

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



ОДЕСЬКА ДЕРЖАВНА АКАДЕМІЯ
БУДІВНИЦТВА ТА АРХІТЕКТУРИ

Кафедра іноземних мов

Навчальний посібник

“BUSINESS ENGLISH”

з навчальної дисципліни «Іноземна мова»

для студентів освітньо-професійних програм
073 "Менеджмент", 075 "Маркетинг",
076 "Економіка будівельного підприємства"

за спеціальностями

073 «Менеджмент», 075 «Маркетинг»,
076 «Підприємництво, торгівля та біржова діяльність»

Освітній рівень - перший (бакалаврський)

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Даний навчальний посібник створено відповідно до освітньо-професійних програм 073 «Менеджмент», 075 «Маркетинг», 076 «Економіка будівельного підприємства» за спеціальностями 073 «Менеджмент», 075 «Маркетинг», 076 «Підприємництво, торгівля та біржова діяльність». Він розрахований на студентів, що працюють над удосконаленням рівня володіння англійською мовою професійного спрямування, зокрема, у сфері економіки, маркетингу та бізнесу.

ПЕРЕДМОВА

Навчальний посібник “Business English” складається з чотирьох частин та завершального контрольного тесту.

У першій частині – “READING” – представлено автентичні тексти, що пояснюють сутність ділової англійської мови (“Business English”), ділової письмової комунікації (“Business English Writing”) та бізнес-спілкування (“Business Communication”) взагалі. До кожного з них дібрано низку лексичних завдань.

Друга частина – “USE OF BUSINESS ENGLISH” – містить оригінальні статті, які характеризують ділове життя XXI століття, а саме: “Agile Working”, “Coaching”, “Collaboration”, “Delegating” тощо, що рекомендовані Британською Радою (<https://www.britishcouncil.org.ua/english>) тим, хто удосконалює свої мовленнєві навички професійного спілкування та впевнено взаємодіяти в реальному діловому середовищі. Розроблені завдання мають на меті засвоєння студентами набутого вокабуляру та вживання його в повсякденній комунікації.

Третя частина – “IMPROVE YOUR BUSINESS GRAMMAR” – складається з практичних граматичних завдань, які охоплюють основні мовні структури бізнес-контексту. Кожна вправа базується на типовій діловій ситуації та містить ключову лексику, їй притаманну, а саме: “Meetings”, “Negotiations”, “Reports” та інші.

Четверта частина – “BUSINESS ENGLISH AUDIO GUIDE” – включає в себе завдання, націлені на розвиток навичок аудіювання – автентичні подкасти найрозповсюдженіших ділових ситуацій, запропонованих виданням “Pearson Longman” (<https://www.pearson.com/english/catalogue/business-english.html>) та газетою “Financial Times” (<https://www.ft.com/>) тим, хто має намір оволодіти навичками сприйняття на слух носіїв англійської мови.

“THE FINAL TEST” представляє собою тестові завдання з вивченої в посібнику лексики та граматики і дозволяє об’єктивно оцінити рівень володіння діловою англійською мовою тих, хто навчається.

Упродовж ознайомлення з мовним і граматичним матеріалом та виконання вправ студенти мають постійно користуватися Інтернет-ресурсами за вказаними посиланнями для вдосконалення інтерактивних англомовних навичок.

Навчальний посібник може бути використаним як для аудиторної, так і для самостійної роботи студентів, а також усіх, хто вивчає ділову англійську мову.

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PART I.
READING.

Task 1. Read the information and study the vocabulary

Vocabulary

a dominant language	finance
a business world	international relations
a professional vocabulary	communication skills
international English	negotiations
to do business	a job market
business circles	a business environment
effective communication	to buy and sell
trade	goods and services

BUSINESS ENGLISH

English is recognised as the most internationally popular language, which makes it the most dominant language in the business world. Even if you have a good level of basic English, learning business English will give you the chance to demonstrate a wider professional vocabulary which can result in new opportunities in your career.

Business English is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English. Many non-native English speakers study the subject with the goal of doing business with English-speaking countries, or with companies located outside the English-speaking world but which nonetheless use English as a shared language or lingua franca. Much of the English communication that takes place within business circles all over the world occurs between non-native speakers. In cases such as these, the object of the exercise is efficient and effective communication. The strict rules of

grammar are in such cases sometimes ignored, when, for example, a stressed negotiator's only goal is to reach an agreement as quickly as possible.

Business English means different things to different people. For some, it focuses on vocabulary and topics used in the worlds of business, trade, finance, and international relations. For others it refers to the communication skills used in the workplace, and focuses on the language and skills needed for typical business communication such as presentations, negotiations, meetings, small talk, socializing, correspondence, report writing, and a systematic approach. In both of these cases it can be taught to native speakers of English, for example, high school students preparing to enter the job market.

Studying business English allows you to develop the English language skills that are useful in an office or other business environments. By understanding the communication skills needed in the workplace, you can gain the confidence to build strong relationships with your colleagues and clients.

Business is the activity of making one's living or making money by producing or buying and selling products (such as goods and services). It is also "any activity or enterprise entered into for profit."

Task 2. Answer the following questions

1. What is lingua franca?
2. Why is English the most dominant language?
3. Where does the English communication take place?
4. What does business English mean?
5. Where can we use business English the communication skills?
6. What is business?
7. Where can we use business English?
8. How can we make money?
9. Why do you need business English communication skills?
10. What can sometimes be ignored when speaking English?

Task 3. Read about Business English Writing. Study the vocabulary.

Vocabulary

to communicate with clients	a short sentence
the digital age	to spell / spelling
written communication	a recipient's name
competitors	to send an email
ambiguity	verbosity
a company conference	to avoid chitchat
a business document	to be polite, direct and concise

BUSINESS ENGLISH WRITING: THE GOLDEN STANDARD.

PART 1.

Whether you work in an office or at home, chances are the bulk of your work requires you to communicate with clients and stakeholders via the written word. Solid business writing skills are of increasing importance in the digital age. Learning the core basics of effective written communication will put you in an advantageous position over your competitors, helping you communicate more effectively with your customers/clients. Better written communication translates into better relationships, which in the business world translates to increased success.

You will benefit from implementing these 10 core business English writing rules, which form the gold standard for professional business communications.

1. Leave Out the Office-Speak Jargon

Your boss might enjoy using cliché phrases like “think outside the box” and “360-degree thinking”, but don’t let this infectious office-speak find its way into your written work. Business writing should be clear and free of ambiguity; so leave the jargon for meetings and company conferences.

2. Don't Try Too Hard

It's obvious to a reader when a writer is trying too hard, because they use \$10 words where \$5 words will suffice. A business document isn't verified as such by the amount of big words you use, and attempting to fill the pages with the longest words in the Oxford English dictionary will appear as if you're trying too hard to sound intelligent. Leave out the tongue twisting vocabulary and use short, declarative sentences.

3. Pay Attention to Names and Gender

There is nothing worse than writing Mr. to a Mrs., except perhaps spelling a person's name incorrectly. Make sure you double-check the spelling of the recipient's name, and ensure you have the correct gender title before you send your email or letter.

4. Make Emails Short and Concise

When writing an email, put the point across in the first paragraph. You are far more likely to get the answer you are looking for if your idea or question is put across directly without unnecessary verbosity. Save time by getting straight to the point and avoiding chitchat. People have a tendency to feel bad for not throwing in a few niceties before getting to the point. But this is the business world where time is money. There is no need to ask about the recipient's weekend or plans for lunch. Maximise the potential of the outcome by being polite, direct and concise.

Task 4. Read Part 2 of the article and study the vocabulary.

Vocabulary

professional sentences
emails and documents
to provide information
a bin / to bin sth
to receive a response
too much choice

to take a decision
the first draft
grammatical errors
to edit and proofread
spelling mistakes
to submit the work

BUSINESS ENGLISH WRITING: THE GOLDEN STANDARD.

PART 2.

5. Use Active Verbs Over Passive Verbs

Using active verbs assists in creating more professional sentences. For example, rather than writing, “The seminar was led by Jack”, write, “Jack led the seminar”. This style of writing will bring a more energetic, assertive vibe to your prose.

6. Include a Call to Action

People receive stacks of emails and documents each week, and the higher up the ladder you go, the more written communication you receive. Much of this information is discarded and incorrectly acted upon because it lacks a call to action. Let the recipient know exactly what to do with the information you have provided. Should they reply? Should they pass the information to another person? Should they bin it? The clearer you make your call to action the more likely you are to receive the response you hoped for.

7. Avoid Decision Paralysis

Any savvy marketer will tell you that giving a consumer too much choice is a bad thing. People need to be funnelled towards a decision, because when left with multiple choices they either can't decide or take too long to decide. Avoid decision paralysis by limiting choice in your business writing.

8. Write Twice. Check Twice

All important business documents require an editing and proofreading process. The most effective way to do this is as follows: Write your first draft without second guessing your grammar. Now go over the draft adhering to the aforementioned tips of this post. Now go back over the document again and check for grammatical errors and spelling mistakes. Take time to rework your sentences to the best of your ability. If you have a day or two before you need to submit your work, put the document aside and come back to it on a fresh head. Check it over one last time before submission.

Task 5. Find out some other tips for effective Business English Writing and add them to the list.

Task 6. Read about BUSINESS COMMUNICATION and study the vocabulary.

Vocabulary

media relations	consumer behaviour
internal communication	advertising
external communication	to achieve goals/aims
speech-writing	dividends of shareholders
limited resources	to hold interactive meetings
a broad range of skills	a suggestion box
to think critically and strategically	a business hierarchy

BUSINESS COMMUNICATION

Business communication is used for a wide variety of activities including, but not limited to: strategic communications planning, media relations, internal communications, public relations (which can include social media, broadcast and written communications, and more), brand management, reputation management, speech-writing, customer-client relations, and internal/employee communications.

Companies with limited resources may choose to engage in only a few of these activities, while larger organizations may employ a full spectrum of communications. Since it is relatively difficult to develop such a broad range of skills, communications professionals often specialize in one or two of these areas but usually have at least a working knowledge of most of them. By far, the most important qualifications communications professionals must possess are excellent writing ability, good 'people' skills, and the capacity to think critically and strategically.

Business communication could also refer to the style of communication within a given corporate entity, i.e. email conversation styles, or internal communication styles.

Business communication encompasses topics such as marketing, brand management, customer relations, consumer behaviour, advertising, public relations, corporate communication, community engagement, reputation management, interpersonal communication, employee engagement, and event management. It is closely related to the fields of professional communication and technical communication.

Media channels for business communication:

- Internet
- Print media
- Radio
- Television
- Word of mouth.

Business communication focuses primarily on achieving goals/aims and, in the case of a public company or organization, increasing dividends of shareholders. Business communication is a common topic included in the curricular of Undergraduate and Master's degree programmes at many colleges and universities.

Categories of business communication:

- Marketing;
- Brand Management;
- Customer/public relations;

Methods of business communication:

- Web-based communication;
- Video conferencing: allows people in different locations to hold interactive meetings;

- Reports: important in documenting the activities of any department;
- Presentations: popular method of communication in all types of organizations, usually involving audiovisual material, like copies of reports, or material prepared in Microsoft PowerPoint or Adobe Flash;
- Telephone meetings: which allow for long distance speech;
- Forum boards: which allow people to instantly post information at a centralized location;
- Face-to-face meetings: which are personal and should have a written follow-up;
- Suggestion box: primarily for upward communication, because some people may hesitate to communicate with management directly, so they can give suggestions by drafting one and putting it in the suggestion box.
- Letters;
- Memos: letters to members of a company or organization;

Directional business communication

Top-down communication. Communication within the business that is passed down from the top of the business hierarchy to the bottom, the amount of information passed from one level to another relies on a "need to know" basis.

Bottom-up communication. Communication within the business that is passed up through the business hierarchy from the bottom up.

Horizontal communication. Communication with those who are on the same level in the business hierarchy as one, very little information moves up or down the chain of command.

Task 7. Answer the following questions to the article.

1. What is business communication?
2. Is business communication easy or difficult?
3. What topics does it include?

4. What are the media channels for business communication?
5. What does business communication focus on?
6. Name the categories and methods of business communication.
7. How is directional business communication divided?
8. What kind of business communication is mostly used in Ukraine? Why?
9. Why do companies use a suggestion box?
10. Which type of business communication would you rather use?

Task 8. Read the article “How to improve your business English communication skills” and study the vocabulary.

Vocabulary

To use applications/ apps	business trends and innovations
To set the language	competition
A native tongue	a business community
A business report	an online profile
An informal/ formal occasion	to develop contacts
business news	to post comments
to keep up-to-date	to improve

HOW TO IMPROVE YOUR BUSINESS ENGLISH COMMUNICATION SKILLS?

1. Read the news in English

What do you do when you're having breakfast or when you're on the way to your office? Hopefully, you're not already thinking about work – you have the whole day to do that! Many of us surf the internet or use apps on our mobile phones.

Many of us also have a news app, and like to read the main stories every day. If you're one of these people, you can do the same as usual – but try it in English. If you have a news app on your phone, you can set the language to English. Alternatively, you can have one news app in English, and another in your native tongue. Then you have the choice, but hopefully, you won't usually take the easy option.

2. Watch business reports and programmes on television

Naturally, you can watch any English films or programmes to develop your language skills. If you like comedies, then they can be great for listening and improving your knowledge of English vocabulary and expressions.

However, it is also important to know the right style of language in business situations. Business language is usually more formal, whereas some English expressions are more common for social or informal occasions. As with most languages, we need to match the right style of language with the context.

In order to improve business English vocabulary, it can be useful to watch business news, documentaries and even series that are in a business setting or environment. You can experience phrases and idioms that are appropriate for work situations, and even write some down – then you can practice using them later on.

3. Read articles and journals that target your profession

In any profession, we need to keep up-to-date with the latest concepts and ideas. There are articles and magazines designed for most industries, which give reports about business trends, innovations and the competition.

Fortunately, English is the international business language and so there are likely to be English articles and journals that are printed or available on the web. You can almost certainly find English texts that are relevant to your industry and interest you more than other topics that you might find in English language coursebooks.

4. Use social networking platforms and interact with the business community

Do you already use a social networking platform, such as LinkedIn or Xing? These platforms enable you to have an online profile that is business focused. You can give a wide variety of information, including details about your work experience and qualifications. It is possible to develop contacts in your industry, both in your country and abroad.

You can see the profiles of other professionals in your industry, and read articles that others have posted. It is also possible to post comments, share articles and join groups. This can be a great way to network and interact with peers in your industry. It is also an excellent opportunity to communicate in an English-speaking international environment, where users appreciate that English is not always the native language.

5. Use Business English self-study materials

There is a wide variety of study materials for English language learning. Many are designed for self-study students and focus on developing English skills for work and business situations. These materials can be studied independently, or in combination with an English language course.

Business English self-study materials are commonly broken into topics and different business situations. This allows you to choose specific practise exercises which are the most appropriate for your needs. For example, there are study resources that focus specifically on developing your English skills to give presentations, for meetings, phone calls, writing email and more.

These materials also target different English levels and you can try our English level test to help you choose the most appropriate Business English self-study materials.

7. Don't forget to practice your English!

There are many ways to improve your English, including reading English texts and listening to English speakers. However, the most successful way to develop your English communication skills is to practice using the language. How? We recommend

that you find opportunities to develop your speaking and writing skills in a business context.

This can include writing emails and short articles. If you don't have an English teacher, it is possible to change your language settings on your computer to English. For example, if you set the language in a Word document to English, it will give you corrections and suggestions. However, they are not always accurate!

Number 1 tip for practicing your business English. Introduce yourself and try to communicate with another person in English. If he or she speaks too quickly, just remind them where you are from and ask them to speak slower. Most native English speakers would prefer to speak slower than try to communicate in your language – they would be even more nervous than you!

What are you going to try first? Don't be afraid to try a few different ideas. There are many ways to improve your business English communication skills, and you can look at each option to find out what is best for you. You don't need to try everything at once and it's better to have a longer-term plan. Don't worry about the destination and enjoy the journey!

Task 9. Answer the questions to the article and do the tasks.

1. What is a news app? What mobile apps do you know?
2. What can you do to develop your language skills?
3. Which is more formal: general English or business English?
4. How can you improve your business English vocabulary?
5. Where can you get the latest information on business trends?
6. What social networking platforms or websites do you know?
7. Which of them can be used for improving your business English?
8. What self-study materials do you know? How can you use them?
9. What are the ways to enhance your business English language skills in general?
10. Introduce yourself and your groupmate to the audience.

Task 10. Find more information on business English. Use the following links or your own resources:

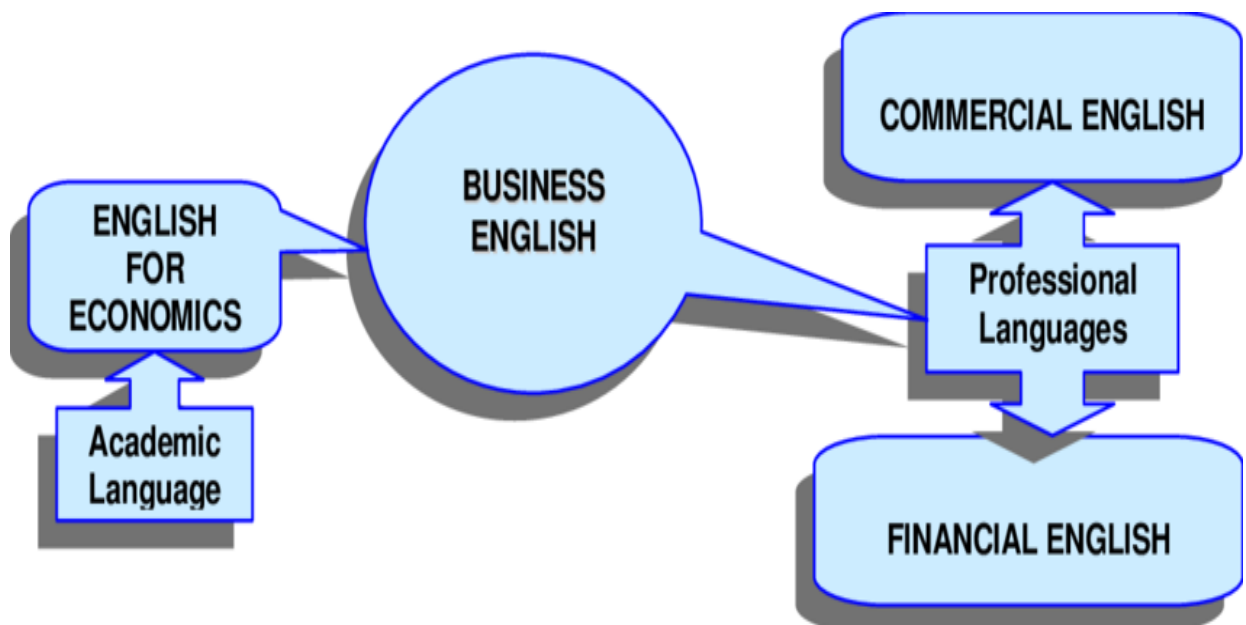
<http://iteslj.org/Articles/Knoy-TechnicalLetters.html> ;

<http://esp-world.info/!encyclopaedia/index.htm> ;

<https://www.laurenceanthony.net/abstracts/ESParticle.html> ;

https://en.wikipedia.org/wiki/Functional_English ;

<https://www.bbc.co.uk/news/magazine-12017753> .



PART II. USE OF BUSINESS ENGLISH

Task 1. Read the text and study the vocabulary.

AGILE WORKING

Vocabulary

agile working	time and location
a workplace	to clarify project goals
to adapt to changes	performance and productivity
an employer/ employee	workforce
employment / unemployment	a team member
a virtual team	flexibility
to work from home	to improve productivity

What is agile working and why is it important? Read about how new ways of working are helping companies adapt to change.

The world we live in is changing and it is changing rapidly. Whether this is driven by technology, globalisation or in response to specific crises, there is no doubt that the workplace of today needs to constantly adapt to ongoing changes in order to remain efficient and competitive.

In more traditional work settings, the definition of a good employee was someone who came to the office on time at 9 a.m., sat at their desk and worked hard, taking direction from their managers and following the rules. This model employee would be there rain or shine, always appearing busy until it was time to go home at 6 p.m. But with the development of smartphones and internet technologies, many companies are starting to form virtual teams with team members living in different time zones, and

employees are now finding themselves answering emails, attending meetings and working on reports from home outside their usual working hours. People now need to work smarter and not just harder.

It is not only the time and location of the modern workplace that is changing. The role of the manager is evolving too. Many organisations are moving away from an approach where managers constantly supervise their staff and tell people exactly what is to be done. Instead, they are adopting a more project-based approach, where managers have the responsibility of clarifying project goals and enabling teamwork and collaboration. The roles that the individuals play might differ from project to project, and agile managers can serve to support team members in adapting the way they contribute to a team.

These changes in modern work practices mean that organisations need to adopt agile working approaches so that they can find the most appropriate and efficient way of getting things done. The consumer goods company Unilever describes agile working as 'an approach to getting work done with maximum flexibility and minimum constraints'.

Agile working is not just about allowing employees to work from home and decide their own working hours. Another example of agile working might be workspaces designed to suit the different kinds of work taking place. This is an environment that helps people to be at their best and most productive. An agile workspace might include open areas with small tables for people to gather and work together and standing desks to improve energy levels and productivity. It might include quiet zones for a bit of thinking time and social areas for staff to chat and relax together. Like most things with agile working, there is no one-size-fits-all approach. Agile workspaces have to be adapted to the individuals and their roles in the company because agile working is about valuing people and their activities and not having them limited by the physical workplace.

Basically, agile working is about being ready to change the way we work – whether it be our working hours, our physical workplace, the technology we use, the nature of our roles and the way we work together, or the way our work is done. By encouraging such agility and flexibility, we can adapt to the ever-changing world around us, while creating a more dynamic workforce and improving our performance and productivity.

Task 2. Answer the questions to the article.

1. What is agile working and why is it important? Give examples from the text.
2. How is the world changing today? Why?
3. What do the changes in modern work practices mean?
4. How can you describe the location and workspace nowadays?
5. What are the reasons for the changes?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *agile*; 2. *to clarify*; 3. *globalization*; 4. *rain or shine*;
5. *a constraint*; 6. *one size fits all*; 7. *to gather*; 8. *productivity*

- a. a thing that limits something;
- b. able to move quickly and easily;
- c. to come together in a group;
- d. the rate at which a person, company, etc. does useful work;
- e. to make something clear or easier to understand;
- f. the development of closer economic, political and cultural relations between all the countries of the world because of travel and communication becoming easier;
- g. suitable for use in all circumstances or situations; h. no matter what happens.

Task 4. Choose one to three correct answers for each question.

1. In more traditional workplaces, employees are expected to ...

- a. have fixed working hours;
- b. attend meetings at weekends.
- c. be present at the office.
- d. look as if they're always busy.

2. More and more people are working outside their normal working hours because ...

- a. they want to show that they are always busy.
- b. they work virtually with colleagues in different time zones.
- c. they have the technology to work from home.
- d. they work too slowly in the office.

3. The role of the agile manager is to ...

- a. make sure their employees understand their roles and their goals.
- b. watch what their employees are doing closely.
- c. help their employees adapt to the different projects and teams.
- d. tell their team members exactly what to do.

4. Organisations that adopt agile working approaches ...

- a. allow their employees flexible working hours.
- b. allow workers to choose where they prefer to work from.
- c. are good at adapting to change.
- d. insist that employees work from their own desks.

5. Agile workspaces ...

- a. all have a similar design.
- b. encourage employees to stand at their desks.
- c. must have social spaces.
- d. are all different, depending on the needs of their employees.

6. *By working in an agile way, companies can ...*

- a. improve performance.
- b. increase productivity.
- c. ensure that employees follow the rules.
- d. focus on the people.

Task 5. Complete the sentences.

employees	valuing	adapt	adopt	employers	enable
limiting	clarify				

- 1. Companies need to to the changing world we live in.
- 2. Companies should agile approaches to find the most appropriate and efficient ways of working.
- 3. Many can now work from home.
- 4. More agile allow their workers more flexibility.
- 5. One of the roles of the manager is to goals and collaboration.
- 6. Agile working is about people instead of them.

Task 6. Read more about agile working. Follow the links:

<https://www.personio.com/hr-lexicon/agile-working/> ;

<https://www.knightfrank.co.uk/office-space/insights/culture-and-space/what-is-agile-working/> ;

<https://www.halkin.com/post/what-is-agile-working> ;

<https://www.proxyclick.com/blog/what-is-agile-working-6-tips-for-a-hybrid-environment> .

2. COACHING

Task 1. Read the text and study the vocabulary.

Vocabulary

coaching	to improve motivation
to identify goals	to suggest an answer
a useful tool	to become aware of
to hire a coach	to move forward
to give advice	the end / final goal
a business goal	an external business coach

Coaching helps a person make positive changes in their life. A coach helps you identify your goals and become your own expert in how to achieve them.

Coaching is a useful tool in today's challenging world of business. Companies are merging and restructuring and people change jobs far more than before. Our work has changed and we might feel less prepared or demotivated, unsure if what we have been doing is the right way forward. So, we might consider hiring a professional business coach to help us get where we want to be and feel happier at work.

A coach is sometimes compared to a mentor and a consultant. However, unlike having a mentor, working with a coach is normally for a short, specified amount of time. A coach is also quite different to a consultant, who looks at the whole team or company and how it does things. In addition, mentors and consultants often give advice – something a coach doesn't normally do.

So what does a coach do? Here are five things.

1. A coach allows the individual to determine the direction of their conversation.

When the coachee meets the coach for a session, the coach doesn't come with a fixed plan. It is the individual that leads the conversation; the coach observes and listens. As the coach starts to understand the individual's context, they might ask more

questions and talk about their observations. This helps the individual see the situation clearly, as if the coach is holding up a mirror.

2. A coach helps the coachee to identify goals and prioritise them.

Before we can decide on our path to development, we need to first understand what our desired destination might be. A coach can help the individual link their business goals with their personal plans and dreams. And in doing so, they can improve motivation and focus. The coach then helps the individual identify the practical steps they need to take.

3. A coach asks questions to guide the individual and help them understand the issues they're facing.

By asking the right questions, a coach can help the individual to focus the conversation and truly explore the relevant issues. However, a good coach does not ask leading questions that suggest a particular answer, for example, *Do you think x might be a better idea?* or *How do you feel about doing it this way instead?* Good coaching questions do not tell the coachee what to do. Instead, they help them to reflect, see things clearly and discover their own way forward. A coach might ask, for example, *What is your biggest challenge at the moment? What would be a successful outcome for you here?* or *What could you do now that would be a step forward?*

4. A coach notices the emotions behind the issues and helps the individual understand them.

In a coaching conversation, hidden emotions often come to the surface. A good coach would help the individual become aware of their emotions and allow them to explore their feelings when needed.

5. A coach guides the individual to move forward, taking them from where they are now to where they want to be.

Many coaches set the coachee tasks to complete in between sessions. Over a series of sessions, the coach helps motivate the coachee to follow steps towards success,

tracks the coachee's progress and keeps them focused on the end goal. The coach does not do the work for the coachee, nor do they advise them. They act as a guide to help the individual find the appropriate strategies in reaching their goals.

There are many benefits to employing an external business coach, like their objectivity and fresh perspective. But business leaders and managers have also discovered that if they acquire coaching skills themselves, this can help them improve the performance of their teams. Managers are now taking coaching training in order to have internal coaching conversations with team members who might be having difficulties, and many are now seeing the power of coaching as a way to help their businesses grow and ensure their staff are happy and motivated.

Task 2. Answer the questions to the article.

1. What does coaching help?
2. Why do we need a coach?
3. Who is a coachee?
4. What is the difference between a coach, a mentor, and a consultant?
5. What are the 5 things a coach do? Which is the most important?
6. Will you need a coach in your future career?
7. Find more information here:

<https://smallbiztrends.com/2016/02/difference-mentor-coach.html> ;

<https://www.thealternativeboard.com/blog/business-coaching> .

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *a coachee*; 2. *to restructure*; 3. *the desired destination*;
4. *to merge*; 5. *to track someone's progress*; 6. *a perspective*;
7. *to prioritise*; 8. *objectivity*.
- a. to join together (especially when two companies become one)
b. to reorganise a company

- c. a person who receives training from a coach
- d. to decide which things are most important so you can do them first
- e. the place you want to arrive at
- f. to record someone's development over a period of time
- g. an approach based on facts and not personal feelings or opinions
- h. a particular way of looking at things

Task 4. Which of these things do business coaches do? Choose the seven topics that are mentioned.

- help with decision making
- support the development of an individual's career
- provide an objective analysis of problems
- give advice
- prepare an agenda before the session
- let the coachee lead the conversation
- get the coachee to consider their individual goals and dreams
- ask leading questions
- explore emotions
- set tasks for coachees to do
- keep coachees focused on their end goals
- give coachees strategies to achieve success

Task 5. Choose the best option to complete the sentences.

1. A coach helps you identify your objectives and _____ your goals.
a. make; b. achieve; c. score
2. Coaching is a useful _____ to help you make positive changes at work.
a. gadget; b. weapon; c. tool
3. A coach doesn't usually _____ advice.

a. give; b. make; c. say

4. The coach doesn't come to the sessions with a _____ plan.

a. strong; b. fixed; c. decided

5. The coach aims to ask the _____ questions to help the coachee reflect and move forward.

a. good; b. right; c. true

6. The coach also helps the individual identify the practical steps they need to _____.

a. do; b. make; c. take

7. Part of the coach's job is to _____ the coachee focused on the end goal.

a. stay; b. keep; c. maintain

8. Managers are now using coaching to help them improve the _____ of their teams.

a. performance; b. victory; c. achievement



3. COLLABORATION

Task 1. Read the text and study the vocabulary.

Vocabulary

to collaborate	to set clear goals
collaboration	individual responsibility
to work together	a source of energy
effective communication	a social event
strong teamwork	project management
to get better results	a leadership style

What are the benefits of working collaboratively and how can we work together more effectively?

Collaboration means two or more people working together to achieve a goal. Studies have found that working together makes people more motivated and helps them perform much better. People who are collaborating on tasks stay interested for longer, feel less tired and get better results than people who are working alone.

Working together as a team allows people to achieve things that could never be done by just one person. What's more, the communication needed in order for team members to share goals and explain ideas is part of a process that improves the quality of everyone's thinking and contributions.

Here are five tips for effective collaboration and strong teamwork that will improve productivity and get better results.

1. Creating a culture of co-operation

To achieve their goals effectively, team members need to co-operate and be generous with their resources, including their own talents. When people get to know

the strengths of their individual team members, they can use the different skills and expertise in the team to their advantage.

Team leaders can create a culture of co-operation by setting an example that includes spending time talking to and supporting individuals, and sharing their knowledge and resources with their team. If we see our team leaders being open and welcoming different ideas, we are more likely to do the same.

2. Having clear goals and clear roles

Working in a team without clear goals is like running in a race without a finish line. In order for team collaboration to be successful, members need to have clear goals and know their individual responsibilities. This not only helps them to stay focused and motivated, but it also helps them to understand how they can play their part in the team's success.

3. Leaders – focusing on tasks and relationships

Objectives are important, but we mustn't forget that a team is made up of people and their relationships to each other. The stronger those relationships are, the more likely the team is to be effective.

A report by Harvard Business Review found that the most productive and innovative teams often have leaders with a flexible leadership style. They might start a project being task-focused and deciding the goals and roles in a team. But during the project, they might switch to a more relationship-oriented style, focusing on team-building and creating an environment of friendliness and trust.

4. Having open communication lines

If we want our team members to work well together, communication is the key. We need to provide effective channels of communication and encourage people to share what they're doing. Simply meeting once a week for updates is not enough. There are many project management tools like Microsoft Teams or Slack that provide a regular and open channel of communication with everyone. Another option could be creating

a group on messaging apps like WhatsApp or LINE to offer team members a chance to informally communicate with others.

5. Encouraging a spirit of community

Companies often organise social events because they know the importance of creating a sense of community. The activity could be anything from a weekly lunchtime food share to a quiz afternoon. Or you can start with simple, everyday things like having coffee breaks together or creating a space to share books. Ideas like these all encourage collaboration by bringing people together and helping them bond with their colleagues.

Collaboration is an opportunity to learn from each other and encourage fresh thinking, as well as a source of energy, strength and continued effort. As the saying goes, 'If you want to go fast, go alone. If you want to go far, go together.'

Task 2. Answer the questions to the article.

1. What does collaboration mean?
2. What are the benefits of working as a team?
3. What do team leaders do?
4. Why do you need to set clear goals?
5. What's the best leadership style?
6. What are the tools and apps to have open communication lines?
7. How can the spirit of community be encouraged?
8. What other things do you think can help with collaboration in a team?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *contribution*;
2. *productivity*;
3. *expertise*;
4. *to set an example*;
5. *to stay focused*;
6. *leadership*;
7. *relationship-oriented*;
8. *to bond with someone*.

- a. the position or fact of being a leader, the qualities of a good leader
- b. to develop a close connection to or strong relationship with someone
- c. interested in personal relationships
- d. to keep giving attention to one particular thing
- e. something that you give or do to achieve something with other people
- f. a high level of knowledge or skill in a particular subject
- g. the rate at which a person or company produces things or does useful work
- h. to behave in a way that other people should copy

Task 4. Which ways of improving collaboration are mentioned in the article?

Choose the five correct answers.

- Spending time talking to team members and giving them help.
- Organising a fun group activity for staff.
- Encouraging each team member to compete against the others.
- Making sure each team member understands their role in the project.
- Limiting communication to weekly team meetings.
- Focusing on the goals but also on the relationships that team members have with each other.
- Ensuring that everyone on the team has the same point of view.
- Encouraging informal communication and socialising between colleagues.

Task 5. Write the correct form of the word in brackets.

1. When two or more people work together to achieve the same goal, it is called (collaborate)
2. To achieve their goals, team members need to share their resources. (effective)
3. Strong teamwork and effective collaboration will improve and get better results. (produce)

4. When people get to know the strengths of the people in their team, they can use their different skills and to their advantage.
(expert)
5. The most productive and innovative teams often have leaders with a flexible style. (leader)
6. There are many project tools that can provide a regular and open channel of communication with everyone. (manage)
7. Creating a group on messaging apps like WhatsApp or LINE offers team members a chance to communicate with others.
(formal)
8. Collaboration is a source of energy, and continued effort. (strong)

Task 6. Find more information on COLLABORATION. Follow the links:

<https://en.wikipedia.org/wiki/Collaboration> ;

<https://en.wikipedia.org/wiki/Partnership> ;

<https://en.wikipedia.org/wiki/Coworking> ;

<https://en.wikipedia.org/wiki/Crowdfunding> ;

https://en.wikipedia.org/wiki/Network_governance .



4. CURRICULUM VITAE (CV)

Task 1. Read the text and study the vocabulary.

Vocabulary

To apply for a job	To draw attention
An application	A cover letter
A job interview	A layout
A potential employer	Bullet points
Professional qualification	To check information
Work experience	An employment history

When you're applying for a job, a great CV is essential. Find out what to include and what to avoid for the best chance of getting an interview.

When you're looking for work, you need an attractive, clear and memorable CV (curriculum vitae) that shows your potential employer all the skills and experience you have for the job.

What should you include in a CV?

This article mainly focuses on writing a UK-style CV. If you're applying for a job internationally, be aware that the standard length, format and tone can vary from country to country. It's a good idea to check the expected format in the country or company you're applying to.

Contact details. Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address.

Photo? In many countries, employers expect to see a professional-looking photo on a CV. In others, like the UK, Canada and the USA, the law prohibits employers from asking for a photo, and it is better not to include one. Try to find out if it is usual to include a photo in the working environment you're applying to.

Education. List and date the most important qualifications you have obtained, starting with the most recent. You can also include any professional qualifications you have.

Work experience. List and date the jobs you've had and the companies you've worked for, starting with the most recent. It's usually enough to cover the last ten years of your work history. Include your job title, responsibilities and achievements in the job.

If you have a lot of work experience, give the job titles but be selective about which responsibilities and achievements you highlight. Reduce the detail about jobs that are less relevant to the role you're applying for and draw attention to the most important experience you bring.

Skills. These could include the languages you speak, the computer programmes you can use well, the class type of your driving license and any other professional skills you might have that are relevant to the job you're applying for.

USEFUL TIPS

Before you start getting ready to list your qualifications and work experience, here are eight useful tips to think about.

1. Keep it short ... but not too short!

Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarise and select the most relevant points. If it's shorter than a page, consider including more information about your skills and the responsibilities you had in your previous roles.

2. Use active verbs.

When you describe what you have achieved in previous jobs, use active verbs for a strong positive effect on the reader. For example, to make a change from was responsible for, use verbs like led or managed (a team / a project); created or developed

(a product / a positive atmosphere); delivered (results/training); and provided (support/training).

3. Fill in the gaps.

Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave or looking after small children, include that in your CV.

4. Make sure it's up to date.

Always ensure your CV is up to date. Include your most recent experience at the top of each section.

5. Don't exaggerate or lie.

Your potential employer can easily check information about where you have studied and worked. Don't be tempted to lie or exaggerate about your expertise, because sooner or later this will be discovered and may result in you losing the job.

6. Spend time on the layout.

Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

7. Check for mistakes.

Mistakes on a CV create a bad impression. Use spell check, reread your CV and ask someone else to check it for you too before you send it.

8. Include a cover letter.

When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application. The cover letter should show your personal interest in the role, highlight the skills and experience you bring and encourage the employer to read the attached CV.

Writing a good CV takes time and is hard work, but these tips and your effort will help you get the best possible start in your job search. Good luck!

Task 2. Answer the questions to the article.

1. When and why do you need a CV?
2. Is the CV format the same everywhere?
3. What information should you include in your CV?
4. What are the essential contact details?
5. Is your photo obligatory? What does it depend on?
6. How should you mention your work experience?
7. What are the skills you should include in your CV?
8. Name the useful tips for a good CV. Which of them are the most important?
Why?
9. What is the difference between a CC and a Cover letter?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. neatly;
 2. bullet points;
 3. to exaggerate;
 4. to highlight;
 5. potential;
 6. the layout;
 7. selective;
 8. relevant.
- a. possible in the future
 - b. deliberately choosing some things and not others
 - c. to bring attention to something important
 - d. directly connected with what is happening or being talked about
 - e. the way that something is designed or arranged on the page
 - f. symbols, usually small black circles, used in a text to separate each item in a list
 - g. to make something seem bigger, more important, better, worse, etc. than it is
 - h. in a simple and tidy way

Task 4. Are the sentences true or false?

1. It's always a good idea to include a photo.
2. When you list your work experience, you should put the first job you did first.
3. The longer your CV is, the better it is.

4. Using active verbs rather than passive structures helps to create a good impression.
5. It's better not to mention periods of time when you were not in paid work.
6. You should always tell the truth on your CV.
7. Presentation and small mistakes don't matter – it's the content that's important.
8. Cover letters are nice to have but not entirely necessary.

Task 5. Put the details in the correct groups.

Skills –

Education –

Work experience –

- Responsible for production in a reputable Seoul-based design firm
- Led a team of designers to develop graphic and production materials
- MA in Creative Arts and Design, Leeds Arts University (July 2021)
- Developed over 200 graphic design projects
- Diploma in Graphic Design, York College (July 2018)
- Proficient with Microsoft Office, Adobe Photoshop and Sketch
- High levels of critical thinking, creativity and problem-solving skills
- Excellent communicator who brings friendliness, confidence and empathy to leadership and delegation skills
- BA in Philosophy, Politics and Economics, University of Oxford (June 2008).

Task 6. Follow the links and study the information about a CV and a Cover letter: [https://en.wikipedia.org/wiki/Curriculum vitae](https://en.wikipedia.org/wiki/Curriculum_vitae);

[https://en.wikipedia.org/wiki/Cover letter](https://en.wikipedia.org/wiki/Cover_letter) ;

<https://www.indeed.com/career-advice/cover-letter-samples> ;

<https://www.indeed.com/career-advice/resumes-cover-letters> .

What are they? What are the differences? When do applicants need them?

Task 7. Follow the links and look at the CV examples:

<https://www.cvplaza.com/cv-examples/good-bad-cv/> ;

<https://www.myperfectcv.co.uk/build-cv/choose-template> ;

<https://www.thebalancemoney.com/cv-samples-and-writing-tips-2060349> .

Task 8. Make up your own CV using the template:

<https://www.myperfectcv.co.uk/build-cv/section/cntc> .

5. DELEGATING

Task 1. Read the text and study the vocabulary.

Vocabulary

to delegate / delegating

a team member

to hand over tasks

personal burnout

to transfer responsibility

to deal with

to require / requirement

to reduce workload

to develop / development

a team leader

to motivate / to be motivated

creativity and innovation

to set goals

the necessary information

Delegating means trusting someone else in your team with work and responsibilities. Why is it so important, and how can we do it better?

It might be tempting to think you can do everything faster and better than your team members. It might be hard to hand over tasks you enjoy doing. But attempting to do everything all by yourself shows poor leadership and can end in personal burnout. You end up overworked, stressed and unable to be the leader your team needs.

Leading a team brings new responsibilities and challenges, and managers need to learn to delegate as much as possible. That means sharing or transferring some of your responsibilities, and trusting other people to do some of the work that you normally do. Effective delegation gives you the time and space to offer the support needed, deal with the problems that arise and keep an eye on the bigger picture – things that a leader should be doing.

As you consider what tasks to delegate, here are five tips on how you can delegate effectively.

1. Start with smaller tasks

If you're worried about handing over large projects, start by delegating the smaller tasks that don't require much overseeing. This will also give your team members time to get used to their new responsibilities.

2. Delegate tasks that will develop your team members

Delegation shouldn't just be about reducing your workload. It should also be about developing your team and giving them learning opportunities. Choose tasks that help their professional development, and allow them time to get better at doing them. By passing on work you are good at doing yourself and training your team members to do it, you're helping them grow professionally.

3. Delegate tasks to people who might like them

A good team leader knows their team well and knows which tasks would suit which person best. Don't just delegate tasks you don't like doing. When people are doing tasks they enjoy, they're more motivated to do the best job they can do.

4. Trust your team

After handing over a task, some managers regularly look over their staff's shoulders and correct every action they see. This is called micromanagement – a style of management where a manager watches and controls what their team is doing too closely. Micromanaging takes almost as much time as doing the task yourself. It's also

demotivating for your team, and discourages creativity and innovation. When we delegate, we need to be able to trust that things will get done, just not in the exact way we would do them.

5. Offer support

As a team leader, you need to set clear goals and expectations, communicate timelines and offer guidance where needed. Don't expect your team members to read your mind and understand your expectations when you haven't given them the necessary information. Check in regularly to make sure everything is on track.

It is not easy to delegate, and it takes practice to do it effectively. But it is by sharing responsibilities that we can become a valuable team player and a true leader.

Task 2. Answer the questions to the article.

1. What is delegating?
2. What shows poor leadership?
3. Why does a manager need to delegate?
4. What does effective delegation give you?
5. What are the tips on effective delegation?
6. Is delegation an easy process?
7. What kinds of tasks do you think you should or shouldn't delegate?
8. Study the links and find additional information on delegating:

<https://www.inc.com/harvey-mackay/6-keys-effective-delegation.html>

https://www.mindtools.com/pages/article/newLDR_98.htm

<https://www.forbes.com/sites/dailymuse/2011/12/23/6-tips-for-delegating-success/>

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. leadership; 2. burnout; 3. overworked;
4. to arise; 5. to hand over; 6. to oversee;
7. to discourage; 8. innovation.

- a. made to work too hard
- b. the development and use of new ideas and methods
- c. the set of characteristics that make a good leader
- d. to begin to happen or be noticed
- e. extreme physical and emotional tiredness because of working too much or in continuing conditions of stress
- f. to give something to someone else
- g. to watch or organise an activity to make sure it is being done correctly
- h. to make someone feel less confident, enthusiastic or willing to try something

Task 4. Choose the five tips included in the article.

- Delegate smaller tasks first.
- Delegate only when you feel you have too much to do.
- Get organised and set up a system for sharing out tasks.
- Explain the importance of a task and how it fits into the bigger picture.
- Delegate tasks that can help team members grow.
- Delegate tasks that might motivate individual team members.
- Avoid criticising ways of doing the tasks that might be different from yours.
- Make sure team members know what you want them to do.

Task 5. Read these sentences and circle the correct word.

1. If someone feels extremely tired and overworked, they may be suffering from _____.
a. burnout; b. micromanagement; c. delegation.
2. Being able to delegate shows good _____.
a. domination; b. leadership; c. micromanagement
3. Delegating tasks gives leaders more time to deal with problems that _____.
a. arise; b. happen; c. spring
4. When we delegate, we earn the time and space to take on the role of a team _____.

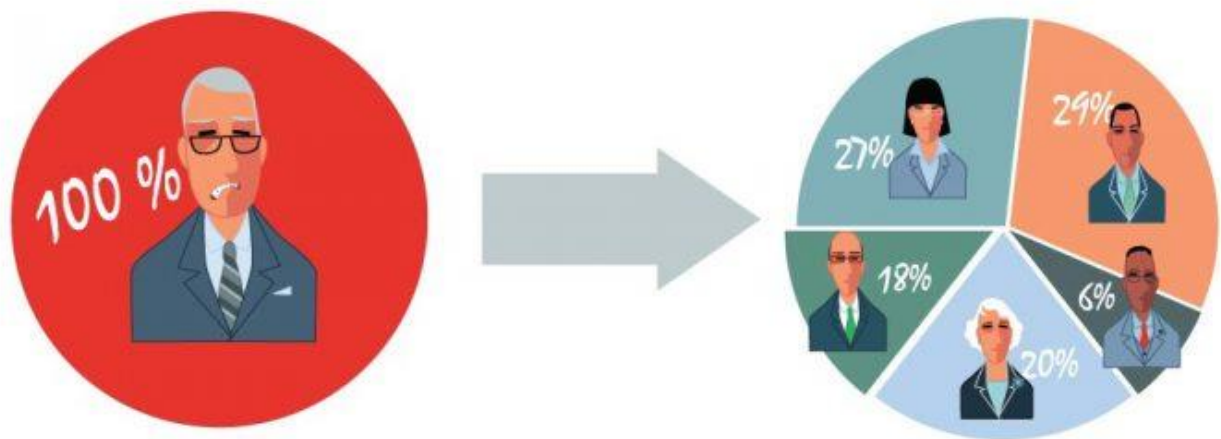
a. player; b. expert; c. leader

5. It's important to see delegation as an opportunity for professional ____.

a. development; b. leadership; c. responsibility

6. While leaders shouldn't micromanage, they still need to _____ the tasks and ensure that goals are met.

a. correct; b. set; c. oversee.



6. FLEXIBLE WORKING

Task 1. Read the text and study the vocabulary.

Vocabulary

a traditional company
quality of work
to meet deadlines
occasionally
an annual leave
to commute / a commuter
to increase productivity
to reject
hard-working
to work remotely
to direct and control

to achieve objective
to hit targets
to meet goals
to give freedom
a working schedule
responsible and motivated
job sharing
a mindset
personal life
to implement
to encourage

What are flexible working arrangements and why are some people against them? Can companies benefit from offering flexible working arrangements to their employees?

Fred works for a traditional company that expects him to start at 8.30 a.m. and leave at 5.30 p.m. or later every day. Most of his work is done on a project basis and, as a manager, he is responsible for the quality of work that is produced and for meeting deadlines. On most days of the week, there is often extra work to be done on a project, and Fred stays late in the office or brings his work home. Occasionally, when he finishes all his work before 5.30 p.m., he finds himself hanging around, chatting with colleagues and waiting for the time he can officially leave.

With two small children at school, Fred has to use up his annual leave in order to take time off when his children are ill, when he wants to attend their sports day or any time the kids have a half-day at school. Fred also lives an hour's drive from his office and therefore spends two hours a day commuting.

In the interest of increasing productivity and making better use of his time, Fred suggested the idea of flexible working to his director. His director, however, rejected his suggestion, saying that he saw flexible working as problematic for the company.

Fred's director isn't alone in this thinking. In many organisations, there is still a culture in which the employee who arrives the earliest and leaves the latest is considered the most hard-working, and many bosses still believe that they can't trust their employees to work remotely. They worry that there are too many distractions for workers at home or that team working and communication won't be as good if workers are physically disconnected from each other. Some employers think management is about the close supervision of employees to direct and control not just what is done but also exactly how it is done.

However, the nature of a lot of work today involves meeting deadlines, achieving certain objectives and hitting targets. As most people who've worked in these kinds of

environments know, productivity is less about how many hours you spend in the office and more about how well you meet those goals. Even though they're outside the office, the remote worker who is not meeting targets is quickly noticed. Micromanaging bosses don't help productivity either. In fact, research shows that controlling bosses can have a negative effect on their employees' performance.

In contrast, giving employees the freedom to organise their working schedule to fit with their personal life means they are working when they are best able to engage fully with their work and are therefore more efficient and productive. Having choices in their working environment and timetable creates responsible and motivated workers who are likely to get better results, knowing they can meet the demands of both their job and their personal life.

Whether it is giving employees the right to work remotely, offering job sharing or part-time working, or allowing non-fixed start and finish times, flexible working is not just about practical working arrangements but also about a culture and a mindset. For example, many remote workers find themselves working past their working hours, partly because there is no commuting to mark the boundaries between work and personal life, making it hard to switch off from work. Companies might need to consider training both workers and management staff to help them better understand what flexible working is, how to implement it and how to encourage a results-driven approach. Only then can flexible working truly result in happier employees, increased productivity and better employee retention.

Task 2. Answer the questions to the article.

1. What do you know about Fred? What did he suggest?
2. Describe Fred's director.
3. What is the common culture in many companies?
4. What does work involve today?
5. What effect can micromanaging have?

6. Is employees' freedom a successful decision?
7. How do remote workers feel and behave?
8. When can flexible working result in increased productivity?
9. Do you think more companies should offer flexible working arrangements?
10. Would you like to work flexible hours?

Task 3. Are the sentences true or false?

1. Fred's director doesn't want Fred working remotely because he sees Fred making small talk and not working when he's in the office.
2. If Fred was allowed to work from home, he'd work less and spend more time with his children.
3. It is easy for a manager to know if a remote worker is not working effectively.
4. Bosses who are very controlling get better results from their team.
5. Giving employees more flexible working conditions doesn't really benefit the company.
6. People who work from home often end up working longer hours than when working in the office.

Task 4. Complete the sentences

<i>remotely</i>	<i>boundary</i>	<i>hours</i>
<i>freedom</i>	<i>retention</i>	<i>mindset</i>

1. Working means that employees can use their commuting time to work.
2. Flexible working gives employees more to make their own decisions and they become more engaged with their work.
3. Remote workers are more motivated and may work past their normal working

4. If employees are happier, they are less likely to leave for another company. Flexible working can improve employee rates.
5. One disadvantage for remote workers may be that there is less of a between work and personal life.
6. For flexible working arrangements to work well, staff who are used to traditional ways of working may need to change their

Task 5. Follow the link, study the information and answer the following questions:

<https://www.acas.org.uk/making-a-flexible-working-request>

1. Why can you ask for flexible working?
2. How should you make a flexible working request?
3. What should you do if your request is approved?
4. What should you do if your request is turned down?
5. What should you do if you want to appeal the decision?

7. A JOB INTERVIEW

Task 1. Read the text and study the vocabulary.

Vocabulary

an important job interview

a job description

to list things

a large volume of work

work experience

to introduce a new policy

to apply for a job

an imaginary situation

to demonstrate a skill

conflict management

flexibility

to go off-topic

to resolve conflicts

the perfect fit for the job

Job interviews can be a nerve-racking experience, especially when you don't feel prepared for them. And with the variety of interview questions that can be asked these days, it's hard to know what type of questions you should prepare for.

Here are three types of interview questions that you should practise answering before that important job interview.

1. Common interview questions

- Tell us about yourself.
- What are your strengths and weaknesses?
- Why do you want to leave your current job?

These questions are for the interviewer to get to know you and to see if you're the best person for the job. Don't simply list things like your hobbies, your strengths or your work experience. Instead, give examples and use them to show your personality and the characteristics you have that make you perfect for the job. Your interviewer may want to ask questions about certain areas of your CV, so use this opportunity to link your experience to the job you're applying for.

Avoid: Giving a detailed life history or telling long stories that are irrelevant to the job or to the company.

2. Competency questions

- Tell me about a time you had to work as a team.
- Tell me about a time you had to use your creativity to solve a problem.
- Tell me about a time when you experienced conflict with a colleague and how you handled that situation.

Here, the candidate is asked questions about situations they have faced in the past that can demonstrate a particular skill they have. These could include skills like critical thinking, influencing, problem solving or flexibility. Interviewers often want to hear about challenges you've had, not just about times when everything went smoothly, so

be ready with examples such as how you resolved conflict in your team or dealt with someone who was not working well. This will demonstrate that you can handle difficult situations.

When preparing for the job interview, read the job description carefully for the required skills and abilities and try to recall situations where you had to use these skills. Then use the STAR technique when talking about these examples:

- Situation – Give details about the context of your example and what you were trying to do.
- Task – Describe your responsibilities and the challenges you faced.
- Action – Describe what steps you took to deal with the situation.
- Result – Talk about the end result and how you contributed to this outcome.

Avoid: Going in unprepared and having to think up examples, or saying you've never faced any challenges at work.

3. Hypothetical questions

- What would you do if you had a different opinion from your boss about how to do something?
- How would you deal with a large volume of work with several staff members off work?
- What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?

Hypothetical interview questions are similar to competency questions except that instead of asking you to talk about an experience you've had in the past, they present you with an imaginary situation that you might face in your new job.

This might seem difficult to prepare for, but remember that your answers are meant to demonstrate the skills needed for the job. When preparing for the interview, consider the qualities that the interviewer might be looking for, qualities like conflict management, time management or people skills. Then think about how you can

demonstrate those qualities in a range of situations. Start with situations that you've experienced and move on to other possible situations that you might encounter in the role you're applying for.

Avoid: Going off-topic, changing the subject and not answering the original question.

Whatever type of questions they ask, interviewers want to find the right person and are keen to give you the opportunity to demonstrate what you can do. With some preparation, you can show them that you're the perfect fit for the job.

Task 2. Answer the questions to the article.

1. What are the THREE common interview questions?
2. Why is the candidate asked about competences?
3. What is a STAR technique?
4. What should you avoid answering hypothetical questions?
5. Do you have any tips for successful job interviews?

Task 3. Are the sentences true or false?

1. The main message in this article is that you should spend time preparing for a job interview if you have one coming up.

2. If the interviewer asks you about yourself, you should make sure all the information you give is relevant to the job.

3. You should avoid talking about personal things like your hobbies.

4. If the interviewer asks you about an item on your CV, you can give more detail and say how it is connected to the job you're applying for.

5. The STAR technique can be used to organise your story when answering competency questions.

6. You should never talk about difficulties you've experienced at work.

7. You can't prepare for hypothetical interview questions.
8. It helps to think about the skills and qualities that the interviewer is looking for when answering interview questions.

Task 4. Put the questions in the correct groups.

- *Common interview questions*
 - *Competency questions*
 - *Hypothetical questions*
1. Describe a difficult decision you've made.
 2. Why do you want this job?
 3. What would you do if a team member was performing badly?
 4. Tell us about a time when you led a team to achieve an objective.
 5. What would you do if your project goals suddenly changed?
 6. Do you consider yourself successful? Why?
 7. What would you do if you became dissatisfied with your job?
 8. What motivates you?
 9. Tell us about a new skill that you've learned for work.

Task 5. Follow the links and read more about job interviews:

<https://www.thebalancemoney.com/job-interview-questions-and-answers-2061204> ;
<https://www.thebalancemoney.com/top-interview-questions-and-best-answers-2061225> ;
<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression> .

Task 6. Follow the links and watch the job interview videos :

<https://www.youtube.com/watch?v=HG68Ymazo18> ;
<https://www.youtube.com/watch?v=enD8mK9Zvwo> ;
<https://www.youtube.com/watch?v=jaxgeXPgAz0> ;
<https://www.youtube.com/watch?v=fr-mwiyhZAo> .

8. MARKETING

Task 1. Read the text and study the vocabulary.

Vocabulary

to promote and sell products	to target / a target
to connect with customers	an internet search
marketing trends	online shopping habits
to take note of	interactive and visual content
to move with times	to advertise / an advertisement
to shop directly	to give feedback
customer experience	digital marketing
customer service	to get ahead

The marketing world moves fast. Technology has changed the way we live and the way we promote and sell products. In the last ten years, increasing use of social media, online shopping and platforms like YouTube and Netflix have allowed companies to connect with customers in new ways. The number of people who go online every day is still increasing, and the marketing trends you need to know about right now are digital.

Here are five essential marketing trends that companies must take note of in order to move with the times.

1. Shopping on social media

Forbes reports that 72 per cent of Instagram users have bought something when using the app and 70 per cent of Pinterest users use the platform to find new and interesting products. Companies can now create posts that allow users to shop directly on social media instead of companies' own websites. This allows retailers to reach their customers more quickly and easily.

2. Focus on customer experience

When a customer comes to your company, you want to make it as easy as possible for them to find what they need and buy your products. PricewaterhouseCoopers reports that 73 per cent of people say that customer experience is an important factor when making a buying decision. And when they say 'customer experience', they most value efficiency, friendly and knowledgeable customer service and easy payment options. Companies that can provide a good customer experience keep their customers and attract new ones.

3. Personalisation

There are so many marketing messages around us every day that people are very good at ignoring them, especially ones about products they're not interested in. So, in order to target the right kind of customer and connect with them, companies are personalising their marketing content. This is made possible by the data that people generate through their internet searches, online shopping habits and social media use. Online product recommendations, adverts and even the design of the marketing message itself is adapted to the interests and preferences of individual consumers.

According to a report, although 86 per cent of people were concerned about privacy issues, 90 per cent were happy to share data about their behaviour if it meant an easier and cheaper shopping experience. In the same survey, 72 per cent of consumers said they would only engage with marketing messages that are personalised according to their interests.

4. Video content

According to Forbes, 91 per cent of consumers say they prefer watching interactive and visual content to reading a traditional piece of information about a product. And consumers are 85 per cent more likely to buy your product after watching a video about it.

If an advertisement is interesting, amusing or unique, people will search for it online and share it with their friends. Live videos on social media platforms like

Facebook and Instagram are also known to attract large audiences and get people interacting with companies in the comments, where they can give feedback and ask questions about the products.

5. *SEO*

SEO stands for Search Engine Optimisation – the strategies companies use to get themselves high up in the results lists of search engines like Google, Bing, Yahoo and others. As the internet plays an increasingly central role in marketing and selling, it is vital for your company to appear in the search results when someone does a related search. For example, if you sell coffee machines, you want your website to appear when someone searches for the best coffee machines or even ways of making coffee.

There is no doubt that the trend of digital marketing and an increased focus on individual customers is set to continue. Companies hoping to gain a larger market share should constantly update their marketing strategies to get ahead of the game.

Task 2. Answer the questions to the article.

1. What has technology changed?
2. How can companies connect with customers?
3. What platforms are popular nowadays?
4. What is important when buying goods?
5. What are customers concerned about?
6. Why is visual content important?
7. What does SEO stand for?
8. How can companies gain a larger market share?
9. How do you think marketing might change in the future?
10. Use the links and find additional information on the topic:
 - <https://www.forbes.com/sites/forbesagencycouncil/2019/10/03/top-marketing-trends-for-2020/> ;

- <https://marketinginsidergroup.com/marketing-strategy/2020-marketing-trends-you-need-to-know/> ;
- <https://www.forbes.com/sites/forbestechcouncil/2018/04/02/visual-content-the-future-of-storytelling/> .
- <https://www.smartinsights.com/ecommerce/web-personalisation/consumers-personalized-marketing-engagement/> .

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *a retailer*; 2. *knowledgeable*; 3. *a consumer*;
 4. *a focus*; 5. *to be ahead of the game*; 6. *to move with the times*;
 7. *personalization*; 8. *to engage with*
- a. to change your ideas or behaviour as the world changes
 b. a person or business that sells things to the public
 c. a central or important thing that a company pays attention to
 d. knowing a lot
 e. the process of changing something according to a particular person's needs, likes, habits, etc.
 f. a person who buys products and services
 g. to get involved with or have contact with
 h. to know more about new developments in a particular subject or activity than your competitors.

Task 4. Are the sentences true or false?

1. Television and newspaper advertisements are still the best ways to promote products.
2. These days, people use social media more, shop online more and choose the videos they want to watch.

3. Nearly three-quarters of Instagram users have shopped on the app.
4. Most people say that if they like a product, the buying experience doesn't matter.
5. Most people will agree to share their data in exchange for a better shopping experience.
6. Videos are a great way for companies to give information about their products and to interact with their customers.
7. SEO is about making sure people see your product or company when they do internet searches.
8. If your company is already using digital marketing, it doesn't need to change.

Task 5. Circle the correct marketing trend for each strategy.

- Shopping on social media
 - Focus on customer experience
 - Personalisation
 - Video content
 - SEO
1. Advertisements using people's names to get their attention
 2. A video about how to use your product
 3. Making it possible for people to buy your product on Facebook
 4. Making sure your website contains keywords that people will search for
 5. Customers being able to chat online with a friendly voice from the company
 6. Showing clips of models walking around wearing the clothes you're selling
 7. Making recommendations to customers based on their interests
 8. Making sure that your website is easy to use and customers can find what they want easily.

Task 6. Follow the links and read about MARKETING MIX:

<https://economictimes.indiatimes.com/definition/marketing-mix> ;

[https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/templates-business-](https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/templates-business-guides/glossary/marketing-mix#:~:text=Share,between%20each%20of%20the%20Ps;)

[guides/glossary/marketing-mix#:~:text=Share,between%20each%20of%20the%20Ps;](https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/templates-business-guides/glossary/marketing-mix#:~:text=Share,between%20each%20of%20the%20Ps;)

<https://www.coursera.org/articles/4-ps-of-marketing> .

Answer the question: What is 4 P's meaning? Why are they important?

9. MEETINGS

Task 1. Read the text and study the vocabulary.

Vocabulary

a waste of time	to re- / direct participants
a clear purpose	the meeting minutes
a staff member	a chance to speak
to attend a meeting	to deal with
an agenda	a record / to record
a bullet point	to summarise / a summary
a key issue	to make an effort
a relevant point	a productive team

Meetings are essential for team working and getting things done. But done badly, they can feel like a waste of time and energy. Read on for six tips for successful meetings.

We've all been in badly managed meetings: meetings that seem to go round in circles without any decisions being made; meetings that are dominated by the same few voices; meetings where people talk and talk with no clear purpose; meetings that seem to go on forever ...

A European survey found that the typical staff member spends 187 hours a year in meetings. The report suggested that 56 per cent of those meetings were considered unproductive. In a survey of office workers across the UK, it was found that each employee cost their company an average of £38.50 for every meeting they attended.

So HERE ARE SIX TIPS how can we have more efficient, effective and even inspiring meetings?

1. *Set a clear agenda.* An agenda is a list of points to be dealt with at the meeting, in the order in which they will be discussed. If you have a long list of bullet points, consider prioritising the items and breaking each topic down into its key issues.

Indicate on your agenda how much time you'll be spending on each topic, who will be presenting or leading it and whether a decision or some kind of solution will be needed. Also, remember to send out the agenda a few days before the meeting so that participants have time to prepare.

2. *Review the attendee list.* When we are busy, the last thing we need is an invitation to a meeting we don't really need to attend. So, consider carefully who needs to be there. Invite someone to a meeting if:

- the points on the agenda are relevant and the decisions will affect them
- they have expertise to contribute
- they have the authority to make the decisions required.

3. *Keep the meeting focused on the agenda.* Follow the agenda and politely redirect participants back to it if you find that they have gone off-topic. Introduce the idea of 'parking' ideas and discussions that are not strictly relevant or urgent. This gives you the chance to acknowledge ideas and issues that might be important to the participants but which are not a priority right now. You can then follow up by including 'parked' ideas in the meeting minutes and exploring them at a different time.

4. *Encourage participation and be sensitive.* The most vocal participants might not be the ones with the best ideas. Give everyone a chance to speak and encourage

participation from quieter colleagues. However, avoid putting anyone on the spot. Also, be sensitive to underlying issues and emotions and help the group deal with conflict in a productive way.

5. *Clarify, check and record.* Don't assume that everyone understands each other, especially when the meeting language isn't everyone's first language. Ask for clarification, summarise each time a point is made, check that the participants agree and ensure that decisions are made. Ask someone to take notes of what is being discussed and ensure that action points – tasks to be done and who will do them – are recorded in the minutes.

6. *End the meeting on time.* Meetings that don't end on time can leave participants feeling tired, frustrated and stressed. So, assure your participants that the meeting will end on time and set the timer on your phone to ring about five to ten minutes before the end. Use the last five to ten minutes to summarise and bring the meeting to a close.

If we all make an effort to make every meeting we attend an efficient and effective one, meetings can help us communicate well and be part of a productive team.

Task 2. Answer the questions to the article.

1. What are the examples of badly manages meetings?
2. What are the European survey results?
3. How should the agenda be followed? What is it?
4. How can the meeting participants be encouraged?
5. What are the clarifying advice?
6. Why is timing important?
7. What is the final aim of a business meeting?
8. Have you been in any badly managed meetings?
9. Use the following link for the additional information on the topic:

<https://www.independent.co.uk/news/uk/home-news/how-long-spend-meetings-year-thirteen-days-uk-workers-average-a8542861.html> .

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *minutes*; 2. *to acknowledge*; 3. *to dominate*;
4. *underlying*; 5. *efficient*; 6. *vocal*;
7. *clarification*; 8. *to put someone on the spot*.

- a. to be the loudest or most noticeable part of something
- b. being productive with the least use of time or effort
- c. to accept or recognise the importance of someone or something
- d. a written record of what is said at a meeting
- e. often expressing opinions by talking
- f. to force someone to answer a difficult question
- g. under the surface or not immediately obvious
- h. a clear and easy-to-understand explanation of something confusing.

Task 4. Circle the three correct answers for each question.

1. Which of these are examples of badly managed meetings?
- a. Meetings that don't finish when they are supposed to
 - b. Meetings where only the loudest people get to give their opinions
 - c. Meetings where no decisions are needed
 - d. Meetings where discussions go off-topic
2. Which of these are true?
- a. The average European office worker spends nearly 200 of their annual working hours in meetings.
 - b. According to the survey report, the majority of meetings were productive.
 - c. A meeting with ten participants would cost a UK company about £385.
 - d. Unproductive meetings are a waste of time and money.

3. Which of these should you do when creating an agenda for a meeting?
- a. Consider which of the items are more important.
 - b. Create subheadings or a list of smaller points for each topic.
 - c. Show which items need to be resolved during the meeting.
 - d. Send the prepared agenda to the participants an hour before the meeting.

4. Who should be invited to the meeting?
- a. People who will be affected by the decisions made in the meeting
 - b. People who can follow the conversation via email or the minutes
 - c. People who have the knowledge to deal with the issues on the agenda
 - d. People who have the power to make the required decisions

5. What should you do when someone goes off-topic?
- a. Tell them they've gone off-topic and they should be quiet
 - b. Suggest they 'park' their thoughts in the 'parking lot'
 - c. Record their thoughts or ideas in the minutes
 - d. Follow up on their thoughts or ideas at a different time

6. What should you do during a meeting?
- a. Insist that everyone speaks
 - b. Remember that some people might be unhappy about certain discussions
 - c. Clarify and summarise each point
 - d. End the meeting on time

Task 5. Write a number (1–8) to put the steps in the correct order.

- Go through the points of the agenda.
- Start the meeting.
- Prepare the agenda and consider who needs to be invited to the meeting.
- Send out the agenda to the participants.
- End the meeting.

- Redirect participants when they go off-topic and summarise each point.
- Follow up on 'parked' topics and issues.
- Send out the minutes of the meeting.

Task 6. Follow the links and watch the business meetings videos:

Episode 1 <https://www.youtube.com/watch?v=qRO38UQGH7A>

Episode 2 <https://www.youtube.com/watch?v=fOW8rj3KVu4&t=29s>

Episode 3 <https://www.youtube.com/watch?v=ByMEOK2lg3c>

Episode 4 https://www.youtube.com/watch?v=L_kZT8t75J4

Episode 5 https://www.youtube.com/watch?v=5Vo_gHFs4is&t=1s

Episode 6 <https://www.youtube.com/watch?v=5CjCvXFV3KY>

Episode 7 <https://www.youtube.com/watch?v=v0MLl0nnr8o>

Episode 8 <https://www.youtube.com/watch?v=L0Mr-O9AGmw>

Episode 9 <https://www.youtube.com/watch?v=WJOh8OUltrc>

Episode 10 <https://www.youtube.com/watch?v=lt5BVy5wY0U>

10. NEGOTIATING

Task 1. Read the text and study the vocabulary.

Vocabulary

to negotiate a deal	a competitive situation
negotiation skills	to make a list
to improve profitability	to manage emotions
to insist on	to get an overview
to damage relationships	a shared interest
a win-lose situation	to discuss alternatives
in the long / short run	a positive intention
to achieve satisfaction	a tense situation

Whether you're negotiating a multimillion dollar deal, agreeing on your role in a project or simply persuading your colleagues to go for Chinese food for lunch, effective negotiation skills can help you to motivate other people, get the best results and improve profitability.

There is often a misconception that negotiating is about insisting on our point of view to get our own way. Conversely, others assume that negotiation is all about compromise and that we have to be ready to forget 50 per cent of what we want.

But thinking of negotiating as either insisting or compromising can damage relationships and leave both sides feeling as if they've lost. According to Fisher and Ury in their best-selling book "Getting to Yes", there is another way. They argue that collaboration is the key to negotiating successfully, and they illustrate this by telling the story of the Orange Quarrel. It goes like this:

Joey and Jenny are arguing over an orange. In a win-lose situation, Joey might simply take the orange from Jenny. Joey would then be satisfied but Jenny would be upset and frustrated. Alternatively, Joey might find dishonest ways of convincing Jenny that she didn't want that orange after all. Using this method, Joey might get his way, but he might damage their relationship in the long run.

If they focus on compromise, Joey and Jenny might decide to cut the orange in half. Their effort to share means that each of them now has half of what they wanted but neither of them is fully satisfied.

However, if Joey and Jenny spent some time talking to each other, they might find out that Jenny in fact wants the orange peel to make a cake. Joey, on the other hand, loves eating oranges and doesn't want the peel. In this collaborative scenario, Joey and Jenny are both able to achieve 100 per cent satisfaction when they realise that Jenny can have all the peel and Joey all the fruit. Yet, according to Fisher and Ury, too many negotiations end up with half an orange for each side instead of the whole fruit for one and the whole peel for the other.

The first step to understanding the role of collaboration in negotiations is to realise that it is not always a competitive situation. One person's 'win' doesn't have to equal another person's loss. Exploring the interests and needs of both parties can help us see solutions we didn't consider before.

Here are FIVE THINGS we can do to collaborate when negotiating.

1. *Know your objectives.* What are your interests in this? Make a list of the results you'd like to achieve. What are your priorities? Remember that maintaining a good relationship might be one of your objectives.

2. *Separate the people from the issue.* Understand the difference between the content of the negotiation and the people who are negotiating. Try to be objective and manage your negative emotions.

3. *Ask questions and listen.* Some people enter a negotiation prepared with a speech about what they want. But as seen in the Orange Quarrel, it is important to also understand your negotiation partner's interests and objectives. So, ask questions, listen and get an overview of everyone's situation.

4. *Find shared interests.* How different are your interests from your negotiating partner's? Get to know which interests clash and which ones are shared. An understanding of shared interests will help you see this as an opportunity to work together rather than a competitive situation.

5. *Look at creative options.* The first solution you think of, for example splitting the orange in half, might not always be the best one. Think creatively and discuss different alternatives that might work for everyone.

Most people have positive intentions and they do want to get along, even in potentially tense situations. By showing that we are professionals capable of collaborating, we can not only please everyone involved but also set a strong foundation for future negotiations.

Task 2. Answer the questions to the article.

1. What can be negotiated?
2. Is negotiation always about compromise?
3. Comment on the “Orange Quarrel”.
4. What should be realised first?
5. What are the 5 collaboration points?
6. How can we show being professional?
7. When would collaboration be the best negotiating strategy?
8. When might other strategies work better?

Task 3. Match the situation (1–3) with the type of negotiation (a–c).

- a. Negotiating by compromise
- b. Win–lose negotiation
- c. Collaborative negotiation

1. Joey takes the whole orange and Jenny gets nothing.
2. Joey and Jenny split the orange and each of them gets half.
3. Joey and Jenny find out that they each need different parts of the orange. Jenny takes the peel and Joey takes the fruit.

Task 4. Are the sentences true or false?

1. Negotiating is about how we can insist on our point of view and get what we want.
2. If we don’t want to compromise, then we can’t negotiate.
3. The moral of the Orange Quarrel is that both sides can achieve 100 per cent satisfaction if they understand each other’s needs and think creatively.
4. One objective in negotiation could be to keep a good relationship with the negotiation partner.

5. We should spend most of our negotiation time telling others about what we want.
6. It is important to understand which of your objectives are shared with the other party as well as which objectives could be in conflict.
7. We might have the same goals and objectives as our negotiation partner.
8. We should follow our instincts and take the first solution that comes to mind.

Task 5. Follow the links and study the way negotiations take place:

<https://www.youtube.com/watch?v=ODgy-wY0WhU> ;

<https://www.youtube.com/watch?v=kO-xNOOoxsM> ;

<https://www.youtube.com/watch?v=225-UFdBU4c> ;

<https://www.youtube.com/watch?v=bgz2vNMTpxQ> ;

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

11. ONLINE SHOPPING

Task 1. Read the text and study the vocabulary.

Vocabulary

to buy goods

a click of a mouse

a traditional store

to deliver a purchase

a speedy delivery

a carbon footprint

a walk-in store

to damage goods

to take into consideration

an online retailer

to be /become aware of

an urgent action

to press / pressure

an environmental impact

Online shopping may not be as green as you think. Here's how shopping online can have a surprisingly large carbon footprint.

In the past few decades, the way we shop has changed dramatically. We used to buy our goods in traditional shops, on the high street or in department stores. Now, customers are increasingly buying online, where they can order whatever they want directly to their door with the click of a mouse. One in seven sales are now made online and studies suggest that by 2021, global online retail will reach an enormous US\$4.8 trillion. As companies race to improve their internet shopping experience, the trend towards shopping online is predicted to continue.

But what is the impact of all this online shopping on the environment? You might think that online shopping is greener than in-store shopping. After all, an online store does not use the electricity that a traditional store might use and it doesn't require the customer to drive anywhere. Items are often delivered to several homes at once, so you would think the carbon savings must be significant. Take the typical home delivery round in the UK, for example. Supermarket drivers often do 120 deliveries on an 80-kilometre round, producing 20 kilograms of CO₂ in total. In contrast, a 21-kilometre drive to the store and back for one household would generate 24 times more CO₂!

However, the reality is slightly more complex than that. Many home deliveries fail the first time and the driver has to make a second or third attempt to deliver the purchase. Customers who choose speedy delivery or those who buy single items from different places also contribute towards increasing the carbon footprint.

The carbon footprint also goes up if the customer chooses to return the item. A study in Germany showed that as many as one in three online purchases are returned. According to another study, merchandise worth nearly US\$326 million is returned each year in the USA. Two billion kilograms of this ends up in landfill, leading to 13 tonnes of CO₂ being released.

Clothing is one product that has high return rates. Unlike in a walk-in store, the online shopper can't try things on before buying. So, companies offer free returns to make it easier for shoppers to purchase the same item of clothing in different sizes and colours. Customers try them at home, keep one and return the rest of them. However, when clothes are returned, they are not always cleaned and put back for sale. This is because many companies have found it cheaper to simply throw away the returned items than to pay someone to sort the damaged goods from the unwanted ones. In these cases, the returned clothes, which might be in perfect condition, end up in landfills or burnt.

When we take all these factors into consideration, we realise that online shopping isn't necessarily as green as people might think. That last kilometre to your door is costly, for companies and for the environment. There is some positive news, as various online retailers are starting to lower their carbon footprint by investing in electric delivery vehicles. However, the question of how to deal with returns efficiently and without waste is a challenge that many companies have not wanted to face. As online shoppers become aware of what companies are doing, and campaign groups demand urgent action in the face of the climate and ecological emergency, there is increasing pressure for companies to take responsibility for the environmental impact of their activities.

Task 2. Answer the questions to the article.

1. How has the way we shop changed?
2. What is the impact of all this online shopping on the environment?
3. How can speedy delivery damage the environment?
4. What is “a carbon footprint”?
5. What item has a high return rates? Explain why.
6. Why isn't online shopping green?
7. What pressure do companies feel?

8. Do you shop online?

9. How can online shopping's environmental impact be lessened?

10. Use the following links for the additional information on the topic:

- <https://www.forbes.com/sites/heatherfarmbrough/2019/10/14/why-internet-shopping-isnt-always-better-for-the-environment/>
- <https://ensia.com/features/environmental-cost-online-shopping-delivery/>
- <https://www.oberlo.co.uk/blog/online-shopping-statistics>
<https://www.alumniportal-deutschland.org/en/global-goals/sdg-12-consumption/online-shopping-or-local-shopping-whats-better-for-the-environment/>
- <https://www.euronews.com/living/2019/11/13/is-our-obsession-with-online-returns-damaging-the-environment>

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *an impact*; 2. *ecological*; 3. *landfill*;
4. *retail*; 5. *a retailer*; 6. *carbon footprint*;
7. *a campaign group*; 8. *to purchase*.

- a. the activity of selling goods to the public
- b. the powerful effect that something has on something else
- c. to buy something
- d. the calculation of how much CO₂ a person, company, organisation, etc. produces, which is used to measure the environmental damage they cause
- e. a place where large amounts of rubbish are buried in the ground
- f. a person or shop that sells goods to the public
- g. a group of people that organises actions or protests to achieve a particular aim
- h. relating to the relationship between plants, animals, people, water, land, air, etc.

Task 4. Are the sentences true or false?

1. More sales are now made online than in shops.
2. It is predicted that more and more shopping will be done online in the future.
3. Online shopping uses less electricity than in-store shopping.
4. The carbon footprint of online shopping is made worse by failed deliveries, speedy delivery and returns.
5. Companies encourage customers to try clothes on at home.
6. Companies make sure returned clothes are repackaged and resold.
7. Most companies now use electric delivery vans.
8. Most companies have found environmentally-friendly solutions for the problem of returned goods.

Task 5. Write the word to fill the gaps.

1. In the past few decades, the way we shop changed dramatically.
2. We used buy our goods in traditional shops.
3. Now, customers increasingly buying online.
4. The trend towards shopping online is predicted continue.
5. You might think that online shopping is greener in-store shopping.
6. Customers choose speedy delivery or buy single items from different places also contribute towards increasing the carbon footprint.
7. The carbon footprint also goes if the customer chooses to return the item.
8. Many companies have found it cheaper to simply throw the returned items.

Task 6. Follow the link and read about 40 best online shopping sites on the Internet for 2023. Which of them have you used? What do they sell?

<https://influencemarketinghub.com/best-online-shopping-sites/> .



12. REMOTE TEAMS

Task 1. Read the text and study the vocabulary.

Vocabulary

to lead a team	good communication
to work remotely	to share information
leadership abilities	to follow the agenda
the head office	to take minutes
to identify priorities	to notice problems
to achieve the agenda	to offer ideas
to build trust	a lack of
modern technology	to take turns
to get distracted	to avoid problems
virtual platforms	advantages / disadvantages

Remote teams bring advantages but also challenges. How can we bring out the best in our team members when they are located in different places?

Aisha had been very successful managing her team in Edinburgh and was asked by the company to lead a remote team for an important two-year project. Keen to demonstrate her leadership abilities to the head office, Aisha got her team members together for a remote meeting. But right from that first meeting, she realised that this was going to be a different challenge.

For a start, Archie was late for the meeting by about 15 minutes because of 'technical problems'. Lucia kept asking about really specific details, while Aisha was hoping to use the meeting to get to know the team members and identify priorities. Archie and Lucia kept accidentally talking at the same time, and when they didn't speak, there was an uncomfortable silence. Valentina hardly said a word. No one had their cameras on, so there was none of the usual communication through body language or facial expressions. Without these visual clues, Aisha had no idea whether people were interested, lost, confused or bored.

By the end of the meeting, Aisha didn't feel like she had achieved much of her agenda and wasn't sure what people had understood. She wondered how she was going to build trust and encourage bonding in her team.

As companies continue to think globally, and as modern-day technology makes remote working easier, remote teams have become common. Instant messaging, videoconferencing and other web-based tools all help. But communication via modern technology is not without its problems. Meetings, essential for team bonding and working together effectively, can be particularly challenging online. Aside from having to coordinate people in different time zones and ensuring that no one is multitasking and getting distracted, meetings on virtual platforms are not always helpful for good communication. As seen from Aisha's example, videoconferencing is often characterised by uncomfortable silences and people talking over each other.

So what can managers of remote teams do to improve meetings and encourage successful team bonding? Here are FIVE TIPS.

1. Build trust quickly.

It can be hard to trust people you don't know very well, so make sure the first meeting includes proper introductions, where members of the team are able to share information about themselves, their role and their context. Encourage people to have their camera on for conference calls right from the start so that team members can put a face to a name and build stronger relationships.

2. Discuss preferred communication styles and approaches to work.

Schedule some time during one of the initial meetings to talk about things like time-keeping, expected amount of participation, how closely members prefer to follow the agenda and so on. Talk about the challenges of online meeting platforms and how members can help make meetings more effective.

3. Discourage distractions.

Minimise the risk of people multitasking and not paying attention during meetings by creating a culture of calling with video on. Another way to ensure that people concentrate during meetings is to give each member a role, for example, someone to take the minutes, someone to notice problems and someone to offer ideas and alternatives.

4. Try to understand what silence means.

If someone is quiet for a while, it might mean 'thinking time', and that's OK. But it might also mean lack of understanding or disagreement, so try to get more information from them. Ask for everyone's point of view at the beginning of a new project and make regular opportunities to speak to team members individually. This will help you understand other people's opinions on things and avoid misunderstandings.

5. *Actively manage turn-taking and be careful not to let one person dominate the meeting.*

If you notice that someone isn't talking much, ask them for their opinions and bring them into the conversation, or speak to that person later individually to check everything is OK.

With team members located in different places, remote meetings are vital for team bonding and effective teamwork. By making an effort to build trust and encourage good communication, we can avoid common problems and find new ways of working that bring many advantages to the team.

Task 2. Answer the questions to the article.

1. What do you know about Aisha?
2. How did the remote meeting start? How did it finish?
3. How did the employees behave?
4. What was Aisha' feeling by the end of the meeting?
5. How is videoconferencing characterised (judging by Aisha's example)?
6. Why are emote meeting difficult or problematic?
7. Why have remote teams become common?
8. What are the 5 tips to improve remote meetings?
9. How can the leader avoid problems online?
10. Have you ever worked in a remote team? What challenges did you face?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *a facial expression;*
2. *bonding;*
3. *leadership;*
4. *an agenda;*
5. *multitasking;*
6. *a misunderstanding;*
7. *a distraction;*
8. *a remote team.*

- a. the quality of being a good leader
- b. a group of people who work together from geographically separate locations
- c. the look on someone's face that shows how they feel

- d. a list of points to be discussed at a meeting
- e. the process by which a close relationship develops between people
- f. doing more than one thing at a time
- g. an occasion when someone does not understand something correctly
- h. something that stops you concentrating on what you are doing.

Task 4. Are the sentences true or false?

1. Aisha was asked to lead a remote team because she was good at managing her team in Edinburgh.
2. Everyone was there at the start of the first meeting to introduce themselves to the team.
3. Archie and Lucia didn't like each other and so they kept interrupting each other.
4. Aisha was sure that Valentina was bored during the meeting.
5. More and more people are working in remote teams now.
6. Modern technology means that remote meetings are just as good as face-to-face ones.
7. Using cameras during meetings can be helpful for different reasons.
8. It is always better to speak to the team all together whenever possible.

Task 5. Complete the sentences.

<i>pay</i>	<i>point</i>	<i>remote</i>	<i>team</i>
<i>facial</i>	<i>uncomfortable</i>	<i>avoid</i>	<i>leadership</i>

1. Aisha wanted to use her new role to demonstrate her abilities.
2. She realised that there are particular challenges to leading a team.
3. During the meeting, some people talked at the same time and there were silences.

13. TRUST

Task 1. Read the text and study the vocabulary.

Vocabulary

successful teamwork	a good feedback
to collaborate / collaboration	previous achievements
to build trust	to depend on
international clients	personal preferences
team-building	to match expectations
a personal fact	to achieve results
to make a good impression	a job interview
the top student	work experience
to win a scholarship	the best intentions
a famous client	to create conditions

Trust is the essential ingredient for successful teamwork. How can we avoid misunderstandings and build strong professional relationships?

Successful business requires collaboration and teamwork. For team relationships to work well, we need high levels of trust. But how we build trust can differ from person to person, culture to culture. Becoming aware of this can help us see how to improve trust with the people we work with.

When Valeria first met her international clients, she tried to bond with them by telling them about her family and her parenting style. She showed them photos of her children on her phone. Her clients felt that her behaviour was unprofessional and it was difficult for them to trust her.

During a team-building exercise, employees at a British firm were asked to share some personal facts. Kelly wanted to make a good impression on her new colleagues.

She talked about how she was the top student of her year at high school and how she won a scholarship to university. The following day her colleagues spoke to each other about how uncomfortable they felt about her boasting.

On the first day of a course, trainer David aimed to reassure his new trainees that they were in good hands. He talked enthusiastically about the big corporations he had previously worked in and the famous clients he had trained. He mentioned the good feedback he'd received and showed the results he was able to provide for his clients. The participants on the training course found this information boring and irrelevant. They wanted him to begin the training and not waste time talking about his previous achievements.

Why did this happen?

There are many ways of building trust, and the approach we choose might depend on the relationship we are building, the culture we are used to and our personal preferences. However, if the methods we choose do not match the expectations of the people around us, it can lead to misunderstandings and negative assessments.

Let's consider different approaches to building trust. Author and speaker Richard Barrett suggests that there are two main components of trust: character and competence. One way of building trust is to show that we are caring, fair, open and honest human beings. In other words, we can build trust by showing our character. Another way to build trust is by letting others know that we are capable, experienced and have achieved excellent results. This way of building trust emphasises our competence.

It can be a useful exercise to analyse specific work relationships in terms of the character/competence model. You might think about the type of trust your relationship has and the type of trust your relationship lacks, in order to see how you can develop. Many of us use both approaches, depending on the context. For example, in a job interview, we might focus on establishing trust by demonstrating our competence through work experience. When we are working within a team, we might prioritise

showing our character to form close professional relationships. By becoming aware of the context and how our conversation partners are responding to our trust-building efforts, we can adapt the way we build trust to better suit them.

When working at new professional relationships, it is important to remember that there is no one correct way to build trust. Making quick judgements about the speaker, like Valeria's clients, Kelly's new colleagues and David's trainees did, could stop trust developing and damage our chances of forming positive relationships. Instead, if we assume the best intentions behind what is being said and are generous in our judgements of other people, we create positive conditions for building trust at work.

Task 2. Answer the questions to the article.

1. What do we need for a productive teamwork?
2. What did Valeria do at the first meeting?
3. Dwell on Kelly's behaviour.
4. What mistakes did David make? What did the participants think?
5. What are the different approaches to building trust?
6. What should we prioritise when working within a team?
7. What is important when building new professional bonds?
8. Do you have a preferred way of building trust at work?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *collaboration*;
2. *a trainee*;
3. *to lack*;
4. *to boast*;
5. *in good hands*;
6. *a scholarship*;
7. *competence*;
8. *to bond with someone*.

- a. to develop a close connection or relationship with someone
- b. to speak too proudly about what you have done
- c. a person who is receiving training in how to do a job
- d. in the care of someone who is able to do something well
- e. the ability to do something well

- f. to not have something or not have enough of it
- g. an amount of money given by a school or university to an excellent student, so that he or she can afford the school fees
- h. working together with another person or group of people to achieve something.

Task 4. Are the sentences true or false?

1. Cultural differences can mean that people try to build trust in different ways.
2. Valeria hoped that talking about her private life with her clients would help them get to know her better.
3. Kelly's colleagues thought that she was lying about her achievements.
4. David started talking about his previous experience in order to waste time.
5. When people are used to different ways of building trust, it can cause problems in relationships.
6. Richard Barrett argues that the only real way to build trust is to show your true character.
7. You should be confident with your trust-building style and not worry about what other people think of you.
8. We should remember that other people usually want to do good or helpful things.

Task 5. Write the correct form of the word in brackets.

1. Trust is very important for effective teamwork and
(COLLABORATE)
2. Some people think it is to share too much personal information with colleagues. (PROFESSION)
3. David's trainees were not impressed when he talked about his previous feedback and results. (ENTHUSIASM)
4. People can have different about how to build trust at work. (EXPECT)

5. When people have different expectations about building trust, it can lead to (UNDERSTAND)
6. One way to build trust is to let people know about your past (ACHIEVE)
7. In a different context, we might showing our personality. (PRIORITY)
8. To give ourselves the best chances of building lasting trust, we should avoid making quick about other people. (JUDGE)

14. CONFLICT MANAGEMENT

Task 1. Read the text and study the vocabulary.

Vocabulary

to handle a conflict	to defend yourself
to distract / distraction	to collaborate / collaboration
effective teamwork	to put aside
to prepare for an argument	to avoid personal attacks
constructive feedback	to make mistakes
to suppress feelings	to take responsibility
to make an appointment	to focus on the future
a positive intention	to resolve the problem

Knowing how to handle conflict is an important professional skill. Conflict at work can affect the motivation and well-being of staff and create unnecessary distractions and stress. People with conflict management skills resolve disagreements quickly and effectively, enabling effective teamwork and maximum productivity. Successful conflict management also helps to create an atmosphere in which

individuals can learn from others, develop their talents and think creatively. Conflict management can be challenging, but people who do it well are highly valued by their colleagues and companies.

When conflict arises, we can often see nature's fight-or-flight response – either attacking the enemy or running away. The 'fight' reaction is when people start to prepare themselves for an argument. But by getting aggressive, they might not only damage their relationships but also miss the chance of growing through constructive feedback.

The 'flight' response involves ignoring the issue altogether. People suppress their feelings, hide disagreements and pretend that everything is fine when it is not. However, the conflict remains unresolved and the problem gets worse.

So how can we go beyond our immediate reactions to make conflict a source of trust-building and development? Here are eight tips to help us manage conflict successfully.

1. Consider the best time and place for the conversation.

While it is important to talk about the issue, doing it in the wrong place and in front of the wrong people can result in embarrassment and an inability to truly listen. If possible, make an appointment to sit down and talk through the issue with the people involved.

2. Assume positive intentions.

If you walk into a conversation assuming that you're not liked or that you're going to be attacked, you'll most likely spend that time defending yourself and feeling angry and hurt.

Remember that you're going through this process because people want to resolve the issue and get along. So start by assuming that their intentions are positive and that the things they are going to say are for the good of the team. This will allow for an open conversation that aims to improve the situation rather than make it worse.

3. Make sure it's a two-way conversation.

A conversation is not a monologue. It is not a chance for one party to list all the things they are angry and unhappy about without letting the other person react. A real conversation allows all parties to share their perspectives and collaborate to find a satisfactory way forward. If you find yourself in a monologue, stop and ask some questions.

4. Listen and be open to change.

Many of us think we listen but instead are simply waiting for our chance to respond. Put your thoughts aside for the moment and truly listen when the other person is speaking. Growth and development are only possible if you allow their words to change you.

5. Be specific about the issue and the impact.

It's easy to generalise and make broad accusations, for example using statements such as *You always ...* or *You never ...* However, this often results in a defensive response. Instead, be specific about what the issue is, give examples and be clear about the impact of the problem. Be as objective as you can and avoid personal attacks.

6. Don't bring up the past.

Some of us feel the need to bring up less relevant past events to gain an advantage over our conversation partner. This can make people feel defensive and distract everyone from the main point of the conversation. Try to focus on the main issue and how to make things better.

7. Take responsibility for your part in the problem.

We are not perfect and we make mistakes. Consider how you might have contributed to the problem and take responsibility for it. This not only demonstrates your desire to work as a team but also shows that you are not just looking for an opportunity to blame the other party.

8. *Focus on the future.*

Conversations about conflict are often focused on what shouldn't have been and what could have been done. Instead, focus on the future. What steps can you take to resolve the problem? How can you avoid this happening again?

With careful management, conflicts can help us make the most of our differences and find a way of working together successfully.

Task 2. Answer the questions to the article.

1. What are the advantages of conflict management?
2. What are the positive outcomes of a conflict?
3. What is a “fight-or-flight” response? Comment on the two positions.
4. How can time and place spoil or improve the talk?
5. What does assuming intentions give?
6. What does an open conversation allow?
7. What can show your desire to work as a team?
8. What are conflicts focused on? What should they be?

Task 3. Match the definitions (a–h) with the vocabulary (1–8).

1. *a monologue;*
2. *defensive;*
3. *to handle;*
4. *to resolve;*
5. *to bring up;*
6. *to blame;*
7. *constructive feedback;*
8. *a perspective.*

- a. to deal with or have responsibility for something
- b. to solve or end a problem
- c. advice and comments about your work that are useful and help to improve it
- d. a long speech by one person
- e. a way of seeing or thinking about something
- f. protecting yourself from being criticised or attacked
- g. to start talking about a particular topic
- h. to say or think that someone is responsible for something bad happening.

Task 4. Circle the correct option to complete the sentences.

1. Conflict at work can ...

- a. make people feel negative and stressed.
- b. help staff develop.
- c. be difficult to manage.
- d. All of the above.

2. People who choose to maintain the peace and 'fly' from conflict tend to ...

- a. get defensive.
- b. not resolve the conflict.
- c. openly deny any accusations.
- d. manage the conflict well.

3. By making an appointment to discuss the issue, we can ...

- a. avoid involving people who do not need to be a part of it.
- b. choose a time when all parties feel angriest with each other.
- c. choose a place where there are soft cushions so that no one will get hurt if a fight breaks out.
- d. prepare our attack in advance and bring all the evidence we need.

4. When managing conflict, the writer suggests that we should ...

- a. bring up the issue whenever we start to feel angry about it.
- b. focus on talking about and elaborating our own perspective on the problem.
- c. believe that people have good intentions and want the best for everyone.
- d. arm ourselves with lots of examples of things the other person has done wrong in the past.

5. According to the advice in the article, we should say things like ...

- a. 'You never offer any help.'
- b. 'What you did made Paul feel undervalued.'
- c. 'I've heard you're a very negative person and now I see it's true.'
- d. 'I don't want to hear your side of the story. I already know it.'

6. *By taking responsibility for our part in the problem, we can ...*

- a. show that we are perfect.
- b. blame ourselves before they blame us.
- c. pretend to share the blame and avoid the real issue.
- d. show that we value teamwork and collaboration.

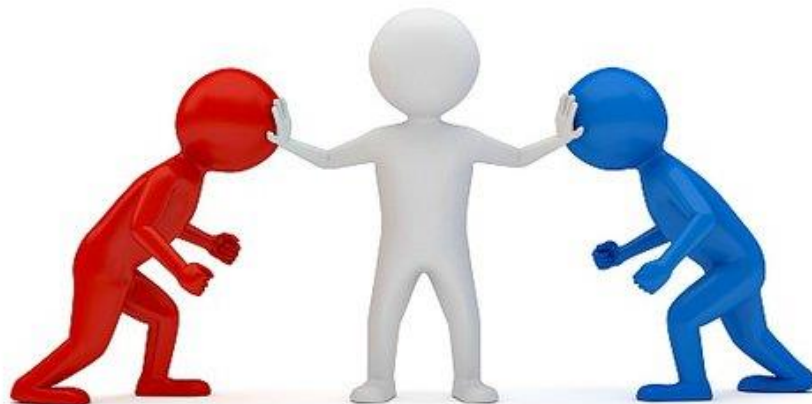
Task 4. Find more information on conflict management. Use the links:

<http://www.relationshipshappen.com/conflict-management> ;

<https://www.pon.harvard.edu/daily/conflict-resolution/what-is-conflict-resolution-and-how-does-it-work/> ;

<https://positivepsychology.com/conflict-resolution-in-the-workplace/> ;

<https://www.coursera.org/articles/conflict-management> .



PART III.
IMPROVE YOUR BUSINESS GRAMMAR

UNIT 1. EVERYDAY BUSINESS ENGLISH

Task 1. Complete these with there or it and part of the verb (be). Where do you think each of the examples above was used? Mark them:

O - for the office M - for a meeting T - for travelling

1. too late; nothing we can do about it now.
- 2.... not my fault proper ways to do things and you didn't follow the procedure.
3. problems when the news gets out not the right way to introduce an important change in the way we work.
4. time to go. If we leave now, time to call in at Head Office on the way to the airport.
5. a vacancy in the Accounts Department for someone to control the accounts of the dozen or so major clients.
6. a nuisance but nothing we can do from our end. We'll just have to wait.
7. gate 57, but..... Still time for the duty free shop!
8.problems with the fax machine which we need to get fixed and urgent.
 – Right, I'll ring straightaway..... no time like the present.
9. We've run out of headed paper.
 – I think a couple of boxes in the stationery cupboard.
10. been a big change in the exchange rate.now nearly 3DM to the pound.
11. only a couple of days before the deadline, so..... a top priority.
12. no point in worrying about it. too late.

Now add *there's* or *it's* to the following short expressions:

13. too late / not my fault / time to go / a nuisance / a priority.

14. still time / no point in waiting / nothing we can do / problems / no time like the present.

Task 2. Mind the information.

1. Two of the following words can be used with much, but never with many.
2. Two can be used (in the plural of course) with many but never with much.
3. Four can be used with much.
4. Four can be used with many.

Customer / trouble / account / development / money / change / time / opportunity

Task 3. Now use one of the expressions to complete each of these.

1. They're very helpful. Nothing is too for them.
2. It's never a good idea to make too at one time. It's better to take things step-by-step.
3. There aren't as in the former Eastern European countries as many business people seem to think.
4. There have been so since our last meeting that I'd better begin by summarising the present position.
5. Too is wasted on planning projects which never actually happen.
6. Not too know this, so keep it to yourself, but she's already handed in her resignation.

GRAMMAR NOTE. Will is not normally used for arrangements in the future which are already fixed. In such cases, the present continuous is usually used. For example:

I'm sorry I can't come tomorrow. I'm meeting an important client at 11.30.

Task 4. Read the sentences below. Decide which of the following uses of *will* / *'ll* best fits each sentence.

a. an opinion about the future b. a promise or undertaking c. a request

1. Do you think sales will improve next month?
2. I'll phone you again tomorrow.
3. Will you ring me again and give me the details?
4. It looks as if the shipment will be late again this month.
5. It's OK. I'll do it later.
6. I don't think this plan will work.
7. Just sign these letters for me, will you?
8. What do you think will happen next month?
9. I'll finish it by tomorrow morning.
10. I'll try and bring the documentation tomorrow.

Task 5. Now rewrite these sentences containing will in the correct order. If the sentence is a promise or undertaking, you need to use *'ll*, rather than *will*.

1. you will cost know how do much it?
2. think contract they when do will sign you the?
3. details you fax soon back the with we as possible as will
4. phone I and tomorrow again try will
5. you plan do be think the when will ready draft?
6. take the long it finish to project will how?
7. further send later you I details will
8. confirm possible please soon you will this as as?

GRAMMAR NOTE. Would can be used to express past habits - He would often arrive at the office late. Used to is, however, more common - He often used to arrive at the office late. Notice the position of often in these examples.

Task 6. Read the sentences below. Decide which of the following uses of would best fits each sentence:

- a. past habit; b. refusal; c. hypothetical or conditional situation;*
d. polite request or offer; e. past form of will — especially in reported speech

1. We would be very happy to send you further information.
2. He would often spend the entire weekend at the office.
3. Would you let us know your decision at your earliest convenience?
4. In that situation we wouldn't be able to hold the price down.
5. She said she would phone again tomorrow.
6. Occasionally he would work late into the night.
7. Would you fill in this form, please?
8. Life would be much easier if we had better equipment.
9. I'm afraid they wouldn't agree to our terms.
10. They told us they would let us know soon.
11. Would you like some more coffee?
12. The problem was that they wouldn't accept any changes to the contract.

Task 7. Now rewrite the following sentences. They are the words of a negotiator reporting what happened at a meeting:

1. agree I'm they price the increase wouldn't afraid to
2. the renegotiate they they to contract said would prefer
3. would better a also be new us agreement for
4. chance it terms give would the to us negotiate new
5. insert able we be to a penalty would clause

Task 8. The adverbial is in the wrong place in all these examples. Rewrite them correctly.

1. I every day receive as many as a hundred faxes.
2. Also 1 have to send a lot of faxes.

3. This takes up a lot of time usually.
4. Never I have enough time for all the work I have to do.
5. But I very much like my job.
6. I meet people from different countries often.
7. As well I have to travel abroad a lot.
8. I about once a month fly to North America.

Task 9. This is a description of the meetings held in a particular company.

Rewrite the sentences in an appropriate order:

1. meeting have a board we month once
2. place this boardroom in the takes
3. attend board meetings members always these
4. usually spend matters most financial we time on
5. rarely sales these are marketing at meetings discussed and
6. left matters such are departmental to meetings generally
7. are held on normally weekly these Fridays
8. also we have meetings often management fairly

GRAMMAR NOTE. Some nouns which are plural in some other languages are not used in the plural in English; the most useful in business English are advice, information, knowledge.

Notice many nouns have both countable and uncountable uses, depending on exactly what the speaker has in mind; often the plural is used for particular examples and the uncountable for the idea in general:

Too many regulations from Brussels are bad for business.

Too much regulation from Brussels is bad for business.

Task 10. Choose the correct alternative in each of the following sentences:

1. We would be grateful for your a) advice / b) advices on this matter.
2. Thank you for the a) information / b) informations concerning the schedule.

3. Could you supply the usual bank and trade a) reference/ b) references?
4. Please accept our sincere a) apology / b) apologies for the delay.
5. We have excellent storage a) facility / b) facilities.
6. The annual a) account / b) accounts must be submitted not later than January 31st.
7. We close our a) book / b) books for the financial year on June 30.
8. We won't make a profit, but at least it will make a contribution to
a) overhead / b) overheads.
9. I understand they are in a) debt / b) debts at the moment.
10. Let us have a note of you're a) expense / b) expenses as soon as you get back.
11. We have no a) knowledge / b) knowledges of the proposal to increase import duty.
12. We have made substantial a) progress / b) progresses since we last spoke to you.

GRAMMAR NOTE. When you are stopping or prohibiting something, you use **do not**; when you are encouraging or suggesting, you use **don't**. Look back at the examples above and check whether you have used don't and do not in the correct way.

Task 11. Complete the following with one of these words plus *don't* or *do not*.

miss obstruct use enter delay forget (x2)
worry mention expect

1. ____ the meeting tomorrow, it starts at 8.30.
2. ____ write today and receive a free gift if your reply is received by June 30.
3. ____ to include a stamped addressed envelope with your reply.
4. ____ the delay unless they actually ask about it.
5. ____ these gates. Access needed at all times.
6. ____ to get an order today - they always send their orders some days later by fax.
7. ____ the chance of a free holiday – act today!
8. ____ without protective clothing.
9. ____ in the event of fire.
10. ____ it's only ten to. We'll be there with time to spare.

Task 12. You know expressions like *a bottle of beer*, and *a can of Coke*, but how many of these similar expressions do you know? Complete each sentence with two words, one from List 1 and one from List 2.

LIST 1: pace, stroke, shadow, lack, shortage, range, flood, level, loss, rate.

LIST 2: spare parts, satisfaction, colours, complaints, development, luck, income, confidence, doubt, growth.

1. All the clothes in the summer collection are available in a of , though we expect yellow and turquoise to be the two most popular.
2. We'll get the contract - it'll take a few weeks before they decide but I don't think there's a of a that we'll get it.
3. Problems in the production department have been caused by a of which has meant we have not been able to repair machines as quickly as we usually do.
4. We're looking for a of in Eastern European sales of at least 20%.
5. There was a strike which meant we couldn't service orders to Europe and that meant a serious of during July. We were 35% under budget for that month.
6. Nobody is buying, and nobody is selling. There's a serious of in the economy at the moment.
7. Things are still ticking over but the of has slowed considerably in the last few months.
8. The AX7 was launched too soon, without adequate testing, and within days we had a of about the doors which simply weren't secure. We were lucky there wasn't a serious accident.
9. Our market survey shows consumers reported the highest of we have ever had in the first weeks after the launch of the new range. We're delighted with the positive reaction.
10. We had a real of when we got to Tokyo – they'd just appointed a new chief buyer and he was an old friend of Jack's from his time with Phillips in Osaka.

Task 13. Choose one word from each list to complete the following sentences.

Look again at Task 12 and notice expressions like *level of satisfaction*.

LIST 1: window, time, team, member, method, token, error, date, waste, portfolio.

LIST 2: interests, judgement, opportunity, goodwill, experts, time, payment, dispatch, arrival, staff.

1. It's a complete of seeing them – they promise everything and never order anything.
2. If you let me know your expected of, I'll try to pick you up at the airport.
3. If I can't be at the airport myself, a of my will be there to meet you.
4. We apologise for the inconvenience and as a of we enclose a voucher for \$100 which may be used at any of our hotels or restaurants.
5. You shouldn't have told them about the problems we're having. That was a serious of on your part.
6. If you could confirm the of from your warehouse, this information will help us trace the consignment.
7. We can issue a pro forma invoice but the most convenient of for you is almost certainly using a credit card.
8. We are doing everything we can to trace the source of the problem and we have called in a of outside to help.
9. There's a ofif we act now, before our competitors hear what's happening.
10. He doesn't believe in keeping all his eggs in one basket, so he has a very wide of – everything from garages to food, from office equipment to a travel agency.

Task 14. Use the words given to fill the gaps in the sentences.

Appointment, disagreement, difficulty, time (x 2), day off, meeting, the steak, look, headache, idea, alternative, word, break, doubt, business, holiday, conversation, go, chance.

1. Do you think you could have a at these figures?
2. We had a major about the financial arrangements.
3. I have an important at 3 o'clock.
4. We have no we have to agree.
5. Can I have a with you, please? It's about the new contract.
6. I had a lot of understanding some of the details in this document.
7. Did you have a good? How did the meeting go?
8. Good morning. I have anwith the Manager at 11 o'clock.
9. Shall we have a five-minute?
10. You look rather tired. Why don't you have a tomorrow?
11. I had a very interesting with the Financial Director on the plane.
12. Did you have a good ? You look as if you got plenty of sun.
13. She had a brilliant yesterday. It could save us a lot of money.
14. I'm sorry I wasn't at the meeting yesterday. I had a terrible
15. Sorry! I didn't have to read all the stuff last night.
16. He's very successful. He's had his own for years.
17. I think I'll havewith pepper sauce. It's a while since I had one.
18. I can't get this machine to work. Do you think you could have a ?
19. Have you had a to look at those figures yet?
20. I have no at all that things will sort themselves out.

Go back and underline all the expressions which contain the verb have. Make sure you know the equivalent in your own language.

GRAMMAR NOTE. The verb *have* does not carry much meaning in any of the above examples; the nouns which follow carry most of the meaning. It is important to learn expressions like these as complete expressions - *to have a good time*.

Task 15. Some phrasal verbs are often used in a business context. Complete the following sentences using the following words: *across, through, on with, by, back to, down to, together, round, over, at*.

1. She is very easy to get She is open, friendly and easy-going.
2. It is extremely important that we get this message clearly. There must be no misunderstandings whatsoever.
3. It will probably take a very long time for the company to get its current difficulties. The recovery might not take place until next year.
4. Right, ladies and gentlemen. It's time to start. Let's get business.
5. I tried calling our office in Geneva several times, but I couldn't get
6. I'm very sorry. I don't have that information to hand at the moment. I'll get you later, if I may.
7. Sometimes it is very difficult to get customs regulations in certain countries.
8. Right, we will need to get again next week to discuss the contract in more detail.
9. I'm sorry, I don't understand. What exactly are you getting ?
10. In these recessionary times, many small businesses are finding it very difficult to get

Task 16. Now match the verbs used with their meanings. Make sure you know the equivalent in your own language.

1. to get (a message) across; 2. to get at; 3. to get back to (someone);
4. to get by; 5. to get down to (business); 6. to get on with someone;
7. to get over; 8. to get round (regulations etc.); 9. to get through;
10. to get together.

- a. to avoid; b. to meet each other; c. to recover from; d. to telephone later;
- e. to communicate; f. to co-exist / co-operate successfully;
- g. to get a telephone connection; h. to begin serious work / discussion;
- i. to mean; j. to survive.

Task 17. Put the appropriate part of do or make in the following. Underline all the expressions which contain *do or make*.

1. We a lot of business with the Third World.
2. I think I ought to an appointment.
3. I don't want to difficulties, but it is very short notice.
4. I a number of useful contacts at the Fair.
5. We progress but it's a long job.
6. If we don't much of a profit, at least we won't a loss.
7. We need someone to the cleaning.
8. You can't business without taking risks.
9. I can never any work on the plane.
10. I think they a special weekend price. It's worth asking.
11. It looks as if someone has a silly mistake on this invoice.
12. It a lot of damage to their reputation.
13. We'd be delighted to the job for you.
14. Their factory a very poor impression on me.
15. I'll enquiries for you and get back to you later today.

Task 18. Complete all of these fixed phrases with either do or make.

1. an appointment; 2. the post; 3. ... a mess; 4. your best;
5. a note of it; 6. well; 7. everything we can to help;
8. yourself understood; 9. something about it.

UNIT II. PROBLEM SOLVING

Task 1. Complete the sentences below using the present perfect of one of these verbs: *miss, come out, mislay, rim out of, arrive, jam, forget, change.*

1. I the price list you sent me.
2. The photocopier again.
3. I don't think the postyet, has it?
4. These copies very well.
5. I'm sorry. I to bring the report.
6. I think I the last train home.
7. They their fax number, I think.
8. We photocopy paper.

Task 2. Complete the solutions to each of the problems above by using one of the following verbs in these sentences: *get, send, see, give (x2), run off, order, check.*

- a. They have. I'll you their new one.
- b. It's OK. I'll some more for you.
- c. Don't worry. I'll you another one.
- d. I'll you a lift if you like.
- e. I'll some more today.
- f. I'll and see if it's here.
- g. I'll if I can fix it. The paper's probably jammed.
- h. Don't worry. I'll a copy from someone else.
- i.

Task 3. Now match the problems and solutions:

1.; 2.; 3.; 4.; 5.; 6.; 7.; 8.

Task 4. We often express a negative idea by using *not very* + (positive equivalent): *The results were bad.* > *The results weren't very good.* **Change these in the same way:**

1. Their machinery is old-fashioned.
2. Their order processing is slow.
3. The catalogue is very dull.
4. We got rather a cool reception.
5. We are dissatisfied with the service we have received so far.
6. We're unhappy with some of the terms of the proposed agreement.

You will need to change these in a similar, but not exactly the same, way:

7. We made very little money on the deal.
8. He takes no interest in what we do.
9. There's no alternative, (many other options)
10. There's nothing we can do about it.

Task 5. First complete each of the solution expressions using one of these words or phrases: *why don't, could try, time, have to, what about, strongly advise, were, you'd better.* **Then match each problem with a possible solution.**

PROBLEMS

1. This fund isn't performing very well.
2. The photocopier's out of order again.
3. I can't get through to the Paris office. I've been trying all morning.
4. There's a problem with your Madrid flight. Apparently, it's fully booked.
5. I've got a client coming to see me at 4 pm, but we've got a meeting then.
6. I've got to get these documents to the London office by 4pm at the latest.
7. We still haven't received any payments since July.
8. This fax is completely illegible.

SOLUTIONS

- a you re-schedule your trip for next week?
- b. You'll call them and ask them to send it again.
- c. trying to get the client to come a bit earlier?
- d. I would you to re-invest elsewhere.
- e. I think send them by courier.
- f. If I you, I'd try faxing them.
- g. I think it's about we got a new one.
- h. You ringing their accounts people. The personal touch sometimes works.

Task 6. Two business colleagues are discussing a busy schedule. Complete all the expressions used to give advice.

- 1. They've put back the Paris meeting to Friday morning.
- 2. Well, you'd _____ fly out on Thursday evening then.
- 3. No, I can't do that. I've got to see a customer here on Thursday evening.
- 4. Why _____ call the customer now and see if that meeting can be brought forward to today?
- 5. No that's impossible. I've already changed the time of the meeting once and I think he's busy today anyway.
- 6. In that case, you _____ to get an early flight on Friday.
- 7. Yes, I could fly out on Friday morning but the problem is that I've got another meeting back here on Friday afternoon.
- 8. I think you _____ phone them now and try and put the Friday afternoon meeting back to next week.
- 9. That's not a bad idea. Next week would be much more convenient.

Task 7. Fit the following five sentences spoken by B into the dialogue below:

1. I agree that it was unhelpful, but we only owed a comparatively small amount of money to the banks last year and interest rates were a good deal lower than they've been for some time.
2. Yes, I know, but forward investment has nothing to do with the reasons for last year's problems. The oil price rise was the main reason.
3. OK. I think we'll have to agree to differ. We clearly have very different views on this.
4. Yes, I agree, but only up to a point. The falling dollar made our exports much more expensive - particularly to the US - but the main reason for our problems was the increase in oil prices. That was probably much more significant than the exchange rate.
5. To a certain extent, yes, but I still feel that the oil price rise was the main reason. It meant freight costs, for example, were much higher than the present year.

A: There were a number of reasons for the problems we experienced last year, but the most important reason was the fall in the value of the dollar.

B:

A: Possibly, but oil is priced in dollars and the price increase was virtually cancelled out by the weak dollar.

B:

A: True, but they represent a very small percentage of our total costs.

Other factors were far more important. The 2% increase in interest rates had a much bigger effect than we thought at first.

B:

A: No, but the interest rate rise meant that it was more expensive for us to borrow more money for investment in new projects.

B:

A: I'm sorry. I simply can't accept that. The fact is that the weak dollar brought about most of our problems. Sales fell by 10%. That was nothing to do with oil.

B

Task 8. All of the words in the list below are among the most common 200 words in English. Use them to complete the sentences: *little, work, make, must, same, another, each, again, without, sort, though, kind, right, place, against.*

1. I don't think he's the right _____ of person for this company.
2. He has some good points, _____ .
3. In the first place, he has done this kind of _____ before.
4. In fact, he did almost the _____ job when he was in America.
5. And, don't forget he _____ be used to the kind of market we deal with.
6. _____ point in his favour is that he speaks several languages fluently.
7. He might be able to _____ a useful contribution to our sales team.
8. On the other hand, _____ of the other candidates has something going for him.
9. They all have the right _____ of qualifications.
10. He is the only one _____ direct experience of managing a sales team.
11. Having said that, he has relatively _____ experience in managing a budget.
12. I think we will need to see each of the candidates individually _____ .
13. They all have points in their favour and points _____ .
14. The thing is, we must have the right person in _____ very soon.
15. Let's hope we make the _____ decision.

Task 9. A good way to present a different view in a pleasant way is to say:

NOT *June would be better.* BUT *Wouldn't June be better?*

NOT *It's too early.* BUT *Isn't it too early?*

Now change these in a similar way:

1. We could wait for a few weeks.
2. It'd be better to decide immediately.

3. We could both take our cars.
4. We really should consult the others.
5. July would be too late.
6. We promised, so we should reply today.
7. It'll be quicker to e-mail them.
8. We've got to increase our offer.
9. We could share costs with them.
10. They are expecting an answer by 5 o'clock.

Task 10. As we saw in Task 9, often you do not want to just 'state the facts', instead you want to soften the impact of what you say by being less direct. Use the words given in brackets to change these sentences to make them less direct.

1. Your order is going to be late, (may, slightly delayed)
2. We want you to reply immediately, (would, grateful)
3. You've made a mistake on the invoice, (there, seem)
4. You still owe us £280. (there, seem, outstanding)
5. You haven't given us the discount you promised us. (we, not seem, receive)
6. Our prices will go up from Jan 1st. (we, may, slight increase)
7. You haven't enclosed the complete packing list as requested by us. (seem)
8. The delivery will be late because of problems in our finishing shop, (you, may, experiencing, few).

Task 11. Complete the responses with these words, then match the statements with the responses: decorated, serviced, posted, drawn up, translated, installed.

STATEMENTS

1. The photocopier isn't working properly.
2. This office is looking very smart.
3. I think we agree on all points. All we need now is a contract.

4. I need to have these letters typed. Could you ask someone to do them?
5. Mr Johnson still hasn't called.
6. It's very difficult to get an outside line. All the phones seem to be busy.
7. I'm afraid you won't be able to send it by fax because our machine is temporarily out of order.
8. What about this registered letter? Is anyone going to the post office?
9. I've got a problem with my car again.
10. I can't read part of this document. It seems to be in a foreign language.

RESPONSES

- a. Right. I'll have one _____ as soon as possible.
- b. That's strange. We had ten new lines _____ only last week.
- c. Just leave it with me. I'll have it _____ .
- d. Right. We'll have to call the service engineer.
- e. You'll have to have it _____ .
- f. Really? I thought you only had it _____ a couple of days ago.
- g. Sorry. There's no-one available. You'll have to do them yourself.
- h. Yes. We had it _____ last week.
- i. I see. Well, I'll have to post it to you then.
- j. Really? I suppose I'll have to call him again then.

Task 12. Rewrite the following sentences in the correct order:

1. we of made a contract the lot changes had to
2. had first the removed penalty we clauses
3. the then had limit time extended we
4. option we a then added had renewal
5. re-translated finally had the we contract whole

UNIT III. BUSINESS TRAVEL

GRAMMAR NOTE. The question “*Whereabouts?*” often follows the question *Where are you from?* It means *Where exactly?*

Task 1. Rearrange the following to make questions you might ask someone on business.

1. here are on business you?
2. line business what are in you of?
3. do do exactly you what?
4. long you have doing been that how?
5. you did what do that before?
6. travelling much involve does job the?
7. you your do spend of whereabouts time most?
8. visit first London this is to your?
9. you arrive did when?
10. here for long you are how?

Task 2. Match the questions above with these answers:

- a. A couple of days ago.
- b. Oh, everywhere really, but especially the EU countries.
- c. No, I’ve been here several times before.
- d. Quite a lot - especially in Europe.
- e. I work for a pharmaceuticals company.
- f. Oh, for about 5 years now, I suppose.
- g. I’m staying until next Friday.
- h. I worked for another pharmaceuticals company in the Sales Department.
- i. I’m in charge of the Sales and Marketing Department.
- j. Yes, I’m here to meet some clients.

Task 3. Where would you hear the following? Match each of the following remarks with one of the situations below.

1. Four twenties and two tens, please.
2. I'm sorry, I'm a stranger here myself.
3. I'm sorry, I haven't got anything smaller.
4. I'm sorry, I didn't quite catch that.
5. Excuse me, I wonder if you can help me . . .
6. Is anyone sitting here?
7. Well done, please.
8. What time do you make it?
9. No thanks. I've just had one.
10. It's all right, I can manage.

SITUATIONS

- a. When paying with a high-value note for something relatively inexpensive
- b. When you want to sit down (on a train, for example)
- c. When you are offered help but you don't need it
- d. When you refuse something - a coffee, a meal, a cup of tea
- e. When you can't help someone who asks you for directions in the street
- f. When you need some information
- g. When cashing a traveller's cheque
- h. When you are asked how you would like your steak
- i. When you didn't hear something clearly and want it to be repeated
- j. When you want to check the time

Task 4. Rewrite the following to make things you might hear or say in a restaurant.

1. menu 1 the please see can?
2. order I I'm didn't but this sorry.
3. wine sec would the you to list like?
4. some could more have please I bread?
5. I please have can bill the?
6. Visa take you do?

Task 5. Rewrite the following sentences to make questions used when you are travelling:

1. to train what is next Paris time the
2. long does to take it there how get
3. is much return how a
4. need I a reservation do
5. there car train is restaurant on the a
6. train it direct is a
7. the I return can a for seat journey reserve
8. can some change money I where
9. dispenser a there cash here is near
10. office what this time close does

Task 6. Rewrite the first six questions starting in the way indicated:

1. Can you tell me
2. Do you know
3. Can you tell me
4. Do you know
5. Can you tell me
6. Do you know

Task 7. Complete the instructions by filing in the missing prepositions and put them in the correct order.

HOW TO GET TO MY OFFICE

1. About half way this streetthe left, you'll see a large white building.
This is our building.
2. Go the glass doors of the main entrance. Just the doors there's a lift.
Take the lift and go up the reception desk the 6th floor.

3. Once you've signed in, go down the corridor past reception and go up the stairs the end of the corridor.
4. When you get out of the lift, you'll see a reception desk your right.
5. On the other side of the bridge, you'll come to a crossroads.
6. My office is the third on the left, opposite the entrance the cafeteria.
7. At the top turn left and go the door marked 'Sales Department'.
8. Go across and then take the first road on the left. This is Acacia Avenue.
9. You can get a taxi if you like but it's probably easier to walk. When you come out of the tube station, turn left and walk the bridge.
10. You'll probably have to show some ID the desk and they'll give you a security pass.

Task 8. First decide where the words given fit into the sentences. Then rearrange the sentences in each paragraph so that they make a complete text.

Paragraph 1: *even, never, usually.*

1. Indeed, many of them fly club class on very short routes within Europe.
2. And surveys have also shown that many fly economy class on business.
3. Most businessmen prefer to fly first or club class.

Correct order:

Paragraph 2: *always, also, often, now.*

1. For example, some executives stay in the most expensive hotels.
2. They are trying other ways of saving money.
3. Whilst there, they run up large bills entertaining clients.
4. However, some companies are encouraging their employees to fly economy class.

Correct order:

Paragraph 3: *frequently, currently, rarely.*

1. And executives believe that such an attitude to expenses indicates a lack of confidence on the part of senior management.
2. Despite the negative reaction of their employees, many companies are introducing economy drives.
3. Such economy drives succeed, however, without the co-operation of employees.

Correct order:

GRAMMAR NOTE. Adverbs of frequency - *sometimes, never, usually and often* - go between the subject and the verb, for example: *She often travels by train.* If there is an auxiliary verb, the adverb goes between the auxiliary verb and the main verb, for example: He has *never* been to the USA.

Task 9. In the following conditional sentences, match the beginnings and the endings:

1. If you need to speak to me next week . . .
 2. If you don't mind waiting for a few minutes . . .
 3. If you would like a copy of next year's brochure . . .
 4. If you let me have your card . . .
 5. If you order a box today . . .
 6. If you let me know exactly what you want. . .
 7. If you come back at 3 o'clock . . .
 8. If you leave me details of the services you are offering . . .
 9. If you require a demonstration of any of the products in our brochure . . .
-
- a. . . I'll send you one as soon as it's ready.
 - b. . . I'll send you an information pack.
 - c. . . we can design something that meets your specific requirements.

- d. . . . I'll get back to you if we're interested.
- e. ... my colleague will be happy to speak to you as soon as he's free.
- f. ... I'll introduce you to our Sales Manager. He should be back by then.
- g. . . . please give me a ring. Here's my business card.
- h. . . . please let me know which ones you are interested in and I will arrange it.
- i. we will be able to offer you a special discount.



UNIT IV. FACTS AND FIGURES.

Task 1. There is a mistake in each of the following expressions involving numbers. Find it, and correct it.

- 1. three hour and a half
- 2. one thousand and two hundred and twenty-two
- 3. seven past fours
- 4. flight number - BA eight hundred fifty eight
- 5. five o'clock pm

6. the room is three metres times four metres
7. three hundreds of people
8. four point five hundred and sixty-nine
9. two and a half pounds (£2.50).

Task 2. Express the following numbers in words:

1. 1 1/2 (two ways)
2. 2.075
3. 00-44-1424-223344
4. 11.50 am (two ways)
5. 33.3%
7. BA 856
8. 12.11.1995 (two ways-GB and US)
9. 2001
10. 100 kph

Task 3. Write these e-mail addresses and websites in words

1. malpress@aol.com
2. http/www.commcoll.co.uk

Notice how to say these symbols:

@ = at . = dot / = slash

Write two electronic addresses you need to give or use. Write them in the usual way, then in words as you would say them when you are giving someone the information.

Task 4. Write these in full in words, including all the numbers and symbols.

1. Credit note No. 75/12C
2. The rate is £62/person/day, including VAT.
3. Items marked * carry a 20% discount.
4. £1 = \$1.65 approx.

5. Turnover is now £6.5m pa.
6. The room is about 3m x 4m.
7. My account number is 32-26-42.
8. It was only 18°C yesterday.

Task 5. Rewrite these expressions of comparison in the correct order:

1. twice much as as
2. as as almost much
3. than bigger far
4. slightly than cheaper
5. more much than expensive
6. expensive than much less
7. as than as more twice expensive
8. as as not nearly much.

Task 6. Often in business we do not want to give an exact answer. Lots of expressions help us to give numbers, dates, quantities etc., so that we have room for manoeuvre and the chance to change them a little later in the discussion. Complete the following expressions with one of these. Use each expression once:

around, between, towards, give or take, less, roughly, region, not more than.

- a. somewhere in the of 200 to 250
- b. somewhere ten and twelve thousand
- c. sometime the middle of September
- d. about £5000, a couple of hundred either way
- e. 7%, perhaps a bit more
- f. not than £10000
- g. the end of the year
- h. five or six.

Task 7. Use each of the expressions to complete one of these:

1. What sort of return can we expect?
➤ , but I doubt it.
2. How many more weeks before you can say for certain – nine, ten?
➤ No, no, at the most. I doubt if it will take as long as that.
3. When do you think everything will be in place?
➤ but don't hold me to that; all sorts of things could go wrong.
4. Do you think £5000 will cover it?
➤ Certainly not. We're looking at , maybe even a bit more than that.
5. How much will a new one cost?
➤ Different models don't vary by much these days.
6. What sort of salary do you think we'll have to offer?
➤ You can't really offer less than I OK these days.
7. Can you give me a ballpark figure for the number of units you might need?
➤ maybe more. It's difficult to say until we have more details.
8. When will it be ready?
➤ I hope – mid-January at the latest.



UNIT V. PRESENTATIONS.

Task 1. The following are the different stages involved in sending a message by e-mail. Complete each sentence by using one of these verbs: *use, write, address, convert, read, check, travel, turn.*

1. First the sender the message on her wordprocessor.
2. She it to the receiver's e-mail number.
3. The sender's modem the message into an electronic signal.
4. Messages from sender to recipient along conventional telephone lines.
5. Some international messages a satellite link.
6. The recipient's modem the signal into a language that can be by the recipient's computer software.
7. When the recipient the e-mail box, he can see that a message has arrived.
8. Finally, he opens the e-mail box, the message and, if necessary, replies using the same procedure.

Task 2. Look at the sentences about e-mail below and put the words in the correct order. In each case, you need to use the passive.

1. messages quickly is to send e-mail and efficiently used
2. via messages sent modem are a
3. anyone messages be system sent to compatible with a can
4. multi-national is e-mail used by often companies
5. this saved of time is in lot way a
6. improved e-mail communication by efficiency been has introducing for.

Task 3. Complete the sentences below using the following verbs in the passive: *take, make up, transmit, make, process, store, use, display, operate, power.*

1. This machine of four basic parts.
2. The frame of lightweight plastic.

3. The machine by a small electric motor.
4. It by pressing this small orange button.
5. The machine for measuring levels of static electricity.
6. Readings by a small electronic sensor.
7. The information to the machine's inbuilt computer.
8. The information by the computer.
9. The readings on the visual display unit.
10. Previous readings in the computer's memory.

Task 4. What everyday things are being described in the following?

1. It consists of two moving parts and is made of metal or plastic. It is used for cutting, especially paper.
2. They are made of thin, clear plastic and are sold in boxes of 100. They are very useful if you are giving a presentation.
3. They are usually made of metal or plastic-coated metal and are used to keep pieces of paper together.
4. These are by far the most convenient way to pay hotel and restaurant bills, particularly while travelling abroad.
5. The minibar is no use if you haven't got one of these metal things. An essential tool for the traveller.
6. People use them everywhere and annoy everyone else. One of the few things where people boast, "Mine is smaller than yours".

GRAMMAR NOTE. Notice when we want to describe a thing we often say:
 what it is used for: *it is used for cutting*;
 what it is made of: *made of thin, clear plastic*.

Task 5. Rearrange these words to form sentences:

1. targeting a Europe lot companies arc now Eastern of
 A

2. European some Eastern growing quickly economics are very
Some
3. these companies foreign are in numerous countries investing
Numerous
4. to companies are joint trying ventures many establish
Many
5. in some European now currencies rising value Eastern are
Some
6. under goods companies are these producing license in countries some
Some
7. is the of goods improving quality domestic
The
8. improving the other of and services is also quality hotels
The
9. output rising industrial again is
Industrial
10. is unemployment unfortunately the rising also rate
Unfortunately,

Task 6. Rearrange these sentences to make a complete summary:

1. As far as cost is concerned, this option is clearly the best. It is much cheaper to implement than the others and the financial risks are negligible.
2. Moving on to human resources, I feel that this is the option that will be most acceptable to our workforce. There are several reasons for this. First and foremost, this option will not involve any redundancies.
3. There are a number of reasons for choosing Option A. First and foremost, it is the most attractive option.
4. In short, it is exactly what this company needs.

5. Finally, there is the question of planning and the future direction of this company.
6. By 'attractive' I mean that it is the option which is the best for our company in all the areas of greatest concern.
7. In addition, it can be implemented almost immediately, and there will be no need to obtain extra funding from the banks, which would be the case with the other options.
8. I believe that Option A is the one which is most in tune with both our short-term and long-term plans. It is modern, progressive and has great potential.
9. In particular I suggest that there are three main areas to consider: cost, human resources and future planning.
10. Secondly, a staff retraining programme will not be necessary and, thirdly, we will be able to implement this option without introducing shift work.

Task 7. The following is an extract from a presentation given by the Marketing Director of a company launching a new product. Complete the extract using the following words and expressions: *last but not least, apart from this, however, to begin with, on the other hand, as far as ... is concerned, for example, I'd like to start, furthermore.*

1. by outlining some of the advantages of our new product.
2., it is the most advanced product of its type currently on the market.
3., it is equipped with a number of features that are not to be found in similar devices produced by our competitors.
4., it is guaranteed 100% waterproof.
5. Equivalent products produced by our competitors,, are water-resistant, not water-proof.
6. obvious advantage, it is also shock-resistant and dust-proof.
7. price, I am sure that our product is the most competitive on the market.

8. It is not only price that makes this product attractive, It is also guaranteed for no less than 20 years.
9. we can offer retailers a substantial discount on bulk orders purchased direct from the factory.

Task 8. The following is an extract from a presentation given by the Sales Director of a UK company that sells widely in Europe. Complete the text using the following pairs of words or phrases: *a) to be frank + tell, b) remain + however, c) re-think + accordingly, d) to give just one example + break into, e) target + in particular, f) first of all + feel, g) similarly + seem, h) continue + poor, i) in addition + mention, j) incidentally + believe.*

AN OVERVIEW OF THE MARKET

1. We intend to the European market and the German market.
2. We will therefore need to our marketing strategy
3., I should also the fact that sales in other European countries have been extremely sluggish recently.
4. Sales in the Mediterranean countries in particular to be
5. We hope that sales in France will fairly stable,
6., I also that some of the current problems have been caused by weaknesses in our management structure.
7., I that certain people have not been pulling their weight.
8. And, I have to you that a number of basic mistakes have been made.
9., the opportunity to the developing markets in Eastern Europe was missed.
10., we to have failed to take advantage of the export opportunities provided by the weakness of the pound sterling.

Task 9. Fill the gaps in the following presentation with these expressions:

a. there is no comparison

b. much wider

c. more reliable than

d. much more up-market

e. more efficient

f. slightly less expensive than

a. there is no comparison

b. much wider

c. more reliable than

d. much more up-market

e. more efficient

f. slightly less expensive than

If we compare these two models, you can see immediately that Car X has considerable advantages (1) Car Y. First of all, there is the question of price. At £18,000, Car X is (2) Car Y, which costs £18,250. Secondly, there is the question of fuel economy. On average, Car X will do 20 kilometres per litre and this makes it (3) Car Y, which averages 19.2 kpl. Then we come to the question of speed. X has a top speed of 190 kph and this is (4) Y, which can only reach 150 mph.

As far as maintenance is concerned, (5) - with Car X we offer a 2-year guarantee for all parts and Labour and this represents a (6) deal than Car Y, where there is only a 6-month guarantee. In addition, with X we can also provide a (7)..... service network than the competition. Another factor to consider is that of reliability. Tests have shown that Car X is (8) Car Y in every respect. The engine is (9), the bodywork is (10) and the running costs are (11).....

Finally, there is the question of image. Here there is no doubt that Car X has a (12) image than Car Y, as is confirmed by all our market research.

Task 10. There are 14 examples of HAVE or HAD in the text below. Mark each of them A, B, C, or D in order to match with one of the following uses:

- A. Used with to + infinitive to express obligation.
- B. As an auxiliary verb to form the present perfect or past perfect.
- C. To express possession.
- D. In a phrase with a noun, for example *have a meeting*.

Our company was founded in 1958. In the early years it was small and employed just 40 people. In recent years we have expanded rapidly and now the company has three separate divisions. Growth has been very steady since the mid-seventies and we managed to maintain our position during the recession of the early nineties. Last year we had some difficulty in meeting our sales targets, however, and recently we had to close one of our branches. This was an extremely difficult decision and before we took this action, we had a series of meetings with the workforce. The meetings took place over several weeks as a large number of issues had to be discussed. We were extremely reluctant to make anyone redundant as it was the first time we had ever closed a branch. Fortunately, we have managed to find alternative positions for the majority of the staff working at the closed branch and the rest have decided to take early retirement. Now we have to consolidate our position. We still have a large share of the domestic market and domestic sales, in general, are very good. Now we have to turn our attention to overseas markets and the main question before us today is whether we will have any problems in increasing our export sales.

Task 11. Now insert these expressions containing HAVE into the gaps in the sentences. Note that you may need to change the form of the verb in some cases:

- a. *have a guess*, b. *have a go*, c. *have a word*, d. *have a chance*,
- e. *have a look*, f. *have no alternative*.

1. There's not much we can do. We but to accept their terms.
2. Things look quite hopeful. I think we still of getting the order.

3. I'm not sure what the price is. I'll have to at the price list.
4. You seem to be having trouble with that. Why don't you let me ?
5. I didn't know the exact number, but I and, amazingly, I was absolutely right.
6. Can I with you about this fax I've just received.

Task 12. Match these statements or questions with the follow-up questions below. Then underline the words in the follow-up question which direct attention, for example: *more details, exactly.*

1. I have a question. Your sales figures for last year show a 15% increase in sales to the Far East.
2. I'm sorry. I'd like to go back to something you said earlier. You mentioned the possibility of an optional extension to the contract.
3. If I could just ask a question about dates.
4. When you were talking about sales targets for next year, you mentioned the possibility of offering a discount on certain products.
5. Can I ask a question at this point? I'm not entirely clear about the section of the contract that refers to maintenance.
6. Can I just stop you there for a moment? You were talking about the sales potential of this product.
 - a. Could you give more details of the procedures involved and when the guarantee on components expires?
 - b. When exactly do you expect to begin supplying the product and when do you expect delivery to be complete?
 - c. Could I just ask you to explain exactly how it differs from similar products produced by your competitors and what advantages there are for us in promoting your product?

- d. Could you tell us exactly what you have in mind? Would this be under the same terms as the existing contract or would the terms be reviewed first?
- e. Could you be more specific about this and say exactly where this increase was achieved and which products were involved?
- f. Could you just clarify the details of which products you have in mind and also what sort of discounts you have in mind?

Task 13. Complete the word partnerships with words from Exercise 12.

- | | |
|-------------------------|---------------------------|
| 1. the possibility | 5. a similar product |
| 2. a discount | 6. the same terms |
| 3. expires | 7. an increase |
| 4. delivery | 8. details. |

UNIT VI. PHONE AND FAX

Task 1. Complete the sentences below using the following words:

catch, called, try, again, please, someone, message, line, back, speak.

1. Could I speak to in the Marketing Department, please?
2. Could you ask Mr Green to call me?
3. Could I speak to Alan Green, ?
4. Could I leave a for Suzanne Butler?
5. Could you tell him I ?
6. Could you tell her I'll call tomorrow?
7. Could you hold the , please?
8. Could you again. I'm afraid it's a rather bad line.
9. Could you up? It's a terrible line and I can hardly hear you.
10. Could you repeat the date please? I didn't quite it.

Task 2. Complete these responses, then match them to the questions above:

see, soon, like, wait, hear, 'll, anyone, get, back, course.

- a. Yes, I'll tell him as as he gets back.
- b. Just a moment, I'll if he's in his office.
- c. Yes, of course. I'll him to call you as soon as he gets back.
- d. Yes, of It's Tuesday, July 4th.
- e. Certainly. I'll see if there's there.
- f. Yes, I tell her.
- g. Is that better? Can you me now?
- h. OK. I'll call
- i. Yes, no problem. I'll
- j. Yes, of course. What would you me to tell her?

GRAMMAR NOTE.

- 1. Could I / you ? + the base verb are the most common ways of making polite requests when using the telephone.
- 2. When responding to a request we often use 'll + the base verb, for example:
I'll get him to call you later.

Task 3. Complete the following mini-dialogues using one of these words for the first line: rather, back, written, information, moment, speak, know, afraid, answer and one of these verbs for each response: try, see, let, put, make, get, confirm, be, need.

- 1. We need confirmation of your booking.
 > OK, I'll it by fax.
- 2. I'm sorry. She's not here at the
 > That's all right. I'll again later.
- 3. We need to as soon as possible.

- > I'll you know by tomorrow afternoon at the latest.
4. Could you tell him today, please? It's urgent.
- > Don't worry. I'll sure he gets the message.
5. As soon as you have the information, could you get to me?
- > Of course. I'll back to you later today.
6. Could I to Mrs Ferguson?
- > Hold the line, please. I'll if she's in her office.
7. I need some about flight times.
- > Right. I'll you through to the Travel Department.
8. I'm Jack is in a meeting at the moment.
- > Don't worry. Just tell him I'll in touch when I get back.
9. When do you think you'll have an ?
- > Not before tomorrow. I'll to clear it with my boss.

Task 4. Here are four short faxes:

1. Please could you confirm that you are coming on Wednesday? We need to know urgently so that we can draw up the final agenda for the meeting.
2. Please note that Mr Tauber will be arriving on October 11th and not on October 10th as previously arranged.
3. Please note that the meeting scheduled for October 11th has now been brought forward to October 10th. We would be very grateful if you could confirm your attendance.
- 4 Just to confirm the arrangements for the 15th. When you arrive at the office, you should go to reception and ask for Mr. Takahashi.

Here are 4 responses to the above faxes. Match the responses to the faxes:

- a. Thanks for your fax. We note the change of date and confirm our attendance. We look forward to seeing you on the 10th.
- b. Thanks for your fax. We confirm our attendance at the meeting on Wednesday. We would be very grateful if you could let us have a copy of the agenda in advance.

With thanks.

c. Thanks for your fax re the meeting with Mr Takahashi. Unfortunately, you did not mention a time. Could you let us know what time we should be there?

d. Thanks for your fax. No problem with the change of date. Please let your client know that we'll be at the airport to meet him.

Task 5. Complete the following sentences using one of the following modal verbs: *would* *could* *should* *will*

1. We be very grateful if you could reply by return.
2. Payment be made within 14 days of receipt of this invoice.
3. you confirm that payment has already been made?
4. We arrange for payment by bank transfer as soon as we receive the goods.
5. Mr Odaka be arriving on Flight OU461 on Monday 25th.
6. All telephone orders be confirmed in writing.
7. you let us have a copy of your latest price list?
8. We appreciate an early reply.

Task 6. Put the adverbials in italics into an appropriate place in each sentence:

1. We are unable to forward the goods that you ordered this week. *Unfortunately*
2. We will be able to complete delivery by the end of next week. *probably*
3. We have been having some problems with our database. *recently*
4. We are reviewing our ordering procedures. *currently*
5. We noticed the error before dispatching the goods. *fortunately*
6. It was entered into the database twice. *apparently*
7. Our systems ensure we pick up errors before the goods leave the factory. *usually*
8. The goods have been dispatched to you. *just*
9. We use a security company to deliver important orders. *frequently*
10. This means that we can track them at all times. *in general*

Task 7. In each of these sentences the adverb is in an incorrect or unusual position. Rewrite the sentence with the adverb in the most natural position:

1. I *just* have received your letter.
2. You *probably* are expecting an answer soon.
3. I try *always* to answer letters promptly.
4. I answer enquiries by fax *usually*.
5. I send *normally* faxes in the evening.
6. Our fax machine *unfortunately* is out of order at the moment.

UNIT VII. REPORTS.

Task 1. Complete this report about the history of a company. Use one of these verbs in either the past simple or present perfect:

<i>strengthen</i>	<i>represent</i>	<i>win</i>	<i>employ</i>	<i>work</i>	<i>have (x 2)</i>
<i>face</i>	<i>expand</i>	<i>invest</i>	<i>take on</i>	<i>move</i>	<i>help</i>
<i>change</i>	<i>start</i>	<i>result</i>	<i>enable</i>	<i>grow (x 2)</i>	<i>go</i>

We (1) another excellent year. I would like to thank everyone for their hard work which (2) in bringing about this success. As you know, we (3) in 1965 as a small operation producing electrical components for the car industry. At the time we (4) just 25 people; that number (5) to the present 1,200. Our turnover was just £50,000, whereas today it (6) to £35 million.

In those early years conditions were not particularly comfortable. I (7)..... in a tiny office with no heating, and, of course, in those days we (8) no computers, which make life so much easier today. We were based in a run-down inner-city area.

Things (9) considerably since we (10) to our current greenfield site. The early years were particularly difficult. We (11) strong competition from more

powerful competitors and on several occasions we were close to going out of business. The turning point came in 1974 when we (12) a small government contract to produce electrical components for aircraft. We (13) more staff and (14) a considerable amount of money in Research and Development and (15) from strength to strength ever since.

In recent years we (16) our product range and (17) our position in the export market. These changes (18) in the strength of our current position. The recent deregulation of the markets within the European Union (19) us to increase our exports to Europe and we are now in a position to expand our European operations still further. As far as business with the rest of the world is concerned, in the early years exports to the Far East, for example, (20) less than 1 % of our output, whereas now they represent nearly 15% of our total production.

GRAMMAR NOTE. For actions at a particular point in the past, use the past simple; for actions linking now and a point in the past, use the present perfect. Check the examples above, using this rule. Usually you will find a phrase such as our present position when the present perfect is correct.

Task 2. Fill in the gaps in the text below using the information given in this short report:

I'm afraid there are a number of problems with this agreement. First of all, we feel that your company has not been reliable on several occasions in the past. We are particularly unhappy about the fact that there have been a number of late deliveries and these have caused us considerable problems. Another problem is that on at least five occasions you have supplied faulty parts and we have had to return these to you. In addition, some orders have arrived either incomplete or simply incorrect. There is also the problem of discount. Originally you promised us a 10% discount on orders over £ 10,000, but you charged us the full amount even when the bulk order was clearly stated on the order form. I'm not very happy about the prices you charge either. Other

companies are offering the same products at more competitive prices and I can see no reason why we should continue purchasing from you. We will only consider continuing to buy from you if you reduce your prices, offer a consistent discount, preferably at a higher rate, and guarantee a better quality of service and delivery.

He said (1) a number of problems with the agreement. In particular, they felt that we (2) reliable on several occasions in the past. There (3) a number of late deliveries and he said they (4) particularly unhappy about that. He also said that we (5) faulty parts on at least five occasions and that some orders (6) either incomplete or incorrect. He also mentioned the discount problem. Apparently, we (7) them a 10% discount on orders over £10,000, but (8) them for the full amount even when the bulk discount (9) clearly stated on the order form. He was unhappy about the price too. He said that other companies (10) the same products at more competitive prices and he (11) see no reason why they should continue purchasing from us. They (12) only consider continuing to buy from us if we (13) our prices, (14) a consistent discount, preferably at a higher rate, and (15) a better quality of service and delivery.

Task 3. Look at these examples of questions and how they are reported:

What's the salary? How long are the hours? When does the job actually start?

> *She asked what the salary was, how long the hours were and when the job actually started.*

Is there any overtime? Do you need a reference?

> *She asked if there was any overtime and if we needed a reference.*

Rearrange the following to make reported questions:

1. materials they would use when they were ready asked
2. much they asked they also cost how would
3. manager the purchasing we were asked goods usually ship how

4. they payment what terms the were also asked
5. had asked last they contract when finished the
6. contract they to when the know also start wanted would
7. asked also if price was they fixed the
8. renewable they the if contract was asked

Task 4. Now report the following questions about a contract in a similar way:

1. When does the contract start?
2. How many companies are involved?
3. Is there a penalty clause?
4. How many units can you supply each month?
5. How will the goods be shipped?
6. How much discount can you offer?
7. Is the agreement flexible?
8. Can you guarantee the terms?

Task 5. The following is a Sales Manager's report on returning from a marketing trip. Complete the sentences below using the correct form of the following verbs:

Experience, suffer, produce (2), run out of, sign, reflect, pay, discuss, accept, look at, offer (2), reduce, introduce, be, have.

1. First of all, I was able to offer them a highly competitive price, at least 5% below the current market average. Secondly, I was able to offer guarantees as regards both delivery and quality, and, finally, I them the possibility of a flexible deal that the demands of the market.
2. Another problem has been a lack of flexibility by their suppliers as regards the fluctuating market for aircraft components. Apparently, there times when they

..... raw materials and other times when they have had a large surplus.

3. I visited ABC Ltd as part of my marketing trip to a number of European countries. ABC components for aircraft and, as such, they are particularly interested in the light-weight metal alloys we

4. This means that they ways of saving money and one way of doing this is clearly to expenditure on raw materials. The prices they at the moment for these materials are rather higher than are justified in the current market.

5. Needless to say, they were extremely happy with these terms and I am confident that they them and a contract within the next few weeks.

6. On arrival I to the Managing Director and, after a brief discussion with him, I a meeting with the Purchasing Manager and his senior staff. We the needs of their company in some detail and also looked at their present suppliers.

7. In response to all of this, I was able to them an improved deal in all of these areas.

8. Apart from the high prices, they are also dissatisfied with the service offered by their current suppliers. They a number of problems with deliveries and also with the quality of some of the materials supplied.

9. They are unhappy with their present suppliers for several reasons. First, of course, there is the question of price. The aircraft industry in general a downturn in business and component manufacturers are obviously badly affected by this situation.

Now rearrange the paragraphs (1-9) in the logical order to make a complete report: 1 – paragraph 3; 2 –

Task 6. The following are extracts from the minutes of a meeting. All the missing verbs should be in the passive form:

1. The minutes, which (circulate) prior to the meeting, were duly signed as an accurate record.

2. It (agree) by all present that Bill Wilson take the chair in the absence of the MD.

3. It (report) that some members of the group were dissatisfied with the format of the reports.
4. As there was an increasing level of complaints about the cleanliness of the staff restaurant, it (decide) to call the catering manager to the next meeting of the group.
5. A new system (propose) whereby each member of the group took it in turn to chair the meeting.
6. Agreement on the future of the RB150 project (reach) after a heated debate lasting over an hour.
7. There have been rumours about a possible hostile takeover of the company, but this (deny) by headquarters in Zurich.
8. Without coming to any agreement on Point 8 on the agenda, the meeting (adjourn), when the fire alarm went off unexpectedly.

Task 7. Rewrite each sentence using the verb given in the passive:

1. Analysts think that Smiths is one of the UK's leading chains, (regard)
2. We got the information from a reliable inside source, (obtain)
3. We OK'd the budget at our last meeting, (clear)
4. Everyone accepted the idea, (agree, unanimously)

GRAMMAR NOTE. The choice between active and passive depends on what comes first in the sentence. If the subject is the most important idea, the sentence will be active - *The Volvo hit a tree*. The sentence: *The old man was killed by a speeding Volvo*, is about *The man . . .* and the passive is the natural choice.

UNIT 8. MEETINGS AND NEGOTIATIONS

Task 1. Match the beginnings of the sentences below with their endings:

1. *I would like to start by . . .*
 2. *The main purpose of this meeting is to . . .*
 3. *The first thing we need to do is . . .*
 4. *With regard to sales, we will also look . . .*
 5. *Then we should . . .*
 6. *After looking at market trends . . .*
 7. *The financial report will be followed . . .*
 8. *Finally, after looking at management procedures, I look forward to . . .*
-
- a. analyse market trends.
 - b. hearing your views on the future developments of the company.
 - c. to review this year's sales.
 - d. at the performance of individual sales personnel.
 - e. perhaps we could turn to financial matters.
 - f. set our sales targets for the rest of this year.
 - g. by a review of management procedures.
 - h. thanking you all for coming today.

Task 2. Complete these statements made by the leaders of two negotiating teams: *of benefit to, limited to, the possibility of, as a basis for, in favour of, co-operate with, on this basis, at some, at this point.*

Part I. I'd like to start by making our position absolutely clear. What we want is an agreement that is (1) both our parties. Our basic position is that we want to (2)..... your company in both production and distribution in a worldwide market. This is our starting-point and we want this point to be clearly understood and to be used

(3) these negotiations. Secondly, we are (4) a licensing agreement rather than a joint venture agreement. The policy of our company has always been to seek licensing agreements and we see no reason to change our position (5)Thirdly, we firmly believe that any such agreement must be on a worldwide basis and not (6)..... a particular geographical area. Finally, we want an agreement that does not exclude (7) the participation of a third party (8) future stage. This is our position and we hope that we will be able to proceed (9)

Task 3. Complete Part II with the following phrases: *opposed to, in a position, at this stage, stand on, as far as, present circumstances, preferable to, in favour of, of benefit to.*

Part II. Thank you for stating the position of your company so clearly. If I may, I'd now like to respond by outlining where we (10)..... these issues. Our starting point is also a desire for mutual co-operation with your company in the areas of production and distribution. I think both sides can agree on this point. At present, however, we are not (11) to accept that a licensing agreement is (12) a joint venture agreement. We do not normally grant licences to produce our products and we are strongly (13) a joint venture agreement in the (14) To respond to your third point, what we are looking for (15) is a limited agreement. By limited I mean that we want to limit any agreement to the countries of the Pacific rim. We are not convinced that a worldwide agreement would be (16) us at this stage. (17) your final point is concerned, we are not (18) the involvement of a third party in this agreement and we do not see any reason for the inclusion of such a clause. This is our current position.

Task 4. Match the following questions and answers:

1. *What do you think of this machine?*
2. *What's your opinion of this procedure?*
3. *This is our new product range. What do you think of it?*

4. *What about the terms of the new contract? What do you think of them?*
 5. *Am I right in thinking you're against signing the export deal?*
 6. *What do you think of the overall marketing strategy?*
 7. *Have you seen these latest sales figures?*
 8. *Have you got any thoughts on the management reorganisation?*
-
- a. It's reasonably satisfactory, but I think we need to take steps to strengthen the export division.
 - b. It's very effective and it saves a lot of time.
 - c. I think it's absolutely excellent. There's a lot of choice and the quality seems good.
 - d. Yes. I think it's completely unworkable in its present form.
 - e. Yes. I think it's long overdue and I hope it will do something to make the company much more efficient.
 - f. Yes. I think they're very disappointing.
 - g. It's clean, efficient and extremely reliable, and it doesn't need much maintenance.
 - h. They seem perfectly reasonable to me.

Task 5. Complete the sentences below using the following: *way, simply, short, words, nutshell, frankly, bluntly, word* **and finish the above sentences by choosing the correct endings:** *need a new agreement, is not a particularly good product, the best candidate for the job, not the person we need, are in serious trouble, was a complete waste of time, the best possible contract we can get, don't want them as customers.*

1. Sales are down, costs are rising, orders are zero. In , we
2. The present arrangements are not satisfactory and, in fact, they are not really working for either party. To put it another , we
3. The flight was late, the meeting with the clients was a disaster, and, to cap it all, I missed my flight home. To put it , it

4. Everyone says they are unreliable. They don't answer letters, their documentation is a mess. In a , we
5. She's efficient, responsible and decisive. She's always done everything we've asked her to do. In a , she's
6. It's got a get-out clause, a penalty clause for late delivery, and they can start supplying the goods immediately. In other , it's
7. He's always late and he's unreliable. He's just a troublemaker. To put it....., he's
8. You're asking far too much money for something that, quite is lousy. I'm sorry, if I could just rephrase that, what I mean is that it

Task 6. *THERE* is used with different verb forms in many expressions to talk about problems. Arrange these words in the correct order to state problems of different kinds.

1. There can much do about it we isn't
2. There's alternative no
3. There's to programme been change the a
4. There left were sears no
5. There room not everybody for been have might
6. There time finish yesterday enough to wasn't
7. There's way be there time on no we'll
8. There trouble find be when out they what's happened 'll

Task 7. Use each of the expressions above to respond in these situations:

- a. Did you book us on the 7.30 flight?
- b. Why do you need to make an announcement?
- c. Why are we moving to a different room?
- d. Why are you still working on that today?
- e. Are you going to give them their money back?

- f. You don't seem very worried about the situation.
- g. Why do you look so worried?
- h. Why are you ringing them? It's only ten to.

Task 8. Rearrange these to make questions which contain there. Can you think of a situation in which you might use each one?

- 1. other to there consider any are points?
- 2. calls me been have for there any?
- 3. else we there need talk to about is anything?
- 4. finance any there be problem with will?

Task 9. Match the following statements with the responses below:

- 1. *I think it's a wonderful deal.*
 - 2. *What we need to do is invest in the domestic market.*
 - 3. *We need to borrow at least £20 million.*
 - 4. *This new model is a real breakthrough.*
 - 5. *The marketing strategy is very fully developed.*
 - 6. *I think we should sell our Central London office. The rent is far too high.*
 - 7. *It would be better to move to a greenfield site.*
 - 8. *We need to put money into our current products.*
 - 9. *We could consider a takeover.*
 - 10. *The simplest answer is probably a joint venture agreement.*
-
- a. I agree with you up to a point but I think that's too much.
 - b. Sorry, I think we need something new.
 - c. No, I can't agree with you, I'm afraid. I think it'd be better to keep it.
 - d. Co-operation is the best solution, you're right there.
 - e. Excellent — our best deal for ages.

- f. I'm afraid I think expanding exports would be better.
- g. I'm in complete agreement. We need to relocate.
- h. No, that's out of the question, I'm afraid. The share price is far too high.
- i. It's a very clear plan. I agree entirely.
- j. Yes, I'm in total agreement with you there. It's a real innovation.

Task 10. The following are part of a business meeting where an important financial decision is made. Complete them using the correct form of these verbs:

seem, examine, bring, reject, choose, put, exclude, reach, satisfy, give.

Then rearrange the sentences in the correct order. The first one has been done for you: 1 – 5, 2 –

1. I don't think that this will be particularly difficult because at least two of the five do not the basic Criteria for the contract.
2. So, are we all agreed that we are proposals A and E?
3. I personally feel that all of these are sound proposals but that of the three, proposal C is the one we should
4. All in all, then, I strongly believe that we should opt for C and I would, therefore, like to that to the vote.
5. So, we have now had a chance to all the proposals in detail and it is now time to come to a decision.
6. It is also the most detailed, which means we can a number of other decisions today, if we choose C.
7. Right. That us to proposals B, C and D.
8. Our first task is to any which are definitely not acceptable.
9. I say this for several reasons, but mainly because C is the one which to provide the most flexibility in terms of both time and funding.
10. I'm thinking here of proposals A and E, neither of which an unconditional guarantee on the completion date.

Task 11. Complete the sentences below using the following words and phrases:

*essential, over-estimate, more than anything else, crux of the matter,
straight to the point, emphasise, important, no doubt whatsoever.*

1. What I'd like to stress is, and I can't this enough, that sales have to improve and they have to improve now.
2. I firmly believe that what you need is a complete reorganisation of your sales department.
3. It is absolutely to have an effective sales team. And salespeople must have had effective training.
4. The is that you simply aren't aggressive enough in your approach to selling. To sell you have to push and push hard.
5. I really must stress that the most thing at this stage is not the advertising campaign but the way that we train our salespeople.
6. Advertising is one thing, but there is that having good people on the ground is the key to increased sales. You must have good people, who are trained and motivated.
7. Let me get We need action and we need it now.
8. It's impossible to the importance of the role played by the sales team, and to get the best out of them they need incentives. A bonus scheme is not essential, but it must help.

Task 12. Complete the sentences below using the following words: *up to a point, limit, unacceptable, final, bottom, moving, clear, unable, leave, position.*

1. We've considered your offer very carefully, but I'm afraid we're to accept it. We're sticking to our original position.
2. I'm very sorry. This is really the line. This is the cheapest offer I can make and I simply can't go any lower.

3. I'm afraid that we are not able to meet the conditions that you have just outlined. We are prepared to be flexible but we really cannot accept those conditions.
4. I'm sorry but we can't accept that. Our is clear and we have explained it to you several times before. If you want these negotiations to continue, then there will have to be some concessions on your part.
5. We have made all the concessions we can make in this matter and we can go no further. This is our offer.
6. I'm sorry, but we're not on this one. We have already offered you the cheapest deal possible and it's impossible, I repeat impossible, for us to offer you any more discount.
7. We have made our position to you on several occasions. We are not prepared to accept a lower price. I'm very sorry but that's the way it is.
8. I'm sorry, but this is really very simple. The time clause is to us and we are not prepared to change our position on this.
9. Look, we can go this far but we can't go any further. We have already made several concessions, but we have now reached the
10. I'm sorry, but this is our position. As far as I am concerned, this is non- negotiable. Take it or it.

Task 13. Complete the following verb + noun expressions from the sentences above:

1. make an ; 2 the conditions; 3. offer a ;
- 4 concessions; 5 your position; 6 a discount;
7. accept a; 8. continue ; 9. consider an

Task 14. First complete the explanations by filling in the missing prepositions then match the decisions with the explanations.

DECISIONS

1. After due consideration, we have decided to give the job to Ms Brookside.
2. We have finally decided to locate the new factory in Southampton.
3. We regret that we have no option but to close our office in Brussels.
4. We have reluctantly decided to dispense with the position of Marketing Director. Northern Europe.
5. Unfortunately, we have had to take the decision to terminate our contract with you.
6. Some difficult decisions have had to be made and we feel that it is in our best interests to abandon the JZ research project.
7. We have decided that the best option is for our two companies to merge.
8. We are delighted to announce that the shareholders have decided to accept our offer.

EXPLANATIONS

- a. This is due to the sharp downturn the market, particularly in Scandinavia, and also to the fact that a streamlining of our European operations will mean that we will need fewer people this sector.
- b. They took the decision the basis of an improved offer that made our package impossible to resist. We are sure that this decision will benefit all concerned and the new , enlarged company will go strength strength.
- c. We felt that she was the most able of the candidates the short list and it is clear that she has skills precisely the areas we need.
- d. Despite our long co-operation you, we have grown increasingly dissatisfied the quality of the goods you have been supplying and, as a result, we have been forced to seek an alternative supplier.
- e. We took this decision because we felt that it had considerable advantages

..... the other possible sites. the first place, it is centrally located. Secondly, transportation links are good, and, thirdly, it is the cheapest alternative.

f. The decision was taken the basis of economic factors. Rents are increasing all the time, and we recently received a demand for a 30% increase for the next 5-year lease. This is simply not justifiable financial terms.

g. We felt that it was becoming more and more expensive and it was difficult to see when we would get a return our investment. The project is still several years the development stage and we feel that it is now time to cut our losses.

h. The reason for this is that we are currently competing each other in a shrinking market. To retain our market share we need to co-operate each other and improve the quality of our products.

Task 15. Complete the sentences below using the following words: *satisfied, specific, frank, dissatisfied, impressed, appalling, surprised, helpful, unreliable, happy.*
Rearrange the sentences to make a complete dialogue between the Sales Representative and the Customer: 1 – 5, 2 –

SALES REPRESENTATIVE

1. As I said, this is very unusual. I'll have to check this when I get back.
2. I'm sorry to hear that. Can you say why you are ?
3. I'm very surprised. Most of our customers say how they are.
4. Only 'reasonably satisfied'. It sounds as if you've had some problems.
We don't get many complaints about our products.
5. One of the main reasons for my visit here today is to get some feedback so,
first of all, can you tell me if you are with the products and service we provide?
6. Really? I'm very to hear that. Could you be more ?

CUSTOMER

7. Well, to start with, your back-up and maintenance is
8. To give you one example, whenever we contact you to call out a maintenance engineer, we find the staff very unhelpful.
9. I think you should, because we are very with most other things but we have had problems with maintenance visits.
10. No, I believe you. Our problem is with the quality of your service and, to be absolutely , we are not with it.
11. That's not our experience. It's very difficult to fix an appointment, and the engineers are often extremely They simply don't turn up and we have to go through the whole process again.
12. Reasonably satisfied, I suppose.

Task 16. Complete the questions below, using these words:

clarification, particular, precisely, exactly, clear, specific.

1. Are there any regulations we need to know about?
2. Could you be more , in particular, the amount of investment you expect from us?
3. We would also like some of the time scale you envisage.
4. how many people will be involved at our end?
5. What do you want? I mean, you haven't actually said what sort of return you're expecting.
6. One final point. We are not about the total amount of money needed to finance the project. Are you sure that there are no hidden costs here?

Task 17. Complete the sentences below using the following words:

answer, simply, precise, exact, need, concerned.

- a. Well, I'll be as as I can at this point. We anticipate that the whole project will be completed by the end of next year at the very latest.
- b. As far as we are , everything has been cleared with customs and our lawyers see no problems.
- c. If I can be more specific, what we is a deal which guarantees at least a 20% return on our investment.
- d. Let me give you a categorical The total investment is £800,000 and we do not anticipate any extra costs.
- e. To put it , we will need just two people – the Financial Director and the Project Manager.
- f. If you want an figure, we would expect your investment to be no less than 25% of the total investment in the project, i.e. £200,000.

Task 18. Read the previous dialogues and match the questions in Exercise 16 with the answers in Exercise 17.

Task 19. Make complete sentences from the following notes:

- 1. if/price of oil/rise/price of petrol/usually/rise/too
- 2. if/price of petrol/rise/transportation costs/also/rise
- 3. if/transportation costs/increase/price of consumer goods/tend to go up
- 4. when/price of consumer goods/go up/inflation rate/also/rise
- 5. if/inflation rate/rise/bank/tend to raise/interest rates
- 6. when/bank/raise/interest rates/value of pound/tend to/increase
- 7. if/pound/rise/value of dollar/tend to fall
- 8. if/value of dollar/fall/government/receive/less income/North Sea oil

Task 20. Decide whether these sentences represent *a rise* or *a fall*, and whether that rise or fall is small or large. The first one has been done for you as an example:

1. The price of oil shot up recently. (=large rise)
2. Share prices on the London Stock Exchange slipped back a little yesterday.
3. The price of gold has slumped in recent weeks.
4. Shares soared when news of the takeover bid was made public.
5. There has been a slight increase in sales during the past six months.
6. The share price plunged when the takeover bid was rejected.
7. Commodity prices rallied slightly last week.
8. The pound was slightly stronger yesterday.



PART IV. BUSINESS ENGLISH AUDIO GUIDE

Task 1. Listen to three conversations. Decide whether these statements are true or false. Recordings 1, 2, 3.

Conversation 1.

1. Patrick Keller is a Sales Assistant.
2. Diana Vincent is a Sales Manager.

Conversation 2.

1. Hiroshi Ito is Mayumi Nitta's assistant.
2. Dan Marshall is in Finance.

Conversation 3.

1. Jimmy is pleased to meet Dave.
2. Business is good.

Task 2. An interviewer asks people from different countries about their typical day. Listen and complete this chart. Recordings 4, 5, 6.

1. What do you do when you get to work?

Rodolfo..... Isabel Sigrid

2. Where do you have lunch?

Rodolfo..... Isabel Sigrid

3. How often do you travel on business?

Rodolfo..... Isabel Sigrid

Task 3. Listen to five telephone calls. Identify the product and the problem. Recordings 7 – 11.

Product	Problem
1. TV	
2.	
3.	
4.	
5.	

Task 4. Listen to four phone calls. Write the number of the call after the problem. Some calls have two problems. Recordings 12 – 15.

1. There are no instructions. _
2. A piece is missing. _
3. The printer doesn't work. _
4. The invoice is incorrect. _
5. The air conditioning doesn't work. _
6. The line is engaged. _
7. _

Task 5. Listen to the recordings 12 – 15 again and complete these sentences.

1. I you?
Please it, and we can at it for you.
2. A: Hold , I'll through. I'm , the is engaged. Would you to hold on?
B: No. can me back, ?
3. A: I'm sorry to Which model is it?
B: , I'll check. Here it is. It's the PX
A: , could you that, please?
4. Right. Let me the

Task 6. Put the dialogue into the correct order. Recording 16.

Paolo: Hi, Judith.

Judith: Well, I can't do Thursday, but Friday is OK.

Paolo: Paolo Ranieri speaking.

Judith: Oh, hello, Paolo. This is Judith Preiss here.

Paolo: I'm sorry , Judith. I can't. but I can make Thursday or Friday.

Judith: Paolo, I'm calling about that meeting. Can you make next Wednesday?

Paolo: of course. I can pick you up from the station if you like.

Judith: 10 o'clock fine. Oh, and can I bring my colleague, Sabrina? You met her at the conference.

Paolo: OK. Friday it is. Can we meet in the morning – say 10 o'clock?

Judith: Great. See you on Friday. Bye.

Task 7. Read these questions. Then listen to the dialogue and underline the correct answers. Recording 17.

1. When is Simon arriving? Monday / Wednesday.
2. When is he leaving? Tuesday / Wednesday.
3. What kind of room does he want? Single / Double.
4. How much does the room cost per night? € 120 / € 150.
5. How many nights is he staying at the hotel? 1 night / 2 nights.
6. What time will he arrive? 7 o'clock / 6 o'clock.

Task 8. Two managers are discussing how to entertain a group of important foreign visitors. Complete the dialogue below with the following words: *right, recommend, book, entertain, invite, call, about*.

Then listen and check your answers. Recording 18.

Lee: How can we our visitors next week?

Cary: Why don't we them for dinner?

Lee: Good idea. Which restaurant do you ?

Cary: The food is always good at Pierre's.

Lee: That's , but it's usually very busy.

Cary: How a restaurant by the river?

Lee: Yes. There's a good Italian restaurant there. Shall I a table for Wednesday night?

Cary: Yes, please. Can you the restaurant as soon as possible, please?

Task 9. Listen to three people talking about the product they buy and when they buy them. Complete this chart. Recording 19.

<i>Speaker</i>	<i>Product</i>	<i>Place</i>	<i>How often</i>
1	Clothes		
2			
3			

Task 10. Listen to a conversation between a buyer and a seller. Underline the correct answers. Recording 20.

Which model does Karl want? PS-7 / TX-7

How long is the guarantee? 3 years / 2 years

How much deposit is needed for large orders? 15% / 10%

What does the seller say is a large order? Over 50 units / over 25 units

Does the seller always have goods in stock? Yes / No

Task 11. Bob Hazell is the director of Advanced Training, a sales training company in the UK. He is giving some advice to salespeople. Listen to the first part and complete these summary notes. Recording 21.

1. The first thing is – make sure that you’ve got everything that you need for your interview.
2. Secondly, your customers well before you go.
3. Thirdly, make sure that you’re talking to the..... . Remember “MAN”^ M is the person who has the..... ; A is the person who has the ; N is the person who has the we need to talk to the person who has all three.
4. Fourthly, the important thing to do is to know..... well.

Task 12. Listen to the second part and answer the questions below.

Recording 22.

When training people to be good at selling, two things are very important:

1. What are the three basic points that make up motivation?
2. What are the four steps to follow when doing an interview?

Task 13. At a trade fair, a department store buyer talks to a salesperson about microwave ovens. Listen and complete this chart. Recording 23.

Model:

Target market: with kitchens

Colours: black,, blue,

Features: design, easy to

Price:

Delivery:

Task 14. Costas Siris is a Director of MARGETIS BANK. He is talking about one of the bank's previous office managers. Listen to the first part of the conversation. Decide whether these statements are true or false. Recording 24.

1. Joe was too ambitious.
2. He didn't often say "Thank you" to his employees.
3. He didn't stay at Margetis Bank for five years.
4. He left because international companies had many problems.

Task 15. Listen to the second part of the conversation and complete these notes. Recording 25.

1. there anything good about Joe?
2. He didn't often..... promises, but when he to do something, he did it.
3. He..... a bad manager, but he a bad person.

Task 16. Sophie Bond is a Warehouse Manager. She is talking to Jacques Martin, a Director of the company. Listen and answer these questions. Recording 26.

1. What time do Sophie's staff leave work?
2. What does Sophie suggest?
3. When will Jacques get back to Sophie?

Task 17. Listen again and complete these extracts. Recording 26.

Jacques: I what you are saying, Sophie, but it's just We hire any more at the moment.

Sophie: I can't I told you months ago..... work hard.

Jacques: I It's not to get the of staff.

Sophie: I train them. Even part-time would make for us.

Task 18. Listen and underline the correct number. Recording 27.

1. Last year, the company had a market share of 10.3 / 103 per cent.
2. Last year, sales of the main brand increased by 30 / 13 per cent.
3. Last year, the company sold more than 850,000 / 815,000 units of Sparkle.
4. The company wants to increase its market share to 11.5 / 11.9 per cent.
5. Next year, the company wants to sell 1,100 / 1,100,000 units of Sparkle.

Task 19. Three marketing executives, Jacek, Paul and Anna, talk about a new morning snack called Krakel. Listen to their conversation and underline the correct answers. Recording 28.

1. Who does Jacek want to target with the new bar?
a) children b) rich women c) young workers
2. Jacek says more people these days...
a) do not have breakfast.
b) have breakfast on the way to work.
c) eat breakfast at home.

3. Krakel contains...

a) no sugar. b) a bit of sugar. c) a lot of sugar.

4. Krakel contains...

a) no fruit. b) a bit of fruit. c) a lot of fruit.

Task 20. Listen to the conversation again. Complete these extracts.

Recording 28.

1. Sorry, Paul, I with you.

2. I we need young

3. You're There is a for

4. How do you , Anna?

5. I really the

6. OK. call a and to the rest of the

Task 21. Listen to the start of a presentation. Number these items (a-e) in the order you hear them. Recording 29.

a) There are three parts to my presentation. Firstly,

b) By the end of my presentation you will understand clearly our future plans.

c) Good afternoon, everyone. My name's Ricardo Valdes.

d) I'd like to talk about our new marketing strategy.

e) Finally, the details of the costs....

Task 22. Listen again. Match the headings (1 – 4) to the items (a – e) in Task 21. Recording 29.

a) Topic of the talk.

b) Aim.

c) Greeting the audience.

d) Plan of the talk.

THE FINAL TEST

1. *I last Friday.*

- a) arrived
- b) have been arrived
- c) was arrived
- d) will arrive
- e) have arrived

2. *On leaving the hall Andy (to understand) that his two partners (to get) up and (to wait) for her.*

- a) understood, got, were waiting
- b) had understood, got, waited
- c) understood, had got, had been waiting
- d) understood, got, waited

3. *Tomorrow my boss (to come) late. Sam and I (to do) all the paperwork and (to drink) coffee when he (to come).*

- a) will come, will have done, will be drinking, comes
- b) will come, will do, will be drinking, will come
- c) will come, have done, will be drinking, will come
- d) will come, will have done, will drink, will come

4. *Choose the best option:*

- a) The boy runs now.
- b) The boy is running now.
- c) The boy ran now.
- d) The boy has been running now.

5. *Choose the best option:*

- a) The girl is running for 10 minutes.
- b) The girl ran for 10 minutes.
- c) The girl has been running for 10 minutes.
- d) The girl runs for 10 minutes.

6. *On Monday he (to come) home earlier, (to take) his bag and (to go) out.*

- a) came, took, had gone
- b) came, had taken, went
- c) came, took, went
- d) came, had taken, had gone

7. *By 1 p.m. the manager (to leave) to the office and at 1 p.m. he (to have) lunch.*

- a) had leave, had b) had left, had had
- c) had left, had had d) left, was having
- e) had left, was having

8. *When Anny (to ring) up her colleague, she (to sleep).*

- a) was ringing, slept b) rang, had slept
- c) rang, was sleeping d) had rung, was sleeping
- e) rang, had been sleeping

9. *When evening came, the rain (already to stop) though the snow (to fall still).*

- a) was already stopping, had still fallen
- b) had already stopped, still fell
- c) had already stopped, was still falling
- d) stopped, was still falling

10. *Bob asked whether his boss (to be) at the office.*

- a) is b) will c) would be d) would e) will be

11. *As soon as my friend (to come) we (to go) shopping together.*

- a) comes, will go b) will come, go c) comes, go
- d) will come, will go e) come, will go

12. *The plane (to arrive) at two o'clock.*

- a) arrive b) will arrive c) is arrive d) arrives

13. *"Hi! I'm on a business trip in London. I (to stay) with my colleague, Anne."*

- a) stay b) am being staying c) am staying
- d) staying e) stays

14. *David (to offer) a new job.*

- a) have offered b) has been offered c) has offering
- d) was been offered e) have been offered

15. *When did you realize that your car (to disappear)?*

- a) was disappeared b) had disappeared
- c) had been disappeared d) disappearing e) disappearing

16. *My colleague (to come) to the office two seconds ago.*

- a) came
- b) has come
- c) has been coming
- d) had come
- e) comes

17. *If she (not to work) hard, she'll fail her final presentation.*

- a) wouldn't work
- b) hadn't worked
- c) won't work
- d) doesn't work
- e) will not work

18. *Olga said that she (to buy) a new company car.*

- a) had bought b) will buy
- c) bought d) buy
- e) buys f) would bought

19. *I (to have) all the papers delivered by 7 o'clock yesterday.*

- a) was having
- b) had
- c) had had
- d) had been having
- e) was had

20. *Robert a lot of business letters last week.*

- a) have written
- b) wrote
- c) was been written
- d) has written
- e) was written

21. *This time on Sunday (to swim) in the Baltic Sea.*

- a) I'll swimming b) I swim
- c) I'll swim d) I'll be swimming
- e) I will swim

22. *I was afraid we (never to meet) before.*

- a) have never met b) didn't met
- c) didn't meet d) haven't never met
- e) had never met f) will never meet

23. *By the time Petra came home after the conference, her relatives (to have dinner).*

- a) had already had dinner
- b) have been having dinner
- c) have already had dinner
- d) were had
- e) were already had dinner

24. *James is sure that he (to pass) the qualification examinations well.*

- a) passes
- b) has passed
- c) would pass
- d) have passed
- e) will be passing

25. *I (to have) my work done by 7 o'clock yesterday.*

- a) was having
- b) had
- c) had had
- d) had been having
- e) was had

26. *Hundreds of people by the new factory this year.*

- a) are employ
- b) employed
- c) were employed
- d) have been employed
- e) will employed

27. *My boss says that she (to buy) a new company.*

- a) had bought b) will buy
- c) bought d) buy

28. *My business partner (not to come) yet.*

- a) has already not came
- b) has not come
- c) has yet not come
- d) had already come
- e) comes already

29. *I've lost my papers. — When (to lose them)?*

- a) have you lost them
- b) had you lost them
- c) did you lose them
- d) had you lose them
- e) will you lose them

30. *Four people in a train crash.*

- a) killed
- b) has killed
- c) were killed
- d) have killed
- e) have been killed

31. *'Is Kenji a consultant?' 'Yes, '*

- a) he is
- b) it's
- c) he's
- d) consultant

32. *Does Max in China?*

- a) working
- b) worked
- c) works
- d) work

33. *..... aren't any flights on Friday afternoon.*

- a) They
- b) There
- c) Those
- d) This

34. *My friend Vittoria is sales manager.*

- a) a
- b) she
- c) it
- d) these

35. *We have new products.*

- a) lot of
- b) a lot of
- c) lots
- d) lot

36. *She didn't the factory yesterday.*

- a) visited
- b) visits
- c) visit
- d) visiting

37. *'Are Felisa and Ramon married?' 'No,'*

- a) they're no b) not
- c) they aren't d) they not

38. *The CEO wants to visit our branch Monday.*

- a) at b) in c) to d) on

39. *..... she talking to a customer?*

- a) Does b) Is c) Are d) Do

40. *How do you travel abroad?*

- a) many
- b) time
- c) often
- d) like

41. *Sarayu goes every Saturday.*

- a) swim
- b) swimming
- c) for swimming
- d) to swimming

42. *..... you like a cup of tea before the meeting?*

- a) Are
- b) Do
- c) Can
- d) Would

43. *Is there a meeting next Monday? 'No, _____.'*

- a) there isn't
- b) not there
- c) it isn't
- d) is not

44. *We are always very busy the afternoon.*

- a) in b) to c) at d) on

45. *My colleagues aren't in sport.*

- a) interesting
- b) interested
- c) keen
- d) enjoying

46. *Do you have representatives?*

- a) much
- b) lot of
- c) twice
- d) many

47. *The city centre is too dangerous. I want to live in a area.*

- a) safe
- b) fast
- c) short
- d) light

48. *Marketing executives a very good salary at GLP International.*

- a) work
- b) find
- c) earn
- d) win

49. *Oh, hello. to meet you. I'm Violeta Andrikiene.*

- a) Pleased
- b) Thanks
- c) Please
- d) Thank you

50. *What do you think our new boss?*

- a) on b) for c) in d) of

51. *How much this computer cost?*

- a) does
- b) price
- c) is
- d) money

52. *What do you recommend for the main ?*

- a) menu
- b) food
- c) course
- d) meal

53. *We don't always have those goods in*

- a) shop
- b) stock
- c) launch
- d) delivery

54. *We paid a €100 at the beginning, and then paid the rest over twelve months.*

- a) receipt
- b) guarantee
- c) deposit
- d) amount

55. *She always does what she promises to do. She is very*

- a) reliable
- b) punctual
- c) sociable
- d) creative

56. *I am I want to reach the top in my career.*

- a) motivating
- b) relaxed
- c) helpful
- d) ambitious

57. *Hyun-Ki doesn't like work. When he works at night, he can't sleep during the day.*

- a) flexible
- b) shift
- c) informal
- d) part-time

58. *I use your phone, please?*

- a) Should
- b) Must
- c) Could
- d) Would

59. *Rabiah has worked here three years.*

- a) for b) ago c) since d) still

60. *What sort of problems you had to deal with?*

- a) were
- b) did
- c) will
- d) have

61. *I get through to them. Their phone's always engaged.*

- a) can
- b) can't
- c) haven't
- d) have

62. *A good website be difficult to use.*

- a) hasn't
- b) don't
- c) shouldn't
- d) isn't

63. *Morley & Davis opening a new store next month.*

- a) will
- b) are
- c) want
- d) going

64. *I think we should all the candidates tomorrow.*

- a) to interview
- b) will interview
- c) interviewing
- d) interview

65. your boss coming next week?

- a) Is
- b) Going
- c) Will
- d) Does

66 . *These cars made in France.*

- a) being
- b) have
- c) are
- d) be

67. *'I've got a problem with my printer.'* *'Oh, I'm sorry to that.'*

- a) hear
- b) know
- c) listen
- d) understand

68. *How much is a single room night?*

- a) per b) for c) to d) cost

69. *I'd like information about your new products.*

- a) many
- b) some
- c) much
- d) an

70. *Can we change the time of our meeting? I'm afraid I can't it on Friday.*

- a) come b) go c) work d) make

71. *All our products are in South Korea and Japan.*

- a) marketing
b) market
c) marketed
d) markets

72. *The manager me to finish my report.*

- a) said b) suggested c) talked d) told

73. *If you pay in euros, we you a special discount.*

- a) 'd offer
b) 'll offer
c) were offering
d) offered

74. *Let's finish our work before we to lunch.*

- a) going b) went c) will go d) go

75. *Lisa would be a very good manager if she more to her staff.*

- a) listens
b) listening
c) listened
d) would listen

YOUR FINAL SCORE: _____

Additional resources to check your business English:

<https://www.cambridgeenglish.org/test-your-english/business/> ;

<https://www.wallstreetenglish.com/english-tests/business-english> ;

<https://www.fluentu.com/blog/business-english/business-english-test-2/> .

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<https://www.youtube.com/watch?v=6F5WwPKY8G4> .
13. Chair a Meeting in English:
<https://www.youtube.com/watch?v=vA-E7ryacmI> .
14. English Job Interviews: <https://www.youtube.com/watch?v=OGU7BeJ5bEs> .

15. How to Negotiate in English:
<https://www.youtube.com/watch?v=-3mFnAk9sbw> .
16. How to Write Professional Emails in English:
<https://www.youtube.com/watch?v=3Tu1jN65slw> .
17. Professional English Vocabulary: Meetings:
https://www.youtube.com/watch?v=oBq-7_-LwIs .
18. <https://www.britishcouncil.org.ua/english> .
19. <https://www.ft.com> .
20. <https://www.pearson.com/english/catalogue/business-english.html> .