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**For International
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Призначений для студентів спеціальності 051 спеціалізації «Міжнародна економіка» та для тих, хто вже працює й хотів би поглибити свої знання з сучасної англійської мови за фахом.

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ПЕРЕДМОВА

Навчальний посібник з англійської мови професійного спрямування “English for International Business Communication” призначений для аудиторної та самостійної роботи студентів старших курсів спеціальності «Міжнародна економіка», а також для всіх тих, хто вивчає економіку та бізнес і бажає поглибити знання з англійської мови за фахом.

Метою посібника є навчання майбутніх фахівців основам професійного спілкування англійською мовою, збагачення їх лексичного запасу, ознайомлення з термінологією на базі автентичних оригінальних інформаційно насичених текстів та представлення тематично-мовленнєвих зразків для розвитку практичних лінгвістичних умінь і навичок.

Структура та зміст навчального посібника відповідають принципам кредитно-модульної системи навчання у вищих навчальних закладах. Посібник складається з семи тематичних розділів, кожен з яких містить навчальні тексти з фаху, передтекстові термінологічні англо-українські словники та комплекс комунікативних лексико-граматичних вправ. Така професійно орієнтована організація навчального матеріалу дає можливість розподілу та використання тематичних блоків за модулями згідно з навчальними робочими програмами, що допоможе студентам засвоїти та закріпити навчальний матеріал відповідно до тем розділів, підготуватися до написання модульних контрольних робіт, складання заліків та іспиту з англійської мови.

Система вправ різного типу, розподілених за принципом зростання складності, вимагає від студентів вживання активної лексики з фаху, спрямована на ефективне закріплення навчального матеріалу. Тематика розділів безпосередньо пов'язана з основними напрямками спеціалізації студентів.

Посібник може бути використаний як підручник у навчальному процесі і як довідник для студентів і фахівців у сфері економіки та бізнесу.

UNIT 1. CONTRACT.

Exercise 1. *Learn the vocabulary to text 1.*

hereinafter - вподальшому
be referred to as –називатися
conclude the contract – укладати контракт
plenipotentiary representative – повноважний представник
involve - містити
provision –положення (контракту)
supplement – 1. додаток 2. додавати, доповнювати
undertake (taxes and duties) – брати на себе зобов'язання
(сплатити податки та збори)
insure – страхувати
refund/indemnify – відшкодувати
losses –збитки
expenses –витрати
delay – затримувати
Arbitrage Court – арбітражний суд
force majeure – форс-мажор, непередбачені обставини
fulfill obligations – виконувати зобов'язання
on behalf of – від імені
terms – 1. строк, період, час; тривалість 2. *pl* умови
charges – витрати, оподаткування
penalty – штраф
delivery – постачання
invoke – викликати до суду
break down – 1. пошкодження 2. пошкоджувати(ся)
order – 1. замовлення 2. замовляти
mutual agreement – спільна угода
advance payment – попередня оплата
sign – підписувати
stipulate – обумовлювати, робити застереження
shipment –відвантаження
confirm – підтверджувати
claim/complaint – претензія; рекламація
refund – відшкодувати
indivisible – неподільний
letter of credit (L/C) – акредитив

in duplicate – у двох примірниках
juridical validity – юридична сила
exchange - обмін
enforce - забезпечувати дотримання
transaction - угода
legal titles – юридична назва
indelible paint - незмивна фарба
mode of payment - спосіб оплати
draft – проект, чорновик
breach - порушення
fail to meet - не відповідати
clause – пункт, положення
contingencies – непередбачені обставини
settlement of disputes - врегулювання суперечок
be obliged – бути зобов'язаним
irrevocable – нескасовний, невідкличний
revoke - відкликати

Exercise 2. *Read and translate text 1.*

Text 1. STRUCTURE OF THE CONTRACT

A contract is an exchange of promises enforced by law. A lot of businesses and personal transactions including marriage, wills and purchases involve contracts.

A conventional contract includes the following clauses:

- contract number
- place and date of signing
- legal titles of the contracting parties
- subject of the contract. The subject of the contract names the product or service for sale/purchase.
 - price and total value of the contract. The price stated in a contract may be firm, fixed or sliding.
 - quality of the goods. The quality is to be in conformity with the technical specification of the contract.
 - insurance of goods. Insurance guarantees the insurant party obtaining indemnity from the insurer in case of damage or loss. The insurer is better protected if his goods are insured

against all risks. The goods may be also covered against general and particular average.

- dates and terms of delivery
- packing and marking. Marking should be of recognized type (there are standards for it) and made in indelible paint.
- mode of payment (cheque, draft, letter of credit)
- sanctions and claims

In case of the breach of a contract the sufferer makes a claim on the party, which fails to meet its contract obligations. The cause for complaint may be poor quality, breakage, damage, short weight, leakage, loss, delay, etc.

- force majeure

Force majeure is a force against which you cannot act. This clause includes natural disasters (earthquakes, flood, fire), such contingencies as war, embargo, and strikes.

- Settlement of disputes and arbitration
- Legal addresses and signatures of the parties.

Exercise 3. *Answer the questions on text 1.*

1. What is a contract? 2. What clauses does it include? Give details. 3. What can the sufferer do in case of the breach of a contract ? 4. What does insurance guarantee? 5. Where can disputes be settled?

Exercise 4. *Study the sample contract. Translate it and comment upon its content.*

Manchester

February 24, 2008

GreenGlass Ltd, hereinafter referred to as: "Seller", with residence in Manchester, U.K., represented by Managing Director Mr.Goldsmith, and Food plant "Ukrhlib", hereinafter referred to as: "Buyer" with residence in Kyiv, Ukraine, represented by General Director Mr.Vodas.

Both parties recognizing plenipotentiary representatives of the firms agreed in concluding and signing the contract which involves the following provisions:

1. Subject of the contract

The Seller shall sell and the Buyer shall purchase the new technological line for food processing industry, Model ZX245.

2. Terms of delivery and payment

The Seller is obliged to deliver the new processing line, Model ZX 245 within 30 working days after the signing of the contract if the payment was realised by the Buyer in the form of irrevocable, confirmed, indivisible letter of credit, to the account of the Seller not later than in 10 banking days after the contract was signed to the amount stipulated in the Supplement to the Contract.

3. Transportation

The line shall be shipped and delivered on FOB conditions to the port indicated by the Buyer. The Seller shall be in charge ¹ to pay all the expenses connected with transportation up to the frontier, and then the Buyer shall undertake all the taxes and duties existing on the territory of Ukraine.

4. Insurance

The line is insured by the Seller to the amount of 1000 USD. In case of any damage during the transportation the losses shall be refunded to the Buyer. The Seller shall provide the Buyer with 1 year guarantee for the line and all the necessary technical documentation. In the case of breakdown the specialist of the Seller shall be ready to assist to the Buyer free of charge within 2 years after the date of purchase.

5. Penalty

In case the Seller couldn't deliver the line in the mentioned above terms without any particular reason, the Seller should indemnify the Buyer all possible losses including 0,5% penalty for every day of the shipment delay, and the Contract should be considered annulled. In the case the Buyer failed to pay the contract within the term stipulated by the Contract, the Buyer should indemnify the Seller all the possible losses including 0,5% penalty for every day delay of payment.

6. Arbitration

All disputable questions, if any, should be presented to the Arbitrage Court of Great Britain or Ukraine by the agreement of the Seller and the Buyer.

7. *Force majeure*

In the case of war, earthquake, flood or changes in the legislation or any other reasons which arise in the countries and couldn't be overcome by the parties because they are force majeure and last more than 30 days the parties have the right to inform each other about these conditions and not to fulfill their obligations under the Contract.

The Contract was done in duplicate. Both copies have equal juridical validity.

Juridical addresses of the parties:

-Seller

-Buyer

Account

Account

Signatures On behalf of the Seller On behalf of the Buyer

Exercise 5. *Read and translate text 2. Write key questions on the text and ask your groupmates to answer them.*

Text 2. WHAT'S IN A CONTRACT?

Contracts are critical for just about any business deal. There are in fact three types of contracts - a verbal contract, an implied contract, and a written contract. For the most part and to a limited extent, verbal contracts are just as valid as written contracts. Some states may however impose limitations on the verbal contract if the value of it exceeds a certain dollar value or the term of the contract is over a certain period of time. In other words, holding someone to an agreement to provide a service ten years down the road or a multi-million dollar verbal agreement would probably be very tough in most states.

The problems with verbal contracts are that they are often very hard to prove, especially if they are very complicated or have no independent witnesses. The parties themselves may not even recall the exact details to which they agreed. Therefore, if neither side can show a written contract judges are often forced to apply "fairness" or other governing state laws. The problem with "fairness" is that at least one person won't consider it "fair". In general, try to avoid verbal contracts. Anyone who wants you to

agree to something, but won't put it into writing, just isn't worth the time. And they are very likely to scam you.

It is often assumed that a contract is only valid if it is in writing. While the written form is more usual, a contract may also arise from a verbal agreement or be implied from the conduct of the parties. Certain types of contract, such as consumer credit agreement, must be in writing. In order for a contract to be a legally binding agreement, it must contain an offer and an acceptance as well as established consideration, i.e. something of value.

Breach of contract may result if one of the parties fails to deliver on the agreement. In this case, the wronged party may be able to seek damages in a court of law.

Exercise 6. *Translate into Ukrainian the following part of the contract related to obtaining the license for exporting and importing equipment and answer the questions*

The Seller will take care of, and bear all the expenses connected with, obtaining the necessary license for exporting the goods under the present Contract from the Port of Origin to Ukraine.

Not later than a month from the effective date of the Contract, the Seller is to advise the Buyer if the export license has been granted or is not required. If the Seller is unable to obtain the export license and the Buyer is unable to obtain the import license within the time stipulated above, or the export/import license is revoked by the appropriate authorities of the Seller's/Buyer's country before the deliveries are completed, the Seller/Buyer will have the right to cancel the Contract wholly or partially.

- a) Who is supposed to obtain the export/import license?
- b) What right will the parties exercise if the appropriate authorities revoke the import/export license?

Exercise 7. *Learn the vocabulary to text 3.*

on discretion - на розсуд

be entitled - мати право

gratuities (tips) – чайові

probation - випробувальний термін
pro-rata - пропорційно
fraud - шахрайство
forfeit – втрачати, анулювати
leave - відпустка
rota - розклад чергувань
amend - вносити зміни
duress - примус
usury - лихварство
bill of exchange - вексель
bill of lading – коносамент

Exercise 8. *Study the contract below and make a summary of the key points.*

Text 3. EMPLOYMENT CONTRACT

In reference to our recent 'Letter of Employment Offer' we are pleased to offer you an employment contract under the following terms and conditions:

1. APPOINTMENT

- 1.1. Title : *Casino Dealer*
- 1.2. Classification : *Operational Staff*
- 1.3. Division : *Casino*
- 1.4. Department : *Table Games*
- 1.5. Start Date : *15/07/2010*
- 1.6. Working Hours : *Twelve (12) hrs per shift. 180-240 working hours per month average 48 hours per week. (Amount of working hours per month may differ depending on customers' flows).*

2. CONTRACT PERIOD

- 2.1. Duration : *One (1) year from the day of commencement and subsequent renewal shall be by mutual consent.*

3. REMUNERATION

- 3.1. Method of Payment : *All payments are made in US dollars and Kenya shillings on approximately the 7th of each month for work during the preceding month partly into*

the employee local bank account and partly in cash.

- 3.2. Salary : USD (net)
- 3.3. Overseas Allowance : Nil
- 3.4. Overtime : Nil.
- 3.5. Bonus : On absolute discretion of the company and depending on the Employee's job performance.

If the company decides to pay a bonus, only those still in the Company's employment at the time of payment are entitled to said bonus.

- 3.6. Bonus Upon Completion of Contract : Nil.
- 3.7. Gratuities (Tips) : Shall be paid to all the Employees according to "tips points" scale and amount of hours worked.
Tips are paid out once per month and Company do not withhold any part of them.

4. GENERAL CONDITIONS

- 4.1. Probation : The Employee shall serve a probationary period of two (2) months. This probation period may be extended to another two months on the discretion of the company.
- 4.2. Termination : Twenty four (24) hour notice. Payment shall be made up to and including the time of termination. All relevant expenses which were paid by the Company to organize employment shall be deducted from final payment.
- 4.3. Compensation for Termination of Service : Nil.
- 4.4. Transfer : The company reserves the right to transfer the Employee to different positions in the company.

- 4.5. Resignation : One (1) month notice is required. The company reserves the right to pay one (1) month pay in place of notice.
- 4.6. Redundancy : Nil
- 4.7. Gratuities (Tips) : Tips shall be paid for the previous month only. Upon Termination Tips shall not be paid if Termination is considered a serious violation of the rules and regulations of the company.
- 4.8. Gratuities (Tips) : Tips shall be paid up to and including the final Upon Resignation day of employment at a pro-rata rate based on the previously paid monthly average.
- 4.9. Theft, Embezzlement or Fraud : All rights to any remuneration owed shall be forfeited.

5. BENEFITS IN KIND

- 5.1. Annual Leave : Four (4) weeks paid leave upon completion of one (1) year service if the company renews the contract. All months shall be paid upon return. Upon confirmation of return a new contract shall be signed and acknowledged. All annual leave shall be taken when due, but earlier than before completion of 5 months of employment.
- 5.2. Paid Holidays Public : The company shall not pay extra salary for work performed on a public holiday.
- 5.3. Normal Sick Leave : Maximum ten (10) paid shifts upon presentation of a medical certificate from a company preferred medical practitioner.
- 5.4. Serious Illness/ : Up to a maximum of thirty (30) paid days Hospitalization Leave for all

- cases of sickness/injury occurred on site or to and from work from company supplied accommodation.
- 5.5. Medical Leave : For self only up to the Company insurance cover amount per annum. The Casino Manager must first approve all medical leave requiring hospitalization or reimbursement. Yellow Fever vaccination will be organized and paid by the company in first 2 weeks of employment.
- 5.6. Maternity Leave : Nil
- 5.7. Uniform : Provided by Company. Employee is personally responsible for working uniform and therefore financially responsible if lost/broken due to negligence.
- 5.8. Meals : The company will provide meals whilst on shift.
- 5.9. Lodging : Lodging shall be provided by the Company in accordance with the level of seniority in the company. In the event that the Company is unable to provide accommodation the Company shall pay the Employee an accommodation allowance.
- 5.10. Transportation : When lodging is provided and transportation is required the company shall provide transportation from the place of lodging to the work place and vice versa, when possible.
- 5.11. Visas : 90 Days: Shall be paid by the Employee and refunded by the Company at the end of the first month. All further visas and required permits shall be paid by the Company

5.12. Air tickets : Company will pay for initial air ticket to designated place of work. At the completion of contract period air ticket to Employee's home place will be paid.

6. LEAVE ENTITLEMENT

6.1. Days Off : Days off shall be scheduled as per monthly rota which shall be posted for Employee information not later than 3 days before incoming month. Management holds the right to amend rota at any time according to operational needs. Application for days off shall be approved by the Casino Manager and shall not be accumulated in any manner.

6.2. Additional Days Off : May be applied for and shall be approved by the Manager.

6.3. Passage To and From Home : Nil.

This contract is subject to signing of the following documents:

1. Company Policies and Procedures
2. Rules of Conduct.
3. Health Certificate

By signing below the Employee acknowledges, understands and agrees to the clauses within this contract:

“Zitron Ltd” Representative

Employee Name:

Employee Signature:

Passport №:

Date:

Exercise 9. *Translate the sentences and write out new essential terminology.*

1. By signing a contract the parties state that they understand their rights and responsibilities.
2. All contracts are agreements but not all agreements are necessarily contracts.
3. Parties signing a contract must be legal age, sober and sane.
4. Agreement is made up of an offer and an acceptance of the offer. Without acceptance there is no contract.
5. The forms of acceptance include oral

(verbal agreement), written (including precise description and costs) and by performance (shown acceptance by exchanging cash, by using bank card etc.). 6. Something of value exchanged by the parties (consideration) must be also established. 7. A valid contract is one that can be enforced by law if a dispute arises. 8. As well as minors the mentally impaired or incompetent have rights and responsibilities too. 9. Legal capacity is a legal capability or competence of a person to enter a contract. 10. Mental impairment or incompetence or involvement of minors can invalidate a contract. 11. Contracts define the rights and responsibilities of the parties involved. 12. After the offer is accepted, consideration decided and legal capacity defined, the parties must enter the contract with genuine consent. 13. Genuine consent means that all parties involved in a contract enter into it voluntarily, without duress, undue influence, mistakes or misrepresentations. 14. Signing a contract under duress makes the contract void (invalid). 15. Misrepresentation is a false statement made about the subject of a contract which is important enough to have caused one party to enter a contract. 16. False statements can be made unknowingly but if they are made consciously you are dealing with fraudulent misrepresentation and unfair practices. 17. A contract for anything which is forbidden by a statute or is against public policy is not a valid contract. 18. If the purpose of a contract is against public policy or is a crime then the contract is illegal and won't stand up in a court of law. 19. Charging an illegal rate of interest is illegal, it is defined as usury and the court will not regard such a contract as valid. 20. Every one of the five requirements of a contract must be met if courts of law are expected to enforce it.

Exercise 10. *Answer the following questions.*

1. What are five basic requirements for a valid contract? 2. What is basic agreement made up of? 3. What are the forms of acceptance? 4. What forms of consideration are valid (i.e. legally binding)? 5. What may consideration include - money, products or services? 6. Why must legal capacity or capability of those involved in the contract be examined? 7. Are mentally impaired or incompetent as well as minors responsible if they become involved in a contract

for whatever necessitating the contracted to buy as long as the price charged was fair and reasonable? 8. What does the term 'legal capacity' mean? 9. What is 'duress'? Is genuine consent present if one person persuades another to enter a contract when he would rather not? 10. When does undue influence occur? 11. If one party has lied, is genuine consent a factor of contract and can it be declared valid in a court of law? 12. What else besides duress and undue influence can make a contract invalid? 13. What is the final requirement of a legal contract?

Exercise 11. Complete the sentences with the suggested words or word combinations: **parties, signing contract, something of value, valid, incorporate an agreement.**

1. A valid contract, one which can be upheld in a court of law, must ... which includes a precise offer and an acceptance of that offer. 2. A contract must involve consideration, ... exchanged between the parties. 3. These ... must have legal capacity, legal ability to be party to a contract. 4. And those ... must do so with genuine consent. 5. And finally for a contract to be regarded as ... it must have a legal purpose.

Exercise 12. Memorize the Incoterms.

In international trade, prices are often quoted in “incoterms” (international commercial terms), internationally accepted expressions for foreign trade contracts, established by the International Chamber of Commerce.

EXW (ex-works) – франко-завод (назва місця)

FCA (free carrier) – франко-перевізник (назва порту відвантаження)

FOB (free on board) – франко-борт (назва порту відвантаження)

CFR (cost and freight) – вартість і фрахт (назва порту призначення)

CIF (cost, insurance, freight) – вартість, страхування і фрахт (назва порту призначення)

CPT (carriage paid to) – фрахт/перевезення сплачені до (назва місця призначення)

CIP (carriage and insurance paid) – фрахт/перевезення та страхування сплачені до (назва місця призначення)

DAF (delivered as frontier) – поставка до кордону (назва місця поставки)

DES (delivered ex ship) – поставка з судна (назва порту призначення)

DEQ (delivered ex quay) – поставка з пристані (назва порту призначення)

DDP (delivered duty paid) – поставка зі сплатою мита (назва місця призначення)

DDU (delivered duty unpaid) – поставка без сплати мита (назва місця призначення)

Exercise 13. Match the first half of the sentence on the left with the second half on the right.

- | | |
|---|--|
| 1. EXW (Ex-works) means that the seller makes the goods available to the buyer at the seller's own premises, | a) also includes the cost of loading the goods onto the ship. |
| 2. Group F Incoterms, including FCA (Free carrier), mean that main carriage is not paid by the seller; | b) CIP is “carriage and insurance paid”, where the seller is responsible for cargo insurance. |
| 3. For example “ FAS Rotterdam” means “free alongside ship, Rotterdam”; this price includes | c) DDU , “delivered duty unpaid”, is the same except that the buyer is responsible for importation charges. |
| 4. “ FOB Liverpool” means “free on board, Liverpool”; in other words the seller's price | d) i.e. the buyer bears all the costs and risks involved in transporting the goods. |
| 5. Group C Incoterms are <i>shipment</i> contracts to a named destination port, with carriage paid by the seller; Group D | e) is the same, except that the seller also arranges marine insurance. |
| 6. CFR is a price covering “cost and freight”, but not | f) means “delivered ex quay (duty paid)”: the seller |

insurance, to a named port of destination; CI	makes the goods available to the buyer on the quay or wharf, and pays the import duties.
7. CPT means “carriage paid to” a destination, which could be inland, with the risk of loss or damage transferred to the buyer, whereas	g) to the named point and place on the frontier, before customs clearance.
8. DAF (plus named place) means “delivered as frontier”: the seller delivers	h) terms are <i>arrival</i> terms, where the seller also bears all the risks needed to bring the goods to the country of destination.
9. DES means “delivered ex ship”; i.e. the seller makes the goods available to the buyer on board the ship, whereas DEQ	i) transport as far as the port; the buyer pays for loading onto the ship, shipping, and insurance.
10. DDP is an exclusive price for goods “delivered duty paid” to the buyer’s premises; i.e. the seller pays all customs taxes and charges;	j) who delivers the goods to a carrier named by the buyer.

Exercise 14. *Read and entitle the following information*

One way of financing international trade is by a letter of credit. The foreign buyer transfers money from its bank to a corresponding bank in the exporter’s country. The bank then informs the exporter that a letter of credit for a sum of money is available when it presents a bill of lading (a document prepared by the ship owner or his agent which acknowledges that the goods have been received on board the ship), a commercial invoice, and an insurance certificate.

Another possibility is to pay by a bill of exchange, as in the following example of the export of shipment of goods from Britain to Argentina.

Exercise 15. *Arrange the following paragraphs in the correct order.*

a. Meanwhile, the British manufacturer can sell the bill of exchange (at a discount) to an accepting house in London, so that it does not have to wait for payment.

b. On receiving an order from Argentina, a British manufacturer produces the goods. After arranging insurance, the manufacturer will send the goods to the port, with an invoice and a bill of lading, to be loaded onto a ship. When the goods have been shipped on board, the ship's master signs and returns the bill of lading to the producer.

c. On the agreed date, the importer honours the bill of exchange.

d. The exporter will draw up a bill of exchange requiring the buyer to pay a certain sum of money on an agreed date, and present the bill to a London correspondent bank of the buyer's bank.

e. The London bank accepts a bill of exchange for the same amount. It will then send the bill of lading and the bill of exchange to Argentina.

f. When the documents arrive in Argentina, they will be given to the importing company when it accepts the original bill of exchange.

g. When the ship reaches its destination, the importer presents the documents to the master of the ship, and collects the goods. (If the goods do not arrive, the buyer will have to make an insurance claim).

Exercise 16. *Scan the short descriptions provided below and define the type of basic contract terms they refer to.*

a) the terms of delivery in accordance with which the Seller pays for transportation and insurance of goods until they arrive at the ship and the Buyer pays for loading the goods;

b) the terms of delivery in accordance with which the Seller pays for transportation and insurance of goods to the point of loading and their shipment on board a ship;

c) the terms of delivery in accordance with which the Seller pays for loading and transporting goods but the Buyer pays the insurance costs once the goods have been loaded;

d) the terms of delivery in accordance with which the Seller pays for transportation to the port of destination, costs of loading and arranges marine insurance of the goods for the time of transportation.

Exercise 16. *What word combination do you think should be left out of the following list?*

bill of lading, certificate of origin, waybill, packing sheet, shipping specification, delay in delivery, certificate of quality, insurance policy

UNIT II. BUSINESS COMMUNICATION

Exercise 1. *Learn the vocabulary to text 1.*

Go off the agenda – відхилитися від теми порядку денного

Paraphrase – переповідати; перефразувати

Reflect – обмірковувати

Cut off – перебивати

Exercise 2. *Read, translate and give the gist of text 1.*

Text 1. CONTROLLING A CALL

You are really busy at work and you need to make an urgent telephone call. The only problem is that you know the other person is very talkative. Usually, you spend half an hour listening to his stories. So, how can you control the call and not waste time? Here is a simple, step-by-step method for doing just that.

Have a clear agenda Start the call by establishing your agenda. Having this clear agenda makes it easier to keep to the topic. You can politely interrupt and say something like: “Yes, I see what you mean. Shall we have a look at the second change I mentioned at this point?”

Establish agreed time limits Tell the caller how much time you have and get them to agree to keep the call as short as

possible. This allows you to stop the conversation at the time you have agreed without seeming impolite.

Paraphrase Interrupt and say: “Can I just make sure I understand what you’ve been saying?” Now, summarize any important points the other person has mentioned. Ignore statements that have nothing to do with the agreed agenda.

Reflect Allow your conversation partner to agree or disagree with your summary: “Is that right? Did I understand you correctly?” If they think your summary is wrong, paraphrase again, including their corrections.

Close Now close the conversation. You can thank them or tell them how happy you are with the result. Remind them of any actions you have agreed on and then end the call. It’s important that the other person does not think that you are cutting them off before they have finished. Sometimes, you need to give someone those extra few minutes to establish or keep a good relationship. With these techniques, you can balance the caller’s need to talk and your need to use your time effectively.

Exercise 3. *For your consideration are some rules of telephoning. Give your comments on them.*

- Do not forget to thank the operator for the help she offered you.
- When talking on the phone, speak quietly and distinctly. Do not shout or whisper; take your cigarette or chewing gum out of your mouth.
- Make sure that your conversation with a busy person is as brief as possible.
- Always identify yourself when making a call, especially if you are calling on business.
- When you get a wrong number don’t ask: “What number is this?” It is good manners to ask: “Is this two-seven-five, three-one, six-eight?” If not - apologize.
- If a wrong-number call comes through don’t lose your temper. Simply say: “Sorry, wrong number” – and hang up. Don’t bang the receiver.

- If you have a visitor, do not carry on a long talk while your visitor tries hard to avoid listening to your conversation. The best thing is to say that you are busy at the moment and will call him back in a little while. But don't forget to do so.
- Finally, remember: if you make for call, you should terminate it yourself.

Exercise 4. *In text 1 find the nouns that are qualified by the following words. Make up sentences of your own with the word combinations: **urgent, step-by-step, important, agreed, extra.***

Exercise 5. *Correct mistakes in the sentences below.*

1. Tell the caller how much time do you have and get them to agree to keep the call as short as possible. 2. This allows you to stop the conversation at the time you have agreed without seeming impolite. 3. You can thank them or tell them how happy you are about the result. 4. It's important that the other person does not think that you are cutting them off before they will finish. 5. Ignore statements that has nothing to do with the agreed agenda.

Exercise 6. *Learn the vocabulary to text 2.*

Suggestion – пропозиція

Suit – влаштовувати

Cause – спричиняти; викликати

Inconvenience - незручність

Come up – виникати; траплятися; статися

Reschedule – переносити

Reject – відхиляти

Diary – щоденник; книжка-календар

Exercise 7. *Read and translate text 2 where you will find some suggestions on how to make appointments.*

Text 2. MAKING APPOINTMENTS

An appointment is an arrangement to meet someone on a business matter.

Short and informal If you need to talk to someone quickly on an urgent matter, make it clear that this won't take long:

- Have you got a moment, Frank?
- Can I talk to you for a second?

If someone wants to “have a word with” another person, this often means that they want to talk about something unpleasant – for example, to criticize something their subordinate has done. A person speaking to someone on a lower hierarchical level might say:

- Can I have a word, Frank?
- I’d like a quick word with you, if you don’t mind.

Asking for a meeting To schedule a more formal meeting, we often start by asking about the other person’s availability:

- Are you free (on Thursday)?
- Would you be free for a couple of hours tomorrow?

Suggestions for a time and place to meet are often made in the form of questions:

- Would the 18th suit you?
- Shall we say Wednesday morning in your office?

More formally, you could say:

- Would next Thursday be convenient for you?
- Would you be available on the 14th?

Changing appointment If you need to change an appointment, you can start with the phrase, “I’m afraid...”. This signals that you are sorry to cause inconvenience:

- I’m afraid something’s come up. I’ can’t make Thursday, after all.
- I’m afraid I won’t be able to attend the presentation.

If possible, make an alternative suggestion right away to show that you are still interested:

- I was wondering if we could meet a bit later.
- Would it be possible to reschedule our meeting?

Responding How you respond to a request for an appointment depends on whether you accept or reject it. Saying yes is easiest:

- Two o’clock sounds great. See you then!
- Sure, Friday’s fine. Shall we say 10.30?

Saying no requires a more indirect approach, in which case you can use softeners such as “I’m afraid...” or “Actually...”:

- I’m afraid I’m tied up all day.
- Actually, the following week would be better for me.

If you cannot give a definite answer yet, you can say:

- I'll just need to check my diary first.
- I'll pencil in Monday and let you know definitely by this afternoon.

Exercise 8. *Make up short dialogues of your own to demonstrate the phrases that can be used when making appointments.*

Exercise 9. *Translate into English.*

1. Якщо вам треба терміново вирішити важливе питання, ви маєте дати зрозуміти своєму співбесіднику, що у вас обмаль часу. 2. Пропозиції щодо часу та місця проведення зустрічі часто роблять в питальній формі. 3. Вас влаштовує, якщо ми перенесемо нашу зустріч на вівторок наступного тижня? 4. Ваша реакція на пропозицію обговорити справи залежить від того, наскільки це вигідно для вас. 5. Дати негативну відповідь важче, ніж погодитись на зустріч.

Exercise 10. *Learn the vocabulary to text 3.*

Mental rehearsal – уявна репетиція

Alert – жвавий

Exude confidence – випромінювати впевненість

From the perspective of – з точки зору

At ease – вільно

Resonant – дзвінкий

Soak up – поглинати, вбирати

Encounter – стикатися

Create rapport – створювати взаєморозуміння

Unfold – розкриватися

Crank up – вичавити максимум

Reminder – нагадування

Go blank – відключатися

Outgoing – товариський, комунікабельний

Self-conscious – сором'язливий

Trigger – давати поштовх, спричиняти

Astound – дивувати, уражати

On the spur of the moment - експромтом

Exercise 11. *Read, translate and comment on text 3.*

TEXT 3. BE AT YOUR VERY BEST IN JOB INTERVIEWS

by Peter Murphy

In this article I will be covering a peak performance strategy that *professional* communicators use *all over* the world. It is called mental rehearsal. I will walk you through the process by applying it to an interview situation. You can *be at your best* when you need to be in a job interview.

Define in detail how you want to perform in the interview. Describe to yourself in words the way you want to be. How would you look and sound to a neutral observer? e.g. I see myself in an interview room sitting by a desk. I look relaxed, and I am smiling, alert and energetic. I am paying close attention to the other people in the room. My posture is upright and I am making conversation easily and effortlessly. I exude confidence. Mentally rehearse the interview from the perspective of an observer. In your imagination visualize yourself at the interview comfortable and at ease meeting people, feeling relaxed and confident. Pretend that you are observing yourself from the other side of the room. The trick here is to imagine events unfolding in vivid 3D with rich colors. For many people, making the image large and close also helps to make it feel more realistic. Have fun playing with the image until it seems as real as watching television or a movie screen.

Take care also to introduce sounds - maybe the scratching of a pen on paper, the squeak of a moving chair or the sound of your own voice exuding authority and confidence. You can make sounds come to life by turning up the volume as you imagine that you are listening to full, resonant sounds in the room so that it is as if you are really there. Introduce feeling as well - sense the atmosphere in the room, the temperature and mood, and *soak up* the aura of success that you exude in the imagined picture.

Then introduce different scenarios for different types of people you may *encounter*. Imagine talking to someone who is putting you under pressure! See yourself politely dealing with everything thrown at you. What will you do if you are left sitting there facing a wall of silence? See yourself acting decisively and

without fear to move onto the next opportunity to **create rapport**. Picture yourself at ease whoever you talk to, it is especially important to consider worst-case scenarios and to visualize yourself handling each **challenge** with unstoppable confidence.

Mentally rehearse the interview from your own perspective. When you are pleased with the imagined performance you are producing, step inside the image of yourself and run through the scenarios again as if YOU are now doing it. See, feel and hear it as if it is really happening. This time, you are looking out into the world from your own eyes, so your arms are directly in front of you with people facing you, as you feel your clothes on your body. Allow it all to unfold in great detail - make it as real as possible by letting your imagination free to create a rich and colorful panoramic view of a successful day. Finally, pay special attention again to feelings, really spend time imagining yourself feeling exactly the way you want to feel, and then **crank it up** and double the intensity until it could not possibly get any better. Then, imagine it even better again!

Set up a peak performance signal. Ask yourself - what signal will you use as a reminder to use your ability to perform in this way? I use the feeling of sitting **on my own** and getting tense as my mind **goes blank**. The signal can be something you see, feel or hear inside or outside yourself and it must happen at or close to the point of wanting to speak to someone. Other examples include seeing yourself surrounded by a group of strangers, hearing someone ask you your opinion, or the feeling that you want to be more **outgoing** even as you feel yourself getting more **self-conscious** right now - why not use self-consciousness to **trigger** better communication skills!

Imagine the signal happening and visualize yourself performing at your best in the interview.

Some final points. Like anything in life it takes time to **get really good** at mental rehearsal. Using this visualization technique for twenty minutes a day will train your brain to perform new behaviors. The results will astound you. **Eventually** you will be able to use this approach in **day-to-day** situations **on the spur of the moment** by focusing on using the power of your imagination.

Exercise 12. Give the opposites to the following words: relaxed, energetic, resonant, success, politely, create, imagined, inside, exactly, include, outgoing, mental.

Exercise 13. Substitute words/word combinations *in italics* in text 3 with appropriate synonyms.

Exercise 14. Rearrange the words to make meaningful sentences.

1.Strategy, be applied, called, a performance, can, to, mental rehearsal, situation, an interview. 2. Create rapport, and, to, act, onto, move, the next, decisively, opportunity, without fear. 3. Talk to, be, each challenge, confidence, whoever, at ease, and, handling, yourself, unstoppable, visualize, with, you. 4. Colorful, to create, imagination, day, your, free, a successful, view of, let, a rich, and, panoramic. 5. At, takes, like, to get, in life, it, time, really good, mental rehearsal, anything.

Exercise 15. Correct mistakes in the sentences below.

1.What will you do if you will be left sitting there facing a wall of silence? 2. Have fun playing with the image until it will seem as real as watching television or a movie screen. 3. The signal can be something you see, feel or hear inside or outside of yourself and it must happen at or close to the point of wanting to speak to someone. 4. Other examples include seeing yourself surrounded by a group of strangers, hearing someone asking you your opinion. 5. Using this visualization technique for twenty minutes a day will train your brain performing new behaviors.

Exercise 16. Learn the vocabulary to text 4.

Knowledgeable – обізнаний

Meet expectations – відповідати очікуванням

Handle challenges – вирішувати проблеми

Rewarding – нагородження

Accomplishment – досягнення

Supervisor – керівник

Quit/leave a job – кинути роботу

Resign – відмовлятися від посади

Fire – звільняти

Pet peeve – подразник

Hire – наймати на роботу

Applicable attributes – відповідні риси характеру

Exercise 17. *Read and translate text 4.*

Text 4. JOB INTERVIEW QUESTIONS

Job interviews are always stressful - even for job seekers who have gone on countless interviews. The best way to reduce the stress is to be prepared. Take the time to review the common interview questions you will most likely be asked.

Then take the time to research the company and to prepare for an interview. This way, you will be ready with knowledgeable answers for the job interview questions that specifically relate to the company you are interviewing with.

Interview Questions: Work History

- Name of company, position title and description, dates of employment.
- What were your expectations for the job and to what extent were they met?
- What were your starting and final levels of compensation?
- What were your responsibilities?
- What major challenges and problems did you face? How did you handle them? What have you learned from your mistakes?
- What did you like or dislike about your previous job?
- Which was most / least rewarding?
- What was the biggest accomplishment / failure in this position?
- Questions about your supervisors and co-workers. What was it like working for your supervisor?
- What do you expect from a supervisor?
- What problems have you encountered at work? Have you ever had difficulty working with a manager?
- Who was your best boss and who was the worst?
- Describe your ideal boss.
- Why are you leaving your job?
- Why did you resign?

- Why did you quit your job?
- What have you been doing since your last job?
- Why were you fired?

Job Interview Questions About You

- What is your greatest weakness?
- What is your greatest strength?
- How will your greatest strength help you perform?
- How would you describe yourself?
- Describe a typical work week.
- Describe your work style.
- Do you work well with other people?
- Do you take work home with you?
- How many hours do you normally work?
- How do you handle stress and pressure?
- What motivates you?
- Are you a self-motivator?
- What are your salary expectations?
- What do you find are the most difficult decisions to make?
- Tell me about yourself.
- What has been the greatest disappointment in your life?
- What are your pet peeves?
- What do people most often criticize about you?
- If you could relive the last 10 years of your life, what would you do differently?
- If the people who know you were asked why you should be hired, what would they say?
 - Do you prefer to work independently or on a team?
 - Give some examples of teamwork.
 - What type of work environment do you prefer?
 - How do you evaluate success?
 - If you know your boss is 100% wrong about something how would you handle it?
 - Describe a difficult work situation / project and how you overcame it.
 - Describe a time when your workload was heavy and how you handled it.

Job Interview Questions About the New Job and the Company

- What interests you about this job?
- Why do you want this job?
- What applicable attributes / experience do you have? -
- Are you overqualified for this job?
- What can you do for this company?
- Why should we hire you?
- Why are you the best person for the job?
- What do you know about this company?
- Why do you want to work here?
- What challenges are you looking for in a position?
- What can you contribute to this company?
- Are you willing to travel?
- What is good customer service?
- How long do you expect to remain employed with this company?
- Is there anything I haven't told you about the job or company that you would like to know?

Interview Questions: The Future

- What are you looking for in your next job? What is important to you?
- Where do you see yourself 5 years from now?
- What are your goals for the next five years / ten years? How do you plan to achieve those goals?
- What are your salary requirements - both short-term and long-term?
- Questions about your career goals.
- What will you do if you don't get this position?

Exercise 18. *Think of the best answers possible to all the questions listed above.*

Exercise 19. *Give the opposites to the following words and word combinations: reduce stress; knowledgeable; employment; strength; motivate; independent work; hire; criticize; long-term.*

Exercise 20. *Learn the vocabulary to text 5.*

Off-limits – заборонений

Ancestry – родовід

Credit rating – кредитний рейтинг
Criminal record – судимості
Disability – інвалідність
Military discharge - звільнення в запас
Intent – намір
Be a good fit/match – підходити, влаштовувати
Indicative – який вказує
Accidentally – випадково
Substance – суть
Tough – жорсткий
Misjudge – скласти хибну думку
Report (to) – звітуватися; повідомляти
Relocation – переселення
Overtime – понаднормова робота
Advancement – просування, кар’єрний ріст
List of references – рекомендації
Prior commitment – завчасне зобов’язання
Ace a job interview - успішно пройти співбесіду
Extend a job offer – запропонувати роботу

Exercise 21. *Read, translate and entitle text 5.*

Text 5

There are some interview questions, typically known as illegal interview questions, that employers should not ask during a job interview. There are many topics which should be *off-limits* during a job interview. Questions about age, ancestry, citizenship, *credit rating*, criminal record, disabilities, family status, gender, military discharge, or religion should not be asked directly by an interviewer.

While the intent of these questions may be to determine if you are *a good fit* for the job, it is important to know that only information *relevant to* your ability to *do the job* can and should be asked. If you are asked an illegal interview question, or the questions begin to follow an illegal trend, you always *have the option* to end the interview, or refuse to answer the question(s). It may be uncomfortable to do, but you need to be comfortable working at the company, and if the questions you are being asked

during the interview *are indicative of* the company's policies, you may be better off finding out now.

Sometimes an interviewer will ask inappropriate questions accidentally, and in that case, you may choose to answer them politely, avoiding the *substance* of the question, but addressing the intent.

Tough Interview Questions

These are some of the more difficult interview questions that you may be asked on a job interview. *Review* the questions and consider an appropriate response, based on your background and skills. There aren't necessarily any right or wrong answers, but carefully consider the job you are applying for, your abilities, and the company culture before you respond.

Questions About Co-Workers and Supervisors

- Tell me about a time when you had to deal with a *co-worker* who wasn't *doing his/her fair share of the work*. What did you do and what was the *outcome*?
- Give me an example of a time when you took the time to share a co-worker's or supervisor's achievements with others?
- Tell me about a time that you didn't work well with a *supervisor*. What was the outcome and how would you have changed the outcome?
- Have you worked with someone you didn't like? If so, how did you *handle* it?
- Tell me about a time that you helped someone.
- Tell me about a time that you misjudged a person.

As the interview *comes to a close*, one of the final questions you may be asked is "What can I answer for you?" Have an interview question or two of your own ready to ask. You aren't simply trying to get this job - you are also interviewing the employer to assess whether this company and the position are a good fit for you. It's your turn!

Here are questions to ask the interviewer so you can ensure the company is a good match for your qualifications and interests:

- How would you describe the responsibilities of the position?
- How would you describe a typical week/day in this position?

- Is this a new position? If not, what did the previous employee go on to do?
- What is the company's management style?
- **Who does this position report to?** If I am offered the position, can I meet him/her?
- How many people work in this office/department?
- How much travel is expected?
- Is **relocation** a possibility?
- What is the typical work week? Is **overtime** expected?
- What are the prospects for **growth and advancement**?
- How does one advance in the company?
- What do you like about working here?
- What don't you like about working here and what would you change?
- Would you like a list of references?
- If I am extended a job offer, how soon would you like me to start?
- What can I tell you about my qualifications?
- When can I expect to hear from you?
- Are there any other questions I can answer for you?

Interview Questions NOT to Ask

- What does this company do? (Do your research **ahead of time**!)
- If I get the job when can I take time off for vacation? (Wait until you get the offer to mention prior commitments)
- Can I change my schedule if I get the job? (If you need to figure out the logistics of getting to work don't mention it now...)
- Did I get the job? (**Don't be impatient**. They'll let you know.

These top interview tips will help you **cover** everything you need to know to **successfully ace** a job interview. From checking out the company to sending an interview thank you note, these job interview **tips** cover all the **basics** needed for interviewing success.

Exercise 22. Substitute the phrases **in italics** in text 5 with appropriate synonyms.

Exercise 23. Find at least 33 words in text 5 that can function both as nouns and verbs.

Exercise 24. Complete the sentences with ideas of your own.

1. In the course of a job interview, if you are asked a question which is off-limits ...
2. One of the options to end an interview or refuse to answer the question is to ...
3. Before answering the job interview questions one should carefully consider ...
4. The company culture can't be overemphasized since ...
5. The question you would like to ask your would-be employer concerns ...
6. The question you will most probably have difficulty answering is ...

Exercise 25. Learn the vocabulary to text 6.

crisp – чіткий

succinct – стислий

evocative – що викликає почуття

superior (to) – кращий (за)

inferior (to) – гірший (за)

skim – проглядати

insofar – остільки

bottom line – суть

alienate – відвертати; віддаляти

overly casual – надмірно несерйозний

proofread – правити коректуру

stationery – поштовий папір

dull – нудний

ambiguous – двозначний

gloss over – прикрашати

unflattering – невтішний

sparingly – помірковано; помірно

choppy – поривчастий

blunt – грубуватий

Exercise 26. Read, translate and give the gist of text 6.

Text 6. BUSINESS WRITING: PRINCIPLES TO KEEP IN MIND

Writing for a business audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and accuracy. This distinction does not make business writing superior or inferior to other styles. Rather, it reflects the unique purpose and considerations involved when writing in a business context.

When you write a business document, you must assume that your audience has limited time in which to read it and is likely to skim. Your readers have an interest in what you say insofar as it affects their working world. They want to know the “bottom line”: the point you are making about a situation or problem and how they should respond.

Business writing varies from the conversational style often found in email messages to the more formal, legalistic style found in contracts. A style between these two extremes is appropriate for the majority of memos, emails, and letters. Writing that is too formal can alienate readers, and an attempt to be overly casual may come across as insincere or unprofessional. In business writing, as in all writing, you must know your audience.

In most cases, the business letter will be the first impression that you make on someone. Though business writing has become less formal over time, you should still take great care that your letter’s content is clear and that you have proofread it carefully.

Personal pronouns (like *I*, *we*, and *you*) are important in letters and memos. In such documents, it is perfectly appropriate to refer to yourself as *I* and to the reader as *you*. Be careful, however, when you use the pronoun *we* in a business letter that is written on company stationery, since it commits your company to what you have written. When stating your opinion, use *I*; when presenting company policy, use *we*.

The best writers strive to achieve a style that is so clear that their messages cannot be misunderstood. One way to achieve

a clear style is to minimize your use of the passive voice. Although the passive voice is sometimes necessary, often it not only makes your writing dull but also can be ambiguous or overly impersonal.

Of course, there are exceptions to every rule. What if you are the head of the Global Finance Team? You may want to get your message across without calling excessive attention to the fact that the error was your team's fault. The passive voice allows you to gloss over an unflattering point—but you should use it sparingly.

Business writing should be clear and concise. Take care, however, that your document does not turn out as an endless series of short, choppy sentences. Keep in mind also that “concise” does not have to mean “blunt”—you still need to think about your tone and the audience for whom you are writing.

Exercise 27. *Answer the questions on text 6.*

1. What differs business writing from academic writing? 2. What should be taken into consideration when writing a business document? 3. How do you understand the “bottom line”? 4. What's wrong with being too formal or overly casual as far as business writing is concerned? 5. What adjectives would you use to describe business writing style?

Exercise 28. *Fill in the blanks with appropriate prepositions: to, from, on, with.*

1. Specificity and accuracy of business writing do not make it superior or inferior ... other styles.
2. Business writing varies ... the conversational style often found in email messages ... the more formal, legalistic style found in contracts.
3. In most cases, the business letter will be the first impression that you make ... someone.
4. Of course, there are exceptions ... every rule.
5. The first version is a weaker statement, emphasizing facts not directly relevant ... its point.

6. But you don't need to be an expert ... style to know that the first phrasing is diplomatic and respectful as compared ... the second version, which is unnecessarily harsh and likely to provoke a negative reaction.

Exercise 29. *Make up sentences of your own with the following word combinations:* in a business context; have limited time; make an impression; proofread carefully; perfectly appropriate; express your opinion; call excessive attention; in a direct manner; provoke a negative reaction.

Exercise 30. *Learn the vocabulary to text 7.*

Мемо (memorandum) – пам'ятна записка; лист-нагадування

Confine – обмежувати

Time-consuming – трудомісткий

Keep in the know – тримати в курсі

Accommodate – розміщувати

Expediting – прискорення

File – підшивати (документи)

Exercise 31. *Read and translate text 7.*

Text 7. BUSINESS WRITING: MEMOS

A memo, short for the word memorandum, comes from the Latin word *memorandus*, which means, "to be remembered." It is a compact written message designed to help someone remember something. For example, a list of groceries to be picked up on your way home from work is a memo, a simple list of things to be remembered later. Once acted upon, a memo is often thrown away. Not so with business memos. Unlike letters, the external communications of a company, business memos are an internal form of communication and it is standard practice to save them. Their objective is to deliver information or instructions and writing them is no-nonsense. Their scope should be limited to a single topic so that the reader will "get the message" quickly and, if necessary, take an action. Confined to a single topic, each interoffice, interdepartmental and companywide memo becomes part of the institutional memory of an organization. They record daily activities and eliminate the need for time-consuming

meetings. As historical documents they are often referred to when writing reports or resolving disputes regarding past activities. In short, they speed up the daily business of doing business; they keep people who need to be kept in the know, in the know. When a business organization designs an official letterhead it often also designs an official memo sheet, complete with a company logo featured at the top of the page. Besides having a professional look and feel, preprinted memo sheets often provide specialized information fields that accommodate specific procedures for expediting in-house communications.

Here are some suggestions for writing memos in English:

- Length: the average memo varies from one paragraph to a page long.
- One topic to a memo: discuss only one main topic in a memo. The reason: memos are sometimes filed under the topic. If you have several topics, it may be hard to find them in the files.
- State the purpose at the beginning: mention the reason, or purpose, of the memo at the beginning – right in the first paragraph. Save the details or background for later or another form of communication. The only exception: if the purpose of the memo is negative, or if the reader is going to disagree, it is better to introduce the main point gradually.
- Make it clear for the reader: whether it is a memo, a letter, or a report, it is important to make the information clear for the reader.

Exercise 32. *Write a memorandum for each of the following situations.*

1. You are a manager. You work for a construction company. Your company is going to build a new shopping center beside a creek. You want your employee to study the possible effect this may have on the creek's ecology. You anticipate that the citizens of the town will be concerned about the creek, and you want to study the situation in order to avoid problems.
2. The mail department in your company has been slow in performing its duties recently. Both outgoing and incoming mail have not been moving as rapidly as they should, and

some mistakes in sorting have occurred. You want your subordinate to observe the mailroom operations and solve problems.

Exercise 33. *Identify seven mistakes in the memo that follows.*

Date: 9 March 2014

To: all members of staff

From: John Palmer, Managing Director

Subject: Telephone calls

It has come to my attention that the company has been losing thousands of pounds each month on telephone calls. I have carefully examined last month telephone bill and I'm quiet alarmed by what I have found. The figures show that so far as destination is concerned, 10% are to our Milan subsidiary, 15% are local calls and 75% are long distant national calls outside our dealer network. This means that 75% of calls are personal calls.

The telephone should be used in business purposes only. Unless each staff member makes an effort to use the telephone responsibly we will have to adapt new measures to limit personal calls. I'm counting on your co-operation.

Exercise 34. *Rearrange the labels to make the correct structure of a memo.*

- The "body" of the memo, usually divided into numbered paragraphs which develop the information.
- A short heading, which tells you what the memo is about.
- Date on which the memo is sent.
- The conclusion of the memo, which often recommends a course of action.
- Name of the person sending the memo.
- Unlike letters, the memo doesn't contain forms of address (such as Dear Ms X) or the sender's signature. The sender usually types his name or initials at the end of the memo.
- Name of the person to whom the memo is sent.
- A brief introduction to the memo giving the most important information.

Exercise 35. *Paraphrase these sentences using the words in brackets.*

1. Think about your purpose and what requirements are mentioned or implied in the description of the task. (keep in mind; given)
2. Many people believe that application letters and cover letters are essentially the same. (think; basically; identical)
3. If your prospective employer is located in another city and you plan to visit the area, mention the dates for your trip. (would-be; resident; specify)
4. To save your reader's time and to call attention to your strengths as a candidate, state your objective directly at the beginning of the letter. (not to waste; draw attention; virtues; identify)
5. In subsequent paragraphs, expand on the qualifications you mentioned in your opening. (that follow; give more information)
6. The overall style of letter will depend on the relationship between the parties concerned. (general; involved)

Exercise 36. *Choose the right alternative.*

1. This list can serve **as / like** an outline to govern your writing and help you stay focused, so try to make it thorough.
2. Your finished piece of writing should indicate **how you meet / do you meet** the requirements you've listed in the description or prompt.
3. If you have been referred to a company by one of **it's / its** employees, a career counselor, a professor, or someone else, mention that before stating your job objective.
4. Add all details, highlighting experience listed **in / on** your resume that is especially pertinent to the job you are seeking.
5. A commercial business letter is a letter written in formal language, usually used when writing from one business organization to **the other / another**.

Exercise 37. *Speak on:*

1. The efficient ways to control a call.
2. Time-tested techniques to succeed in a job interview.

3. The trickiest job interview questions.
4. The structure of a memo.

UNIT IV. NEGOTIATIONS

Exercise 1. *Learn the vocabulary to text 1.*

opposite number – друга сторона переговорів
make concessions – йти на поступки
“fall- back” position – відступна позиція
articulate – чіткий, ясний
tenacity - сталість; упертість

Exercise 2. *Read, translate and give the gist of text 1.*

Text 1. THE ART OF NEGOTIATING

There has been a great deal of research into the art of negotiations, and, in particular, into what makes a ‘good’ negotiator. One point most researchers seem to agree on is that good negotiators try to create a harmonious atmosphere at the start of a negotiation. They make an effort to establish a good rapport with their opposite number, so that there will be a willingness – on both sides – to make concessions, if this should prove necessary.

Good negotiators generally wish to reach an agreement which meets the interests of both sides. They therefore tend to take a long-term view, ensuring that the agreement will improve, or at least not harm, their relationship with the other party. On the other hand, a poor negotiator tends to look for immediate gains, forgetting that the real benefits of a deal may come much later.

Skillful negotiators are flexible. They do not “lock themselves” into a position so that they will lose face if they have to compromise. They have a range of objectives, thus allowing themselves to make concessions. Poor negotiators have limited objectives, and may not even work out a “fall-back” position.

Successful negotiators do not want a negotiation to break down. If problems arise, they suggest ways of resolving them. The best negotiators are persuasive, articulate people, who select a few key arguments and repeat them. This suggests that tenacity is an important quality.

Finally, it is essential to be a good listener and to check frequently that everything has been understood by both parties.

Exercise 3. *Derive:* a) nouns from these verbs: negotiate, agree, suggest, resolve, argue, tend, create, establish;
b) adjectives from these nouns: art, harmony, harm, skill, face, problem, quality, essence.

Exercise 4. *Make up sentences of your own using the following word combinations:*

in particular; establish a good rapport; make concessions; prove necessary; meet the interests; take a long-term view; look for immediate gains; lose face; resolve problems; have limited objectives.

Exercise 5. *How appropriate is the following advice? Rank each suggestion on a scale from 1 to 10 (1=essential, 10=unhelpful) to indicate your opinion.*

How to be a good negotiator

- try to get on well with your opposite number
- use emphatic language
- show respect for your opposite number
- make suggestions to resolve disagreement
- have clear objectives
- be determined to win
- say 'I don't understand', if that is the case
- listen carefully
- always compromise
- discuss areas of conflict

Exercise 6. *Answer the following questions.*

1. What is a 'negotiation'? 2. How would you judge the success of a negotiation? 3. What makes a good negotiator? 4. Have you ever been involved in formal or informal business negotiations? Describe your experiences.

Exercise 7. *Comment on the following.*

1. Negotiators are born not made. 2. It is important for both parties to achieve something in a negotiation. 3. Language affects negotiating strategy more than cultural considerations. 4. Personality influences negotiating strategy. 5. Negotiating is a bit like dancing and boxing.

Exercise 8. *Learn the vocabulary to text 2.*

be at a disadvantage – бути в невігідному положенні
pave the way – прокладати шлях
common ground – спільні інтереси
resist the temptation – встояти перед спокусою
range of alternatives – ряд альтернатив
avoid deadlock – уникати безвихідної ситуації
outstanding matter – невирішене питання
jeopardize – поставити під загрозу

Exercise 9. *Read, translate and give the gist of text 2.*

Text 2. SOME HINTS ON NEGOTIATING

Preparation

- **Planning** Make sure you prepare *properly*. The less you prepare, the more you will be at a disadvantage and *less likely* you will be to achieve a satisfactory *outcome*.
- **Research** Try to find out *as much as you can* about your opposite number and his or her business. Use the resources of a business library and/or talk to your business contacts.
- **Objectives** Try to take a long-term view and decide on *a range of* objectives so that you can be more flexible and offer more *alternatives* during the negotiation itself. Remember you are looking for a win-win situation of benefit to both parties, thus paving the way for further deals in the future.
- **Limits** Decide what your sticking point(s) must be and why. Knowing your negotiating limits and their reasons will help you negotiate more confidently and comfortably.
- **Strategy** Plan your negotiating strategy *carefully, taking into consideration* the personality and position of your opposite number, as well as your own *strengths and weaknesses*.

Techniques

- **Rapport** Try to establish a good *rapport* with your opposite number from the moment you first meet, whether or not you already know each other. Some general *'social talk'* is a good ice-breaker and bridge-builder in this respect.
- **Parameters** Confirm the subject/purpose of your negotiation early and try to establish areas of common ground and areas of *likely* conflict before you move on the bargaining/trading stage.
- **Listen!** Listening attentively at every stage of your negotiation will help to avoid misunderstanding and create a spirit of cooperation.
- **Attitude** Be constructive not destructive – treat your opposite number with respect, sensitivity and tact, and try to avoid an atmosphere of conflict. This will create a feeling of harmony and goodwill, which should encourage a willingness to compromise and *ultimately* lead to a *productive* negotiation.
- **Approach** *Keep your objectives in mind* – and try to keep a clear head. This will help you to concentrate on your key points. Try to resist the temptation to introduce new arguments all the time. Use the minimum number of reasons to *persuade* your opposite number, coming back to them as often as necessary.
- **Flexibility** Be prepared to consider a range of alternatives and try to make creative suggestions for resolving any problems. Be prepared to make concessions and to compromise, if necessary, to avoid deadlock – but *don't be pushed beyond* your sticking point.
- **Review** Summarize and review your progress *at regular intervals* during the negotiation. This will give both parties a chance to check understanding – and, if necessary, clarify/rectify any misunderstandings.
- **Agreement** When you have *reached* agreement, close and deal firmly and clearly. Confirm exactly what you have agreed – and any aspects/matters that need further action.

- **Confirmation** Write a follow-up letter to confirm in writing the points agreed during your negotiation and clarify any outstanding matters.

Language

- **Simplicity** Keep your language simple and clear. *Take your time* and use short words and sentences that you are comfortable with – there is no *point* complicating a difficult task with difficult language.
- **Clarity** Don't be afraid to ask questions if there is anything you don't understand. It is vital to avoid any misunderstanding that might *jeopardize* the success of your negotiation.

Exercise 10. Write out of the text 25 words that can function both as nouns and verbs.

Exercise 11. Give the opposites to the following:

- nouns: disadvantage, benefit, weakness, progress, agreement, simplicity, success;
- adjectives: satisfactory, long-term, common, constructive, likely, clear;
- verbs: create, avoid, encourage, complicate, jeopardize, understand.

Exercise 12. In text 2 substitute words/word combinations *in italics* with appropriate synonyms.

Exercise 13. Match words and their definitions.

- | | |
|----------------------|--|
| 1. opposite number | a) something that you do or say to make people less nervous when they first meet |
| 2. objective | b) a letter written to make sure that negotiation was effective or to continue a plan of action that was started earlier |
| 3. win-win situation | c) to replace or balance something good that has been lost or is lacking, by providing or doing something equally |

- good
4. ice-breaker d) an aim that you are trying to achieve, especially in business or politics
 5. bargain e) someone who has the same job in another similar organization
 6. compromise f) a situation in which cooperation leads to all participants benefiting
 7. follow-up g) to discuss the conditions of a sale, letter agreement etc.

Exercise 14. *Use these word combinations in the sentences of your own:* take a long-term view; establish a good rapport; avoid misunderstanding; introduce new arguments; offer a range of alternatives; check understanding; further action; complicate a difficult task; avoid misunderstanding.

Exercise 15. *Discuss in small groups the following issues.*

1. The importance of thorough planning your negotiating tactics.
2. Ice-breakers and bridge-builders that can give a smoother start to a negotiation process.
3. The importance of having strong communication skills.
4. The language of negotiation.

Exercise 16. *Learn the vocabulary to text 3.*

tip - порада

be at stake – бути поставленим на карту

intimidate – залякувати

channel – направляти; давати (чомусь) напрям

obnoxious – неприємний

demean - принижувати

overall goal – головна мета

applicable – придатний; застосовний

Exercise 17. *Read and translate text 3.*

Text 3. MORE NEGOTIATING TIPS

You don't have to go to a negotiation seminar to sharpen up your ability to negotiate, although that's not a bad idea if you

negotiate on a daily basis. Here are some basic negotiation principles, skills, hints and tips to help you learn.

We all negotiate in our personal and professional lives. We negotiate when we go to a garage sale, or when we want to do something different at work, or when we are dealing with members of the public. Sometimes it's easy to negotiate, but other times, when we have a great deal at stake or we are upset, the task can be intimidating or difficult.

We are going to talk about some tips to effective negotiating that can help you work more effectively with your customers, co-workers, and boss. They are also applicable to other interpersonal situations.

Overview of the Negotiation Process Negotiating is the process by which two or more parties with different needs and goals work to find a mutually acceptable solution to an issue. Because negotiating is an inter-personal process, each negotiating situation is different, and influenced by each party's skills, attitudes and style. We often look at negotiating as unpleasant, because it implies conflict, but negotiating need not be characterized by bad feelings, or angry behaviour. Understanding more about the negotiation process allows us to manage our negotiations with confidence, increases the chance that the outcomes will be positive for both parties.

Viewing Negotiation as Confrontational Negotiation need not be confrontational. In fact effective negotiation is characterized by the parties working together to find a solution, rather than each party trying to WIN the contest of wills. Keep in mind that the attitude that you take in negotiation (eg. hostile, cooperative) will set the tone for the interaction. If you are confrontational, you will have a fight on your hands.

Trying to Win at All Costs If you "win" there must be a loser, and that can create more difficulty down the road. The best perspective in negotiation is to try to find a solution where both parties "win". Try not to view negotiation as a contest that must be won.

Becoming Emotional It's normal to become emotional during negotiation that is important. However, as we get more

emotional, we are less able to channel our negotiating behaviour in constructive ways. It is important to maintain control.

Not Trying to Understand the Other Person Since we are trying to find a solution acceptable to both parties, we need to understand the other person's needs, and wants with respect to the issue. If we don't know what the person needs or wants, we will be unable to negotiate properly. Often, when we take the time to find out about the other person, we discover that there is no significant disagreement.

Focusing on Personalities, not Issues Particularly with people we don't like much, we have a tendency to get off track by focusing on how difficult or obnoxious the person seems. Once this happens, effective negotiation is impossible. It is important to stick to the issues, and put aside our degree of like or dislike for the individual.

Blaming the Other Person In any conflict or negotiation, each party contributes, for better or worse. If you blame the other person for the difficulty you will create an angry situation. If you take responsibility for the problem, you will create a spirit of cooperation.

State Your Needs The other person needs to know what you need. It is important to state not only what you need but why you need it. Often disagreement may exist regarding the method for solving an issue, but not about the overall goal.

Prepare Options Beforehand Before entering into a negotiating session, prepare some options that you can suggest if our preferred solution is not acceptable. Anticipate why the other person may resist your suggestion, and be prepared to counter with an alternative.

Don't Argue Negotiating is about finding solutions...Arguing is about trying to prove the other person wrong when no progress gets made. Don't waste time arguing. If you disagree with something state your disagreement in a gentle but assertive way. Don't demean the other person or get into a power struggle.

Consider Timing There are good times to negotiate and bad times. Bad times include those situations where there is:

- a high degree of anger on either side;

- preoccupation with something else;
- a high level of stress;
- tiredness on one side or the other.

Try to avoid these times. If they arise during negotiations a time-out/rest period is in order, or perhaps rescheduling to a better time.

Conclusion Negotiating is a complex process but one worth mastering. If you keep in mind that you are responsible for the success or failure of negotiation, and if you follow the tips above, you will find the process easier.

Exercise 17. Find in the text 30 words that can function both as nouns and verbs.

Exercise 18. *Make up derivation chains with the following words: differ, apply, agree, solve, prefer, worth, accept.*

Model: negotiate – negotiator – negotiation – negotiable

Exercise 19. *Combine the words listed below into meaningful three- word combinations.*

Model: Avoid bad times

prepare	acceptable	stake
waste	negotiation	Tips
keep	at	options
work	with	attitude
take	more	arguing
mutually	in	solution
have	time	process
manage	the	alternatives
counter	Some	Mind
follow	The	effectively

Exercise 20. *Find in text 3 a synonymous sentence for each of the following ones.*

1. Negotiating is the process by which opposite numbers cooperate in order to find a solution to a problem they can both benefit from.

2. They can also be used in other situations involving relations between people.
3. You should always remember that the attitude you take in negotiation will establish the general feeling of a negotiating process.
4. Sometimes in the course of negotiating process we tend to begin to deal with a new subject rather than the main one which was being discussed.
5. For a negotiation not to be a flop, it's crucial that you keep discussing issues without showing your attitude to your opposite number.

Exercise 21. *Rearrange the words in brackets to explain the meaning of the following terms:*

1. Negotiation (between, are trying, of, representatives, official discussions, who, reach an agreement, business, politics, to, or, especially, opposing groups, in)
2. Interaction (on, have an effect, by which, work together, a process, or, two, each other, more things, and)
3. Option (make, can, in, you, choice, particular, a, situation, a)
4. Customer (etc, from, who, a, buys, services, someone, or, shop, goods, company)
5. Conflict (groups, between, of, argument, people, or, state, countries, a, disagreement, etc)

Exercise 22. *Answer the questions on text 3.*

1. Why should becoming emotional be avoided? 2. What does "winning at all costs" imply? 3. Why can focusing on personalities, not issues ruin negotiations? 4. What barriers to successful negotiation can you add to those listed in the text?

Exercise 23. *Learn the vocabulary to text 4.*

misstep – помилка

haggle – торгуватися

would-be – потенційний

gain the upper hand – здобути перемогу

slip out – вислизнути

throw out a range – називати діапазон (цін, термінів тощо)

hire – найняття робітника; наймати робітника
tantamount – рівносильний
shrewd – майстерний
zero-in on sb/sth – зосереджувати всю увагу (на комусь, чомусь)
concede ground – поступатися
fatigue – втома
bidding – торги
settlement price – розрахункова ціна
advisory board – консультативна рада
humble - скромний
concession - поступка

Exercise 24. Read, translate and give the gist of text 5.

**Text 5. THINGS YOU SHOULD NEVER SAY WHILE
NEGOTIATING**

Every entrepreneur spends some time haggling, whether it is with customers, suppliers, investors, or would-be employees. Most business owners seem to naturally perform well in negotiations. You probably have some magic phrases to say, perhaps—that can help you gain the upper hand. But, often, the moment you get into trouble in a negotiation is when something careless just slips out. If you are new to negotiation, or feel it is an area where you can improve, check out these tips on precisely what *not* to say.

1. The word "between." It often feels reasonable—and therefore like progress—to throw out a range. With a customer, that may mean saying "I can do this for between \$10,000 and \$15,000." With a potential hire, you could be tempted to say, "You can start between April 1 and April 15." But that word *between* tends to be tantamount to a concession, and any shrewd negotiator with whom you deal will swiftly zero-in on the cheaper price or the later deadline. In other words, you will find that by saying the word *between* you will automatically have conceded ground without extracting anything in return.

2. "I think we're close." We've all experienced deal fatigue: The moment when you want so badly to complete a deal

that you signal to the other side that you are ready to settle on the details and move forward. The problem is that you have just indicated that you value simply reaching an agreement over getting what you actually want. And a skilled negotiator on the other side may well use this moment as an opportunity to stall, and thus to negotiate further concessions. Unless you actually face extreme time pressure, you shouldn't be the party to point out that the clock is loudly ticking in the background. Create a situation in which your counterpart is as eager to finalize the negotiation (or, better yet: more eager!) than you are.

3. "Why don't you throw out a number?" There are differing schools of thought on this, and many people believe you should never be the first person in a negotiation to quote a price. Let the other side start the bidding, the thinking goes, and they will be forced to show their hands, which will provide you with an advantage. But some research has indicated that the result of a negotiation is often closer to what the first mover proposed than to the number the other party had in mind; the first number uttered in a negotiation (so long as it is not ridiculous) has the effect of "*anchoring the conversation*."¹ And one's role in the negotiation can matter, too. The final outcome of a negotiation is affected by whether the buyer or the seller makes the first offer. Specifically, when a seller makes the first offer, the final settlement price tends to be higher than when the buyer makes it."

2. "I'm the final decision maker." At the beginning of many negotiations, someone will typically ask, "Who are the key stakeholders on your side, and is everyone needed to make the decision in the room?" For most entrepreneurs, the answer, of course, is yes. You almost always want to establish at the beginning of a negotiation that there is some higher authority with whom you must speak prior to saying yes. In a business owner's case, that could be a key investor, a partner, or the members of your advisory board. The point is, while you will almost certainly be making the decision yourself, you do not want the opposing negotiators to know that you are the final decision maker, just in case you *get cornered*² as the conversation develops. Particularly in a high-stakes deal, you will almost certainly benefit from taking an extra 24 hours to think through the terms. For once, be

(falsely) humble: pretend like you aren't the person who makes all of the decisions.

Exercise 25. *Choose the alternative that would best substitute for the word or phrase in **bald** print.*

1. Often, the moment you get into trouble in a negotiation is when something careless **slips out** (gets worse, is uttered, is unintentionally said).
2. Any **shrewd** negotiator with whom you deal will swiftly zero-in on the cheaper price or the later deadline (mean, skillful, effective).
3. The problem is that you have just indicated that you **value** simply reaching an agreement over getting what you actually want (appreciate, estimate, care about).
4. Many people believe you should never be the first person in a negotiation to **quote a price** (bid, negotiate a price, pay the price).
5. One of the joys of being an entrepreneur is that you get to **call the shots** (delegate responsibilities, take on responsibility, make decisions).

Exercise 26. *Combine the words listed below into meaningful three-word combinations.*

in	time	price
start	decision	words
final	a	deal
negotiate	settlement	mind
complete	in	bidding
face	other	maker
final	further	pressure
have	the	concessions

Exercise 27. *Make up sentences of your own with these word combinations*

: would be hire, gain the upper hand, get into trouble in a negotiation, later deadline, without extracting anything in return,

experience fatigue, settle on the details, negotiate concessions, face extreme time pressure, start the bidding, prior to, high-stakes deal, think through the terms.

Exercise 28. *Answer the questions on text 4.*

1. Can you think of some phrases to say to help you gain the upper hand when negotiating? 2. What would you do if something careless did slip out in the course of a negotiation? 3. Is there any alternative to the word “between” in case you have to throw out a range? 4. How can you make your counterpart be eager to finalize a negotiation? 5. How can you explain the fact that the first number uttered in a negotiation has the effect of "anchoring the conversation"? 6.
2. Why isn't it a good idea to say that you are the one who calls the shots?

Exercise 29. *Translate text 5 in writing.*

Text 5. NEGOTIATING SUCCESSFULLY

The negotiation itself is a careful exploration of your position and the other person's position, with the goal of finding a mutually acceptable compromise that gives you both as much of what you want as possible. People's positions are rarely as fundamentally opposed as they may initially appear – the other person may have very different goals from the ones you expect!

In an ideal situation, you will find that the other person wants what you are prepared to trade, and that you are prepared to give what the other person wants. If this is not the case and one person must give way, then it is fair for this person to try to negotiate some form of compensation for doing so – the scale of this compensation will often depend on many factors. Ultimately, both sides should feel comfortable with the final solution if the agreement is to be considered win-win.

Only consider win-lose negotiation if you don't need to have an ongoing relationship with the other party as, having lost, they are unlikely to want to work with you again. Equally, you should expect that if they need to fulfill some part of a deal in

which you have "won," they may be uncooperative and legalistic about the way they do this.

Exercise 30. *Interpret the following words consulting an English-English dictionary:* compromise, authority, experience, dispute, teamwork, routine, alternative, opportunity, precedent, consequence, goal, solution.

Exercise 31. Paraphrase the italicized parts of the following sentences.

1. The aim of win-win negotiation is to find a solution that is *acceptable to both parties*.
2. In some cases it may be appropriate to "*play hardball*", seeking to win a negotiation while the other person loses out.
3. While a manipulative person may not *get caught out* if negotiation is infrequent, this is not the case when people work together *routinely*.
4. What do you want *to get out of the negotiation*?
5. For a negotiation to be "*win-win*", both *parties* should feel positive about the negotiation once it's over.
6. People's positions are rarely as *fundamentally opposed* as they may *initially* appear.
7. Only consider *win-lose negotiation* if you don't need to have an *ongoing relationship* with the other party.

Exercise 32. *Fill in the blanks with appropriate prepositions: for, with, of, on, from, over, or, through .*

1. Do you struggle to get what you want ... people whose help you need, but ... whom you have little direct authority?
2. There are different styles ... negotiation, depending ... circumstances.
3. Many people go ... this when they buy ... sell a house.
4. Depending ... the scale ... the disagreement, some preparation may be appropriate ... conducting a successful negotiation.
5. Ultimately, both sides should feel comfortable ... the final solution if the agreement is to be considered win-win.
6. Do you feel that someone is continually taking advantage ... you?

Exercise 33. *Comment on the following issues.*

1. Styles of negotiation.
2. Finding a mutually acceptable compromise.
3. The importance of thorough preparation for a negotiation.
4. Honesty and openness are almost always the best policies as far as negotiation is concerned.
5. Win-lose negotiation is acceptable if you don't need to have an ongoing relationship with the other party.

Exercise 34. *Learn the vocabulary to text 6.*

competitive advantage – конкурентна перевага

person-oriented – особистісно-орієнтований

be frustrated – бути розчарованим

sales pitch – торгова презентація

steep hierarchy – висока ієрархі

be out of reach – бути поза досяжністю

adhere to – дотримувати

gauge – оцінювати

return on investment – прибуток на інвестиції

Exercise 35. *Read, translate and entitle text 6.*

Text 6

In many cultures, it is essential to know the person you are negotiating with before you can do the deal. Once the trust is there, things can move surprisingly quickly. Awareness of cultural differences gives you a competitive advantage when you deal with your international customers. Cultures that are normally more person than task oriented will spend a considerable time building up a relationship before they talk about business. Europeans doing business in Arab countries are often frustrated at the time it takes to get down to business. They wonder why they are being entertained and asked about their private lives. In some cultures, like Germany, they will expect a sales presentation to focus on detailed information about the product or service. In others, like the US or Britain, customers may very well want to see the “big picture” before getting down to business.

In future-oriented cultures, like the US, the most convincing arguments in the sales pitch will be the ones that

concentrate on future benefits. Customers from past-oriented cultures, such as India and China, will expect to hear about the history and past achievements of your company.

In cultures with steep hierarchies, like France or China, it may be essential that not only the technical experts but also senior managers are present – this is seen as a sign of respect for the importance of the customer.

For Turkish business people, bargaining is a serious part of getting to know business partners. It is important to find out what the bargaining style of your client is. How far is your asking price from your desired price?

Another key question is: what does the contract mean? Is it more of an expression of an intent to work together, which can change when circumstances alter, as is sometimes found in China? Or is it a detailed agreement that has to be strictly adhered to, as is common in Germany?

How do you deal with complaints? In Japan the only thing they deliver, or are trying to deliver, to their customers, is satisfaction. No excuse at all is accepted when something goes wrong.”Advances in technology and the drive to cut costs have made the consolidation of customer services in call centres highly attractive for international companies. Clients are accessible through a single point of contact, and operating costs can be cut dramatically when call centres are in low-cost countries.

The perception of excellent customer service varies from culture to culture. In Japan, callers have few problems waiting for several rings before a phone is answered. In contrast, American customers expect a quick response, but are then prepared to be put on hold. There are also different attitudes to the expression of emotions in conflict situations. In some cultures – Russia, for example – people are likely to become emotional and to argue strongly in stressful situations. This can be seen by others – the British, for example – as aggression.

To succeed globally, you need an understanding of how customers in other cultures think and behave. Although it may be hard to gauge, there is a clear return on investment in spending time cultivating relationships and getting to know key clients. Just put yourself in their shoes. Simple, isn't it?

Exercise 36. Derive:

- a). *nouns from these verbs*: know, move, expect, differ, behave, assess, mean, alter, argue, deliver, vary.
- b). *adjectives from these nouns*: culture, benefit, part, style, history, hierarchy, respect, price, logic, contract, manager, satisfaction, technology, cost, problem, emotion.
- c). *adverbs from these adjectives*: considerable, basic, steep, precise, common, certain, general, clear.

Exercise 37. Paraphrase the *italicized* parts of the following sentences.

1. Cultures that are normally more person-than task oriented will spend a considerable time *building up a relationship* before they *talk about business*.
2. In cultures, like the US or Britain, customers may very well want to see *the “big picture”* before *getting down to business*.
3. Negotiating is an important part of *handling* customers, and styles differ widely *across the world*.
4. Tourists in Istanbul often *view bargaining* in the bazaars as a strange sport.
5. *Advances* in technology and *the drive to cut costs* have made the consolidation of customer services in call centres highly attractive for international companies.

Exercise 38. Speak on the issues:

1. Some techniques used by effective negotiators.
2. The importance of making concessions when negotiating.
3. Some missteps to be avoided in the course of negotiation.
4. The benefits both parties of the negotiation can have from finding a fair compromise.
5. The importance of having alternatives if the agreement is not reached.
6. The importance of being aware of different negotiating styles.

UNIT VI. MEETINGS

Exercise 1. *Learn the vocabulary to text 1.*

collaborate – співпрацювати

consensus-based – узгоджений, одностайний

hold – проводити (збори)

meet/ reach one's objective – досягти цілі

clarify – з'ясовувати, прояснити

convey information – передавати інформацію

conference call – телефонна розмова за участю більш ніж двох абонентів

Exercise 2. *Read, translate and entitle text 1.*

Text 1.

Meetings are necessary to coordinate individual efforts, collaborate on joint projects, garner support for ideas, sell ideas, solve problems collectively, and make consensus-based decisions. Essentially, meetings are a gathering of two or more persons to collectively accomplish what one person cannot. However, not all meetings are really necessary.

Many meetings don't need to be held, and often those that are held are attended by more people than necessary. Often there are more efficient ways to meet your objectives without holding a meeting. Some of these alternatives include: phone calls, conference calls, memos/letters, postal mail, e-mails, teleconferencing, and so on. First, one needs to decide if a meeting is necessary. Before scheduling or attending your next meeting, clearly define the objectives for yourself or the group if you are the person responsible for the meeting. To help you think through your objectives, ask yourself the following four questions: 1. Why am I scheduling or attending this meeting? 2. What do I want to accomplish or gain? 3. What information will be exchanged or decisions made? 4. Who will be attending that I need to meet or gain their support?

Once you have clarified your objectives, you still need to determine if a meeting is the best way to reach them. To make sure a meeting will be the best use of time and energy for all concerned, determine if it will be used for at least one of the

following reasons: to convey information to a group; to solicit information from a group; to answer the questions; to participate in group decision making; to brainstorm ideas; to solve problems; to network; to sell an idea, product, or service; to show or provide support for others. If you have determined a meeting is the best *avenue*¹ to carry out your team's objective, then you should begin to organize for an effective meeting.

Exercise 3. *Give Ukrainian equivalents*

To coordinate individual efforts, to collaborate on joint projects, to garner support for ideas, to solve problems collectively, to schedule or attend the meeting, to accomplish, to gain, to exchange information, to make decisions, to determine, to convey information to a group, to brainstorm ideas, to participate in group decision making.

Exercise 4. *Give English equivalents.*

Проводити збори; відвідувати збори; досягати цілей; службова записка; особа, відповідальна за зустріч; продумати цілі; з'ясувати цілі; для всіх зацікавлених; вимагати/випитувати інформацію; встановлювати робочі зв'язки/співпрацювати.

Exercise 5. *Write out of the text 1 words that can function both as nouns and verbs.*

Exercise 6. *Answer the questions.*

1. What is a meeting? 2. Why are meetings necessary? 3. Are meetings always necessary? What are their alternatives? 4. What should you ask yourself before scheduling or attending your next meeting? 5. What should you determine to make sure a meeting will be the best use of time and energy for all concerned?

Exercise 7. *Match the word combinations of the left (1-6) with right (a-f) columns.*

1) cancel a meeting

a) hold a meeting at a later time or date than originally planned

- | | |
|-----------------------|---|
| 2) chair a meeting | b) have a meeting |
| 3) postpone a meeting | c) organize a meeting |
| 4) attend a meeting | d) lead a meeting |
| 5) hold a meeting | e) decide not to hold a meeting and to tell people this |
| 6) arrange a meeting | f) go to a meeting |

Now use the verbs-object word combinations (1-6) to complete the following sentences.

1. Peter can't get here by five, couldn't we just _____ our meeting and have it early next week instead? 2. Could you _____ a team meeting for next Wednesday at 4 p.m.? Ask Neil Cross if he can attend and book one of the large meeting rooms. 3. We've decided to _____ the meeting. Instead, could you just email me your comments? 4. I have to _____ a lot of meetings and spend a lot of time talking about work. Unfortunately, I often don't have enough time to actually get on with my work. 5. It's important that the team knows about these changes. Let's _____ a meeting and give everyone the details. 6. I'm going to _____ our meeting this morning so I'll be making sure that we stick to the agenda and that we finish on time.

Exercise 8. *Put the verb in brackets into proper tense form.*

1. It's already 28 °C. It (go) to be very hot day. 2. I (not/hear) from her for months. 3. We (produce) cars at the Oxford factory for nearly 80 years. 4. My boss (go) on a course in September last year. 5. I (not/pay) the cheque because the bank (already/shut) by the time I got there. 6. While I (travel) in South America, I (get) the idea for my new business venture. 7. I (take) the car to the garage this morning because it (make) a strange noise.

Exercise 9. *Learn the vocabulary to text 2.*

follow-up – наступний; черговий brainstorming session – «мозковий штурм»; « мозкова атака»; груповий пошук творчих ідей

checklist – контрольний список; перелік

facility – зручність; засоби обслуговування; устаткування

agenda – порядок денний (зборів)

review meeting – оглядові збори

task-oriented – цілеспрямований; орієнтований на виконання завдань

assigned duties – доручені обов'язки

Exercise 10. *Read, translate and give the gist of text 2.*

Text 2. MEETING EFFECTIVENESS

Good meetings are the result of good planning. The time you spend before will result in major benefits later by efficiently using the meeting time, accomplishing objectives, and avoiding the need for follow-up meetings. When deciding to hold a meeting, you should also decide who should attend and what the purpose of the meeting is. To help in planning meetings, below is a checklist of major elements essential for meeting effectiveness.

Purpose. Define the purpose or objective of the meeting.

Participant. Who needs to attend this meeting to accomplish the purpose?

Structure. To best accomplish the purpose some techniques may include: guest speakers, videos, brainstorming sessions, panel sessions, discussion groups, demonstrations, etc. Whatever technique is selected, it should have the greatest impact on the participants to attain the meeting objective.

Location and Time. Select a meeting place that best matches the participants' needs, the objective, and the meeting structure. When planning where to meet, give consideration to size, comfort, accessibility, adequate parking, room acoustics, equipment needs, etc.

Choosing a meeting time depends on the availability of participants and meeting facilities. The anticipated length of the meeting should also be a factor in deciding when to schedule the meeting.

Agenda. A meeting agenda should be prepared and distributed to participants at least three days prior to the meeting day. An agenda is crucial to meeting success in three ways: 1) it

clarifies the objectives so people understand the meeting purpose and tasks; 2) distributing the agenda prior to the meeting helps participants plan and prepare to make an effective contribution; and 3) during the meeting, the agenda provides direction and focus for the discussion. There are a variety of agenda styles but essentially they should contain at least the following elements: *title, time and date, location, discussion items, and names of persons responsible for covering each item.*

Responsibilities. There should be a mutual understanding of not only the meeting purpose, but also individual assignments and how they fit into the total program. In task-oriented or policy deciding meetings, it is best to prepare a written summary of assigned duties so individuals know what their responsibility is for the meeting.

Confirmation. If it is a first meeting or if the meeting is on a new day or time, individually contact all participants a week to three days before the meeting day. Contact can be as simple as sending everyone a friendly reminder through office e-mail, phone calls, or a post card reminder through the mail. For regularly scheduled meetings, choose a location and meeting time and try not to change it

Exercise 11. Give Ukrainian equivalents.

To result in benefits, to hold a meeting, purpose of the meeting, essential for meeting effectiveness, to reach consensus, to accomplish the purpose, to have the greatest impact on the participants, to attain the meeting objectives, accessibility, anticipated, to schedule the meeting, to distribute to participants, crucial, to clarify the objectives, to make an effective contribution, to prepare a written summary.

Exercise 12. Give English equivalents.

Випадковість, досягати цілей, запрошений доповідач, чергові збори, контрольний список/ перелік, добровільний лідер, запрошений доповідач, «мозковий штурм», відповідати потребам учасників, приділяти увагу, засоби обслуговування, щонайменше, роздавати/ поширювати порядок денний перед зборами, взаєморозуміння, нагадування, індивідуальне

завдання, вписуватися в загальну програму, зобов'язання, тягар, бути відповідальним за.

Exercise 13. *Answer the questions on text 2.*

1. What is necessary to hold good meetings? 2. What are major elements essential for meeting effectiveness? Describe each item.

Exercise 14. *Work with a partner. Match the different types of meetings (1-6) with the definitions (a-f).*

1) Progress; 2) brainstorming; 3) shareholder; 4) kick-off; 5) board; 6) team.

a. People who work in the same department have this type of meeting regularly.

b. This is a meeting of a company's most senior managers.

c. If you need new ideas, you have this type of meeting.

d. This is a meeting for a company's investors,

e. At this type of meeting, you talk about what has been accomplished on a project.

f. This type of meeting is held at the beginning of a project.

Exercise 15. *Put the verbs in brackets into Past Simple or Present Perfect to complete the sentences.*

1. Our market share (decrease) in size in the last quarter of 2015. 2. The number of profit warnings issued by major companies (go up) in the current quarter. 3. The time we spend on customer acquisition (go down) this year. 4. The size of BMW Group's workforce (increase) two years ago. 5. Apple's capital investment spending (level off) since last year. 6. Complaints (decline) dramatically since 2014. 7. The rate of unemployment (reach a high) in 2016.

Exercise 16. *Write a summary of text 2.*

Exercise 17. *Learn the vocabulary.*

shared information – інформація загального використання,
колективна інформація

circulate – розповсюджувати, поширювати
in advance – заздалегідь
provided – за умови
bulk – основна частина
minutes – протокол зборів
inhibit – стримувати, перешкоджати
chairperson – голова зборів

Exercise 18. *Read, translate and give the gist of text 3.*

Text 3. RUNNING A MEETING

Meetings are central to most organizations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. Meetings should be held in the morning, if possible, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the meeting minutes, including the name of the person delegated to each task, and a deadline for its completion.

Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism. Save critical comments for a private occasion. Phrase your criticism and proposals positively. If you're talking for more than 50 per cent of the time, you're dominating the meeting. However informal the meeting, it always pays to prepare a few key points in note form to put across or discuss.

Don't memorize notes or read them out. This inhibits your natural gestures: the eye contact and body language that is essential to effective communication. If you cannot answer a question, don't be afraid to say, "I don't know but I'll find out and get back to you by ..." (give a definite date). Seek to offer solutions rather than to complain.

Exercise 19. *Give Ukrainian equivalents.*

Take decisions based on shared information, crucial to your career, memo, in doubt, circulate a memo several days in advance, issues to be discussed, encouragement, single out smb. for personal criticism, prepare a few key points in note form, concentrate on, eye contact and body language.

Exercise 20. *Give English equivalents.*

Колеги; марнувати час; визначити/конкретизувати час, місце та цілі; нарада з метою проведення «мозкового штурму»; за умови; кінцевий термін виконання; створювати невимушену та продуктивну атмосферу; донести (до слухачів) або обговорити; стримувати/пригнічувати природні жести; основна частина протоколу зборів/з відповідальний за виконання завдання.

Exercise 21. *Fill in the blanks with appropriate words from the list below: agenda, casting vote, consensus, minutes, circulate, apologies, chairperson, items, arising, conduct.*

1. In all formal meetings and most informal meetings, there is a whose job it is to the business of the meeting and to ensure that the meeting's objectives are achieved. 2. It is helpful in both formal and informal meetings to have an, listing the points that are to be discussed. It is usual to this in advance so that participants can prepare adequately for the meeting. 3. If there are too many on the agenda, it is inevitable that the meeting will be over-long and so less effective. 4. After formal meetings, the secretary writes up the, an official record of the discussion that has taken place. 5. If you cannot attend a meeting, it is customary to send your to the chairperson. After naming

absentees, the chairperson may ask if there are any matters out of the minutes of the last meeting. 6. When decisions must be taken, the chairperson hopes there will be aon what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her

Exercise 22. Which of these two emails confirming meetings is formal and which is informal?

<p>To: ian@dte.com From: mark.Ders@dbd.txt Subject: Meeting to discuss contract changes Attachments: May 23_Points_to_Discuss.doc</p>	<p>TO: armitage@fisher.uk From: caroline@rainbow.com Subject: Meeting</p>
<p>Hi Ian, It was nice to speak to you today. Thanks for agreeing to meet with me. Just to confirm the place and time of our meeting: Monday 23 May at 2 p.m. My PA will let you know which meeting room we'll be using later in the week. I'm attaching a list of points to discuss. Give me a call if you have any questions before the meeting. Looking forward to seeing you on Monday. Regards. Mark</p>	<p>Dear Mr Amitage, It was a pleasure to speak to you today. I'd like to take this opportunity to thank you for agreeing to meet with me next week. I would also like to confirm the date and time of our meeting: 7.30 p.m. on Monday, 8 September in Rainbow Executive Search's offices at 11 Great Russell Street, London WC1. Should you have any questions in advance of our meeting, please do not hesitate to get in touch with me. I very much look forward to meeting you next Monday. Yours sincerely Caroline Jones. T: +044 (0)30 5934 5928</p>

Exercise 23. *Put the verbs in brackets into the correct form*

1. We will go out later if it (stop) raining. 2. Would you stop working if you (be) a millionaire? 3. If we leave now, we (not be) late. 4. If I (be) you, I wouldn't buy that car. 5. If we had known the film was on TV yesterday, we (record) it on our video. 6. Had we known her address, we (write) you a letter. 7. If they (know) him, they would have called us. 8. I could understand the French teacher if she (speak) more slowly.

Exercise 24. *Arrange the words in the right order to make typical sentences for making arrangements.*

- 1) let's soon meeting a sometime have.
- 2) like to you when meet would ?
- 3) at Thursday how 11.30 about morning?
- 4) would for next be Tuesday you how ?
- 5) fine would yes, that be
- 6) to forward you I look then meeting

Exercise 25. *Work with partner agree a suitable time to meet. Make use of the Useful Phrases below.*

<p>Asking for a meeting Could we schedule a time to meet next week? I'd like to schedule a meeting as soon as possible. Can we meet and go over this together? Perhaps we could meet and go over the details in person?</p> <p>Suggesting a meeting time How about Monday at nine? How about sometime after lunch? Could we meet next week?</p>	<p>Saying that you aren't able to attend Sorry, I can't make it then. I'm afraid I have another appointment then. I'm a bit tied up then. How about another time?</p> <p>Saying that you can attend Sounds good. Yes, that works for me. Yes, that would be fine.</p> <p>Confirming the day and time See you on Monday at seven. So, I look forward to seeing you</p>
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Can I suggest 7.30 on Thursday evening? Would half past five suit you?	on Tuesday at four.
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Exercise 26. Match the descriptions(a-d) with the items on the formal meeting agenda (1-4).

a. This is when issues which are not on the agenda can be discussed. It stands for *any other business*.

b. These are the main points for discussion at the meeting.

c. This is the point in the meeting when the chairperson reports who is not able to attend.

d. This is when any issues relating to the last meeting are discussed.

Agenda

1. Apologies.

2. Minutes of the last meeting.

3. Matters arising from the minutes:

a) review of investment plan;

b) redesign of corporate image.

4. AOB.

Exercise 27. Memorize the Useful Phrases.

Giving: your opinion	Asking for clarification
I think.../ I don't think... To my mind ...	I'm not sure I understand what you're saying.
In my opinion ...	Are you saying that ,..?
From my point of view, ... We should ...	If I understand you correctly, you think that...
I'm convinced that we should ..	What exactly are you saying?
I tend to think that it's ... As for me,.../ As to me,...	What exactly do you mean? Do you mean that ,..?
It seems to me that... I would say that...	Can you explain in more details?
It goes without saying that...	Could you explain in more details?

I have no doubt that ...	Dealing with interruptions
Interrupting Sorry, but ...	Hold on, please.
Could I come in here?	Hold on. Can I finish the point?
Sorry to interrupt, but I feel that,...	Just a second, please. I promise we'll come right back to you.
Can I just say something about that?	Just a moment, please. We'd come back to you in a moment.
I'd like to make a point here if I could.	I'd like to finish if I may.

Exercise 28. Match the two parts to make interrogative sentences.

1. Are you saying that we	a) a point here?
2. Can we come back	b) about that point?
3. Could I just	c) promise we'll come right back to you.
4. Could I make	d) interrupt you there?
5. Do you think that	e) should cancel our stand at the trade fair?
6. Hold on a moment,	f) to make a point here?
7. If I understand correctly,	g) to your point in a minute?
8. Just a moment, please. I	h) we should increase our marketing budget?
9. What do you think	i) please. We'll come back to you soon.

Which of these sentences can be used ...

- to interrupt someone ?
- to ask for other people's opinions?
- to stop someone from interrupting?
- to clarify someone's point?

Exercise 29. Fill in the blanks with words in italics below: *argument, finish, understand, chance, moment, just, finished.*

- Sorry, but I haven't _____ what I was saying.
- Sorry to interrupt but I'm afraid I don't really follow your _____.
- _____.

- Could I _____ finish? 4. If I could just _____, please...
5. Can I say something here? I'm afraid that I don't _____.
6. Just a _____. You'll get a _____ to speak soon.

Exercise 30. *Translate the following sentences into English using Complex Object or Complex Subject.*

1. Я хотів би, щоб ви пояснили мені правило ще раз.
2. Він, ймовірно, приїде у п'ятницю.
3. Я ніколи не чув, як він говорить англійською.
4. Відомо, що він в Києві.
5. Погода, ймовірно, зміниться.
6. Він, напевне, отримає приз за свій винахід.
7. Вчитель дозволив нам користуватися словниками.
8. Він змусив мене підписати угоду.
9. Кажуть, що делегація прибула у п'ятницю.
10. Це питання, ймовірно, буде обговорюватись на зустрічі.

Exercise 31 . *Translate text 4 in writing.*

Text 4. FIVE GOLDEN RULES FOR A CHAIRMAN

If an issue can't be resolved in this meeting, cut the discussion off and continue it in a later meeting. But if you and your colleagues have to reach a decision today, be honest and tell them that they'll have to sit there until the job is done.

Don't call meetings outside office hours. Never schedule meetings for evenings or weekends.

Meetings are for business, not socializing. A certain amount of small talk at the beginning and end of a meeting definitely helps to create a friendly atmosphere and build team spirit. But time is money. Make sure that participants get down to business after a few minutes of pleasantries. Also make sure that business is concluded before someone changes the subject to football again. Give people enough time to prepare for a meeting. It's surprising how many chairpeople call meetings at short notice¹ and then complain that the participants haven't prepared properly. With advance notice, participants will come to your meeting having thought about your agenda, read through the background papers, prepared presentations, and come up with solutions to problems.

Meetings should be democratic in approach and spirit. The only point in bringing people together for a meeting is to let them discuss an issue. If you want to announce decisions that have

been made, don't do it in a meeting but find another way of communicating it. Your meetings should have a creative and open atmosphere so that your people can make interesting contributions to the discussion.

Exercise 32. *Answer the questions on text 4.*

1. Do you agree with the advice given here? 2. In which order of importance would you put the five golden rules? 3. What other pieces of advice can you give to a chairman?

Exercise 33. *Complete the questionnaire by ticking either a or b.*

1. You want to make a point in a meeting. Do you:
 - a) wait until someone else invites you to speak?
 - b) make your point immediately?
2. Someone is speaking in a meeting and you want to say something. Do you:
 - a) wait until they have finished speaking?
 - b) interrupt them with your own point?
3. Someone wants to make a point while you are speaking. Would you:
 - a) prefer that they wait until you have finished speaking?
 - b) prefer that they interrupt you to make their point?
4. Someone is talking nonsense. Do you:
 - a) stop them?
 - b) let them go on?
5. There's a long silence In a meeting. Do you:
 - a) say something (anything) to end the silence?
 - b) relax and wait for someone else to speak up?
6. Someone is not being clear. Do you:
 - a) interpret and ask them to explain?
 - b) let them finish and hope that you will understand them by the end?
7. Nobody wants to listen to you. Do you:
 - a) stay calm and continue talking?
 - b) get angry and stop talking?

Exercise 34. Read the list of statements about the chairperson's role and decide whether you agree or disagree. Then discuss your answers with other students.

1. Finish the meeting on time, even if a decision hasn't been reached. 2. Encourage everyone to contribute to the discussion, even if some participants don't want to. 3. Let the most confident people dominate the meeting because they probably have the best ideas. 4. Follow the agenda and not allow the discussion to go in different directions. 5. Stop participants from interrupting each other. 6. Allow an antagonistic atmosphere to develop because it makes participants think more clearly and creatively.

Exercise 35 . Use the “-ing” form or the infinitive of the verbs in brackets.

1. It is a waste of time (hold a meeting). 2. She has agreed (teach) some students. 3. I don't mind (ask) questions. 4. At the moment I can't afford (buy) a new car. 5. I dislike (travel) to work in the rush hour. 6. She can't stand (deal) with difficult customers. 7. He really enjoys (travel) abroad. 8. We were very unhappy with the service they had provided, so we refused (pay) them. 9. I am really looking forward to (travel) abroad. 10. At the moment I'm considering (take part) in the new project.

Exercise 36. Learn the vocabulary to text 4.

pitfall	небезпека; труднощі; пастка
envisage	передбачити
sales pitch	презентація
bungle	помилка
blunder	груба помилка, промах
shortcomings	недолік, вада
articulate	формулювати
mini-checklist	список; перелік питань
cater to needs	задовольняти потреби
condescending	поблажливе ставлення
attendee	учасник (зустрічі, конференції)

Exercise 37 . *Read, translate and give the gist of text 5.*

Text 5. PITFALLS OF INTERNATIONAL MEETINGS

The number of international meetings has grown dramatically over the past few years. Unique with all these meetings, which range in size from a few to more than a thousand, is that many of the participants leave their culture to meet in another.

The purposes of these meetings are varied, ranging from exchanging information to rewarding performance and creating opportunities for professional development. Often the meetings are staged to introduce new products and make a sales pitch to top customers. A number of international meetings have serious administrative and planning problems, all of which undermine the chances of success. A classic bungle is late arrival of participants' material or wrong format of the audio visual equipment required by a presenter.

International meetings can be costly to stage, especially if they are poorly organized and fail to achieve the desired results. To have any chance of success, the foremost issue to consider is the purpose of the meeting.

At international meetings with participants from many different cultures, unique issues are bound to arise. For example, the timing of meals and the selection of the menu, the listing of names and titles, the use and language of business cards, the necessity of interpreters or translators and getting materials through customs are all factors that must be taken into account by the organizers.

It's especially important to allow participants who travel long distances sufficient time to rest, physically and mentally, before the meeting begins. A mini-checklist for any international meeting should begin with efforts to identify the nationalities of potential participants and make provisions that cater to their specific cultural needs.

National stereotypes, condescending attitude and above all jokes, which are easily misunderstood, should be avoided. Honoured attendees should be welcomed and, when appropriate, deference (= respect) should be shown to participants because of their high-ranking positions.

Speakers making presentations in English at an international meeting in a country where it is not the national language, should tailor their presentations so that they will be understood by the entire audience. There are important considerations for persons responsible for the introduction of speakers. For example, personal information or the sharing of facts about one's family life, which is common in North America, is not appropriate in Europe or Asia.

Exercise 38. *Give Ukrainian equivalents.*

Unique, to introduce new products, top customer, business environment, administrative and planning problems, undermine the chances of success, audio and visual equipment, to stage the meetings, to be poorly organized, to fail to achieve the desired results, to consider the foremost issue, timing of meals, to get materials through customs, to ignore, to cater to the specific cultural needs, honoured attendees.

Exercise 39. *Give English equivalents.*

Міжнародна зустріч, варіювати в розмірі, обмінюватися інформацією, винагороджувати за продуктивність, створювати можливості для професійного росту, проводити презентацію, перелік, візитна картка, усний перекладач, письмовий перекладач, відпочивати розумово та фізично, національні стереотипи, поблажливе ставлення, висока посада.

Exercise 40. *Answer the questions on text 5.*

1. What is unique with all international meetings? 2. What are the purposes of international meetings? 3. What mistakes do organizers of the international meetings make? 4. What problems may arise at international meetings with participants from many different cultures? 5. What are the warnings for organizers of international meetings? 6. What shouldby speakers making presentations in English at international meetings take into account?

Exercise 41. Find synonyms among the following.

Foresee, allow, attend, selection, blunder, success, appropriate, identify, purpose, bungle, capability, mistake, possibility, choice, goal, growth, error, articulate, permit, determine, target, relevant, opportunity, anticipate, luck, formulate, objective, envisage, increase, visit.

Exercise 42. Match two parts to make small talk questions.

- | | |
|------------------|---|
| 1. Which hotel | a) did you fly into? |
| 2. How long | b) are you staying at? |
| 3. Which airport | c) my colleague, Sandra Devison? |
| 4. Did you | d) the first time you've come here for a meeting? |
| 5. Is this | e) a colleague of Jim Robertson's? |
| 6. Are you | f) come here by plane? |
| 7. Do you know | g) have you worked for your company? |

Now match these answers to the questions.

1. Not really. He works in marketing and I'm in customer service. 2. No, we came by car. 3. Almost fourteen years. 4. London Stansted. 5. No, I don't think we've met. 6. No, it isn't. I was here in June for the kick-off meeting. 7. The Carton International, off Shaftesbury Avenue.

Exercise 43. Read Text 6 and offer your versions of small talk.

Text 6

Small talk is used to break the ice and create a relaxed atmosphere before the real business begins. However, making small talk can be difficult, particularly when you meet people for the first time.

One problem is that small talk can be about many different topics and you probably won't be sure of all the vocabulary. One solution is to prepare topics that you would like to talk about. If you're going to have a meeting with people from another country, research topics relating to that country.

Making small talk is not just about talking - it's also about listening, and the more actively the better. There are a number of

commonly-used phrases which show other people that you're interested in what they're saying: *I see. Oh, really? Interesting. That's absolutely fascinating!*

Exercise 44. *Match the verbs on the left with phrasal verbs on the right that have the same meaning.*

- | | |
|-------------|-----------------|
| 1) discuss | a) go back over |
| 2) review | b) think about |
| 3) finalize | c) look at |
| 4) examine | d) talk about |
| 5) consider | e) finish off |

Exercise 45. *Read and text 7, and answer the questions.*

Text 7. DIGITAL MEETINGS

An increasing number of companies are turning to video conferencing to bring people together for meetings. Experts predict that in the next 10 years, video conferences will replace as much as 20% of business travel. So why has there been such growth in digital meetings?

The key driver behind our use of video conferencing is cost. The technology means that we can save on airfares and hotel bills. People can meet more frequently at less cost. But the technology is not free, which can be a particular problem for small and medium-sized companies. Although video conferencing systems are getting cheaper and more reliable, many companies can't afford to buy the expensive equipment. There is also the problem of users who find the video link-up environment difficult at first. Companies that adopt video conferencing have to invest in training for the staff who will meet each other digitally.

Having a video conference may not be as easy as going to a real meeting, especially at first. But more of our meetings are going to be held via video link-up in the future.

Answer the questions.

1. What are the advantages and disadvantages of video conferencing? 2. Can you think of other problems users can have with video conferencing? How could these problems be overcome?

Exercise 46. *Make the following sentences indirect.*

- 1) "Please don't smoke in front of the customers," he said to me.
- 2) "I'm calling on behalf of SGE Electronics," the man said.
- 3) Maria said to me: "They gave me a pay rise."
- 4) Last week Jack said: "I'm seeing Angela tomorrow."
- 5) He said to me: "I'm afraid I can't come to the meeting"
- 6) He asked me: "Are you still interested in the site?"
- 7) Jack asked me: "How long have you been in the engineering?"
- 8) "When will you arrive?" they asked me.
- 9) I asked him: "What did you tell her about our company?"
- 10) He asked me: "Do you work in marketing?"

Exercise 47. *Memorize Useful Phrases of diplomatic language.*

Useful Phrases

Asking for opinions

Do you agree/ think so?

What do you think about that?

Would you like to give us your views/ ideas on this?

Would you like to comment on that?

Do you think we should...?

How do you feel about...?

What do you think about...?

Agreeing

I think you're right.

That's right.

That's true.

I agree with you.

I think so too.

I have no objection.

Disagreeing

No, I think you're wrong there.

I'm afraid I can't agree with you there.

I completely disagree.

I agree but on the other hand...

I don't agree with what you say.

I don't think that's true.

I don't think so.

I don't share his/her/your view.

Yes, but...

May be, but...

I see/know what you mean but...

Nonsense!

I take a different view.

Making positive suggestions

How about if we...?

Couldn't we just ...?

You may be right.

That is right.

Agreeing strongly

Absolutely/exactly.

I think that's a fantastic idea.

I agree completely.

Yes, that's definitely true.

Yes of course! I have come to the same conclusion.

Why don't we...?

What about if you...?

Let's...

I suggest that we/they...

Exercise 48 . *Work with a partner. Read out the opinions and use the phrases you have learned to say whether you agree (strongly or tentatively), disagree, or are not sure.*

1. The biggest problem for businesses is that there are too many rules and regulations. 2. Companies spend far too much time in meetings and not enough time doing real work. 3. It's more important to have a few customers who spend a lot of money than a lot of customers who spend very little money. 4. Unemployed people should have to do work for the money they receive.

Exercise 49. *Work with group mates. Practise asking for, giving opinions, and ask for their opinions on the following topics:*

1. Whether smoking should be allowed at the university. 2. Whether accepting and giving gifts to teachers should be allowed. 3. Whether full-time students are able to handle job and studies.

Exercise 50. *Rewrite these sentences to make the criticism less strong and direct.*

1. The quality of your company's customer service is unsatisfactory. 2. Your management style is terrible. 3. The service we have received from Kyivstar is mediocre. 4. The results of your market research are disappointing. 5 .Your approach to problem solving is inadequate. 6. His presentation was below standard.

Exercise 51. *Look at the problems and choose which solution you prefer. Suggest your own solution.*

1. Our current mobile phone provider is too expensive.

Possible solutions:

- a) save money in other areas;
- b) try to re-negotiate the contract;
- c) get out of the contract and find another provider.

2. Our sales managers are rude to customers.

Possible solutions:

- a) provide more training in customer care;
- b) replace the existing team with staff who have a more positive attitude;
- c) provide customer care via the Internet.

Exercise 52 . *Learn the vocabulary to text 8.*

appearance – зовнішність; зовнішній вигляд

estimate – оцінка

cue – сигнал

gender – стать

offensive – образливий

dos and don'ts – правила поведінки

shallowness – несерйозність

pitch – висота тону

Exercise 53. *Read, translate and give the gist of text 8.*

Text 8. CULTURAL DIFFERENCES IN BUSINESS

Your appearance, gestures and body language are saying something to the people around you. In fact, although estimates vary, as much as 70 to 90 percent of messages we send are communicated without using words.

An awareness of non-verbal communication and the cultural differences in the way that it functions can help people who work internationally to avoid misunderstandings. This can be particularly important in the case of face-to-face meetings or service situations. Your communication will depend on a

complex mixture of situation and relationship. You will communicate differently with strangers, customers, suppliers, colleagues, friends, family, husband or wife.

The study of body movement and gestures is extremely important because gestures that have a positive meaning in one culture can be negative or even highly offensive in another. Examples of this are the "V sign", the "OK gesture", the "fig" and the "thumbs up" which may be interpreted absolutely differently. The way the body is positioned and body distance also send out different signals.

The way people greet each other differs in different cultures. Confusion can result if you are not aware of the different cultural norms. Don't just slavishly follow a list of dos and don'ts, but watch what other people are doing and try to adapt to what is going on around you. Different cultures vary as to how the same touch is used. In some cultures (typically Islamic and Hindu), it is considered insulting to touch someone.

Facial expressions, even if identical, can have different meanings. The smile is universal, but for the American it is essential in the service situation, while for the Ukrainians it may be a sign of shallowness. Eye contact also differs from culture to culture. Here it is not only a question of whether you make eye contact, but even of how intense the eye contact is and how long it is kept up.

There are differences in the tone, pitch and intonation of speech. These patterns vary widely across languages; care has to be taken not to interpret the patterns found in one language based on the criteria of another language.

In some cultures (such as Finland, Sweden and some parts of Asia), periods of silence are highly valued in conversation. In others, long periods of silence may indicate lack of interest in what one has to say.

The way you dress, your hairstyle and the jewellery you wear or don't wear send out signals to your communication partners. Though there are no strict rules to follow, it is important to be aware of what might be appropriate in a particular situation in a particular culture.

Exercise 54. *Give Ukrainian equivalents.*

Estimates, awareness of non-verbal communication and cultural differences, to work internationally, mixture of situation and relationship, slavishly, to follow a list of dos and don'ts, sign of shallowness, hairstyle, insulting, to be aware of smth., appropriate, be highly valued, appearance, lack of interest.

Exercise 55. *Give English equivalents.*

Різниця в національних культурах, передавати без слів, уникати непорозуміння, особиста зустріч, образливий, по-різному інтерпретувати, вираз обличчя, зоровий контакт, критерій, зовнішній вигляд, жести та мова тіла.

Exercise 56. *Answer the questions on text 8.*

1. Why is body language an important part of communication? 2. Does body language impact the success in business? 3. What does our communication depend on? 4. Why is the study of body movement and gestures extremely important? 5. What do you know about body distance in different cultures? 6. How do facial expressions and eye contact differ from culture to culture? 7. Are the way you dress, your hairstyle and the jewellery you wear important in business environment?

Exercise 57. *Change the Active Voice into the Passive Voice.*

1. A local firm is redecorating our offices. 2. They grow a lot of the world's tea in India. 3. Nobody has paid the bill yet. 4. I'll ask my assistant to send you a letter. 5. Workers build a lot of supermarkets in Ukraine. 6. They emailed us to say that they had delayed shipment. 7. Steve Jobs founded Apple in 1976. 8. He runs the Marketing Department. 9. They are making some changes. 10. Engineers have found a small design fault.

Exercise 58. *Memorize the Useful Phrases to end a meeting.*

Useful Phrases

Ending a meeting

Let's finish here.
I think that's everything.

Thanking someone for a meeting

Thank you all for coming in today.

I think that brings us to an end.

Confirming decisions and actions

So, to sum up what we've decided ...

Thank you very much for your time.

Thank you for your hard work.

I think we've come up with a lot of good ideas.

Saying goodbye

I look forward to seeing you (all) again soon.

I hope you have a safe journey.

Have a safe trip home.

Exercise 59. *Compose a dialogue on "Business Meeting".*

1. National cultural differences influence the way we communicate.
2. In different cultures gestures and body movement are interpreted different.
3. Facial expressions, eye contact, tone, pitch and intonation differ from culture to culture.

UNIT V . PRESENTATIONS

Exercise 1. *Learn the vocabulary to text 1.*

persuade - переконувати

chief executive – виконавчий директор; генеральний директор

be about to do smth. – збиратися зробити щось

undertake – починати, братися

head of research and development – керівник науково-дослідного відділу

senior officer - старший співробітник, керівник вищої ланки

communicate information – передавати інформацію

financial adviser – радник з фінансових питань

product launch - випуск нової продукції на ринок

workshop - симпозиум, тренінг

tip – натяк, порада

venue - місце зборів, місце проведення

facilities - засоби, апаратура

hint – натяк, порада

basics - основи

visual aids – наочні засоби
interact - взаємодіяти
be aware of smth. – знати, усвідомлювати щось
feedback – зворотній зв'язок
first-timer - новачок

Exercise 2. *Read, translate and give the gist of text 1.*

Text 1. PRESENTATIONS

Presentation is the practice of showing and explaining the content of a topic to an audience in a clear, structured way.

We give presentations to provide information, explain something, present choices, sell a product or service, or persuade others to follow a course of action. There are some examples of different presentations: 1) press conference: two chief executives tell journalists why their companies have merged; 2) briefing: a senior officer gives information to other officers about a police operation they are about to undertake; demonstration: the head of research and development tells non-technical colleagues about a new machine; 4) product launch: a car company announces a new model; 5) lecture: a university professor communicates information about economics to 200 students; 6) talk: a member of a stamp-collecting club tells other members about 20th century British stamps.; 7) seminar: a financial adviser gives advice about investments to eight people; 8) workshop: a yoga expert tells people how to improve their breathing techniques and gets them to practice.

Here are some tips for a stand-up presentation (one person talking to an audience). 1. Find out about the audience how many people there will be, who they are, why they will be there, and how much they know about the subject. 2. Find out about the venue and the facilities: the room, the seating plan, the equipment, etc. 3. Plan the content and structure, but don't write the complete text of the presentation. 4. Write notes on sheets of paper, not on cards. 5. Try to memorize the first five sentences of your talk. 6. Prepare visual aids: pictures, diagrams, etc. 7. Rehearse your presentation (practise it so that it becomes very familiar) with friends or colleagues.

Unfortunately, presentations can be dull. There are some of the tips, hints and techniques that may help to communicate your message effectively and successfully. 1. **Prepare the basics.** If you have a clear idea of your audience and what you want to tell them, you are already on the way to success. Remember that good use of visual aids can make a huge impact. A picture really can speak a thousand words. 2. **Work on your words.** You need to spend time refining your key messages to make sure they are clear. 3. **Prepare your mind.** Positive thinking makes a positive difference. It's normal to be nervous; you don't need to be afraid of fear. 4. **Interact with your audience.** Remember you're giving a presentation, not a speech. An effective dialogue with the audience will ensure that you are giving them what they want. 5. **Be aware of body language.** Research has shown that body language is an important factor in a successful presentation. 6. **Learn from feedback.** Whether you are an experienced presenter or a first-timer, there is always more to learn.

If you follow these secrets, you will know everything you need to deliver a brilliant presentation. You can make a positive impact on your audience. Your audience will remember your message and, just as important, they will remember you.

Exercise 3. *Give Ukrainian equivalents*

To give presentations, to persuade others, to follow a course of action, to merge, to undertake, to communicate information, stand-up presentation, financial adviser, venue, facilities, to deliver a brilliant presentation, experienced presenter, first-timer.

Exercise 4. *Give English equivalents*

Зливати компанії, голова відділу досліджень та розробок, репетитувати презентацію, усвідомлювати, зворотній зв'язок, мати позитивний вплив.

Exercise 5. *Answer the questions on text 1.*

1. What is a presentation? 2. What is the purpose of presentations? 3. What are examples of different presentations? 4. What are the most

important tips for a stand-up presentation? 5. What are the tips, hints and techniques that may help to communicate your message effectively and successfully?

Exercise 6. Put 5 types of questions to the sentences below.

- 1) We give presentations to provide information and explain something.
- 2) There are some examples of different presentations.
- 3) Sometimes presentations can be dull.

Exercise 7. Translate the sentences into English.

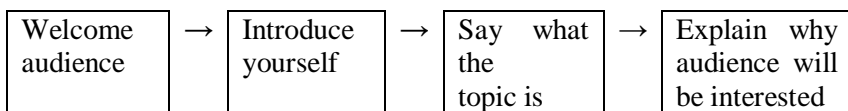
1) Ми проводимо презентації, щоб надати інформацію, пояснити щось, запропонувати альтернативу/ вибір, продати продукт або послугу чи переконати інших слідувати певним курсом. 2) Якщо у вас є чітке уявлення щодо вашої аудиторії і того, що ви хочете сказати їй, то ви вже на шляху до успіху. 3) Існують певні підказки та методи, які можуть допомогти передати повідомлення ефективно та успішно. 4) Неважливо, чи досвідчений ви доповідач або новачок, підтримуйте зворотній зв'язок з аудиторією, не забувайте про мову тіла та наочні засоби. 5) Позитивне мислення має позитивне значення. 6) Дізнайтесь про аудиторію, скільки буде людей, сплануйте зміст та структуру вашої презентації та відрепетируйте її.

Exercise 8. Match the less formal phrases (1-8) with the more formal phrases (a-h).

<i>Formal</i>	<i>Less formal</i>
1. Good afternoon, ladies and gentlemen.	a) In my talk I'll tell you about...
2. Today I would like to...	b) Hi, everyone.
3. Let me just start by introducing myself. My name is...	c) OK. Shall we get started?
4. It's a pleasure to welcome you today.	d) Today I'm going to talk about...
5. In my presentation I would like to report on...	e) I know you are all very busy.

6. The topic of today's presentation is...	f) It's good to see you all here.
7. I suggest that we begin now.	g) As you know, I'm...
8. I'm aware that you all have very tight schedules	h) What I want to do today is...

Exercise 9. Practise the opening of a presentation. Use phrases from the box and follow the WISE flowchart. Remember to use words like *we*, *us*, and *our* to highlight common interest.



Welcoming the audience

Good morning/afternoon, ladies and gentlemen. Hello/ Hi, everyone. First of all, let me thank you all for coming here today. I'm happy/ delighted that so many of you could make it today.

Introducing yourself

Let me introduce myself. I'm Dave Elwood from... As you probably know, I'm the new HR (human resources) manager. I'm Head of Logistics here at Air Spares. I'm here in my function as the Head of Controlling. I'm the Project Manager in charge of... I'm a Purchasing Manager and I am responsible for...

Saying what your topic is about

As you can see on the screen, our topic today is... Today's topic is... What I'd like to present to you today is ... The subject of my presentation is... I'll be talking about...

Explaining why your topic is relevant for your audience

My talk is particularly relevant to those of you/us who... Today's topic is of particular interest to those of you/us who... My/The topic is very important for you because... By the end of this talk you will be familiar with...

Exercise 10. Learn the vocabulary to text 2.

introduction – вступ

conclusion – висновок

handout – роздатковий матеріал
brand development – розвиток бренду
quality assurance – гарантія якості; проведення контролю якості

Exercise 11. *Read, translate and give the gist of text 2.*

Text 2. PRESENTATION FORMULA

Most formal - and many informal - presentations have three main parts and follow this simple formula:

1. Introduction. 1) Welcome the audience. 2) Introduce yourself (name/ position/ function). 3) State your topic. 4) Explain why your topic is important for the audience. 5) Outline the structure of your talk. 6) “What comes when?” say when you’ll be dealing with each point. 7) Let the audience know how you’re organizing the presentation (handouts, questions, etc.)

2. Main part. 1) Briefly state your topic again. 2) Explain your objectives. 3) Signal the beginning of each part. 4) Talk about your topic. 5) Signal the end of each part. 6) Highlight the main points. 7) Outline the main ideas in bullet-point form. 8) Tell listeners you’ve reached the end of the main part.

3. Conclusion. 1) Signal the end of your talk. 2) Summarize the key points. 3) Highlight one important point. 4) Explain the significance. 5) Invite questions.

The purpose of the introduction is not only to tell the audience who you are, what the talk is about, and why it is relevant to them; you also should tell the audience (briefly) how the talk is structured.

The final part of the introduction deals with the organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

The first few minutes of a presentation are the most important. If you are able to get the audience's attention quickly, they will be interested in what you have to say. Here are a few techniques you can use to start your talk. 1. Ask a rhetorical question. (e.g. Is market research important for brand development?) 2. Start with an interesting fact. (e.g. According to an article I read recently, central banks are now buying euros instead of dollars.) 3. Tell a story or anecdote. 4. Give a problem to think about. Imagine you had to reorganize the sales department. What would be your first step?

Exercise 12. Read and translate useful phrases to talk about the presentation structure:

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 well 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 wouldn'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 Power Point 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 lime. Feel free to ask questions at any time during my talk.

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 How shall we **cope with**? The question is: why don't we **tackle** the problems? If we don't **solve** this problem now, we'll get into serious trouble soon. We will have to **take care of** this problem now.

Referring to other points. I'd like to mention some critical points **in connection with/concerning** There are a few problems **regarding** the **With respect/regard** to, we need more details. **According to** the survey, our customers are unhappy with this product.

Adding ideas. In **addition to** this, I'd like to say that **Moreover/Furthermore**, there are other interesting facts we should take a look at. **As well as that**, we can offer **Apart from** being too expensive, this model is also too big. To increase sales we need a new strategy **plus** more people.

Signalling the end of the presentation. Well, this brings me to the end of my presentation. Thank you all for listening. OK, I think that's everything I wanted to say. As a final point, I'd like to... I'm now nearing the end of my talk.

Summarizing the main points. Before I stop let me go through my main points again. To sum up (then), we... I'd like to run through my main points again... Just to summarize the main points of my talk... To conclude/In conclusion, I'd like to...

Inviting questions. Now I'll be happy to answer any questions you may have. We just have time for a few questions. Are there any questions?

Clarifying questions. I'm afraid I didn't (quite) catch that. I'm sorry, could you repeat your question, please? So if I understood you correctly, you would like to know whether... So, in other words you would like to know whether... If I could just rephrase your question, you'd like to know... Does that answer your question?

Avoiding giving an answer. If you don't mind, could we discuss that on another occasion? I'm afraid that's not really what we're discussing today. Well, actually I'd prefer not to discuss that today.

Admitting you don't know. Sorry, I don't know. I'm afraid I'm not in a position to answer that question. At the moment I'm afraid I don't know the answer to your question, but I'll try to find out for you. Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

Exercise 13. *Give Ukrainian equivalents.*

To deal with, audience, introduction, key point, conclusion, to handle the questions, handouts, to get the audience's attention quickly, techniques, to buy euros instead of dollars, to determine, to give an overview, purpose/objective/aim, to update on /to inform about, to focus on major issues, to hand out copies, question and answer period, to cope with unfair business practices, to tackle the distribution problems, with respect/regard to.

Exercise 14. *Answer the questions on text 2.*

1. What parts are most formal and many informal presentations divided into? 2. What is the purpose of the introduction? 3. What does the final part of the introduction deal with? 4. Why are the first few minutes of a presentation the most important? 5. What techniques can you use to start your talk?

Exercise 15. Complete the sentences with appropriate prepositions: *about, at, for, into, of, on, to, with.*

1. Thank you _____coming all this way. 2. I've divided my presentation _____three parts. 3. First of all, I'll give you an overview _____our financial situation. 4. First, we'll be leaking _____the company's sales in the last two quarters. 5. In the first part of my presentation I'll focus _____the current project status. 6. Point one deals _____ new regulations for Internet use. 7. Secondly, I'll talk _____our investment in office technology. 8. After that I'll move on _____ the next point.

Exercise 16. Consider various ways to tell the audience what you are going to say. Compose your own sentences with each example.

There are several ways you can tell.

1) **would like + infinitive.**

Today I'd like to tell you about our new plans. This morning I'd like to bring you up to date on our department.

2) **going to + infinitive**

I'm going to talk to you today about new developments in the R & D Department. This afternoon I'm going to be reporting on the new division.

3) **will + Infinitive**

I'll begin by explaining the function. I'll start off by reviewing our progress. After that, I'll move on to my next point.

4) **will be + verb -ing**

I'll be talking about our guidelines for Internet use. During the next hour we'll be looking at the advantages of this system.

Exercise 17. Find synonyms (a) and antonyms (b) among the words below.

a) Provide, make ready, understand, recommend, sell, announce, inform, become familiar, memorize, realize, use, vend, let know, advise, prepare, improve, supply, declare, become better, utilize, remember, become acquainted.

b) Sell, hesitating, effective, natural, beginner, brilliant, chaotic, memorize, arrival, buy, accept, departure, ineffective, expert, structured, senior, awful, forget, refuse, artificial.

Exercise 18 *Learn the vocabulary to text 3.*

ultimate aim - кінцева /основна ціль

jot down - коротко записати

think through - обдумати

underlying issue - основна проблема /питання

reflect on - роздумувати, розмірковувати

Exercise 19. *Read, translate and give the gist of text 3.*

Text 3. PREPARE THE BASICS

The success of your presentation will depend on preparation. It covers creative thinking, organizing your thoughts and undertaking research. You need to work through the ultimate aims of what you are planning to achieve. Think about who is in your audience and the best way to communicate with them.

First of all, take a step back from thinking about the content of your presentation and think about your own personality instead. Remember that your audience will be listening to and looking at a presenter as much as a presentation.

You don't want simply to deliver a series of data and facts. The most interesting, memorable and effective presentations have the personality of their presenter stamped all over them. You want to put across your values and opinions, and your audience wants to hear them. Here are some tips to help you from the start to develop a really positive, creative view of yourself as an interesting presenter. 1. Read something worthy. Look through your favourite website. Read a quality newspaper. 2. Think. Don't just read. Think through the big underlying issues. Schedule in time to relax your brain from concentrated action. Carry a pen and notebook with you, or digital equivalents. Jot down your thoughts and ideas. They may be useful. 3. Really listen to people. What they're saying... and not saying. Reflect on what you're learning. Talk with friends and colleagues. Discuss issues and ideas; express your latest thinking and develop ideas you feel passionate about. 4. Examine your values and principles. What motivates you? Life is full of decisions. What spurs you on? 5. Care for others. Don't become so absorbed with yourself that you neglect people around

you, in your community and in the wider world. 6. What areas of life that are currently weak do you want to develop? Sketch them out and then begin to work on the next steps to fulfil them. 7. Don't take yourself too seriously. Watch TV, relax - and laugh at yourself. 8. Cultivate your spiritual/emotional side. We're not just thinking machines. 9. Work on the physical side of your life. Take control of your life. Cultivate a positive attitude about yourself as a great presenter.

Exercise 20. *Give Ukrainian equivalents.*

To undertake research, to communicate with audience, to deliver a series of data and facts, content of the presentation, passionate, to express your latest thinking, to become so absorbed with yourself, to neglect people around you, weak areas of life, to cultivate your spiritual/emotional side, great presenter.

Exercise 21. *Give English equivalents.*

Залежати від презентації, креативне мислення, кінцева ціль, робити крок назад, особистість, незабутня та ефективна презентація, позитивний і креативний, переглянути вебсайти, обдумати основні проблеми /питання, дивний, роздумувати/ розмірковувати, розглянути власні цінності та принципи, мотивувати, ігнорувати, сприймати серйозно.

Exercise 22. *Complete the sentences using the information of text 3.*

1. It (preparation) covers ..., organizing your thoughts and undertaking research. 2. You need to work through the ... of what you are planning to achieve. 3. You don't want simply to... . 4. The most interesting, memorable and effective presentations have ... stamped all over them. 5. You want to ... into this presentation, and ... in the process. 6. Here are some tips to help you from the start to develop a really ... as an interesting presenter. 7. Don't become so ... that you neglect people around you, in your community and in the wider world. 8. Discuss issues and ideas; express your ... and develop ideas you feel passionate about. 8. Cultivate your ... side. 9. Cultivate a positive attitude about yourself as

Exercise 23. *Answer the questions on text 3.*

1. What will the success of your presentation depend on? 2. What is the audience concentrated on? 3. What tips may help you to develop a really positive, creative view of yourself as an interesting presenter?

Exercise 24. *Complete the sentences with appropriate prepositions: across, to, through, into, about, at, of, with, at.*

1. Remember that your audience will be listening ... and looking ... a presenter as much as a presentation. 2. You want to put your soul ... this presentation, and enjoy yourself in the process. 3. You want to put ... your values and opinions, and your audience wants to hear them. 4. Look ... your favourite website. 5. Talk ... friends and colleagues. 6. Develop ideas you feel passionate ... 7. Watch TV, relax - and laugh ... yourself. 8. Take control ... your life.

Exercise 25. *Complete sentences 1-8 with the correct form of the verb and a sentence ending from a-h.*

Model: *Today I'd like to give you an overview of present market position.*

- a) you on the proposed training project
- b) you up to date on SEKO's investment plans
- c) you how the database works
- d) you an overview of our present market position
- e) at business opportunities in Asia _
- f) on our financial targets for the division
- g) by telling you about what Jane's group is working on
- h) about EU tax reform

1. I'll be (show)_____. 2. During the next two hours we'll be (talk) _____. 3. I'd like to (bring) _____. 4. This afternoon I'm going to (report)_____. 5. Today I'd like to (update)_____. 6. This morning we'll be (look)_____. 7. Today I'll (begin)_____.

Exercise 26. *Read, translate and entitle text 4.*

Text 4.

Remember that your audience will benefit most from a very

clear and logical structure. Don't overload the audience and try to use simple language. Some experts say *introduction* is the most important part of your presentation. In the first few minutes you can get your audience's attention, build rapport, and create a positive impression. Clearly say what *the topic and objective* (or purpose) of your talk is. Repeat the topic and objective at some later time. Always *repeat new details.* This helps your audience to remember them and ensures optimal flow of information. At the end of each section *summarize the main facts* to make sure everybody is following. American audiences expect *direct interaction.* So treat them as individuals; show them that you care about their individual needs. The presenter is often considered as important as his or her topic, and the *presenter's role* is to make sure the presentation - even one on a dry topic - is interesting and entertaining. To achieve this goal use your personality and try to be more enthusiastic.

Exercise 27. *Give Ukrainian equivalents.*

To benefit, clear and logical structure, to overload the audience, to get your audience's attention, to build rapport, to create a positive impression, to ensure optimal flow of information, to summarize the main facts, to expect direct interaction, to treat someone as individuals, to care about someone's individual needs.

Exercise 28. *Put five key questions on text 4.*

Exercise 29. *Fill in the blanks with appropriate words from text 4.*

1. Remember that your audience will most from a very clear and ... structure. 2. In the first few minutes you can get your audience's ... , build ..., and create a positive 3. Clearly say what the topic and ... (or purpose) of your talk is. 4. This helps your audience to remember them and ... optimal ... of information. 5. The presenter is often ... as important as his or her topic. 6. To achieve this goal American ... often use their ... more and tend to be more ... than people from many other parts of the world.

Exercise 30. *Complete the phrases using the following verbs:* arrange, book, reach, cancel, take, fill in, write up, hold, make,

postpone, attend. *There may be more than one possible answer.*

1)... an agreement/ a conclusion. 2) ... a form/ a questionnaire. 3) ... report/ the minutes. 4) ... a room/ a venue. 5) ... the minutes/ notes. 6) ... a meeting/ a conference/ an event. 7) ... an appointment/ a booking. 8) ... a suggestion/ a proposal/ an offer.

Exercise 31. *Match from these two lines the antonyms.*

1. To hold a meeting, to pass round handouts, to reach an agreement, to book the room, a successful event, to attend a conference.
2. To disagree, to cancel the venue, to cancel a meeting, a failure, to collect in (completed) forms, to miss an event.

Exercise 32. *Match the two parts to make sentences used to refer to media.*

- | | |
|---------------------------------|---|
| 1. On the next page | a) from this picture, the design is absolutely new. |
| 2. My next slide shows | b) customers have complained about the service. |
| 3. As you can see | c) how much the market has changed. |
| 4. Let me just show you some | d) I'll show you our latest poster. |
| 5. To illustrate this | e) at the figures on the next page. |
| 6. Let's now have a closer look | f) which shows the market development in 2005. |
| 7. Here we can see how many | g) interesting details. |
| 8. I have a slide | h) you will see a photo of the new model. |

Exercise 33. *Pronounce numbers slowly and clearly, and point at them while speaking.*

Saying numbers

6m	six million	245m ²	two hundred and forty-five square
----	-------------	-------------------	-----------------------------------

			meters
1.7bn	one point seven billion	92%	ninety-two per cent

Remember that we use a comma in English to show thousands and a point to show the decimal place.

Exercise 34. *How do you say these numbers in English? Write the numbers out in full:* 241; 7,439; 3.6bn; €43m; 7.4; \$17.62; 2/3; 157 m²; 1,250,000; 3/4.

Exercise 35. *Learn the vocabulary to text 5.*

visuals (pl.) - матеріал для ілюстрацій, наочний матеріал, відеоматеріал

pin board - дошка, до якої приколюють листки з інформацією; коркова дошка

flip chart - відкидний презентаційний плакат/ блокнот (великого формату), фліпчарт

data projector - відеопроєктор

bar chart - гістограма (графічне надання даних у вигляді стовпчиків)

flowchart - блок-схема

pie chart - секторна діаграма

table - таблиця

organizational chart/or diagram - організаційна схема/ діаграма (схема взаємодії співробітників, відділів)

technical drawing - технічне креслення

(line) graph - діаграма у вигляді ламаної лінії

font size - розмір шрифт

Exercise 36. Read, translate and give the gist of text 5.

Text 5. VISUALS

The first rule of preparing effective visuals is that they should be clear and easy for the audience to follow. However, sometimes it is necessary to explain a more complicated visual and it is always necessary to point out the most important information.

We use different media and tools in presentations. They are microphone, markers, whiteboard, flip chart, data projector, screen, OHP (overhead projector), pointer, pin board.

The following visuals are used in presentations: bar chart, flowchart, pie chart, table, map, organizational chart/or diagram, technical drawing, (line) graph.

When presenting text on overheads or PowerPoint slides, it is a good idea to use *The Rule of Six* which means:

- a maximum of six lines per slide
- a maximum of six words per line

If you stick to this rule, you won't risk overloading your bullet charts with too much information.

To be effective a good visual must focus on the following tips: 1) prepare each visual carefully and separately; 2) check whether the visual really shows what you are saying; 3) make sure your audience can read the visual (font size and colours); 4) find effective headlines; 5) keep design and content simple; 6) use bullet charts for text; 7) reduce text to a minimum; 8) always prepare audience for visuals; 9) present information clearly and logically; 10) remember *The Rule of Six*.

Explaining a visual and highlighting information you may use the following phrases: Let's now look at the next slide which shows... . As you can see from this graph... .

First, let me quickly explain the graph. You can see that different colours have been used to indicate... . The key in the bottom left-hand corner shows you... . I'd like to start by drawing your attention to... . What I'd like to point out here is I think you'll be surprised to see I'd like you to focus your attention on Let's look more closely at

Exercise 37. Give English equivalents.

Підготувати ефективні наочні матеріали, складний, звертати увагу на важливу інформацію, засоби передачі інформації та інструменти,

Exercise 38. Answer the questions on text 5.

1. What kinds of tools and visuals are normally used in presentations? 2. What tips can you think of for using visuals

effectively? 3. Which of the visuals would you use to describe your company's market share/ the steps to be followed from order placement to delivery of a product/ your company's new organizational structure? 4. What phrases may you use explaining a visual and highlighting information?

Exercise 39 . Match two parts to make sentences used to refer to media.

- | | |
|---------------------------------|---|
| 1. On the next page | a) from this picture, the design is absolutely new. |
| 2. My next slide shows | b) customers have complained about the service. |
| 3. As you can see | c) how much the market has changed. |
| 4. Let me just show you some | d) I'll show you our latest poster. |
| 5. To illustrate this | e) at the figures on the next page. |
| 6. Let's now have a closer look | f) which shows the market development in 2005. |
| 7. Here we can see how many | g) interesting details. |
| 8. I have a slide | h) you will see a photo of the new XTK model. |

Exercise 40. Complete this extract from a presentation with the following phrases: let's talk about, draw your attention, have a look, it's quite remarkable, on the other hand, the figures also show that, you'll see, can we explain.

I'd now like to _____ to the regions where poverty has been reduced. If you look at the bar chart on the left, that the proportion of global population living on less than \$1 a day has dropped. _____ in South Asia the proportion of extremely poor people has been reduced from 41 to 31%. _____ how much progress has been made by China. _____, poverty has increased in many parts of Africa, Latin America, and Eastern Europe. How _____ this uneven development?

To answer this question, we'll _____ at the latest study from the World Bank. First, _____ the figures that indicate global progress.

Exercise 41. *Match the two parts to make sentences used to talk about visuals.*

- | | |
|---|--|
| 1. Let's now have a look | a) shows our revenues since 2004. |
| 2. The black line gives us | b) the next pie chart. |
| 3. Each line on the graph indicates | c) at how the new division will be structured, |
| 4. In the upper right-hand corner | d) attention to the figures in the left-hand column. |
| 5. The graph on the following slide | e) you can see the specifications for the new model. |
| 6. Now I'd like you to take | f) the sales figures for the Proctor and Gamble. |
| 7. The names of the new models are listed | g) table or the right. |
| 8. You can see the test results in the | h) a look at the next slide. |
| 9. This aspect of the problem is illustrated in | i) the production output of a different product. |
| 10. I'd like to draw your | j) across the top. |

Exercise 42. *The verbs bellow are used to describe movement or trends. Put them in the correct category: **upward**, **downward** or **other form of movement**.*

Climb, decline, decrease, double, drop, expand, fall, fluctuate go down, go up, grow, hit a low, increase, pick up, plunge, reach a high, recover, remain stable, rise, stabilize, stay the same.

Exercise 43. *Read, translate and give the gist of text 6.*

Text 6. DEALING WITH NERVOUSNESS

Once you accept that (almost) everybody who gives a presentation - whether formal or informal, long or short, to strangers or colleagues - is nervous, then you just need to find ways to deal with nervousness and even learn how to use it to your advantage. 1. *Prepare well.* "Failing to prepare is preparing to fail." Preparation is the key to a successful presentation. Make sure you practise your talk until you feel at home with it - then you can concentrate on other things. 2. *Learn to relax.* Doing stretching or breathing exercises before your talk can help you to reduce nervousness. 3. *Check out the room.* Make yourself familiar with the place where you will be speaking, make sure everything you need for your talk is there. Practise using any equipment (e.g. microphone, video projector, etc.) you plan to work with. 4. *Know your audience.* If possible, greet your audience as they arrive and chat with them. It will be easier to speak to people who are not complete strangers. 5. *Concentrate on the message.* Try to focus on the message and your audience - not on your own fears. 6. *Visualize success.* Imagine yourself speaking to your audience in a loud and clear voice and the audience applauding loudly at the end of your talk. You can also use your nervousness to give you extra energy that you need to give a good performance.

Exercise 44. *Give English equivalents.*

Знервований, незнайомиць, колега, використовувати на власну користь, ключ до успішної презентації, ознайомитися.

Exercise 45. *Give Ukrainian equivalents.*

Stretching or breathing exercises, reduce nervousness, chat with, complete strangers, concentrate on, applaud loudly at the end of the talk, extra energy, give a good performance.

Exercise 46. *Answer the questions on text 6.*

1. What other tips can you think of for dealing with nervousness?
2. How do you deal with nervousness before or during a presentation?
3. How do you prepare your presentations?

Exercise 47. *Do this quiz about body language when giving a presentation. Sometimes more than one answer is possible.*

1. How should you stand?
 - a. Arms, crossed on chest.
 - b. Straight but relaxed.
 - c. Knees unlocked.
2. What should you do with your hands?
 - a. Put hands on hips.
 - b. Put one hand in a pocket.
 - c. Keep hands by your side.
3. How can you emphasize something?
 - a. Point finger at the audience.
 - b. Move or lean forward to show that something is important.
 - c. Use a pointer to draw attention to important facts.
4. What should you do when you feel nervous?
 - a. Hold a pen or cards in your hands.
 - b. Walk back and forth.
 - c. Look at the flip chart or screen (not at the audience).
5. How should you keep eye contact with the audience?
 - a. Make eye contact with each individual often.
 - b. Choose some individuals and look at them as often as possible.
 - c. Spread attention around the audience.
6. How fast should you speak?
 - a. About 20% more slowly than normal.
 - b. Just as fast as in a normal conversation.
 - c. Faster than in a normal conversation.
7. How should you express enthusiasm?
 - a. By raising voice level.
 - b. By waiving arms.
 - c. By making hand or arm gestures for important point.

Exercise 48. *Make 'signpost' sentences matching the elements from each column. Look at the example in italics.*

1. Before I move come back to next question.
on to my
next point,

- | | | |
|-------------------|---------------------|--------------------------|
| 2. This brings | the issue | point, which is price. |
| 3. This leads | <i>let me go</i> | this question later. |
| 4. Let's now turn | we were | our new sales |
| to | discussing | strategies. |
| 5. As I | to the next | a brief overview of our |
| mentioned | | activities. |
| 6. I'd like to | before, I'd like to | earlier. |
| | give you | |
| 7. Let's go back | us directly to my | <i>through the main</i> |
| to what | | <i>issues once more.</i> |
| 8. As I said | I'll be focusing | of customer service. |
| earlier, | on | |

Exercise 49. Complete the sentences with the following words: *back, covered, discussing, inform, leads, main points, sum up, wanted.*

1. Let me now summarize the
2. We will be ... our sales targets today.
3. In my talk I'll ... you about new marketing techniques.
4. Before I move on, let me just ... what I've said so far.
5. I think we have ... everything for today.
6. OK, that's all I ... to say about time management.
7. This ... directly to my second point.
8. Let's go ... to what I said at the beginning of my presentation.

Exercise 50. Memorize how to emphasize important points.

Using a verb (stress, emphasize, etc.)

I'd like to *stress* the following point. I'd like to *draw your attention* to the latest figures. I'd like to *emphasize* that our market position is excellent.

Using what

What is really important is how much we are prepared to invest.
What we should do is talk about intercultural problems.

Rhetorical questions

So, just how good are the results? So, where do we go from here? Why do I say that? Because ...

Adverb + adjective construction

It would be *completely wrong* to change our strategy at this point.
 We compared the two offers and found the first one *totally unacceptable*. I think this fact is *extremely important*.

Exercise 51. Match two parts of the sentences to train emphasizing.

1. What I'd like to do	a) important advertising is for us.
2. I'd like to highlight the	b) for our success?
3. So, what are the reasons	c) this model is selling quite well in the US.
4. I'd like to point out how	d) turnover last year was excellent.
5. It's interesting to note that	e) is discuss the latest sales figures.
6. I should repeat that our	f) is the quality of these programs?
7. What we can't do is	g) main problem areas.
8. So, just how good	h) increase our budget.

Exercise 52. Compose the sentences starting with the following phrases:

Let me give you..., My next point..., So that's..., Let's move on..., As I said earlier..., I'd like to tell..., Let's now turn... .

UNIT VII. MARKETING

Exercise 1. Learn the vocabulary to the text 1.

predate – передувати

subsistence based society - модель існування суспільства

derive from – походити від

endeavor – спроба; зусилля; підприємство

encompass – охоплювати; оточувати

pivotal – центральний; основний

pertain – мати відношення до чогось чи когось

tenet – догма; принцип

Exercise 2. *Read, translate and give the gist of text 1.*

Text 1. The History of Marketing

The notion marketing, as a means of transferring goods and services from suppliers to consumers, predates recorded history. It was born by the transition from a purely subsistence-based society, in which families and tribes produced their own consumables, to more specialized and cooperative societal forms. The term “marketing” originates from the word “market”, a group of sellers and buyers that cooperate to exchange goods and services. In the modern business society, it is known to have come into use during the first decade of the 20th century.

Marketing is a very general term that relates to the commercial functions. It is commonly associated with endeavors such as branding, selling and advertising, but it also encompasses activities and processes related to production, product development, distribution, and many other functions. On a less tangible level, marketing facilitates the distribution of goods and services within a society an easier act, particularly in free markets. Evidence of the pivotal role that marketing plays in free markets is the vast amount of resources it consumes: about 50% of all consumer dollars, in fact, pay for activities related with marketing.

There are micro- and macro-marketing. Micro-marketing encompasses specific performances fulfilled by an organization as it tries to transfer its particular supplies to consumers, primarily through targeted marketing techniques. Macro-marketing, on the contrary, pertains to the flow of goods and services within and between societies.

The history of marketing has been divided into three and sometimes four distinct eras corresponding to the main emphases and practices of those times. Periods commonly cited include, in chronological order, the production era, the sales era, the marketing era, and in some cases, the relationship era. The production era refers to the period leading up to the 1930s or, more broadly, the pre-World War II period, when emphasis was placed on simply producing a satisfactory product and informing potential customers about it through catalogs, brochures, and advertising. In the sales era, corresponding roughly to the decades

or so after the war, large corporations reportedly recruited customers more actively by trying to develop persuasive arguments to encourage customers to choose their products. By the late 1950s and early 1960s this evolved further into the marketing era, when companies grew increasingly sensitive and responsible to consumer preferences and to exactly what motivated purchasing decisions. Finally, in the 1980s the notion of relationship marketing began to take hold as a guiding tenet, where companies moved away from simple transactions and toward facilitating more complex long popular today.

Exercise 3. *Answer the questions on text 1.*

1. What is the history of marketing? 2. What does the term “marketing” derive from? 3. What does marketing refer to? 4. What endeavors is marketing commonly associated with? 5. What activities and processes does marketing encompass? 6. How much does marketing consume in free markets? 7. What does macro-marketing pertain? 8. What does micro-marketing encompass? 9. What eras have some scholars divided the history of marketing into?

Exercise 4. *Give definition of the following terms.*

Marketing, branding, selling, advertising, distribution, free-market, macro-marketing, micro-marketing.

Exercise 5. *Give Ukrainian equivalents of the following words and word-combinations.*

Means of; predate; subsistence-based society; tribe; derive from; endeavor; encompass; pivotal; pertain; cite; evolve; tenet; evidence; particular offering; chronological order; purchasing decisions; refer to; divide into; advertising.

Exercise 6. *Give English equivalents.*

Спосіб, засіб; передувати; модель існування суспільства; плем'я; походити від; спроба; охоплювати; центральний, основний; мати відношення (до чогось чи когось); посилатися на; розвивати(ся); догма, принцип; доказ;

особлива пропозиція; хронологічний порядок; купівельні рішення.

Exercise 7. *Give the terms to the following definitions.*

1. Of crucial importance in relation to the development or success of something else.
2. Regular gathering of people for the purchase and sale of provisions, livestock and other commodities.
3. Principle or belief, especially one of the main principles of a religion or philosophy.
4. A person who is highly educated or has an aptitude for study.
5. Available body of facts or information indicating whether a belief or proposition is true or valid.
6. Thing produced or manufactured for entertainment or sale.

Exercise 8. *Translate into English.*

1. Термін «маркетинг» походить від слова «ринок» - це група продавців і покупців, які співпрацюють, щоб обмінятися товарами та послугами. 2. Відомо, що термін «маркетинг» почав використовуватися з перших десятиліть ХХ століття. 3. Маркетинг – це дуже узагальнений термін, який має відношення до комерційної діяльності, що стосується передавання товарів і послуг від виробника до споживача. 4. Маркетинг є надзвичайно важливим в умовах ринкової економіки, оскільки майже 50% від кожного долара покупця сплачується за маркетингову діяльність. 5. Макро-маркетинг стосується потоку товарів і послуг в межах суспільства чи між певними суспільними організаціями. 6. Мікро- маркетинг охоплює певні види діяльності, що здійснюються організацією, яка пропонує послуги та товари споживачеві через цільові маркетингові заходи.

Exercise 9. *Derive nouns from these verbs.*

Produce, consume, trade, refer, sell, develop, facilitate, distribute, pay, act, offer, divide, inform, guide, derive, evolve, decide, advertise.

Exercise 10. Give definitions of the following terms: marketing, macro-marketing, micro-marketing, marketing in free markets.

Exercise 11. Choose appropriate preposition to the verbs (in, with, into to, away, to, for, on, from). There may be more than one variant.

- 1.Refer ...
- 2.Involve ...
- 3.Associate ...
- 4.Derive ...
- 5.Pay ...
- 6.Divide ...
- 7.Correspond ...
- 8.Lead ...
- 9.Inform ...
- 10.Move ...

Exercise 12. Learn the vocabulary to text 2.

facilitation – сприяння; полегшення

grade – сортувати

virtually – фактично; насправді

heterogeneous – неоднорідний

incentive – заохочення; стимул

respond to – реагувати; відповідати

adjunct – доповнення; додаток

detrimental – шкідливий

acquire – отримувати; набувати

flaw – недолік

constraint – обмеження; тиск

temper – регулювати; пом'якшувати

Exercise 13. Read, translate and give the gist of text 2.

Text 2. MACRO-MARKETING

Macro-marketing is an economic system that defines what and how much is to be produced and distributed by whom, when and to whom. There are three broad marketing

spheres and eight functions within them that make up the economic process.

I. Exchange

- 1. Buying** refers to consumers seeking and evaluating goods and services.
- 2. Selling** involves promoting the offering.

II. Distribution and Logistics

- 3. Transporting** refers to the movement of goods from one place to another.
- 4. Storing** involves holding goods until customers need them.

III. Support and facilitation

- 5. Standardization and grading** entails sorting products according to uses, markets and other shared attributes.
- 6. Financing** delivers the cash and credit needed to perform the first five functions.
- 7. Risk-taking** involves bearing the uncertainties that are part of the marketing process.
- 8. Market information** refers to the gathering, analyzing and distributing of the data necessary to execute the other marketing functions.

All these macro-marketing functions exist in some form in both command economies and in the free markets. In both systems, in fact, consumers have different needs, preferences and patterns of resource allocation. Similarly, producers have different resources, goals and capabilities. Nevertheless, virtually every society has some sort of marketing system that serves to match this heterogeneous supply and demand, the success of any macro-marketing system is judged by its ability to accomplish the society's objectives, whether the chief goal is equality of wealth, as in command economy or the greatest good for the greatest number – regardless of equal distribution, as in the case of a free market system.

In a free-market economy providers of goods and services respond primarily to consumer input in determining what and how much to provide and at what price. They are motivated by competition rather than incentives to meet government quotas.

Free market economies' marketing function is characterized by a greater emphasis on middlemen or parties that specialize in trade rather than production. They bring buyers and sellers together and charge a fee or commission for their services. Likewise, facilitators (advertising agencies, transportation firms, banks and other financial institutions and market research companies) provide producers with adjunct services.

To overcome the negative effects resulting from purely free market economies, most societies without a command economy adopt a market-oriented economy that reflects a compromise between the two systems. Market-oriented economies use government constraints to temper free markets. For example, in the United States, the federal government sets interest rates, creates import-export rules, regulates advertising medium, mandates safety and quality controls and even limits wages and prices in some instances.

Exercise 14. *Answer the questions on text 2.*

1. What does macro-marketing refer to? 2. What three marketing spheres and eight functions make up the economic process? 3. Why do basic macro-marketing functions exist in both command economies and in free markets? 4. What are the peculiarities of macro-marketing functions in the command economies? 5. How are macro-marketing functions characterized in free markets?

Exercise 15. *Give Ukrainian equivalents.*

make up; evaluate; storing; facilitation; grading; uncertainty; virtually; heterogeneous; accomplish; carry out; incentive; respond to; likewise; adjunct; detrimental; fail; diminish; acquire; flaw; constraint; temper; interest rate; cash; gather data; execute marketing functions; command economy; free market economy; match supply and demand; objective; regardless (of); overcome negative effect

Exercise 16. *Give English equivalents.*

сортуння; невизначеність; фактично; неоднорідний; здійснювати; реагувати; заохочення; доповнення; шкідливий; зазнавати невдачі; зменшувати; отримувати; недолік;

обмеження; примирювати; процентна ставка; вводити правила на експорт та імпорт; планова економіка; ринкова економіка; незалежно від; порівнювати попит та пропозицію; ціль; перебороти негативний вплив.

Exercise 17. *Give the terms to the corresponding definitions.*

the action, process or method of keeping something for future use; a thing that motivates or encourages one to do something; diverse in character or content; very great in amount; a mark, fault or other imperfection that mars a substance or object; the desire of purchasers, consumers, clients, employers for a particular commodity, service or other item; the amount of a good or service offered for sale; money paid regularly at a particular rate for the use of money lent or for delaying the repayment of a debt; an economy in which production, investment, prices and incomes are determined centrally by a government; an economic system in which prices are determined by unrestricted competition between privately owned business.

Exercise 18. *Complete the sentences basing on the information of text 2.*

1. Macro-marketing refers to ...
2. Economists and marketing scholars often identify ...
3. All of the basic eight macro-marketing functions exist in some form in ...
4. Every society has some sort of marketing system that serves to match ...
5. In a larger economy the process of matching supply and demand tends to become ...
6. In a free-market economy the marketing function is carried out...
7. The marketing function of free market economies also tends ...
8. Advertising can be used to promote products ...
9. Some people believe that the marketing function in a free market economy leads to ...
10. Market-directed economies use government constraints ...

Exercise 19. *Sum up what the text says about:*

command economy, free market, advertising, buying, selling, transporting, storing, standardization, grading, financing, risk-taking, market information, marketing function.

Exercise 20. *Use the verbs in the brackets in the appropriate tense and voice forms.*

Macro-marketing is an economic system that (determine) what and how much (produce) and (distribute) by whom, when and to whom. 2. In a free-market economy the marketing function (carry out) by individual consumers and producers who essentially act as economic planners by means of numerous day-to-day decisions. 3. Providers of goods and services (motivate) by competition rather than incentives (meet) government quotas. 4. A new package for this product (design) now. 5. Printed advertising may (find) in magazines, newspapers, direct mail and catalogs.

Exercise 21. *Learn the vocabulary to text 3.*

market share – частина ринку

entity - організація

strive - прагнути

anticipate - передбачати

charge – поручати завдання

take into account – брати до уваги

devise – придумувати; винаходити

cohesive – згуртований; щільний

Text 3. MICRO-MARKETING

The terminology micro-marketing is the format term for marketing activities in specific businesses; it is what most people mean when they use the word “marketing”. The notion micro-marketing is connected with the activities performed by the suppliers of goods and services within a macro-marketing system. Those companies use different marketing techniques to achieve objectives related to profits, market share, cash flow, and other economic factors that can enhance the organization’s well-being and position in the marketplace. The micro-marketing function within an entity commonly implies marketing management. So,

marketing managers strive to get their organizations to anticipate and accurately define the needs and wants of customer groups. Then they seek to effectively respond with a flow of need satisfying goods and services. They are commonly charged with planning, implementing and then measuring the effectiveness of all marketing activities.

As customers view products and benefits differently, they don't buy products (services), they obtain the benefits that they believe they will get from them, chief goal of a marketing manager's job is to stimulate customers "wants" for a product or service by persuading the consumer that the offering can help them better satisfy one or more of their needs.

Micro-marketing encompasses a lot of related operations and responsibilities. Marketing plans must be carefully designed by marketing managers to ensure that they complement related production, distribution and financial constraints. It is important to underline that they must also allow for permanent adaptation to changing markets and economic conditions. The core function of a marketing manager is to identify a specific market or group of consumers to deliver products and promotions that will ultimately increase the profit potential of that target market.

The profitability of the target market may be maximized through market segmentation, whereby the group is further broken down by age, income, or other factors indicative of buying patterns. Advertisements and promotions could then be tailored for each segment of the target market. There are ways to satisfy wants and subsequently the needs of a target market. It is the responsibility of the marketing manager to take all factors into account and to devise a cohesive marketing program that will appeal to the customer.

Exercise 22. *Answer the questions on text 3.*

1. What does micro-marketing refer to? 2. What is referred to as marketing management? 3. What do marketing managers strive to do? 4. What are marketing managers charged with? 5. What is the chief goal of a marketing manager's job? 6. What is the core function of a marketing manager? 7. What does comprehension of

basic aspects of human behavior reveal? 8. What marketing techniques are used to accomplish organization's objectives?

Exercise 23. *Give Ukrainian equivalents.*

Market share; cash flow; enhance well-being; entity; strive; anticipate; determine; charge; implement; hierarchy of needs; comprehension; persuade; attain; take into account; devise; cohesive; meet social and emotional needs; effectively respond to; encompass; compete in the marketplace; conduct research; target market.

Exercise 24. *Give English equivalents.*

Частина ринку; організація; прагнути; передбачати; визначати; поручати завдання; застосовувати; ієрархія потреб; розуміння; покращувати добробут; переконувати; однорідний; ефективно реагувати; достаток; отримувати прихильність; досягати; брати до уваги; винаходити; відповідати потребам; конкурувати на ринку; проводити дослідження; цільовий ринок; готівковий потік.

Exercise 25. *Complete the sentences with the information of text 3.*

1. Micro-marketing is ... 2. The micro-marketing function within an entity is commonly referred to ... 3. Marketing managers strive to... 4. Marketing managers seek to effectively respond ... 5. Micro-marketing encompasses ... 6. Marketing managers must carefully design ... 7. There are infinite ways to satisfy ... 8. It is the responsibility of the marketing manager to take ...

Exercise 26. *Make up your own sentences with the following word-combinations.*

Target market, meet objectives, anticipate needs, match supply and demands, take into account, compete in the market, conduct market research, satisfy needs, respond to the market situation, enhance well-being, encourage customers, appeal to customers' interests and hobbies.

Exercise 27. *Discuss with your partner the following issues.*

1. Target market.
2. Market share.
3. Macro-marketing.
4. Micro-marketing.
5. The role of marketing manager.

Exercise 28. *Put 5 questions of different types to each sentence.*

1. The organizations use various marketing techniques to accomplish objectives related to profits, market share, cash flow, and other economic factors. 2. Micro-marketing encompasses a lot of related activities and responsibilities. 3. Producers can alter the warranty or durability of the good or provide different levels of follow-up service. 4. Marketing managers must also allow for constant adaptation to changing markets and economic conditions. 5. Producers have recently altered the warranty and durability of the goods

Exercise 29. *Learn the vocabulary to text 4.*

boost – 1. збільшення; 2. збільшувати

in terms of – з точки зору

rationalize – розумно пояснювати; оправдовувати

cumbersome – громіздкий; обтяжливий

disperse – розповсюджувати; розподіляти

thrive (throve, thriven) – розростатися; процвітати, multiple – багато чисельний; складовий

Exercise 30. *Read, translate and entitle text 4.*

Text 4

The increasing usage of the Internet can offer another area of strength for airlines marketing strategy. Modern information technology allows airlines to sell seats on any flight, so it helps passengers to get from point to point more easily while boosting revenues for air companies. When a company establishes a site on the Internet, it automatically becomes global, at least in terms of its potential to get to global customers with information. Online services and trading have several advantages for customers. The main advantage is that it is available around the clock. However,

many constraints must still be overcome before Internet merchandise purchase transactions can become borderless.

Today, to ensure customer satisfaction a wide range of Web services are adopted by airlines to contact with the customers. We have to admit that it is not a unique and a new form of services but still it is one of the most beneficial areas for getting new customers and providing new services for target groups. The online airlines sites thrive because they offer their users the following: a forum for exchange of common interests; a sense of place with codes of behavior; a meeting place for specialists; the development of stimulating dialogues leading to relationships based on trust; encouragement for active participation by more than exclusive few. For the airline companies, the expensive and cumbersome propositions of large-scale customer services are rationalized by Internet. Customers can book on-line at reservation Sales Center.

The key to airlines successful relationship is marketing program. The better information a company can offer to a particular customer, the more value that firm will potentially be able to provide to that client. So, Internet is that reliable medium which can satisfy needs and desires of both customers and airlines in appropriate way nowadays.

Exercise 31. *Answer the questions on text 4.*

1. What are new communication technologies used in selling seats on any flight? 2. What constraints must be overcome for Internet purchase transactions to become borderless? 3. What range of services is adopted by airlines? 4. What are the advantages and disadvantages of online services? 5. What can on-line airline sites offer? 6. What is the key to airlines successful relationship marketing program?

Exercise 32. *Give definitions of the following terms.*

Modern information technology, transaction, beneficial area, target customer, investment, available around the clock, campaign, on-line service, dispersed in time, target customer.

Exercise 33. *Give synonyms to the words and word-combinations.*

To sell, to allow, to boost, to book, opportunity, revenue, cost, to thrive, medium, global, to offer, to contact to assess, immensely popular, to share interests.

Exercise 34. *Give Ukrainian equivalents.*

Boost revenues for air companies; fall dramatically; advent of new communication technologies; the heaviest Internet usage; overcome constraints; borderless; ensure customer satisfaction; rationalize the expensive and cumbersome proposition of large-scale customer service; prefer a “hand-on” approach; available around the clock; online trading; geographically dispersed; encouragement for active participation; book on-line at reservation Sales Center; to be liable to breakdown; serve ad messages simultaneously to multiple Web sites; produce consolidated reports; to assess quickly the ongoing effectiveness of the campaign; reliable medium; satisfy needs and desires.

Exercise 35. *Sum up what the text says about: modern information technologies, internet usage, online services.*

Exercise 36. *Translate into English.*

1. Вартість міжнародних телефонних дзвінків значно зменшилась за останні декілька десятиліть, оскільки з'явилися нові технології зв'язку, такі як: електронна пошта, факс, скайп та інші. 2. Коли компанія відкриває сайт в Інтернеті, вона автоматично стає міжнародною, принаймні з точки зору можливості донести інформацію про себе клієнтам за кордоном. 3. Інтернет послуги мають декілька переваг і одна з них – це те, що обслуговування по Інтернету можливо здійснювати цілодобово. 4. Інтернет сайти авіакомпаній процвітають тому, що вони пропонують своїм користувачам широкий спектр послуг. 5. Інтернет є надійним засобом, який може задовольнити потреби і бажання як клієнтів, так і авіакомпаній належним чином.

Exercise 37. Write out all –ing forms from text 4. Define their functions and translate them into Ukrainian.

Exercise 38. Use the verbs in brackets in appropriate tense and voice form.

1. Modern information technologies (design) to facilitate the life of both customers and companies as well. 2. When a company (establish) a site on the Internet, it automatically (become) global. 3. Lately Internet merchandise purchase transactions (become) borderless. 4. Nowadays a wide range of Web services (adopt) by airlines to contact with the customers and to ensure customers' satisfaction. 5. At present Web services (attract) new customers and (provide) new services for target customers. 6. Last year Internet (rationalize) 15 billion expensive and cumbersome propositions of large-scale air customer services. 7. Online finance (become) immensely popular around the world. 8. A lot of options (offer) by online airlines sites to their participants. 9. Recently many tickets (book) on-line at reservation Sales Center.

Exercise 39. Learn the vocabulary to text 5.

brand – 1. сорт, марка, якість; 2. торгівельна марка
branding – надання товару торгівельної марки, торгівельного знаку
set apart (from) – виділяти серед
meaningful – значущий
maturity - зрілість
appeal – 1. звертатися до; 2. бути привабливим

Exercise 40. Read, translate and give the gist of text 5.

Text 5. BRANDING

Many customers often wonder what makes a brand different from a product. In marketing terminology, products are not brands. Products are general, while brands are something quite unique. Brand identity consists of far more than the physical product itself. All the psychological features are included in this brand product that we have learnt to associate with them. Brands are promises and people buy what they believe in.

Any brand product has USPs (Unique Selling Points), specific features which set it apart from its competitors. Competent managers have to know how to position their brand in relation to the competition, in terms of factors like price and quality of the product. So managers should relate the brand's value in a rational way to the consumers they have targeted. As to worldwide brands this may stand for changing your message from state to state, or within one market.

The product life cycle, this word-combination is a familiar term in marketing. Any product is launched, developed, goes through a period of growth, enters maturity, declines, and eventually dies. But it is obvious that a top brand should go on and on if it is well managed. Brand managers must be able to find and identify new segments of the market, particularly when products have become mature. So, if a marketer knows what stage his branded product is at in this cycle he may make better decision when to launch a line extension or go for a relaunch with improvements and "added-value" features to appeal to different clients.

Exercise 41. *Answer the questions on text 5.*

1. What is the difference between a product and a brand? 2. What are top brands in aviation technologies? 3. What are USPs? 4. What do competent managers have to know? 5. What are the stages of the product life cycle? 6. What must a brand manager be able to identify?

Exercise 42. *Give Ukrainian equivalents.*

Wonder, psychological feature, consumers, competitors, look like, set apart from, competent, in terms of, meaningful, target, prefer, product life cycle, familiar, launch, maturity, added-value.

Exercise 43. *Give definitions of the following terms.*

Product, brand, USPs, product life cycle, marketing, a brand manager.

Exercise 44. *Decide whether the following statements are true or false. Correct the false ones.*

1. Brand is just another word for product. 2. Brands can help us feel good about ourselves. 3. USPs are not as important as people believe. 4. It is better to be first in the market with a new idea. 5. People worry too much about competition. 6. Global brands may need to “think local”. 7. There is little you can do to keep a brand alive.

Exercise 45. *Translate the sentences into Ukrainian.*

1. Люди часто хочуть знати, що відрізняє брендовий товар від звичайного товару? 2. Провідні бренди формують особисті взаємовідносини зі споживачами: вони можуть змусити нас почуватися більш впевненими, більш впливовими, здоровішими та щасливішими. 3. Бренди – це обіцянки і люди купують те, в що вони вірять. 4. Бренди мають унікальну характерну рису, яка виділяє їх серед конкурентів з продажу. 5. Успішні бренди мають численних наслідувачів, але, зазвичай, ті хто наслідують відомі торгові марки, не досягають успіху своїх попередників. 6. Обізнані менеджери повинні знати, як розмістити свої бренди в конкурентному середовищі, стосовно таких факторів, як ціна та якість товару. 7. Будь-який товар запускається, розвивається, проходить період зростання, входить в періоди зрілості, спаду і врешті зникає з ринку.

Exercise 46. *Look through the sentences 1-6 below. Which of the words in **italics**:*

- a) says that something is a possibility? _____
- b) suggests that something is a good idea? _____
- c) describes an ability? _____
- d) describes a responsibility? _____
- e) tells us that something is essential? _____
- f) says something is not necessary? _____

- 1. You *don't need* to worry about your competitors.
- 2. Brands *must* have USPs.
- 3. Managers *have to* know how to position their brand in relation to the competition.

4. Managers *should* relate the brand's values in a meaningful way.
5. A brand manager *can* keep the brand healthy.
6. This *may* mean changing your message.

Exercise 47. Find sentences with modal verbs in text 5. Explain the necessity of their usage.

Exercise 48. Write out of text 5 words that can function both as nouns and verbs. Give their Ukrainian equivalents.

Exercise 49. Learn the vocabulary to text 6.

distinct (from) – той, що відрізняється від
stateless – позбавлений державності; той, що не належить до жодної з держав
overlap – 1. часткове співпадіння; перекриття; 2. частково співпадати; заходити один на інший
pan-European - панєвропейський (той, що стосується всіх людей, які за народженням або походженням є європейцями)
pursue – досягати; переслідувати
enable – надавати можливість
jet – реактивний; швидкісний
cater for – задовольняти; постачати; обслуговувати
rate – показник; коефіцієнт
averse – неохильний до (ризик)
explicitly – 1. відверто; неприховано; 2. явно; точно
challenge – виклик; складне завдання
extrapolate – екстраполювати (розширювати застосування чогось, спираючись на статистичні дані)
insight – розуміння; проникливість
re-invigorate – вдихнути нові сили в
emission - викиди
viability - життєздатність
rationale – 1. основна причина; 2. розумне пояснення; логічне обґрунтування
linchpin – особа чи річ, важлива на підприємстві
conduit - трубопровід

Exercise 50. *Read, translate and give the gist of text 6.*

Text 6. AVIATION MARKETING

In general, aviation industry is one of the profitable industries today which is characterized by rapid technological and marketing changes. Although, the modern situation demands cooperation between air companies and airports which should assist them to market their services effectively to their clients.

Marketing strategies include a wide variety of techniques aimed at delivering customer satisfaction and safety. So new product and service development, technological changes mark the main strategic activities in the market segment. Technology, being a universal factor that crosses national and cultural borders, plays the crucial role in aviation and aerospace industry. It should be noted that technology is truly “stateless”, there are no cultural boundaries limiting its application. It is well-known fact that once aviation technology is developed, it soon becomes available virtually everywhere in the world. In regional markets such as Europe, the increasing overlap of advertising across national boundaries and the mobility of consumers have created opportunities for aviation and airlines marketers to pursue pan-European product positioning. For example, in the mid1970s the jet airplane revolutionized communication by making it possible for people to travel around the world in less than 48 hours. It is very important that tourism gives opportunities to people from many countries to see and experience the newest products being sold abroad. One important characteristic of the effective world-wide aviation business is face-to-face communication among employees and between the company and its clients. It is obvious that without modern jet travel, such communication would be difficult to accomplish.

New transportation technology significantly reduces the level of prices. The costs associated with physical distribution both in terms of money and time have been greatly reduced as well. Another key innovation that has increased utilization of 20- and 40-foot metal containers which can be transferred from trucks and railroad cars to ships. All these advances which are introduced at the aviation market are used for better satisfaction of customers' needs and desires. That's why marketing departments in aviation

and airline industry work closely with R&D (Research and Development) departments to guaranty that the products which are developed are those which cater for segments. In recent years, high failure rates in the introduction of new products have led departments to be very risk averse, with most “new” products emerging being merely extensions of existing product lines and not truly new and innovative offerings.

It is important to remember that the marketer’s role in aviation and airline new product development is therefore about providing a link between the market and the design department, with customers and R&D technicians both being involved in the process. This process also requires involving senior management, as changes in customer demand and purchasing pattern may have serious implications for future business objectives and directions.

To design a product that customers did not explicitly request is the main marketing strategy in aerospace and aviation industries. The main challenge of course is to get out in front of consumers; to extrapolate and forecast customer needs. There are basic airline initiatives:

1. re-invigorate basic and applied research in aviation;
2. develop aviation technologies that will significantly lower noise, emissions and fuel consumption;
3. address the cost, frequency and reliability of entering space, and increase in economic viability;
4. find revolutionary, not just evolutionary, changes to the air transportation system to obtain greater capacity, safety, traffic flow and automation.

So we can easily see the rationale for presenting the marketing department as the linchpin in the new product development process.

Exercise 51. *Answer the questions on text 6.*

1. What is marketing?
2. How can you characterize aviation industry?
3. What do marketing strategies include?
4. Why is technology truly “stateless”?
5. What is essential characteristic of the effective global aviation business?
6. How does technology influence prices?
7. Why have airline marketing departments been very risk averse in recent years?
8. What is the main marketing

strategy in aviation industry? 9. What do the basic aviation initiatives include?

Exercise 52. *Give Ukrainian equivalents.*

Depend on; carry out; obvious; distinct from; aim at; crucial role; virtually; pursue pan-European product positioning; enable; modern jet travel; accomplish; cater for; high failure rates; be very risk averse; challenge; extrapolate; insight; emission; economic viability.

Exercise 53. *Give English equivalents.*

Складне завдання; здійснювати; той, що відрізняється; ставити за мету; головний; той, що не належить до жодної з держав; фактично; частково співпадати; досягати; панєвропейський; надавати можливість; реактивний; завершувати; задовольняти, постачати, обслуговувати; коефіцієнт; невдача; неохильний до ризику; чітко, ясно; виклик; екстраполювати; розуміння; вдихнути нові сили; викиди; життєздатність.

Exercise 54. *Give definitions to the following terms.*

Marketing system, pan-European, marketing department, R&D department, target customer, marketing strategy, end-user.

Exercise 55. *Fill in the blanks appropriate words or word combinations.*

R&D departments; the level of prices; cater for; marketing changes; transportation logistics; to market; high failure rates; cooperation; the market segment; pan-European; abroad.

1. Aviation industry is one of the profitable industries today which is characterized by of rapid technological and ...

2. Marketing can also be thought of as one of the activities that, along with product design, manufacturing, and ...3. The present situation requires ... between airlines and airports hich should help them ... their services effectively to their clients.

4. New product and service development, technological changes mark the main strategic activities in ...

5. In regional markets such as Europe, the increasing overlap of advertising across national boundaries and the mobility of consumers have created opportunities for aviation and airlines marketers to pursue ... product positioning.
6. Tourism enables people from many countries to see and experience the newest products being sold ...
7. New transportation technology significantly reduces ...
8. Marketing departments in aviation and airline industry work closely with ... to ensure that the products which are developed are those which ... segments.

Exercise 56. *Give terms to the following definitions.*

- 1.The process of working together to the same end.
- 2.The action or business of promoting and selling goods or services, including market research and advertising.
- 3.The commercial activity of transporting goods to customers.
- 4.The state of trade at a particular time or in a particular context.
- 5.A new method, idea, product, etc.
- 6.A person who works in or advocates a particular type of market.
- 7.Relating to all people of European birth or descent.
- 8.The activity or profession of producing advertisements for commercial products.

Exercise 57. *Translate the following sentences into English using Complex Infinitive Subject.*

Model: **The company is known to have launched a new project.** – **Відомо, що компанія запустила новий проект.**

- 1.Відомо, що ефективний маркетинг залежить від ефективної маркетингової системи.
- 2.Очевидно, що авіаційна промисловість є однією з найбільш прибуткових сьогодні.
- 3.Повідомляється, що нові транспортні технології значно зменшують рівень цін.
- 4.Зрозуміло, що відділ маркетингу в авіаційній сфері тісно співпрацює з відділом дослідження та розвитку.
- 5.Напевно в майбутньому складні завдання і стратегії будуть випереджати потреби і бажання клієнтів.

Exercise 58 . Give your explanation of the expression "Technology is truly "stateless". What else can the term "stateless" refer to? Give your own examples.

Exercise 59. Learn the vocabulary to text 7.

coin – створювати (вислів)
saturation - насичення
differentiate from – відрізнятися від
blue print - чернетка
trade fair – торговельний ярмарок
word of mouth – усно, в усній формі
apparently – очевидно, ймовірно
ambience – середовище, атмосфера
evidence – доказ
recipe - рецепт

Exercise 60. Read, translate and give the gist of text 7.

Text 7. MARKETING MIX

The term "marketing mix" was created in 1953 by Neil Borden in his American Marketing Association. But, this was actually a reformulation of an earlier idea by his associate, James Culliton, who in 1948 depicted the role of the marketing manager as a "mixer of ingredients", who sometimes follows recipes prepared by others, sometimes prepares his own recipe as he goes along, sometimes adapts a recipe from immediately available ingredients, and another time invents new ingredients no one else has tried.

Product is a tangible good or an intangible service that is mass produced or manufactured on a large scale with a specific volume of units. As to the intangible products, they are services like tourism, air travels, hotels industry, etc..

Any product is liable to a life cycle including growth phase followed by an eventual period of decline as the product approaches market saturation. To attain its competitiveness in the market, product differentiation is required and it is one of the strategies to differentiate a product from its competitors.

Price is the amount a customer pays for the product or service. The business may increase or decrease the price of a product if the shops have the same products.

Place is a location where a product can be bought. It is often referred to a distribution channel. Place can include any physical shops as well as virtual stores on the Internet.

Promotion represents all of the communications that a marketer may use in the market place. Promotion has four distinct elements: advertising, public relations, personal selling and sales promotion. Advertising refers to any communication that is paid for radio and Internet adverts through print media and billboards. Public relations are where the communication is not directly paid for and includes press releases, sponsorship deals, exhibitions, conferences, seminars or trade fairs and events. Sales staff often plays an important role in word of mouth and public relations.

So, any organization before introducing its products or services into the market-place, makes a market survey. The sequence of all P's as above is very much important in every stage of product life cycle: introduction, growth, maturity and decline.

More recently three more P's have been added to the marketing mix namely: People, Process and physical Evidence. This marketing mix is known as Extended Marketing Mix. Deciding on the **process** which makes the operation easier and faster is a key role of the extended marketing mix. A service blue print can be designed to make the process easier which shows how the whole process happens, from the customer's entering the restaurant to the customer's leaving the restaurant and his table being cleaned. The manager's work is to ensure that the service blue print is being followed to the letter.

Physical evidence are the tangible elements that you add to an otherwise intangible product or differentiate yourself or your service from others. People is the most important element of the extended marketing mix. This is because business cannot go forward without the right people in the right place.

The extended marketing mix can be applied to products as well as services because process, people and physical evidence are nowadays very important for businesses to define their marketing mix.

Exercise 61. *Answer the questions on text 7.*

1. What does the term "marketing mix" mean? 2. When was it coined and by whom? 3. What are two types of a product? 4. What is a price? 5. What does a place represent? 6. What does promotion represent? 7. What is meant by word of mouth? 8. What stages does a product life cycle include? 9. What is known as Extended Marketing Mix? 10. What tangible elements can you offer as an example of physical evidence? 11. What are the elements of a process in the Extended Marketing Mix? 12. What is the role of people in the Extended marketing Mix?

Exercise 62. *Give Ukrainian equivalents.*

coin; differentiate; maturity; apparently; word of mouth; tangible and intangible products; evidence; extended marketing mix; blue print; promotion; saturation; ambiance; be subject to; refer to; apply to; define; average; hire people; market survey; be engaged in; trade fair.

Exercise 63. *Give English equivalents.*

Вивчення ринку; середовище; в усній формі; чернетка; відрізнятися від; підлягати правилам; бути залученим до; матеріальні та нематеріальні продукти; стосуватися; торговельний ярмарок; створювати; просування товару; доказ; наймати людей; насичення; зрілість; рецепт; формулювання; складова частина; наявний; конкурентоздатний.

Exercise 64. *Give definitions to the following terms.*

Marketing Mix, Extended Marketing Mix, market survey, product life cycle, tangible products, intangible products, product, price, placement, promotion, physical evidence, people, advertising, marketer.

Exercise 65. *Give terms to the following definitions.*

1. An investigation of the opinions or experience of a group of people at the market, based on a series of questions. 2. A thing that is perceptible by touch. 3. Publicization of a product, organization,

or venture so as to increase sales or public awareness. 4.Amount of money expected, required, or given in payment for something. 5.The state or process that occurs when no more of something can be absorbed, combined with or added. 6.The character and atmosphere of a place. 7.Describing or drawing attention to a product, service or event in a public medium in order to promote sales or attendance. 8.An organization or country that is engaged in commercial or economic competition with others. 9.A series of actions or steps taken in order to achieve a particular end. 10.The action or business of promoting and selling products or services, including market research and advertising. 11.The available body of facts or information indicating whether a belief or proposition is true or valid.

Exercise 66. *Translate the following sentences into English.*

1.Елементами складових частин маркетингу є товар, ціна, розміщення товару або послуги на ринку та їх просування. 2.Останнім часом до основних складових частин маркетингу були додані ще такі елементи як процес, фізичний доказ та люди. 3.Товар – це матеріальна продукція чи нематеріальні послуги, які виробляються масово в спеціальному обсязі одиниць товару. 4.Ціна – це сума, яку сплачує покупець за товар. Якщо випускається багато одиниць товару, то ціна на цей товар може зменшуватися. 5.Місце розташування товару – це територія, де даний товар може бути купленим. 6.Просування товару на ринку має 4 окремих елемента: рекламування, громадські зв'язки, особистий продаж і просування продажу. 7.Усне повідомлення про продукцію – це будь-яке неофіційне повідомлення про товар чи послугу звичайними людьми, задоволеними клієнтами чи людьми, яких спеціально залучають до створення відповідних ситуативних моментів. 8.Будь-яка організація перед тим, як ввести товар на ринок, проводить його дослідження. 9.Кожен товар проходить свій життєвий цикл: введення на ринок, зростання, зрілість та спад. 10.Процес – це організація бізнесу таким чином, щоб якомога краще задовольнити очікування клієнтів. 11.Фізичний доказ - це матеріальні елементи бізнесу, які відрізняють його від інших.

Exercise 67. *Fill in the blanks with appropriate words or word combinations.*

Intangible product, customers' expectations, marketing mix, life cycle, physical evidence, market saturation, virtual stores on the Internet, the 4 P's, word of mouth, market survey, the right place.

1. The term ... was coined in 1953. 2. Elements of the marketing mix are often referred to as ... a phrase used since 1960. 3. Every product is subjected to a ... including growth phase followed by an eventual period of decline as the product approaches ... 4. Distribution channel can include any physical store as well as ... 5. Sales staff often plays an important role in ... and public relations. 6. Any organization before introducing its products or services into the market, conducts a ... 7. How can you do things perfectly and make a process which matches ...

Exercise 68. *Change the sentences into the Passive Voice.*

1. A prominent marketer, E. Jerome McCarthy proposed a 4 Ps' classification in 1960 which has seen wide use. 2. The business may increase or decrease the price of a product if the stores have the same products. 3. Any organization before introducing its products or services into the market, conducts a market survey. 4. If you are serving alcohol, you can keep a bar, add good lighting and ambiance, play some good music so on and so forth. 5. The demand for some goods and services define the price for them.

Exercise 69. *Choose the correct preposition in brackets.*

1. The product has been (on, at) the market (since, from) last year. 2. You have sold your car (at, for) a good price. 3. We expect to have a return (on, for) our investments (after, in) a year. 4. I can wait (to, till) next Tuesday. 5. We draw lines (by, with) a ruler. 6. The product has been absent (on, at) the supermarkets (since, for) a month. 7. They spoke (for, about) the results of market survey. 8. You can send the parcel (with, by) post.

Exercise 70. *Sum up what the text says about:* marketing mix, extended marketing mix, product, price, placement, promotion, advertising, process, physical evidence, people, product life cycle.

Exercise 71. *Speak on:*

1.The history of marketing. 2.Macro-marketing. 3.Micro-marketing. 4.Modern information technologies in aviation industry. 5.Branding. 6.Marketing in aviation. 7.Marketing mix.

UNIT II. EMPLOYMENT AND UNEMPLOYMENT

Exercise 1. *Learn the active vocabulary to the text 1.*

severe – суворий; важкий; жорстокий

employment – зайнятість (робочої сили)

unemployment – безробіття

underemployment – неповна зайнятість; робота, яка не відповідає кваліфікації (працівника)

depression – занепад; застій; депресія

recession – спад (економічний)

output – обсяг виробництва; реалізована продукція

adverse – шкідливий; несприятливий

give up – відмовлятися від, залишати

unemployment rate – рівень безробіття

booming – швидко зростаючий

double digit – двозначне число

seek – шукати; намагатися; прагнути

scramble – боротися за захоплення (оволодіння)

mediocre – посередній, середній; звичайний; бездарний

reference – рекомендація

graduate – той, що закінчив навчальний заклад

steer up – зростати; збільшуватися

Exercise 2. *Read, translate and give the gist of the text 1.*

Text 1. EMPLOYMENT AND UNEMPLOYMENT

Employment is the total number of people actively employed and **unemployment** is the total number of people who are actively looking for work but aren't currently employed. A

country's **labour force** is the sum of employment and unemployment. Labour statistics don't include information on **underemployment** – the number of people who work during a recession but receive lower wages than they would during an expansion because they work fewer hours, take lower-paying jobs, or both.

The **unemployment rate** is the percentage of the total number of people in the labour force who are unemployed. The unemployment rate is usually a good indicator of what conditions are like in the job market: a high unemployment rate signals a poor job market in which jobs are hard to find; a low unemployment rate indicates a good job market in which jobs are relatively easy to find. In general, during recessions the unemployment rate is rising; during expansions it is falling.

Zero unemployment is not a realistic possibility. A booming economy, like that of the late 1960s or late 1990s in the United Kingdom, can push the unemployment rate down to 4 per cent or even lower. But a severe recession, like that of 1980–81, can push the unemployment rate into double digits. For example, when the UK's unemployment rate reached 10 per cent in mid-1984, this meant over 3.25 million people in the United Kingdom were actively seeking work but couldn't find jobs. At the start of the twenty-first century, as unemployment fell to a low rate, UK businesses scrambled to find workers, and even students with mediocre results and references got very good job offers but graduates in 2002 and 2003 had considerable difficulty finding work, and unemployment has since begun to creep up in the UK economy as a whole.

Exercise 3. *Answer the questions on the text 1.*

1. What are the adverse effects of recession? 2. How is the labour force structured? 3. Can you give the definition of 'employment' and 'unemployment'? 4. What is 'underemployment'? Do labour statistics include information on underemployment? 5. What does 'unemployment rate' mean? How does it characterize the labour market? 6. Is there any unemployment in the most prosperous times? 7. How does the booming economy affect the unemployment rate? 8. What was

the unemployment rate like at the start of the twenty-first century?

Exercise 4. Find in text 1 English equivalents of the following Ukrainian terms.

Зайнятість робочої сили; економічний спад; зменшений обсяг виробництва; несприятливі наслідки ;робоча сила; здатний до; відмовлятися від; неповна зайнятість; відсоток, відсоткове відношення; рівень безробіття; розвиток; рекомендація; тривати; занепад;економіка, що швидко зростає; двозначне число; випускник навчального закладу; посередній (за якістю).

Exercise 5. Match the following terms and their definitions.

- | | |
|----------------------|--|
| 1. labour force | a) the total number of people who aren't currently employed |
| 2. employment | b) the number of people, who work fewer hours, take lower-paying jobs, or both. |
| 3. unemployment | c) the sum of employment and unemployment |
| 4. underemployment | d) the percentage of the total number of people in the labour force who are unemployed |
| 5. unemployment rate | e) the total number of people actively employed |

Exercise 6. Translate the sentences into Ukrainian paying attention to the meaning of the pronoun.

1. Any person can find himself in one of three situations: employed, unemployed, or out of the labour force. 2. There are not *any* substitutes for everything, so people cannot avoid high-priced goods by means of buying something else. 3. Some unemployment is expected to occur at *any* time, even when the economic growth in the country is steady. 4. Producing output, *any* firm uses the cheapest available technique. 5. Financial capital to be invested in *any* business can belong to the business

itself or it can be lent by any bank. 6. The firm was to heavily in debt to hope to get *any* credit. 7. A public good is a good that, if consumed by *any* person, can still be consumed by other people.

Exercise 7. *Fill in the gaps with the correct forms of the verbs in brackets. Explain the use of tenses.*

Text 2. JOB CREATION AND JOB DESTRUCTION

At any given time, most people know someone who _____ (lose) his or her job recently. There are many reasons that people lose their jobs. One is that industries _____ (rise) and fall as new technologies emerge and consumers' tastes _____ (change). For example, in the US, employment in high-tech industries such as telecommunications _____ (surge) in the late 1990s but slumped after 2000. Another reason is that individual companies do well or badly depending on the quality of their management, or simply depending on luck: in 2005 MG-Rover _____ (close) its Longbridge factory in Birmingham, England, even as BMW stepped up its production of the Mini at its plant in Cowley, near Oxford. In addition, individual workers _____ (leave) jobs for personal reasons—family moves, dissatisfaction, better job prospects elsewhere. In Europe, however, workers are less likely to uproot their family for better job prospects elsewhere.

When a worker loses a job—or a young worker _____ (enter) the job market for the first time—he or she often doesn't take the first new job offered. For example, suppose a skilled programmer, laid off because her company's product line was unsuccessful, sees a help-wanted sign in the window of a shop. She might well be able to walk in and get the job—but that would usually be foolish. Instead, she should take the time to look for a job that _____ (take) advantage of her skills and pays accordingly.

Economists say that workers who _____ (spend) time looking for employment are engaged in **job search**. If all workers and all jobs were alike, job search _____ (not be) necessary; if information about jobs and workers were perfect, job search would be very quick. In practice, however, it's normal for a

worker who loses a job (or a young worker seeking a first job) to spend at least a few weeks searching.

Exercise 8. *Comment on the main ideas of text 2.*

Exercise 9. *Learn the active vocabulary to the text 3*

distinguish – 1. розрізняти; відрізняти 2. розпізнавати;

3. виділяти

frictional unemployment – тимчасова незайнятість;

фрикційне безробіття

occasionally – іноді, часом

hidden unemployment – приховане безробіття

magnitude – величина; розмір

overlap – перекривати, частково збігатися

economic downturn – економічний спад

persistent – стійкий, сталий; постійний

exceed – перевищувати; виходити за межі

remain – залишатися

midst – середина

voluntary – добровільний

mismatch – незбіг

multitude – безліч; велика кількість

available – доступний, досяжний; що є в наявності

combat – битися, боротися

prejudice – упередження

incentive – пільга; стимул

lack – не мати; бракувати

flexible – гнучкий

deter – утримувати; віднаджувати (від – from)

qualify – здобувати, отримувати право (на щось)

restriction – обмеження; перешкода

Exercise 10. *Read and translate text 3.*

Text 3. TYPES OF UNEMPLOYMENT

Economists distinguish between various **types of unemployment**, including cyclical unemployment, frictional unemployment, structural unemployment and classical

unemployment. Some additional types of unemployment that are occasionally mentioned are seasonal unemployment, and hidden unemployment. Real-world unemployment may combine different types. The magnitude of each of these is difficult to measure, partly because they overlap.

Cyclical unemployment refers to unemployment that rises during economic downturns and falls when the economy improves. It gets its name because it varies with the business cycle, though it can also be persistent, as during the Great Depression of the 1930s. In this case, the number of unemployed workers exceeds the number of job vacancies, so that if even all open jobs were filled, some workers would remain unemployed.

Frictional unemployment involves people in the midst of transiting between jobs, searching for new ones. It is sometimes called search unemployment and can be voluntary. With frictional unemployment there is a mismatch between the characteristics of supply and demand. Such a mismatch can be related to skills, payment, work time, location, attitude, taste, and a multitude of other factors. Governments will seek ways to reduce unnecessary frictional unemployment through policies including: educational advice; training facilities; information on available jobs and workers; combating prejudice (against certain workers, jobs or locations); incentives and regulations (e.g. when the frictionally unemployed receive benefits); relocation of industries and services; etc.

Structural unemployment involves a *mismatch* between the sufficiently skilled workers looking for jobs and the vacancies available. Even though the number of vacancies may be equal to the number of the unemployed, the unemployed workers lack the skills needed for the jobs — or are in the wrong part of the country or world to take the jobs offered. It is a mismatch of skills and opportunities due to the structure of the economy changing. Structural unemployment is a result of the dynamics of the labour market and the fact that these can never be as flexible as, e.g., financial markets.

In the case of **classical unemployment** the number of job-seekers exceeds the number of vacancies. However, the problem in this situation is that real wages are higher than the market-

equilibrium wage. In simple terms, institutions such as "the minimum wage" deter employers from hiring all of the available workers, because the cost would exceed the technologically-determined benefit of hiring them.

Hidden, or covered, unemployment is the unemployment of potential workers that is not reflected in official unemployment statistics. In many countries only those who have no work but are actively looking for work (and/or qualifying for social security benefits) are counted as unemployed. Those who have given up looking for work (and sometimes those who are on Government "retraining" programmes) are not officially counted among the unemployed, even though they are not employed. The statistics also do not count the "**underemployed**" – those with part time jobs due to legal or social restrictions or seasonal jobs who would rather have full time jobs or workers with high skill levels in low-wage jobs that do not require such abilities, for example, a trained medical doctor who works as a taxi driver.

would rather¹ – віддавати перевагу

Exercise 11. *Answer the questions on the text 3.*

1. What types of unemployment do economists distinguish?
2. What is characteristic of the real-world unemployment?
3. What is cyclical unemployment and where does its name come from?
4. Which type of unemployment is sometimes called search unemployment? Can it be voluntary?
5. What is typical of frictional unemployment?
6. What does government policy on reducing unnecessary frictional unemployment include?
7. Why is structural unemployment a mismatch of skills and opportunities?
8. What is classical unemployment and what problem does it involve?
9. Can you give definition of 'hidden unemployment'.
10. What can underemployment mean?

Exercise 12. *Find in text 3 English equivalents of the following Ukrainian words and word combinations.*

Пільга або стимул; тимчасова незайнятість; приховане безробіття; економічний спад; незбіг; величина; отримувати право (на щось); розрізняти; пошук; пропозиція і попит;

обмеження; гнучкий; статистика безробіття; наявні вакансії; працювати неповний робочий день; програма перепідготовки; віддавати перевагу; перекривати/ частково збігатися; оцінювати; безліч факторів; політика зменшення безробіття

Exercise 13. *Make the list of the key ideas of text 3 and use it to retell the text.*

Exercise 14. *Translate the following sentences into Ukrainian; pay in attention to the meanings of the words 'some' and 'the same'.*

1. Like a depression, a recession leads to higher unemployment at least in *some* sectors of the economy. 2. A less developed country is the *same* as a country of the Third World. 3. An improvement in technology is something that makes it possible for firms to produce more goods with the *same* quantity of inputs as before. 4. *Some* new methods of analysis have been developed and are already being used in business. 5. All markets have the *same* economic function: they form prices equaling the quantities of goods that people wish to buy or to sell. 6. There has been *some* rise of income in the past two decades in developing countries. 7. It is possible to increase demand for *some* goods by advertising. 8. The trade union is active enough to obtain shorter working hours with the *same* wage for its members. 9. For the next twenty years the employment rate is expected to improve in *some* sectors of the world economy.

Exercise 15. *Insert prepositions where necessary choosing on, between, for, of, during, in, from, up, between, to from the list.*

1. Those who have given ... looking for work are not officially counted among the unemployed. 2. Economists distinguish ... various types of unemployment. 3. Structural unemployment involves a mismatch ... the sufficiently skilled workers looking ... jobs and the vacancies available. 4. Frictional unemployment involves people ... the midst of transiting between jobs. 5. Labour statistics don't include information ...

underemployment – the number ... people who work ... a recession but receive lower wages. 6. Such a mismatch can be related ... skills, payment, work time, location, attitude, taste, and a multitude ... other factors. 7. Zero unemployment is not a realistic possibility, and should not be the goal ... policy-makers. 8. Institutions such as "the minimum wage" deter employers ... hiring all of the available workers, because the cost would exceed the benefit ... hiring them.

Exercise 16. Complete the sentences by matching clauses of the left and right columns.

- | | |
|--|---|
| 1. Involuntary unemployment exists because | a) largely involuntary in nature |
| 2. Frictional unemployment occurs when | b) to the individual's decisions. |
| 3. Classical or real-wage unemployment occurs | c) and many computer workers had to retrain to find employment. |
| 4. Cyclical unemployment, structural unemployment, and classical unemployment, are | d) of the socio-economic environment (including the market structure, government intervention, and the level of aggregate demand) in which individuals operate. |
| 5. In the economics literature voluntary unemployment is attributed | e) demand for computer specialists. |
| 6. Structural unemployment is caused | f) when real wages for a job are set above the market-clearing level. |
| 7. Long-term unemployment is normally defined | g) as unemployment lasting for longer than one year. |
| 8. In the late 1990s there was a tech bubble, creating | h) by a mismatch between jobs offered by employees and potential workers. |
| 9. A housing bubble soon formed, creating demand for | i) the more the government intervenes into the economy. |

real estate workers,

10. Some economists argue that unemployment increases | j) a worker moves from one job to another.

Exercise 17 *Define the type of unemployment in each of the following situations.*

a. After completing a complex programming project, Melanie is laid off. Her prospects for a new job requiring similar skills are good and she has signed up with a programmer placement service. She has passed up low-paying job offers.

b. When Melanie and her co-workers refused to accept pay cuts, her employer outsourced her programming tasks to workers in another country. This phenomenon is occurring throughout the programming industry.

c. Due to the current slump in investment spending, Melanie has been laid off from her programming job. Her employer promises to re-hire her when business picks up.

Exercise 18. *Find out in which of the following cases it is likely for efficiency wages to exist. Why?*

a. Kate and her boss work as a team selling ice cream.

b. Kate sells ice cream without any direct supervision by her boss.

c. Kate speaks Hungarian and sells ice cream in a neighborhood in which Hungarian is the primary language. It is difficult to find another worker who speaks Hungarian.

Exercise 19. *Say how the following changes will affect the natural rate of unemployment.*

a. The government reduces the time during which an unemployed worker can receive benefits.

b. More students focus on their studies and do not look for jobs until after university.

c. Greater access to the Internet leads both potential employers and potential employees to use the Internet to list and find jobs.

Exercise 20. *Learn the vocabulary.*

measure – міряти, вимірювати; оцінювати

outperform – робити краще, ніж хтось

productive capacity – продуктивність, продуктивна
потужність

intend – мати намір; збиратися (планувати)

reverse – міняти, змінювати (на протилежне)

side-effect – побічний ефект

generous benefit – щедра допомога

tend – мати тенденцію

replace – замінити

shift – 1. зміна, переміна; 2. заміна, зрушення; 3.
переміщати(ся); 4. міняти(ся), змінювати(ся)

expected – очікуваний; передбачуваний

accelerating – прискорювальний

Exercise 20. *Read and translate text 4.*

Text 4. MEASURING UNEMPLOYMENT

Different countries experience different levels of unemployment; traditionally, the USA experiences lower unemployment levels than countries in the European Union, although there is variant there, with countries like the UK and Denmark outperforming Italy and France and it also changes over time. There is also disagreement on how exactly to measure unemployment. When the economy operates at productive capacity, it will experience the natural rate of unemployment.

In recent years, unemployment rates in Germany and France have been higher than unemployment rates in the United States. Most estimates suggest that the natural rate of unemployment in France and Germany is currently above 8 per cent, compared with somewhere between 5 per cent and 5.5 per cent in the US today. It wasn't always that way. In fact, the unemployment rate was lower in France than in the United States, but the situation reversed in the 1980s. Why might the natural rate in these countries be so high today?

The answer from some (but not all) economists is that high European natural rates of unemployment are an unintended side-effect of government policies, the result of policies intended to

help workers that involve the generous benefits to the unemployed. In many European countries, there is no limit to the amount of time that the unemployed can collect benefits, and the benefits that the unemployed collect at any given point in time tend to be considerably greater in Europe than in the United States. For example, benefits replace 48 per cent of the earnings of a typical French worker, compared with only 14 per cent for the typical US worker.

There is a negative relationship between the unemployment rate and inflation rate. Today, macroeconomists believe that there are shifts with changes in the **expected rate of inflation**. Because expectations change with experience, attempts to keep the unemployment rate persistently low lead not only to high inflation but also to constantly accelerating inflation. The **non-accelerating inflation rate of unemployment**, or **NAIRU**, is the rate of unemployment at which inflation is stable. It is equal to the natural rate of unemployment.

Exercise 22. *Give Ukrainian equivalents to the following terminological phrases. Make up your own sentences with these phrases.*

To lead to stable inflation, employment rate, to produce side-effects, to experience different levels of unemployment, to provide generous benefits, amount of time, labour force, to measure unemployment, to be available, to define the percentage of the unemployed labour force, to outperform other countries in unemployment rate, to operate at productive capacity, to collect benefits, benefits replace ... per cent of the earnings, expected rate of inflation, accelerating inflation, natural rate of unemployment

Exercise 23. *Comment on the following statements whether they are true or false.*

1. There is a commonly accepted approach of how exactly to measure unemployment. 2. When the economy is in recession, it will experience the natural rate of unemployment. 3. In recent years, unemployment rates in the United States have been higher than unemployment rates in Germany and France. 4. According to

all economists high European natural rates of unemployment result from government policies intended to help workers by providing them with generous benefits. 5. In many European countries, there is no limit to the amount of time that the unemployed can collect benefits. 6. The unemployment benefits tend to be considerably greater in the United States than in Europe. 7. Attempts to keep the unemployment rate persistently low result both in high inflation and constantly accelerating inflation.

Exercise 24. Write key questions on the text 4. Ask your groupmates to answer them.

Exercise 25. Distribute the following words into 4 groups : nouns, adjectives, adverbs, verbs and verb forms. Some of them may belong to different part of speech. Pay attention to suffixes.

Generous, payment, location, attitude, experience, change, reverse, compared, considerably, government, measure, currently, shift, economist, available, persistently, productive, relationship, accelerating, involvement, result, exactly, prevalence, inflation, equal, unemployment, stable, leadership, traditionally, situation, worker, various, multitude, structure, flexible, occur.

Noun	Adjective	adverb
government	Generous	traditionally

Exercise 26. Translate the following sentences. Define and explain the tense forms of the verbs.

1. From the 1750s to the middle of the nineteenth century, Britain led an industrial revolution that changed manufacturing forever. 2. Technological change probably leads to an increase in the demand for skilled workers who are familiar with the technology. 3. Two million manufacturing jobs have gone to countries with lower labour costs. 4. The idea of a job for life – or at least a safe job – has been untrue for years. 5. The unemployment figures indicate how many are not working but seeking employment for

pay. 6. Many UK businesses have recently relocated their call centres abroad. 7. Since the US economy started to recover in 2003, unemployment has remained high. 8. Nearly all Britain's coal mines have ceased production since it became cheaper to ship coal all the way from Australia.

Exercise 27. *Put questions to the italicized parts of the sentences.*

1. One extremely important statistic for economic policy is the unemployment rate, *because unemployment leads to lost output and lower social welfare.* 2. *The unemployment rate* is the percentage of the labour force that is unemployed. 3. *Even in boom times,* when jobs are very easy to find, the unemployment rate does not fall to zero. 4. The ups and downs of the unemployment rate have *a significant impact* on people's lives. 5. The unemployment rate rises and falls *with the business cycle.* 6. Very high unemployment, as suffered in a depression, often leads to *political unrest.* 7. It's important to realize *that the unemployment rate varies greatly across different areas,* both within a country and in different countries.

Exercise 28. *Read and entitle text 5. Fill in the blanks with appropriate words and word combinations from the list: **cycle, government, a natural level, swings, frictional, output gap, workers and employers, shift, role, unemployment, adjust***

Text 5.

There is always a positive amount of 1 ... in the economy: job search leads to 2 ... unemployment. There is also structural unemployment, which is the result of factors that include minimum wages, unions, efficiency wages and side-effects of 3 ... policies.

Frictional plus structural unemployment leads to 4 ... of unemployment—the natural rate of unemployment. It's a rate that can and does 5 ... over time. At any given time, the actual unemployment rate fluctuates around the natural rate because of the business 6 Cyclical unemployment is linked to the output gap: when the output gap is positive, cyclical unemployment is

negative; when the 7 is negative, cyclical unemployment is positive. Swings in cyclical unemployment are, however, smaller than 8 ... in the output gap.

Unlike many markets, the labour market doesn't move quickly to equilibrium. This may, in part, reflect misperceptions on the part of 9 about the state of the market. Sticky wages also appear to play a 10 ..., slowing the adjustment of wages even in the absence of misperceptions. Prices (including wages) are also slow to 11 ... in some cases, in part reflecting the menu costs of changing prices.

Exercise 29. *Learn the vocabulary to the text 6.*

inflation – інфляція, знецінення грошей

curtail – скорочувати; урізувати

eliminate – ліквідувати, знищувати

job-seeker – той, хто шукає роботу

relocation – переміщення. переселення

underground economy – тіньова економіка

hustler – енергійна людина

derive – 1. походити; 2. встановлювати походження

Exercise 30. *Read and translate the text.*

TEXT 6. INVOLUNTARY UNEMPLOYMENT

The tendency for government is to curtail and eliminate unemployment through increases in benefits and government jobs, and to encourage the job-seeker to both consider new careers and relocation to another city. Involuntary unemployment does not exist in agrarian societies nor is it formally recognized to exist in underdeveloped but urban societies, such as the megacities of Africa and of India/Pakistan. In such societies, a suddenly unemployed person must meet survival needs by getting a new job at any price, becoming an entrepreneur, or joining the underground economy of the hustler.

A number of different measures are tried by societies to get as many people as possible into work. However, attempts to reduce the level of unemployment beyond the natural rate of unemployment generally fail, resulting only in less output and more inflation.

Under classical economic theory, markets reach equilibrium where supply equals demand. The demand for labour in an economy is derived from the demand for goods and services. As such, if the demand for goods and services in the economy increases, the demand for labour will increase, increasing employment and wages. Monetary policy and fiscal policy can both be used to increase short-term growth in the economy, increasing the demand for labour and decreasing unemployment.

The labour market should be made more flexible to be. This includes removing the minimum wage and reducing the power of unions as well as making workers more attractive to employers through workers' education. Increased supply of goods and services requires more workers, increasing employment. It is also argued that supply side policies, which include cutting taxes on businesses and reducing regulation, create jobs and reduce unemployment.

Exercise 31. *Answer the questions on text 6*

1. How do the economic theories influence government employment policy? 2. In what way do governments try to curtail and eliminate unemployment? 3. Does involuntary unemployment exist in agrarian societies and underdeveloped but urban societies? 4. What do attempts to reduce the level of unemployment beyond the natural rate of unemployment generally result in? 5. What is the demand for labour in an economy derived from? 6. What can monetary and fiscal policy be used for? 7. Why should the labour market be made more flexible and what does it mean?

Exercise 32. *Find English equivalents to the following words and word combinations in text 6.*

Підприємець, значний вплив, скорочувати і ліквідувати безробіття, аграрне суспільство, міське суспільство, задовольняти потреби виживання, тіньова економіка, намагання, закінчуватися (чимсь), обсяг виробництва, рівновага, попит і пропозиція, походити, грошова політика, фінансова політика, більш гнучкий, більш привабливий, зменшувати податки

Exercise 33. Match the left and right parts to complete the following sentences.

1. The demand for labour in an economy	a) to curtail and eliminate unemployment through increases in benefits and government jobs.
2. Increased supply of goods and services requires	b) to increase short-term growth in the economy.
3. Monetary policy and fiscal policy can both be used	c) is derived from the demand for goods and services.
4. Involuntary unemployment does not exist	d) generally fail, resulting only in less output and more inflation.
5. Markets reach equilibrium	e) more workers, increasing employment.
6. The tendency for government is	f) where supply equals demand.
7. Attempts to reduce the level of unemployment beyond the natural rate of unemployment	g) in agrarian societies nor is it formally recognized to exist in underdeveloped but urban societies.

Exercise 34. Fill in the blanks with appropriate prepositions: *of, to, in, for, to, with, of, while, to, per, of, at, for, in, from, to.*

1. Frictional unemployment is unemployment due ... the time workers spend in job search. 2. A certain amount of frictional unemployment is inevitable, ... two reasons. 3. One is the constant process ... job creation and job destruction. 4. For example, in Sweden ... 2004, out of an average 246,000 workers counted as unemployed (corresponding ... an unemployment rate of 5.5 per cent). 5. The economy is more productive if workers take the time to find jobs that are well matched ... their skills, and workers who are unemployed for a brief period ... searching for the right job don't experience great hardship. 6. In periods or

regions ... higher unemployment, however, workers tend to be jobless ... longer periods of time — suggesting that a smaller share of unemployment is frictional. 7. In Germany, for instance, where the unemployment rate in 2002 was 8.6 ... cent, 64.9 per cent of workers were considered ‘long-term unemployed’ ... the time. 8. ... years when the unemployment rate is low, most unemployed workers are unemployed for only a short period. 9. Frictional unemployment exists even when the number of people seeking jobs is equal ... the number of jobs being offered. 10. Sometimes, however, there is a *persistent surplus* ... job-seekers in a particular labour market.

Exercise 35. *Write out of the text 6 ten words that can function both as nouns and verbs.*

Exercise 36. *Write 7 key questions to text 6. Ask your groupmates to answer them.*

Exercise 37. *Choose the correct form of the verb in brackets and comment on your choice.*

1. In general, unemployment rates (will tend; tend; are tending) to be lower for experienced workers than for inexperienced workers. 2. Attempts to keep the unemployment rate persistently low (have led; are leading; lead) not only to high inflation but also to constantly accelerating inflation. 3. Those who (give up; have given up; gave up) looking for work are not officially counted among the unemployed. 4. Economists (distinguish; are distinguished; have to distinguish) between various types of unemployment. 5. During recessions the unemployment rate (rose; would be rising; is rising); during expansions it is falling. 6. Labour statistics (doesn't include; don't include; is not included) information on underemployment—the number of people who work but receive lower wages than they would because they (are working; work; will work) fewer hours or take lower-paying jobs. 7. Structural unemployment (has involved; has to involve; involves) a mismatch between the

sufficiently skilled workers looking for jobs and the vacancies available.

Exercise 38. *a) Match the following terms with the definitions below.*

classical unemployment, cyclical unemployment, frictional unemployment, seasonal unemployment, structural unemployment, voluntary unemployment

1. exists in trades or occupations where work fluctuates according to the time of year.
2. exists when people choose not to work, often because they cannot find jobs that pay enough money (e.g. more than social security benefits).
3. is temporary unemployment that arises when people voluntarily leave a job to look for another one.
4. is the loss of jobs caused when wages are too high.
5. occurs during recessions, when the overall demand for labour declines.
6. occurs when the skills of available workers do not match the jobs vacant.

Exercise 39. *Use the above definitions to identify the following situations.*

Situation 1	I lost my job with 4,000 other people when they closed down the coal mine.	
Situation 2	I work with a traveling circus in the summer, but it's just closed for the winter.	
Situation 3	The union went on strike for an 8% pay rise. They got it, but the company laid off ten of us.	
Situation 4	It's crazy – the only jobs available round here pay less than I get from Social Security.	
Situation 5	I'm a skilled electrician, but there's such a slump in the construction industry right now that I'm out of work.	

Situation 6	I left my job last week after an argument with my boss. I'm sure I can find something better.	
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Exercise 40. *Read and translate text 7 using a dictionary.*

Text 7. CHANGES IN LABOUR MARKET INSTITUTIONS AND GOVERNMENT POLICIES

Unions that negotiate wages above the equilibrium level can be a source of structural unemployment. Some economists believe that strong trade unions are one reason for the high natural rate of unemployment in Europe. In the United Kingdom, the decline in union membership after 1980 may have been one reason the natural rate of unemployment fell between the 1980s and the 1990s.

Other institutional changes may also be at work. For example, temporary employment agencies, which have proliferated in recent years, have reduced frictional unemployment by helping to match workers to jobs. Technological change, coupled with labour market institutions, can also play a role in affecting the natural rate of unemployment. It may probably lead to an increase in the demand for skilled workers who are familiar with the technology and a reduction in the demand for unskilled workers. Economic theory predicts that wages should increase for skilled workers and decrease for unskilled workers. But if wages for unskilled workers cannot go down — say, due to a binding minimum wage — increased structural unemployment, and hence a higher rate of natural unemployment, will result. A high minimum wage can cause structural unemployment. Generous unemployment benefits can increase both structural and frictional unemployment. So government policies intended to help workers can have the undesirable side-effect of raising the natural rate of unemployment.

Some government policies, however, may reduce the natural rate. Two examples are job training and employment subsidies. Job – training programmes are supposed to provide unemployed workers with skills that widen the range of jobs they

can perform. Employment subsidies are payments either to workers or to employers that provide a financial incentive to accept or offer jobs.

Exercise 41. *Give Ukrainian equivalents of the following words and word combinations.*

Point out; negotiate wages; decline in union membership; be at work; temporary employment agency; proliferate; reduce; match workers to jobs; affect; demand for skilled workers; due to a binding minimum wage; generous unemployment benefits; undesirable side-effect; job training programme; employment subsidies; widen the range of jobs; provide a financial incentive.

Exercise 42. *Comment on the following statements defining if they are true or false.*

1. Some government policies may reduce the natural rate of unemployment. 2. A high minimum wage can cause structural unemployment. 3. Temporary employment agencies are not numerous and that is why they are not effective in reducing frictional unemployment. 4. Trade unions cannot be a source of structural unemployment. 5. Technological change, coupled with labour market institutions, can also play a role in affecting the natural rate of unemployment. 6. Technological change leads to a decrease in the demand for skilled workers and a reduction in the demand for unskilled workers.

Exercise 43. *Write an outline of text 7. Use it to give the gist of the text.*

Exercise 44. *Insert appropriate preposition where necessary: with, for, in, within, to, above, at, for, of.*

1. Public policy designed to help workers who lose their jobs can lead ... structural unemployment as an unintended side-effect. 2. Most economically advanced countries provide benefits to laid-off workers as a way ... supporting them over until they find a new job. 3. This generosity results ... the reduction of a worker's incentive to seek a new job. 4. While a sense of fairness may call ... high unemployment benefits, some economists

believe that unemployment benefits are one of the causes of relatively high unemployment rates in continental Europe. 5. ... the start of 2006, youth unemployment in France was over 20 per cent—more than twice the overall rate of unemployment. 6. Full-time work contracts in France make it very difficult ... employers to make workers redundant. 7. To encourage employers to hire more young people, in' January 2006 the French government introduced special flexible work contracts for workers aged 18–25 that would allow an employer to terminate a contract ... two years. 8. However, unions immediately responded to this policy ... even more protests and strikes. 9. Efficiency wages are wages that employers set ... the equilibrium wage rate as an incentive for better performance.

Exercise 45. *Translate the following sentences in writing.*

1. Both private-sector economists and government agencies need estimates of the natural rate of unemployment for forecasts and policy analyses. 2. Almost all these estimates show the UK natural rate rising and falling over time: it was 3.8 per cent during 1969–73, rose to 9.5 per cent by the early 1980s, then fell to 5.7 per cent by the end of the 1990s. 3. The fluctuations in the UK's natural rate of unemployment are far from unique. 4. Other countries in Europe have experienced even larger swings in their natural rates. 5. The most important factors causing changes in the natural rate of unemployment are changes in the characteristics of the labour force, changes in labour market institutions, changes in government policies and changes in productivity. 6. In general, unemployment rates tend to be lower for experienced workers than for inexperienced workers and as experienced workers tend to stay in a given job longer than do inexperienced workers, they have lower frictional unemployment.

Exercise 46. *Match the following English - Ukrainian equivalents. Make up your own sentences using them.*

1. lack of financial resources	a) перешкоди для імміграції
2. to conduct a study	b) збільшення кількості

	робочих місць
3. to meet financial obligations	с) проводити дослідження
4. increase in the number of jobs	д) зберігати існуючі робочі місця
5. obstacles to immigration	е) відсутність фінансових ресурсів
6. to reduce the economy's efficiency	ф) альтернативний вибір між економічною ефективністю і безробіттям
7. a tradeoff between economic efficiency and unemployment	г) виконувати фінансові зобов'язання
8. to preserve existing jobs	h) зменшувати ефективність економіки

Exercise 47. Write verbs corresponding to the nouns below. Compose phrases with either verbs or nouns. Follow the Model.

Model: **competition, n. – compete, v.; compete for customers, to face tough competition**

competition; payment; loss; measurement; reduction; analysis; protectionism; forecast; immigration; encouragement; increase; production; employment; failure; occupation; government; estimation; productivity; fluctuation.

Exercise 48. Change the sentences from the Active to Passive Voice after the model.

Model: We **found** jobs for most of the students. – Jobs **were found** for most of the students.

1. Most economically advanced countries provide benefits to laid-off workers until they find a new job. 2. Employment agencies have reduced frictional unemployment by helping to match workers to jobs. 3. Unemployment can cause underemployment. 4. An economy with high unemployment is not using all the available resources. 5. In 1979 Dr. M. Brenner

conducted a study on the "Influence of the Social Environment on Psychology." 6. Many UK businesses have recently relocated their call centres abroad. 7. Different countries experience different levels of unemployment. 8. Some government policies may reduce the natural rate of unemployment. 9. Employers should increase wages for skilled workers.

Exercise 49. *Learn the vocabulary to the text 8 .*

conform (to) – 1. відповідати (чомусь); 2. погоджуватися

excess – надлишок, надмір

inaccurate – неточний

incarcerate – ув'язнювати

discourage – знеохочувати, відбивати охоту

self-employed – той, що займається індивідуальною
трудовою діяльністю

retirees - пенсіонери

worthwhile – вартий; що дає результат

Exercise 50. *Read and translate the text.*

Text 8. LIMITATIONS OF THE UNEMPLOYMENT DEFINITIONS

The statistical office of the European Union, Eurostat, defines unemployed as those persons aged 15 to 74 who are not working, have looked for work in the last four weeks, and ready to start work within two weeks, which conform to ILO¹ standards. Eurostat also includes a long-term unemployment rate. This is defined as part of the unemployed who have been unemployed for an excess of 1 year.

The unemployment figures indicate how many are not working but seeking employment for pay. It is only indirectly connected with the number of people who are actually not working at all or working without pay. Therefore, critics believe that current methods of measuring unemployment are inaccurate in terms of the impact of unemployment on people as these methods do not take into account the available working population incarcerated in prisons (who may or may not be working while incarcerated), those who have lost their jobs and have become discouraged over time from actively looking for

work, those who are self-employed or wish to become self-employed, such as tradesmen or building contractors or IT consultants, those who have retired before the official retirement age but would still like to work (involuntary early retirees), those on disability pensions who, while not possessing full health, still wish to work in occupations suitable for their medical conditions, those who would like to work full-time. These people are "involuntary part-time" workers, those who are underemployed, e.g., a computer programmer who is working in a retail store until he can find a permanent job.

Exercise 51. *Give English equivalents of the following word combinations.*

Давати визначення; шукати роботу; відповідати стандартам; вплив економіки; неточний показник; оцінювати рівень безробіття; брати до уваги; той, що займається індивідуальною трудовою діяльністю; вихід у відставку (на пенсію); пенсія за інвалідністю; працювати повний / неповний робочий день; віддавати перевагу

Exercise 52. *Comment on the following statements defining if they are true or false.*

1. Eurostat defines a long-term unemployment as part of the unemployed who have been unemployed for an excess of 1 year. 2. Eurostat's methods of defining unemployment do not conform to ILO standards. 3. Critics believe that current methods of measuring unemployment are inaccurate in terms of the impact of unemployment on people. 4. The unemployment figures indicate how many are not working and are not seeking employment. 5. Current methods of measuring unemployment do not take into account the available working population incarcerated in prisons, and those who have retired before the official retirement age but would still like to work.

Exercise 53. *Write questions to the italicized parts of sentences. Ask your groupmates to answer them.*

1. Eurostat is the statistical office of the *European Union gathering, analyzing and reporting information on the*

unemployed. 2. Eurostat's definition of the unemployed as persons aged 15 to 74 who are not working, have looked for work in the last four weeks, and ready to start work within two weeks conforms to ILO standards. 3. The unemployment rate may be different from the impact of the economy on people. 4. The unemployment figures indicate how many are not working but seeking employment for pay. 5. Critics believe that current methods of measuring unemployment are inaccurate. 6. These methods do not take into account the available working population incarcerated in prisons, those who are self-employed or wish to become self-employed, those who have retired before the official retirement age but would still like to work. 7. These people are "involuntary part-time" workers, those who are underemployed.

Exercise 54. *Translate the sentences paying attention to the meaning of the word 'for'.*

1. Information resources are too scarce for statistics to avoid compromises. 2. Smaller firms have for some time been believed to be at a disadvantage compared with large firms when they need to borrow. 3. Present-day economists do not distinguish profit from rent, for they think capital to compromise various kinds of property, land in particular. 4. Many economists specialize in a particular branch of the subject, for instance, urban economics studies city problems, land use, transport, and housing. 5. People can hold money to finance some future purchase without loss of purchasing power, for money serves as a store of value. 6. With the creation of the Internet the ability for an individual to become self-employed has increased dramatically.

Exercise 55. *Learn the vocabulary.*

credentials – 1. мандат; 2. атестат; 3. повноваження

recognize – визнавати

accept – приймати; визнавати

menial – низькооплачуваний

prevalent – поширений; переважний

stagnation – застій; застійність, стагнація

Exercise 56. *Read, translate and give the gist of the text.*

Text 9. UNDERUTILIZATION OF SKILLS

Underemployment describes the employment of workers with high skill levels in low-wage jobs that do not require such abilities. For example, someone with a college degree may be tending bar or driving a cab. This may result from the existence of unemployment, which makes workers with bills to pay (and responsibilities) take almost any jobs available, even if they do not use their full talents. This can also occur with individuals who are being discriminated against, lack appropriate trade certification or academic degrees (such as a high school or college diploma), have disabilities, or have served time in prison. Two common situations which can lead to underemployment are immigrants and new graduates. When highly-trained immigrants arrive in a country, their foreign credentials may not be recognized or accepted in their new country, or they may have to do a lengthy or costly re-credentialing process. As a result, when doctors or engineers from non-Western countries immigrate, they may be unable to work in their profession, and they may have to seek menial work. New college or university graduates may also face underemployment, because even though they have completed the technical training for a given field for which there is a good job market, they lack experience. As a result, a recent graduate with a Master's degree in accounting may have to work in a low-paid job until they are able to find work in their field. A related kind of underemployment refers to "involuntary part-time" workers. These are workers who could (and would like to) be working for the standard work-week (typically full-time employment means 40 hours per week in the United States) who can only find part-time work. Underemployment is more prevalent during times of economic stagnation (during recessions or depressions).

Exercise 57. *Translate into Ukrainian the following phrases and use them in your own sentences.*

Workers with high skill levels, to require abilities, a college degree, to result from, bills to pay, jobs available, to lack appropriate trade certification, to lead to underemployment, as a

result, to work in one's profession, to seek menial work, to face underemployment, a Master's degree in accounting, to work in a low-paid, part-time workers, full-time employment, 40 hours per week, during times of economic stagnation.

Exercise 58. *Divide the text into paragraphs; express the main idea of each paragraph by one sentence.*

Exercise 59. *Complete the following sentences using the information of text 9.*

1. Underemployment means 2. Underemployment may result from 3. The other reasons for underutilization of skills may be 4. The other two common situations leading to underemployment are 5. Highly-trained immigrants may be unable to work in their profession because 6. New college or university graduates may have to work in low-paid jobs as they 7. Underemployment also includes 8. Underemployment is typical of the period of

Exercise 60. *Translate the sentences paying attention to the word 'one'.*

1. Everyone can find himself in *one* of three situations: employed, or unemployed, or out of the labour force. 2. *One* thing in which workers are different is human capital. 3. A worker in the United Kingdom earns more than the *one* in India. 4. If, with a change of price, the supply increases by less than *one* per cent, it is called inelastic. 5. *One* should know that present-day economists, unlike economists of the 19th century, include land in capital. 6. Many people who do not get a new job after quitting the old *one* often leave the labour force to return to school, to work in a family garden, or for other purposes.

Exercise 61. *Match the left and right parts to complete following sentences.*

1. Self-employment is working	is	a) to become self-employed has increased dramatically.
2. With the creation of the		b) being a business owner.

Internet the ability for an individual	
3. To be self-employed, an individual is normally	c) taxes payable to central and local governments.
4. Self-employed people can also be referred to	d) for one's self rather than for another person or company.
5. To be self-employed is not the same as	e) highly skilled in a trade or has a niche product or service for their local community.
6. It is said that 1 out of 5 new businesses fails within the first few years	f) as people who work for themselves instead of an employer, but drawing income from a trade or business that they operate personally.
7. A self-employed person may be subject to	g) but success or failure in a business cannot be accurately predicted.

Exercise 62. *Learn the vocabulary to the text 10.*

welfare - - добробут

benefit – допомога

alleviate – полегшувати

hardships – труднощі; тяжке випробування

ensure – гарантувати, забезпечувати

previous – попередній

qualify – отримувати право (на щось)

reside – проживати, жити (десь)

respective – відповідний

design – призначати (заздалегідь)

citizen – громадянин, громадянка

eligibility – відповідність; відповідність вимогам;
правочинність

generate – спричиняти, викликати, створювати

controversial – спірний, дискусійний

premise – передумова

recipient – одержувач

Exercise 63. *Read and translate text 10.*

Text 10. Unemployment benefits

In many countries the unemployed are given aids as part of the social welfare. These unemployment benefits include unemployment insurance, welfare, unemployment compensation and subsidies to aid in retraining. The main goal of these programs is to alleviate short-term hardships and, more importantly, to allow workers more time to search for a job.

Only those registered as unemployed generally get unemployment benefits and often on conditions ensuring that they seek work and do not currently have a job. In some countries, a significant proportion of unemployment benefits are distributed by trade/ labour unions.

In Canada the system is now known as Employment Insurance (EI). Canadian workers pay premiums of 1.73% of insured earnings in return for benefits if they lose their jobs. The amount a person receives and how long they can stay on EI varies with their previous salary, how long they were working, and the unemployment rate in their area.

In the U.S. the unemployment insurance one receives is based solely on previous income (not time worked, family size, etc.) and usually compensates for one-third of one's previous income. To qualify, one must reside in their respective state for at least a year and, of course, work. The system was established by the Social Security Act of 1935.

In Australia, the social security benefits system is designed to support citizens no matter how long they have been unemployed for and is funded through the income tax system and distributed throughout the nation by Centrelink. There are two types of payment available to those experiencing unemployment. The first, called Youth Allowance, is paid to young people aged 16–24. The second kind of payment is called Newstart Allowance and is paid to unemployed people over the age of 21 and under the pension eligibility age.

This system has much been criticized on the grounds that welfare generates a 'culture of welfare dependence'. In recent years the governments have increased the requirements, providing for controversial schemes such as Work for the Dole, which

requires that people on benefits for 6 months or longer work voluntarily for a community organization to increase their skills and job prospects. There are other options available, the basic premise being to keep the welfare recipient active and involved in seeking full-time work.

Exercise 64. *Answer the questions on text 10.*

1. Do countries provide for social welfare of the unemployed? 2. What do these unemployment benefits include? 3. What is the main goal of these programs? 4. Who can qualify for unemployment benefits? 5. How are unemployment benefits distributed generally? 6. What is this system like in Canada? 7. What is the unemployment insurance in the U.S. based on? 8. How is the social security benefits system in Australia designed? 9. Why have the governments in recent years increased the requirements, providing for schemes such as Work for the Dole? What is the basic premise of such schemes? 10. What do you know about the social welfare system of the unemployed provided by the government in your country? 11. What requirements must a person meet to qualify for the unemployment benefits? 12. Do you think there are certain disadvantages about the system? How can it be improved to your mind?

Exercise 65. *Match the English - Ukrainian equivalents. Make up your own sentences using these phrases.*

1. social welfare	a) полегшувати труднощі
2. unemployment insurance	b) попередній дохід
3. alleviate hardships	c) створювати / призначати систему
4. Work for the Dole	d) створювати залежність
5. previous income	e) страхування у зв'язку з безробіттям
6. establish / design a system	f) право отримання пенсії за віком
7. support citizens	g) соціальне забезпечення
8. experience unemployment	h) громадські благодійні роботи

9. pension eligibility age	i) підтримувати громадян
10. generate dependence	j) зазнавати безробіття

Exercise 66. *Fill in the blanks with the appropriate phrases from suggested below to complete the sentences:*

work voluntarily for; to alleviate short-term hardships; trade/labour unions; those registered as unemployed; is based solely on; previous salary; as Employment Insurance; the age of 21 and under the pension eligibility age; to search for a job; the Social Security Act of 1935; experiencing unemployment.

1. In Canada the system is now known 2. The main goal of these programs is ... and to allow workers more time 3. The amount a person receives varies with their ..., how long they were working, and the unemployment rate in their area. 4. Unemployment benefits are generally given only to 5. The system was established by 6. In the U.S. the unemployment insurance ... previous income and usually compensates for one-third of it. 7. In some countries, a significant proportion of unemployment benefits are distributed by 8. There are two types of payment available to those ... in Australia. 9. Newstart Allowance is paid to unemployed people over 10. In recent years the governments have increased the requirements so that people on benefits for 6 months or longer ... a community organization.

Exercise 67. *Speak on:*

- the unemployment benefits in Ukraine;
- the unemployment benefits in other countries.

Exercise 68. *Complete the sentences with the modal verbs expressing supposition **may, might, must, can, could**. Their negative forms are also possible. Translate the sentences.*

1. The figures on the unemployment rate ... be accurate. 2. Under normal circumstances I ... have been aware of such a job contract. 3. Our competitor's products disappeared from the market. They ... have concentrated on another market segment. 4.

I'm not sure these data are accurate. There ... have been a kind of mistake. 5. We believe the negative effect on the economy ... not be as great as some bankers say. 6. To my mind, full unemployment ... never be achieved. 7. Western techniques ... help social workers design and manage social programmes. 8. You ... be promoted to the Purchasing Manager, he has not retired yet.

Exercise 69. Read text 11, analyze the benefits and choose among them three the most and one the least important; discuss your point of view with the groupmates.

TEXT 11. THE COMPENSATION PACKAGE

There are several basic areas of job offer evaluation such as compensation, status, career perspectives, levels of responsibility, etc. Compensation, of course, will be one of the key factors in your decision whether to accept or reject the offer. While we typically think of *fringe benefits*¹ as basic insurance coverage, a good benefits plan includes many supplementary perks (perquisites) that offer very attractive and competitive additions. To show how complicated it could be, let us just name the major parts of well-designed compensation package: base salary, bonus system, company car, relocation assistance, medical insurance, accidental death insurance, business travel insurance, disability insurance, vacation, holidays, sick/personal days, pension plans, profit sharing, stock options, tuition reimbursement, employee assistance programmes, overtime, travel premiums, parking reimbursement, commuting cost reimbursement, expense coverage, etc., or nearly 30 items. This complicated compensation package structure is more widely applied among international employers.

The main reason for such complexity is the taxation system of the country in which international employers operate. It is better to cut base salaries and to create additional monetary advantages which are usually not taxed. Ukrainian companies prefer to operate with “black cash”, and this is why they usually offer a very primitive compensation structure consisting primarily

of a basic salary and bonuses. In this case, money is the first issue that needs to be resolved.

There are some more details other than money that need to be evaluated before accepting a job offer. These non-monetary factors, such as your new position title, education and training, promotion opportunities, home equipment usage or travel frequency, are very important and must be carefully examined. Concentrate on key items and forget about the small perks, such as paid lunches or free water. Otherwise you will miss important things, and the employer will understand that you are interested in compensation more than in job content.

Exercise 70. Compose a brief essay (approximately 100 words) about a typical compensation package received by the employees in Ukraine: a) on the government job; b) in a private business.

Exercise 71. Speak on:

1. Types of unemployment.
2. Changes in labour market and governmental policies.
3. Benefits due to unemployment.

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ENGLISH FOR INTERNATIONAL BUSINESS COMMUNICATION

Навчальний посібник

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