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Белорусский национальный технический университет

Факультет маркетинга, менеджмента и предпринимательства

Кафедра «Современные европейские языки»

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А.И.Сорокина

_____ 2016г.

СОГЛАСОВАНО

Декан факультета

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_____ 2016г

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО УЧЕБНОЙ
ДИСЦИПЛИНЕ**

«Профессиональная лексика (на английском языке)»

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Рассмотрено и утверждено

На заседании совета факультета маркетинга, менеджмента и
предпринимательства

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Учебно-методический комплекс по дисциплине «Профессиональная лексика (на английском языке)» для всех экономических специальностей предназначен для студентов очной формы получения высшего образования, а также для преподавателей кафедры «Современные европейские языки» БНТУ с целью проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

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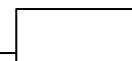
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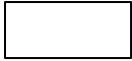
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Белорусский национальный технический университет

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Белорусского национального технического университета

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Профессиональная лексика (на английском языке)

Учебная программа для специальности
1-25 01 07 «Экономика и управление на предприятии»

Факультет маркетинга, менеджмента, предпринимательства

Кафедра «Современные европейские языки»

Курсы 3-4

Семестр 5, 6, 7

Практические (семинарские)
занятия 170

Всего аудиторных часов
по дисциплине 170

Всего часов
по дисциплине 340
Зачёт 5, 6, 7

Форма получения
высшего образования-дневная

Составили: А.И.Сорокина, канд. пед. наук, доцент; А.Г.Кунец, преподаватель
2014г.

Учебная программа составлена на основе учебной программы БНТУ «Основы маркетинга (на английском языке)», утв. «____»_____, рег. № _____

Рассмотрена и рекомендована к утверждению кафедрой «Современные европейские языки» Белорусского национального технического университета (протокол № _____ от _____ г.)

Заведующая кафедрой _____ А.И.Сорокина

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Председатель методической комиссии _____ А.А.Коган

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа «Профессиональная лексика (на английском языке)» разработана для специальности 1-25 01 07 «Экономика и управление на предприятии» для высших учебных заведений.

Главная цель обучения иностранным языкам – формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Достижение главной цели предполагает комплексную реализацию следующих задач:

- познавательной, позволяющей сформировать представление об образе мира как целостной многоуровневой системе (этнической, языковой, социокультурной и т.п.); уровне материальной и духовной культуры; системе ценностей (религиозно-философских, эстетических и нравственных); особенностях профессиональной деятельности в соизучаемых странах;
- развивающей, обеспечивающей речемыслительные и коммуникативные способности, развитие памяти, внимания, воображения, формирование потребности к самостоятельной познавательной деятельности, критическому мышлению и рефлексии;
- воспитательной, связанной с формированием общечеловеческих, общенациональных и личностных ценностей, таких как гуманистическое мировоззрение, уважение к другим культурам, патриотизм, нравственность, культура общения;
- практической, предполагающей овладение иноязычным общением в единстве всех его компетенций (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), функций (этикетной, познавательной, регулятивной, ценностно-ориентационной) и форм (устной и письменной), что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности в рамках определённой программой предметно-тематического содержания, а также овладения технологиями языкового самообразования.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний национально-культурной специфике стран изучаемого языка и связанных с этими умениями корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

В результате освоения учебной дисциплины «Профессиональная лексика (на английском языке)» студент должен:

знать:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);
- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;
- историю и культуру стран изучаемого языка;

уметь:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;
- письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;
- составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т. п.;
- воспринимать на слух иноязычную речь в естественном темпе (аутентичные монологические и диалогические тексты, в том числе профессионально ориентированные), с разной полнотой и точностью понимания их содержания;
- владеть всеми видами чтения (изучающее, ознакомительное, просмотровое, поисковое), предполагающими разную степень понимания прочитанного;
- продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного и профессионального общения, перечисленным в настоящей программе;
- резюмировать полученную информацию;
- аргументированно представлять свою точку зрения по описанным фактам и событиям, делать выводы;
- вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета;
- обмениваться профессиональной и непрофессиональной информацией с собеседником, выражая согласие/несогласие, сомнение, удивление, просьбу, совет; предложение и т. п.;
- участвовать в дискуссии по теме/проблеме;
- аргументированно отстаивать свою точку зрения;
- сочетать диалогическую и монологическую формы речи;
- выполнять письменные задания к прослушанному, увиденному, прочитанному, логично и аргументировано излагать свои мысли, соблюдая стилистические и жанровые особенности;
- владеть навыками составления частного и делового письма, правильно

использовать соответствующие реквизиты и формулы письменного общения;

- реферировать и аннотировать профессионально ориентированные и общенаучные тексты с учетом разной степени смысловой компрессии;

приобрести навыки:

- ведения деловой корреспонденции на иностранном языке;
- межкультурного общения;
- чтения литературы по специальности.

Освоение образовательной программы по дисциплине «Профессиональная лексика (на английском языке)» должно обеспечить формирование следующих компетенций:

- АК-4. Уметь работать самостоятельно.
- АК-8. Обладать навыками устной и письменной коммуникации.
- СЛК-3. Обладать способностью к межличностным коммуникациям.
- СЛК-6. Уметь работать в команде.
- ПК-9. Проводить деловые совещания и переговоры, переписку с зарубежными партнерами, готовить распоряжения, проекты приказов, планов мероприятий и контрактов.

Согласно учебному плану УВО на изучение дисциплины отведено всего 350 ч., в том числе 170 ч. аудиторных занятий, из них практические занятия - 170 ч.

Распределение аудиторных часов по семестрам приведено в таблице 1.

семестр	лекции	Лабораторные занятия	Практические занятия	Итоговый контроль знаний
5	-	-	51	Диф.зачет
6	-	-	68	Диф.зачет
7	-	-	68	Экзамен

СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

Тема 1. Профессии

Важность выбора профессии. Составление резюме. Подготовка к собеседованию. Проведение собеседования.

Тема 2. Стресс

Причины стресса на работе. Наиболее стрессовые профессии. Пути преодоления стрессовых ситуаций. Снижение уровня стресса на рабочем месте.

Тема 3. Сотрудники

Описание качеств человека. Качества, присущие хорошему сотруднику. Умение общаться. Умение вести переговоры.

Средний уровень владения иностранным языком

Тема 1. Конфликт

Управление конфликтом. Роль менеджера в управлении конфликтом. Переговоры по улаживанию конфликтов в компании.

Тема 2. Создание нового бизнеса

Создание собственной компании. Новаторские идеи. Отличная команда. Выбор правильной стратегии.

Тема 3. Продукт

Ваш любимый продукт. Брэнд имидж. Презентация продукта.

Продвинутый уровень владения иностранным языком

Тема 1. Лидерство

Качества лидера. Гендерные особенности лидера. Необходимые качества для управления компанией.

Тема 2. Инновация

Инновационные идеи 20 века. Инновации, используемые в повседневной жизни. Путь создания нового. Что труднее: создать или выпустить и продавать? Презентация. Техники презентации.

Тема 3. Конкуренция

Общее понятие конкуренции. Конкуренция в бизнесе. Конкурентноспособность компании. Стратегии, помогающие достичь конкурентного преимущества. Конкурентноспособность и гендерные различия.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ

Начальный уровень изучения иностранного языка

сл а, те	Название раздела, темы, занятия; перечень изучаемых	Количество аудиторных часов	на я	ен ия	о бо	ру до ва	ит ер ат	ан ко нт ро
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	вопросов		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента			
1	2	3	4	5	6	7	8	9	10
семестр 5									
1	Jobs		51						
	Discussion								
1.1	Skills you need for a job		6				Activity file Resource bank		
1.2	A cultural vitae		6				Activity file Resource bank		
1.3	Looking for a job		6				Audio script		
1.4	Online job applications		4				Activity file Resource bank		
1.5	Interview skills		6				Text bank		
1.6	Chose a candidate for a job		6				Text bank		
	Language work								
1.6	Skills and abilities		6				Grammar reference		
1.7	Present perfect Past simple and present perfect		6				Grammar reference		
	Revision		5						Диф.з ачет
	Итого за семестр		51						
семестр 6									
2	Stress		68						
	Discussion								
2.1	Cause of stress		10				Activity file Resource bank	[1,2]	
2.2	Gender related qualities		6				Activity file Resource bank	[1,2]	
2.3	Stressful jobs		6				Activity file Resource bank	[1,2]	
2.4	A career change		8				Activity file Resource bank	[1,2]	
2.5	An interview with an authority on stress management		8				Audio script	[1,2]	
2.6	Investing in stress-free		4				Text bank	[1,2]	

	companies								
2.7	Technology – helpful or stressful?		10				Text bank	[1,2]	
	Language work								
2.8	Words about stress in the workspace		8				Grammar reference	[1,2,4]	
2.9	Past simple and present perfect		4				Grammar reference	[1,2,4]	
	Presentation “Stress”		4						Prese ntatio n
	Revision							[1,2,4]	Диф.з ачет
	Итого за семестр		68						
семестр 7									
3	People		68						
	Discussion								
3.1	Types of colleagues		8				Activity file Resource bank	[1,4]	
3.2	Starting a business		8				Activity file Resource bank	[1,4]	
3.3	A people problem		8				Activity file Resource bank	[1,4]	
3.4	A bad manager		8				Audio script	[7]	
3.5	Journey to the job		8				Text bank	[1,4]	
3.6	A successful woman		8				Text bank	[1,4]	
3.7	Dealing with problems		6						
	Language work								
3.8	Description people		8				Grammar reference	[1,2]	
3.9	Past simple: negatives and questions Question forms		4				Grammar reference	[1,2]	
	Revision		2						экза мен
	Итого за семестр		68						
	Всего аудиторн. часов		170						

Средний уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и т.п.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				

1	2	3	4	5	6	7	8	9	10
семестр 5									
1	Conflict		51					[1,2,4]	
	Discussion							[1,2,4]	
1.1	Managing conflict		6				Activity file Resource bank		
1.2	How to cope with stressful situations		4				Activity file Resource bank		
1.3	How people handle conflict in your company		6				Audio script	[1,2]	
1.4	What can cause conflict in a workspace		6						
1.5	Outsourcing conflict		6				Text bank	[1,2]	
	Language work							[1,2]	
1.6	Word building		6				Grammar reference	[1,2]	
1.7	Conditionals		8				Grammar reference	[1,2]	
	Revision		9						Диф.зачет
	Итого за семестр		51						
семестр 6									
2	New business		68						
	Discussion								
2.1	Conditions for starting new business and public- and private-sector companies		8				Activity file Resource bank	[1,7]	
2.2	The human touch		8				Activity file Resource bank	[1,4]	
2.3	Economic profile of your company		10				Audio script	[1,7]	
2.4	Need for fact expansion		8				Text bank	[1,4]	
2.5	Problem of success		8				Text bank	[1,2]	
	Language work								
2.6	Economic terms		8				Grammar reference	[1,2]	
2.7	Time clauses		10				Grammar reference	[1,2]	
	Revision		8						Диф.зачет
	Итого за семестр		68						

семестр 7									
3	Products		68						
	Discussion								
3.1	Your favorite products		8				Activity file Resource bank	[1,4]	
3.2	Describe products		8				Audio script	[1,4]	
3.3	Brand image		8				Audio script		
3.4	Presenting a product		8						
3.5	Launching several new products		10				Text bank	[1,4]	
3.6	Following new trends		8				Text bank	[1,4]	
	Language work								
3.7	Adjectives for products		8				Grammar reference		
3.8	Passive		8				Grammar reference		
	Revision		2						ЭКЗАМЕН
	Итого за семестр		68						
	Всего аудиторн. часов	170							

Продвинутый уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
семестр 5									
1	Leadership		51						
	Discussion								
1.1	The qualities of good leadership		6				Activity file Resource bank	[1,2]	
1.2	What makes a good leader		6				Activity file Resource bank	[1,3]	
1.3	Historical and political leaders		6				Text bank	[1,6]	
1.4	Men and women as leaders		6				Activity file Resource bank	[1,5]	
1.5	A manager and a leader		10				Text bank	[1,6]	
1.6	An interview with an expert in leadership training		4				Audio script	[1,5]	
	Language work								
1.7	Words to describe character		6					[1,8]	
1.8	Relative clauses		6				Grammar reference	[1,8]	
	Revision		2						Диф.зачет
	Итого за семестр		51						
семестр 6									
2	Innovations		68						
	Discussion								
2.1	Innovations in the XX century		10				Activity file Resource bank	[1,4]	
2.2	In-company innovations		10					[1,5]	
2.3	Research and development department and its		6				Activity file Resource	[1,6]	

	functions					bank		
2.4	Outstanding innovators		6			Text bank	[1,7]	
2.5	Investments in IT - technologies		6			Text bank		
2.6	An interview with an expert in presentations		6			Audio script	[1,6]	
	Language work							
2.7	Words and expressions to describe innovations		10			Grammar reference	[1,2]	
2.8	Passives		4			Grammar reference	[1,2]	
	Revision		10					диф. зачет
	Итого за семестр		68					
семестр 7								
3	Competition		68					
	Discussion							
3.1	How competitive you are		8			Activity file Resource bank	[1,4]	
3.2	Unethical activities in competition		8			Activity file Resource bank	[1,5]	
3.3	How to achieve competitive advantage		8			Activity file Resource bank	[1,6]	
3.4	Losing competitive edge		8			Audio script	[1,7]	
3.5	Industrial espionage		8			Text bank		
3.6	An interview with a marketing manager of a credit card business		8			Audio script	[1,6]	
	Language work							
3.7	Idioms from sport to describe competition		6			Grammar reference	[1,2]	
3.8	Modals of probability		6			Grammar reference	[1,2]	
	Revision		8					ЭКЗАМЕН
	Итого за семестр		68					
	Всего		170					

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

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Средства диагностики

Оценка уровня знаний студента производится по десятибалльной шкале в соответствии с критериями, утвержденными Министерством образования Республики Беларусь.

Для оценки достижений студента используется следующий диагностический инструментарий:

- устный и письменный опрос во время практических занятий;
- проведение текущих контрольных работ (заданий) по отдельным темам;
- защита выполненных на практических занятиях индивидуальных заданий;
- перевод текста с русского языка на английский язык;
- проведение текущих контрольных опросов по отдельным темам
- подготовка презентаций на иностранном языке;
- тесты и тестовые задания;
- сдача диф. зачета и экзамена по дисциплине.

Методы и технологии обучения

В числе эффективных педагогических технологий, способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта

самостоятельного решения речемышлительных задач, рекомендуется использовать:

- технологии проблемно-модульного обучения;
- технологии учебно-исследовательской деятельности;
- проектные технологии;
- коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);
- метод кейсов (анализ ситуации);
- игровые технологии, в рамках которых студенты участвуют в ролевых, имитационных играх и др. на английском языке.

Для управления учебным процессом и организации контрольно-оценочной деятельности педагогам рекомендуется использовать рейтинговые, кредитно-модульные системы оценки учебной и исследовательской деятельности студентов, вариативные модели управляемой самостоятельной работы, учебно-методические комплексы.

В целях формирования современных социально-личностных и социально-профессиональных компетенций выпускника вуза целесообразно внедрять в практику проведения семинарских и практических занятий методики активного обучения, дискуссионные формы и т.п.

В числе современных технологий, направленных на самореализацию личности, рекомендуется использовать:

- *проектную технологию*, представляющую самостоятельную, долгосрочную групповую работу по теме-проблеме, выбранную самими студентами, включающую поиск, отбор и организацию информации. В процессе работы над проектом речевое иноязычное общение «вплетено в интеллектуально-эмоциональный контекст другой деятельности»;

- *кейс-технологию*, основу которой составляют осмысление, критический анализ и решение конкретных социальных проблем. Кейс-технология позволяет организовать обучение английским языком, ориентированное на развитие способности студентов решать определенные жизненные ситуации, важные повседневные проблемы, с которыми они непосредственно сталкиваются в жизни;

- *симуляцию*, которая применительна к профессиональной лексике, представляет собой подражательное, разыгранное воспроизведение межличностных контактов, организованных вокруг проблемной деловой ситуации, максимально приближенной к реальной;

- *технологию обучения в сотрудничестве*, предполагающую создание условий для активной совместной учебной деятельности студентов в разных учебных ситуациях. Это обучение в процессе общения студентов друг с другом и с преподавателем при наличии общей цели и индивидуальной ответственности каждого члена группы за собственный вклад в общее дело, за выполнение общего задания;

- *технологию дебатов*, представляющую собой полемический диалог, проходящий по определенному сценарию и имеющий целью убеждение третьей стороны – судей или аудитории;

- компьютерные технологии, предполагающие широкое использование интернет-ресурсов и мультимедийных обучающих программ. Компьютерные технологии позволяют интенсифицировать и активизировать учебно-познавательную деятельность студентов, эффективно организовать и спланировать самостоятельную работу, совершенствовать контрольно-оценочные функции (компьютерное тестирование).

Организация самостоятельной работы студентов

В ходе организации самостоятельной работы студентов преподаватель осуществляет контроль при подготовке всех стадий презентаций.

Студенты осуществляют поиск дополнительной информации в Интернете по темам занятий.

Компьютерные программы, электронные учебно-методические пособия

№ п/п	Наименование ЭИ	Автор	Регистрационный номер
1	Complex Business English Tests for Pre-Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Конагорова Т.Н., Сорокина А.И., Перепечко Н.Н.	ЭИ БНТУ/ФММП95-1.2010
2	Complex Business English Tests for Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-2.2010
3	Business Interests. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Гамбалеvская О.А., Попова И.А.	ЭИ БНТУ/ФММП95-4.2010
4	Texts for discussion. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Осипенко Е.А., Томашук А.С.	ЭИ БНТУ/ФММП95-5.2011 Личевская
5	Business reader. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-6.2011 Личевская
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7	Read and Reflect. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Храмцова М.В.	БНТУ/ФММП95-8.2011
8	Учебно-методическое пособие «Перевод технических текстов: грамматические и лексические трудности»	Перепечко Н.Н. Конагорова Т.Н.	БНТУ/ ФММП95-9.2011

Part



1 JOBS

ACTIVE VOCABULARY

1. General vocabulary

- a regular job
- commuter
- employee
- employer
- He took a job as a waiter.
- job
- occupation
- profession
- to earn one's living
- to run a firm
- trade
- What do you do for a living?
- worker

2. Application

- application
- application form
- apprentice, trainee
- apprenticeship
- CV (curriculum vitae)
- job interview
- skilled worker
- to apply for a job
- training
- training course
- vacancy

3. Unemployment

- period of notice
- to be unemployed, to be out of work, to be on the dole
- to fire somebody, to sack somebody
- to give somebody notice, to dismiss somebody
- to hand in one's notice, to resign, to quit
- unemployment
- unemployment benefit, dole money

4. Working hours, Pay

- a full-time job
- a part-time job
- continued payment of wages
- flexitime
- pay slip
- salary
- to get a rise, to get a raise
- to work in shifts
- to work overtime
- wage cut
- wage demand, claim wage
- group wages

Employment Vocabulary with definition

Employee – a person who works for another person or for a company for wages or a salary.

Employer – a person or company that has people who do work for wages or a salary: a person or company that has employees.

Worker – a person who does a particular job to earn money.

Apprentice – a person who learns a job or skill by working for a fixed period of time for someone who is very good at that job or skill.

Trainee – a person who is being trained for a job.

Intern – a student or recent graduate who works for a period of time at a job in order to get experience.

Full-time job – working the full number of hours considered normal or standard. Normally 8.

Part-time job – working or involving fewer hours than is considered normal or standard.

Shifts – the scheduled period of time during which a person works.

Overtime – time spent working at your job that is in addition to your normal working hours.

Flexitime – a system in which employees are required to work a certain number of hours but are allowed to choose their own times for starting and finishing work.

Occupation – the work that a person does: a person's job or profession.

Profession – a type of job that requires special education, training, or skill.

Earn your living – to get (money, a salary, etc.) for work that you have done.

To get a raise – to receive an increase in the amount of your pay.

Promotion – the act of promoting someone or something: such as a : the act

of moving someone to a higher or more important position or rank in an organization.

Maternity leave – not going to work for a specific period of time since you have just given birth.

Salary – an amount of money that an employee is paid each year.

Wage – very similar to salary: an amount of money that a worker is paid based on the number of hours, days, etc., that are worked.

Unemployment Vocabulary with definition

Period of notice – a statement telling someone that an agreement, job, etc., will end soon.

To be unemployed – to be without a job.

To be out of work – to be without a job.

To be on the dole – money that a government gives to people who do not have jobs or who are very poor.

To fire somebody – to dismiss (someone) from a job.

To sack somebody – to dismiss (someone) from a job.

To make somebody redundant – dismissed from a job because you are no longer needed.

To hand in one's notice – to give your boss a statement telling someone that an agreement, job, etc., will end soon.

To resign – to give up (a job or position) in a formal or official way.

To quit – to leave (a job, school, career, etc.).

Unemployment benefit – money that is paid by a company (such as an insurance company) or by a government when someone dies, becomes sick, stops working, etc.

Assessment – Evaluation of one's abilities

Background – Education - qualifications - experience

Bonus – Additional payment to an employee as an incentive or reward

Curriculum vitae – Summary of one's education and experience to date; resume

Dismiss – Discharge from employment (to fire, to sack, to let go)

Employee – Person who works for a firm or company.

Employer – Person or firm who employs people.

Fire – To dismiss from a job.

Fringe benefits – Advantages offered in addition to salary (life insurance, retirement scheme, company car, etc.). Also called 'perks', abbreviation for 'perquisites'.

Hire – Employ or take on personnel in a company.

Interview – Oral examination of a candidate for employment.

Make redundant – Dismiss for economic reasons.

Maternity leave – Period of absence for a female employee when having a baby.

Notice – Advance warning of intention to leave one's job - to give or hand in one's resignation.

Personnel – People who work for a firm or company (employees).

Personnel officer – Manager responsible for recruitment, training and welfare of personnel (employees).

Promotion – Advancement in rank or position in a company.

Prospects – Opportunities for success or promotion in a career.

Recruit – Look for and hire personnel.

Resign – Leave a job voluntarily.

Retire – Leave employment because of age.

Sick leave – Absence because of illness - to be on sick leave.

Staff – People who work for a firm or department; employees.

Strength – Strong characteristic or particular ability.

Strike – To go on strike; to stop working in protest against something.

Take on – Employ or hire.

Trainee – Person being trained for a job e.g. a trainee salesman.

Training course – A course of study to prepare for a job e.g. a computer course.

Unemployment benefits – Payments made by the state to an unemployed person.

Vacancy – A position to be filled.

Weakness – A lack of ability or a shortcoming in character.

1.1 JOBS VOCABULARY FOCUS

Let's begin by answering the question, “**Where do you work?**” This seems like a simple question, but there are many ways to answer it:

- I work at...
- I work in...
- I work for...
- I work with...

You're going to learn when to use each preposition.

I work at/for... (name of company)

For example, “I work at Espresso English” or “I work for Nike.”

You can also use “for” if you work directly for a famous person: “I work for Tom Cruise. I'm his public relations manager.”

I work in...

I work in... (a place):

- I work in an office.
- I work in a school.
- I work in a factory.

I work in...(a city/country):

- I work in Paris.
- I work in France.

I work in... (a department):

- I work in the marketing department.
- I work in human resources.
- I work in sales.

I work in... (a general area):

- I work in finance.
- I work in medical research.
- I work in consulting.

I work with... (things / people that are the objects of your day-to-day work)

- I work with computers.
- I'm a teacher.
- I work with special-needs children.

If you want to add more details about your work, you can say "I'm responsible for..."

- I'm responsible for updating the company website.
- I'm responsible for interviewing candidates for jobs.

After "I'm responsible for..." use the -ING form of the verb.

Let's review:

- I work **at** (a company)
- I work **for** (a company / a person)
- I work **in** (a place, city, country, department, or general area)
- I work **with** (people / things)

In conversational English, the question "Where do you work?" is commonly

phrased as “What do you do?” or “What do you do for a living?”

How do you answer this question if you don’t have a job?

You can say “**I’m unemployed**” - or, more indirectly, “**I’m between jobs at the moment.**”

If you work for yourself, you can say “**I’m self-employed.**” If you have your own company, you can say, “**I own a small business,**” or more specifically, “**I own a restaurant**” or “**I own a graphic design company.**”

Now let’s learn some essential employment vocabulary.

When you are officially accepted into a new job at a company, you are **hired** by the company. For example, “I was **hired** by an insurance company just two weeks after graduating from college.” When you’re hired, you become an **employee** of the company. The company becomes your **employer**. The other employees in the company are your **colleagues** or **coworkers**. The person above you who is responsible for your work is your **boss** or **supervisor**.

As an employee of the company, you **earn a salary** - money you receive regularly for your work. Don’t make the mistake of saying “win a salary” or “get a salary” – the correct verb is “earn.” If you’re good at your job, you might get a **pay raise** (or a **raise**) – an increase in your salary. You could also get a **promotion** - an increase in importance and authority. At the end of the year, some companies give their employees a **bonus** - extra money for work well done.

The opposite of “hire” is **fire** - when your company forces you to leave your job. For example, “Peter was **fired** because he never came to work on time.” Usually if someone is fired, it’s because they did something bad. If an employee loses his or her job because of a neutral reason, like the company reducing its size, then we say the employee was **laid off**. For example, “Donna was **laid off** when her company started having financial problems.”

If you decide to leave your job, there are three verbs you can use:

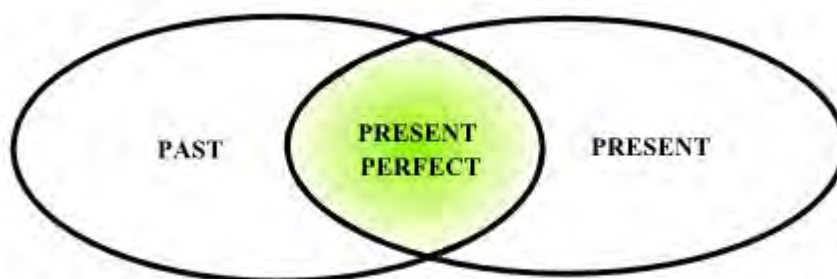
- I’m going to **quit my job**.
- I’m going to **leave my job**.
- I’m going to **resign**.

“Quit” is informal, “resign” is formal, and “leave” can be formal or

informal.

When an old person decides to stop working, the verb for this is **retire**. In most countries, people retire around age 65.

1.2 PRESENT PERFECT



The Present Perfect is formed with the auxiliary *to have* in the **Present Indefinite** + *the Past Participle*: *I have just finished my work.*

The Past Participle in regular verbs has exactly the same form as the Past Indefinite: *loved*, *walked*, etc.

The negative is formed by adding *not* to the auxiliary *to have* in the Present Indefinite + *the Past Participle*.

The interrogative is formed by placing the auxiliary verb before the subject.

Affirmative		Negative	
I have just finished	school.	I have not finished	school.
(= I've just finished)		(= I haven't finished)	
You have just finished		You have not finished	
He/she/it has just finished		He/she/it has not finished	
We have just finished		We have not finished	
They have just finished		They have not finished	
Interrogative		Negative Interrogative	
Have I finished		Have I not finished	
Have you finished		(= Haven't I finished)	
Has he/she/it finished		Have you not finished	

Have we finished	school? Has he/she/it not finished	school?
Have they finished	Have we not finished	
	Have they not finished	

2. Usage

The Present Perfect is used to indicate a completed action the result of which is felt at the moment of speech or an action, which began at a certain moment of the past time but is still going on now.

The Present Perfect is used to denote:

- 1) *an accomplished action which is viewed from the moment of speaking as part of the present situation.* Attention is centred on the action itself or on the result of the action: *I've changed everything.*
- 2) *a recent action when the time is not mentioned: I have read the instructions but I don't understand them.*
- 3) *an action which began in the past and is still continuing* (with verbs which are not used in the Continuous form) *or an action which began in the past and is finishing at the moment of speaking: I have known him since childhood. He has lived here all his life* (he still lives here). *It has been very cold lately but it is beginning to get a bit warmer.*
- 4) *opening up a conversation, introducing a new topic or summing up a situation: I'm afraid I've been terribly boring and talked too much.*
- 5) *news reporting*; the use of this tense makes the event seem immediate and of direct reference to the present: *The Prime Minister has announced that taxes are to increase from the beginning of next year.*
- 6) *an action in clauses of time and condition after the prepositions when, after, as soon as to indicate the completion of the action: I'll give you back your ring when I've found it.*

The following **words and time expressions** can be used with **the Present Perfect**:

today/ this week/ month / year, etc. denoting an incomplete period of time: *Have you seen him today?* (= at any time today).

just, lately, recently, yet (in negative sentences and in interrogative sentences when it corresponds to the Russian word "уже"), *already* (in affirmative sentences; and in interrogative sentences to express surprise), *ever, never, before*, and in some cases *always*: *He has just gone out. I*

have seen wolves in that forest lately. *I haven't finished* my work yet. *Has he come* back yet? You *have* already *solved* this problem. *Have* you *read* the book already?! *I have* never *been* to Italy. "What is the point?" "*I have made* it clear enough before." We *have* always *lived* in this town.

for (used with the period of time), *since* (used with the beginning of the period of time): We *have lived* in London *for* 10 years / *for* a long time. She *has been* here *since* 8 o'clock/ *since* she left Moscow.

EXERCISES

1. Transform into negative and interrogative forms.

- 1) She *has* already *done* her homework.
- 2) He *has* always *lived* here.
- 3) She *has been* here several times before.
- 4) We *have* just *listened* to the story.
- 5) They *have* already *received* a new flat.
- 6) I *have* already *passed* my driving test.
- 7) I *have* already *found* a good job.
- 8) He *has tried* to give up smoking 5 times this year.
- 9) We *have met* a lot of interesting people for one year.
- 10) He *has studied* very hard this term.

2. Transform into an interrogative form according to the model.

Model: I have known him for 5 years (since 1980).

How long have you known him?

Since when (what time) have you known him?

- 1) Tom and I have known each other for 20 years already.
- 2) Since Christmas the weather has been bad.
- 3) Ann has been on holiday for 3 days.
- 4) He has had his car since February.
- 5) Bob and Mary have been married for 5 years.
- 6) He hasn't been at home for 2 weeks.
- 7) Three days have passed since the beginning of the 1st term.
- 8) He hasn't been to the theatre for a long time.
- 9) They haven't seen each other since they graduated from the Institute.
- 10) He has studied very hard for 2 years.

3. Put in: yet or already.

Mike: Haven't you cleaned the bathroom (1) yet?

Chris: Stop complaining! You've (2) asked me that 3 times today. Why is it so important?

Mike: I've (3) told you. My parents are coming to stay this weekend.

Chris: Well, don't worry! They haven't come (4) , have they? Anyway, it's not my turn to clean the bathroom. I've (5) done it this month.

Mike: That's not true. You've been living here for nearly a year and I haven't seen you do any cleaning (6)

4. Put in: since or for.

John and Norma have been married (1) *for* 20 years. They have been in New York (2) 1989. John has known this city (3) 4 years and he has made a lot of money (4) he started working there. Norma hasn't worked (5) she moved to New York, but she hasn't written a book (6) the past 2 years. She has had a lot of spare time (7) their son left home 4 years ago to work in France.

5. Open the brackets. Use the Present Perfect.

- 1) The clock is slow. – It isn't slow, it (*to stop*).
- 2) He (*not to smoke*) for 2 weeks. He is trying to give it up.
- 3) It (*to be*) cold this year. I wonder, when it is going to get warmer.
- 4) We (*to miss*) the bus. Now we'll have to walk.
- 5) I (*to lose*) my black gloves. You (*to see*) them anywhere?
- 6) Why you (*not to bring*) me the letters for signature? You (*not to type*) them yet?
- 7) You (*to finish*) checking the accounts? – No, not quite. I (*to do*) about half so far.
- 8) You (*to see*) today's paper? – No, anything interesting (*to happen*)? – Yes, two convicted murderers (*to escape*) from the prison down the road.
- 9) How long that horrible monument (*to be*) there? – It (*to be*) there for 6 months. Lots of people (*to write*) to the Town Council asking them to take it away but so far nothing (*to be*) done.
- 10) How long you (*to be*) out of work? – I'm not out of work now. I just (*to start*) a new job.
- 11) I (*to learn*) the abstract of this poem. Could you listen to me?
- 12) He is the most handsome man I (*ever/to know*).
- 13) I (*not to hear*) from him since he left Paris.
- 14) You (*to have*) a holiday this year?

15) We (*not to see*) each other since that evening at Mr. Grey.

6. Combine the given phrases. Translate what is given in the right-hand column.

- | | | | |
|---|----|------|-----------|
| 1) I have lived in this city | A) | | |
| | B) | | 10 |
| | C) | 8 | |
| | D) | | ,
1990 |
| 2) I have waited for the boss | A) | 9 | |
| | B) | 2,5 | |
| | C) | | , |
| | D) | | , |
| 3) They have been our business partners | A) | 2 | |
| | B) | | |
| | C) | | , |
| | D) | | |
| 4) Steve has lived in Germany | A) | | , |
| | B) | | |
| | C) | | |
| | D) | 10 | |
| 5) I haven't seen Tom | A) | | |
| | B) | | |
| | C) | | |
| | D) | | , |
| 6) The weather has been quite mild | A) | | |
| | B) | | |
| | C) | | |
| | D) | | , |
| 7) They have known each other | A) | | |
| | B) | 10 | |
| | C) | | , |
| | D) | 1990 | |
| 8) He has been ill | A) | 3 | |
| | B) | | , |
| | C) | | , |
| | D) | | , |

- 1) She is always making mistakes. A) *never*
B) *just now*
C) *last month*
D) *just*
E) *today*
- 1) They don't often phone their parents. A) *never*
B) *just*
C) *last week*
D) *regularly*
E) *lately*
- 1) We are going to the cinema tonight. A) *just*
B) *just now*
C) *the day before yesterday*
D) *today*
E) *last Sunday*
- 1) Jane met her friends at the party. A) *never*
B) *already*
C) *last June*
D) *today*
E) *lately*
- 1) She never dances with you. A) *last Sunday*
B) *when you were children*
C) *for many years*
D) *since her birthday party*
E) *since you quarrelled*
- 1) She was playing tennis the whole morning yesterday. A) *never*
B) *since childhood*
C) *for 20 years*
D) *for many years*
E) *last summer*

8. Complete the sentences. Mind the use of the Present Perfect.

- 1) We some good films recently.
- 2) I from him since he left Paris.
- 3) She is the most beautiful and clever girl I
- 4) My parents to the USA many times.
- 5) It's the third time Jill her this evening.
- 6) I this film yet but I'm going to see it.
- 7) We a lot of interesting people in the last few days.
- 8) We ate a lot yesterday but we much so far today.

- 9) I just in touch with them.
 10) I never..... to Paris before.

9. Translate what is given in the left-hand column. Use the Present Perfect or Past Indefinite adding the phrases in the right-hand column.

- | | |
|----|--|
| 1) | A) today
B) for ages
C) since 1980
D) last Sunday
E) in 1980 |
| 1) | A) last year
B) already
C) this year
D) recently
E) a year ago |
| 1) | A) lately
B) for ages
C) since they got married
D) last summer
E) today |
| 1) | A) since we left school
B) last summer
C) for a long time
D) lately
E) since he retired |
| 1) | A) last year
B) when she was at school
C) a long time ago
D) today
E) since she was five |

1.3 PAST SIMPLE

The Past Indefinite (SIMPLE) of all regular verbs is formed by adding **-ed** (or **-d** when the verb ends in **-e**) to the Infinitive. The form is the same for all persons.

In irregular verbs the Past Indefinite form varies so that the Past Indefinite form of the verb **to begin** is **began**, of the verb **to go** is **went**, of

the verb **to do** is **did**. These forms must be learnt, but once this is done there is no other difficulty, as the same form is used for all persons.

The negative (for both regular and irregular verbs) is formed with **did not + Infinitive** (without **to**). It is the same for all persons.

The interrogative (for both regular and irregular verbs) is formed with **did + subject + Infinitive** (without **to**). It is the same for all persons.

Affirmative		Negative	
1) I enjoyed		1) I did not enjoy	
You enjoyed	the show	(= I didn't enjoy)	the show
He/she/it enjoyed	last night.	You did not enjoy	last night.
We enjoyed		He/she/it did not enjoy	
They enjoyed		We did not enjoy	
		They did not enjoy	
2) I went		2) I did not go	
You went		(= I didn't go)	
He/she/it went	to France a	You did not go	to France
We went	year ago.	He/she/it did not go	a year
They went		We did not go	ago.
		They did not go	

Interrogative		Negative Interrogative	
1) Did I enjoy		1) Did I not enjoy	
Did you enjoy	the show	(= Didn't I enjoy)	the show
Did he/she/it enjoy	last night?	Did you not enjoy	last night?
Did we enjoy		Did he/she/it not enjoy	
Did they enjoy		Did we not enjoy	
		Did they not enjoy	
2) Did I go		2) Did I not go	
Did you go	to France a	(= Didn't I go)	to France
Did he/she/it go	year ago?	Did you not go	a year
Did we go		Did he/she/it not go	ago?

Did they go

Did we not go

Did they not go

Remember: Affirmative, negative and interrogative sentences with the verbs *to be* and *to have/have got* are formed in the following way:

TO BE**Affirmative**

I was

You were

He/she/it was

We were

They were

in London

last week.

Negative

I was not (= I wasn't)

You were not

He/she/it was not

We were not

They were not

in London

last week.

Interrogative

Was I

Were you

Was he/she/it

Were we

Were they

in London

last week?

Negative Interrogative

Was I not (= Wasn't I)

Were you not

Was he/she/it not

Were we not

Were they not

in London

last week?

TO HAVE/HAVE GOT**Affirmative**

I had/had got

You had/had got

He/she/it had/had got

We had/had got

They had/had got

a nice job
last summer.**Negative**

1) I did not have

(= I didn't have)

2) I had not got

(= I hadn't got)

You did not have	a nice job	You had not got	a nice job
He/she/it did not have	last summer.	He/she/it had not got	last summer.
We did not have		We had not got	
They did not have		They had not got	

Interrogative

1) Did I have		2) Had I got	
Did you have	a nice job	Had you got	a nice job
Did he/she/it have	last	Had he/she/it got	last
Did we have	summer?	Had we got	summer?
Did they have		Had they got	

Negative Interrogative

1) Did I not have		2) Had I not got	
(= Didn't I have)		(= Hadn't I got)	
Did you not have	a nice job	Had you not got	a nice job
Did he/she/it not have	last summer?	Had he/she/it not got	last summer?
Did we not have		Had we not got	
Did they not have		Had they not got	

2. Usage

The Past Indefinite is used to denote:

- 1) **complete actions or events which happened at a stated past time:**
She called me an hour ago.
- 2) **past habits or states:** *He used to go/went to school on foot.*
- 3) **past actions which happened one after the other:** *She sealed the letter, put a stamp on it and posted it.*
- 4) **actions which happened at a definite past time although the time is not mentioned.** This action is not connected with the present:
Shakespeare wrote a lot of plays.

The following **time expressions** can be used with **the Past Indefinite**:
yesterday, the day before yesterday, last week, (how long) ago, then, the other day, just now, when, in 1999, etc.

EXERCISES

1. Open the brackets. Use the appropriate form of the verb 'to be'.

(A)

- 1) Where you (*to be*) yesterday? I couldn't get in touch with you. – I (*to be*) at my parents' place.
- 2) Kate (*to be*) 18 last Monday.
- 3) When we came to London the weather (*to be*) rather cold. It (*to be*) rainy and windy.
- 4) They (*to be*) happy to have such a nice weekend.
- 5) There (*to be*) many people in the room and it (*to be*) very noisy.
- 6) Where she (*to be*) born? – She (*to be*) born in France.
- 7) Henry and Mark (*not to be*) friends when they studied at school.
- 8) She (*not to be*) fond of long walks when she was a child.
- 9) Who (*to be*) at the meeting yesterday? – All the students (*to be*).
- 10) A: I hear there (*to be*) a barbecue at the college last Saturday. You (*to be*) there?

B: Yes, I (*to be*). And why you (*not to be*) there??

A: Oh, I (*to be*) in London. I (*to be*) very busy.

B: That's a pity. It (*to be*) a very good barbecue. The food (*to be*) great.

A: What the weather (*to be*) like here?

B: Oh, we (*to be*) very lucky. It (*to be*) warm.

A: There (*to be*) many people there?

B: Yes, lots. Jim (*not to be*) there, though. He (*not to be*) very well.

A: What about Mark and Jane?

B: Oh, they (*to be*) still on holiday then. So they (*not to be*) at the barbecue. But all the others (*to be*) there. We had a good time.

(B)

Mr and Mrs Temple (1) (*to be*) a very average couple. His name (2) (*to be*) Steven. Her name (3) (*to be*) Ann.

They (4) (*to be*) tall? Mr and Mrs Temple (5) (*to be*) neither tall nor short. They (6) (*to be*) both average height. He (7) (*to be*) average height for a man and she (8) (*to be*) average height for a woman.

They (9) (*to be*) fat? Mr Temple (10) (*not to be*) weak or skinny, but he (11) (*not to be*) strong or well-built either. He (12) (*to be*) just

medium build and his shoulders (13) (*to be*) neither very broad nor very narrow. His wife, too, could never be described as thin or slim, but then again, she (14) (*not to be*) overweight or fat either. Her waist (15) (*to be*) neither too big nor too narrow. It (16) (*to be*) just ... average size.

It (17) (*to be*) very easy for the Temples to buy clothes because parts of their bodies (18) (*to be*) average size too. Their feet (19) (*to be*) neither very big nor very small. Their hips (20) (*not to be*) very wide. And their legs (21) (*to be*) neither too short nor too long.

Yes, the Temples (22) (*to be*) a very average couple. Except for one thing. They (23) (*to be*) the only couple in the country who (24) (*to be*) average in so many ways at the same time. The Temples (25) (*to be*) in fact ... unique.

2. Express contrasting past actions. Give your reason.

Model: As a rule she gets up early. (*on Sunday*)

She didn't get up early on Sunday. She got up late on Sunday. It was her day off.

- 1) Usually I have breakfast at 8. (*yesterday*)
- 2) She is always ready to help. (*the other day*)
- 3) Tom sleeps very well, as a rule. (*last night*)
- 4) I often go abroad on business. (*last year*)
- 5) My sister writes to me twice a month. (*two years ago*)
- 6) Nick is 20 and he has got a driving license. (*when he was 15*)
- 7) Walter is seldom away from classes. (*on Monday*)
- 8) Henry waits Kate after work and gives her a lift home. (*the day before yesterday*)
- 9) It often rains this month. (*last month*)
- 10) She speaks English fluently. (*a year ago*)
- 11) Martha skates very badly. (*when she was a schoolgirl*)
- 12) Mr Ryan doesn't walk much. (*when he was younger*)
- 13) My parents aren't great theatre-goers. (*many years ago*)
- 14) Sam wears glasses. (*five years ago*)
- 15) Mr Black is in a hurry. He is late for the lecture. (*yesterday*)
- 16) They always help their mother about the house. (*last Friday*)
- 17) He doesn't remember her telephone number. (*half an hour ago*)
- 18) Sometimes I miss the 5 o'clock train. (*last week*)
- 19) He doesn't go shopping. (*the other day*)
- 20) She doesn't do her homework in the evening. (*yesterday*)

3. Open the brackets. Use the Past Indefinite.

(A)

- 1) When your friend (*to return*) from Australia? – She (*to fly*) yesterday

- afternoon. – You (*to go*) to the airport to meet her? – Unfortunately, no. I (*to be*) too busy.
- 2) He (*to put*) the book on the table and (*to leave*) the room.
 - 3) I (*to phone*) you last Tuesday but you (*not to be*) at home. Where you (*to be*)? – I (*to be*) in London. I (*to go*) there on business.
 - 4) It often (*to snow*) last winter?
 - 5) He told them that he (*to be*) fond of football when he (*to be*) a student.
 - 6) Why you (*not to finish*) your report yesterday? – Frankly speaking, I (*to have*) no time.
 - 7) Why you (*to be*) so sad when I (*to meet*) you? Anything (*to be*) wrong with you?
 - 8) Ann (*to spend*) much money the other day. She (*to buy*) a suit which (*to cost*) \$100.
 - 9) When I (*to reach*) the street I (*to realize*) that I (*not to know*) the number of Tom's house.
 - 10) Robert (*to be going*) to introduce Susan to his parents a month ago, but he (*to manage*) to do this only the day before yesterday.
 - 11) Nick (*to be*) a student when we (*to get*) acquainted? – No, he (*to be*) a school-leaver then. He (*to enter*) the University last year.
 - 12) What the weather (*to be*) like last Sunday? – It (*to rain*) hard and we (*not to go*) to the country.
 - 13) Last night Mary (*to do*) her hair, (*to put on*) her beautiful black dress and elegant shoes and (*to go*) to the theatre.
 - 14) Why you (*not to be*) at the Institute two days ago? – I (*to go*) to the dentist. I (*to have*) a toothache.
 - 15) The other day Linda (*to drop*) her favourite vase. It (*to fall*) on the floor and (*to break*) into a hundred pieces.
 - 16) When you (*to be*) in Chicago last? – Two months ago. I (*to visit*) my uncle.
 - 17) He (*to give up*) smoking long time ago.
 - 18) In Madrid Mr Foster once (*to go*) to a bullfight and (*to find*) it exciting.
 - 19) Why Karen (*not to phone*) me on Friday? – I think she (*to be*) away.
 - 20) They (*to buy*) their tickets and five minutes later the train (*to arrive*).

(B)

When I (1) (*to be*) a child I (2) (*to love*) visiting my grandmother. I (3) (*to think*) her house (4) (*to be*) as beautiful as a palace and the garden (5) (*to seem*) bigger than a park.

As I (6) (*to grow*) older the house and the garden (7) (*to seem*) smaller, but I still (8) (*to love*) visiting the old lady. There (9) (*to be*) so

many lovely things to look at in the house.

Sometimes I (10) *(to play)* with the doll's house which (11) *(to be)* older than grandmother herself; at other times I (12) *(to look)* at books which (13) *(to be)* lovelier and more interesting than my children's books at home.

I (14) *(to love)* her paintings and the old clock, but most of all I (15) *(to love)* a big Chinese vase which (16) *(to stand)* in the hall. It (17) *(to be)* taller than me, and I (18) *(not to see)* anything inside it. I (19) *(to walk)* round and round it looking at the beautiful ladies, birds, flowers and trees which (20) *(to be)* painted on it. I (21) *(to admire)* the beauty of the vase and grandmother often (22) *(to tell)* me stories about these ladies.

Before my grandmother (23) *(to die)*, she (24) *(to give)* me the vase I (25) *(to love)* so much. I (26) *(to be)* really happy. It (27) *(to look)* beautiful in our modern hall.

1.4 JOB SATISFACTION

GENERATION Y GOES TO WORK

Reality bites for young workers. Generation Y is sociable, friendly, doesn't believe in working only in cubicles and is changing everything.

PRE-READING TASK

I. What do you expect from your future employer?

II. What sacrifices are you ready to make in order to achieve your goals?

§ 1. The head of recruitment for a law firm in Florida Jessica Bushsbaum first noticed that something had changed. She was used to interviewing young candidates for summer internships who seemed to think that the world owed them a living. Many applicants expected the firm to promote itself to them rather than the other way around. However, last May's crop were far more humble. "The tone had changed from "What can you do for me?" to "Here's what I can do for you," she says.

§ 2. The global downturn has been a brutal awakening for the youngest members of the workforce - variously dubbed "the Millennials", "Generation Y" or "the Net Generation" by social researchers. "Net Geners" are, roughly,

people born in the 1980s and 1990s. Those old enough to have passed from school and university into work had got used to a world in which jobs were plentiful and firms fell over one another to recruit them. Now their prospects are grimmer. According to America's Bureau of Labor Statistics, the unemployment rate among people in their 20s increased significantly in the two most recent recessions in the USA. It is likely to do so again as industries such as finance and technology, which employ lots of young people, axe thousands of jobs.

§ 3. This is creating new problems for managers because in the downturn, Net Geners are finding it harder to hop to new jobs. At the same time, their dissatisfaction is growing as crisis-hit firms adopt more of a command-and-control approach to management - the antithesis of the open, collaborative style that young workers prefer. Less autonomy and more directives have sparked complaints among Net Geners that offices and factories have become "pressure cookers" and "boiler rooms". The recession is creating lower turnover, but also higher frustration among young people stuck in jobs.

§ 4. Such griping may reinforce the stereotype of young workers as being afraid of hard work - more American Idle than American Idol. Yet a survey of 4,200 young graduates from 44 countries found that they want many of the same things from work as previous generations, including long tenure with a small number of employees. And they are willing to put in hours to get them, if they are treated well. Indeed, Net Geners may be just the kind of employees that companies need to help them deal with the recession's hazards. For one thing, they are accomplished at juggling many tasks at once. For another, they are often eager to move to new roles or countries at the drop of a hat - which older workers with families and other commitments may find it harder to do. Such flexibility can be a boon in difficult times. "In the economic downturn what we are really looking for is hungry 25- to 35- year-olds who are willing to travel," says Frank Meehan, the boss of a fast growing mobile phone business, a conglomerate based in Hong Kong.

§ 5. Net Geners' knowledge of internet technology can also help companies save money. Consider the case of Best Buy, a big American consumer-electronics retailer. Keen to create a new employee portal, the firm contacted an external consultancy that quoted it a price of several million dollars. Shocked by this, a group of young Best Buy employees put together a small team of developers from their own networks who produced a new portal for about \$250,000. Best Buy is betting that its Net Geners can come up with new ways of boosting sales using the web and other means. "We will weather the storm and be stronger because of the Net Generation," says Best Buy's head of internet strategy. Ester Lauder, a cosmetics firm, is also encouraging Net Geners to help it innovate. It has launched an initiative called iForce which brings together young staff to dream up ways of marketing

products using emerging technologies.

§ 6. Programs such as iForce are based on the notion that Net Geners are well placed to encourage their peers to dig into their pockets. Generation Y places more emphasis on personal recommendations than on brands when deciding which products and services to buy. Hence the importance of hanging on to clever youngsters who have grown up with Facebook, MySpace and so forth, and who know how the best to create buzz among their peers.

§ 7. Managing Net Geners firms need to provide regular feedback to young staff on what is happening in the workplace and why as well as plenty of coaching on their performance. Companies that keep them in the dark will find themselves the targets of unflattering criticism both inside the firm and online. In the end, compromises will have to be made on both sides. Younger workers will have to accept that in difficult times decisions will be taken more crisply and workloads will increase. Their managers, meanwhile, will have to make extra effort to keep Net Geners engaged and motivated. Firms that cannot pull off this balancing act could see an exodus of young talent once the economy improves. That, to borrow from Net Geners' text message shorthand, would be a huge WOMBAT: a waste of money, brains and time.

(The Economist Dec 30th 2008)

COMPREHENSION

I. Look through the whole article and put these paragraph summaries into the correct order.

	Young staff is well placed to dream up new ways of marketing. They are good at encouraging their peers to dig into their pockets and at creating buzz around new products.
	The economic downturn is creating new problems for managers. Lower turnover builds up higher frustration among young people. Net Geners stuck in jobs are forced to put up with less autonomy and more directives.
	Companies should be prepared to make compromises. They need to provide regular feedback to young staff and coaching on their performance in order to prevent exodus of young talent.
	Net Geners' knowledge of the internet can also help companies save money and innovate business process using emerging technologies.

	A few years ago Net Geners seemed to think that the world owed them a living. They expected firms to promote themselves to them.
	The recent recession has been a brutal awakening for Net Geners. The unemployment rate among the youngest members of the workforce has increased significantly as industries axe thousands of jobs.
	Flexible, juggling many tasks at once, striving to get a diagonal promotion Net Geners may be just the kind of employees that companies are really looking for in difficult times.

II. Answer the following questions.

1. What did Net Geners use to expect from their employers a few years ago? What world did they use to live in?
2. How have their prospects changed recently?
3. Which management style do young workers prefer?
4. Are they going to be new business Idols or Idles?

FOLLOW-UP ACTIVITY

- 1. Write a SWOT analysis of your generation.**
- 2. Work out some recommendations how to manage them efficiently and to make the best use of their potential.**

Part



2 STRESS

ACTIVE VOCABULARY

emotional

related to feelings

manage / to cope

to succeed in doing something difficult, such as dealing with a problem

stress

the feeling of being worried

stressed

describes a person who is feeling worried

stressful

describes a situation that causes stress

stressor

a situation that causes a stress reaction

lifestyle

the way in which you live.

de-stress/ to blow off steam

to relieve stress

eustress

stress experienced in positive situations e.g. marriage, having a baby

distress

stressed experienced in negative situations e.g. death of a family member

anxiety

a feeling of worry

anxious

worried

technostress

stress caused by technology

to prioritise tasks

to put tasks in order of importance

peer pressure

the feeling of needing to do the same thing as all your friends.

on your case

to constantly ask you questions about homework/eating properly etc.

comfort food

food that you eat when you are feeling stressed or depressed, usually unhealthy food like chocolate

deadlines

a date on which you need to submit work

exacerbated

made worse

anorexia

a stress related illness in which a person limits the amount of food they eat in order to control their weight.

2.1 STRESS VOCABULARY FOCUS

Translate into English

1. -
2. .
3. 50 .
4. .
5. .
6. ?
7. !
8. .
9. !
10. ,
11. , .
12. , .
13. .
14. ,
15. .
16. ,
17. .
18. .
19. ,
20. .
21. - ,
22. ? - .

- 23. , ,
- 24. ,
- 25. , .
- 26. .
- 27.
- 28. , : ,
- 29. ? ,
- 30. - , .
- 31. : ,
- 32. , , ,
- 33. - ! !
- 34. .
- 35. .
- 36. , -
- 37. , . .
- 38. ,

2.2 CAUSES OF STRESS

Everyone has different stress triggers. Work stress tops the list, according to surveys. Forty percent of U.S. workers admit to experiencing office stress, and one-quarter say work is the biggest source of stress in their lives.
Causes of work stress include:

- Being unhappy in your job
- Having a heavy workload or too much responsibility
- Working long hours
- Having poor management, unclear expectations of your work, or no say in the decision-making process
- Working under dangerous conditions
- Being insecure about your chance for advancement or risk of termination
- Having to give speeches in front of colleagues
- Facing discrimination or harassment at work, especially if your company isn't supportive

Life stresses can also have a big impact. Examples of life stresses are:

- The death of a loved one
- Divorce
- Loss of a job
- Increase in financial obligations
- Getting married
- Moving to a new home
- Chronic illness or injury
- Emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem)
- Taking care of an elderly or sick family member
- Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one

Sometimes the stress comes from **inside**, rather than outside. You can stress yourself out just by worrying about things. **All of these factors can lead to stress:**

- **Fear and uncertainty.** When you regularly hear about the threat of terrorist attacks, global warming, and toxic chemicals on the news, it can cause you to feel stressed, especially because you feel like you have no control over those events. And even though disasters are typically very rare events, their vivid coverage in the media may make them seem as if they are more likely to occur than they really are. Fears can also hit closer to home, such as being worried that you won't finish a project at work or won't have enough money to pay your bills this month.
- **Attitudes and perceptions.** How you view the world or a particular situation can determine whether it causes stress. For example, if your television set is stolen and you take the attitude, "It's OK, my insurance company will pay for a new one," you'll be far less stressed than if you think, "My TV is gone and I'll never get it back! What if the thieves

come back to my house to steal again?" Similarly, people who feel like they're doing a good job at work will be less stressed out by a big upcoming project than those who worry that they are incompetent.

- **Unrealistic expectations.** No one is perfect. If you expect to do everything right all the time, you're destined to feel stressed when things don't go as expected.
- **Change.** Any major life change can be stressful -- even a happy event like a wedding or a job promotion. More unpleasant events, such as a divorce, major financial setback, or death in the family can be significant sources of stress.

Effects of Stress on Your Health

When you are in a stressful situation, your body launches a physical response. Your nervous system springs into action, releasing hormones that prepare you to either fight or take off. It's called the "fight or flight" response, and it's why, when you're in a stressful situation, you may notice that your heartbeat speeds up, your breathing gets faster, your muscles tense, and you start to sweat. This kind of stress is short-term and temporary (acute stress), and your body usually recovers quickly from it.

But if your stress system stays activated over a long period of time (chronic stress), it can lead to more serious health problems. The constant rush of stress hormones can put a lot of wear and tear on your body, causing it to age more quickly and making it more prone to illness.

If you've been stressed out for a short period of time, you may start to notice some of these physical signs:

- Headache
- Fatigue
- Difficulty sleeping
- Difficulty concentrating
- Upset stomach
- Irritability

When stress becomes long-term and is not properly addressed, it can lead to a number of more serious health conditions, including:

- Depression
- High blood pressure
- Abnormal heartbeat (arrhythmia)
- Hardening of the arteries (atherosclerosis)
- Heart disease
- Heart attack
- Heartburn, ulcers, irritable bowel syndrome

- Upset stomach -- cramps, constipation, diarrhea
- Weight gain or loss
- Changes in sex drive
- Fertility problems
- Flare-ups of asthma or arthritis
- Skin problems such as acne, eczema, psoriasis

Stress management is the ability to maintain control when situations, people and events make excessive demands.

What can one do to manage stress?

We can manage stress successfully with 3As:

1. Be aware of stress symptoms to reduce a stress level
2. Analyse is about identifying the cause of the stress
3. Apply stress management techniques
 - Remove yourself from the stressful situation
 - Don't overwhelm yourself! Prioritise!
 - Learn to relax. Calm down.
 - Change the way you see things.

What can be done
What can I do!!!!

 - Healthy lifestyle
 - Balanced diet
 - Regular exercise
 - Sufficient sleep

Looking out of symptoms of stress:

Headaches

Muscle tension

Twitching

Palpitation

Fatigue

You may experience

Mood swings

Irritability

Sadness

Nervousness

Anxiety or excessive worrying

Avoiding people/activities

2.3 STRESS AND HOW TO COPE WELL WITH IT

Read the following text and get ready to discuss it

STRESS AND HOW TO COPE WELL WITH IT

Nowadays many people say that they are tired of their hectic lifestyle. They work too much and stop taking breaks. They forget about everything striving for their goals and they constantly raise the bar. Very often they don't find personal satisfaction in their work and don't love what they do. They have no sense of personal accomplishment and self-satisfaction. Some people don't feel content even when they achieve their goal. On the contrary, they feel disillusioned and dissatisfied. Having climbed the ladder of success they find nothing worthwhile on the top. Constant fatigue, physical and moral exhaustion, monotony and impossible pressure at work and at home can cause stress.

Stress is the emotional and physical strain caused by people's response to pressure from the outside world. Stress causes tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat. It can result in a real breakdown of health. Stress can even cause heart disease and cancer.

There are a lot of stressful events in our lives, such as divorce, losing a job or having difficulties at home or at work. But changes for the better can also cause stress, like a new baby, a wedding, and a new house. Pupils and students often face stress from problems at school, poor relationships with peers, strict and demanding teachers, exams and many other problems.

Feeling stressed many people try to find some distraction and to escape their problems. They begin overeating, smoking, drinking, and even taking drugs. But junk food, cigarettes, sleeping pills and alcohol don't help. On the contrary, they make things much worse and more difficult to patch up.

Stress can have a negative influence not only on our physical and mental health, but on the lives of those around us. It often makes us lose control and shout at our spouses, relatives, friends or colleagues. Taking stress out on our nearest and dearest is the easiest way to hurt their feelings and to make them feel depressed too.

People react to stress in different ways. Some of us are more vulnerable to

stress than others. People who are always angry, impatient and mistrustful may have more stress-related physical problems.

It is very important to try to avoid stress or at least to minimize it. That's why it is essential to notice early signs of stress and to remove some of its causes. If you catch the trouble early, the problem may be easy to fix.

One of the best ways to cope with stress is to keep a sense of humor in difficult situations. Wise people say that laughter is the best medicine for all diseases. It increases blood flow and it may reduce the risk of heart disease. Besides, laughter makes the body release pleasure chemicals.

Regular leisure activities and relaxing hobbies are also very important in reducing stress. If you feel depressed, yoga, swimming, bicycling, painting or gardening can help you relax, calm down and get a new lease on life. Anti-anxiety medications and anti-depressants can be useful for dealing with short periods of acute stress. But the side effects of such medications can be rather dangerous, that's why they must never be taken as often as vitamins. Besides, anti-anxiety medications and anti-depressants cause addiction and may lead to suicides.

Forget about your problems. Take a day off work, domestic chores and family. Work regular hours and don't forget to take breaks and holidays. Don't expect too much of yourself and don't try to aim higher than your capacity. Have a balance in life. Walk away from stressful situations and be positive and enthusiastic. In other words 'don't worry, be happy.'

Post-reading task

1. Complete each sentence (A-H) with one of the endings (1-8):

- A. Stress is the emotional and physical strain caused by
- B. Stress causes
- C. Feeling stressed many people try to Find
- D. Stress often makes us
- E. People who are always angry, impatient and mistrustful
- F. One of the best ways to cope with stress is
- G. Regular leisure activities and relaxing hobbies
- H. Anti-anxiety medications and anti-depressants can be useful for

- 1. some distraction and to escape their problems.
- 2. to keep a sense of humor in difficult situations.
- 3. tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat.
- 4. are also very important in reducing stress.

5. people's response to pressure from the outside world.
6. lose control and shout at our spouses, relatives, friends or colleagues.
7. dealing with short periods of acute stress.
8. may have more stress-related physical problems.

2. Agree or disagree. Explain your point of view

- Stress can result in a real breakdown of health.
- Stress is everywhere.
- Stress is a synonym for 'weakness' and 'helplessness'.
- Changes for the better can never cause stress.
- Overeating, smoking, drinking, or taking drugs don't help to cope with stress.
- Laughter is the best medicine for all diseases.
- It is impossible to avoid stress.
- The best way to minimize stress is to know your limits and to be in harmony with yourself.

3. Choose a situation which is the most stressful to your mind. Say what you would do in this situation to cope with stress. Describe the situation from your own life experience when you felt stressed

- You are being asked to speak in public. But you don't know much about the subject discussed by the participants. Everybody is looking at you. You are terrified and don't know what to say. You feel your hands shaking and your cheeks blushing.
- You are the first-year student of the University. You are taking your first exam. You are absolutely calm and self-confident as you know the subject very well. You are taking a question card and feel a cramp in the stomach. You don't remember the answer to the question.
- You are a secretary for a large firm. You like your job as it is well-paid and interesting. The only problem is your boss. He gives you much work and charges you with a great number of errands both important and unimportant. This time he has ordered you to type a pile of urgent documents, though your working day is over and you have a date in the evening. But your boss insists that you should do this work right now.
- Your best friend has fallen ill and he has asked you to go to the chemist's to buy some medicine. You've gladly agreed to help him. Standing in the queue you suddenly realize that you've lost your friend's purse with a considerable sum of money in it. You are shocked and don't know what to do.
- You've seen your brother's girlfriend kissing some other guy. You don't know whether you should tell your brother about it. You are afraid that he won't believe you if you tell the truth. But on the other hand he will never

forgive you if he learns that you have concealed this unpleasant fact.

- You've been asked to baby-sit your 5-year-old nephew. Your sister has promised that he will be sleeping the whole evening so you will have no trouble with him. And now when she has left you are locked in her house with a shrieking child who is having a fit of hysterics and you don't know what to do to calm him down.

4. Answer the questions

- 1) Why do many people feel stressed at work?
- 2) What kind of situation can be called stressful?
- 3) How do many people cope with stress? What mistakes do they usually make?
- 4) Why is stress dangerous not only to our health but to the health of those around us?
- 5) Why do people react to stress in different ways?
- 6) How can we avoid or minimize stress?
- 7) Why are anti-anxiety medications and anti-depressants dangerous to our health?
- 8) Do you know any effective ways to cope with stress? Say a few words about them.

5. Much can be said about the negative consequences of stress. But some people are sure that stress can be very useful. Read their opinions and say if you agree with them or not. Fill in the table below and give your own reasons for and against stress

1. 'Stress is inevitable. It goes hand in hand with the work we do. People don't hire us to do easy things, they hire us to do difficult things and to think that you can remove stress from that is a fool's errand. Isn't this pressure why people work in the first place? I work with people who are up for the challenge, focused on being successful and pressure helps them reach their goals.' (Stevan Rolls, head of human resources at Deloitte)
2. 'I don't think you should shy away from stress. It forces you to perform to live up to your full potential. I like to think that even when I am on the verge of retirement I'll still be pushing myself. It's what gets me out of bed in the morning.' (Charlie Bagot Jewitt, a former Royal Naval commander)
3. 'To live without stress would be to live in a vegetative state. It's just not viable. Even the act of getting up in the morning requires effort. For many workers it is the fact that they feel 'driven' that makes the job worthwhile and that once that feeling is gone, it is time for them to move on. It is this environment that allows them to produce their best work.' (Glynis Kelly, senior lecturer in psychology and sociology at Cornwall College)
4. 'Spikes of stress help us to develop and survive. So view being stressed as being resilient. Resilient people see pressure as a challenge, trust that they

have control and don't see themselves as powerless. Those kinds of attitudes are at the root of any career success.' (Dr Wolfgang Seidl, executive director of the Validium Group, which provides employee assistance programmes)
(@from the article 'I love stress' by Cath Janes, The Guardian)

Stress

For

Against

6. Read the quotations below. Choose any statement and comment on it

- 'Stress is basically a disconnection from the earth, a forgetting of the breath. Stress is an ignorant state. It believes that everything is an emergency. Nothing is that important. Just lie down.' (Natalie Goldberg)
 - 'Stress is nothing more than a socially acceptable form of mental illness.' (Richard Carlson)
 - 'Stress is a designer ailment that many of the so-called afflicted suffer from with pride.' (Janet Street-Porter)
 - 'Every stress leaves an indelible scar, and the organism pays for its survival after a stressful situation by becoming a little older.' (Hans Selye)
 - 'Much of the stress that people feel doesn't come from having too much to do. It comes from not finishing what they've started.' (David Allen)
- I believe that stress is a factor in any bad health.' (Christopher Shays)

A. There are hundreds of definitions of stress but even the highest medical authorities don't know what it really means. Give your own definition of stress.

B. Read the text 'Stress and How to Cope Well With It' and think if stress can be called the disease of modern society.

Find an article about stress and prepare a short speech on the problems raised in it. Speak about the author's attitude to these problems.

2.4 HOW TO GIVE PRESENTATION

Introduction

Welcoming the audience

Good morning/ afternoon, ladies and gentlemen. Hello/ Hi everyone.

First of all, let me thank you all for coming here today. It's a pleasure to welcome you today.

I'm happy/ delighted that so many of you could make it today.

It's good to see you all here.

Introducing yourself

Let me introduce myself. I'm Ann Brown from ...

For those of you who don't know me, my name is...

Let me just start by introducing myself. My name is ...

Giving your position, function, department, company

As some of you know, I'm the purchasing manager.

I'm the key account manager here and am responsible for ...

I'm here in my function as the head of ... I'm the project manager in charge of ...

Introducing your topic

What I'd like to present to you today is ...

I'm here today to present ...

Today's topic is ...

The subject/ topic of my presentation is ...

In my presentation I would like to report on ...

In my talk I'll tell you about ...

Today I'm going to talk about ...

I'll be talking about ...

Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you/ us who ...

My talk is particularly relevant to those of us who ...

My topic is/ will be very important for you because ...

By the end of this talk you will be familiar with ...

Stating your purpose

The purpose/ objective/ aim of this presentation is to...

Our goal is to determine how / the best way to ...

What I want to show you is ...

My objective is to ...

Today I'd like to give you an overview of ...

Today I'll be showing you/ reporting on ...

I'd like to update you on/ inform you about ...

During the next few hours we'll be ...

Structuring

I've divided my presentation into three (main) parts. In my presentation I'll focus on three major issues.

Sequencing

Point one deals with ... , point two ... , and point three ... First, I'll be looking

at ... , second ... , and third ...

I'll begin/ start off by Then I'll move on to ... Then/ Next / After that ...

I'll end with ...

Timing

My presentation will take about 30 minutes.

It will take about 20 minutes to cover these issues.

This won't take more than ...

Handouts

Does everybody have a handout/ brochure/ copy of the report? Please take one and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the slides at the end of my talk.

I can email the PowerPoint presentation to anybody who wants it.

Questions

There will be time for questions after my presentation.

We will have about 10 minutes for questions in the question and answer period.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

Effective openings

Rhetorical questions

Is market research important for brand development? Do we really need quality assurance?

Interesting facts

According to an article I read recently, ...

Did you know that ... ?

I'd like to share an amazing fact/ figure with you.

Stories and anecdotes

I remember when I attended a meeting in Paris, ...

At a conference in Madrid, I was once asked the following question: ...

Let me tell you what happened to me ...

Problem to think about

Suppose you wanted to How would you go about it?

Imagine you had to What would be your first step?

The middle/ main part

Saying what is coming

In this part of my presentation, I'd like to talk about ... So, let me first give you a brief overview.

Indicating the end of a section

This brings me to the end of my first point. So much for point two.
So, that's the background on ... That's all I wanted to say about ...

Summarizing a point

Before I move on, I'd like to recap the main points. Let me briefly summarize the main issues.

I'd like to summarize what I've said so far ...

Moving to the next point

This leads directly to my next point. This brings us to the next question. Let's now move on/ turn to ...

After examining this point, let's turn to ... Let's now take a look at ...

Going back

As I said/ mentioned earlier, ...

Let me come back to what I said before ...

Let's go back to what we were discussing earlier. As I've already explained, ...

As I pointed out in the first section, ...

Referring to other points

I have a question in connection with/ concerning payment. There are a few problems regarding the quality.

With respect/ regard to planning, we need more background information.

According to the survey, our customer service needs reviewing.

Adding ideas

In addition to this, I'd like to say that our IT business is going very well.

Moreover / Furthermore, there are other interesting facts we should take a look at.

Apart from being too expensive, this model is too big.

Talking about (difficult) issues

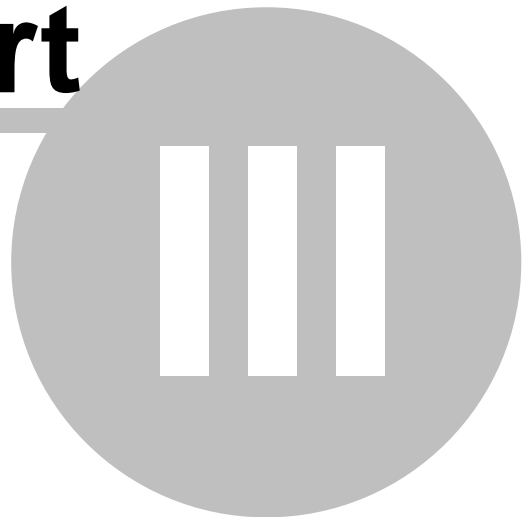
I think we first need to identify the problem.

Of course we'll have to clarify a few points before we start. We will have to deal with the problem of increasing prices. How shall we cope with unfair business practices?

The question is: why don't we tackle the distribution problems?

If we don't solve this problem now, we'll get/ run into serious trouble soon.
We will have to take care of this problem now. We are currently having difficulties with ...

Part



3 PEOPLE

DESCRIBING CHARACTER

Character

pleasant personality, good-tempered, good-natured, easy-going;
terrible character, bad-tempered, ill-natured;
friendly, sociable, outgoing, unfriendly, hostile, unsociable;
strong, tough, independent, mature, weak, immature;
dependable, reliable, trustworthy, honest, unreliable, dishonest;
reasonable, sensible, unreasonable, unpredictable, impulsive;
ambitious, hard-working, energetic, lazy;
disciplined, organized, careful, accurate;
undisciplined, disorganized, careless, inaccurate, inattentive;
attentive, alert, perceptive, observant, insightful, thoughtful, considerate;
aggressive, pushy, self-centered, selfish, egoistical, inconsiderate;
self-confident, shy, timid, modest, humble;
haughty, arrogant, impudent; stubborn, obstinate;
moody, melancholic, self-conscious, touchy, sensitive;
humorous, amusing, funny, interesting, dull, boring;
generous, unselfish, kind, kind-hearted;
economical, thrifty, stingy, miserly, greedy;
formal, official, informal, relaxed, casual;
strange, odd, weird, eccentric, crazy.

Mind

intelligent, broad-minded, sharp, keen, bright, quick, agile, wise, clever;
foolish, stupid, narrow-minded, silly.

What is he like?

He is friendly and dependable. He is interesting and amusing.
He is smart and honest. He also has a good sense of humor. I like him.
She is careless and lazy. You can't depend on her.
She is serious, organized, hard-working, and tough.
He is old, sick, and lonely. She is a nice clever girl.
His character is terrible. He is hostile and bad-tempered. He doesn't have many friends.
She is knowledgeable and broad-minded, and she likes to help young people.
Who does he take after, his mother or his father?
He takes after his father in appearance, but he is like his mother in character.
He looks like his mother, but he takes after his father in character.
Like his father, he is tall and handsome.

What does he like?

He likes ice cream and chocolate. She likes apples and oranges.
 She likes modern music. He likes old movies and classical music.
 She likes to read. He likes to play with his dog.

What are you interested in?

I'm interested in medicine. He is interested in politics. She is interested in history.

I'm interested in sports. I'm into computers. I'm a movie fan. I like rock music.

Other related words

Note: Some of the words below are slang words. Use with caution.

a bookworm, a history buff, a sports fan, a music fan, a movie fan, a TV addict;
 a computer whiz kid, a computer freak, a number-cruncher;
 a fashion-monger, a fashion plate, a dandy;
 a junk collector, a pack rat, a miser, a squanderer;
 a homebody, a couch potato, lazybones, a workaholic, a Jack of all trades;
 an adventurer, a thrill seeker, an oddball, a weirdo;
 a prude, a hypocrite, a chronic liar, a gambler, a smooth operator, a city slicker, a simpleton;
 a superachiever, an underachiever, a winner, a loser, a tough guy, a softy;
 a woman-chaser, a womanizer, a lady's man / a ladies' man, a lady-killer;
 a black sheep, a scapegoat, a scarecrow, a white crow, a night owl.

3.1 PEOPLE BEHAVIOUR**I. Underline the most suitable word or phrase**

1. Please don't push. It's very *bad-tempered/rude/unsympathetic*.
2. Jack hates spending money. He's rather *frank/greedy/mean*.
3. Our teacher is very *proud/strict/tolerant* and won't let us talk in class.
4. Helen never does her homework. She is rather *gentle/lazy/reliable*.
5. I didn't talk to anyone at the party because I felt *ambitious/lonely/shy*.
6. When Harry saw his girlfriend dancing with Paul he felt *jealous/selfish/sentimental*.
7. I don't like people who are noisy and *aggressive/courageous/sociable*.
8. Thanks for bringing us a present. It was very *adorable/grateful/thoughtful* of you.

9. Teresa never gets angry with the children. She is very *brave//patient/pleasant*.
10. Tom always pays for everyone when we go out. He's so *cheerful/generous/honest*.

I. Match the words in the box with the description (a-l). Use each word once only.

bad-tempered	determined	lazy	reliable	cheerful	frank	mean
selfish	considerate	honest	punctual	sympathetic		

- a) You always arrive on time. _____
- b) You are always happy. _____
- c) You do what you say you will do. _____
- d) You don't think about the needs of others _____
- e) You have a strong wish to get what you want _____
- f) You are unkind, or not willing to spend money _____
- g) You easily become angry with others _____
- h) You think about the needs of others _____
- i) You tell the truth and obey the law _____
- j) You understand the feeling of others _____
- k) You try to avoid work if you can _____
- l) You try to avoid work if you can _____

III. Complete each sentence with a word from the box. Use each word once only.

ambitious	greedy	polite	sociable	brave	imaginative
proud	stubborn	grateful	kind	snobbish	tolerant

- a) I think I'll stay here on my own, I'm not feeling very today.
- b) Diana wants to get to the top in her company. She is very
- c) It's not to spare at people and say nothing!
- d) I think you have to be very to write a novel.
- e) Thank you for helping me. It was very of you.
- f) Peter refuses to change his mind, although he is wrong. He's so
- g) It was very of Sheila to put out the fire on her own.
- h) Our neighbours look down on us. They are a bit
- i) Don't eat all the cakes! You really are becoming!
- j) If you lend me money, I'll be very
- k) I am very of my new motorbike.
- l) My parents don't mind my crazy hairstyle. They are very

IV. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Jack's real character

How easy is it to understand another person's character?

My friend Jack, was once a rather (1) person.	ANNOY
He was always getting into trouble at school because he was so (2) In class he was very (3)	OBEY / TALK
and never stopped making jokes. The teacher all told him he was (4) because he interrupted them.	POLITE
When I met him he was very (5) and didn't want to talk to at all. People told me that he stole things, and that he was (6) His school work was terrible. He didn't take any (7) in his writing, he never spent enough time doing his homework, and he was not at all (8) One day he saw a gang of boys attacking an old man. Jack hated (9)	FRIEND
And he fought them all until they away. He was awarded a medal for (10) After that, people changed their minds about him	HONEST
	PROUD
	CONSCIENCE
	VIOLENT
	BRAVE

V. Choose the most suitable word or phrase to complete each sentence.

- You can't tell what someone is like just from their _____.
A) character B) appearance C) personality D) looking
- I was born in Scotland but I _____ in Northern Ireland.
A) grew up B) raised C) brought up D) rose
- Edward was named after one of his father's distant _____.
A) family B) brothers C) members D) relations
- Jane and Brian got married a year after they got _____.
A) divorced B) proposed C) engaged D) separated
- Graham works well in class, but his _____ could be better.
A) rudeness B) behaviour C) politeness D) acting
- Julie had a terrible _____ with her parents last night.
A) row B) discussion C) argue D) dispute
- I got to _____ Steve well last year when we worked together.
A) introduce B) know C) meet D) sympathise
- Is Brenda married or _____? I don't like to ask her.
A) spinster B) alone C) bachelor D) single
- Parents have to try hard to understand the younger _____.
A) generation B) people C) adolescents D) teenagers
- My father likes to be called a senior citizen, not an old age _____.

-) person B) relative C) gentleman D) pensioner

VI. Match the words in the box with a suitable definition (a-l). Use each word once.

adult	colleague	nephew	toddler	best man	fiance	niece	twin
bride							
neighbour	sister-in-law	widow					

- The son of your brother or sister _____.
- A woman on the day of her marriage _____.
- A young child who is learning to walk _____.
- What a woman calls the man she is engaged to _____.
- One of two children born at the same time _____.
- A person who lives near you _____.
- The daughter of your brother or sister _____.
- A person who is fully grown _____.
- A woman whose husband has died _____.
- At a wedding, the friend of the bridegroom _____.
- The sister of the person you marry _____.
- A person you work with _____.

VII. Complete each sentence with one suitable word.

- After a few days they realised they were in love.
- I went _____ with a very interesting girl last week.
- Andrew acts as _____ he was the most important person in the room.
- After two years, their marriage broke _____.
- John discovered that he was related _____ his next-door neighbour.
- My parents keep treating me _____ a child, but I'm not one!
- I was brought _____ by my aunt after my parents died.
- It was very kind _____ you to give me a lift.
- Teachers should be patient _____ small children.
- James was very disappointed _____ his new job.
- It's very _____ of character for Bill to behave like that.
- Most famous people behave quite normally _____ private.

VIII. Replace the words in *italics* with a verb from the box. Use each verb once only.

call in	fall out	give away	put up with	turn down	count on
get on well with	look up to	take after	turn up		

- The wedding was cancelled when the bride failed to *arrive*. – turn up
- Susan feels that her boss is someone to *respect*.

- c) I'm sorry, but I just can't *stand* your behaviour any longer
- d) My brother and I really *have a good relationship with* our parents.
- e) Why don't you *visit my house* on your way home from the shops?
- f) Tony felt that he could *rely on* his friend Mary
- g) The millionaire decided *to make a present* of his money to the poor.
- h) Paula and Shirley are good friends but sometimes they *quarrel*.
- i) Jean decided to *refuse* Chris's offer of marriage
- j) All three children *behave like* their father and are very sociable.

IX. Decide which answer (A, B, C or D) best fits each space.

Ann Johnson - A confidential report

Ann Johnson has worked at this college for three years. She is a (1) A employee, and (2) on well with the other members of the department. We have all found her to be an excellent (3) colleague. She has always been (4) punctual for her lessons, and is an extremely (5) reliable member of staff who is able to work independently. I can always (6) rely on her to organize the end of term play, and she has put on some extremely (7) imaginative productions. Her students often tell me how (8) cheerful she is, always ready with a smile, and she has been very (9) kind to many of them. In (10) private she is not very talkative and seems rather (11) shy at first, and might not show her true (12) character in an interview. Her work is excellent, and she is (13) determined to succeed. She is also quite (14) grateful, and has applied for two other positions as Director of Studies. I think that you can count (15) on Ann to make your school a success, and I recommend her for the post of Director.

- | | | | |
|--------------------|----------------|-----------------|-------------|
| 1) A conscientious | B conscience | C consciousness | D conscious |
| 2) A goes | B carries | C gets | D likes |
| 3) A colleague | B adult | C employer | D fellow |
| 4) A times | B late | C hourly | D punctual |
| 5) A greedy | B reliable | C stubborn | D lazy |
| 6) A request | B concentrate | C take | D rely |
| 7) A imaginary | B imagination | C imaginative | D imagined |
| 8) A tempered | B cheerful | C frank | D proud |
| 9) A kind | B aggressive | C polite | D mean |
| 10) A first | B times | C usual | D private |
| 11) A but | B shy | C however | D alone |
| 12) A person | B behaviour | C character | D part |
| 13) A used | B determined | C had | D supposed |
| 14) A obedient | B disappointed | C grateful | D ambitious |
| 15) A on | B for | C with | D to |

3.2 BUSINESS WOMEN

Focus vocabulary

To run a business	To nurture smb.
To expand a business	To set up a business
Publishing company	To have confrontations
To be involved with a business	To negotiate
To drive smb.	To elbow one's way into
To yearn for smth.	To push smb.'s nose to the
To provide smb. with smth.	grindstone
To achieve success	To be a natural
To be blessed with smth.	To be short of money
To remember slights	To have a knack for smth.
Chaotic/ messy/ disorganised	To take a dim view of smth.
	To find one's feet

Read the text carefully.

RELATIVE VALUES

Jill Sinclair, the record label owner,
and her father David.
Interviews by Caroline Scott.

Jill Sinclair, is the only woman in Britain to run an independent record label. Her father David, bought a recording studio in 1972 and the business expanded under Jill's directorship. She now owns 11 recording studios and a publishing company. She is married to the producer Trevor Horn, and they have four children. They live in St John's Wood, north London. David, 88, is still closely involved with the business and comes into the office every day. He lives with his wife, Irene, also in St John's Wood.

Jill: Someone once said to me that the pecking order in our family goes like this: my brother, myself, the dog and my father. My brother was always the blue-eyed boy who could do no wrong, and my father's needs were fairly low on the agenda. I was simply an exceptionally pretty little girl, and that was enough. I was very loved and very spoilt. My father's 21st birthday present for me was a cottage in the country. My mother's greatest hope for me was to grow up and marry an accountant and live in Hampstead Garden Suburb. She finds this business thing all a bit much, and she still can't understand what

drives me.

To be quite honest, I don't know what drives me. Running a record label is incredibly hard work and it is very stressful. I'm probably still trying to prove to her that I'm as good as my brother. There's no doubt that I have yearned for my mother to say: "Well done, I think you're fantastic". But I have never felt the need to prove anything to my father, because he's so undemanding. He's always given me the feeling that whatever I do is wonderful. He has provided me with complete, almost unquestioning devotion, and I couldn't have achieved what I have without him.

I'm very like my father in personality, and not like my mother. She has tremendous style- and an amazing ability to make you feel like an idiot. As soon as she walks into my house she notices something I haven't done. I'm someone who employs two housekeepers and a nanny, for God's sake, and still my mother makes me feel like a bad housewife. To be fair, it's not all her fault; she's an absolute perfectionist, always immaculate, and I'm messy and disorganised.

My relationship with my father has always been less complex and more forgiving. We're both blessed with bad memories, so we don't remember slights and problems and bad feelings. I learned an enormous amount about business from him by sitting at home and listening to him talking about problems with stock and cash flow.

But when I wanted to go into the family furniture business, the answer was an unequivocal no. In those days he felt that business was no place for a girl. So I accepted it and became a schoolteacher –and not a very happy one, because I was too chaotic and I yearned for a life which was less predictable.

Dad bought the recording studio for my brother. But it quickly became obvious that John was never going to be a businessman. Although he is a major shareholder and a director of the company on paper, he's now an Orthodox rabbi in Jerusalem and very happy. When I joined the company in 1977, Sarm-Sound and Recording Mobile consisted of one studio and a fledgling publishing company. Daddy was never involved with the music or the studio equipment. It was always: "What's the cash flow? What's the costing?"

I discovered I had a punter's talent. I don't find it hard to imagine being a 15-year-old girl, so when I put together the various members of All Saints, I knew they 'd be a success. I have 22-year-old A&R boys who go out and dig up all kinds of bands, but the final decision is still down to me.

I've no wish to run the business like a man or to be a man. I don't want to be brutish and bombastic and egotistical. I'm a nurturer – I want to nurture my team to be the best they can be.

I don't think Daddy has learned much about music from me. We've had some big confrontations. On one occasion I suggested my husband was made a shareholder, and Daddy refused. Trevor was the lead singer of the

Buggles and he was one of our best clients. Daddy said:” We don’t give our best clients shares.” He says now that it was a mistake.

There are complicated dynamics going on in every family, and I think in this case it was because he wanted my brother to be involved, rather than Trevor. Trevor is so moody and quiet and still- he was a penniless musician when we met- and my father couldn’t get a handle on him at all. He’s an artist. We got married on a Monday morning at Watford register office, and my parents weren’t invited. My mother had wanted a giant *chuppah* in the synagogue with all the in-laws. Trevor isn’t Jewish and he’d have run a mile. When he first came to a Friday-night dinner he said:” My God! If my family argued like this, we wouldn’t talk for 20 years!” But for us that’s normal. We all get together the following Friday night and argue about something different. It’s why I find negotiation quite easy. In our family you have to elbow your way into the conversation, and once there, if you aren’t succinct and you don’t get your point across quickly, you’re shouted down.

Daddy was 42 when I was born, so he was always the oldest father around, and as a child I had terrible nightmares about him dying. Even now, I can’t face him not being there. Every day, without fail, I go into his office and I kiss him and say, “I love you,” and make sure he’s got everything he wants. When I was a child he always made me feel that nothing was going to go wrong, and he still does that. In my bleakest moments in business he has always been there and given me advice that no one else would offer.

My father doesn’t like any of the bands, he thinks they’re all awful, but he comes in every day, he uses all of my stuff, he attends meetings, he goes over the accounts. And although he doesn’t fully understand the marketplace, certain principles of business are always valid, and he gives me moral support that I couldn’t buy anywhere. I really think that the way to keep elderly parents in good health is to gently push their noses to the grindstone.

David: Jill was a very quiet and shy child; never gave me a moment’s bother. She’s an extrovert now. Bossy even. Very bossy, actually. But she’s been a wonderful daughter. I’ve had love and respect from her and I couldn’t ask for anything more. Anything she wants, she asks me and I sign the cheques.

I do remember finding her quite difficult when she was a teenager. She was having a spot of bother, she wouldn’t talk to her mother and she was crying and carrying on. I said” Jill, tell Daddy what’s the matter, and I’ll put it right...” And she wailed:” Oh, Daddy, you can’t help me, nobody can.” Then she told me what it was., and I said ”Jill, you’re quite right I can’t help you.” It was an emotional thing.

Jill runs the business, but if there are any problems she still comes to me. I bought the business for my son in 1972- didn’t know a damn thing about music myself, but put up 40,000. Jill was a maths teacher- very bright girl- but she was earning trifling amount. So I let her into the company in 1977. It

turned out she was a natural, so I gave her some shares and made her a director.

She's a hard worker, she has foresight, but most of all, she has an ear for music. And it's Jill, not me, who has turned this company from a minnow into a giant. As well as having a good ear, Jill's a very positive person, a confident person. She knows what she wants and she usually gets it. In a word, she's got balls.

Jill has never felt insecure in her life, because she's been very lucky. She was brought up in Hampstead Garden Suburb, where we lived for 30 years, and she was never short of money, ever. She doesn't work for money itself now, although she enjoys what it brings. What drives her is success. She wants to be number one, and she enjoys the fight. We made an enormous amount of money out of Frankie Goes To Hollywood, our first signing. And she sold Seal to Warner Brothers in a multi-million-dollar deal.

She has a tremendous knack for getting people on her side. When she negotiates with all the top people at Universal and Warner Brothers, she's on their level. I don't think you'd find a member of her own staff who doesn't like her- she knows all about their children, their illnesses, their lives.

As company chairman, I do all the difficult stuff. I'm a troubleshooter. I sack people. Jill finds it harder to be tough. But the main thing about Jill is that her children come first. She goes home at 6 pm so she can eat with them, then comes back and works until midnight. When they were very little she used to bring them to work. I remember once. We had the bank manager here, and Jill swivelled round in her chair to breast-feed the baby. He took a very dim view of that.

Every Friday night her mother and I have dinner at her house. She always invites friends and musicians. My wife used to bring a big tub of chicken soup with her: now Jill's housekeeper does it, but of course it's not as good as my wife's. We always start with evening prayers and end with the prayers after the meal. My grandchildren melt my heart. Even the baby, at four, knows all the words. When Trevor first came into the family he couldn't believe the noise, because we all argue like mad. He went away thinking we all wanted to murder each other.

I've always been a leader, and Jill is the same, but we're not in competition with each other. I'm at the office every day, checking things over, signing cheques, that sort of things. Jill says having me here gives her the confidence to do what she does. But she's found her feet now. She doesn't come to me unless there's something very important going on. It's how it should be. In a way, the roles have been reversed. If I want a salary increase, I ask, and there isn't a problem. She says: "What do you want Daddy?" I tell her, and it's done.

I. Comprehension check

Answer the questions:

1. What is Jill's family background?
2. Did Jill's parents dream of a business career for their daughter?
3. Why does Jill say that she couldn't have achieved what she has without her father?
4. Does she take after her mother or after her father in character?
5. What sort of relationship has she had with her father?
6. Has she always had the same sort of relationship with her mother?
7. Why didn't Jill's father want her to go into family business?
8. Was Jill happy as a schoolteacher?
9. What was the company like when Jill joined first?
10. In what way does she want to run the business?
11. Does Trevor share business responsibilities with his wife?
12. Did the atmosphere in Jill's house impress Trevor when he first came there?
13. Does David still give Jill important advice and support when she actually runs the business?
14. What personal qualities helped Jill to turn the company "from a minnow into a giant"?
15. Why does Jill find negotiation so easy?
16. Why is it so important for Jill to come home at 6 pm every evening?
17. What makes her father feel so happy every Friday night?

II. Language focus**1. Find the words and expression in the text that mean:**

1. to increase in size
2. to be closely connected in activities with others
3. to force smb. to do smth.
4. to have a strong, loving, or sad desire
5. complicated, difficult to explain and understand
6. to encourage smb. to develop
7. to talk with another person or group in order to try to come to an agreement or settle an argument
8. to force a way into smth.
9. someone well suited to a job or certain to succeed
10. a special skill or ability, usually a result of practice
11. a person employed to discover and remove causes for trouble in organizations
12. to regard with disapproval

2. Locate the words from the focus vocabulary in the text and

translate the sentences with them. Compare your translations.

3. Complete the sentences using the words from the text.

1. Sarm-Sound and Recording Mobile has expanded under Jill's _____.
2. Jill was not a very happy schoolteacher and she yearned for a life which was _____.
3. Jill finds negotiation so easy because in her family they _____.
4. Jill thinks that the way to keep elderly parents in good health is _____.
5. David gave his daughter some shares and made her a director when it turned out that she was _____.
6. Jill doesn't work for money itself, success is what _____.

4. Make up the following vocabulary lists from the text.

1. business and personal qualities that help Jill to succeed in her career.
2. words dealing with money and business.

5. Translate from Russian into English using the vocabulary of the text.

1. _____ 12 _____ .
2. _____ .
3. _____ —
4. _____ ,
5. _____ — ,
6. _____ .
7. _____ .
8. _____ , — ,
9. _____ .
10. _____ .

III. Follow Up Activities.

Discuss the following questions:

1. What exactly in her family background encouraged Jill to become so successful in her career?
2. What personal qualities does she possess that enable her to do well in running the studio?
3. Who played the most important role in Jill's way to success either her mother or her father?
4. What facts from the text prove that Jill's life is hectic, busy and stressful?
5. Is Jill happy managing to balance both her family life and career?
6. Would you be excited to have this sort of life?
7. Should parents praise and spoil their children telling them that they are the best, the most intelligent, the most beautiful etc. and thus give them confidence or should they give them the notion that they could do better?
8. Share your opinion of the proverb:
"Praise the youth and they will come"
Condemn the youth and they will fall"
9. Share your opinion about stereotyped ideas that women cannot combine happy marriage and successful career.

3.3 WAYS OF BEING SUCCESSFUL

Read the text and get ready to discuss it

WAYS OF BEING SUCCESSFUL

What is success? People define this notion in many different ways. Success may mean the achievement of what one wants or intends, a high position in one's job, course, sport, in society, etc. Some people believe that success is connected with the amount of money they earn, the house they live in and the car they drive. But is success really measured in dollars and is it just making money and being well-known? To my mind success means finding personal satisfaction in your work and loving what you do. It is a sense of personal accomplishment and self-satisfaction. If people want to be successful, they should have a goal to strive for and constantly raise the bar. When their ambition is reached, another one is created. The meaning of success may vary at different points of life.

Of course not everybody manages to succeed in life. All successful businessmen, actors or musicians face a number of challenges at the beginning of their career. They have hard times overcoming many difficulties but they don't give up. At last their persistence leads to success. One must be hard-working, patient, strong-willed, persevering and self-confident if one

wants to be successful. Success always goes hand in hand with hard work and great efforts and very often one faces a lot of obstacles, troubles, disappointment and failure on the way to success.

Some people forget about integrity and honour striving for success, wealth and glory. When they achieve their goal, it doesn't make them happy. On the contrary, they feel disillusioned and dissatisfied. Having climbed the ladder of success they find nothing worthwhile on the top. A person shouldn't use any means and take any risks achieving success. Many people today are under so much pressure to succeed that some admit they will lie, cheat, do something morally wrong and even sacrifice their private life and health if it helps them to get on. Many ambitious people who want success at any cost move their families, friends and hobbies to the background. People who work too much trying to achieve their goals or to be promoted don't go in for sports, sit up very late, skip meals, smoke excessively and feel stressed.

But can a person be successful if he isn't happy? The link between happiness and success was investigated by a team from the University of California Riverside. According to their research 'happiness, rather than working hard, is the key to success'. Psychologists say that 'cheerful people are more likely to try new things and challenge themselves, which reinforces positive emotion and leads to success in work, good relationships and strong health'. So happiness is essential to people's wellbeing. Prof Diener said, 'We define success as obtaining the things that culture or society values, whether it be friends, close family, money and income, or longevity.'

Let's try to deduce a formula for success.

Hard work + enthusiasm + love of your work = success

A person is successful if he uses all his talents to improve the world and leaves it a bit better, whether by bringing up a healthy child, planting a tree or building a house. Success is not only a good career. It is also having a balance in life and helping other people. As somebody has rightly said, 'Success is the completion of anything intended'.

Post-reading tasks:

1. Complete each sentence (A-H) with one of the endings (1-8):

- A. Some people believe that success is connected with
 - B. If people want to be successful they should
 - C. All successful businessmen, actors or musicians
 - D. Success always goes hand in hand with
 - E. Many people today are under so much pressure to succeed that some admit they will
 - F. People who work too much trying to achieve their goals or to be promoted
 - G. Cheerful people are more likely to
 - H. A person is successful if he uses
1. face a number of challenges at the beginning of their career.
 2. don't go in for sports, sit up very late, skip meals, smoke excessively and

feel stressed.

3. have a goal to strive for and constantly raise the bar.
4. try new things and challenge themselves.
5. the amount of money they earn, the house they live in and the car they drive.
6. hard work and great efforts.
7. all his talents to improve the world and leaves it a bit better.
8. lie, cheat, do something morally wrong and even sacrifice their private life and health if it helps them to get on.

2. Give the definitions of the following words

- goal • failure
- ambition • sacrifice
- challenge • wellbeing

3. Answer the questions

- 1) Is success connected with the amount of money you earn? Why?
- 2) Why is it important to be ambitious if you want to succeed?
- 3) Why does the meaning of success vary at different points of life?
- 4) Why doesn't everybody manage to succeed in life?
- 5) Why do some people feel disillusioned and dissatisfied having climbed the ladder of success?
- 6) Can you lie, cheat, betray or sacrifice your private life and health for success? Why?
- 7) Why do many people who work too much feel unhappy?
- 8) What is the link between happiness and success?
- 9) Do you agree that cheerful people are successful? Why?
- 10) Do you agree with the statement 'Success is the completion of anything intended'? Explain your answer.

4. Read what people say about success. What is success to your mind?

'Success is ... Well, to my mind it is doing what I like, having a good job and good relationships with my family. Bringing up children is a very important job and I feel satisfied when I spend free time with my daughters, watch them playing and hear them laughing. Being a good father is a hard work and I want to succeed in it. I got promotion three years ago and I remember feeling very thrilled and proud. But I felt much prouder when my younger daughter wrote in her composition, 'My father is the best father in the world'. This is what makes me happy and successful. '

(Ben, 37)

'I'd like to scale the career ladder and achieve the most senior management level possible. I want to be respected and I want people to take my opinion into consideration and to ask me for advice. I want to gain power and wealth and to be independent. Of course I understand that there is no success without failure and sacrifice but even failure can become an essential

ingredient to success. I'm ready to work hard.'

(Sam, 30)

'Success is a complicated notion. As for me, I'm not a careerist. I like freedom and I hate the idea of being trapped in an office from morning till night. Success is not necessarily a high position in society or a well-paid job. Success is the opportunity to show your talent and to be creative in the field that you like. Success is not escaping problems but facing them with a smile.'

(Flora, 21)

5. Read the quotations below. Choose any statement and comment on it

- 'Action is the foundational key to all success.' (Pablo Picasso)
- 'Develop success from failures. Discouragement and failure are two of the surest stepping stones to success.' (Dale Carnegie)
- 'Don't aim for success if you want it; just do what you love and believe in, and it will come naturally. ' (David Frost)
- 'In order to succeed, your desire for success should be greater than your fear of failure.' (Bill Cosby)
- 'Success is a lousy teacher. It seduces smart people into thinking they can't lose.' (Bill Gates)
- 'Success is getting what you want. Happiness is wanting what you get.' (Dale Carnegie)
- 'Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.' (Booker T. Washington)
- 'Success isn't a result of spontaneous combustion. You must set yourself on fire.' (Arnold H. Glasow)
- 'Success without honor is an unseasoned dish; it will satisfy your hunger, but it won't taste good.' (Joe Paterno)
- 'What is success? I think it is a mixture of having a flair for the thing that you are doing; knowing that it is not enough, that you have got to have hard work and a certain sense of purpose.' (Margaret Thatcher)

Look at the list of today's most successful people. Find more information about one of them and find the reasons for his or her success.

Bill Gates, a computer programmer and businessman, who started the Microsoft company and who is one of the world's wealthiest people. During his career at Microsoft, Gates held the positions of CEO and chief software architect, and remains the largest individual shareholder with more than 8 percent of the common stock. In the later stages of his career, Gates has donated large amounts of money to various charitable organizations and scientific research programs through the Bill & Melinda Gates Foundation, established in 2000. He remains at Microsoft as non-executive chairman.

Oprah Winfrey, a film and television actress and television presenter who has her own talk show The Oprah Winfrey Show which has earned her

multiple Emmy Awards and is the highest-rated talk show in the history of television. She is also an influential book critic, an Academy Award nominated actress, and a magazine publisher. Oprah has been ranked the richest African American of the 20th century. She is also, according to some assessments, the most influential woman in the world.

Donald Trump, a business magnate, socialite, television personality, and author. Trump is the Chairman and CEO of the Trump Organization, a US based real-estate developer. He is also the founder of Trump Entertainment Resorts, which operates numerous casinos and hotels across the world. Trump's extravagant lifestyle and outspoken manner have made him a celebrity for years, a status amplified by the success of his NBC reality show, *The Apprentice* (where he serves as host and executive producer).

Condoleezza Rice, the 66th United States Secretary of State, and the second in the administration of President George W. Bush to hold the office. Rice was the first black woman, second African American, and the second woman to serve as Secretary of State. Rice was President Bush's National Security Advisor during his first term. While Secretary of State, she chaired the Millennium Challenge Corporation's board of directors.

Tiger Woods, a golfer whose achievements rank him among the most successful golfers of all time. In 1997 he became the youngest person ever to win the US Masters Tournament. Currently the World No. 1, he was the highest-paid professional athlete in 2007. Woods has won fourteen professional major golf championships, the second highest of any male player, and 65 PGA Tour events, third all time. He has more career major wins and career PGA Tour wins than any other active golfer. He is the youngest player to achieve the career Grand Slam, and the youngest and fastest to win 50 tournaments on tour.

A. What is success? What are the ways of being successful? Do you think that you are successful?

B. Read the text 'Ways of Being Successful' and try to deduce your own formula for success.

3.4 PAST SIMPLE Questions and Negatives

Study carefully GRAMMAR PAST INDEFINITE and then do EXERCISES

1. Transform into negative and interrogative forms.

(A)

1) We enjoyed the performance last night.

2) They used to go to the country every Sunday.

- 3)He left for London just now.
- 4)He liked to read detective stories when he was a schoolboy.
- 5)The other day Sam bought a new car.
- 6)It rained heavily yesterday.
- 7)Two years ago John spent a fortnight in Manchester.
- 8)The *Titanic* hit an iceberg many years ago.
- 9)He gave up smoking a year ago.
- 10)Last year she finished school and went to work.
- 11)Robert and Kate got married the other day.
- 12)He used to be a good football-player in his childhood.
- 13)Every month she went to visit her parents.
- 14)The other day he sold his flat and bought a cottage.
- 15)She believed that he was right.

(B)

- 1)They were friends in their childhood.
- 2)He had a sleepless night yesterday.
- 3)He was a famous writer when I met him.
- 4)She was cheerful and full of energy in those days.
- 5)The other day my friend was in London. He had a good time there.
- 6)Terry was ill four days ago. He had the flu.
- 7)We were glad to see them again.
- 8)They had three English lessons last week.
- 9)At school I was good at Chemistry.
- 10)Usually he had a hot shower before he went to bed.
- 11)You were fond of sports when you were a student.
- 12)There were many beautiful flowers in the garden.
- 13)There was a shop in front of our house long time ago.
- 14)When the taxi arrived, everything was ready for the trip.
- 15)He had a nice job last year. He was pleased with it.

2. Ask your fellow-student:

- 1)whether it rained last Wednesday;
- 2)when they were in the south last;
- 3)how long Mr Blade lived in London;
- 4)what he/she did two years ago;
- 5)when Ann left school and what she did afterwards;
- 6)if he/she had much work to do yesterday;
- 7)why he/she was so upset the other day;
- 8)how many letters there were on the table;
- 9)why he/she made up his/her mind to become a lawyer;
- 10)how often he/she wrote letters to his/her parents when he/she was

abroad;

11)whom he/she met just now;

12)how he/she used to spend his/her leisure time when he/she was a student;

13)when he/she had dinner;

14)why he/she didn't take part in the conference;

15)who he/she got acquainted with at the party.

3. Translate into English. Use the Past Indefinite.

- 1) ,
- 2) , ? –
- 3) ? –
- 4) , , .
- 5) , , .
- 6) ? – . –
- 7) ? – 8-
- 8) ? – , –
- 9) ? – 4 ,
- 10) ? – .
- 11) ? – .
- 12) , .
- 13) , ? –
- 14) .
- 15) ?
- 16) .

- 17) , . , ,
- 18) ? – .
- 19) . . .
- 20) . , ,
- 18 .

Part

IV

4 CONFLICT

4.1 COMPROMISE

Warm up

Compromise /komprɪmaɪz/ *when people are arguing, they make an agreement called a compromise by giving up part of what they want*

- Do you often have to reach compromise in your job, studying?
- Think of an occasion when you solved a disagreement or problem by compromising.



Active Vocabulary

When trying to reach a compromise, we often discuss the effects of possible actions or events on the situation. In order to do this, conditional sentences are often used:

- If I had the chance.
- If we bought 10,000 of them,...
- I would make a lot of changes if I had the chance.
- If we bought 10,000 of them, we'd have storage problems.
- If I were you, I wouldn't accept that offer.
- If I agreed to those conditions, would it affect my pension?
- Would it affect my pension if I agreed to those conditions?

Lexical exercises

Match the two halves of the sentences:

Would they accept the offer	we'd leave the company.
Our rent would be lower	would you agree to pay sooner?
If I were you,	I'd apologize for my mistake.

If we gave you a 10% discount,	if we included transport costs?
If our boss expected us to work overtime,	if we employed more staff?
Would people start leaving	if we moved out of the centre.

Listening

I. Derek is the owner of a chain of Turkish restaurants in Ireland. The manager of one of the restaurants is a Turkish woman called Ayse. She wants to talk to Derek about something important. Read this summary of the first part of the dialogue. Then listen to the dialogue and correct the text where it is wrong.

Ayse wants to talk to Derek, her boss, because today she's received a letter from her family in Turkey, saying there's a problem at home and they need her to come home for three or four days. Derek seems to understand her problem and it's a busy week.

II. Listen to the second part of the dialogue and underline the part of the sentence in *Italics* that is correct.

1. Derek will not agree to Ayse's request because *he cannot manage without her / he feels she is not being honest.*
2. Ayse's main worry is *her duty to her family / money.*
3. They *understand / do not understand* each other's point of view.

III. Listen to the third part of the dialogue. What compromise do they reach?

IV. Look at the extracts from the dialogues. Complete them with the phrases used by Ayse and Derek. Then listen again to all three dialogues and check your answers.

1. I know it's a busy time of year, I do. I _____ your point of view.
2. But put _____ - imagine if it were your family.
3. This is what I suggest. Let's both _____ and I'll phone you tomorrow morning.
4. Right, er... I've _____ thinking.
5. On the _____ I need someone with your experience and ability with the staff and the customers.
6. So what _____ - if you went in four days' time that would give us time to show the ropes to someone else.
7. Let's _____ then.

Speaking

Respond to the following problems. Try to use language from the unit.

1) a regular customer says they are having financial problems and cannot pay for the goods or services you have provided. You need the money but do not want to lose a good customer.

2) there is an urgent project at work. Your boss wants you to work extra hours for the next two weeks, including all day Saturday and Sunday. No extra money is available to pay you for this.

Writing

As part of a presentation to new employees, you decide to suggest some “tips for reaching agreement”. Write four or five tips that you could show as part of the talk.

4.2 COMMUNICATION PROBLEMS



AN INNOVATIVE SPIN ON CORPORATE COMMUNICATIONS

PRE-READING TASK

I. Do you attach any importance to corporate spin or discount heavily on any corporate stories published in mass media? Why?

II. What are the ways to modify corporate communication with employees and outer world?

In the world of corporate communications, blandness and platitudes rule. Failures and bad news are air-brushed out of sight. Julian Birkinshaw calls for innovation – and honesty in the way companies communicate.

Companies invest enormous amounts of effort in communicating with external stakeholders and with their employees, but the message is usually little more than a sequence of optimistic platitudes. You never get to hear the two sides of the discussion that the board were preoccupied with when they made a decision, and you never see the account (let alone the warts-and-all vision) of why something went badly wrong. Contrary or heretical opinions are exorcised from the official record.

Isn't it a bit odd? One of the pillars of liberal democracy is the right to speak freely, and yet most companies offer no such liberties for their

employees. Corporate communications end up looking more like an article from Pravda in the 1980s, or a tract of Orwellian newspeak, than something you would find in a Western newspaper.

The result of such desperately conservative line on corporate communications is entirely predictable. Take a typical “bad news” story such as a plant closure. The company releases its press release, or acknowledges the closure of its annual report. At the same time – or usually before the official story – the rumor mill grinds out its unofficial version of events, often corrupting it in the process; parts of the story get leaked to the press, who then put their own spin on it; and cynical employees gather around the coffee machine, sniping at their senior manager and wondering why they are not better informed.

The internet has magnified both the severity and the reach of this rumor mill. First came the anti-company websites, such as microsoftsucks.org and wallmartsucks.org, which created a convenient forum for embittered employees and aggrieved customers to share their grips. The rise of personal blogs subsequently gave even more power to individuals to tell the story their way. And while the first wave of blogs came from outsiders taking pot shots at a company, they were quickly followed by insiders – company employees putting their own spin on the official story, often with very little regard for corporate etiquette (e.g. scoble.weblogs.com).

We also see collective efforts to challenge the official corporate line. As an extreme case, Friends of the Earth published “The other Shell Report” in 2002. a carefully researched but highly one-sided analysis of Shell’s record on corporate responsibility from the point of view of those living in the shadow of Shell’s operation around the world. All of which accentuates the need for some real innovation around the message and the mode of corporate communications. The benefits of honest, grown-up communication are enormous – it generates buy-in, it stimulates productive debate, and it reduces the risk of untrue rumors spreading. And the risks are minimal, as the truth has a habit of coming out anyway. Of course there are boundaries here – especially for publicly-traded companies that face strict rules on corporate disclosures – but most companies don’t get anywhere near danger zone in terms of what they talk about, or how they say it.

A couple of examples of innovations in corporate communication to give a flavor of what is possible:

IBM held a “Values Jam” in 2003 where employees from all over the world could tap into a live discussions forum on its website about the company’s values. Despite many highly - critical postings (“the only value in IBM today is the stock price, CEO Sam Pamisans instead of letting the full

range of viewpoints emerge, and the no-holds-barred discussion that followed led to a much more persuasive and widely-accepted value statement than anything a committee could have come up with.

The Guardian newspaper publishes an annual “social audit” to review its record on environment, social and ethical issues (see www.guardian.co.uk/social audit), which an independent auditor then comments on. And the results are not always positive: the 2006 review showed that Pearson (publisher of the Financial Times), not the Guardian, had the best record on environmentally responsible paper sourcing, and the auditor, Richard Evans, criticized the Guardian for its reporting on CO2 emissions. Such findings are not only refreshingly honest; they are also an expression of commitment to improvement.

These examples just scratch the surface of a deep, untapped well of opportunity in generating meaningful corporate communication. Just pick up any newspaper or magazine outside Cuba or North Korea for inspiration: how about appointing an independent editor to write your company newsletter? How about getting someone to write a counterpoint to the arguments made in the press release? How about encouraging your employees to set up their own blogs? (Microsoft has over 700 such people). Of course there are limits to this exercise – you don’t want to create unnecessary grist for the critic’s column, and you don’t want to encourage lawsuits. But the acid test is simple: if the other side of the story is going to emerge anyway, wouldn’t you like to have some say in how it gets out.

COMPREHENSION

I. Explain what these expressions from the article mean in your own words.

- ◇ external stakeholders
- ◇ optimistic platitudes
- ◇ heretical opinions
- ◇ pillars of liberal democracy
- ◇ corporate spin
- ◇ company insiders and outsiders
- ◇ social audit
- ◇ scratch the surface
- ◇ value statement
- ◇ warts-and-all version

II. As you read the text, identify and remember the main points and how they are related. Complete these Key ideas column with

appropriate words and phrases from the text. Then complete the notes in the Detail column.

	Key idea	Details
1.	Corporate <i>communications</i> with external stakeholders and their employees sound like <i>corporate spin</i> .	There is a plethora of optimistic <i>platitudes</i> . You never hear the true account of events all <i>heretical opinions</i> are exorcised.
2.	The result of such a c-----e l--e on corporate communication is discouraging.	Before a company r-----s any official story, some information g---s l---ed to the press who then put their s--n on it. Cynical employees s---e at their senior managers and accentuate the lack of information.
3.	The i-----t gave rise to a huge amount of negative criticism. It m-----d both the s-----y and the reach of this r----r m--l.	First came the anti-company websites. They were followed by personal b---s which gave even more power to i-----s and o-----s to take p-t-s---s at a company.
4.	Nowadays some c-----e e-----s are observed to challenge the official corporate line.	Friends of the Earth published critical but one-sided analysis of Shell's c-----e r-----y.
5.	There are enormous b-----ts from honest and meaningful corporate communication but also some b-----es for publicly traded companies.	Innovative, grown up communication generates buy-in, encourages p-----ve d----te and prevents spreading rumors. Still some companies have strict rules on corporate d-----re

6.	IBM held a “Values Jam” on its website in 2003 which let the full range of values emerge.	Participants could tap into a ledger of information from on its website about company’s values. This innovation resulted in persuasive values which were widely accepted.
7.	The Guardian newspaper has also expressed its commitment to improvement by publishing annual “social audit” which an independent auditor then comments on.	The results are not always positive but they bring refreshing benefits.
8.	There is a deep untapped well of opportunity in generating meaningful corporate communication.	Nevertheless companies should stick to some limits if they don’t want to encourage leaders or create unnecessary guilt for the critic’s column.

FOLLOW-UP ACTIVITY

I. You work for a company with high level of CSR. What sort of bad news could be included into the company’s reports, press releases or ethical audits safeguarding its reputation?

II. What suggestions could you put into untapped well of meaningful corporate communication?

4.3 WORD-BUILDING GRAMMAR

1. _____, _____:
_____:

Untrue, prehistoric, ultramodern, postwar, ex-champion, anti-body, decompose, decode, deform, depart, discover, disappearance, reread, reconstruct, coauthor, unequal, misunderstand, undress, disarm, anti-fascist, cooperation, co-existence, interaction, superhuman, ultra-violet.

2. _____, _____:
_____:

Achievement - achieve, resistance - resistant, assistance - assist - assistant,

celebration - celebrate, difference - different, city - citizen, nation - national - nationality, measure - measurement, develop - development, act - active - activity, contain - container, discover - discovery - discoverer, literature - literary, graduate - graduation - undergraduate - post-graduate, educate - education, progress - progressive, act - action - activity - active, govern - governor - government.

- **-or.** _____:

To lead, to write, to read, to visit, to speak, to sleep, to act, to direct, to conduct, to drive, to fight, to mine, to report, to sing, to skate, to swim, to teach, to travel, to sail, to invent, to found, to compose.

4. _____
-ist, -ism, -ian. _____:

Special, social, art, capital, economy, international, piano, technic, mathematics, statistics, politics, music, electric, Russia, Hungary, Canada, India. are, aim, use, shape, fruit, power, thought, harm, colour.

7. _____ **-able, -ible,** _____:

Change, convert, prevent, break, compare, desire, profit, read, comfort, respect, expect, fashion, flex.

8. _____, _____ - _____:

British, foolish, understandable, heartless, pitiless, successful, experiment, function, musician, socialist, artist, capitalism, professional, fundamental, industrial, doubtful, useful, different, treatment, creative, attractive, peaceful, dangerous, elementary, childish, active, economic, director, worker, passage, marriage, silence, freedom, kingdom.

9. _____ **-en:** _____
Red, tight, soft, deep, short, dark, bright, weak, black, white, sweet, sharp, strong, long.

10. _____ **-1** _____:
Bad, first, part, quick, strong, short, silent, rapid, wide, extreme, cruel, kind, happy.

11. _____:
Turn, smile, smoke, snow, start, stay, step, stop, study, talk, visit, rest, air, paper, cover, handle, cause, watch, act, address, answer, brush, clean, cross, crowd, wave, wish, work, dance, doubt, dress, end, fight, help, hope, joke, laugh, lift, light, love, mind, paper, pencil, place, plan, play, post, reply,

report, return, sail, show.

12. _____ .
_____ :

React, reaction, reactor, reactivity; science, scientific, scientist; industry, industrial, industrious; cold, coldly, coldness; dark, darkness, darken; happy, happily, happiness, unhappy; equal, equally, unequal, equality; free, freedom, freely; attention, attentive, attentively; sun, sunny, sunless; care, careful, careless, carefully, carelessness; to differ, different, difference, indifferent; England, English, Englishman;

poison, poisonous, extreme, extremely, extremity, extremist, friend, friendship, friendly, unfriendly.

13. _____ :

Aircraft, airspace, Air Force, summer-resort, rest-house, custom-house, dining-room, dining car, living-room, fireplace, nightlife, newsagent, sunglasses, popstar, snowboarding, bungee jumping, earthquake, greenhouse, laptop, software, science-fiction, solar system, so-called, haircut, hairbrush, icebox, newspaper, notebook, rain forest, lifetime, raincoat, sportsman, sunshine, sunrise, sunset, sunflower, body-piercing.

14. _____ .
_____ :

An accent - to accent, a contract - to contract, a content - to content, a contest - to contest, an increase-to increase, a convict - to convict, a perfect - to perfect, a record - to record, refuse-to refuse, a refugee-to refuge.

15. _____ , _____ :

1. works as a teacher. 2. I saw one of his works at the exhibition. 3. I was waiting for your report. 4. They report the results of their experiment every Monday. 5. His report contains some of his thoughts about the experiment. 6. You'll make progress if you work hard. 7. He thought about his new work. 8. I have a present for you. 9. I am busy at pre sent. 10. He presented me with a book.

16. _____ .
_____ :

Powerful, inventor, high-quality, network, demoralize, profitable, dislike, disagree, movement, shorten, incorrect, electricity, fruitful, fruitless, happiness, dangerous, noisy, sunny, rainy, badly, strongly, reading, teaching, rebuild, retell, leader, teacher, unhappy, unusual, translation, cooperation, schoolboy, icebreaker.

17. _____ , _____ .

: A machine for drying hair – hair drier.

1. A thing for opening tins - 2. A machine for playing records - 3. A machine for mixing food - 4. A thing that times eggs (when they are boiling) - 5. Things for warming people's legs - 6. Stuff that kills flies - 7. A liquid that removes paint - 8. A tool that opens bottles - 9. A thing for peeling potatoes - 10. A liquid for removing eye makeup - 11. Stuff for freshening the air -

18. _____ : 1) _____, 2) _____, 3) _____ :

Obstinate, unspoilt, hand-made, waterproof, easy-going, breathtaking, aggressive, deserted, overgrown, overcrowded, cunning, picturesque, arrogant, long-lasting, spoilt, automatic, accurate, artificial.

19. _____.

1. I know Jim Kerry is very popular but I find him totally *childish* / *childlike*. 2. I couldn't work out whom the letter was from. The signature was *childish* / *childlike*. 3. Sarah is so *childish* / *childlike*. She always plays trick on her friends. 4. It was wonderful to watch the tiny lambs playing. I got such *childish* / *childlike* pleasure from the experience. 5. Sophie is extremely *sensitive* / *sensible* at the moment. Anything you say seems to upset her. 6. Karen is not a very *sensitive* / *sensible* person. She wore high-heeled shoes for our four-mile walk. 7. I've never known her to tell a lie. She's a very *true* / *truthful* person. 8. I can never watch sad films that are based on *true* / *truthful* a story. They always make me cry. 9. Susan is so *intolerable* / *intolerant* of other people. She never accepts anyone else's opinion, and she always thinks she knows best. 10. I find Mark's behaviour *intolerable* / *intolerant*. It's unfair to be so selfish. 11. We're having an *economic* / *economical* crisis at the moment. James has lost his job and I don't know how we are going to pay the rent. 12. It's more *economic* / *economical* to drive slowly. You can do a lot more miles to the gallop.

20. _____, _____ : **board, green, paper, book, birthday, blood, rain, site, road, sports, ice, water, day, night, hand, case, sun, bag.**

: *camp...*, *building...*, *bomb...* – *campsite, building site, bomb-site.*

1. ...test, ...pressure, ...donor. 2. ...fall, ...melon, ...skiing. 3. ...house, ...grocer, ...salad. 4. ...club, ...mare, ...shift. 5. brief..., suit..., book... . 6. paper..., plastic..., shoulder... . 7. ...bow, ...coat, ...drop. 8. ...shine, ...rise, ...set. 9. ...works, ...sign, ...rage. 10. black..., floor...,

notice... . 11. ...light, ...break, ...dream. 12. ...shake, ...writing, ...book.
 13. ...cube, ...berg, ...rink. 14. ...cake, ...present, ...card.
 15. ...scape, ...lady, ...slide. 16. ...car, ...center, ...ground. 17. address...,
 visitor's..., note... .

21.

(_____ , _____).

1. Your coat is on the ... (back, chair). 2. You've just spilt the ... (milk, cat).
 3. Can you buy some ... (paper, toilet). 4. I never listened to my ... (advise,
 parents). 5. Can you buy a ... (wine, bottle) to have with supper? 6. What did
 that ... (road, sigh) say? Did you see it? 7. It's such a mess in here. There are
 empty ... (wine, bottles) everywhere. 8. The ... (Prime Minister, duties) include
 entertaining heads of the state. 9. The ... (my shoe, heel) has come off. 10.
 Can I borrow your ... (brush, hair)? 11. What happened at the ... (film, end)?
 12. Here is ... (today, news). 13. Where is the nearest ... (Metro, station)? 14.
 It's my ... (anniversary, parents, wedding) next week. 15. The ... (company,
 success) is due to its efficiency. 16. I've got a ... (fortnight, holiday) next
 month. 17. The ... (government, economic policy) is confusing. 18. My
 children go to the local ... (school, state). 19. The annual ... (rate, inflation) is
 about 4 percent. 20. Are there any ... (coffee, cups) in your bedroom? There
 are none in the kitchen. 21. Do you want a ... (coffee, cup)?

22.

: **advise – to advise, use – to use, abuse – to abuse, belief – to believe, relief – to relieve, grief – grieve, excuse – to excuse, breath – to breathe, half – to halve, house – to house, safe – to save, bath – to bathe.**

1. It is my personal ... that this man is innocent. 2. Let me listen to your chest.
 Take a deep ... and say "Ah". 3. You should put your valuables in the 4.
 Drug ... is a terrible problem all over the world. 5. I know it isn't good for my
 skin, but I love sun 6. I've been so worried about you! It's such a ... to
 see you at last! 7. "What are we going to do with this cake?" "Cut it in two.
 You take ... and I'll take" 8. Can you show me how to ... this new coffee
 machine? 9. The refugees are ... in temporary accommodation. 10. She
 apologizes for her behavior, and said it was because she'd had a busy day,
 but that's no ... for breaking all the plates. 11. People need time to ... after the
 death of someone they love. 12. Take my Never marry for money. Marry
 for love.

23.

Kind, honest, credible, appear, fair, equal, pleased, continue, fasten, normal,
 employed, friendly, trust, professional, known, cover, safe, use, probable,

important, emotional.

WORD-BUILDING (Test)

1. _____.
_____:

Beautiful, function, artist, musician, heartless, economic, worker, badly, act, action, active, basic, fruitless, population, movement, historic, democratic, work, daily, literature, picture, organization, friendship, highly, leader, fight, fighter, national, impressive, hopeful, hopeless, beautiful, special, specialist, define, definition, humanism, humanist, humanistic, use, useful, useless.

2. _____.
_____:

Coauthor, undress, disarm, postwar, illegal, unkind, reconstruct, deformation, prewar, antihero, ex-champion, superhuman, disagreement.

3. _____.
_____ : *-al, -ful, -ous, - , -able, -ible, -ic, -less, -ish.*

Reason, beauty, hope, doubt, care, aim, use, desire, boy, success, heart, experiment, form, office, danger, fame, electron, base, nature, cloud, sun, child, Scott, history, home.

4. _____.
_____:

1. Many pupils study English. 2. My grandfather has a large study. 3. Who ruled this country? 4. All sportsmen must obey the rules of the game. 5. The Soviet Union is tied by friendship with India in their work for peace. 6. All peace-loving people work for peace for the whole of mankind.

5. _____.
_____:

Protection, show, writer, worker, movement, investigation, achievement, statement, reader, department, equipment, construction, organization, reporter, arrival, improvement, conductor, establishment, development, education, definition, regulation, assistance, agreement.

6. _____.
_____:

a) Specialist, institute, university, culture, cultural, centre, central, nation, national, international, organization, minister, nature, natural, traditional, progressive, moral, social, socialist, public, programmer, popular, modern, revolution, revolutionary, final, talent, continent, festival, political, experiment, experimentation, electricity, technical, transformation, system, systematically,

practice, practical, seminar, lecture, lecturer, period, historic, history, professor, complex, form, acceleration, instrument, philosopher, idea, basic, fundamental, conceptions, mass, class, element, motor, method, problem, energy, radio, text, material, temperature, progress, television.

b) 1. France and England are European countries. 2. In the evening we like to listen to classical music. 3. We saw a comedy at the Drama Theatre last night. 4. Your train leaves from platform two. 5. This jazz orchestra gave several concerts in our town. 6. In 1610 Galileo constructed the first tele scope in the world. 7. This was a dangerous experiment.

7. _____, _____ ?
_____ :

Ice-hockey, world-wide, bedroom, newspaper, long-term, birthplace, sportsman, apple-juice, peace-loving, schoolchildren, football, highland, television, underground, north-west, sometimes, lowland, landscape, well-known, multinational, network, vice-president.

8. _____, _____, _____.

1. My father is very ... (act) even though he's seventy. 2. I've always wanted to work in the theatre, but ... (act) it isn't a very secure profession. 3. I ... (hope), we'll soon find a solution to the problem. 4. Look ... (care) to the left and to the right before crossing the road. 5. It was very ... (care) of you to lose my watch. 6. I take two ... (day) newspapers and three Sunday papers. 7. You've broken my camera! Look at it! It's ... (use)! 8. Thanks for the advice. It was really ... (use). 9. I have some very ... (noise) neighbours. 10. She became ... (fame) as a result of her invention.

.

Test 1.

1. This is the most concert I've ever been to. (Expense)
2. Her husband's not a very.....person. (Patience)
3. Susan is very.....and wants to do well. (Ambition)
4. Show some..... Don't you like the idea? (Enthuse)
5. Her problem is that she has not enough.....in herself. (Confide)
6. Dan is really very....., even rude sometimes. (Polite)
7. I haven't been to the cinema..... . (Recent)
8. Mary..... and they never s aw her again. (Appear)

Test 2.

1. Most people have no real..... in ghosts.(Believe)
2. Mark Twain wrote many..... stories. (Humour)
3. The children's..... at the concert was excellent. (Behave)
4. Rita asked for a and cashier gave her one. (Receive)

5. Do you think you have the..... to pass the exam? (Able)
6. You need a lot of to write a good story. (Imagine)
7. I read an interesting in the newspaper. (Advertise)
8. Their friendship began in their (Child)

Test 3.

1. I'm telling you the! I swear! (True)
2. Your composition isn't good enough. You'll have to it. (Write)
3. Did you know Ann used to work as a when she was younger? (Wait)
4. They need your before they can do it. (Sign)
5. It all happened quite..... . I didn't have time to think. (Sudden)
6. I'm sure his new film is going to be a huge..... .(Succeed)
7. Did Paul give an for his actions? (Explain)
8. The of the village are all very kind. (Inhabit)

Test 4.

1. The leaflet gives a brief..... of each place. (Describe)
2. Can you give us a quick of how it works? (Explain)
3. Olga broke the vase during an with her husband. (Argue)
4. Gold is a very metal. (Value)
5. Peter began to feel depressed and (Help)
6. His book is the result of years of research. (Care)
7. This snake is not at all. (Danger)
8. The bright flowers make the room look..... . (Cheer)

Test 5.

1. Teenagers nowadays are more interested in problems. (Globe)
2. Have you seen the new Levi on TV? (Advertise)
3. I looked everywhere but I couldn't find him. He's (Appear)
4. It's very..... to drink and drive. (Danger)
5. Can you give me some more about this adventure holiday? (Inform)
6. We need to put up some for tonight's party. (Decorate)
7. The weather today will be cold and..... . (Wind)
8. Margarita was very with the service. (Satisfy)

Test 6.

1. They put a lot of on him to agree to their demands. (Press)
2. I've had three..... nights and I feel exhausted. (Sleep)
3. If you have problems with your, see a doctor. (Circulate)
4. I'm feeling very today. I think I'll go for a run. (Energy)
5. Remember that are also human. (Examine)
6. His nose was quite for days after he'd it pierced. (Pain)
7. There are a lot of restaurants in this area. (Fashion)
8. Although she isn't beautiful, most men find her quite..... (Attract).

Test 7.

1. 1.The food was completely ; he was a useless cook .(Taste)
2. There were over 500to the temple every day .(Visit)
3. You can't hope to win the race without any(Train)
4. In spite of her,Jane continued her journey .(Hungry)
5. 5.Hard as he tried , he was unable to find(Solve)
6. 6.I speaking , I don't think Latin is a useful subject .(Person)
7. 7.You need to organize your time more (Efficient)

Test 8.

1. Stories are more than lists of words .(Memory)
2. His exam results were very (Please)
3. Passing exams will help you to get ajob .(Good)
4. You should revise on a regular (Base)
5. There are books that are speciallyfor foreign learners.(Simple)
6. A degree is a very useful.....to have .(Qualify)
7. I hope you will take into what I have just said to you .(Consider)
8. This new book had many beautifulin it .(ILLUSTRATE)

Test 9.

1. My aunt becamewhen she went to America. (Fame)
2. Paul sings; I'm surprised he isn't a professional singer. (Beauty)
3. I wasto see all my old friends again. (Delight)
4. They bought some for their new house. (Furnish)
5. She lives in a reallymansion in the suburbs. (Luxury)
6. Are you sitting in that chair ? (Comfort)
7. Everyone was nervous about the 's visit. (Inspector)
8. Our teacher has a really strong (Person)
9. His father has the best of ancient coins. (Collect)

Test 10.

1. The teacher wanted to know what my greatest(Ambitious)
2. I.....ever go to the theatre. I don't like it .(Hard)
3. Marina has a very manner , which I appreciate .(Relax)
4. Her son took part in the worldlast year .(Champion)
5. I waswhen victor said I was beautiful.(Flatter)
6. Julia got afor best leading actress .(Nominate)
7. She's a verythinker .(Origin)
8. Her friend is very! You can trust him .(Rely)

4.4 CONDITIONALS

	()			

1 . , ,	Present Simple V/ Vs	Future Simple shall/will + V	If I have money, I will buy a car. If the weather is fine, we will go for a walk.	, . ,
2. , ,	Past Simple 2fV to be	Future-in-the Past Simple would/should/ could/might + V	If the weather was fine, I went for a walk. If I were a princess, I would live in a palace. If I had money, I would buy a car.	, . ,
3. , ,	Past Perfect had + 3fV	Future-in-the Past Perfect would/should/ could/might + have + 3fV	If I had had money last year, I would have bought a car.	, .

() had,
were, could, should,

, if .

« ».

E.g. Had he a dictionary, he could translate the text. –

Should he come, ask him to wait. – ,

“I
wish”

I			
If I	live in the country	I shall	bathe every day.

	find my book		be very glad.
II			
I wish I were If I were	at the camp a scientist	I should	have a very good time. invent a time machine.
III			
I wish I had If I had	translated the article yesterday learned my lesson	I should have	found out all about this discovery. got a good mark.

1.

- I'll ask Tom if I see him today.
- We would go to the party if we had time tomorrow.
- She would pass her exam next month if she worked harder.
- She would be happy if she met him at the party next Sunday.
- We'll go nowhere tomorrow if it rains.
- If she knew his phone number, she would call him next week.
- If J. London had not learned life from his own experience, he could not have written his great works.
- Had the science of radio not been developed so rapidly, we should not have got such remarkable changes in the technique today.
- Had he been a young man, he would have taken part in the expedition.
- If you had applied this method, you would have got better results.

2.

- The trains all (stop) ... if it snowed heavily.
- If you (go out) ... in cold weather without a coat, you would catch a cold.
- If I saw a cheap second- hand car, I (buy) ... it.
- If you ate well and exercised regularly, you (live) ... 100 years.
- You would have had stomach ache if you (eat) ... too much of that cake.
- If it (rain) ... this afternoon, I (take)... my umbrella.
- If you did not drive carefully, you (have) ... an accident.
- If you (study) ... for a higher qualification, you (get) ... a better job next year.
- If you sent the letter by first class mail, it (get) ... there the following day.

10. If the weather is fine, we (go) for a picnic.

3.

1. I'll ask him to lend me the money ().
2. You'll be late ().
3. Will you help me ()?
4. I'd lend you the money ().
5. If I had her address ().
6. If they had gone by car, ().
7. If my mother won a million pounds, ().
8. If I had more time, ().
9. (), I'll be in class tomorrow.
10. He would have come to the party last Sunday ().

4.

1. If I (to have) this rare book, I should gladly lend it to you.
2. The dish would have been much more tasty, if she (to be) a better cook.
3. He never (to phone) you if I hadn't reminded him to do that.
4. Your brother (to become) much stronger if he took cold baths regularly.
5. If he (to be) more courageous, he would not be afraid.
6. If the fisherman had been less patient, he (not to catch) so much fish.
7. If you (to put) the ice-cream into the refrigerator, it would not have melted.
8. If I (to know) the result now, I would phone her immediately.
9. If you had let me know yesterday, I (to bring) you my book.
10. If it (to snow), the children will play snowballs.

5.

Ex.g.: The weather is not fine and we won't go for a walk. – If the weather is fine, we will go for a walk”.

1. He is busy and does not come. If...
2. The girl did not study well last year and received bad marks. If...
3. He broke his bicycle and so he did not go to the country. If...
4. He speaks English badly: he has no practice. If...
5. I had a bad headache yesterday, that's why I did not come to see you. If...
6. The ship was sailing near the coast, that's why it struck a rock. If...
7. He was not in town, therefore he was not present at our meeting. If...
8. The pavement was so slippery that I fell and hurt my leg. If...
9. The sea is rough, and we cannot sail to the island. If ...
10. They made a fire, and the frightened wolves ran away. If ...

6.

"I wish".

1. The unfortunate pupil wishes he (not to forget) to learn the rule.
2. I wish I (to have) a season ticket to the Philharmonic next winter.
3. I wish I (to consult) the teacher when I first felt that mathematics was too difficult for me.
4. I love sunny weather. I wish it (to be) warm and fine all the year round.
5. I wish I (not to lend) Nick my watch: he has broken it.
6. I wish you (to send) word as soon as you arrive.
7. I wish I (not to have) to do my homework every day.
8. I wish you (to go) skiing with me yesterday: I had such a good time!
9. I wish I (to know) Spanish.
10. I wish I (not to drink) so much coffee in the evening: I could not sleep half the night.

7.
 1. (short-sighted),
 2. ,
 3. ,
 4. ,
 5. ,
 6. (distinguished)
 7. ,
 8. (in the original).
 9. (more often)
 10. (to interrupt),

8.
 1. You would know English better if ...
 2. I should have left Moscow yesterday if ...
 3. If I were you, ...
 4. If I had known that it was going to rain, ...
 5. I shall go for a walk, if ...
 6. I should lend you my textbook if ...
 7. If we had bought the tickets, ...
 8. If they were here, ...
 9. We should be glad if ...
 10. If he were younger, ...

9.

Ex.g.: If we had gone there later, we would have seen them. – Had we gone there later, we would have seen them».

1. If I had time, I should study French.
2. If you should find them, kindly let me know.
3. If they had called at the office yesterday, they would have found me there.
4. If I had seen him yesterday, I should have told him about it.
5. If he were here I should speak to him.
6. If he were in town, he would help us.
7. If he should come, tell him to wait.
8. If I had enough money, I would travel.
9. If I were you, I should go there immediately.
10. If I were in his place, I should refuse.

Part

V

5 NEW BUSINESS

What is the secret of success?
Right decisions.
How do you make right decisions?
Experience
How do you gain experience?
Wrong decisions

A.P.J. Abdul Kalam (former President of India)

Planning

An entrepreneur sees a gap in the market and wants to found (= start) a new company. First some planning is necessary. The entrepreneur has to:

1. Do market research and develop the product.
2. Think about pricing, distribution channels, and promotion.
3. Raise capital ('capital' = money used to start or invest in a business).
4. The capital might come from the founder's own funds, loans from the bank, or money invested by other people/business partners.

Start-up

The founder is now ready to set up (= start) the business. The first steps are to rent premises (= the buildings that a company uses), purchase equipment and supplies, and employ and train staff. The company can now begin its operations.

One thing is certain: the first few years will be difficult. Sometimes a start-up company can get help from venture capital (= money invested in a new business by a specialist company who work in high-growth areas like new technology). VC money is used to run the business, pay salaries, etc in the early years. In exchange the VC company will take part ownership of the company and hope to sell it later for a large profit.

Growth

In a successful business the number of customers grows, turnover increases, and eventually the company breaks even and then makes a profit. The company employs more staff and divides them into different functions: operations, sales, marketing, accounts, etc.

The company develops a network of suppliers. The brand name starts to become well-known among customers.

What happens if the business needs to raise additional capital to expand its operations? There are various options.

1. The company can ask the bank for a loan.
2. The company can issue new shares and sell them to outside investors.
3. The company can attract private equity. Private equity is very similar to venture capital, but it comes at a later stage in the company's growth.

Maturity

All being well, the company continues to grow. This growth may be organic (through increased sales and developing the product range) or by acquisitions/ take- overs (buying other companies).

Exit strategies

There are various exit strategies available to the owners if they want to sell the company.

1. The business can be sold as a going concern (= as an established, profitable business) to other private individuals.
2. The business can be sold to a competitor, or to a large foreign company wanting to enter the market. The company that is taken over may or may not keep its brand name.
3. The company goes public. This means it is listed on a stock exchange and its shares are sold to individual and institutional investors. The original owners may continue to run the company.

Risks

The majority of businesses fail (= go out of business). There are many reasons, which include:

1. The founder can't get a loan, perhaps because of insufficient collateral (= property you agree to give the bank if you fail to give back the money you borrowed).
2. The company can't meet its monthly repayments to the bank.
3. The company fails to get enough customers.
4. Competition from other companies.
5. Changes in the market (demand for the products falls).
6. Poor management of cash flow and/or insufficient capital.
7. Management problems (eg the founder finds it difficult to delegate work to other people).
8. Failure to integrate an acquired business after a take-
9. over.

Exercises

1. Rearrange the letters to make words. Use the definitions in brackets to help you.

1. entrepeenur- entrepreneur
2. (someone who starts a company and makes business deals)
3. citapal _____
4. (money used to start or invest in a business)
5. funoder _____ (someone who starts an organization)
6. prmeeiss _____ (the buildings that a company uses)
7. puchrase _____ (*formal* buy something)
8. tunvorer _____ (the money a business makes = revenue)
9. seahrs _____ (the equal parts of a company which people can buy and sell)
10. actisiquion _____ (buying another company; = take-over)
11. cotellaral _____ (property or money that you promise to give the bank if you cannot pay back a debt)
12. damend _____ (the desire or need that customers have for a product)

2. Match an item on the left with an item on the right to make phrases from the text opposite.

- | | |
|-----------------|-------------------------|
| 1. start-up | equity |
| 2. exit | name |
| 3. brand | company |
| 4. a going | market |
| 5. private | concern |
| 6. a gap in the | strategy |
| 7. do | a profit |
| 8. employ | capital |
| 9. fail | staff |
| 10. make | some market research |
| 11. raise | to get enough customers |
| 12. rent | premises |

3. Complete the sentences with phrases from Exercise 2.

1. The founder of the company is going to retire next year. I think he'll probably sell the business as _____. But first he needs to

- _____ to see who might be interested in taking over the business.
- If the company is going to expand, they will need to. They can either ask the bank, issue new shares, or try to attract_____.
 - She wants to start her own business and she thinks she can see_____. She has money of her own, so the first steps are to _____ in a suitable location, purchase equipment and employ staff.

4. Underline the correct word in italics.

- The bank *lends* you / *borrow*s you money.
- You *lend* money / *borrow* money from the bank.
- So 'lend' is temporary *giving* / *taking*.
- And 'borrow' is temporary *giving* / *taking*.
- The bank gives you *a lend* / *a loan*.

5. Complete the table below.

Verb	Noun
1. _____	development
2. distribute	_____ (activity)
3. promote	_____ (activity)
4. _____	employment
5. own	_____ (activity)
6. grow	_____
7. _____	expansion
8. compete	_____ (company)
	_____ (activity)
9. fail	_____
10. _____	acquisition

6. Complete sentence b) with one word. The meaning must be the same as sentence a). All the words appear opposite.

- How are we going to distribute our product?
What distribution- channels are we going to use?
- She was the founder of the business.
She set _____ the business.
- The company is growing strongly.
The company has strong_____.
- This year the company will make neither a profit nor a loss.
This year the company will break_____.
- Who supplies them?

- Who are their _____s?
6. A lot of people know their brand name.
Their brand name is very well-_____.
 7. They're an established business and they make a profit. They're an established, _____ business.
 8. The company is going to be listed on the stock exchange.
The company is going to go _____.
 9. Why did the business fail?
Why did they go _____ of business?
Their customers were late in paying them so they couldn't pay their bills.
 10. Their customers were late in paying them so they couldn't pay their bills.
Their customers were late in paying them so they had cash _____ problems.

5.1 COMPANY

Types of company

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

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

Departments

The list of departments below is typical for many business – each one

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

- *Production* might also include *Purchasing* and *Quality Assurance (QA)*.
- *Operations* refers to all the internal processes of a company and might include, for example, *Logistics*.
- *Sales* might also include *Business Development*.
- *Customer Services* might include *Technical Support*.
- *Marketing* might include *Market Research*.
- *Communications* refers to all promotional activities including a strong focus on *Public Relations (PR)*.
- *Finance* has many subdivisions, such as *Financial Control*, *Treasury*, *Accounts and Payroll* (= managing salary payments).
- *Human Resources (HR)*.
- *Information Technology (IT)*.
- *Research and Development (R&D)*.
- *Legal*.

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

Individuals within the structure

The Chief Executive Officer (CEO) runs the company.

The level below CEO is Chief ... Officer, for example Chief Financial Officer (CFO).

The CFO is part of the senior management team.

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

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

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

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

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

I'm the Business Development Officer for Sweden.

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

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

We say...

senior people at a higher level

junior people at a lower level

Company culture

The structure of a company is often closely connected to its culture. In a small company it's easier to be dynamic and innovative, whereas in a large company things are often slow-moving and bureaucratic.

Similarly, if the company is hierarchical (many levels), then people at the bottom aren't allowed to take initiatives without permission from their seniors; decision-making and communication are top-down. If the structure is flat (few levels), then the flow of information can be more bottom-up.

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

Exercises

1.1. Underline the correct word in *italics*.

1. My brother is a plumber. He's *autonomous* / *self-employed*.
2. The people who own a private company might include the founder of the company, some family members, and perhaps a few business *associates* / *companions*.
3. In public company anybody can buy the *actions*/ *shares*.
4. A public company is *listed* / *posted* on a stock exchange.
5. Our railways were recently privatized. I think the service was better before, when they were a *public company* / *state-owned enterprise*.
6. The Purchasing Department is responsible for *buying parts and raw materials* / *making the final product*.
7. If you have a complaint, please contact *Consumer Services* / *Customer Services*.
8. All recruitment and selection is done by our *Human Relation* / *Human Resources* Department.
9. Innovation is the key to our success and we have recently expanded the *Research and Design* / *Research and Development* Department.
10. In the Legal Department we have three *lawyers* / *advocates* trained in commercial law.
11. It's the CEO's job to *control* / *run* the company.
12. Our Business Development Officer is *responsible for* / *the responsible for* finding new business opportunities.
13. I can't take that decision. It will have to be taken at a *higher level* / *a more superior level*.
14. The Sales Department has to *liaise* / *liaison* closely with Marketing.

15. She *is part of / makes part of* a team of designers.

16. I am the Financial Controller, and I *relate directly / report directly* to the Finance Director.

1.2. Complete each sentence with a verb from the box.

answers arranges checks collects deals maintains

1. The Quality Assurance Section _____ that the products have no defects.
2. The Logistics Department _____ the transport of goods and materials.
3. Technical Support _____ specific questions from customers about how to use the product.
4. The Market Research Section _____ and analyzes information about the needs of consumers.
5. The Accounts Department _____ with invoices and payments.
6. The IT Department _____ the computer network.

1.3. Complete the text about operations with the words and phrases in the box.

back-office functions behind the scenes day-to-day basis liaise closely
makes a profit meet their needs recruit step on anyone's toes

Everyone knows the functions of company departments such as Marketing and Finance. Marketing is about promoting the company, and making sure that customers can find products that 1) _____. Finance is about controlling the resources of a company to make sure that the business 2) _____.

But what about Operations? The department name is less well-known, yet many large companies are run on a 3) _____ by Operations Managers. Operations is about the internal processes of a company. In a manufacturing company an Operations Manager will make sure the production process is running smoothly. In a hotel they are responsible for bookings, front desk, maintenance, etc. In a bank they look after the administration of accounts and other 4) _____.

Operations Managers have to 5) _____ with people from

other departments. In the factory, it is with Purchasing Managers who buy the raw materials. In the hotel, it is with Human Resources Managers who 6) _____ new staff. In the bank it is with IT Managers who work 7) _____ to keep everything running. So the Operations Manager has to be careful not to 8) _____.

1.4 Read what Peter says about company culture at his previous company and his current company. The text has eight wrong words. Find them and correct them.

“In my last job I worked for a large telecommunications company. It used to be the estate-owned monopoly, but they privatized it in the nineties. Unfortunately, the cultural there hasn’t really changed. Decision-making is very slow-moving and bureaucracy – everything has to be agreed all the way up the chain before action can be taken.

I didn’t really like working there, and I moves to a smaller competitor two years ago. It’s much better now – I have more responsible because my boss trusts me and he knows what is going on and can make a contribution – communication works well in both directions, both bottom-down and top-up. It’s a dynamic, innovation company and we’re growing fast. I hope to continue working here for several more years.”

COMPANY PROFILE

A company profile is a short description of a company. A typical context for a company profile is at the beginning of a presentation.

Business activity

You usually start a company profile with a general introduction describing your business activity and the sector you operate in (eg financial services, pharmaceuticals). Verbs to describe business activity include: *design, distribute, export, import, make, manufacture, offer, operate, produce, provide, sell, specialize in. supply.*

*We **offer** a wide range of financial services.*

*We **provide** network solution to the telecom sector.*

*We **specialize in** fashion accessories – our **main products** are shoes and bags.*

*We’re **in the** hospitality business.*

Location

Here you might talk about your Head Office, the location of your production sites, etc.

*We're **based in** Toulouse. / Our **Head Office** is in Toulouse.*

*We have **around 20 offices** all over Europe.*

*We have **production sites** in Romania and Turkey.*

*We have **branches** in Brazil and Mexico.*

Size / Markets

There are many ways to talk about the of a company. You can talk about your market, the number of employees, or use a financial indicator such as sales (=turnover / revenue) or profit.

*We only operate in our **domestic market**.*

*We're an international company with **operations** in over 40 countries.*

*Our **main markets** are India and the Middle East.*

*We're the **market leader**. / We're **second in the market**.*

*We have a **market share** of around 25%.*

*Our **main competitors** are AstraZeneca and Pfizer.*

*We **employ** 200 people. / We have 200 **employees**.*

*Our **annual turnover** is around €40 million.*

*Our **operating profit** last year was €15 million.*

*You can find more information about our **financial performance** by looking at **the Investor relations section** of our website.*

A company may look small but be part of a larger group with a completely different name.

*We're part of the MediaWorld **group of companies**.*

*We are a **subsidiary** of MediaWorld.*

*Our **parent company** is MediaWorld.*

*The company has three **divisions**.*

History

The history of a company includes its milestones (=events or achievements that mark important stages in the development). Verbs that are typically used to describe a company history include: *be founded, begin, buy, be bought, concentrate on, decide to, develop, diversify, expand, grow, launch, merge, move to, move into, open, purchase, stop, start*.

*The company **was set up / established / founded** in 1998 by my father.*

*We **moved** our Head Office **to** Stuttgart.*

*We **bought** / **acquires** / **took over** a small local company.*

*We **were bought** / **were acquired**/ **were taken over** by an American company.*

*We **merged** with a Dutch company two months ago.*

*An important **milestone** was when sales passed \$3 million.*

*We realized we needed to **diversify**.*

*Sales **grew rapidly** in the Benelux region.*

*Sales **suffered badly** when the law changed.*

*We **entered** / **moved into** the US market.*

*The publishing division **was sold off**.*

*Our UK subsidiary **was closed down**.*

*The company **was broken up** into four parts.*

*We **opened** a new factory / plant / production facility.*

*The company recently **celebrated** its 50th anniversary.*

*A **key factor** in our success has been our staff.*

Future

If you are giving a presentation, this is the part that is likely to be the most interesting.

*We're going to **open** a new office in Indonesia.*

*We're going to **take on** an additional 30 staff.*

*We're going to **launch** a new range of clothes aimed at older women.*

*We're planning to **expand** into South-East Asia.*

*We hope to **go public** (=become listed on the stock market) next year.*

*Our aim is to **be one of the top three** biotech companies.*

Exercises

1. Match the beginnings of sentences 1-8 with their endings a-h.

1. The company was founded	a) up by three software engineers from Bangalore.
2. The company was set	b) over by a larger competitor.
3. The company merged	c) by three software engineers from Bangalore.
4. The company realized it needed	d) to Informatica Solutions.
5. The company decided to concentrate	e) into the Chinese market.
6. The company changed its name	f) to diversify.
7. The company moves	g) with another Indian software developer.
8. The company was taken	h) on IT services.

2. Write a sentence number from Exercise 1 next to its closest meaning below.

1. Some people started the company. 1c and _____
2. The company starts selling its products in another country. _____
3. The company decides to focus on one thing. _____
4. One company bought another company. _____
5. Two companies combined to form one company. _____
6. The company knew that it had to develop new products and activities.

3. Fill in the missing letters.

An event that marks an important stage in a process is called a m_ _ _ _
_one.

A company that is owned or controlled by another company is called a su_ _
_ _ _ary.

To sound business-like, say 'a k_ _ fac_ _r' instead of 'one of the important things'.

4. Complete each sentence 1-3 with the correct adverb a-b. You will make three phrasal verbs.

1. The UK subsidiary was sold	a) up
2. The UK subsidiary was closed	b) off
3. The UK subsidiary was broken	c) down

5. Write a sentence number from Exercise 4 next to the best explanation below.

The UK subsidiary was losing money. The parent company decided it would be better if it stopped doing business completely. _____

The UK subsidiary was profitable, but it didn't fit the plans of the parent company. Another company was interested in the subsidiary and bought it.

The UK subsidiary was too large. The parent company divided it into several smaller companies, keeping one and selling the others. _____

6. Read the profile of clothing company H&M and underline the correct word in *italic*. Not all the words appear opposite.

H&M is a Swedish clothing company in the 'value fashion' ¹*section/sector*. It has clothes ²*aimed/pointed* at all age groups and both sexes, but it specializes ³*in/on* clothes for young women. H&M has more than 1,800 stores in 34 different countries and ⁴*employs/employees* over 75,000 people. Its ⁵*Head Office/Top Office* is in Stockholm, although the ⁶*principal/majority* of its clothing is ⁷*manufactured/factories* in Bangladesh, Indonesia, Romania and Turkey.

The company was ⁸*established/found* in 1947 and opened its first store ⁹*abroad/outside* in the 1960s. Today it has an ¹⁰*intensive/extensive* network of stores throughout Europe, North America, the Middle East and East Asia.

A key factor in H&M's success has been its ¹¹*collaborations/collaborators* with 'guest designers', including Karl Lagerfeld, Stella McCartney, Viktor & Rolf and Madonna. A recent guest designer was Jimmy Choo, who designed ¹²*a range/an arrangement* of products not normally associates with H&M, like men's shoes. H&M also works with pop stars such as Kylie Minogue to promote the ¹³*brand/advertising*.

H&M's main ¹⁴*competitors/concurrents* are US-bases Gap and Spain's Inditex (owners of the Zara chain). It's difficult to say which company is the biggest as ¹⁵*sales/sells* differ from year to year and from country to country. At the time of writing Zara had the largest worldwide ¹⁶*balance/revenue* and the largest market ¹⁷*part/share*, and so was the market ¹⁸*leader/winner*. Gap was second ¹⁹*in/on* the market and H&M third.

H&M has slightly ²⁰*below/lower* prices than its competitors. A recent Annual Report described how this was achieved: having few middlemen; buying large volumes; having a broad, in-depth ²¹*knowing/knowledge* of design, fashion and textiles; buying the right ²²*produces/products* from the right market; being cost-conscious at every stage; and having ²³*efficient/proficient* distribution.

like other clothing retailers, these days H&M has to pay a lot of attention to its social responsibility ²⁴*policy/politics*. It has to make sure that all ²⁵*employs/employees* have good working conditions, especially in poorer countries, otherwise it risks negative media coverage and ²⁶*damage/damages* to its brand.

5.2 BUSINESS STRATEGY

INTRODUCTION

Read the following case study and then answer the questions below.

Richard Thomas, a brilliant electronics engineer, decided to set up his own business. He felt there was a gap in the market for low-priced computer components. The start-up capital for the firm, Computex, was provided by the bank (an overdraft facility of 25,000) and Richard's savings of 15,000.

He began by hiring another person to help him develop the components. Six months later they built up a good supply of components and tried to sell them. But many potential customers were suspicious of the low prices.

It was over a year before Richard got his first order. By that time, he had an overdraft of 40,000. He was spending all his time advertising the products, running round to meet customers and trying to persuade them to buy.

Three months later, three things happened. First, a few large orders were received, but Richard had to wait three months or so before being paid. Second, the bank decided to call in the overdraft within a month. Third, Richard received offers from two venture capital companies. The first was prepared to invest 200,000 in return for an 80% share of Richard's business; the second was willing to put up 250,000 for a 90% share.

This was the situation facing Richard Thomas fifteen months after he had set up his high-technology enterprise.

0. Could Richard have avoided the situation he now finds himself in? If so, how?

1. What should he do now?

2. What advice would you give him about how to run the company in the future?

3. What problems can arise when someone starts up a high-technology enterprise?

Text 1

PRE-READING TASK

What do you know about strategic planning?

In your opinion is it important to write a strategic plan for the success of a business?

I. Before you read the text look up the following words in your bilingual dictionary.

Verbs: pursue, determine, foretell, adhere, scope, allocate.

Nouns: scenario, inquiry, complexity, consideration, issue, competition.
Adjectives: appreciative, turbulent.

READING

I. Read the text and decide why strategic planning is so important for an organization's success.

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis).

Strategic planning is the formal consideration of an organization's future course. All strategic planning deals with at least one of three key questions:

"What do we do?"

"For whom do we do it?"

"How do we excel?"

In business strategic planning, the third question is better phrased "How can we beat or avoid competition?" In many organizations, this is viewed as a process for determining where an organization is going over the next year or more typically 3 to 5 years, although some extend their vision to 20 years. In order to determine where it is going, the organization needs to know exactly where it stands, then determines where it wants to go and how it will get there. The resulting document is called the "strategic plan".

It is also true that strategic planning may be a tool for effectively plotting the direction of a company; however, strategic planning itself cannot foretell exactly how the market will evolve and what issues will surface in the coming days in order to plan your organizational strategy. Therefore, strategic innovation and tinkering with the 'strategic plan' have to be a cornerstone strategy for an organization to survive the turbulent business climate.

There are a variety of perspectives, models and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc. For example, there are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc. Goals-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when). Issues-based strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans. Organic strategic planning might start by articulating the organization's

vision and values and then action plans to achieve the vision while adhering to those values. Some planners prefer a particular approach to planning such as appreciative inquiry. Some plans are scoped to one year, many to three years, and some to five to ten years into the future. Some plans include only top-level information and no action plans. Some plans are five to eight pages long, while others can be considerably longer.

VOCABULARY FOCUS

II. Fill in the gaps with the words given in Ex. I.

1. Kristin her acting career with great determination.
2. I like the actors but I don't like the of this film.
3. There are several documents under
4. Drug testing of employees is a sensitive
5. Some planners prefer a particular approach to planning such as appreciative
6. The duty officer us a cabin for the night.

III. Match the English and Russian equivalents.

determine	,
pursue	
issue	,
competition	,
appreciative	
turbulent	,
complexity	
allocate	
foretell	

IV. Choose the synonyms from the box to the highlighted words.

managership, research, follow, important, contribute, direction, violent, complication

1. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on **allocating** its resources to **pursue** this strategy.
2. Some planners prefer a particular approach to planning such as appreciative **inquiry**.
3. Therefore, strategic innovation and tinkering with the 'strategic plan' have to be a **cornerstone** strategy for an organization to survive the **turbulent** business climate.
4. Strategic planning is the formal consideration of an organization's

future **course**.

5. The way that a strategic plan is developed depends on the nature of the organization's **leadership**, culture of the organization, **complexity** of the organization's environment, size of the organization, expertise of planners, etc.

V. The following words are in the text. Use your dictionary to find the other parts of speech. Check the pronunciation.

NOUN	VERB	ADJECTIVE
	adhere	
		turbulent
	determine	
		considerable
competition		
	survive	
complexity		

COMPREHENSION

I. Mark the following statements as true or false:

1. The way that a strategic plan is developed depends on the nature of the organization's leadership.
2. Strategic planning is the formal consideration of an organization's present course.
3. Strategic planning itself can foretell exactly how the market will evolve.
4. Issues-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when).
5. The way that a strategic plan is developed depends only on the nature of the organization's leadership.
6. Some plans are two to four pages long, while others can be a little bit longer.

II. Answer the questions to the text:

1. What is strategic planning?
2. What analysis techniques can be used in strategic planning?
3. Strategic planning is the formal consideration of an organization's future course, isn't it?
4. What key questions does strategic planning deal with?
5. What strategic planning models do you know?

6. What do all these strategic planning models start by?

III. Complete the sentences according to the text.

1. Strategic planning is the formal consideration of an organization's
2. The resulting document is called the
3. It is also true that strategic planning may be a tool for effectively the of a company.
4. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment,..... , , etc.
5. planning is probably the most common and starts with focus on the organization's mission.
6. strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans.
7. Some planners prefer a particular approach to planning such as

IV. Put the sentences in a logical order according to the text.

1. It is also true that strategic planning may be a tool for effectively plotting the direction of a company.
2. There are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc.
3. There are a variety of perspectives, models and approaches used in strategic planning.
4. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.
5. Strategic planning is the formal consideration of an organization's future course.
6. Various business analysis techniques can be used in strategic planning.

Text 2

PRE-READING TASK

- I. What is the key to success in business? Make up some rules!
- II. Before you read the article below, match these words to their definitions.

a benchmark	sth that is not successful
a challenge	easy to see or understand

a failure	at the present time
a temptation	a wish to do or have sth that you know is bad or wrong
a value	strong
apparent	a criterion; standard
currently	to express your thoughts clearly in words
robust	a new or difficult task
to articulate sth	sth very useful or important
to cause sth	to ask money for goods or a service
to charge	to judge the importance
to employ (a strategy)	to check regularly the development of sth
to measure sth	to use
to monitor sth	to make sth happen
to strive for sth	not clear
to yield	to try very hard to achieve sth
vague	to produce or provide sth, e.g. a profit

III. Simon Olive is a senior business consultant at AXA, a world leader in financial protection and wealth management, with major operations in Western Europe, North America and the Asia/Pacific area.

Read his article and say what is essential for a successful company.

BASIC INSTINCT

The longer I work with businesses, the more convinced I become that success is often achieved by simply adhering to the basics. True competitive advantage in a service industry is more likely to be gained by doing the basics better than your competitors than constantly striving for the next big thing.

But why is this advice so easily forgotten, just when we need it most? I believe this is because today's conditions of turbulence and change make it easy for us to forget these simple rules. As the pace of change increases, it is easy to take our eye off the ball and get caught up in the apparent need to plot ever more complicated strategies to meet the new challenges we face. In this article, I would like to revisit some of these business basics and explore how you can employ them to maximum advantage.

1 _____

First, have a plan. It amazes me how often businesses of quite substantial size have no clear vision or specific goals to pursue. They may be able to articulate a vague direction for the business, perhaps to become more profitable or to be the biggest IFA in their area. However, when inquired "How much profit?" or "Biggest in what terms?", it becomes apparent that these are, at best, wishes.

A clear, well-defined purpose and set of objectives are essential to determine direction and leadership and are the benchmarks against which all a

company's activities and decisions can be judged. So often I see the absence of clearly articulated medium or long-term strategic objectives as the reason why business owners struggle to make short-term tactical decisions.

2 _____

Second, allocate sufficient time for reviewing your plan on a regular basis - monthly at least - to monitor progress. You would never dream of setting out on a journey to some new destination without checking the map at regular intervals, so why take that risk with your business? Book this time as if it was an appointment with your most important client. It is easy to get sidetracked into fire-fighting and never have time to deal with the issues that cause a lot of problems.

Make an objective analysis of your activities and inquire: "Is this moving me closer to achieving my objectives?" A typical failure is the temptation to take speculative or lower-producing client meetings. You may have seven meetings a week, two of which typically yield nothing while others yield between 100 and 500. Invest time in robust client management system and replace these unproductive meetings with more profitable ones.

3 _____

Another good tip is to take a good look at your business from a client perspective. Break down your activities and ask yourself: "Is this activity adding real value to my clients, such that they would pay for it if given the choice?" If it does not add value, stop doing it. If it adds value but is not currently profitable, see if the process can be simplified or the cost reduced. If you cannot make it profitable, look at the price you charge and decide whether the client would pay a higher price or fee. If you are not sure, ask your clients.

A robust management information system is one of the most essential basics. Without one, you are not really in control of your business and any decisions you make are likely to be based on symptomatic or flawed data. Failure to accurately measure how long it takes people within your business to do certain tasks for certain clients can cause unprofitable decisions around client activity.

Notes

It is easy to get sidetracked into fire-fighting -

Independent Financial Advisers or IFAs (UK) are professionals who offer unbiased advice on financial matters to their clients and recommend suitable financial products from the whole of the market.

Management information systems (MIS) is an arrangement of people, technologies, and procedures, designed to provide managers with information

IV. Match these headings to the appropriate parts of the text (1, 2, 3).

Analyse yourself

Fail to plan is plan to fail
Are you heading in the right direction?

Read the article again. Note down the tips the author gives and the mistakes business owners typically make.

Tips	Mistakes

Work in pairs. Role play either the general manager or the consultant.

General Manager You feel the company is not doing well. It might be a good idea to have a consultation with an expert. Meet the consultant and ask for help.	Consultant You are going to meet the general manager of a company that is experiencing some problems at the moment. Question the general manager and suggest possible solutions.
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5.3 DOING THE BUSINESS

Roisin Ingle studies the most popular organisational structures companies can choose from to be successful.

The need for a solid structure within all business entities is “absolutely fundamental”, according to Ms Angela Tripoli, a lecturer in Business Administration at University College Dublin. “Organisational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology.”

Depending on their size and needs there are several organisational structures companies can choose from. Increasingly though, in the constantly evolving business environment, “many firms are opting for a kind, of hybrid of all of them”.

The most recognisable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally

accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organising themselves along product lines where companies have separate divisions according to the product that is being worked on. “In this case the focus is always on the product and how it can be improved,”

The importance for multinational companies of a good geographic structure, said Ms Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.

The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organises a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was driven by new technology and by the need to reduce costs. The overall result was organisations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organises itself is the move towards centralisation and outsourcing. Restructuring has evolved along with a more “customercentric” approach that can be seen to good effect in the banks. They now categorise their customers and their complex borrowing needs into groups instead of along rigid product lines.

Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge.

Ms Julia MacLauchlan, Director of Microsoft’s European Product Development Centre in Dublin, said the leading software company had a very flat organisational structure. “There would not be more than around seven levels between the average software tester and Bill Gates,” she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1.000 employees work on localisation of the software for all Microsoft’s markets, the company is split up into seven business units. Each unit controls the localisation of their specific products while working closely with the designers in Microsoft’s Seattle Headquarters.

It works, said Ms MacLauchlan, because everyone who works in the

unit is “incredibly empowered”.

“Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company's objectives.”

The Irish Times, March 1999

Answer the questions.

1. What are the four main types of organisational structure described in the article?
2. What are the peculiarities of each organisational structure? What are their advantages and disadvantages?
3. Which organisational structure is more common than the others?
4. What is delayering?
5. When did it take place?
6. What caused delayering?
7. What did it lead to?
8. What trends influence the choice of organisational structure now?
9. How can Microsoft's organisational structure be characterised?

Match the definitions with the four organisational structures.

A	B
1. a cross-functional structure where people are organised into project teams	a. product line
2. a structure organised around different products	b. geographic
3. a structure that enables a company to operate internationally	c. matrix
4. a structure where each person has their place in a fixed hierarchy	d. functional

5.4 TIME CLAUSES

Time clauses are used in English to demonstrate a period of time based on an action or event, similar to dependent clauses in conditional sentences. For example, I will cook dinner when I get home. ‘When I get home’ is a clause demonstrating a point in time, based on an action/event (the time that I get home), replacing a simpler time such as I will cook dinner at 7pm. Time clauses are complete ideas that require subjects, verbs and objects, but they do not always use the same verb rules as the main clause.

Identifying a time clause

Time clauses are preceded by adverbs or adverb phrases that show they represent a time. These include when, after, until, as soon as, before. A clause that starts with an adverb of time like this is not usually a complete idea:

- When the sun sets,
- Before the first lesson,
- After my teacher arrives,

Although they have a subject, verb and object, none of these are complete ideas, as they simply point to a time, similar to a clause that simply says “At 7pm.”

This is because when we form a time clause, the adverb of time joins two ideas, linking the main clause to the time in a dependent way. The two clauses could be separate sentences without the adverb of time. Consider the following two clauses:

- I will master English. I will complete every exercise in my textbook.

Either of these could become a time clause, and therefore make the main clause dependent on the timing of the other:

- I will master English after I complete every exercise in my textbook.
- When I master English, I will complete every exercise in my textbook.

Notice, however, that the time clause is no longer in the future tense. Time clauses must be adjusted for certain grammar rules. So watch out for clauses starting with adverbs of time, then consider the following rules.

Time Clause Rules

Though the patterns for forming time clauses are similar to regular clauses, with the same word order (except with an adverb of time first), but time clauses use particular tense rules.

Time clauses only use different rules for future tenses; when talking about past or present events, you can generally use regular tenses for time clauses.

- Before we cook pies, we wash our hands.
- He came home after he finished work.
- We had dinner before we watched the movie.

For the future, we use the present tenses to talk about future times:

- He will finish reading the book after he eats dinner. (Not after he will eat dinner.)
- They are going to the museum before we arrive. (Not before we are going to arrive.)
- I might practice my pronunciation until my friend's lesson has finished. (Not until my friend's lesson will have finished.)

Do not repeat the future tense in clauses with adverbs of time

As you can see in the examples above, when two clauses are joined by adverbs of time the future form should not be repeated.

- She will meet me after it stops raining. (Not after it will stop raining.)
- I'll turn off my computer when he does. (Not when he will.)

Times clauses and the conditionals

Time clauses, or 'when' clauses are often compared to 'if' clauses. This is a logical comparison because when discussing the future they are grammatically very similar to the first conditional.

- We will see them when they get here.
- We will see them if they get here.

In both cases the main clause is dependent on the second clause. A time clause shows the event will happen at a certain time, while the *if* clause shows it will happen if something else happens. As both make the main clause dependent on another detail (time or something that is possible), the grammatical construction is the same.

So you can practise your time clause grammar further by developing your understanding of the first conditional.

Noun phrases

Be careful, because the future tense may still be used if the time adverb introduces a noun clause. The difference is if the clause is the object of a verb, and not a time clause.

- I know when the boat will leave.

This answers the question *what* (You know what.) rather than *when*.

Time Clauses Exercise

Combine each of the following pairs of sentences by changing one clause into a time clause, using any of the time adverbs, such as when, after, before, unless, until, as soon as. The first one has been done for you:

- I will read this book. I will eat dinner.
- I will read this book after I eat dinner.
- 1. He will get wet. He is going swimming.
- 2. We are meeting the team. The team are arriving at the station.
- 3. I got to work late. I got up late.
- 4. The police will catch the criminal. The criminal will make a mistake.
- 5. They are going on holiday. They are finishing their exams.

Suggested Answers

1. He will get wet when he goes swimming.
2. We will meet the team when they arrive at the station.
3. I got to work late after I got up late.
4. The police will catch the criminal when he makes a mistake.
5. They are going on holiday after they finish their exams.

Part

VI

6 PRODUCTS

6.1 BUILDING RELATIONSHIPS

FROM BUY, BUY TO BYE BYE

The recession will have a lasting impact on the way people shop.

PRE-READING TASK

- I. Which brands and companies are you loyal to? What do you appreciate most of all in their products or customer service? Do you often recommend them to your friends?**
- II. What shifts in consumer psychology can be observed in economic downturn?**
- III. Is it possible to retain the majority of loyal customers in difficult times?**

§ 1. “WANT IT!” screamed the words plastered on the walls, counters and shopping bags in the flagship emporium of Saks, a big American retailer, on Fifth Avenue in New York. The same exhortation was emblazoned in huge letters on a giant red and white ball that revolved slowly in the middle of the main sales floor. Saks’s spring marketing campaign, which came to an end on April 1st, made its brazen appeal to greed in a bid to drum up sales in a dire market. But the exclamation mark in its “Want It!” tagline should perhaps have been a question mark instead.

§ 2. Asked whether they want more stuff, consumers in rich countries have responded with an emphatic “No”. The breathtaking speed with which retail sales have plummeted in both America and Europe has caught retailers and manufacturers by surprise. In response, companies have tried desperately to prop up revenues using a variety of promotions, advertising and other marketing ploys, often to no avail.

§ 3. But as they battle with these immediate problems, marketers are also pondering what longer-term changes in consumer behavior have been triggered by the recession. It is tempting to conclude that, once economies rebound, customers will start spending again as they did before. Yet there are good reasons to think that what promises to be the worst downturn since the Depression will spark profound shifts in shoppers’ psychology. The biggest

changes will take place in America and parts of Europe, where housing and stock market bubbles have imploded and unemployment has soared. As well as seeing their incomes fall as employers cut wages and jobs, households have also seen the value of their homes and retirement savings shrink dramatically. Although the threat to wages will fade as growth picks up the damage done to housing and other assets will linger.

§ 4. This has already led to a swift tightening of purse strings by shoppers and a wave of discounting by companies. Inmar, an American firm that processes discount coupons, says that redemptions in America were 17% higher in the first quarter of 2009 than in the same period last year, as consumers hunted for bargains. Many companies have launched lower-priced products in order to avoid losing customers as they trade down. Danone, a French food group, has created a line of low-cost yogurts in Europe, called “€o Packs”, that come in smaller tubs and fewer flavors than its standard products.

§ 5. The trend towards thrift will not disappear when the economy picks up. For one thing, those banks left standing after the bust will be far more parsimonious with consumer credit. For another, many people will still be intent on rebuilding their nest-eggs, which is reflected in sharply rising rates of saving. Sociologists also detect a distinct change in people’s behavior. Until the downturn, folk had come to assume that “affluence” was the norm, even if they had to go deeply into debt to pay for gadgets and baubles. Now many people no longer seem consumed by the desire to consume; instead, they are planning to live within their means, and there has been a backlash against bling. So for years to come, many more households will be firmly focused on saving, splashing out only occasionally on a big-ticket item. Some firms are already trying to capitalize on this new mood. Sears, another American retailer, recently revived a savings plan it used many years ago, known as the “Layaway program”, under which a consumer can make a down payment on an item that is then held for him for a fixed period while he saves the rest of the cash needed to buy it.

§ 6. A second shift in consumer psychology has been prompted by fallout from the global banking crisis and the furor over huge bonuses paid by firms rescued with public money; by a wave of financial scandals, such as the Madoff affair in America; and by multibillion-dollar bail-outs of carmakers in many countries. All this seems to be denting trust in business more generally. The Boston Consulting Group recently completed a global survey of consumer sentiment involving 15,000 consumers. The results, to be published this month, show that over half of respondents from America and Europe say the crisis has intensified their distrust of big business.

§ 7. Past downturns have also stoked anti-business feeling, which dissipated as growth returned. But the sheer scale of the failings that have come to light recently mean that suspicion and wariness will not vanish so

easily this time around. In response, firms will need to be even more transparent in their dealings with customers, who will punish them severely if they fail to keep their promises. Bain, another consulting firm, says it has seen several firms appoint executives recently with a specific brief to ensure that price adjustments and service cuts do not damage loyal customers' experience of brands.

§ 8. Companies will also need to show they empathize with consumers' new concerns. "There will need to be a move from passion to compassion in marketing," reckons John Gerzema of Young & Rubicam, a marketing-services firm. Hyundai, a South Korean carmaker, has taken the hint. In January it said that for a 12-month period it would allow car buyers to return vehicles without incurring a penalty if they lose their jobs. On March 31st Ford and General Motors followed Hyundai's example, saying they would make payments on car loans and leases for a limited period on behalf of buyers who are laid off.

§ 9. Both the shift towards greater thrift and greater skepticism about brands will influence other consumer trends, too. Interest in things such as green products and healthy foods will continue to grow in a post-crisis world, but customers will be less willing to pay a premium for them, and will demand more value for money when they do. The downturn will also accelerate the use of social media, such as blogs and social-networking sites, by consumers looking for intelligence on firms and their products. As trust in brands is eroded, people will place more value on recommendations from friends. Social media make it harder for brands to pull the wool over consumers' eyes, but they also offer canny companies a powerful new channel through which to promote their wares and test new products and pricing strategies.

§ 10. Marketers ignore the messages that emanate from these groups at their peril. For one thing is clear: this recession has triggered a wholesale reappraisal by shoppers of the value that their habitual brands deliver. The winners will be those that adapt intelligently to the new reality. The losers will be those who think they can win simply by telling consumers to "Want It!"

(The Economist 17 Sep 2010)

COMPREHENSION

I. Look through the whole article and put these paragraph summaries into the correct order.

	Plummeting sales and new retailers' ploys.
	Economists predict profound shifts in shoppers' psychology.
	Retaining loyal customers gets a challenging task.

	New consumer trend toward thrift - backlash against bling.
	A new move from passion to compassion in marketing.
	Distrust of big business.
	More skepticism about brands and demand for more value for money.
	Companies are trading down with a new wave of discounting.
	Winners in new reality when buyers no more WANT IT.
	Question mark VS exclamation mark.

II. Match companies mentioned in the article with their products and new marketing campaigns.

1. Saks 2. Inmar 3. DANONE 4. Sears 5. Hyundai 6. Ford, Gen. Motors	a. American firm b. Big American retailer c. American car makers d. American retailer e. South Korean carmaker f. French food group	<ul style="list-style-type: none"> - promise of 12-month period for car buyers to return vehicles without incurring a penalty if they lose their jobs - line of low-cost yogurts in Europe, called “€o Packs” - savings plan known as the “Layaway program” - promise to make payments on car loans and leases for a limited period on behalf of buyers who are laid off. - discount coupons - spring marketing campaign under the slogan WANT IT!
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III. Which campaign was not adapted intelligently to the new reality of the downturn?

FOLLOW-UP ACTIVITY

1. Some analysts assert that newly acquired buyers are often unprofitable.

**The profits come from repeat business from loyal customers.
Do you share this opinion?**

2. Complete this range of benefits companies get from long-term loyal customers.

Loyal customers typically:

- * Buy more per year.
- * Buy higher priced options.
- * Buy more often.
- * Are less price sensitive.
- * Are less costly to serve.
- * Are more loyal.
- * Have a higher lifetime value.

3. How can companies adapt their marketing strategies in recession times?

4. *In the period of economic recession companies need to show they empathize with consumers' new concerns. "There will need to be a move from passion to compassion in marketing," reckons John Gerzema of Young & Rubicam, a marketing-services firm.*

Can you offer your own ideas of "compassion in marketing" in order to retain loyal customers.

6.2 BRANDS



GENERATION Y AND BRANDS

PRE-READING TASK

I. What brands do Generation Yers prefer? Could you name some of their top brands?

II. Do they respond to any marketing efforts?

1. In one shopping mall, Clerk Laura Schaefer has been handling returned goods. 'They say "My mom and dad got me these".' Parents in Nikes sit quietly while their teenage daughters try on massive platform shoes. Asked what brand names are cool, these teenagers give a list of names their parents have never heard of. Which brands are over? Now the names are familiar: Levis, Converse and Nike. 'They just went out of style.' shrugs Lori

Silverman, 13. Labels that have shaped popular tastes since the Baby Boomers were young simply aren't producing the same excitement with today's kids. Pepsi Co. Inc. has struggled to build loyalty among teens, Nike Inc.'s sales are tumbling as the brand sinks in teen popularity polls, while Levi Strauss & Co. is fighting falling market share. Meanwhile, newcomers in entertainment, sports equipment and fashion have become hot names.

Today's kids aren't Baby Boomers. They are part of Generation Y which rivals the baby boom in size and will soon rival it in buying power. Generation Y is the 60 million children born between 1980 and 2000. Marketers haven't been given an opportunity like this since the baby boom. Yet for a lot of established brands Generation Y presents huge risks; Boomer brands flopped in their attempts to reach Generation X, but with only 17 million that was tolerable. This is the first generation to hurt a Boomer brand simply by ignoring it – and big enough to launch rival brands.

Companies unable to connect with Generation Y will lose out on a vast market. Along with cynicism Generation Y is marked by a distinctly practical worldview. Raised on dual income and single-parent families, they have already been given substantial financial responsibility. 2¹ Most expect to have careers and are already thinking about home ownership.

Nike has discovered to their cost that Generation Y is different. Although still popular among teens, the brand has lost its tight hold on the market in recent years. Nike's slick national ad campaigns, emphasizing image and celebrity helped build the brand among Boomers, but they have backfired with Generation Y. 3¹ Instead Generation Yers respond to humor, irony and the truth. Sprite has scored with ads that make fun of celebrity endorsement and carry the tagline "Image is nothing. Obey your thirst."

This doesn't mean that Generation Yers aren't brand conscious. But marketing experts say they form a less homogeneous market than their parents. One factor is their racial and ethnic diversity. Another is breaking up of media, with network TV being replaced by cable channels. Most important is the rise of the internet which has sped up the fashion life cycle by letting kids everywhere find out about even the most obscure trends as they emerge. 4¹

Marketers who don't learn the interests and obsessions of Generation Y will meet a wall of cynicism and distrust. 5¹ A growing number, including Universal studios, Coca Cola and McDonald's are using "Street teams". Made up of young people, the teams hang out in clubs, parks and malls talking to teens about everything from fashion to finance. Will the brands that grew up with Baby Boomers re-invent themselves for Generation Y, or will the new brands of the Millennium bear names that most of us have not yet heard of?

(Business Week)

COMPREHENSION

I. Five sentences have been removed from the article. Choose the most suitable one from the list (A-F) for each part (1-5) of the article. There is one extra sentence which you don't need to use.

- A.** | 'It doesn't matter to me that Michael Jordan has endorsed Nikes,' says Ben Dukes, 13.
- B.** | To break through this, marketers are making their campaigns more subtle and more local.
- C.** | Generation Yers ' knowledge of internet technology can also help companies save money.
- D.** | All across America a new generation of consumers is making its presence felt.
- E.** | It's the Generation Y medium of choice, just as network TV was for Boomers.
- F.** | Surveys show they are deeply involved in family purchases, be they groceries or a new car.

II. Read the article and choose the most suitable heading (A-F) for each paragraph (1-5). There is one extra heading which is not needed.

- A.** "Image is nothing. Obey your thirst".
- B.** Obscure future of Boomer brands.
- C.** Confident and impatient.
- D.** Established brands sink in teen popularity.
- E.** "The Net Generation".
- F.** Newcomers with practical worldview.

FOLLOW-UP ACTIVITY

I. Find some points of similarity and difference between Generation Yers born in America or any European country and your contemporaries who live in the former Soviet republics. Are there any basic differences in upbringing, values, behavior and attitude to brands?

II. How to use these differences, developing marketing campaigns targeted at them? Give your tips.

6.3 ADVERBIAL CLAUSES

They express circumstances (time, reason, etc.)

Time

Introduced by *when, as soon as, until, before, since, while, after*.

*I'll phone **when** he arrives home.*

Place

Introduced by *where* and *wherever*.

*The reporter walked **where** the bomb had exploded.*

Concession

Introduced by *although, even though, whereas*.

*Some kids like classical music **whereas** others hate it.*

Reason / Cause

Introduced by *because, since, as*.

***Since** it was raining, we stayed at home.*

Result

Introduced by *so ... that, such ... that, so*.

*He was **such** a good teacher **that** everyone liked him.*

Purpose

Introduced by *to, in order to, so as to + infinitive*.

*Turn the radio down **so as not to** wake the baby.*

Condition

Introduced by *if, unless, as long as, provided that*. *I'll*

*type the report **if** you lend me your laptop.*

x **Remember!** *Unless* means *if not*.

You can't use this PC **if** you **don't** know the entry password. (= ... unless you know ...)

1. Look at the box. Underline the subordinate clauses below and decide what type of meaning they convey.

e.g. send me an SMS as soon as you arrive at the airport. = Time

1. It was so cold that the water froze.

=

2. Teachers use multimedia software to teach subjects like music and languages.

=

3. Put the CDs wherever you like.

=

4. If you bring your digital video camera, we can make a movie on my PC.

=

- ## 2. Rewrite these sentences. Keep the same meaning.

- ## 6.4 PASSIVE

Passive Voice :

- © <20016> < . . >

3)

Smoking is not allowed. –

The local bank was robbed this morning. –

Potatoes are baked for about 20 minutes. –

20

4)

St.Petersburg was founded by Peter I. –

I.

The article was written by a psychologist. –

!

by, with

By -

), , , . ., with -

This poem was written by Pushkin. –

This problem has been solved by a computer. –

. ().

The lecture is written with a pencil. –

to agree to/with -

to call for/on -

to count on -

to deal with -

to hear of -

to insist on/upon -

to interfere with -

to laugh at -

to look after -

to look at -

to put up with -

to refer to -

to rely on/upon -

to send for -

to speak about/ of, to

to talk about -

to think of -
 to write about -
 to find fault with -
 to make fun of -
 to pay attention to -
 to take care of -

1.

1. Marmalade is made of oranges.
2. This town was built a century ago.
3. They were invited to a birthday party.
4. The fax has just been sent.
5. America was discovered long ago.
6. The book is still being published.
7. My neighbor's car was stolen last night.
8. His winter boots were made in Germany.
9. The building was ruined by the earthquake.
10. Italian is spoken in Italy and on Malta.

2.

1. A lot of houses in Moscow and other towns.
2. When this letter?
3. The letter this morning.
4. Whom this article into English by?
5. The article already.
6. This question when we came in.
7. Where are the students? They now in the next room.
8. By the time they arrive the work .
9. A huge plant in the town of N recently.
10. The little boy with interest by the people.
11. I (to check up) my homework before she (to question) me.

3.

1. You (advise) to wear warm shoes in winter.
2. The time before bed (spend) very pleasantly.
3. Sniffer dogs (use) by police to detect drugs and explosives.
4. Huge pine trees (uproot) by the storm.
5. You (allow, not) to buy cigarettes if you are under sixteen.
6. Toyotas (manufacture) in Japan.
7. This road never (clean).
8. Gold (discover) in Eastern Canada.
9. When I saw him, he (chase) by a large dog.
10. Several towns (destroy) by the eruption of Vesuvius.

4. .
: A telephone call woke me up. – I was woken up by a telephone call.

1. My father built this cottage.
2. Beginners use that computer.
3. Somebody is opening the window now.
4. We sold the last French text -book.
5. People all over Russia watch the news.
6. The moonlight lit everything in the room.
7. Don't worry, we shall settle your problems.
8. We have just sent for the doctor.
9. The Semyenovs don't use this room very often.
10. Thomas Coryate brought forks from Italy to England.
11. He has just repaired his car.
12. Somebody addressed the letter to the wrong person.
13. The secretary is still typing the letter.
14. Mum cut the meat and chopped it.
15. Snow covered everything.
16. The police have been looking for him for a month!
17. He described his new flat for me.
18. Our chief offered me a day- off.
19. He pointed out the mistake to me.
20. They don't allow their children to go far from home.

5. ,

1. The senior students laughed at the freshman.
2. The group spoke tom the dean yesterday.
3. Young mothers looked after their babies with great care.
4. Nobody lived in that old house.
5. We thought about our friend all the time.
6. The doctor will operate on him in a week.
7. The teacher sent for the pupils parents.
8. They looked for the newspaper everywhere.
9. Nobody slept in the bed.
10. The neighbor asked for the telegram.

6. .
1. , .
 2. .
 3. ?
 4. .
 5. .

6.

7.

8.

9.

10.

7.

) 1. Many people attend the lecture. 2. Someone has eaten the cake. 3. He will leave the ticket on the table. 4. They were discussing the report the whole evening. 5. People speak English in many countries. 6. Snow will cover the fields in winter. 7. Everyone can see the film soon. 8. The gardener has planted some apple –trees. 9. His parents have bought him a new bicycle. 10. They will advertise the product on TV.

) 1. An actor killed President Abraham Lincoln. 2. Alexander Bell invented the telephone. 3. The Chinese invented paper. 4. They invented photography. 5. The French government gave the Statue of Liberty to the American people. 6. Shah Jahan built the Taj Mahal mausoleum for his wife who died in 1631. 7. They make Volkswagen cars in Germany. 8. Columbus discovered America. 9. Fleming discovered penicillin. 10. They talked much about that problem.

8.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

9.

1. Was “Mona Lisa” painted by Picasso?

2. Was Mickey Mouse created by Warners?

3. Was the song “Imagine” written by Elvis Presley?

4. Was the film “Titanic” directed by Alfred Hitchcock?

5. Was “Romeo and Juliet” written by Agatha Christie?

6. Was the Parthenon built by the ancient Romans?

7. Was the telephone invented by Siemens?

8. Was America discovered by Marco Polo?

9. Was “The Moonlight Sonata” composed by Tchaikovsky? 10. Were the

pyramids built in China?

Leonardo da Vinci, the ancient Egyptians, James Cameron, the ancient Greeks, Walt Disney, John Lennon, Shakespeare, Alexander Bell, Christopher Columbus, Beethoven

10.

1. The box must be taken to the station.
2. The river can be crossed on a raft.
3. The building of the house can be finished very soon.
4. The books must be returned in two days.
5. Three of these exercises must be done tomorrow.
6. The book you need can be found in any library.
7. The letters must be sent at once.
8. This mistake can be easily everywhere.
9. The doctor says she must be taken to the hospital.
10. Even the tallest trees can be climbed by monkeys.

11.

Passive Indefinite

1. .
2. .
3. .
4. .
5. .
6. .
7. .
8. ?
9. ?
10. .

12.

Active Voice.

: 1. The room was cleaned and aired. – Olga cleaned and aired the room.

2. Have all these books been read?
3. Whom were these letters written by?
4. The letter has just been typed.
5. She showed me the picture which had been painted by her husband.
6. I shall not be allowed to go there.
7. He has been told everything, so he knows what to do now.
8. All the questions must be answered.
9. The door has been left open.
10. When will these books be returned to the library?

Part



7 LEADERSHIP

7.1 MANAGEMENT CONTRIBUTES IN MARKETING

How effective Management contributes in Marketing?

May 2009 - William King

Marketing a business is one of the key operations of any organization these days. However, such an operation needs careful planning, which is why management of a business goes hand in hand with the decisions taken to market the business. For such planning of a marketing regime, managers and business owners need to have a clear idea of the aims and objectives of their business and organization. They need to understand clearly the market conditions in which their business operates.

The fast evolving manager roles are rapidly leaving behind the traditional marketing practices in terms of theory as well as practice. Early businesses were seen conducting their research and emphasizing on what were known as the three Cs of marketing, that is, Customer, Company and Competitor. However, further analysis has given way to the inclusion of two more Cs. These are Collaborator and industry Context. All these areas are carefully researched on and important decisions are taken in each of these fields to bear an overall result of effective marketing.

Let us look at each of these individually:

Customer: analyzing the customer behavior is one of the most important functions of management and marketing. Managers first seek to find out their niche customer base. After having identified that they try and break them up into manageable segments. This segmentation of the target customers can be done on the basis of demography, behavior, age grouping, etc. marketers then aim at tracking the purchase and consumption patterns of these segments, as a group or individually, in order to help them develop and improvise on their product better. This is known as perceptual mapping.

Company: under this aspect of marketing management, managers analyze the cost structure of the company and what bearing it has and the profit of the organization. For this they may also work in tandem with the finance or accounts managers. Managers also seek to delve deep into the inherent competency of the organization based on the kind of resources it possesses, and find out whether its potential is being exploited to the optimum level or not.

Collaborator: the collaborators form an important aspect of the business and the analysis of related activities forms a major chunk of marketing management activities. Distributor and supplier behavior, that of the joint venture partners, etc is thoroughly observed and analyzed.

Competitor: this analysis deals with comparing the position of the business in relation to its market competitors. The activities of the competitors are observed to see which policies are exactly having what effect on the market and the customers.

Context: this involves having a clear idea of the conditions in which the business operates. The economics of how the business functions within the framework of the larger industry is analyzed. Both macro and micro pictures are taken into consideration. For each of the above marketing management functions, a lot of data need to be collected, processed and analyzed. Tapping the right data out of the existing market conditions is yet another challenge. Market managers generally look to collect data related to the various segments mentioned above.

Guide

☺ VOCABULARY FOCUS

I. Match the English and Russian equivalents.

evolving	,
inclusion	,
overall	
seek	,
perceptual	
bearing	
challenge	,
data	,
collaborator	
inherent	,
framework	

II. Match two columns to make word-combinations.

marketing	venture
conduct	result
customer	regime
manageable	mapping
consumption	competency
perceptual	conditions
inherent	patterns
joint	marketing
market	segments
overall	customers

effective	research
target	behaviour

III. The following words are in the text. Use your dictionary to find the other parts of speech.

NOUN	VERB	ADJECTIVE
management		
		marketing
	improvise	
decision		
		perceptual
organization		
	bear	
		inherent
competency		
	relate	
profit		
		existing

☺COMPREHENSION

I. Work in pairs and answer the questions below.

1. What do managers and business owners need for planning of a marketing regime?
2. What are the five Cs of marketing?
3. What is one of the most important functions of management and marketing?
4. On what bases can the segmentation of the target customers be done?
5. What is known as perceptual mapping?
6. Why do managers seek to delve deep into the inherent competency of the organization based on the kind of resources it possesses?
7. What is thoroughly observed and analyzed?
8. What is the purpose of observing the activities of the competitors?
9. What is another challenge for market managers?

II. Complete the sentences according to the text.

1. Managers and business owners need to understand clearly the market c..... in which their business o.....
2. The fast e..... manager roles are rapidly leaving behind the

traditional marketing p..... in terms of theory as well as practice.

3. Early businesses were seen conducting their research and emphasizing on what were known as the three Cs of marketing, that is, C....., C..... and C..... However, further analysis has given way to the inclusion of two more Cs. These are C..... and industry C.....
4. Managers first seek to find out their n..... customer base. After having identified that they try and break them up into manageable s.....
5. Managers also seek to delve deep into the inherent c..... of the organization based on the kind of resources it possesses, and find out whether its p..... is being exploited to the optimum level or not.
6. The c..... form an important aspect of the business and the a..... of related activities forms a major chunk of marketing management activities. D..... and supplier behavior, that of the joint v..... partners, etc is thoroughly observed and analyzed.
7. The activities of the c.....s are observed to see which policies are exactly having what effect on the market and the c.....s.
8. For each of the above marketing management functions, a lot of data need to be c.....d, p.....d and analyzed. Tapping the right data out of the existing market conditions is yet another c.....
... Market managers generally look to collect d..... related to the various segments mentioned above.

III. Translate the sentences from Russian into English.

1. ,
2. .
3. .
4. ,
5. .
6. .
7. ,

IV. Role play the following situation: you are an experienced manager of a prosperous organization. You were invited to deliver the lecture for the students who are going to graduate from the University and get a profession of a manager next year. The topic of your report is “How effective management contributes in marketing”. Use the information of the text and other information resources for this task.

7.2 LEADERS AND MANAGERS

I. Read each of these things people said about their business leaders or managers (1-8) and match them with one of the qualities or skills listed in the box (a-h).

1. ‘Amongst other things, she has this tremendous ability to see how things could be in the future, and how the organisation should develop.’

2. ‘He's just great at producing new, unusual ideas, things other people would never have thought of.’

3. ‘I really like the fact that he gives us all plenty of responsibility. We all feel so empowered.’

4. ‘I'd say one of his strong points is his ability to get down to the nitty-gritty; nothing is so minor that it escapes his attention.’

5. ‘One thing I have to say about him is that he has excellent people skills; he can handle even the most awkward member of staff.’

6. ‘She has a totally practical approach. I mean, she doesn't just sit in her office theorising. She rolls up her sleeves and gets down to work with the rest of us.’

7. ‘One thing she's particularly good at is problem-solving. You know, in our line of work we seem to go from crisis to crisis, but she seems to be able to get everything running smoothly again.’

8. ‘She's just excellent at getting her ideas across. Try to give you just one example...’

a) hands-on approach

b) Ability to delegate

c) Attention to detail

d) Good communication skills

e) Good interpersonal skills

f) Originality

g) Trouble-shooting skills

h) Vision

II. Discuss the following questions.

1. Which of the above skills or qualities do you think are necessary for business leaders, which for managers and which for both? (Write 'L' for leader ' ' for manager or ' ' for both by each of them.)
2. Add three other skills or qualities to the list and say whether they are more necessary for leaders, their managers, or both.

GREAT LEADERS AND GREAT MANAGERS

Reading



Company background

Started in 1971, the Virgin Group operates in a wide range of markets, from music to finance and travel.

1. Before reading, discuss what you know about Richard Branson and Virgin.
2. Skim the webpage very quickly (in two or three minutes) to find out what qualities Branson has which make him a good leader.

Richard Branson - the founder and owner of the Virgin Group, an empire of 350 companies that includes Virgin Atlantic airlines as well as ventures in other industries like telecommunications, trains, cosmetics and credit cards - says his goal is to turn Virgin into 'the most respected brand in the world'. Branson's skill as a brand builder is one of the reasons underlying his longevity as a business leader.

It is difficult to separate the success of the Virgin brand from the flamboyant man behind that brand. He travels the world weekly, reinforcing his good-natured, visible, jet-setting, billionaire reputation - a reputation like the reputation of the companies he owns. 'Generally speaking, I think being a high-profile person has its advantages,' he says. 'Advertising costs enormous amounts of money these days. I just announced in India that I was setting up a domestic airline, and we ended up getting on the front pages of the newspaper. The costs of that in advertising terms would have been considerable.'

What is the most important quality of a good leader? 'Being someone who cares about people is important,' he says. 'You can't be a good leader unless you generally like people. That is how you bring out the best in them.'

How does a man who owns 350 companies get it all done? Branson places enormous value on time-management skills. As chairman of a large group of firms, Branson says he spends about a third of his time on trouble-shooting, another third on new projects, both charitable and business, and the last third

on promoting and talking about the businesses he has set up. 'As much as you need strong personality to build business from scratch, you must also understand the art of delegation,' says Branson. 'I have to be good at helping people run the individual businesses and I have to be willing to step back. The company must be set up so it can continue without me.'

In order for this process to work, employees must be happy. Branson says his philosophy of 'look for the best and you'll get the best' helped him build an empire recognized for its young, fun culture. 'For the people who work for you or with you, you must lavish praise on them at all times,' Branson says. 'It's much more fun looking for the best in people. People don't need to be told where they've slipped up or made a mess of something. They'll sort it out themselves.' Branson feels strongly that if an employee is not excelling in one area of the company, he or she should be given the opportunity to do well in a different Virgin Group job.

Firing is seldom an option.

Motivational strategies extend to innovative ideas. The key to encouraging innovation within the Virgin ranks, suggests Branson, is to listen to any and all ideas and to offer feedback. Employees often leave companies, he reasons, because they are frustrated by the fact that their ideas fall on deaf ears. Interaction between employees and managers is fundamental.

Branson has developed a level of trust with his top managers by setting the direction and then stepping back to let them navigate. 'I come up with the original idea, spend the first three months immersed in the business so I know the ins and outs, and then give chief executives a stake in the company and ask them to run it as if it's their own,' – explains Branson. 'I intervene as little as possible. Give them that, and they will give everything back.'

From <http://www.knowledge@wharton>

1. Read the text again and check that you have understood the main points by choosing the best answer: A, B, C or D, to these questions.

1. What is Branson's business aim?

- A diversify Virgin's activities
- B make Virgin a global company
- C survive longer than other business leaders
- D enhance Virgin's brand image

2. What, according to Branson, is the business advantage of being well known?

- A It is easier to establish new ventures.
- B It saves money on publicity.
- C There is offered special advertising rates.

D It makes his brands easily recognisable.

3. What, for Branson, is the key to managing his workload?

Being continuously involved at all levels of the enterprise

Concentrating on problem-solving

Making his companies independent of him

D Continually expanding his empire

4. How, according to Branson, can you ensure optimum performance from staff?

having an enjoyable corporate culture

pointing out your employees mistakes

dismissing incompetent workers

D telling people that they are performing well

5. Why, says Branson, do many businesses lose good employees?

Managers do not listen to employees' suggestions.

Managers do not know how to communicate with staff.

Managers do not encourage innovation.

D Managers do not delegate.

6. How does Branson optimise performance from his CEOs?

giving them specialist training

giving them financial interest in the company

giving them three-month trial period

D offering them innovative ideas

GRAMMAR WORKSHOP

As or like?

Study the example from the text about Richard Branson (a-d) and say which one includes **as** or **like** in a sense that ...

1. means 'he is that thing' (e.g. brand builder)

2. means 'for example' or 'such as'

3. means 'similar to'

4. is included in an expression which means 'and also'

5. can be used with adjectives or adverbs as form of comparison

a ... an empire of 350 companies that includes Virgin Atlantic airlines **as** well **as** ventures in other industries **like** telecommunications, trains, cosmetics and credit cards ...

b Branson's skill **as** brand builder is one of the reasons underlying his longevity **as** business leader.

c ...reinforcing his good-natured, visible, jet-setting, billionaire reputation - reputation **like** the reputation of the companies he owns.

d **As much as** you need strong personality to build business from scratch, you must also understand the art of delegation.

VOCABULARY 1

Find words or phrases in the text which mean the following.

1. someone who establishes an organisation (para. 1) founder
2. new activity, usually in business, which involves risk or uncertainty (para. 1) _____
3. which are real but not immediately obvious (para. 1) _____
4. very confident behaviour (para. 2) _____
5. from the beginning (para. 4) _____
6. say lot of nice things about (para. 5) _____
7. made mistake (para. 5) _____
8. dismissing (para.5) _____
9. completely involved (para.7) _____
10. the detailed or complicated facts (para. 7) _____
11. share or financial involvement in business (para. 7) _____

TALKING POINT 1

Discuss these questions.

1. How much of Branson's leadership style do you think is question of personality, and how much is question of technique?
2. Which things do you most admire about Branson's leadership style?
3. Would you like to work for him?

Read the interview. Rachel Bahington, Head of PR at Disney Channel UK, speaking about leaders and managers.

I - Interviewer; **R** - Rachel Bahington

I: *What do you think makes great leader as s d to great manager, because they're quite different things, aren't they?*

RB: I think I've worked in lot of places where lot of senior people haven't really been leaders, they've been managers, and I think good leader has vision and can see how to develop and take things forward and is inspirational. Really, manager, I think, is more about the implementation of that vision, and I think too many people who are in leadership roles get bogged down with the nitty-gritty management side, which is r b bl not what they should be doing, but I suppose it takes strong leader and confident one who believes in their team to take step back and I think really they should. I don't think they should be too hands-on.

I: *Can you describe bad leader to me?*

R : I think someone who has team of quite experienced, good people who

won't give them the space to get on and do their job and is overbearing and involved and doesn't take step back and give people the responsibility to get on with their role, and I suppose who doesn't give person room to grow and the opportunity to develop their career, because I think that happens a lot, that you just are expected to tick along and not expect anything back from your job. Whereas if you're good at it and reasonably ambitious, you want to know you're going somewhere.

Read the interview again and complete the notice.

Good leaders ...

" have 1....., i.e. to make the business progress

" inspire staff.

Managers deal with the 2..... of leader's ideas.

Good leaders also ...

" avoid being too 3

" are not too involved when working with 4.....

" give people the 5..... their professional lives.

VOCABULARY 2

Match these management expressions (1-7) with their definitions (a-g).

1. time management
2. quality management
3. line management
4. middle management
5. brand management
6. crisis management
7. risk management

- a) direct management of staff
- b) how a company tries to control its brands and brand image
- c) level between senior management and junior management
- d) managing systems in a company so that each department works effectively and produces products of the required standard
- e) process of dealing with difficult situations
- f) process of assessing and measuring possible dangers and evolving strategies to deal with them
- g) the skill of administering your time so as to work effectively

TALKING POINT 2

Discuss these questions.

1. What things can managers do to get the most from their staff?

2. What typical mistakes do managers make when managing staff?

Read the second interview with Rachel Bahington, Head of PR at Disney Channel UK.

I - Interviewer; **R** - Rachel Bahington

I: *How would you describe empowerment? And how can workers be empowered, do you think?*

R : I think empowerment is giving someone the opportunity to decide the directional strategy of job and agreeing on it, and then leaving them to get on and do it and be in the background to help them if they need it, but not to be breathing down their neck. I suppose it is that feeling of responsibility and ownership that makes people feel empowered. I think if you work with someone who really lacks confidence to give their team responsibility, it's very difficult to break out of that cycle.

I: *And has managing techniques, or have managing people, changed over the last in the last ten years?*

R : I don't know, I'm probably a bit cynical, but I think there's a lot, certainly, that I have noticed in the organisations I've worked in, there are a lot of steps that are taken and to be seen to be empowering individuals, and so I think things probably at a superficial level look to have changed, but whether they really have deep down, I'm not so sure.

I: *How do you think people could be managed in order to get the very best from them?*

R : I think to get the most out of them, you want them to feel empowered, that they're achieving, that they're developing, that there are opportunities ahead of them that they can strive to work to, that they're under a manageable amount of pressure, that they're getting the right kind of support. I think what a lot of people lack is a kind of mentor and someone that'll help them develop in their career, and you can become very stale if you don't have that. So I'd say that would be important to people as well.

Read the interview again and complete the notice.

Empowerment

Workers empowered by:

" deciding their job's 1.....

" Being given 2..... of their job.

Changes in management style

In last ten years, management has only changed at a 3

Managing people

People need:

" 4..... in the future to work toward

- " *reasonable work pressures*
 " *a 5..... to help them progress.*

TALKING POINT 3

Work in groups.

Your local Chamber of Commerce has asked you to investigate ways of motivating staff in local companies in order to produce happier, more effective and more productive workforce. Study these ways managers can motivate staff:

- performance pay and bonuses
- annual performance reviews/appraisal
- competitions for new ideas
- empowerment
- working in teams
- regular training

1. What are the advantages and disadvantages of each?
2. Add two or three more to the list.
3. Which would you recommend companies in your area to adopt and which would you ignore?

7.3 THE QUALITIES OF GOOD LEADERSHIP

Are Leaders Born or Made?

PRE-READING TASK

What do you think: are leaders born or made?

What makes a good leader?

For centuries people have debated whether leaders are born or made. Several decades ago researchers started trying to answer the question. The debate goes on, even though we know the answer. It turns out to be a little of both. Leaders are sort of born and they're always made. Knowing the details will help you develop effective leaders for your company.

Leaders are Sort of Born

It seems like there's only one thing that a person needs to actually be born with in order to be a leader later in life. That's intelligence. A leader needs to be smart enough.

Effective leaders aren't necessarily the smartest people in the room or the company or even on the team. But they have to be smart enough to do the job they're assigned.

What's more important is what kind of person the potential leader is when he or she becomes an adult. The person who emerges from

adolescence into young adulthood has the psychological and character traits they'll demonstrate for the rest of their life. Some of those matter for leadership.

By the time a person becomes an adult we can tell if they can help other people achieve results. That, after all, is what we expect leaders to do. We expect them to achieve success through a group. We expect them to help their subordinates grow and develop.

By the time a person becomes an adult, we can tell if they want to achieve objectives or if they just want to go along and take it easy. We expect leaders to be responsible for achieving results. You can have a marvelous life without a results focus, but if you're going to lead successfully you have to have the drive and willingness to be measured by the results of your leadership.

By the time a person becomes an adult, we can tell if they are willing to make decisions or not. Lots of people wake up every day and let the world happen to them. But leaders must be able and willing to make decisions that affect themselves and others.

By the time a person becomes an adult we can tell if they have the basic qualities that we expect leaders to have. We can determine if they're smart enough to do the job. We can tell if they are willing to help others to achieve results as a group. And we can tell if they will make decisions.

Those things are essential. People who have them can learn the multiple skills it takes for them to become effective leaders.

No matter how they measure up on the key essentials, no one emerges from the womb or from adolescence with all the skills in place to be an effective leader. Everybody has to learn the job. That's why leaders are always made.

Leaders are Always Made

Leadership can be learned by anyone with the basics. But an awful lot of leadership cannot be taught.

That's because leadership is an apprentice trade. Leaders learn about 80 percent of their craft on the job.

They learn from watching other leaders and emulating their behavior. They choose role models and seek out mentors. They ask other leaders about how to handle situations.

Leaders improve by getting feedback and using it. The best leaders seek feedback from their boss, their peers and their subordinates. Then they modify their behavior so that they get better results.

Leaders learn by trying things out and then critiquing their performance. The only failure they recognize is the failure to learn from experience.

In their book, *Geeks and Geezers*, Warren Bennis and Robert Thomas identify the special power of what they call "crucibles." These are trials which teach hard lessons that leaders use as the basis of their strength in later crises.

Many of these events can be called "failures," but leaders turn the bad situation to good by learning from it.

Effective leaders take control of their own development. They seek out training opportunities that will make a difference that will make a difference in their performance.

Effective leaders look for training programs that will help them develop specific skills that they can use on the job. Then, when they return to work, they devote specific, deliberate effort to mastering in real life what they learned in the classroom.

Marshall Goldsmith and Howard Morgan studied the progress of 88,000 managers who had been to leadership development training. The people who returned from the training, talked about it, and did deliberate work to apply their learning were judged as becoming more effective leaders. The ones who didn't showed no improvement.

If you're responsible for leadership development for your company, you should structure your support for your leaders to recognize that most leadership learning happens on the job. Help people develop leadership development plans. Help them select specific skills training and then work on transferring skills from the training to the job. Help them find role models, mentors and peers to discuss leadership issues.

Help your leaders get feedback from their boss, peers and subordinates. Work to create the culture of candor that will make that feedback helpful and effective.

Don't stop there. Make sure that you evaluate your leaders on their leadership work. Reward them and hold them accountable for accomplishing the mission through the group. And hold them accountable for caring for their people and helping them grow and develop.

A Leader's Growth is Never Done

Leadership learning is a lifetime activity. You're never done because there's always more to learn. There are always skills you need to improve.

Effective leaders seek out development opportunities that will help them learn new skills. Those might be project assignments or job changes. What they have in common is that the leader develops knowledge and skills that can be used elsewhere.

Effective leaders also seek out opportunities that will increase their visibility. The fact is that great performance alone will not propel you to the top in your career. You also have to be visible to people who make decisions about promotions and assignments.

If you're responsible for developing leaders in your company, set up programs to give your leaders both kinds of development opportunities over the course of their careers.

There's no magic formula for developing quality leaders in your company. But if you select potential leaders with the essential traits, then

support them with training, feedback, on-the-job learning and development experiences and hold them accountable for results, you'll have the leaders you need to shape your company's future.

Have you ever wondered why some people make it to leadership and others don't? There is a mystery about how leaders become leaders. Some people are born with all the right qualifications but don't make it. Others are born into very lowly positions and rise to lead millions.

It is hard not to conclude that there is no simple, one-size-fits-all path to leadership, but that leadership depends on a complex and mysterious mix of variables. Here are 7 of those variables.

1. Traits. Most people agree that their leaders should demonstrate certain traits. It's just that not everyone can agree what they should be. For example, when a symposium of CEO's were asked for their top 10 leadership qualities, they included tenacity, passion, persuasiveness and confidence, but didn't mention the one quality of leadership that Walt Disney prized above all others, courage. In another survey for Ajilon, 600 employees voted their top leadership quality as "leading by example", followed by ethics. It seems that there are even variables within this variable.

2. Leadership Drives. On a much simpler level, David McClelland says that, to be a successful leader, you need spadesfuls of the drive to power. Even with all the qualities mentioned in (1) above, if your main drive at work is for affinity or achievement, rather than power, you won't make it to the top. You actually have to want to be in charge of others.

3. Made or Born? There is an unresolved debate about whether leaders are born or made. Some people argue that birth into certain environments predestines some of us to be leaders. This is the principle behind hereditary monarchies and business dynasties. Others argue that merely being first-born creates leadership qualities of its own. All the following were first-born: Winston Churchill, William the Conqueror, George Washington, Alexander the Great, Joan of Arc, F.D.Roosevelt. Of course, that could be a quirk of statistics and doesn't account for mesmeric leaders who were not first-born, such as John F.Kennedy.

4. Education and Formative Experiences. When leaders of business are asked what formative experiences influenced them most to become leaders, many recall traumatic events in their childhood or youth that inspired. Others took a more normal path by attending the most prestigious business schools. Nobody wants a leader who doesn't know what they're doing. The stories of incompetent generals in wars from the Crimea to World War One are legendary. Fiedler found that, in high-stress situations, leaders call upon experience before competence. In low-stress situations, it's the other way round, with intelligence being more valuable than experience.

5. Circumstances. Often these are people who were failed leaders, voices in the wilderness, or discarded men and women, like the Churchill of

1940.

6. Followership. Soren Oberg calls this a leader's charismatic power. It has little to do with traditional power, such as status, connections and rewards and more to do with their visibility, their sexual attractiveness, and their ability to empathize with the needs of their followers. Trying to analyse leadership is a bit like dismantling a Stradivarius violin to see where its beauty comes from. You'll spoil its beauty and be none the wiser.

From Manager to Leader

Ask anyone and they'll tell you. There's a difference between managers and leaders.

Ask them what that difference is and they may have a bit more difficulty. Suddenly the words become amorphous and undefined. Somehow leadership is an intangible - a charismatic component that some people have and others simply don't. That's why, according to the ubiquitous "they", it is such a rarity.

Wrong.

The difference between being a manager and being a leader is simple. Management is a career. Leadership is a calling.

You don't have to be tall, well-spoken and good looking to be a successful leader. You don't have to have that "special something" to fulfill the leadership role.

What you have to have is clearly defined convictions - and, more importantly, the courage of your convictions to see them manifest into reality.

Only when you understand your role as guide and steward based on your own most deeply held truths can you move from manager to leader.

Whether the group you oversee is called employees, associates, co-workers, teammates or anything else, what they are looking for is someone in whom they can place their trust. Someone they know is working for the greater good - for them and for the organization. They're looking for someone not only that they can - but that they *want* to - follow.

Because it is only when you have followers -people who have placed their trust in you - that you know you have moved into that leadership role. And the way you see it is that your organization is transcending all previous quality, productivity, innovation and revenue achievements. You're operating at such a high level of efficiency that you're giving budget back to the corporation - and you're still beating your goals.

You're achieving what you always dreamed could be achieved. And not only that, but it's actually easier than you thought.

Because you're a leader. Because the classic command and control management model - which, contrary to popular belief still applies even in our most progressive 21st century companies - is no longer in play. Sure, controls are in place. Sure, you're solving problems that arise.

To keep going despite set backs, is the hallmark of all successful

entrepreneurs and business leaders. While much has been written about the managerial challenges of running a business, less has been written about the characteristics underlying great leadership. This article describes nine psychological characteristics of great leadership.

Leadership Characteristic 1: Self-Esteem

Underlying everything, is a high sense of one's own self-worth. Without that, individuals will never undertake tough challenges. If one does not have it, it's important to develop self-esteem.

Leadership Characteristic 2: Need to Achieve

This need has been associated with entrepreneurs and leaders who constantly seek to perform at their best. For example, this leadership characteristic would have described Oliver Cromwell (1599 to 1658) the Lord Protector of England, who once remarked, “He who stops being better, stops being good.” The great Harvard psychologist David McClelland is most associated with need for achievement, a need learned by children primarily from their parents (McClelland, 1965).

Individuals high in this need are open to feedback, are goal oriented, seek to be unique, and strive for accomplishments based on their own efforts—characteristics important to effective leadership. They also take risks, not extreme risks, but moderate ones.

And what is moderate risk? Moderate risk means you have the ability to influence events, but don't have complete control. The key is that individuals believe they will be successful, but it is not a sure thing.

Leadership Quality 3: Screening For Opportunity.

Like all individuals, leaders screen incoming information to separate the useful from the useless. However, successful entrepreneurs and business leaders screen incoming information to constantly seek new growth opportunities. They act like gold miners who must shift through tons of dirt to find those a few precious golden nuggets.

Unfortunately, the vast majority of business people seem blind to new opportunities and so continually miss new ways to grow the business. Some would argue that it is not really finding opportunity, but getting lucky. Of course there are individuals who seem to have the knack of being in the right place and the time. For example, I have a good friend George who had escaped communist Romania in the early 1960s and made his way to the United States.

After being here for a while, he decided to start a leather goods business. Putting together a few samples, he then went out to talk to buyers about the possibility of getting started. Getting an appointment with the very first buyer, he showed his samples and got this response, “I'll buy everything you can sell me.” He asked why he was so fortunate and the buyer responded, “I wanted to drop our previous vendor since he was ripping us off” From this “lucky” start, George went on to develop an extremely successful business—

becoming a millionaire many times over. One could argue that he was lucky or that he capitalized on an opportunity missed by competitors.

Leadership Characteristic 4: Locus of Control

Successful leaders and entrepreneurs typically show a high internal locus of control (Lee, 2001). In many different studies done over the years, those with a high internal locus of control are more likely to experience success, than individuals who are high on the external locus of control. When someone perceives events as under the control of others, fate, luck, the system, their boss, etc. they have an external locus of control. Individuals high on the internal locus of control have a different assumption about how the world works. They assume that any success they experience is due to their personal efforts and that they have the ability to influence events. Interestingly, internal also assume failure was also their fault.

Leadership Characteristic 5: Goal Orientation

Businesses come and go, but those that last always share a common characteristic with their founder—a relentless drive to accomplish goals. They understand what the priorities are and continue to work at toward that goal, day in and day out.

For many, leadership characteristic of staying focused on a goal is a very difficult thing to do since life in the world of business tends to distract us. McKinsie in this book “The Time Trap” put it this way, “A man was struggling to cut down enough trees to build a fence. An old farmer came by, watched for a while, then quietly said, “Saw’s kind of dull, isn’t it?” “I reckon,” said the fence builder. “Hadn’t you better sharpen it? Said the farmer. “Maybe later,” said the man, “I can’t stop now—I got all these trees to cut down.” Our goal should be to continue to perfect ourselves, something we rarely have time for.

Leadership Characteristic 6: Optimism

Underlying successful entrepreneurial leadership is a boundless font of optimism that never seems to end. When faced with a problem, they view it as a challenge. When faced with a setback, they view it as a new direction, when told no, they say, “Maybe not now, but I know you’ll change your mind later.” This characteristic contrasts sharply with the vast majority of people who project a more pessimistic, defeatist quality. It’s this belief in the positive that serves as the foundation for dealing with the many set-backs one will inevitably encounter in the world of business.

Young children naturally have a positive view which seems to turn more negative as they age. Parents can easily test this in children by asking the question, “What will you be when you grow up?” Young children confidently say, exactly what they want to be. However, ask a teenager the same question and they aren’t so sure.

Leadership Characteristic 7: Courage

Many professors talk about entrepreneurs as risks takers. But this

leadership characteristic is like saying snow is cold—it's accurate but missing something. Another way is to say the same thing is that one must have guts. It requires a great deal of courage to build a company from the ground up.

Someone once explained that large organizations function like “womb” protecting employees from a harsh and unforgiving environment. It takes a great deal of courage to leave a corporate or government womb and strike out by oneself into the cold, cruel world of business. When one first starts a business, one is alone.

Leadership Characteristic 8: Tolerance to Ambiguity

This term refers to a person's tolerance to uncertainty and risk. Entrepreneurs generally score high on this scale (Entrailgo, 2000).

As we age, we have a tendency to be more comfortable repeating a relatively small set of behaviors. For example, we eat pretty much the same food, shop in the same stores, watch the same programs, have lunch with the same people, listen to the same music, etc. One may change jobs, but rarely does one change industries. It's amazing how many people end up retiring in the same industry in which they got their first job.

If one's tolerance for ambiguity is low, one will gravitate toward large, established organizations—better still, work for the government where things change little if at all. In contrast to older, established organizations, entrepreneurial start-ups exist in an environment where almost everything is new and many things have not been done before. For example, no policies exist to guide action and start-ups typically lack the old timers who serve as the voice of experience.

Leadership Characteristic 9: Strong Internal Motivation—The “Fire Inside”

The motivation that drives our behavior comes from two sources: internal (intrinsic) and external (extrinsic). Intrinsic factors include constructs like needs, desires, motives, and will power. Extrinsic factors include any type of motivational influence from the environment such as rewards and punishments.

For entrepreneurs, the most important motivational factor is the intrinsic one. Entrepreneurs keep going despite the fact that employees tell them they are foolish, friends say they are wasting their time, and family tells them to get a real job. When the intrinsic drive goes away, so does any chance of success.

A few years ago, we put together a 160-hour program to teach very bright scientists and engineers how to put together an investor quality business plan. The thinking was that with the right knowledge and coaching, these future entrepreneurs would be able to get a seed round from investors and go on to build a fast growing organization. However, a number of these individuals never opened the doors. Why you might ask? It wasn't that they lacked knowledge and brilliance—it was a lack of desire, what we called the

“fire inside.”

From Manager to Leader, The Steps

First Steps

Where to start? Begin by discovering exactly what your convictions are. Clarify and codify for yourself what you believe in. Then, take a nice step back and see how those beliefs are playing out in the organization as it stands today. Don't start with an organizational assessment based on the numbers or your opinions about others. This is not about "them." This is all about you.

Ask yourself:

What is important to me? What are my values, beliefs, ethics?

- * How am I demonstrating those values, beliefs and ethics every day?
- * Is the larger organization designed to support my values, beliefs and ethics?
- * Where are the disconnects V within my immediate organization and for myself with the larger enterprise?
- * What can I do to change how I behave with my immediate organization to demonstrate my belief in them?
- * What additional assistance do my employees need to succeed V and how can I ensure that they get everything they need and more to create personal and organizational success?

Realistically, you'll go through this process not once, but many, many times. This is a periodic reality and cross-check to see how you're doing in your own context and, as you begin making changes, in the larger context. Because, while you can and should expect yourself and your immediate organization to make changes, you cannot - and should not - expect the larger organization to immediately respond or follow suit. This is a personal journey designed to assist you in being more - and helping those whose lives you touch to be more. Give the organization time. It'll get there. It's just a little bit slow.

What's Next?

As you identify your convictions and begin aligning your behaviors with those convictions, you are going to need to take steps to build a collaborative culture based on where you're going.

To do that, seek input from your employees about what they need and what their dreams are for their jobs and the larger organization. (They have them, you know). Talk to internal and external customers and suppliers about their needs. Find out what more and what else you can be and do to create success. Enroll and engage in conversation and communication. Sit back. Listen. Take in as much as you can. Look for trends and themes. Find out where the possibilities are - the connects and disconnects that you can effect.

Be more. Be all those things you always believed about yourself - and usually bring to the rest of your life. Leaders aren't made or born. Leadership is a choice - a belief in and commitment to everything that is good and noble

within you. Be a leader.

Guide

COMPREHENSION

I. Work in pairs. Do you think the following statements are true or false?

1. Leaders are definitely born.
2. The most important quality of any leader is charisma.
3. We can tell that a person will make a good leader when they are kids.
4. Leaders have the same attitude to job responsibilities as other people.
5. Lot of leadership cannot be taught.
6. Leaders learn 100 % of their craft from books and manuals.
7. Leaders are apt to acknowledge their mistakes.
8. It usually takes few years to become an effective leader.
9. Potential leaders can train without any assistance.
10. It's difficult to say what traits are the most essential for being a good leader.
11. A leader must be humble.
12. There's a difference between managers and leaders.

II. Answer the questions below.

1. What qualities define a good leader?
2. What role does a mentor play in shaping a leader?
3. How can leaders improve by getting feedback from their boss, peers and subordinates?
4. What is a 'crucible'? Are crucibles important for leaders?
5. Why do effective leaders seek out development opportunities?
6. What are seven variables that leadership depend on?
7. What is 'leadership drive'?
8. What formative experiences influence people to become leaders?
9. How do you know that you've moved into a leadership role?

III. Fill in the chart.

A good leader needs...	A good leader avoids...
To strive for self-perfection	Being indifferent to their subordinates' needs
...	...

WORD STUDY

I. Match two columns to make word-combinations.

1. apprentice	a. situations
2. emulate	b. leaders
3. handle	c. behavior
4. evaluate	d. leaders
5. accomplish	e. learning
6. development	f. path
7. on-the-job	g. with the needs
8. one-size-fits-all	h. trade
9. mesmeric	i. events
10. recall	j. goals
11. empathize	k. opportunities
12. beat	l. missions

II. A) Match the synonyms.

B) Match the antonyms.

1. debate	a. arise	1. willingness	a. failure
2. emerge	b. teammate	2. essential	b. cowardice
3. critique	c. dispute	3. development	c. impassivity
4. master	d. vocation	4. courage	d. mediocrity
5. affinity	e. subdue/manage/ overcome	5. achievement	e. setback
6. subordinate	f. impulse/motivation	6. discard	f. forget
7. conviction	g. appoint/designate	7. passion	g. weak will
8. associate	h. assistant	8. dismantle	h. reluctance
9. oversee	i. review	9. recall	i. palpable
10. calling	j. persuasion	10. rarity	j. maintain/ preserve
11. drive	k. supervise	11. intangible	k. immaterial
12. assign	l. kinship/inclination/ bent	12. tenacity	l. assemble

III. Guess the word.

- having reached maturity; fully developed A....
- under the authority or control of another S.....
- a wise or trusted adviser or guide M.....
- to attempt to equal or surpass, esp. by imitation E.....
- a person who is preoccupied with or very knowledgeable about computing G...
- the quality of being open and honest; frankness C.....

- g) a person who is an equal in social standing, rank, age, etc. P...
- h) information in response to an inquiry, experiment, etc. F.....
- i) relating to policies or approaches that are standard and not tailored to individual needs O..-....-....-...
- j) the power of understanding and imaginatively entering into another person's feelings E.....
- k) a person joined with another or others in an enterprise, business, etc.; partner; colleague C.-.....
- l) to impel, drive, or cause to move forwards P.....
- m) an individual peculiarity of character; mannerism or foible Q....
- n) holding (someone) as if spellbound M.....
- o) having or seeming to have the ability to be everywhere at once; omnipresent U.....

IV. Translate the sentences from Russian into English.

1. : «
?»,
2. , , , ,
3. , , ,
4. ,
5. : ,
6. : , , , ,
7. , , , ,
8. ,
9. , , - ,

7.4 RELATIVE CLAUSES

RELATIVE CLAUSES

x We use **whose** to talk about possession

*This is my friend **whose** PC broke down last week.*

x We use **that** after indefinites (something, all, etc.)

*Security is something **that** worries me.*

x When the relative pronoun is not the subject of the relative clause, we can omit it.

*The computer **o** we bought last week runs at 3 GHz.*

Relative adverbs

The relative pronoun can be replaced by relative adverbs of **place** and **time**.

This is the office **where** he works. (= ... at which)

I'll never forget the day **when** I visited Silicon Valley. (= ... on which)

Emphasis with relatives

We can emphasize an element with **it is / was ... that ...**

Compare:

John sent Sally an e-mail last night.

***It was John that / who** sent Sally an e-mail last night. (not Paul)*

***It was Sally that** John sent an e-mail to last night. (not Mary)*

***It was an e-mail that** John sent Sally last night. (not a postcard)*

***It was last night that** John sent Sally an e-mail. (not this morning)*

1. Read the examples of relative clauses again. Complete the rule with *that, who, which*.

Complete the sentences using *who, which, that, whose* or *where*.

1. She works for a company main office is in Rome.
2. They've invented a digital video camera can be carried in the pocket of your jacket.
3. Do you know the school he studies?
4. The man married Sue is a millionaire.
5. She'll be responsible for anything goes wrong.

Complete the definitions 1–6 using relative pronouns and the extra information in a–f.

e.g. 1 A barcode is a pattern of printed black lines **which** supermarkets use for prices.

1. A barcode is a pattern of printed black lines
2. A CD-ROM drive is a common storage device
3. An anti-virus program is a type of software
4. A hacker is a person
5. A palmtop is a very small computer

- 6. A software engineer is a person
- a supermarkets use them for prices
- b he / she writes software
- c it reads data from a CD-ROM disk
- d it can be held in one hand
- e it protects your computer from viruses
- f he / she invades a network's privacy

2. In which sentences can the relative pronoun be left out? Rewrite them without *who*, *that* or *which*.

- 1. Have you got a video camera that I can use?
- 2. That is the girl who lives next door.
- 3. That is the girl who I met at the conference.
- 4. The police have arrested the hacker who broke into the computers of the Pentagon.
- 5. That's the film which I was talking about.
- 6. Have you read the report which Jack wrote last week?

3. Read the box. Change these sentences to emphasize the words in *italics*.

e.g. Lucy answered the phone.

It was Lucy who answered the phone (not Kim).

- 1. *Mary* broke your camera.
- 2. I saw a *spaceship*, not a UFO.
- 3. I bought a DVD *last Friday*.

Part



8 INNOVATIONS

8.1 OUTSTANDING INNOVATORS



YOU'VE GOT TO FIND WHAT YOU LOVE

His accomplishments and character helped define a generation and change the world. He is co-founder of the fairytale company we now know as Apple Computers. This man with boundless energy and charisma is also a master of hype, hyperbole and the catchy phrase. And even when he's trying to talk normally, a brilliant story comes tumbling out.

PRE-READING TASK

- I. Why is the world better for some people or companies? What are the main ingredients of success?
- II. What do you know about Apple and its legendary founder Steve Jobs?
- III. Whether up or down always innovating. What other companies are associated with the motto? Name some of the greatest companies of the past years who made their mark in science, technology, in management, finance or marketing.

Text 1

Just three stories

I am honored to be with you today at your commencement from one of

the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. no big deal.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in

a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down — that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was an awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure — these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope its the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition! They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and Polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

(Steve Jobs: Stanford News Service)

COMPREHENSION

I. Complete the table with the following dates. Put them into the right order.

1976, 1985, 1991, 1996, 2001, 2003, January 2009, 1980, 1984, 1997, December 2008, 1998, 2007.

	Apple founded by Steve Jobs, Steve Wozniak and Ronald Wayne. Wayne leaves soon afterwards, selling his 10% stake for \$800.
	The company floats on the stock market, making its founders multimillionaires.
	Apple launches the Macintosh computer, an innovative product that wins a huge commercial success.
	Wozniak leaves the firm to go back to college, while Jobs is forced out by chief executive John Sculley and the board. Jobs goes on to set up computing firm NEXT, while Sculley stays in charge until 1993.
	Apple launches the Powerbook laptop. Its trademark row with Apple Corps ends in Apple making a 15m payout to the Beatles and agreeing not to enter the music sphere.
	Apple's stock falls to an all-time low. Its purchase of NEXT brings Jobs back to the company.
	Jobs takes over as chief executive.
	Launch of the iMac desktop computer, followed in 1999 by the iBook.
	Jobs diagnosed with pancreatic cancer. Despite successful treatment, rumors about ill health persist.
	Launch of the iPhone.
	Jobs withdraws from giving the keynote address at next year's Macworld show in January, fuelling further speculation about his health.
	Jobs and Apple break their silence about Jobs's health, both releasing statements that blame his weight loss on a "hormone imbalance".

II. Complete the story.

2010	
2011	

III. Answer the following questions.

- How was apple started?
- Why did Steve's dismissal turn out to be a blessing in disguise?
- What is his most solid advice to start-ups and just youngsters?
- Why are these stories called "Love and Loss"?

FOLLOW-UP ACTIVITY

I. Describe your life philosophy in short and lay out your recommendations how to spread your wings and fly high.

II. Tell the student group any epic success story that inspires you.

Text 2

LIFE LESSONS FROM STEVE JOBS

Life is small and we all shall die one day. Yet we never think about this stark reality and keep living like robots. The message from of the universe is :

Go Slow. Do what you Love. You are not here for eternity.

Here's a selection of some of the most insanely great things he said, golden lessons to help you succeed in life, Jobs-style:

1. Steve Jobs said: "Innovation distinguishes between a leader and a follower."

Innovation has no limits. The only limit is your imagination. It's time for you to begin thinking out of the box. If you are involved in a growing industry, think of ways to become more efficient; more customer friendly; and easier to do business with. If you are involved in a shrinking industry – get out of it quick and change before you become obsolete; out of work; or out of business. And remember that procrastination is not an option here. Start innovating now!

2. Steve Jobs said: “Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected.”

There is no shortcut to excellence. You will have to make the commitment to make excellence your priority. Use your talents, abilities, and skills in the best way possible and get ahead of others by giving that little extra. Live by a higher standard and pay attention to the details that really do make the difference. Excellence is not difficult – simply decide right now to give it your best shot – and you will be amazed with what life gives you back.

3. Steve Jobs said: “The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle. As with all matters of the heart, you’ll know when you find it.”

I’ve got it down to four words: “Do what you love.” Seek out an occupation that gives you a sense of meaning, direction and satisfaction in life. Having a sense of purpose and striving towards goals gives life meaning, direction and satisfaction. It not only contributes to health and longevity, but also makes you feel better in difficult times. Do you jump out of bed on Monday mornings and look forward to the work week? If the answer is ‘no’ keep looking, you’ll know when you find it.

4. Steve Jobs said: “You know, we don’t grow most of the food we eat. We wear clothes other people make. We speak a language that other people developed. We use a mathematics that other people evolved... I mean, we’re constantly taking things. It’s a wonderful, ecstatic feeling to create something that puts it back in the pool of human experience and knowledge.”

Live in a way that is ethically responsible. Try to make a difference in this world and contribute to the higher good. You’ll find it gives more meaning to your life and it’s a great antidote to boredom. There is always so much to be done. And talk to others about what you are doing. Don’t preach or be self-righteous, or fanatical about it, that just puts people off, but at the same time, don’t be shy about setting an example, and use opportunities that arise to let others know what you are doing.

5. Steve Jobs said: “There’s a phrase in Buddhism, ‘Beginner’s mind.’ It’s wonderful to have a beginner’s mind.”

It is the kind of mind that can see things as they are, which step by step and in a flash can realize the original nature of everything. Beginner’s mind is

Zen practice in action. It is the mind that is innocent of preconceptions and expectations, judgments and prejudices. Think of beginner's mind as the mind that faces life like a small child, full of curiosity and wonder and amazement.

6. Steve Jobs said: “We think basically you watch television to turn your brain off, and you work on your computer when you want to turn your brain on.”

Reams of academic studies over the decades have amply confirmed television's pernicious mental and moral influences. And most TV watchers know that their habit is mind-numbing and wasteful, but still spend most of their time in front of that box. So turn your TV off and save some brain cells. But be cautious, you can turn your brain off by using a computer also. Try and have an intelligent conversation with someone who plays first person shooters for 8 hours a day or auto race games, or role-playing games.

7. Steve Jobs said: “I’m the only person I know that’s lost a quarter of a billion dollars in one year.... It’s very character-building.”

Don't equate making mistakes with being a mistake. There is no such thing as a successful person who has not failed or made mistakes, there are successful people who made mistakes and changed their lives or performance in response to them, and so got it right the next time. They viewed mistakes as warnings rather than signs of hopeless inadequacy. Never making a mistake means never living life to the full.

8. Steve Jobs said: “I would trade all of my technology for an afternoon with Socrates.”

Over the last decade, numerous books featuring lessons from historical figures have appeared on the shelves of bookstores around the world. And Socrates stands with Leonardo da Vinci, Nicholas Copernicus, Charles Darwin and Albert Einstein as a beacon of inspiration for independent thinkers. But he came first. Cicero said of Socrates that, “He called philosophy down from the skies and into the lives of men.” So use Socrates' principles in your life, your work, your learning, and your relationships. It's not about Socrates, it's really about you, and how you can bring more truth, beauty and goodness into your life everyday.

9. Steve Jobs said: “We’re here to put a dent in the universe. Otherwise why else even be here?”

Did you know that you have big things to accomplish in life? And did you know that those big things are getting rather dusty while you pour

yourself another cup of coffee, and decide to mull things over rather than do them? We were all born with a gift to give in life, one which informs all of our desires, interests, passions and curiosities. This gift is, in fact, our purpose. And you don't need permission to decide your own purpose. No boss, teacher, parent, priest or other authority can decide this for you. Just find that unique purpose.

10. Steve Jobs said: “Your time is limited, so don’t waste it living someone else’s life.

Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition! They somehow already know what you truly want to become. Everything else is secondary.”

Are you tired of living someone else's dream? No doubt, it's your life and you have every right to spend it in your own individual way without any hurdles or barriers from others. Give yourself a chance to nurture your creative qualities in a fear-free and pressure-free climate. Live a life that YOU choose and be your own boss.

Each lesson might be difficult to integrate into your life at first, but if you ease your way into each lesson, one at a time, you'll notice an immediate improvement in your overall performance. So go ahead, give them a try.

Peter Burrows January 16th, 2009

FOLLOW-UP ACTIVITY

1. Steve Job's advice can be summarized as FOLLOW YOUR HEART! Why is there only a handful of stories of true success in business? What prevents people from doing what they love?

2. What does the second quotation have in common with Japanese Kaizen concept?

3. Choose three or four quotations which provoke your deepest response and comment on them.

8.2 HOW TO PROTECT YOUR INNOVATION

Inventors who lost the race to the patent office

PRE-READING TASK

How can an inventor protect their inventions from numerous rivals

and imitators?

Had Elisha Gray only chosen a faster horse, many of us today might be paying our phone bills to the Gray Company instead of Pacific Bell. And had Jacob Davis been only a little wealthier, it could have been his name sewn onto the pockets of America's favorite jeans rather than that of his financier, Levi Strauss.

It's an old and familiar story: The inventors with the brightest ideas somehow wind up with nothing. Why? Because they signed away the rights to their invention before realizing its true value. Or worse, they knew the value of their invention but lost in their race to the patent office—in some cases by just a few days or even hours. Take for example, the most famous of all patent races.

If you have bright idea—even one without obvious commercial value—don't wait for someone else to figure it out and cash in first.

Great Minds Think Alike

On February 14, 1876, Alexander Graham Bell applied for a patent on an apparatus that could transmit speech electrically, beating out his rival, Elisha Gray, by just two hours. Never mind that Gray's design worked better. Timing was all that mattered. When Gray later filed a lawsuit, the courts awarded the patent to Bell, who went down in history as the official inventor of the telephone.

It's All in the Jeans

As many inventors know, a good idea is nothing if you can't prove you own it. Take the case of Jacob Davis, the Nevada tailor who invented an early prototype for blue jeans. His novel idea was to place metal rivets on his jeans (at each point of strain) to increase their durability. Davis was sure this small but significant innovation would sew up the pants market. Unfortunately, he didn't have the money to file for a patent so Davis persuaded Levi Strauss, the owner of a San Francisco dry goods store, to pay for the patent application. The patent was granted in 1873, but today Jacob Davis is a mere footnote in the story of America's favorite fashion staple.

A Truly Bright Idea

For every inventor who lost out in the patent race, there are two more who sold their ideas a little too soon. Take Henry Woodward and Matthew Evans, early inventors of the light bulb. In 1875 they sold their "bright idea" to Thomas Edison who refined their design and premiered it to a delighted public four years later. The fame and fortune Edison acquired from the light bulb grew into the Edison General Electric Company, which eventually evolved into General Electric.

Not So Silly Putty

Ironically, General Electric later sold itself short on one hugely profitable patent, proving that even corporate giants sometimes have trouble seeing the

big picture. In 1949, General Electric sold the production rights for "Nuttty Putty" to Peter Hodgson for \$147. The original inventor was James Wright of General Electric Labs who was working on a government contract to create a substitute for synthetic rubber. Wright dropped boric acid into silicone oil and found the resulting putty would stretch, bounce, and copy print. GE shared this putty with scientists worldwide, but none could see any greater potential. Peter Hodgson was unemployed when he bought the putty rights. Hodgson promptly renamed his purchase "Silly Putty" and marketed it as a children's toy. He died in 1976 with an estate worth \$140 million.

Working Out the Kinks in the System

Of course, not all inventors lose out because of poor timing, shortsightedness or poverty. Sometimes the Patent process itself is to blame. Eli Whitney's cotton gin was one of the first inventions to be patented under the new U.S. patent system. This meant his invention was also one of the first to test the new patent laws. Whitney filed his patent in 1794, but unfortunately it wasn't upheld until 1807, during which time a flood of imitation cotton gins hit the market. The state of South Carolina finally offered Whitney \$50,000 for the patent rights to his cotton gin.

So What's a Modern Inventor to Do?

If you have bright idea—even one without obvious commercial value—don't wait for someone else to figure it out and cash in first. The United States Government offers a new, low-cost solution for inventors called a Provisional Patent Application, or PPA.

So what does a PPA do exactly? A Provisional Patent Application secures an immediate *priority filing date* for your invention. In other words, it allows you to go on record as the first person to officially lay claim to your invention. Securing a priority filing date is critical because as far as the government is concerned, it's not who came up with the idea first that matters; it's who secured the rights.

Apart from speed, the main advantage of filing a PPA is that it's easier and a lot cheaper to file than a full patent application. This doesn't mean, however, you can get out of filing a standard patent application altogether. A PPA simply buys you an additional 12 months to get the materials and funds together to file a full patent. Think of it as a legal placeholder. A PPA makes sure no one else rushes in and claims your invention while you're busy fine-tuning your design, securing funds, or testing your idea's market potential. With a PPA you also have a legal right to the term, "patent pending," which can be helpful in warding off any would-be imitators.

Whether you file a PPA or full patent, take a lesson from history and protect your ideas as soon as possible. Because you never know if that little project you've been tinkering on down in the basement could turn out to be the next big thing.

Susan Funaro

Guide

COMPREHENSION

I. Answer the questions below.

1. Whose name went down in history as the official inventor of the telephone? Why?
2. Why did Levi Strauss's money do J. Davis an ill turn?
3. Think of any inventors who signed away the rights to their invention before realizing its true value.
4. Why do inventors' names sometimes remain unknown to the public?
5. What is PPA? What is it about?
6. How does patent system work in Belarus?

WORD STUDY

I. Guess the word by the definition given below.

1. affluent; rich- W- - - - -.
2. a person who is engaged or skilled in large-scale financial operations- F- - - - -.
3. a person, organization, etc., that competes with another for the same object or in the same field- R- - - -.
4. a proceeding in a court of law brought by one party against another- L- - - - -.
5. to serve or cause to serve in place of another person or thing- S- - - - -.
6. property or possessions- E- - - - -.

II. 1) Match two columns to make collocations.

2) Make four sentences using the collocations.

a. low-cost	1. rights
a. award	1. solution
a. sign away	1. company
a. refine	1. the race
a. lose in	1. a patent
a. go down	1. in history
a. evolve into	1. the design

III. Insert the right preposition.

1. The design was so good that we had difficulty in warding ... all the competitors who wanted to copy it.

2. They lost ... not because of their shortsightedness, but because of underdeveloped patent system.
3. Oh, it's 10 p.m. already. I think it's time to wind ... this meeting.
4. Alexander Bell applied ... a patent ... an apparatus that could transmit speech electrically.
5. Do you really believe that Edgar could substitute ... Michelle who has taken a sick leave?
6. I want to sew ... as many votes in the election as possible. Do I stand a chance?

IV. Translate from Russian into English using the words from the text.

1. , , - ,
2. , , ,
3. , , ,
4. «
5. » .

8.3 MODALS OF PROBABILITY

We can use these modal verbs (also called modals of deduction, speculation or certainty) when we want to make a guess about something. We choose the verb depending on how sure we are.

1: Talking about the present:

must / might / could / may / can't

- **must**+ infinitive
- **might/might not**+ infinitive
- **could/could not**+ infinitive

- **may/may not**+ infinitive
- **can't**+ infinitive

For example: I am waiting for Julie with another friend, David.

I ask: 'Where is Julie?'

David guesses:

- She **must** be on the bus. (I'm fairly sure this is a good guess)
- She **might** come soon. (maybe)
- She **could** be lost. (maybe)
- She **may** be in the wrong room. (maybe)
- She **can't** be at home. (I'm fairly sure this isn't true)

Notice that the opposite of '**must**' is '**can't**' in this case.

Will / won't

We use **will** and **won't** when we are very sure:

- She'll be at work now.

Should / shouldn't

Should and **shouldn't** are used to make an assumption about what is probably true, if everything is as we expect:

- They should be there by now.
- It shouldn't take long to drive here.

This use of **should** isn't usually used for negative events. Instead, it's a better idea to use **will**:

- The underground will be very busy now (not: 'should be').

Can

Can is used for something that is generally possible, something we know sometimes happens:

- Prices can be high in London.

Can is not used to talk about specific possibilities:

- He could be on the bus (not: 'can be').

2: Using modal verbs to talk about the past:

must / might / could / may / can't + have + past participle

- **must have**+ past participle
- **might/might not have**+ past participle
- **could/couldn't have**+ past participle
- **may/may not have**+ past participle
- **can't have**+ past participle

For example:

You: Where was Julie last night?

David:

- She **must have forgotten** about our date.
- She **might have worked** late.
- She **could have taken** the wrong bus.
- She **may have felt** ill.
- She **can't have stayed** at home.

Will / won't + have + past participle

Will and **won't / will not + have + past participle** are used for past certainty (compare with present use of 'will' above):

- The parcel **will have arrived** before now.

Should + have + past participle

Should + have + past participle can be used to make an assumption about something that has probably happened, if everything is as we expect (compare with present use of 'should' above):

- The train **should have left** by now

Could

We can use **could + infinitive** to talk about a general possibility in the past (compare with the use of 'can' above):

- Prices **could be** high in the sixteenth century.

This is not used to talk about specific possibilities in the past (instead we use **could + have + past participle**):

- He **could have been** working late (not: 'could be'. As this is a specific possibility, 'could be' is present tense)

Part

IX

9 COMPETITION

9.1 TAKEOVERS

TAKEOVERS

Andrew Hammond considers the implications of public ownership of a company's shares on takeovers.

Read the article and match the headings below to paragraphs 1-6.

- A. Introduction
- B. Conclusion
- C. Are takeovers bad news for shareholders?
- D. What happens after the initial offer?
- E. Fighting a takeover bid
- F. How to buy a company?

1.

Once a company goes public, its shares can be bought, and sold on, by anyone. The company no longer has the protection of private status, where a small group of shareholders can decide who should be allowed to buy shares. Now, the highest bidder can buy the company's shares and can therefore take control of the company — this is known as a takeover if the bidder buys more than 50% of the company's shares. Note that a takeover is not the same as a merger (see Box 1).

Box 1 Mergers

A *merger* is a notably different transaction from a takeover. A merger occurs when two (or more) firms agree to pool all their resources and join together to form a brand new company. The original companies disappear and their shareholders receive shares in the newly formed company according to conditions drawn up and agreed at general meetings of the merging companies.

2.....

Quite simply, the purchase of more than 50% of the company's shares allows a majority shareholder to control a company, through its voting rights at the company's **AGM**. To buy those shares, a potential takeover bidder must make an offer to existing shareholders. The price it offers to pay for the shares is likely to be well above the current stock market value. It is this price premium that makes the offer potentially attractive to current shareholders — after all, those who 'play' the stock market do so in order to make a profit.

3.....

At this point, it is important to introduce the role played by the board of directors of the target company. It is the board's decision to recommend to shareholders whether or not to accept the offer. At first glance, it seems obvious that directors would recommend their shareholders to reject the offer,

in order to try to preserve the independence of the company. If the board issues a statement rejecting the offer, many shareholders may take this advice. The potential buyer may then decide to make a higher offer, or withdraw.

Yet there are times when the offer could be too good to refuse. And it is the directors' responsibility to act in the best interests of their shareholders. When confronted by a takeover bid, shareholders must consider why they are holding shares in that firm. If they are holding the shares because the firm has an excellent record of paying good dividends and its prospects for the future are good, they may decide to hang onto their shares. However, the alternative is, to use a poker metaphor, to 'cash in their chips'. The majority of stock market speculators are holding shares in the hope that the share price will rise, allowing them to sell their shares at a price higher than that originally paid. At some point, the share price of a firm will peak, and then start to fall—the key to successful share dealing is to sell at the peak, just before the share price falls.

Many, if not most, of the board of directors will be major shareholders in the firm, possibly through a share options scheme designed to reward them for maximizing the company's share price. The members of this crucial decision-making body, on whose decision the future independence of the company rests, stand to make a fortune by cashing in their own chips. The directors may feel that the firm is running into a sticky patch — that will hit profits and cause the share price to fall—again, all the more reason to cash in the chips right now.

If the directors decide to reject a takeover bid, it is then in the hands of the existing shareholders to decide on the attraction of the price being offered. The takeover bidder may decide to make an increased offer to tempt more shareholders. This is the point where the magic figure of over 50% of shares comes to the fore. Whether or not the directors of the target firm are in favour, a predator that can manage to accumulate more than half the target's shares will have effective control. It may do this by stealthier means than an open bid. This is the territory of 'dawn raids'—when the predator, or its agents, start buying shares in the target company as soon as the market opens in the morning, in the hope that they can catch the market by surprise and accumulate enough shares quickly without anyone quite realising that a takeover is in the offing.

Box 2 Glossary

AGM (Annual General Meeting) — a meeting held by public limited companies to which shareholders are invited in order to vote on resolutions and the election or re-election of board directors.

Predator — a company attempting to buy up another firm in a hostile takeover bid.

Synergies emerge when the whole is greater than the sum of the parts, i.e. when $2 + 2 = 5$. The purchase of a rival may provide such economies of scale as to make the combined firm a world-beater.

4.....

Boards which are trying to fight a takeover are likely to mount a strong publicity campaign, using a range of media to get their message across to their shareholders that they would be unwise to sell, and should hang onto their shares. There are other, rarer strategies, worth a mention, such as reverse takeovers, where the hunter becomes the hunted, as the target company seeks financial backing to start attempting to buy the company that is actually trying to buy it. An alternative, where backing for such a deal is not available, is to try to find a 'White Knight' — a friendly company that will step in and buy up enough shares in the target to stifle the predator firm's attempts.

The battle is over when the predator has managed to buy more than half the target firm's shares and therefore has control of the firm.

5.....

Far from it — there's nothing like a takeover battle to boost a firm's share price. Once rumours of a potential takeover begin to circulate, the target firm's share price will increase. When stock markets are booming, even the predator firm's share price rises, as bullish investors anticipate extra profits from the synergies that should emerge from the takeover.

Once offers are made by the predator — remember these are likely to be significantly higher than the current market value of the target firm's shares — then a real profit can be made by selling shares. The 'chips' are cashed in, profit made, and the risk is over. After selling your shares you are immune from a tumble in their share price — you're out of the game. Meanwhile, don't feel sorry for the directors, who have probably managed to cash in the chips they were holding too. In addition, they may have negotiated either a severance package if their services are no longer required, or a job working for the new owners of the firm who may depend upon the directors' knowledge of the business to run their new acquisition.

Box 3 Easy takeovers

On 1 August 2002, EasyJet completed its takeover of Go Fly, the low-cost airline. British Airways (BA) created Go 3 years ago in response to the growth of low-cost carriers such as EasyJet and Ryanair. BA initially invested £25m in Go, but subsequently sold it to 3i for £110m in June 2001. The takeover of all of the issued share capital in effect means that Go has become a subsidiary of EasyJet. Barbara Cassani, chief executive officer of Go, described the takeover as 'a tremendous compliment to all of us at Go on our achievements'. By buying Go, EasyJet was instantly able to claim to be Europe's number one low-cost carrier, ahead of Ryanair. The purchase price of £374m includes £257.4m of goodwill, and was largely funded by a rights issue held earlier in the year. Scale of operation is all-important at the budget end of the airline market. It also served to strengthen EasyJet's position in a rapidly growing market. As both airlines have similar business models (low cost, low frills, value for money) the task of integrating the two should be relatively straightforward. The combined airline will operate from Luton using a shared reservation and management system, under the single brand identity of EasyJet.

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Do takeovers work? The first point to consider is how you measure whether or not they work. Plenty of research has been done to see whether

takeovers actually add shareholder value (i.e. do they raise the share price and profits of the predator company?) The evidence is inconclusive, although if anything, it suggests that takeovers tend to cost the shareholder more than they make. However, that is to assume that the success of a takeover can be measured by the share price of the bidder. If the takeover was launched in order to protect the independence of the bidder, by increasing its size and making it harder to take over, then continued independence is success in itself. Box 3 describes one recent takeover — how successful do you think it will be in the long term?

Perhaps a final question should be asked — what effect does the ever-present threat of takeover have on the decision-making of public limited companies?

Andrew Hammond
Business Review, February 1, 2003

Answer the questions.

1. What is the difference between a takeover and a merger?
2. What is the first step to buy a company?
3. Who recommends the shareholders whether to accept the bidder's offer?
4. What is the purpose for stock market speculators to hold shares?
5. When is the moment to sell the shares?
6. How can "a predator" accumulate more than 50 % of the company's shares?
7. What are the ways to fight a takeover?
8. What is a reverse takeover?
9. What happens to the directors when the takeover is finished?
10. How is it possible to measure the success of a takeover?

Having read the article, decide whether the following statements are true or false. Correct the false ones.

- ☐ When the company goes public, its shares cannot be bought or sold on by anyone.
- ☐ A takeover occurs if the bidder buys more than 50 % of the company's shares.
- ☐ The price offered by the bidder is usually lower than the current stock market value.
- ☐ If the Board of Directors suggests rejecting the bidder's offer, shareholders are likely to follow the advice.
- ☐ When the offer is too good to reject, the directors are worried about their own interests rather than the shareholders' interests.

- ☐ If the initial offer of the bidder is rejected, they will not try to tempt shareholders once again.
- ☐ It is almost impossible to decide whether takeovers work.
- ☐ With rumours of a potential takeover circulating the target shares' price will decrease.

9.2 TAKEOVERS AND MERGERS

SCARING THE SALARYMEN

Fear of foreign takeovers may spur change in corporate Japan

PRE-READING TASK

I. What do mergers and marriages have in common?

II. What are the pros and cons of mergers?

III. What is the difference between mergers and takeovers?

Managers across Japan were stunned last month when a factory belonging to Ogiwara, a Japanese diemaker, was sold to BYD, a Chinese carmaker that boasts Warren Buffett as an investor. In a sign of the sensitivity of the matter, the Japanese firm tried to keep the transaction quiet, never issuing a press release and refusing all interview requests.

Japan has a long history of resisting foreigners who seek to buy their way into the country. But most recent squabbles have at least been with firms from America, a political ally. Deals involving firms from the Chinese mainland are touchier because the two countries' uneasy relations. This has kept the number of Sino-Japanese mergers and acquisitions low, even as China surpassed America in 2007 to become Japan's largest trading partner.

Yet the volume of deals is now increasing. The number of purchases of Japanese firms by Chinese ones almost doubled last year and their value nearly quadrupled, albeit from low bases. The deals usually involve small firms with specialist technology which sell a stake or a subsidiary rather than the whole company, typically for a few million dollars.

Chinese firms are not attracted by Japan's stagnant domestic market, with its declining population and chronic overcapacity; they want to acquire technologies, skills and brands that can be brought back to China or used in other countries. In return, the Japanese firm may get not only capital and new management ideas, but also better access to the burgeoning Chinese market.

This is the case with Laox, an atrophying electronics retailer in which a Chinese franchisee and Suning, a big Chinese appliance retailer, recently

bought a 51% stake. The new owners have revamped the firm's Japanese stores to cater to Chinese tourists who flock to Tokyo to shop, and plan to open 110 Laox outlets in China over the next three years. By that time they expect sales in China to surpass those in Japan.

Importantly, the Chinese owners want to learn from Laox. They want to improve their relations with suppliers and bring Japan's famed standards of service to China, referring to Luo Yiwen Laox' new boss. Before the acquisition Laox's share price had fallen as low as \$0.11; it now trades at around \$11.

Many Japanese are uneasy working for Chinese (much as Americans disliked working for Japanese carmakers in the 1980s). When Honma, a high end golf club maker, was acquired by China's Marlion Holdings in March, the staff were very shocked. But the firm, whose clubs are handmade and individually numbered, had recently been in bankruptcy. People are just happy to have jobs. Honma's sales are expected to boom as the new owner tempts China's newly-rich golfers with its posh clubs. But recruiting new workers for its factory in Sakata will be a problem: people would rather work for a completely Japanese firm.

In some cases, differences in business culture make the tie-ups unstable. In 2003 companies from China and Taiwan along with a Japanese partner, paid ¥1.2 billion for a struggling producer of color filters for LCD panels. But the new company, Japan Optical Display Technology, was shuttered after four years because of clashes. The Chinese owners were reluctant to pay for environmental compliance. Moreover they tolerated manufacturing defects that the Japanese partner was unwilling to ignore. The former boss Asamu Mizoguchi explains: "The philosophies on quality were too different."

Despite the difficulties, investors assume such deals will continue to proliferate. The expected appreciation of the Yuan will fuel foreign deals by making them relatively cheaper (just as a strong yen did in Japan's heyday in the 1980s). The fear of being bought, in turn, may be galvanizing Japanese firms. Japanese businessmen are familiar with the concept of *gaiatsu*, or "foreign pressure" to change. But these days the pressure is coming as much from Chinese firms as from the Western ones to which the phrase has most commonly been applied.

COMPREHENSION

I. What companies have been mentioned in the article?

II. True or false?

1. Ogiwara created much publicity around its transaction with BD a Chinese car maker.
2. The volume of Sino-Japanese mergers and acquisitions are not

- increasing because of the two countries' uneasy relations.
3. Chinese firms are attracted by Japanese booming market.
 4. The Laox's share price soared enormously after the acquisition.
 5. Many Japanese employees would rather work for a successful Chinese firm.
 6. Chinese and Japanese companies have similar business philosophies.

III. Answer the following questions.

1. What firms do the abovementioned deals involve?
2. Why does Japanese market seem unattractive for global business?
3. Why do Chinese businesses find it tempting to acquire small firms in Japan?
4. How many outlets is Laox's expecting to open in China in the next three years?
5. What do the new Chinese owners want to learn from Laox?

IV. What do these numbers refer to?

A few million dollars, 110, \$ 0.11, \$ 11, 1.2, 3 years, 51%.

FOLLOW-UP ACTIVITY

What recent mergers and acquisitions have taken place in Belarus? Discuss their pros and cons. Try to predict the outcomes for newly created companies, back up your point of view.

9.3 Idioms from sport to describe competition

Idiom / Saying	Explanation
<p>A ballpark figure (actually a baseball term, but widely used in business in the UK too)</p> <p>For example:- I don't need an exact quotation, just give me a ballpark figure.</p>	Rough estimate.
<p>To get the ball rolling.</p> <p>For example:- If we don't get the ball rolling on this project soon we won't be able to deliver on time.</p>	To get something started.

<p>To keep your eye on the ball.</p> <p>For example:- You'll need to keep your eye on the ball on this project, the technology available is moving so quickly.</p>	<p>To remain alert.</p>
<p>To be on the ball</p> <p>For example:- You need to be on the ball with this customer, he's very clever.</p>	<p>To be quick to understand and react to things.</p>
<p>To play ball</p> <p>For example:- We'll all achieve much more if we just play ball.</p>	<p>To agree to do what someone asks you to do, in the way someone else wants you to do it.</p>
<p>A whole new ball game</p> <p>For example:- I'd done a lot of kayaking in the UK, but the rivers in the French Alps were a whole new ball game.</p>	<p>A completely different situation, often one which is difficult or which you know little about.</p>
<p>The ball's in someone's court</p> <p>For example:- Well I gave them all the information I could, and now the ball's in their court.</p>	<p>To have to do something before any progress can be made in a situation.</p>
<p>A balls up.</p> <p>For example:- He forgot his visuals, so the presentation was a complete balls up.</p>	<p>A bad mistake or shoddy job.</p>
<p>To be bowled over (cricket)</p> <p>For example:- I went to see his latest exhibition, it really bowled me over.</p>	<p>To astonish or overwhelm. Lit: To knock both of the bails off the wicket</p>
<p>To beat (someone) to the punch (boxing)</p>	<p>To make the first decisive move in a situation.</p>

For example:- We have to get this new product out before our rivals beat us to the punch.	
To get the boot For example:- They gave him the boot after he failed in his last project.	To be fired or let go from an organization.
It's not cricket For example:- It's not cricket to steal someone's web site.	If someone's behaviour or actions are not cricket, they are not honourable or moral.
To give it your best shot For example:- Whether you pass or fail in the test at least you'll know you gave it your best shot.	To put forth your best effort.
To have get-up-and-go. For example:- I can't play football any more. My get up and go has got up and gone.	To have a high personal energy level.
To go the distance (boxing) For example:- No matter what you say about him, he really went the distance on his last project. No one could have done more.	To carry through a course of action to completion.
To hit below the belt (boxing) For example:- They hit the workers below the belt when they closed the factory gates without any warning.	To act unfairly or unscrupulously. Lit: An illegal move in boxing
The rub of the green.	To be lucky especially in a sport or pastime played on a green surface.

For example:- France had the rub of the green when the referee didn't spot that handball.	
To jockey yourself into position. (Horseracing) For example:- He got the promotion after jockeying himself into position.	To put yourself into a good position to win something.
To kick something around. For example:- Let's just kick a few ideas around and see what we come up with.	To pass an idea from person to person. Lit: Passing the ball.
To kick it into touch. For example:- Before we waste any more time on this, I suggest we just kick it into touch, it's just not going to work.	To cancel or quit something. Lit: To gain ground or to defend your team.
To kick off. For example:- We got out of the pub before it all kicked off and the fists started flying.	To start trouble or fight. Lit: Start the game.
Knock yourself out. For example:- Me: Can I drive today? Hubby: Sure, knock yourself out.	Used to give permission to someone to do something.
To let the side down For example:- When Beckham missed that penalty he really let the side down.	To fail when others are relying on you.

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