобританії
Jolly Farmer	- назва пабу
vested interest	- законний інтерес
venture	- спільне підприємство
community	- суспільство
goodwill	- репутація фірми
investment	- інвестиція

2 READING

Read about a small business owned by a local community in Britain.

Save Our Pub

What could be more English than the local pub? But with more than 50 pubs closing every month, these are difficult times for this British institution. Several English communities think they have found the solution, however. They are getting together to buy their local pub.

The story of the Jolly Farmer in Cookham Dean shows that such ventures can be successful. Twenty years ago, it was bought by 60 villagers. "There's another pub in the village, but we all come here," one villager told *The Guardian*. "This pub is owned by the village, so we have a vested interest in supporting it." David Kelsey says he runs the pub the way villagers want it. "I can't play background music, and I can't have any gambling machines. It's fine with me, though, because I knew this before I took it over." In North Moreton, villagers helped run their local when the owners went on holiday. "That feeling of goodwill has never gone away," says Miranda Glover. Still, owning a pub is not the way to get rich, Kelsey warns. "If people want to buy the pub as an investment, I'd say don't bother. This is the first year the Jolly Farmer has made a profit."



3 READING COMPREHENSION.

A. Answer the questions

1. Does the author think pubs to be typical English institutions?
2. What does statistics report about local pubs?
3. What is a possible decision to prevent local pubs from closing?

4. Who are the owners of the Jolly Farmer pub?
5. Can David Kelsey run the pub the way he likes?
6. Is owning a pub a good investment? Why?

B. The following statements reproduce the main ideas of the three paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

1. Jolly Farmer is an example of a successful venture.
2. Buying a pub is a way to prevent decreasing the number of such institutions in the country.
3. Owning a local pub is not a profitable affair.

4 VOCABULARY

A. Match the left and the right side.

- | | |
|----------------|-------------|
| 1. community | a. profit |
| 2. run | b. solution |
| 3. demonstrate | c. owned |
| 4. gambling | d. property |
| 5. make | e. pub |
| 6. find | f. machine |
| 7. own | g. goodwill |

1 – ... ; 2 – ... ; 3 – ... ; 4 – ... ; 5 – ... ; 6 – ... ; 7 – ...

B. Match the verbs with the definitions.

- | | |
|-------------------|--|
| 1. get together | a. to take control of sth |
| 2. look ahead | b. to stop trying to do sth |
| 3. give up | c. to bring people together |
| 4. take over | d. to have deal with unexpected problem |
| 5. run up against | e. to think about and plan for what might happen in the future |

1 – ... ; 2 – ... ; 3 – ... ; 4 – ... ; 5 – ...

C. Fill in the gaps using the verbs given above.

- a. The company has _____ opposition to its proposals from their partner's side.
- b. Though the venture is not very profitable the owners are not ready to _____.
- c. The manager _____ a group of local businessmen to discuss the problem and interest them in the project.
- d. The financial manager always _____, so now he expects radical changes to be made in the country's system of taxation.
- e. This financial group invested in the company with the aim to _____ and sell.

4 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

- 1. The company stimulated my interest in the _____ when the reports on the recent profits were published. (INVEST)
- 2. Certain personal characteristics are needed for _____ small business successfully and taking responsibility. (RUN)
- 3. Pub is a typical English _____ which represents national traditions and culture. (INSTITUTIONAL)
- 4. English pubs are often the best places to eat well and cheaply in Britain, they serve tasty British food and are increasingly _____ by members of the local community. (OWNER)
- 5. Many local people form ventures, buy small businesses and get _____ supporting them. (INTEREST).
- 6. In spite of the common practice some financial consultants evaluate local ventures as not a very _____ solution for investing. (PROFIT)

UNIT 17 LE BIG MAC

1 LEADS-IN

New words and phrases

Le Big Mac	- французька назва бутерброда Бігмак
destinations	- (зд.) місце, куди повинні приходити люди
brand	- торгова марка
The Business	- назва журналу в Великобританії
guinea pig	- піддослідний кролик
casual	- невимушений
benchmark	- критерій, зразок для рівняння і наслідування
we've got the hands full	- становище сприятливе
establish a chain	- утворити ланцюг (кав'ярень)

2 READING

Read about McDonald restaurants in France.

Le Big Mac

Perhaps only a Frenchman could give fast food a positive image. Under the leadership of Denis Hennequin, McDonald's Europe has modernized its restaurants, increased its profits and established a new chain of McCafé coffee shops.

"Fifteen years ago, the US solution was to be a solution for the world," Hennequin told *The Business*. "Now, it is the same brand, but we can be more local."

Hennequin joined McDonald's in 1984, as a management trainee in Paris. By 1996, he was president of McDonald's France, where he made a number of changes. "We were the guinea pig," he says. "We said that our restaurants must become destinations — we can become "fast" and "casual'."

McDonald's France has become the multinational's most profitable European business, followed by Germany and Britain. Hennequin has been president of McDonald's Europe since 2005, and is seen as a possible candidate for the company's top job.

He says he is happy with his present position, though. "I'm enjoying the work I'm doing. The important thing for me is to be able to run the European business as a benchmark for the rest of the world and be recognized for that," Hennequin says.

Will there be more big changes at McDonald's in future? "All businesses go through cycles, and it will probably end in five years," Hennequin comments. "We're already looking at that. But right now, we've got our hands full.



3 READING COMPREHENSION

A. Answer the questions.

1. Which changes has Dennis Hennequin made in McDonald's Europe recently?
2. Which component is added to the global brand of McDonald's?
3. What were the stages of Mr Hennequin's career with McDonald's Europe?
4. What are the three most profitable McDonald's branches in Europe?
5. What is the most enjoyable aspect of his job for Mr Hennequin?
6. What does Mr Hennequin think of McDonald's Europe perspectives in future?

B. Think about.

1. Have you ever visited McDonald's restaurants in Ukraine?
2. What do you like and do not like in McDonald's?
3. Do you think McDonald's restaurants in Ukraine have local colouring in meals and other services? Give examples.

C. The following statements reproduce the main ideas of the six paragraphs in the text but they are mixed. Rearrange the statements in the order they appear in the text.

1. McDonald's Europe (French branch) has developed greatly.
2. Global brand has received local colouring in McDonald's.
3. Mr Hennequin has made a successful career in McDonald's restaurants in France.
4. The President of McDonald's Europe is one of the candidates for the top job.
5. The most important thing for Mr Hennequin is to be recognized by colleagues worldwide.
6. McDonald's Europe is optimistically looking at future.

4 VOCABULARY

A. Match the left and the right side.

- | | |
|---------------|-------------|
| 1. top | a. changes |
| 2. positive | b. trainee |
| 3. increase | c. image |
| 4. management | d. position |
| 5. make | e. profit |
| 6. present | f. job |

1 – ... ; 2 – ...; 3 – ...; 4 – ...; 5 – ...; 6 – ...

B. In the text an idiom “guinea pig” is used. Match the idioms with the names of animals in column A with their meanings in column B.

A

B

- | | |
|----------------------------------|--|
| 1. to work as a horse | a. a greater part |
| 2. to let the cat out of the bag | b. to rain heavily |
| 3. lion's share | c. to talk frankly |
| 4. to rain cats and dogs | d. very easy, requiring very little effort |
| 5. monkey business | e. to work very hard |

- | | |
|---------------------------|-----------------------------------|
| 6. to talk turkey | f. to reveal a secret or surprise |
| 7. as easy as a duck soup | g. suspicious or illegal activity |

1 – ... ; 2 – ... ; 3 – ... ; 4 – ... ; 5 – ... ; 6 – ... ; 7 – ...

C. Fill in the gaps using the animal idioms given above.

- a. If a businessperson wants the partners believe him/her the best policy is _____.
- b. This company's President is a skillful businessman, so to run business is _____ for him.
- c. When the company opened a new branch all the members of the staff had _____.
- d. The accountant reported that the taxes have some _____ at this company in connection with its bank accounts.

5 WORD BUILDING

Use the words in brackets to complete the sentences. Add the necessary suffix and put the word in the correct form.

1. Managers are taught to accept changes _____ and be ready to come forward with new initiatives. (POSITIVE)
2. The company _____ is in agreement that introduction of the latest developments will help business competitiveness. (LEAD)
3. More funds are needed for _____ of the hotel's computer system. (MODERNIZE)
4. The Head of the Human Resources department is responsible for selecting _____ candidates. (POSSIBLY)
5. McDonald's is _____ as a brand globally and possesses a large network of branches. (RECOGNIZE)
6. The President of the company demanded the meeting to be held in a more _____ atmosphere. (CASUALLY)

GRAMMAR REFERENCES

Unit 1

VERB TENSES

	Indefinite (Simple) – presents factual information						
	affirmative (+)		interrogative (?)		negative (–)		
Present		V₁	<i>do / does</i>		<i>do / does</i>		
Past		V₂	<i>did</i>	V₁	<i>did</i>	<i>not</i>	V₁
Future	<i>will</i>	V₁	<i>will+subject</i>		<i>will</i>		
Signal words	<i>Present Simple</i>		usually, always, often, every day, never				
	<i>Past Simple</i>		last week, yesterday, last month, days ago, the other day, long time ago				
	<i>Future Simple</i>		soon, tomorrow, next Monday, in the future				
Examples	<i>Present Simple</i>		He earns more money if he works the night shift. How do you usually make a decision? The company doesn't provide this service.				
	<i>Past Simple</i>		We organized the sales conference last year. Did you arrive on time ? I didn't travel much when I worked for this company.				
	<i>Future Simple</i>		I'll phone our partner tomorrow. Will you send this invoice tomorrow? He won't deal with it as he is too busy.				

	Continuous (Progressive) – presents an event in progress							
	affirmative (+)		interrogative (?)			negative (–)		
Present	<i>am, is are</i>	V_{ing}	<i>am, is are</i>	<i>subject</i>	V_{ing}	<i>am, is are</i>	<i>not</i>	V_{ing}
Past	<i>was, were</i>		<i>was, were</i>			<i>was, were</i>		
Future	<i>will be</i>		<i>will + subject</i>	<i>be</i>		<i>will +not</i>	<i>be</i>	
Signal words	Present Continuous	still, at the moment, at present, this minute						
	Past Continuous	at six o'clock yesterday, when my father came, while, as, all morning/day/night						
	Future Continuous	when she arrives, at 7 next Monday						
Examples	Present Continuous	She is speaking on another line at the moment. What are you doing over there? She isn't working at the moment.						
	Past Continuous	He was writing a letter of complaint. What were you doing at that time yesterday? She wasn't taking the notes when I was reporting.						
	Future Continuous	I'll be seeing Ann later, so I'll tell her everything. Will you be using the photocopier for long? We won't be doing anything at that time tomorrow morning.						

	Perfect – refers to events in the past that have been finished as well as events that are ongoing or events that are to continue into the present							
	affirmative (+)		interrogative (?)			negative (–)		
Present	have/has	V ₃	have/has	subject	V ₃	have/has	not	V ₃
Past	had		had			had		
Future	will have		will+subject			have		
Signal words	Present		since, for, ever, never, just, already					
	Perfect							
	Past Perfect		when we arrived, yesterday at four, before					
	Future Perfect		by the time, tomorrow at eight					
Examples	Present Perfect		The situation has improved dramatically since 2015. Have they updated the information? We haven't talked to them yet.					
	Past Perfect		I had changed the figures when they started reading the report. Had they already finished the meeting when you arrived? I hadn't signed such contracts before I started to work for this company.					
	Future Perfect		We will have delivered all the products by the end of the month. Will they have finished the refurbishment by October?					

		She won't have corrected everything by the end of the week.				
		Perfect Continuous				
Present	– to show that something started in the past and has continued up until now					
	affirmative (+)	<i>have/has</i>				
	interrogative (?)	<i>have/has</i>	<i>subject</i>	<i>been</i>	V_{ing}	
	negative (–)	<i>have/has</i>	<i>not</i>			
Past	– to show that something started in the past and continued up until another time in the past					
	affirmative (+)	<i>had</i>				
	interrogative (?)	<i>had</i>	<i>subject</i>	<i>been</i>	V_{ing}	
	negative (–)	<i>had</i>	<i>not</i>			
Future	– to show that something will continue up until a particular event or time in the future					
	affirmative (+)	<i>will</i>	<i>have</i>			
	interrogative (?)	<i>will</i>	<i>subject</i>	<i>have</i>	<i>been</i>	V_{ing}
	negative (–)	<i>will</i>	<i>have</i>	<i>not</i>		
Signal words	<i>Present Perfect Continuous</i>		<i>how long, for, since, all day, before, until, lately,</i>			
	<i>Past Perfect</i>		<i>since 2009, the whole day, for 4 years</i>			

	<i>Continuous</i>	
	<i>Future Perfect Continuous</i>	
Examples	<i>Present Perfect Continuous</i>	<p>They have been waiting for the representative of the company for almost an hour.</p> <p>What have you been doing since you left the company?</p> <p>He has not been dealing with it for a long time.</p>
	<i>Past Perfect Continuous</i>	<p>He had been working until he was 56.</p> <p>Had you been working for a long time on the project before they cancelled it?</p> <p>They had not been working together for a long time before they were involved in the same project.</p>
	<i>Future Perfect Continuous</i>	<p>Next year we'll have been manufacturing the same model for ten years.</p> <p>How long will you have been working with them next year?</p> <p>I won't have been working long on the report when you return to the office.</p>

THE INFINITIVE

The infinitive is a base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most

common. There are, however, four other forms of the infinitive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive and the passive infinitive.

Forms of the Infinitive		
	Active Voice	Passive Voice
Present	(to) produce	(to) be produced
Continuous	(to) be producing	-----
Perfect	(to) have produced	(to) have been produced
Perfect Continuous	(to) have been producing	-----

The **Present Infinitive** refers to the present or future. (*We hope to sell about 1,000 units.*)

The **Present Continuous Infinitive** expresses an action happening now. (*They must be developing a new model.*)

The **Perfect Infinitive** is used to show that the action of the infinitive happened before the action of the verb. (*They claimed to have found a new supplier.*)

The **Perfect Continuous Infinitive** is used to emphasize the duration of the action of the infinitive, which happened before the action of the main verb. (*They seem to have been working on a new production line for almost a year.*)

The infinitive has two forms:

●	the to-infinitive	=	to + stem
●	the zero infinitive	=	stem

The present infinitive stem is the verb form you will find in a dictionary.

To-infinitive	Zero infinitive
to work	work
to test	test
to manage	manage

The negative infinitive is formed by putting **not** in front of any form of the infinitive.

The *to*-infinitive is used

- after certain verbs (*agree, appear, decide, expect, hope, promise, refuse* etc.)
*We **hope to increase** the productivity .*
- with **verb + required noun + infinitive**
*The instruction **requires employees to take** training courses.*
- after certain adjectives (*happy, glad, sorry, etc.*)
*He was **happy to be invited** to the interview.*
- after *I would like/would love / would prefer* to express specific preference
*I'd **like to gain** more experience in this field.*
- after certain nouns (*attempt, promise, decision, desire, plan, request, refusal, ambition, etc.*)
*What a **pleasure to work** with them again!*
- after *too/enough + adjective*
*This method is **too expensive to be implemented**.*
- with *it + be + adjective (+of + noun/pronoun)*
*It was **kind of you to send** all the details.*
- with *so + adjective + as*
*Would you be **so kind as to reply** us promptly.*

- after *be* + *the first/second* etc./ *next /last/best* etc. *She was the only one to cope with the problem.*
- in the expression *for* + *noun/ pronoun* + *to-infinitive* *For the company to find a rational solution was a necessity.*
- in expressions such as *to tell you the truth, to begin with, to be honest* etc. *To tell the truth, it wasn't reasonable.*
- with *only* to express an unsatisfactory result *He phoned me only to tell that we only wasted the time.*

FUNCTIONS OF THE TO-INFINITIVE

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. See this page about

- **as the subject of the sentence**
To launch a new product is a very challenging task.
To learn from experience is always of great value.
- **as a direct object**
We all want to participate in the trade fair.
You should be able to meet the deadline.
- **as a subject complement**
My goal is to increase productivity by 15%.
Her responsibility was to check up the mail every morning.

- **as an adjective**

*That was a question **to discuss**.*

*This is what **to be done**.*

- **as an adverb**

*They gave us thirty more days **to pay** the invoice.*

*The task was found difficult **to carry out**.*

THE SUBJECT OF THE INFINITIVE

- The subject of the infinitive is omitted when it is the same as the subject of the main verb.

***He** wants **to find** another job.*

***They** want **to advertise** the project.*

- The subject of the infinitive is not omitted when it is different from the subject of the main verb. The subject of the infinitive comes before the infinitive and can be an object pronoun (me, you, them, etc.), a name or a noun.

***They** want **me** **to deal with** the conference.*

***The boss** wants **John** **to represent** their company.*

Unit 2

THE *-ing* FORM

- as a noun

***Training** helps people develop some business skills.*

- after prepositions

***Before taking** a decision, you need to consult the designer.*

***After discussing** the possible risks, I've changed my mind.*

- after *love, like, enjoy, dislike, hate* and *prefer* to express general preference.
He likes being given some time to think.
I hate being involved in such deals.
- after certain verbs (*consider, avoid, deny, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine*, etc.).
She denied leaving the papers on her desk.
They suggest merging with another company.
- when 'to' is used as a preposition (*look forward to, confess to, in addition to*)
We look forward to hearing from you.
They didn't object to negotiating the prices over the phone.
- after *go* for activities
Sometimes we go shopping when our working day is over.
Don't go getting yourself into trouble.
- after *it's no use, it's (not) worth, it's no good, be busy, what's the use of...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in)*
It's no use looking for another business partner.
They are getting used to travelling on business a lot.
- *begin, start, continue*
We never have two -ing forms together.
He started writing something in her diary.
Every time I called, she continued talking about the necessity to change the strategy.

- after the verbs **see, hear, feel, watch, listen to** and **notice** to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.

*I **heard** Michael **talking** to the manager about the complaint.*

*I **saw** them **leaving** the office.*

- **need/require/want + -ing form**

This pattern often shows that it is necessary to repair or improve something.

*The information **needs checking**.*

Need can also be followed by a passive infinitive.

*The information **needs to be checked**.*

- **advise, allow, permit, recommend, encourage** take the to-infinitive when they are followed by an object or when they are in the passive form. They take the **-ing** form when they are not followed by an object.

*They **advised finding** a replacement for Tim.*

*They advised **me to find** a replacement for Tim. (object)*

*I **was advised to find** a replacement for Tim. (passive)*

THE *TO-INFINITIVE* OR *-ING* FORM

Verbs taking the *to-infinitive* or *-ing* form without a change in meaning

<ul style="list-style-type: none"> <i>begin, continue, intend, start</i> + to-inf or -ing form However, two -ing forms are not normally used. 	<p><i>We've heard that she intends to leave/leaving the company.</i></p>
<ul style="list-style-type: none"> <i>advise, allow, encourage, permit, recommend</i> + to-inf (when followed by an object or in passive forms) + -ing form(when not followed by an object) 	<p><i>They advise business people to consult on the procedure of starting a new business.</i> <i>Business people are advised to consult on questions of international business.</i> <i>They advise consulting on possible disadvantages of merging.</i></p>
<ul style="list-style-type: none"> <i>need, require, want</i> + to-inf / -ing form / the passive infinitive 	<p><i>Business trips need to make arrangements.</i> <i>Business trips need making arrangements.</i> <i>Business trips need arrangements to be made.</i></p>

Verbs taking the *to-infinitive* or *-ing* form with a change in meaning

<ul style="list-style-type: none"> <i>forget</i> + to-infinitive (= forget to do sth) 	<p><i>I forgot to discuss the compensation package.</i></p>
<ul style="list-style-type: none"> <i>forget</i> + -ing form (= forget a past event) 	<p><i>We'll never forget working with such a creative team.</i></p>

<ul style="list-style-type: none"> remember + to-infinitive (= remember to do sth) remember + -ing form (= recall a past event) 	<i>Remember to send all the invoices.</i> <i>I remember signing my first contract.</i>
<ul style="list-style-type: none"> mean + to-infinitive (= intend to) mean + -ing form (= involve) 	<i>He means to learn more about the allocation of resources available.</i> <i>Being successful means working hard and being profitable.</i>
<ul style="list-style-type: none"> go on + to-inf (= finish doing sth and start doing sth else) go on + -ing form (= continue) 	<i>After finishing her BA course, she went on to get a master's degree.</i> <i>They went on conducting a market research.</i>
<ul style="list-style-type: none"> regret + to-inf (= be sorry to) regret + -ing form (= have second thoughts about sth already done) 	<i>I regret to inform you that your company has not been selected for the provision of the services.</i> <i>I regret not explaining the situation.</i>
<ul style="list-style-type: none"> would prefer + to-inf (specific preference) prefer + -ing form (in general) prefer + to-inf + (rather) than without to 	<i>I'd prefer to consult his immediate superior before taking the final decision.</i> <i>I prefer not taking a risk in such situations.</i> <i>I prefer to consult a specialist (rather) than anticipate any risks.</i>

<ul style="list-style-type: none"> ● try + to-inf (= do one's best; attempt) try + -ing form (= do sth as an experiment) 	<p><i>He tried hard to cope with his job.</i></p> <p><i>Try offering the best prospects for an ongoing business relationship.</i></p>
<ul style="list-style-type: none"> ● want + to-inf (= wish) 	<i>I want to start my own business one day.</i>
<ul style="list-style-type: none"> want + -ing form (=sth needs to be done) 	<i>The draft wants changing.</i>
<ul style="list-style-type: none"> ● stop + to-inf (= pause temporarily) 	<i>I stopped to buy some economic journals.</i>
<ul style="list-style-type: none"> stop + -ing form (= finish; cease) 	<i>I stopped buying economic journals.</i>
<ul style="list-style-type: none"> ● be sorry + to-inf (= regret) 	<i>I'm sorry to hear that you can't deliver the products on time..</i>
<ul style="list-style-type: none"> be sorry for + -ing form (= apologise) 	<i>I'm sorry for not taking into consideration all the factors of production.</i>
<ul style="list-style-type: none"> ● hate + to-inf (= hate what one is about to do) 	<i>I hate to interrupt, but I must inform you immediately.</i>
<ul style="list-style-type: none"> hate + -ing form (= feel sorry for what one is doing) 	<i>I hate making you feel uncomfortable.</i>
<ul style="list-style-type: none"> ● be afraid + to-inf (= be too frightened to do sth) 	<i>I'm afraid to forget the time of our meeting.</i>

be afraid of +-ing form (=be afraid that what is referred to by the -ing form may happen)	<i>She is afraid of breaking the rules.</i>
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Unit 3

THE PARTICIPLE

	Active	Passive
Participle I (Indefinite)	<i>developing</i>	<i>being developed</i>
Participle I (Perfect)	<i>having developed</i>	<i>having been developed</i>
Participle II	---	<i>developed</i>

THE FUNCTIONS OF THE PARTICIPLE

		Present Participle (Indefinite)
Attribute		<i>The manager interviewing this candidate ...</i>
		<i>The candidate being interviewed (is) was ...</i>
		Perfect Participle
Adverbial modifier		<i>Taking this decision, they ...</i>
		<i>Being taken, the decision (is) was...</i>
Adverbial modifier		<i>Having changed this procedure, they ...</i>
		<i>Having been changed the procedure (is) was ...</i>
		Past Participle
Attribute		<i>The problem thus discussed (is) was ...</i>
Adverbial modifier		<i>When discussed the problem (is) was ...</i>

Unit 4

THE SEQUENCE OF TENSES

Tense in Independent Clause	Purpose of Dependent Clause/ Tense in Dependent Clause	Example(s)
Simple Present	To show same-time action, use the present tense	People <i>are</i> most productive when they <i>are</i> happy and when they <i>feel</i> good about themselves.
	To show earlier action, use past tense	We <i>know</i> that they <i>chose</i> Mr Smith to state a problem.
	To show a period of time extending from some point in the past to the present, use the present perfect tense.	They <i>believe</i> that they <i>have understood</i> each other's mindset.
	To show action to come, use the future tense.	An expert in giving presentations <i>knows</i> how many people there <i>will be</i> at a conference.
	To show another completed past action, use the past tense.	He <i>didn't gain</i> the audience's attention because he <i>spoke</i> in a monotone.

Simple	Past	To show an earlier action, use the past perfect tense.	The speaker suddenly <i>realized</i> that he <i>had forgotten</i> the first five sentences of his talk.
		To state a general truth, use the present tense.	We all <i>knew</i> that the earth <i>turns</i> 360 degrees every day.
	Present Perfect	For any purpose, use the past tense.	She <i>has mastered</i> many tips of body language since she <i>started</i> giving presentations.
	or		
	Past Perfect		She <i>had rehearsed</i> her presentation with the colleagues before she <i>gave</i> a presentation at a conference.
Future		To show action happening at the same time, use the present tense.	I <i>will use</i> a microphone if I <i>need</i> one.
		To show an earlier action, use the past tense.	Your presentation <i>will</i> surely <i>be</i> a success if you <i>planned</i> the content and structure.
		To show future action earlier than the action of the independent clause, use the present perfect tense.	He <i>will deliver</i> a presentation if visual aids <i>have been prepared</i> .

For any purpose,
Future Perfect use the present tense or
 present perfect tense.

You *will have rehearsed* and
revised your presentation by
 the time you *give* it to the
 audience.

You *will have rehearsed* and
revised your presentation by
 the time you *have given* it to
 the audience.

Unit 5

REPORTED SPEECH. MODALS IN REPOTED SPEECH.

CHANGING PRONOUNS AND ADVERBS IN REPORTED SPEECH

4.1 We usually report someone's words a long time after they were said. In this case the introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple	- Past Simple
They said, 'The negotiations <i>become</i> deadlocked and <i>cannot</i> go forward.'	They said that the negotiations <i>became</i> deadlocked and <i>could not</i> go forward.
Present Continuous	- Past Continuous
They said, 'We <i>are focusing</i> on the differences in our positions.'	They said that they <i>were focusing</i> on the differences in their positions.
Present Perfect	- Past Perfect
It sais, 'As long as engine performance <i>has improved</i> by ten per cent, we <i>may</i> rise the price per unit.'	It said that as long as engine performance <i>had improved</i> by ten per cent, they <i>might</i> rise the price per unit.

Past Simple

The protocol said, 'Each point *was discussed* and each side *guarded* its position.'

Past Continuous

'Many dishonest people *were* always *asking* you to negotiate because they did not want to fulfill their obligations,' you said.

Future (will)

They said, 'The negotiation will help us to reach a compromise.'

- Past Simple or Past Perfect

The protocol said that each point *had been discussed* and each side *had guarded* its position.

- Past Continuous or Past Perfect Continuous

You said that many dishonest people *were* always *asking/had been asking* you to negotiate because they did not want to fulfill their obligations.

- Conditional (would)

They said that *the* negotiation *would help them to reach a compromise*.

- **Certain words and time expressions change according to the meaning of the sentence as follows:**

now - *then, at that time,*
 immediately

today, - *that day, that night*
tonight

yesterday - *the day before,*
 the previous day

tomorrow - *the next day,*
 the following day

this week - *that week*

last week - *the week before,*
 the previous week

next week - *the week after,*
 the following week

two days - *two days before*
ago

here - *there*

come - *go*

- **When we report someone's words a short time after they were said, the tenses can either change or remain the same in reported speech.**

Certain modal verbs change in reported speech as follows:

will/shall	- would	can	- could/would be able to (future reference)
may	- might	must	- must/had to (obligation)
can	- could	shall	- should (asking for advice)

Unit 6

REPORTED QUESTIONS.

REPORTED COMMANDS/REQUESTS/SUGGESTIONS

- Reported **questions** are usually introduced with verbs **ask, inquire, wonder** or the expression **want to know**.

When the direct question begins with a **question word** (*who, where, how old, how long, when, why, what, etc.*), the reported question is introduced with the same question word.

e.g. ‘**What** do you want to know?’ she asked me.

She asked me **what** I wanted to know.

- When the direct question begins with an **auxiliary** (*is, do, have*) or a **modal verb**

(*can, may, etc.*), then the reported question begins with **if** or **whether**.

e.g. **Have** you seen this man before?

He asked me **if/ whether** I had seen the man before.

- To report **commands** or **instructions** in reported speech, we use the introductory verbs **order** or **tell** + **sb** + **(not) to-infinitive**.

e.g. The teacher asked the student, ‘Classify the power suppliers into four types according to the form of input and output voltages.’

The teacher ordered the student to classify the power suppliers into four types according to the form of input and output voltages.

- To report **requests**, we use the introductory verbs **ask** or **beg** + **sb** + **(not) to-infinitive**. The direct sentence usually contains the words ‘please’.

e.g. ‘Help me, please,’ the technician said to another worker.

The technician *asked another worker to help* him.

‘Please, please don't switch on the light,’ he said to Colin.

He *begged Colin not to switch on the light*.

- To report *suggestions*, we use:

the introductory verb *suggest +ing form*

suggest + that + sb (should) + bare infinitive.

‘How about specializing in meeting skills?’

He *suggested specializing* in meeting skills.

‘Why don't we organize a meeting for 5 March?’

He *suggested that we should organize* a meeting for 5 March.

Unit 7

CONDITIONALS. TYPES OF CONDITIONALS

Conditionals are clauses introduced with *if*

Type 0	If-clause	Main clause (result)	Use
general truth	(hypotheses) if + present simple	present simple	something which is always true

*If you **cross** an international date line, the time **changes**.*

*If public transport **is** efficient, people **stop** using their cars.*

	if + present simple,	future / imperative	real – likely to
	present	can/may/must/should	happen in the
Type 1	continuous,	could + bare	present or future
real present	present perfect or	infinitive	
	present perfect		
	continuous		

*If you **don't have** some background information on how business works, you **should not** expect to be hired at once.*

*If you're ever in the area, you **should come and visit us.***

*If you have finished your work, we **can have a break.***

*If you **know** the fundamentals of economics itself, you **can start to focus on specialty.***

Type 2 unreal present	if + past simple	or	would/could/might	imaginary
	past continuous		+ bare infinitive	situation contrary
				to facts in the <i>present</i> ; also used to give advice

*If I had time, I **would take up** a sport.*

*If you **couldn't locate** a parts service centre in your area, you **should order** the part you needed directly from the manufacturer.*

Type 3 unreal past	if + past perfect		would / could / might	imaginary
	or		+ have + past	situation contrary
	past perfect continuous		participle	to facts in the <i>past</i> ; also used to express regrets or criticism

*If you **had studied** harder, you **would have passed** the test.*

*If you **hadn't been** in a hurry, you **wouldn't have left** some important notes at home.*

Unit 8

WISH/IF ONLY

We use the verb **wish** and the expression **if only** to express a wish. **If only** is more emphatic than **I wish**.

- **wish/if only + past simple/past continuous:** when we want to say that we would like something to be different in the **present**.

e.g. **I wish/ If only I faced** a job interview successfully. (but you don't face a job interview successfully)

- **wish/if only + past perfect:** to express regret that something happened or did not happen in the **past**.

e.g. **I wish I had not taken** work home with me. (but I took work home with me)

If only I had selected a team member based on their resume and professional profile. (but I didn't select a team member ...)

- **wish/if only + would:**

a) **for a polite imperative** e.g. **I wish** you **would start** delegating tasks and assignments based on the applicants qualifications.

b) **to express our wish for a change in a situation or someone's behaviour because we are annoyed by it.**

e.g. **I wish** he **would stop working** under deadlines or pressure (wish for a change in a situation).

If only John **would stop** treating people fairly (wish for a change in someone's behaviour).

- After the subject pronouns **I** and **we**, we use **could** instead of **would**.

e.g. **I wish** we **could** do our fair share of the work load.

Note: We can use **were** instead of **was** after **wish** or **if only**.

e.g. **I wish** she **were/was** prepared for the interview to reduce stress.

I wish she **were/was** feeling more confident.

HAD BETTER/WOULD RATHER

- We use ***had better***/+ ***bare infinitive*** to give advice or to say what the best thing to do in a particular situation is.

e.g. You ***had 'd better*** use a recruitment agency to find a new job. (=You should/ought to use)

Had better is stronger than ***should/ought to***, but it is not as strong as ***must***.

e.g. You ***must*** look for people with lots of relevant work experience.
(strong advice)

You ***had better*** look for people with lots of relevant work experience.
(less strong than must)

You ***should/ought to*** look for people with lots of relevant work experience. (less strong than had better)

- We use ***would rather*** (= would prefer to) to express preference.
e.g. I don't like the position I occupy. ***I'd rather have*** higher pay and better benefits.
- When the subject of ***would rather*** is also the subject of the following verb, we use the following construction:

a. ***would rather*** + ***bare present infinitive*** (present/future)

e.g. He'd ***rather appoint*** the successful applicants by the end of the month.

b. ***would rather*** + ***bare perfect infinitive*** (past)

y'd ***rather have advertised*** the positions in the local paper.

- When the subject of ***would rather*** is different from the subject of the following verb, we use the following construction:

a) ***would rather*** + ***past tense*** (present/future)

e.g. I'd ***rather Tom recruited*** new people for our office in Manchester.

b) ***would rather*** + ***past perfect*** (past)

e.g. I'd ***rather they hadn't*** scheduled an interview with me today.

Study the ways in which we can express preference:

a) *prefer + gerund + to + gerund* (general preference)

e.g. I prefer working on my own to being part of a team.

b) *prefer + full infinitive + rather than + bare infinitive* (general preference)

e.g. I prefer to put ideas into practice rather than do the research work.

c) *prefer + noun + to + noun* (general preference)

e.g. I prefer actual work of the organization rather than managerial work.

d) *would prefer + full infinitive + rather than + (bare infinitive)* (specific preference)

e.g. I'd prefer to talk about things I have done rather than (answer)

hypothetical questions.

e) *would rather + bare infinitive + than (+ bare infinitive)*

e.g. I'd rather work in the home than (work) in an office.

Unit 9

COMPOUND SENTENCES

The Compound Sentence contains two or more main or independent clauses.

There are only seven coordinating conjunctions in the English language, and they are easily remembered by the acronym FANBOYS:

<i>for</i>	<i>and</i>	<i>nor</i>	<i>but</i>	<i>or</i>	<i>yet</i>	<i>so</i>
------------	------------	------------	------------	-----------	------------	-----------

Coordinating conjunctions (CC) signify the relationship between two *independent clauses (IC)*, allowing the writer to specify meaning. In other words, when we construct a compound sentence using a coordinating conjunction, we ask our readers to understand that the two ideas logically relate to each other in the way in which we specify:

- Use *for* to indicate a reason for doing something.
- Use *and* to indicate a continuation of thought.

- Use ***nor*** to indicate a double negative meaning not this one and not that one.
- Use ***but*** to indicate a contrast.
- Use ***or*** to indicate an alternative.
- Use ***yet*** to indicate a contrast.
- Use ***so*** to indicate a result.

In addition to signifying a specific relationship between ideas, the compound structure also tells the reader that the ideas in these clauses are valued equally: one idea is no more important than the other. I may choose to indicate contrast between ideas by using the coordinating conjunction "but," wanting my reader to see the difference(s) between my ideas, yet I am also indicating to my reader that each independent clause should be equally valued.

The pattern for compound sentences using coordinating conjunctions is really quite simple:

independent clause + ***coordinating conjunction*** + ***independent clause***

Examples:

- 1 Many scientists have hailed nuclear power as a cheap source of electricity, ***but*** environmentalists have stressed its danger. (contrast)
- 2 John got promoted, ***and*** so did his colleague. (addition)
- 3 Dan wrote a check, ***but*** he didn't sign it. (contrast)
- 4 He was the strongest applicant, ***so*** he was offered the job quickly. (conclusion)
- 5 He's seventy-two, ***yet*** he still swims, runs and plays football regularly.
(something unexpected)

Note that in each example the coordinating conjunction, the FANBOYS, is preceded by a comma, just as the pattern specifies; the comma and coordinating conjunction work as a team, and the sentences would be grammatically incorrect unless both team members were present:

- Leaving out the comma and using just the FANBOYS results in a run-on sentence.
- Using just a comma without the FANBOYS results in a comma splice – and fails to specify the intended relationship.

Unit 10

COMPLEX SENTENCES. TYPES OF CLAUSES

Complex sentence is another type of sentence.

A complex sentence is formed when you join a ***main clause*** and one, two or more ***subordinate (dependent) clauses***.

Example:

Although I was scared, I carefully crossed the bridge.



Subordinate clause

Main clause

This part of a sentence is a clause as it contains a verb and a subject. It does not make sense on its own so it is a subordinate clause.

This part of the sentence is a clause as it contains a verb and a subject. It is a main clause as it makes sense on its own.

Each of the following examples of complex sentences has a ***subordinate clause*** followed by a ***main clause***.

- ***When you open a newspaper these days,*** you always read the word "innovation."
- ***While the boss was talking on the phone,*** the secretary was writing e-mail.
- ***After your work was done,*** the phone rang.
- ***Although your English was good,*** you decided to use an automatic translation program.

- *If you have any further questions*, my team and I would be delighted to help you.
- *Though he was tired*, he thanked the guests warmly for their visit to his house.
- *Because power stations can't produce enough to meet demand*, there are frequent shortages and power cuts.

The last examples of complex sentences follow the same pattern: **subordinate clause, main clause**.

The same sentences are used below but now using the following pattern: **main clause, subordinate clause**.

- You always read the word 'innovation' *when you open a newspaper these days*,
- The secretary was writing e-mail *while the boss was talking on the phone*.
- The phone rang *after your work was done*.
- You decided to use an automatic translation program *although your English was good*.
- My team and I would be delighted to help you *if you have any further questions*.
- He thanked the guests warmly for their visit to his house *though he was tired*.
- There are frequent shortages and power cuts *because power stations can't produce enough to meet demand*.

The subordinate clause can also be put in the middle of the **main clause**.

- Jen and Ron, *who are workplace colleagues*, are discussing the advertisement.
- Most people, *who come into HR*, are not trained to play a role in the executive culture.
- Good managers, *having realistic expectations and goals*, know how to get a job done.

A subordinate clause begins with a **subordinate conjunction** or a **relative pronoun** and will contain both a **subject** and a **verb**. This combination of words will **not** form a complete sentence. It will instead make a reader want additional information to finish the thought.

Here is a list of subordinate conjunctions:

<i>after</i>	<i>once</i>	<i>until</i>
<i>although</i>	<i>provided that</i>	<i>when</i>
<i>as</i>	<i>rather than</i>	<i>whenever</i>
<i>because</i>	<i>since</i>	<i>where</i>
<i>before</i>	<i>so that</i>	<i>whereas</i>
<i>even if</i>	<i>than</i>	<i>wherever</i>
<i>even though</i>	<i>that</i>	<i>whether</i>
<i>if</i>	<i>though</i>	<i>while</i>
<i>in order that</i>	<i>unless</i>	<i>why</i>

Here are your relative pronouns:

<i>that</i>	<i>who</i>	<i>whose</i>
<i>which</i>	<i>whoever</i>	<i>whosever</i>
<i>whichever</i>	<i>whom</i>	<i>whomever</i>

There are five parts of a sentence: the subject, the predicate, the attribute, the object, and the adverbial modifier. Accordingly, there are five types of subordinate clauses: the subject clause, the predicative clause, the attributive clause, the object clause, and several types of the adverbial clause. Word order in subordinate clauses is first the subject, then the verb. Compare these pairs of simple and complex sentences:

- She is writing a report. – She is writing a report that the boss asked for.
- I know the way to their office. – I know where their office is.
- He went home after work. – He went home after he had finished work.

The subject clause

- What you told me was interesting.
- Who brought the roses is a secret.

The predicative clause

- The question is where I can find the money.

The attributive clause

- The man who helped her is Dr. Lee.
- The bag that he bought cost \$50.
- Here's the book that I am talking about.

The object clause

- He told us that he had already bought a new car.
- I know where we can find him.
- I asked if he could help me.

Types of adverbial clauses

The adverbial clause of place

- He went where I told him to go.
- This cat sleeps wherever it wants.
- Go down this street and stop where the road turns right.

- **The adverbial clause of time**

- When he arrived, he went home.
- She left while he was phoning home.
- He hasn't called me since he arrived.
- He left before I returned.
- Call me as soon as you receive the report.

No future tense is used in the ***time clauses*** referring to the future (after the conjunctions when, till, until, after, before, as soon as, as long as, by the time, etc.). The present tense, usually the Simple Present, is used instead of the future in the subordinate clause of time, for example:

- He will call you when he returns.
- I'll help you after I make all the arrangements.
- I will wait until he finishes work.
- I said that I would wait until he finished work.

The adverbial clause of condition

- We will try to make the right decision if nothing changes.
- If the plane left on time, they should be in London now.
- If he has already seen the report, he knows about our plans.

No future tense is used in the ***subordinate clause of condition*** referring to the future (after the conjunctions if, unless, in case, on condition that, etc.), for example:

- If he calls, tell him the truth.
- I will talk to him if I see him.
- I won't be able to go with you unless I finish this work soon enough.

The adverbial clause of purpose

- He works hard so that he can buy a house for his family.
- He gave her detailed directions so that she could find his house easily.
- They called her in advance so that she might prepare for their visit.

The adverbial clause of result

- I have so much work this week that I can't watch any TV programme.
- It was so cold that I stayed home.
- He was so tired that he fell asleep.

The adverbial clause of reason

- I can't come to the party because I have a cold.
- I went home because I was tired.
- I called you because I needed money.
- Since she didn't know anyone there, she stayed in her room most of the time.
- As there are several possible answers to this question, let's discuss all of them.

The adverbial clause of comparison.

- He works as quickly as he can.
- The first report is longer than the second one.
- I remember it as if it were yesterday.

The adverbial clause of concession.

- Though I was tired, I kept working.
- No matter what he says, call me at 8.

Note about commas

Pay attention that in English a comma is generally not used between the main clause and the adverbial subordinate clause when the subordinate clause stands after the main clause. But a comma is used between them when the subordinate clause stands at the beginning of the sentence before the main clause. Compare:

- When things are going well, your life feels efficient.
- Your life feels efficient when things are going well.

CONNECTING AND SEQUENCING IDEAS

- A Sample Sentences** • *First I'd like to show you round the plant; after that you'll have a chance to see the workshops. In particular, I'd like you to spend some time with the apprentices, which was not in the original programme. Therefore the demonstration of the RD567 will take place a little later than planned.*

B Form Connecters and sequence markers are words or phrases which show the relationship between ideas, e.g. **first of all** (sequence), **therefore** (consequence), **in brief** (summary). We put these words or phrases at or near the beginning of a sentence or clause. They connect the following information with the earlier information:

The obtained information seemed unreliable. So we've had to check it more thoroughly. (cause)

All machines are regularly checked. However, some need more maintenance than others. (contrast)

After visiting the workshops, there'll be time to talk to the manager. (time)

In brief, the visit today is intended to give you an overview of our activities and an opportunity to talk to the worker, on the shopfloor. (summary of two main points)

We can use connectors and sequence markers to signal different types of relationships between ideas. The main relationships are:

- 1 time
- 2 logic (cause, contrast, condition, comparison and concession)
- 3 text (addition, summary, paraphrase, example and highlight)

C Uses Below are the main words and phrases for the above relationships.

1 To signal time relationships:

Beginning

First first of all initially to start with the first step at the first stage.

Second secondly the second step at the second stage

Third thirdly the third step at the third stage

They, after that

Next subsequently the next step at the next stage

Finally the final step at the final stage

End

Other language forms:

before + verb ...*ing* :

Before visiting the plant; I'll give you a short explanation of what you'll see.

after + verb ...*ing* :

After visiting the plant there'll be time for questions.

(after) having + verb ... *ed*:

(After) having visited the plant, you'll have a much better idea of our plans.

2 To signal logical relationships:

The main categories are given below and you will find the connectors and sequence markers.

*cause comparison concession contradiction condition
alternation contrast*

3 To signal textual relationships:

The main categories are given below and you will find the connectors and sequence markers.

*addition summary conclusion equivalence inclusion
highlight generalisation stating the obvious*

CONNECTORS AND SEQUENCE MARKERS TO CONNECT AND SEQUENCE IDEAS

1 Logical connectors and sequence markers

a Cause:

*therefore so accordingly consequently as a
consequence/result hence (formal) thus (formal) because of this
that's why (informal)*

b Contrast:

*yet however nevertheless still
but even so all the same (informal)*

c Condition:

then in that case

d Comparison:

similarly in the same way

e Concession:

anyway at any rate

f Contradiction:

in fact actually as a matter of fact indeed

g Alternation:

instead alternatively

2 Textual connectors and sequence markers

a **Addition:**

*also in addition moreover furthermore beside
too overall what's more (informal) in brief*

b **Summary:**

to sum up then overall in brief/short

c **Conclusion:**

in conclusion finally lastly to conclude

d **Equivalence:**

in other words that means namely

e **Inclusion:**

*for example for instance say such as
as follows (written) e.g. (formal and written)*

f **Highlight:**

in particular in detail especially notably chiefly mainly

g **Generalisation:**

*usually normally as a rule in general
for the most part in most cases on the whole*

h **Stating the obvious:**

obviously naturally of course clearly

PUNCTUATION AND CAPITAL LETTERS

Main uses of punctuation marks

The following passage shows the main punctuation marks in use.

question mark

inverted commas/quotation marks - 'Why study English?' is the title

<i>semi-colon</i>	-	of a book; it is also a question.	-	<i>full stop</i>
<i>capital letters</i>	-	An English-speaking pupil, or a student, might answer ‘Because	-	<i>hyphen</i>
<i>exclamation mark</i>	-	I’ve got to!’ – especially if	-	<i>comma</i>
<i>apostrophe</i>	-	they are at school (where it is part of the syllabus:	-	<i>dash</i>
		compulsory until the age of sixteen)	-	<i>brackets</i>
			-	<i>colon</i>

a comma / ,

Together with the full-stop the comma is the most commonly used punctuation mark. Basically it separates parts of the sentence, it is used:

1 to separate a non-defining relative clause from the rest of the sentence.

e.g. It is years since I read Anna Karenina, which is my favourite novel.

2 when a subordinate clause comes before the principal clause,

e.g. If you do not understand, please tell me.

3 to separate phrases in apposition from the rest of the sentence,

e.g. Mr Dake, the President of the company, said . . .

4 to separate some non-defining adjectival phrases from the rest of the sentence.

e.g. The speaker, getting to his feet, began to ...

5 in many kinds of lists.

e.g. I shall need a book, some paper, a pencil, and a ruler.

6 to separate a number of connectives from the rest of the sentence: *too*, *however*, *nevertheless*, *though*, *of course*, *then*, etc.

e.g. You can, however, do it if you wish.

7 when some adverbs or adverbial expressions are placed within a sentence (instead of at the beginning or end of the sentence),

e.g. They tried, in spite of my advice, to climb the mountain.

b full-stop / . /

A full stop is used to end a sentence. The next sentence begins with a capital letter.

c colon / : /

A colon is a rather infrequent punctuation mark. It indicates a fairly close interdependence between the units that it separates.

1 Basically, it indicates that what follows it is an explanation or amplification of what precedes it.

e.g. I have some news for you: John's father has arrived.

2 It can be used to introduce a list of items, often preceded by *namely*, *such as*, *as follows*, etc.

e.g. Please send the items indicated below, namely: (i) passport (ii) visa application (iii) correct fee.

d semi-colon / ; /

1 A semi-colon coordinates or joins two independent but related clauses or sentences.

e.g. The lecture was badly delivered; it went on far too long as well.

2 It is used in lists to show sub-groupings.

e.g. The chief commodities are: butter, cheese, milk, eggs; lamb, beef, veal , pork; oats, barley, rye and wheat.

Note: Normally a full-stop can be used instead of a semi-colon

e hyphen / - /

1 A hyphen separates, in some cases, the prefix from the second part of the word, e.g. co-opt

2 It joins some compound words

e.g. self-control, twenty-one

Note: You should always check in a dictionary to see if a hyphen is needed.

f apostrophe /’/

An apostrophe is most frequently used to indicate genitive (possessive) singular and plural,

e.g. the student's, the students’

Child’s, Children’s

It is also used in contractions to indicate letters omitted.

e.g. I’ve = I have

didn’t = did not

g question mark /?/

A question mark is used after a direct question.

e.g. What time is it?

It is *not* used after an indirect question.

e.g. Please tell me what time it is.

h dash /-/

A dash is used to indicate a break, often informally.

e.g. He received a prize – and a certificate as well.

Note: Generally, it is better to avoid using a dash in academic writing.

**i quotation marks (quotes) or inverted commas: they may be single /‘ ’/
or double / “ ”/**

They enclose the actual words of direct speech.

e.g. He said, ‘Why did you do that?’

j exclamation mark /!/

An exclamation mark is not often used. It is usually only used after real exclamations and sometimes after short commands.

e.g. Oh dear! Get out!

k brackets (parentheses): /()/

1 Brackets are used to clarify, or to avoid confusion.

e.g. He (Mr Brown) told him (Mr Jones) that he (Mr Green) had been accepted for the job.

2 They are also used for cross-references and some periods of time, in more formal writing.

e.g. William Smith (1910-1969) lived first in Manchester (see p. 70) and then ...

2 Capital Letters

These are used:

a At the beginning of a sentence.

b For names of people, places, rivers, etc.

e.g. John, Vienna, the Rhine.

c For titles of people and names of things and places when referring to particular examples.

e.g. a city, *but* the City of Manchester

Mr Jones, Miss Smith, Mrs Brown, Ms White, Dr Green, Professor Williams

d For nations and adjectives of nationality.

e.g. the Netherlands, a Dutchman, Dutch

e For names of days, months, festivals, and historical eras.

e.g. Monday, January, Christmas, Ramadan, the Middle Ages

f For titles of books, plays, works of art, etc.

e.g. Animal Farm, Hamlet, the Mona Lisa

g For many abbreviations.

e.g. R.S.V.P., Ph.D.

APPENDIX¹

IRREGULAR VERBS

There are about 180 irregular verbs. Some are very unusual. Here are the most useful.

First form	Second form	Third form	First form	Second form	Third form
<i>All forms the same</i>			<i>Second and third forms the same</i>		
cost	cost	cost	bend	bent	bent
cut	cut	cut	build	built	built
hit	hit	hit	feel	felt	felt
hurt	hurt	hurt	keep	kept	kept
let	let	let	leave	left	left
put	put	put	light	lit	lit (lighted)
set	set	set	lend	lent	lent
shut	shut	shut	mean	meant	meant
split	split	split	meet	met	met
			send	sent	sent
<i>Similar sound group</i>					
beat	beat	beaten	shoot	shot	shot
bit	bit	bitten	sleep	slept	slept
eat	ate	eaten	spend	spent	spent
fall	fell	fallen	spoil	spoilt	spoilt
forget	forgot	forgotten	get	got	got
forgive	forgave	forgiven	lose	lost	lost
give	gave	given	sat	sat	sat
hide	hid	hidden			
shake	shook	shaken	bring	brought	brought
take	took	taken	buy	bought	bought
tear	tore	torn	fight	fought	fought
wear	wore	worn	think	thought	thought
			catch	caught	caught

blow	blew	blown	teach	taught	taught
flow	flew	flown			
know	knew	known	feed	fed	fed
throw	threw	thrown	find	found	found
grow	grew	grown	have	had	had
draw	drew	drawn	hear	heard	heard
			hold	held	held
begin	began	begun	make	made	made
drink	drank	drunk	pay	paid	paid
ring	rang	rung	read	read	read
sing	sang	sung	say	said	said
shrink	shrank	shrunk	sell	sold	sold
			stand	stood	stood
freeze	froze	frozen	understand	understood	understood
speak	spoke	spoken	tell	told	told
steal	stole	stolen	stick	stuck	stuck
break	broke	broken	win	won	won
wake	woke	woken	shine	shone	shone
choose	chose	chosen			

All forms different

drive	drove	driven	be	was/were	been
write	wrote	written	become	became	become
ride	rode	ridden	come	came	come
			do	did	done
			go	went	gone
			run	ran	run
			see	saw	seen
			show	shown	shown
			spill	spilled	spilt

Confusing Verbs

lay	laid	laid	laying – to put sth in a particular position
lie	lay	lain	laying – to be or put yourself in a flat position
lie	lied	lied	lying – to say sth that you know is not true

WORD BUILDING

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new words depend on the prefix that has been used.

anti-	= <i>against</i> (anticlockwise)
bi-	= <i>two</i> (bilingual)
co-	= <i>with</i> (co-educational)
counter-	= <i>in the opposite direction</i> (counterattack)
ex-	= <i>previous, former</i> (ex-president)
inter-	= <i>between</i> (interstate)
mis-	= <i>done wrongly or badly</i> (misread)
mono-	= <i>one</i> (monolithic)
multi-	= <i>many</i> (multicultural)
non-	= <i>not</i> (nonexistent)
out-	= <i>more, better</i> (outlast)
over-	= <i>(done) to a great extent</i> (overdo)
post-	= <i>after</i> (postwar)
pre-	= <i>before</i> (prenuptial)
pro-	= <i>in favour of</i> (pro-American)
re-	= <i>again</i> (redesign)
semi-	= <i>half</i> (semi-circle)
sub-	= <i>under, less</i> (subordinate)

super-	= <i>big, more</i> (superior)
trans-	= <i>from one side, group etc to another</i> (transatlantic)
tri-	= <i>three</i> (triathlon)
under-	= <i>not enough</i> (underdeveloped)
uni-	= <i>one</i> (uniform)

The prefixes below are used to express opposite meanings.

de-	destabilize, dethrone
dis-	disadvantage, disbelief
in-	insufficient BUT
	il- (<i>before l</i>) illegal
	im- (<i>before b, m, p</i>) immature, improbable
	ir- (<i>before r</i>) irregular BUT unreal, unremarkable
non-	non-dairy
un-	unattractive, uncivilized

Some prefixes are added to words to form verbs.

en-	courage – encourage
	BUT em- (<i>before b, m, p</i>) body – embody

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

- **verb + -er/-or/-ar** (work – worker, act – actor, burgle – burglar)
- **noun/verb/adjective + -ist** (social – socialist, piano – pianist, natural

–

naturalist)

- **verb + -ant/-ent** (assist – assistant, reside – resident)
- **noun + -an/-ian** (republic – republican, Italy – Italian)
- **verb + -ee** (*passive meaning*) (employ – employee)

– **Nouns formed from verbs**

-age	post – postage
-al	propose – proposal
-ance	perform – performance
-ation	animate – animation
-ence	coincide – coincidence
-ion	televisе – television
-ment	employ – employment
	pretend – pretension (<i>verbs ending in –d/-t</i>)
-sis	hypothesise – hypothesis
-tion	describe – description
-ure	close – closure
-y	discover – discovery

– **Nouns formed from adjectives**

-ance	relevant – relevance
-cy	urgent – urgency
-ence	patient – patience
-ion	isolated – isolation
-iness	happy – happiness
-ness	sad –sadness
-ity	relative – relativity
-ty	royal – royalty
-y	honest – honesty

– **Adjectives formed from nouns**

-ous	nausea –nauseous
-al	nation – national
-ic	history – hystoric

-ical	theatre – theatrical
-ish	girl – girlish
-ive	suppression – suppressive
-ful (with)	dread – dreadful
-less	name – nameless
(without)	brilliance – brilliant
-ant	reason – reasonable
-able	wealth – wealthy
-y	world – worldly
-ly	

– **Adjectives formed from verbs**

-able	treat – treatable (verbs ending in -d/-t)
-ible	sense – sensible
-ive	exclude – exclusive
-ate	consider- considerate
-ent	differ – different

– **Verbs formed from adjectives**

-en	bright – brighten
-ise	real- realize

– **Verbs formed from nouns**

-en	strengthen – strengthen
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consequence/result hence (formal) thus (formal) because of this
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in conclusion finally lastly to conclude
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for example for instance say such as
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- f **Highlight:**
in particular in detail especially notably chiefly mainly
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usually normally as a rule in general
for the most part in most cases on the whole
- h **Stating the obvious:**
obviously naturally of course clearly

PUNCTUATION AND CAPITAL LETTERS

Main uses of punctuation marks

The following passage shows the main punctuation marks in use.

		<i>question mark</i>	
<i>inverted</i>	-	‘Why study English?’ is the title	
<i>commas/quotation marks</i>			
<i>semi-colon</i>	-	of a book; it is also a question.	- <i>full stop</i>
<i>capital letters</i>	-	An English-speaking pupil, or a	- <i>hyphen</i>
		student, might answer ‘Because	- <i>comma</i>
<i>exclamation mark</i>	-	I’ve got to!’ – especially if	- <i>dash</i>
<i>apostrophe</i>	-	they are at school (where it	- <i>brackets</i>
		is part of the syllabus:	- <i>colon</i>
		compulsory until the age of sixteen)	

a comma /, /

Together with the full-stop the comma is the most commonly used punctuation mark. Basically it separates parts of the sentence, it is used:

- 1 to separate a non-defining relative clause from the rest of the sentence.
e.g. It is years since I read Anna Karenina, which is my favourite novel.
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e.g. If you do not understand, please tell me.
- 3 to separate phrases in apposition from the rest of the sentence,
e.g. Mr Dake, the President of the company, said . . .
- 4 to separate some non-defining adjectival phrases from the rest of the sentence.
e.g. The speaker, getting to his feet, began to ...
- 5 in many kinds of lists.
e.g. I shall need a book, some paper, a pencil, and a ruler.
- 6 to separate a number of connectives from the rest of the sentence: *too*,
however, *nevertheless*, *though*, *of course*, *then*, etc.
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e.g. The lecture was badly delivered; it went on far too long as well.

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e.g. Monday, January, Christmas, Ramadan, the Middle Ages
- f** For titles of books, plays, works of art, etc.
e.g. Animal Farm, Hamlet, the Mona Lisa
- g** For many abbreviations.
e.g. R.S.V.P., Ph.D.

APPENDIX²

Gary Weaver (American University)

ICEBERG ANALOGY

PRIMARY IN AWARENESS:

fine arts
drama * cooking
literature * games
folk dancing * dress
classical/popular music

PRIMARY OUT OF AWARENESS:

ideals governing child raising
arrangement of physical space
notions of modesty * rules of descent
patterns of superior/subordinate relations
conversational patterns * eye behavior
relationship to animals * conception of beauty
definition of sin * dating practices * conception
of justice incentives to work * notions of leadership
* tempo of work patterns of decision-making * conception
of cleanliness attitudes toward the dependent * conception of status
mobility roles in relation to status by age, sex, class, occupation, kinship
conception of past and future * definition of insanity nature of friendship
* ordering of time * social interaction rate notions about logic * emotions
* facial expressions * body language .

...AND MUCH MUCH MORE...

Just as nine-tenths of an iceberg is out of sight (below the water line), so nine-tenths of culture is out of conscious awareness. The out of-awareness part of culture has been termed as "deep culture."

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ФОП Іванченко І.С.

пр. Тракторобудівників, 89-а/62, м. Харків, 61135

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