

**МИНИСТЕРСТВО ТРАНСПОРТА
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ**

«РОССИЙСКИЙ УНИВЕРСИТЕТ ТРАНСПОРТА»

Кафедра «Русский и иностранные языки»

Е. Н. ГИТАЙЛО

Английский язык для экономистов

Учебное пособие

Москва – 2021

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для студентов специализации «Менеджмент организации»

38.03.02 (бакалавриат)

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Данное учебное пособие предназначено для изучения студентами английского языка в сфере профессионального общения. Учебное пособие способствует развитию практических навыков работы с профессионально ориентированными текстами, заданиями к ним.

В пособие включены основные задания, касающиеся таких вопросов, как: расширение словарного запаса, изучение новых понятий, задания на вопросно-ответные формы, на развитие навыков общения на английском языке, составление предложений и вопросов. Текстовый материал заимствован из оригинальной английской литературы и адаптирован в соответствии с целью данного пособия.

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Unit 1

**Read Text 1 What do managers do?
and translate it into Russian. Use the Vocabulary list and a dictionary**

Vocabulary list

approaches - подходы
run - управлять
goals - цели
pursue – преследовать
provide - обеспечивать
manufacture - производство
deliver - распространять
achievee - достигать
execute - выполнять
elaborate разрабатывать
organizational charts - организационные схемы
designate -назначать
reside - находиться
allocation - распределение
accomplish - выполнять
establish - устанавливать
performance standards - стандарты производства
objectives - цели
measure - мера
encourage - поощрять
consume - потреблять
compelling - убедительный
empower- уполномочивать
leveraging - эффективное использование
coaches - наставник, тренер

counselor - советник

watchdogs - сторожевые псы

executioner - палач

retribution - возмездие

accelerate - ускорять

Text 1

What do managers do?

There are two approaches to the functions of a manager: traditional and environmental.

In the traditional approach managers perform the four classic functions of management—planning, organizing, leading, and controlling.

- **Planning:** Running an organization is kind of like steering a ship on the ocean; to get where you want to go, you've got to have a plan—a map—that tells you where you're headed. It's the job of managers to develop the plans that determine the goals an organization will pursue, the products and services it will provide, how it will manufacture and deliver them, to whom, and at what price. These plans include creating an organizational vision and mission and specific tactics for achieving the organization's goals.

Organizing: After managers develop their plans, they have to build an organization that can put these plans into effect. Managers do this by designing organizational structures to execute their plans (often building elaborate organizational charts that divide an organization into divisions, departments, and other parts and designate the people who reside in each position) and by developing systems and processes to direct the allocation of human, financial, and other resources.

- **Leading:** Managers are expected to lead their employees, that is, to motivate them to achieve the organization's goals—quickly and efficiently. Leadership is considered to be the most important ingredient for a manager's success.

Controlling: To accomplish their goals and the goals of the organization, managers must establish performance standards based on the organization's goals and objectives, measure and report actual performance, compare the two, and take corrective or preventive action as necessary.

The environmental approach says that managers and workers are entering into a new kind of partnership that is forming the basis of a new reality in the workplace. Today's managers are discovering that they cannot command an employee's best work; they can, however, create an environment that encourages employees to want to do their best work.

So, the new functions of management are:

- **Energize:** Today's managers are masters of making things happen. The best managers create far more energy than they consume. Successful managers create compelling visions—visions that inspire employees to bring out their very best performance—and they encourage their employees to act on these visions.
- **Empower:** Empowering employees doesn't mean that you stop managing. Empowering employees means giving them the tools and the authority to do great work.

Effective management is the leveraging of the efforts of your team to a common purpose.

- **Support:** Today's managers need to be coaches, counselors, and colleagues instead of watchdogs or executioners. The key to developing a supportive environment is the establishment of a climate of open communication throughout the organization. Employees must be able to express their concerns—truthfully and completely—without fear of retribution. Similarly, employees must be able to make honest mistakes and be encouraged to learn from those mistakes.
- **Communicate:** Communication is the lifeblood of every organization. Information is power, and, as the speed of business continues to accelerate, information—the right information—must be communicated to employees faster than ever.

1. Find in the text the following words and word combinations:

выполнять функции, управление организацией, определить цели, видение, особая тактика, составить план, подразделение, отдел, человеческие ресурсы, выполнить план, достигать цели, установить производственные стандарты, принимать профилактические меры, партнерство

2. Fill in the gaps with the following words:

Communication mission partnership motivate concerns

- 1) Managers are expected to lead their employees, that is, to..... them to achieve the organization's goals—quickly and efficiently.
- 2) The environmental approach says that managers and workers are entering into a new kind of...that is forming the basis of a new reality in the workplace.
- 3) The key to developing a supportive environment is the establishment of a climate of open..... throughout the organization.
- 4) Employees must be able to express their—truthfully and completely—without fear of retribution.
- 5) These plans include creating an organizational vision andand specific tactics for achieving the organization's goals.

3. Answer the questions:

- 1) What do the plans of a manager include?
- 2) What does leading means?
- 3) How can a manger energize people?
- 4) How one should empower people?
- 5) What does communication mean?

4. Translate the sentences into English:

- 1) Руководители и работники вступают в новый вид партнерства, который является основанием для новой реальности на рабочем месте.
- 2) Эти планы включают создание организационного видения и миссии и конкретную тактику для достижения целей организации.

- 3) После того как менеджеры разработали планы, они должны построить организацию, которая может претворить эти планы в жизнь.
- 4) Расширение прав и возможностей работников не означает, что вы перестанете управлять.
- 5) Они могут, однако, создать среду, которая поощряет сотрудников хотеть выполнить свою работу лучше.
- 6) Связь является источником жизненной силы любой организации.

5. Match the functions and their content:

Organizing	to encourage employees to act
Leading	to give the right information
Communicating	to establish a climate of open communication
Supporting	to motivate to achieve the organization's goals
Empowering	to build charts that divide an organization into division
Planning	to give the tools and the authority to do work
Controlling	to create an organizational vision and mission

6. Say if the statement is true or false. If it is false give the right variant.

- 1) It's the job of managers to develop the plans that determine the goals an organization will pursue, the products and services it will provide.
- 2) Managers do this by designing organizational structures to execute their plans (often building elaborate organizational charts that divide an organization into divisions, departments, and other parts and hire the people who reside in each position)
- 3) The best managers create far less energy than they consume.
- 4) Today's managers need to be coaches, counselors, and colleagues instead of watchdogs or executioners.
- 5) Employees must not be able to express their concerns—truthfully and completely—without fear of retribution.

Unit 2 JOBS AND CAREERS

STARTING-UP

A. Discuss with your partners the motives which urge people to work.

B. Read the text below and discuss in class which ideas from the text you share and which you don't.

What Are We Working for?

Have you ever asked yourself what you are working for? If you have ever had the time to consider this taboo question, or put it to others in moments of weakness or confidentiality, you might well have heard some or all of the following. It's the money of course, some say with a smile, as if explaining something to a small child. Or it's the satisfaction of a job well done, the sense of achievement behind the clinching of an important deal. I worked as a bus conductor once, and can't say I felt the same as I staggered along the swaying gangway trying to give out tickets without falling over into someone's lap. It's the company of other people perhaps, but if that is the case, what about farmers? Is it the conversation in the farmyard that keeps them captivated by the job? "Work is power and a sense of status," say those who have either attained these elusive goals, or feel aggrieved that nobody has yet recognised their leadership qualities. Or we can blame it all on someone else, the family or the taxman. I suspect, and I say this under my breath, that most of us work rather as Mr. Micawber (a character from Dickens's novel "David Copperfield") lived, hoping for something to turn up. We'll win the pools, and tell the boss what we really think. We'll scrape together the money and open that little shop we always dreamed of, or go round the world, or spend more time in the garden. One day we'll get that promotion we deserve, but until then at least we have something to do. And we are so busy doing it that we won't have time to wonder why.

CHOOSING A CAREER

WORK AND EMPLOYMENT

Focus Vocabulary

career	employment	to earn / make money
job	employer	income
line	employee	promotion
occupation	to employ	to promote
position	(the)unemployed	profit
post	unemployment	salary

profession trade vocation work	to achieve to dismiss / to sack to manage to quit to hand in/to give one's notice to provide to retire to resign resignation	wages raise (AmE) rise (BrE)
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Word Meaning

JOB - DO (FOR A LIVING) - OCCUPATION - POST / POSITION – BUSINESS – CAREER - TRADE - PROFESSION - WORK - LINE – VOCATION

JOB	<p>Your job is what you do to earn your living. You'll never get a job if you don't have any qualifications. • <i>She'd like to change her job but can't find anything better.</i> Your job is also the particular type of work that you do. • <i>John's new job sounds really interesting.</i> • <i>I know she works for the BBC but I'm not sure what job she does.</i> A job may be full-time or part-time (NOT half-time or half-day). • <i>All she could get was a part-time job at a petrol station.</i></p>
DO (for a living)	<p>When you want to know about the type of work that someone does, the usual questions are What do you do? What does she do for a living? etc. • <i>What does your father do? - He's a police inspector.</i></p>
OCCUPATION	<p>Occupation and job have similar meanings. However, occupation is far less common than job and is used mainly in formal and official styles. • <i>Please give brief details of your employment history and present occupation.</i> • <i>People in manual occupations seem to suffer less from stress.</i></p>
POST/POSITION	<p>The particular job that you have in a company or organisation is your post or position. • <i>She's been appointed to the post of deputy principal.</i> • <i>He's applied for the position of sales manager.</i> Post and position are used mainly in formal styles and often refer to jobs which have a lot of responsibility.</p>
BUSINESS	<p>The general area of work that you are involved in. • <i>What business are you in? - Antiques, mostly.</i> • <i>In our business the first rule is that the customer is always right</i></p>
CAREER	<p>Your career is your working life, or the series of jobs that you have during your working life. • <i>The scandal brought his career in politics to a sudden end.</i> • <i>Later on in his career, he became first secretary at the British Embassy in Washington.</i> Your career is also the particular kind of work for which you are trained and that you intend to do for a long time.</p>

	<ul style="list-style-type: none"> • <i>I wanted to find out more about careers in publishing.</i>
TRADE	<p>A trade is a type of work in which you do or make things with your hands.</p> <ul style="list-style-type: none"> • <i>Most of the men worked in skilled trades such as carpentry or printing.</i> • <i>My grandfather was a bricklayer by trade.</i>
PROFESSION	<p>A profession is a type of work such as medicine, teaching, or law which requires a high level of training or education.</p> <ul style="list-style-type: none"> • <i>Until recently, medicine has been a male-dominated profession.</i> • <i>She entered the teaching profession in 1987.</i>
WORK	<p>A job you are paid to do or activity that you do regularly.</p> <ul style="list-style-type: none"> • <i>My father started work when he was 14.</i> • <i>There isn't a lot of work at this time of the year.</i>
LINE	<p>The kind of work someone does.</p> <ul style="list-style-type: none"> • <i>What line of business is he in?</i> • <i>He is in the building / retail, etc. line</i>
VOCATION	<p>A job that you do because you have a very strong feeling that doing this job is the purpose of your life.</p> <ul style="list-style-type: none"> • <i>Teaching isn't just a job it's a vocation</i>

Ex. 1. Complete each sentence by using a word from the box. The words can be used more than once

business job living work profession vocation trade career occupation line post/position

1. Please state your age, address, and _____ in the space below.
2. Mark makes his _____ working as a journalist.
3. There are a lot more women in the legal _____ .
4. He was offered the _____ of ambassador in China.
5. The scandal destroyed his _____ in publishing.
6. As a teacher she feels she has finally found her _____ .
7. The cost of _____ has risen greatly over the recent years.
8. I can't come out tonight. I've got too much _____ to do.
9. Stop interfering! This is none of your _____ .
10. Kate has a very good _____ in an international company.
11. I wish I had your _____ - it sounds really interesting.
12. I didn't realize we were in the same _____ of business.
13. Most of the men worked in skilled _____ such as carpentry or printing.

14. There are still too many people without _____. They worked very hard and now they have their own _____.

Ex. 2. Choose synonyms from the focus vocabulary.

1. to be out of a job / work
2. to hire, engage
3. to reach, realise (BrE) /- ize (AmE)
4. income
5. to direct, lead, guide
6. to throw out of work, to fire, to sack.

Ex. 3. Say in one word using the focus vocabulary.

1. a person who is employed
2. money that an employee receives for his / her work
3. a particular fitness or ability for certain kind of work
4. to appoint a person for a job
5. money paid for manual work
6. money which allows one to provide for a living
7. to leave one's job or position

Ex. 4. Give as many collocations as possible matching the words from the two columns. Note! use articles or pronouns where necessary.

to change	to achieve	post	job hunting
to give	to find	work	worker
to employ for	to hold	promotion	profession
to dismiss from	to quit	employment rise / raise	vocation
to look for	to offer	job	living
to make	to get	employee	
to earn	to be cut out for	career	
to do (for)	to leave	success	
to lose	to follow	position	
to recommend for	to appoint		

Ex. 5. Match the words from the two columns. Note! *that there may be various combinations*

full-time	boring	worker
demanding	office	job
blue-collar	brilliant	employment
tough	government	business
high	part-time	career
frustrating	competitive	employee
factory	rewarding	position
hard	odd	work
seasonal	low-status	post
backbreaking	challenging	profession
white-collar	flexitime	

Ex. 6. A. Read and learn by heart the expressions connected with work.

<p>to work shift-work (nights one week, days next)</p> <p>to be freelance</p> <p>to be on flexi-time (flexible working hours)</p> <p>to work nine-to-five (regular day work)</p>	<p>hours for work</p>
<p>to get the sack [thrown out of your job]</p> <p>to be fired [more formal than 'get the sack'; often used as a direct address: 'You're fired!']</p> <p>to be dismissed [more formal than 'be fired']</p> <p>to be made redundant [thrown out, no longer needed] to be laid off [more informal than 'made redundant']</p> <p>to give up work [e.g. in order to study]</p> <p>to be on / take maternity leave [expecting a baby]</p> <p>to be on / take sick leave [illness]</p> <p>to take early retirement [retire at 55]</p> <p>to be a workaholic [love work too much]</p> <p>to be promoted [get a higher position]</p> <p>to apply for a job [fill in forms, etc.]</p> <p>to fall behind in one's work [be late in doing something]</p> <p>to work overtime/overnight [additional time worked/during night]</p> <p>to work full-time/part-time [regular employment/temporary job]</p> <p>to do odd jobs [occasional job]</p>	<p>reasons for not working</p>

<p>to have steady work [fixed, permanent job] to take a day off [day free from work] to ask for leave of absence [permission to be absent from work] to be on the dole/unemployment pay [government unemployment pay] to shirk work [avoid work] to give smb (a week's, a month's, etc.) notice [to tell someone that they must leave their job in a week, a month, etc.]</p>	
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Using the expressions say what you think has happened/is happening.

Example: *I'm not working now, the baby's due in 3 weeks. She's on maternity leave.*

1. I lost my job. They had to make cutbacks. 2. He's enjoying life on a pension, although he's only 58. 3. One week it's six-to-two, the next it's nights. 4. I was late so often, I lost my job. 5. I get in at nine o'clock and go home at five.

Ex. 7. Find sentences from the list on the right which paraphrase each of the sentences on the left.

<p>1. What do you do for a living? 2. Is it a very rewarding job? 3. Do you get any perks? 4. Why did they sack you? 5. Are you in charge of recruitment? 6. Is it a very demanding job? 7. What does the job involve? 8. Why did you hand in your notice? 9. How much do you earn? 10. Is it a skilled job? 11. Why did they take you on? 12. Are you freelance? 13. What are your job responsibilities?</p>	<p>a) Why did you resign? b) What do you have to do exactly? (2 variants) c) Do you work for yourself or are you employed by someone? d) Why did they employ you? e) Do you need any special training? f) Are you responsible for employing people? g) Is it very hard work? h) What is your salary? i) Why were you dismissed? j) What's your job? k) What fringe benefits are there? l) Is it a very satisfying job?</p>
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VOCABULARY FOCUS

1. Here are some key words for the topic. Match the words in the left column with their definitions on the right:

- | | |
|------------------|---|
| 1) career | a) what you do to earn your living |
| 2) job | b) is similar in meaning to job; however, is far less common and is used mainly in formal and official styles |
| 3) line | c) a job that you do because you have a very strong feeling that doing this job is the purpose of your life |
| 4) occupation | d) a type of work in which you do or make things with your hands |
| 5) post/position | e) the type of thing that someone is interested in or good at |
| 6) profession | f) a job you are paid to do or activity that you do regularly |
| 7) trade | g) the particular job that you have in a company or organization |
| 8) work | h) a type of work such as medicine, teaching or law, which requires a high level of training or education |
| 9) vocation | i) your working life or the series of jobs that you have during your working life |

2. Complete the following sentences with the words from the exercise above.

- 1) Please, give brief details of your employment history and present
- 2) Writing books isn't just a job – it's a
- 3) The scandal brought his in diplomacy to a sudden end.
- 4) She has applied for the of staff manager.
- 5) Cosmonautics has always been a male-dominated
- 6) I was thinking of some job in the domestic
- 7) Most of the men worked in skilledsuch as carpentry or printing.
- 8) You can't hope to get a good without any qualifications.
- 9) This is a small place and there isn't much at this time of the year.

3. Read the text below and pay attention to the words in bold.

a) **What do you do?**

To find out what someone's job is you say **'What do you do?'** Here, Kerstin talks about her job:

'I **work for** a large European car maker. I **work on** car design. In fact, I **run** the design department and I **manage** a team of designers: 20 people **work under** me. It's very interesting. One of my main **responsibilities** is to make sure that new model designs are finished on time. I'm also **in charge of** design budgets.

I **deal with** a lot of different people in the company. I'm **responsible for** co-ordination between design and production: I **work with** managers at our manufacturing plants.'

b) **Word combinations with 'work'**

If you **work** or **have work**, you have a job. But you don't say that someone has a work- **Work** is also the place where you do your job. Here are some phrases with 'work':

- Hi, I'm Frank. I work in a bank in New York City. I **leave for work** at 7.30 every morning.
- I **go to work** by train and subway.
- I **get to / arrive at work** at about nine.
- I'm usually **at work** till six.
- Luckily, I don't get ill very much so I'm not often **off work**.

The economy is growing fast and more people are **in work** than ever before. The percentage of people **out of work** has fallen to its lowest level for 30 years.

c) **Types of job and types of work**

A **full-time job** is for the whole of the normal working week; a **part-time job** is for less time than that. You say that someone **works full-time** or **part-time**.

A **permanent job** does not finish after a fixed period; a **temporary job** finishes after a fixed period. You talk about **temporary work** and **permanent work**.

d) **Words used in front of 'job' and 'work'**

All these words are:

- **satisfying, stimulating, fascinating, exciting:** the work is interesting and gives you positive feelings.
- **dull, boring, uninteresting, unstimulating:** the work is not interesting.
- **repetitive, routine:** the work involves doing the same things again and again.
- **tiring, tough, hard, demanding:** the work is difficult and makes you tired.

4. Pierre is talking about his work. Correct what he says using words and word combinations from 3 (a-d).

I work for a French supermarket company. (1) I work *about* the development of new supermarkets. (2) In fact, I *running* the development department and (3) I *am manage for* a team looking at the possibilities in different countries. It's very interesting. (4) One of my *main* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I deal *at* a lot of different organizations in my work. (7) I'm *responsible of* planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.

5. Complete the text with one of the prepositions from 3b.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) work. The traffic is often bad and she worries about getting (2) work late, but she usually arrives (3) work at around nine. She finishes work quite late, at about eight. 'Luckily, I'm never ill,' she says. 'I could never take the time (4) work.' She loves what she does and is glad to be (5) work. Some of her friends are not so lucky: they are (6) work.

6. A great variety of occupations can be roughly divided into **trades** and **professions**.

Trades are occupations which demand a high level of manual skill and an extended period of practical and theoretical training.

Professions are occupations which involve mainly intellectual, or brainwork, and require a long period of higher education at university or an institution of similar standard.

a. Here is a list of some occupations. Sort them out into two groups under the headings.

trades, e.g. driver

professions, e.g. musician

lawyer dentist hairdresser mechanic architect priest farmer
vet librarian physiotherapist child-minder police officer
accountant engineer scientist chef firefighter civil servant
tailor/dressmaker designer builder carpenter plumber

b. Add some more job-titles to these lists and compare your lists with those of other students.

7. Some job-titles are found in a wide range of different places.

boss director manager executive administrator clerk

secretary skilled worker unskilled worker labourer
 receptionist public relations officer safety officer economist
 security officer union official personnel officer sales assistant
 adviser education officer research-worker supervisor

a. Check their general meaning in a dictionary. Then do the exercise below to help you work out the more precise meanings.

b. Which of the job-titles above would best describe the following?

- 1) The person who represents the workers' interests in disputes with the management in a factory.
- 2) A person who has a high (but not the highest) position in a company and whose job is to make important decisions.
- 3) An important person in a company who sits on the Board.
- 4) A worker whose job requires no special training.
- 5) A person generally in charge of the day-to-day administration in a company.
- 6) The person who makes sure there are no risks of accidents from machinery, etc.
- 7) A person whose job is to keep an eye on the day-to-day work of other workers.
- 8) A person who does hard physical work.
- 9) The person who handles applications for vacant posts.
- 10) The person who gives out information to the press for a company.

8. Complete these definitions.

- | | |
|--|-------------------------|
| 1) An architect ... <i>designs buildings</i> . | 5) A bricklayer |
| 2) A university lecturer | 6) A stock broker |
| 3) An accountant | 7) A mechanic |
| 4) A vet | 8) A surgeon |
| 9) A lawyer | 11) An economist |
| 10) An engineer | 12) A firefighter |

9. Old and new ways of working

Read the texts below paying attention to the phrases in bold.

A

I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. The work isn't very interesting, but I like to be able to go home at a reasonable time.

We all have to **clock in** and **clock out** every day. In this company, even the managers have to, which is unusual!

NB: *You also say **clock on** and **clock off**.*

B

I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time before eleven, and finish as early as three, as long as we do enough hours each month. It's ideal for me as I have two young children.

NB: *BrE: flexitime; AmE: flextime*

C

I work in a car plant. I work in **shifts**. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating.

D

I'm a commercial artist in an advertising agency. I work in a big city, but I prefer living in the country, so I **commute** to work every day, like thousands of other **commuters**. **Working from home** using a computer and the Internet is becoming more and more popular, and the agency is introducing this: it's called **teleworking** or **telecommuting**. But I like going into the office and working with other people around me.

10. Which person 1) – 5) is most likely to do each of the five things a) – e) ?

- 1) A software designer in an Internet company. Has to be in the office.
- 2) An office worker in a large, traditional manufacturing company.
- 3) A manager in a department store in a large city. Lives in the country.
- 4) A construction worker on a building site where work goes on 24 hours a day.
- 5) A technical writer for a city computer company. Lives in the country.

- a) work in shifts
- b) work under a flexitime system
- c) telecommute
- d) commute to work
- e) clock on and off at the same time every day

Ex. 11. Complete each sentence by using a word from the box

employ - employer - employee - unemployed - employment unemployment

1. We are _____ a new interpreter from September 1.
2. He is _____ at present and is job hunting.
3. We were _____ to do some seasonal job.

4. My _____ wouldn't like me to be late.
5. Office _____ are called white-collar workers.
6. Being a housewife is full-time _____.
7. _____ is a major social problem.
8. The _____ are on the dole in the United Kingdom.

12. Five people talk about their jobs. Match the jobs (1-5) to the people (a-e) and put the words in brackets into the correct grammatical forms.

- 1) accountant; 2) post woman; 3) flight attendant;
- 4) software developer; 5) teacher

a) Obviously, my work involves (*travel*) a lot. It can be quite physically (*tire*), but I enjoy (*deal*) with customers, except when they become violent. Luckily this doesn't happen often.

b) I like (*work*) with figures, but my job is much less (*bore*) and routine than people think. The work (*involve*) a lot of human contact and teamwork, working with other managers.

c) Of course, it involves getting up quite early in the morning. But I like (*be*) out in the open air. And I get a lot of exercise!

d) You've got to think in a very logical way. The work can be mentally (*tire*), but it's very satisfying to write a program that works.

e) I love my job. It's very (*stimulate*) and not at all (*repeat*): no two days are the same. It's good to see the children learn and develop.

13. Choose the best variant.

Choosing a Job

One of the most difficult decisions is choosing what to do for **a/- (1) work / living**. For example, do you want to follow a definite **(2) business /career**, and **(3) earn /gain a/- low (4) salary / money** at the beginning, but have good **(5) perspectives / prospects** in a company that trains its **(6) employers / staff**? Or are you more interested in taking any kind of work, because you need **a/an (7) income /money**? You may have to **(8) come up with / face up** to the fact that a good **(9) work /job** can be difficult to find. In that case, why not take a **(10) temporary / short** one? You will gain some useful **(11) experiences / experience**. Remember that even if you have the right **(12) qualifications / degrees**, you may have to **(13) turn down / fill in** lots of application forms before you are asked to **(14) attend / make** an interview. But don't worry if you don't know what you want to **(15) work /do** exactly. You'll enjoy finding out!

14. A. What are the most important factors for you in choosing or keeping a job? Put the following factors in order of importance and then compare your list with that of your partner's. Share your opinions using the model.

Model

It is important for me that my job I would like the job that It should (not)	presupposes provides involves excludes be	good salary etc
--	---	-----------------

- good salary or wages
- interesting and varied work, not boring and monotonous
- work which is useful to society
- good working conditions
- flexible hours
- opportunities to meet people
- friendly considerate management and colleagues
- opportunities to travel
- long holidays
- job security
- good career prospects
- bossing people
- dealing with children
- responsibility of your own
- working with nice people
- getting on with your boss
- the chance of promotion
- another factor - what?

B. In your opinion, which jobs or professions fit your criteria

Model

First of all, I tried to choose a job which I preferred the profession which	is needs requires involves gives etc.	interesting etc. travelling ... living abroad... etc.
--	---	--

C. Does the job you hope to have fit them?

D. What jobs fit the criteria that you have selected above? Put them in order. Which 7-8 criteria were the most important for you while choosing your career? Share your opinion with your friend. Give your reasons if necessary. Use the model of Ex. 13.

Very boring	Very interesting
Very badly-paid	Very well-paid
Give opportunity to meet people	Give no opportunity to meet people
Involve travelling	Don't involve travelling
Require special qualification	Manual
Caring	Influencing people
Require using a computer	Don't require using a computer
Involve the use of languages	Don't require knowledge of languages
Monotonous	Varied
Involve living abroad	Don't involve living abroad
Low-status	High-status
Require working indoors	Require working outdoors
Require wearing special uniform	Suggest wearing beautiful clothes

Ex. 15. In team of three or four devise a list of

a) jobs which can be described as: full-time, part-time, 9 to 5, temporary, seasonal, backbreaking, demanding, frustrating, challenging, boring, tough, interesting, well-paid, badly-paid, prestigious, rewarding

b) jobs requiring: an incredible responsibility, a good qualification, a rich imagination, an attractive appearance, a fine sense of humour, a good memory, a refined taste, creativity, strength of body, stamina, a quick mind, tolerance, self-discipline, self-confidence, full commitment, special skills (administrative, managerial, communicative, other skills), leadership qualities

Ex. 16. Translate into English

1. - Почему он уволился? - Трудно сказать. Он опытный и трудолюбивый сотрудник, однако он не получил повышения, когда освободилась должность руководителя отдела. 2. Профессия учителя была бы более уважаемой, если бы она лучше оплачивалась. 3. Для этой работы не нужна особая квалификация, достаточно пройти короткий курс подготовки. 4. Что для тебя важнее - сделать хорошую карьеру, или посвятить себя семье? 5. Смирился бы ты со своей монотонной, неинтересной работой, если бы она лучше оплачивалась? 6. Эта должность не дает никаких перспектив. Я подаю заявление об увольнении. 7. Опишите Ваши служебные обязанности. 8. Маловероятно, что она примет предложение о повышении. Она из тех людей, кто избегает ответственности. 9. - Чем Вы занимаетесь? - К сожалению, у меня нет постоянной работы. Мне приходится выполнять случайные работы: косить газоны, разносить рекламные листки и пр. 10. Профессия инженера требует призвания. Иначе ты будешь всю жизнь чувствовать неудовлетворение от своей работы. 11. Кто не мечтает в юности сделать блестящую карьеру! 12. У меня нет амбиций. Спокойная

работы за письменным столом, уютная обстановка и приятные, внимательные коллеги - вот все, что мне нужно. Конечно, не откажусь от хорошей зарплаты. 13. Не думаю, что из него получится хороший врач. Он равнодушный и невнимательный к людям, самовлюбленный человек. 14. Я не привыкла работать с 9 до 5. Мне бы хотелось устроиться на работу со свободным распорядком дня. 15. Мой брат - преуспевающий внештатный журналист. Его статьи публикуют многие ведущие газеты. 16. Перепечатывать все заново? Это же пустая трата времени. Тебе следует научиться работать на компьютере, и тогда тебе не придется это делать.

17. Complete each sentence with a word from the list. The words can be used more than once.

business job living work

- a) Jack makes his working as a journalist.
- b) She has just left to go to, I'm afraid.
- c) They worked very hard and now have their own
- d) There are still nearly two million people without
- e) The cost of has risen greatly over recent years.
- f) Stop interfering! This is none of your
- g) Lucy has a very good in an international company.
- h) I can't come out tonight. I've got too much to do.
- i) Some men came and dug a hole in the road outside.
- j) An early by Picasso was sold for £2,000,000.

18. Use the words in bold on the right to form a word that fits in the space in the same line. Give your summary of the text.

a) Choosing the Right Career

Choosing the right career to suit your(0) *personality* and one that lives up to your (1)... can be rather difficult. We usually take certain factors into (2) when making such a (3) First of all, what are the (4) of the job? You need to find out what (5) are necessary before you hand in your (6) form. Then, think of your career prospects and consider whether there is ample (7) for (8) Finally, you need to decide on the level of (9) you would be happy with and whether you will achieve a sense of job (10) equal to

**personal
expect
consider
decide
require
quality
apply
opportune
promote
responsible
satisfy**

the work you put in.

b) Leaving a Job

I recently left my job in an (1) agency **advertisement**
after a disagreement with my boss. She accepted my
(2) but warned me that because of the **resign**
(3) situation, I might have to get used to the **economy**
idea of being (4) for a while. I thought **employ**
that she was trying to make a point, but after I had made
over fifty (5) to other companies, I realised that **apply**
she was right. Although I am a (6) designer, **qualifications**
I didn't receive any offers of a job. After that I tried
working from home, but it was not very (7) **profit**
Then I became an (8) in a fast-food **employ**
restaurant, even though my (9) were extremely low. **earn**
I wish I had accepted early (10) from my old job. **retire**
That is what I disagreed with my boss about!

19. Complete each sentence with a word or compound word formed from the word given.

- a) Jack built his own boat in a in his garden. **work**
- b) I don't have a job, so I'm living on benefit. **employ**
- c) We can't with these low prices. **competition**
- d) Many pupils at school have already chosen a career. **second**
- e) This used to be a rural area but it has become **industry**
- f) in our factories is falling because of absenteeism. **produce**
- g) You won't be paid much as a/an worker. **skill**
- h) The government is encouraging in heavy industry. **invest**
- i) Jim is very disorganised and not very **business**
- j) We would like details of your on this form. **qualify**

20. Choose the correct word underlined in each sentence.

- a) Jim is a real craftsman and works on a boat/with his hands/for a low salary.
- b) I had to call a plumber because my room was blacked out/flooded/cracked.
- c) If you are selling your house, you'll need an advocate/a barrister/a solicitor.
- d) Peter is an undertaker and goes to funerals/the stock exchange/the factory.
- e) If you are an accountant you have to be good at figures/numbers/totals.
- f) We were married by my uncle, who was the local father/official/vicar.
- g) If you're passing the vet's, could you collect my carpet/cat/licence?

- h) Helen doesn't work for a company, she's freelance/liberated/unattached.
- i) Most people would prefer a job/work/occupation which was near home.
- j) The manager told David to make an application/invitation/interview for the job.

21. Choose the most suitable word or phrase underlined in each sentence.

- a) The building workers were paid their income/salary/wages every Friday.
- b) She's only here for three weeks. It's a/an full-time/overtime/temporary job.
- c) When he retired he received a monthly bonus/pension/reward.
- d) Apparently she earns/gains/wins over £20,000 a year.
- e) While the boss is away, Sue will be in charge/in control/in place of the office.
- f) Could I have two days away/off/out next week to visit my mother?
- g) Paul was always arriving late, and in the end he was pushed/sacked/thrown.
- h) When I left the job, I had to hand in my application/dismissal/notice three weeks beforehand.
- i) How much exactly do you do/make/take in your new job?
- j) If you have to travel on company business, we will pay your costs/expenses/needs.

22. Decide which answer A, B, C or D best fits each space. Give your summary of the text.

Choosing a Job

One of the most difficult decisions is choosing what to do for a (1) For example, do you want to follow a definite (2), and (3) a low (4) at the beginning, but have good (5) in a company that trains its (6) ? Or are you more interested in taking any kind of work, because you need a/an (7) ? You may have to (8) the fact that a good (9) can be difficult to find. In that case, why not take a (10) one? You will gain some useful (11) Remember that even if you have the right (12), you may have to (13) lots of application forms before you are asked to (14) an interview. But don't worry if you don't know what you want to (15) exactly. You'll enjoy finding out!

- | | | | |
|------------------|--------------|-------------|------------|
| 1) A) salary | B) living | C) employee | D) work |
| 2) A) company | B) training | C) business | D) career |
| 3) A) earn | B) gain | C) win | D) take |
| 4) A) money | B) profit | C) cheque | D) salary |
| 5) A) promotions | B) prospects | C) futures | D) hopes |
| 6) A) employers | B) crew | C) staff | D) persons |

- | | | | |
|-----------------------|----------------|-----------------|-----------------|
| 7) A) money | B) cash | C) account | D) income |
| 8) A) face up to | B) go over | C) come up with | D) call off |
| 9) A) work | B) labour | C) job | D) seat |
| 10) A) temporary | B) overtime | C) profitable | D) short |
| 11) A) experiences | B) experienced | C) experience | D) experiencing |
| 12) A) qualifications | B) exams | C) letters | D) degrees |
| 13) A) fall through | B) get on | C) turn down | D) fill in |
| 14) A) be | B) attend | C) make | D) advertise |
| 15) A) work | B) job | C) do | D) employ |

23. Translate from Russian into English.

1) Он был уволен по сокращению штатов и теперь живет на пособие по безработице. 2) Я не увиливаю от работы и готов делать все, что мне предложат. 3) Тебе следует отпроситься с работы, чтобы встретить детей в аэропорту. 4) Я подумываю о том, чтобы уйти с этой работы. Маловероятно, что я смогу получить здесь повышение. 5) Что входит в ваши служебные обязанности? – Работа с почтой и ответы на звонки клиентов. 6) Эта работа требует высокой квалификации. Тебе придется пройти специальные курсы. 7) Я считаю, что профессию нужно выбирать по призванию. В противном случае трудно будет получить удовлетворение от своей работы. 8) Рон – честный, умный, ответственный работник и, несомненно, заслуживает повышения оклада. 9) Приехав в город, он несколько месяцев перебивался случайными заработками, прежде чем нашел постоянную работу. 10) В любом случае вы получите уведомление об увольнении не позднее, чем за две недели. 11) У него есть все данные, чтобы сделать блестящую карьеру в юриспруденции: ум, знания, честность, целеустремленность и энергия. 12) Не в моем характере работать с 9 до 5. Я предпочитаю гибкий график.

Unit 3

Read Text 3 and translate it into Russian. Use the Vocabulary list and a dictionary.

Vocabulary list

mandating - обязательный

pep rally - ралли

coercion - принуждение

unleashing - развязывание

turf - торф

sugarcoat - приукрасить

engage - заниматься

implement - осуществлять

put them on the back burner – положить в долгий ящик

buy-in – выкуп собственных акций

favor - благоприятствовать

short-term gain - краткосрочная прибыль

evaluation - оценка

implicit - неявный

holistic concern - озабоченность

Text 3

Energizing employees

Wouldn't it be great if you could get the very best from your employees each and every day? Well, we have some good news for you: You can get the very best from your employees every day of the week. But you can't do it by mandating that your employees give their very best from this day forward, with the occasional pep rally or morale-building meeting, or by threats or coercion. The secret to making this happen is energizing your employees—unleashing the passion and talent that resides deep within them.

What can managers do to help unleash the passion and talent in their employees, in short, to energize them? Here are some suggestions:

- Develop a clear vision for where you want the organization to go, and then be sure to communicate the vision widely and often.

- Don't be a prisoner to your office; be sure to regularly visit the people who work for you on their turf and to encourage and inspire them.
- Be honest and truthful with your employees at all times; don't sugarcoat the truth in an attempt to soften the blow of difficult news.
- When you make a promise, be sure to keep it. At the same time, be sure that you don't make promises that you can't keep.
- Ask for and listen to your employees' ideas and suggestions, and, whenever possible, engage them in the process of implementing those ideas and suggestions.
- Be sensitive to your employees' needs at work, and ensure that the work environment is conducive to your employees doing their best work.

What are you doing to energize your employees? Do you really know what your employees want? Are you responding to your employees' needs, or are you putting them on the back burner—either deferring these decisions until later or hoping they go away altogether?

Remember, employees are your most important resource—a resource that is much more productive when it is energized.

Now let's have a look at the Japanese management style. Briefly, the core of what is known as the Japanese style of management comes from an emphasis in Japanese society on building consensus in group decision making. In Japanese business (as in Japanese society), the group comes before the individual. Managers are, therefore, expected not to command employees but to lead them by consensus. In general, Japanese managers encourage their employees to make suggestions for improvement and to participate in an organization's decision-making process—much more than in most American organizations. They take time to create buy-in, which then allows them to implement decisions much faster after a decision is made.

They also tend to favor the development of long-term relationships and strategies over short-term gain. In his book, *Theory Z: How American Business Can Meet the Japanese Management Challenge* William Ouchi noted the following characteristics of Japanese organizations: lifetime employment (this has become difficult for many Japanese companies in recent years), slow employee evaluation and promotion, non-specialized career paths, implicit control mechanisms, collective decision making, collective responsibility, and holistic concern for the employee as a person.

Tasks to Text 3

1. Find in the text the following words and word combinations:

храниться глубоко внутри, донести (информацию) до кого – либо, заключенный, вдохновить, смягчить удар, давать обещание, сдерживать слово,

вовлекать, предложение, убедиться, чувствительный, улучшение, принимать участие, пожизненная занятость.

2. Fill in the gaps with the following words:

turf passion resource command implementing conducive

- 1) Be sure to regularly visit the people who work for you on their and to encourage and inspire them.
- 2) The secret to making this happen is energizing your employees—unleashing the and talent that resides deep within them.
- 3) Employees are your most important—a resource that is much more productive when it is energized.
- 4) Managers are, therefore, expected not to employees but to lead them by consensus.
- 5) Engage them in the process of those ideas and suggestions.
- 6) Ensure that the work environment is to your employees doing their best work.

3. Translate the sentences into English

- 1) Вы можете получить самое лучшее от ваших сотрудников каждый день недели.
- 2) Убедитесь, что вы не даете обещаний, которые не можете выполнить. Они тратят некоторое время, чтобы создать заинтересованность, которая позволяет им внедрить решения гораздо быстрее, после того, как оно принято.
- 3) У них прослеживается тенденция способствовать развитию долгосрочных отношений и стратегий вместо извлечения краткосрочной выгоды.
- 4) Не будьте заключенным в вашем кабинете; обязательно регулярно посещайте людей, которые работают для вас, на их территории, а также поощряйте и вдохновляйте их.
- 5) Секретом осуществления данной цели является активизация ваших сотрудников – раскрытие страсти и таланта, которые спрятаны в глубине их личности.

4. Say if the statement is true or false. If it is false give the right variant.

- 1) Be sure to communicate the vision widely and often.
- 2) Don't sugarcoat the truth in an attempt to soften the blow of pleasant news.

3) Employees are your most important resource—a resource that is much less productive when it is energized.

4) Managers encourage their employees to make suggestions for improvement and to participate in an organization's decision-making process.

5) They take time to create buy-in, which then allows them to implement decisions much slower after a decision is made.

5. Find in the text the predicates in the Passive Voice

Unit 4

Read Text 4 and translate it into Russian. Use the Vocabulary list and a dictionary.

Vocabulary:

Impersonal – безличный

Opportunities – возможности

Competitors – конкуренты

Objectives – цели

Relations – отношения

Responsible – ответственный

Employees – сотрудники

Achievements – достижения

What is management?

You want me to explain what management is?

Well, I guess I can manage that! Actually, management as we understand it today is a fairly recent idea.

Most economists in the eighteenth and nineteenth centuries, for example, wrote about factors of production such as land, labour and capital, and about supply and demand, as if these were impersonal and objective economic forces which left no room for human action. An exception was Jean-Baptiste, who invented the term 'entrepreneur', the person who seeks to use resources in more productive ways. Entrepreneurs are people who are alert to so-far undiscovered profit opportunities. They perceive opportunities to commercialize new technologies and products that will serve the market better than it is currently being served by their competitors. They are happy to risk their own or other people's capital. They are frequently unconventional, innovative people. But entrepreneurship isn't the same as management, and most managers aren't entrepreneurs.

So, what's management?

Well, it's essentially a matter of organizing people. Managers, especially senior managers, have to set objectives for their organization, and then work out how to achieve them. This is true of the managers of business enterprises, government departments, educational institutions, and sports teams, although for government services, universities and so on we usually talk about administrators and administration rather than managers and management. Managers analyse the

activities of the organization and the relations among them. They divide the work into distinct activities and then into individual jobs. They select people to manage these activities and perform the jobs. And they often need to make the people responsible for performing individual jobs which form effective teams. Managers have to be good at communication and motivation. They need to communicate the organization's objectives to the people responsible for attaining them. They have to motivate their staff to work well, to be productive, and to contribute something to the organization. They make decisions about pay and promotion. Managers also have to measure the performance of their staff, and to ensure that the objectives and performance targets set for the whole organization and for individual employees are reached. Furthermore, they have to train and develop their staff, so that their performance continues to improve. Some managers obviously perform these tasks better than others.

Most achievements and failures in business are the achievements or failures of individual managers.

Exercise 2. Answer the questions:

1. Management as a term was known long ago, wasn't it?
2. Who invented the term "entrepreneur"?
3. Who are entrepreneurs? What do they do?
4. Is entrepreneurship the same as management?
5. What are manager's duties?
6. Manager's duties differ depending on the type of organisation, don't they?
7. What personal qualities should a good manager possess?
8. Who should motivate staff a manager or CEO?
9. Why should managers train their staff?
10. Who are responsible in most cases for failures of a business?

Exercise 3. Guess the meaning of highlighted words, first match them with the definitions and then put them into the sentences:

Definitions:

1. Something important that you succeed in doing by your own efforts.
2. Official connections between countries, companies, organisations etc.
3. Someone who is paid to work for someone else.
4. A chance to do something or an occasion to do something.
5. Method, product, practice etc. has been use for a long time and is considered the usual type.
6. The process of making or growing things to be sold, especially in large quantities.
7. To succeed in achieving something after trying for a long time.
8. Something that you trying hard to achieve, especially in business or politics.

9. A person, team, company etc. that is competing with another.
10. Not showing any feelings of sympathy, friendliness etc.
11. Having a duty to be in charge of or to look after someone or something.

Sentences:

1. Managers should set specific for their teams.
2. More women are positions of power in public life.
3. Business letters don't have to be and formal.
4. His great is to make all the players into a united team.
5. When the for a promotion come I want to be ready.
6. Internet connections through phone lines are fairly slow.
7. between workers and management are generally good.
8. The new model will go into next year.
9. The shoe factory has the largest number of in this area.
10. Last year they sold twice as many computers as their
11. He is for recruiting and training new staff.

Exercise 4. Find the English equivalents for the following word combinations:

1. достаточно недавний
2. спрос и предложение
3. действия человека
4. нераскрытая выгода
5. рисковать своим капиталом
6. выработать способ достижения (целей)
7. образовательные учреждения
8. деятельность организации
9. выполнять работу
10. вносить вклад в организацию
11. обеспечивать/гарантировать, что цели достигнуты
12. продолжать улучшаться

Exercise 5. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

Column A	Column B	Column C
Recent	apparently	Customary
Objective	Creative	Doubtfully
Opportunity	separate	Misfortune

commercialize	impartial	block
innovative	examine	Buy
analyse	chance	silence
Individual	Current	Neglect
communication	advance	Old
promotion	Advertise	Together
obviously	conversation	subjective

Exercise 6. Find the following pronouns in the text. What nouns do they refer to?

1. Well, I guess I can manage that!
2. ... as if these were...
3. ... who are alert...
4. They perceive opportunities...
5. Well, it's essentially...
6. ... for their organization ...
7. relations among them.
8. They select people...
9. ... responsible for attaining them.
10. ... develop their staff, so that their performance...

Exercise 7. Speak about functions a good manager should perform. Who do you think are better managers men or women? Why? Give your reasons. Compare your opinion with other students' opinions.

Unit 5

Read Text 5 and translate it into Russian.

TEXT 5

Pre-Reading

Interviews may be carried out in one-to-one situation; or a group of interviewers may interview a single candidate; or a single interviewer may interview a group of candidates.

Discuss the following questions.

- 1) Which type of interview do you think is most common? Why?
- 2) What are, in your opinion, advantages and disadvantages of each type?
- 3) Which type of interview requires of an interviewer to be particularly skilled to select the right candidate?
- 4) What is your idea of a successful (efficient) interview for both an interviewer and an interviewee?

Reading

Read through the text “Your First Job Interview” and do the exercises that follow.

Your First Job Interview

With unemployment so high, and often scores of applicants chasing every job, you have to count yourself lucky to be called for an interview. If it's your first, you're bound to be nervous. (In fact if you're not nervous maybe your attitude is wrong!) But don't let the jitters side-track you from the main issue – which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here's how:

Do

Find out as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.

Jot down your qualifications and experience and think about how they relate to the job. Why should the employer employ you and not somebody else?

Choose your interview clothing with care; no one is going to employ you if you look as though you've wandered out of a disco. Whether you like it or not, appearance counts.

Make sure you know where the interview office is and how to get there. Be on time, or better, a few minutes early.

Bring a pen; you will probably be asked to fill in an application form. Answer all the questions as best as you can. And write neatly. The interviewer will be looking at the application during the interview; he or she must be able to read it.

Have a light meal to eat, and go to the toilet. If you don't, you may well be thinking about your inside during the interview.

Don't

Ever walk into the interview chewing gum, sucking on a sweet or smoking.

Forget to bring with you any school certificates, samples of your work or letters of recommendation from your teachers or anyone else you might have worked part-time for.

Have a drink beforehand to give you courage.

The interview

The interview is designed to find out more about you and to see if you are suitable for the job. The interviewer will do this by asking you questions. The way you answer will show what kind of person you are and if your education, skills and experience match what they're looking for.

Do

Make a real effort to answer every question the interviewer asks. Be clear and concise. Never answer 'Yes' or 'No' or shrug.

Admit it if you do not know something about the more technical aspects of the job. Stress that you are willing to learn.

Show some enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, have at least one ready to show that you're interested and have done your homework.

Sell yourself. This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you).

Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme.

Don't

Forget to shake hands with the interviewer. Smoke or sit down until you are invited to. Give the interviewer a hard time by giggling, yawning, rambling on unnecessarily or appearing cocky or argumentative.

Ever stress poor aspects of yourself, like your problem of getting up in the morning. Always show your best side: especially your keenness to work and your sense of responsibility.

After the interview

Think about how you presented yourself: could you have done better? If so, and if you do not get the job, you can be better prepared when you are next called for an interview. Good luck!

Post-Reading

A. *Mark these sentences as T (true) or F (false) according to the information in the text.*

- 1) Find out as much information as you can about the job and the company.
- 2) Arrive early for the interview.
- 3) Make a list of reasons why you are suitable for the job.
- 4) Have something to eat before you go to the interview.
- 5) Go to the toilet before the interview.
- 6) Have a drink before the interview.
- 7) Take all your certificates and letters of recommendation with you.
- 8) Admit your ignorance if you don't know about the technical aspects of the job.
- 9) Show your best side only.
- 10) Shake hands with the interviewer.
- 11) Tell the interviewer about your shortcomings.
- 12) Ask about the pay you'll get if you're successful.

B. *On the left are the words and phrases from the text. Study their meanings in the context and match them with their equivalents on the right.*

- | | |
|-------------------------|---|
| 1) scores of | a) nervousness |
| 2) chasing | b) over-confident |
| 3) count yourself | c) be found to be lying |
| 4) the jitters | d) a large number of |
| 5) side-track | e) making smth seem larger, better |
| 6) issue | f) running after |
| 7) jot down | g) consider yourself to be |
| 8) concise | h) be too modest |
| 9) exaggerating | i) talking for too long |
| 10) get caught out | j) note down |
| 11) sell yourself short | k) distract |
| 12) giggling | l) giving much information in a few words |
| 13) rambling on | m) argument |
| 14) cocky | n) laughing in a silly way |

C. *Discuss these questions:*

- 1) Do you think it is worth getting ready for a job interview beforehand? Why?
- 2) In what way does your appearance count at the interview? 3) What papers may

prove to be very helpful if you bring them to the interview? 4) What details in the text hint that good manners are welcome? 5) How do you understand the phrase 'Sell yourself'? 6) What should the candidate convince the interviewer of, if he/she wants to get the job? 7) Which piece of advice do you find most useful and least useful? Why? 8) How important are job interviews in your country?

Some tasks on vocabulary

Companies and offices

1. KP Recruitment hasn't been in business for very long. It is _____ company.
a) an upcoming b) a well-established c) a multinational
2. The media are reporting the unexpected----- - between JG Construction pic and Design It.
a) merge b) merger c) merged

Finance

3. Sales have continued to go down over the last few months - they've _____ to 10,000 units per month.
a) dropped b) increased c) evened out
4. We don't make much money on those products, but we do on the E754 - it's quite----- .
a) profit b) profitable c) profitably

Human resources

5. Helmut is only 59, but he's already planning what he'll do during his _____ .
a) retirement b) pension c) application
6. JP Electronics looks after its staff — all_____ have good salaries and opportunities for training.
a) employees b) employers c) employment

Logistics

7. The goods are being loaded onto the lorry, about to be_____ .
a) delivered b) dispatched c) ordered
8. Our usual_____ has let us down, so we are looking for a new one.
a) supply b) supplier c) supplies

Meetings and conferences

9. Linda took notes in the meeting, so she is typing up the _____.

a) minutes b) handouts c) agenda

10. Are you able to _____ the meeting tomorrow?

a) attendance b) attendee c) attend

People and places

11. The Head of Production speaks to workers on the _____ every day.

a) office b) factory c) shop floor

12. Helen currently _____ a team of 12 people.

a) manages b) managers c) managed

Planning

13. We should not open any more offices. However, we need to _____ and produce a wider range of goods.

a) downsize b) diversify c) expand

14. Next year's results aren't ----- - we had good results last year, but bad ones this year.

a) predictable b) predict c) prediction

Production and processes

15. Eduardo earns more money if he works the night _____.

a) stock b) shift c) batch

16. We're planning to _____ more to meet demand.

a) produce b) product c) production

Projects and teams

17. Have we got a _____ ? We need to know the start and end dates for the project.

a) specification b) deadline c) schedule

18. Before starting the project, we need _____ of costs.

a) estimate b) an estimation c) estimated

Sales and marketing

19. We're _____ the advertising campaign in May this year.

a) promoting b) inquiring c) launching

20. GlobePharm pic is reducing its prices to remain_____.

a) compete b) competition c) competitive

Telephone and e-mailing

21. I'm on a train. If I _____, I'll call you back.

a) get cut off b) get through c) leave a message

22. Please refer to the prices in the_____ document.

a) attach b) attachment c) attached

Training

23. How many_____ are there on each day of the training course?

a) programmes b) exams c) sessions

24. This course should help participants_____ writing skills.

a) develop b) development c) developed

25. We're very busy this week. Can you work

a) extra time b) supplementary time c) overtime d) double time

26. I succeeded in my job through sheer hard

a) work b) labour c) industry d) effort

27. Catherine works for a/an engineering company.

a) main b) forefront c) outgoing d) leading

28. I'm thinking of changing my job because there are few of promotion.

a) prospects b) opportunities c) chances d) sources

29. Bill has a real for looking after handicapped children.

a) career b) post c) inspiration d) vocation

30. Ruth is looking for a new at the moment.

a) vacancy b) appointment c) condition d) employment

31. I am well-qualified and have completed a in graphic design.

a) lesson b) curriculum c) course d) timetable

32. In our company I am afraid there is very little to work hard.

- a) inspiration b) advantage c) gain d) motivation
33. The government is building a nuclear power not far from here.
a) works b) factory c) station d) industry
34. It's not very interesting work, but at least it's a job.
a) regular b) continuous c) firm d) steady
35. He has all the right for the job.
a) certificates b) degrees c) diplomas d) qualifications
36. A doctor is a member of a respected
a) occupation b) profession c) trade d) work
37. It's wise to think about choosing a before leaving school.
a) business b) career c) living d) profession
38. If you want a job you have to for one.
a) apply b) apply c) ask d) request
39. You'll probably have to an application form.
a) fill down b) fill in c) fill on d) fill through
40. All the members of our are expected to work hard.
a) personal b) personnel c) staff d) gang
41. If you're a(n) you have to do what your boss tells you.
a) director b) employee c) employer d) manager
42. You can earn more money by working
a) extraordinary hours b) overhours c) overtime d) supplementary hours
43. She was after three years with the company.
a) advanced b) elevated c) promoted d) raised
44. An apprentice is required to do several years'
a) coaching b) education c) formation d) training
45. In Britain, people are usually unwilling to tell other people how much they
.....

a) deserve b) earn c) gain d) obtain

46. A retired person is paid a

a) grant b) pension c) rent d) scholarship

47. According to everyone in the, she is a very good boss.

a) apartment b) compartment c) department d) employment

48. Some of my work is quite interesting, but a lot of it is just

a) habit b) practice c) routine d) tradition

49. If you are paid monthly, rather than weekly, you receive

a) revenue b) a reward c) a salary d) wages

50. The purpose of running a business is to make a

a) contribution b) money c) profit d) service

UNIT 6

Exercise 1. Read the text and do exercises after it.

Vocabulary list:

Customer – клиент, покупатель

Utilize – использовать, применять

Ensure – обеспечивать, гарантировать

Promotional events – рекламные мероприятия

Share – делить, разделять

Specifications – характеристики

In particular – в частности

Sample – образец; простой

Feedback – обратная связь

Convincing, persuading – убедительный

How to Promote a New Product & Marketing Activities

Getting a new product out for customers to see and try out is the first step in selling that product successfully. Even the best product will do little good for the public if they do not know it exists. Therefore, business owners or marketing professionals must utilize various marketing techniques to guarantee that the right audience knows about the product and that they receive the knowledge as effectively as possible. Fortunately, there are a number of fairly simple marketing opportunities for spreading the word and ensuring sales.

Step 1

Offer promotional products. The majority of people love freebies, and creating an event at which you give away products is more likely to draw customers that might not otherwise have been interested. In addition, a promotional event creates an opportunity for you to send out a press release about the event - as well as the product - and thus utilize the local media outlets, such as newspapers and news programs, for getting the word to the public.

Step 2

Order printed promotional material that shares information about the products. Printed promotional material can range from simple flyers to more elaborate pamphlets that detail product specifications. In addition, business cards can be an

excellent marketing tool. If the company features one product in particular, the business card can note that the company is home of the _____ product; or something along those lines, to keep the connection in mind for customers. And be sure to hand out as many of these printed promotional items as possible, to reach the widest desired audience.

Step 3

Create sample sizes of products and offer them to those who can review the products and offer feedback or a positive response. Focus on sending the samples to those with credibility in the industry, such as professionals or experts whose feedback will have more effect on convincing customers to try the product.

Step 4

Collect testimonials from customers who have used and enjoyed the product. Testimonials can be a powerful tool for convincing potential customers to take the plunge, because they create the link between customers who trust the opinions of others like themselves. Suppose, for instance, that you have designed and are marketing a new range of hand lotion. Testimonials from customers can be powerful for persuading others to pass by more familiar names to use your product. What is more, testimonials that speak to specific cases such as reduced psoriasis or elimination of chapping on hands can help to convince others with similar concerns.

Exercise 2. Answer the questions:

1. What are the reasons for getting a new product for customers to see and try?
2. What are the steps of promoting a new product?
3. What opportunities do promotional events create?
4. What types of promotional materials are mentioned in the text?
5. What is the main principle concerning the informational items?
6. What audience is preferable when sending the samples?
7. Why testimonials can be a powerful tool in the product promotion?

Give three reasons.

Exercise 3. Mark the statements as true or false. Correct the false ones.

1. It's necessary to combine different marketing techniques to succeed in product promotion.
2. Customers are usually not interested in promotional events.
3. Media resources are not really effective for getting the word to the public.
4. There is a variety of printed promotional materials.
5. A business card is one of the effective promotional tools.
6. Product samples should be sent to the widest audience, no matter the response.
7. Positive testimonials may convince consumers to buy the product.

8. The testimonials that speak to specific cases usually arouse suspicion.

Exercise 4. Guess the meaning of highlighted words, first match them with the definitions and then put them into the sentences:

Definitions:

1. Something important that you succeed in doing by your own efforts.
2. Official connections between countries, companies, organisations etc.
3. Someone who is paid to work for someone else.
4. A chance to do something or an occasion to do something.
5. Method, product, practice etc. has been use for a long time and is considered the usual type.
6. The process of making or growing things to be sold, especially in large quantities.
7. To succeed in achieving something after trying for a long time.
8. Something that you trying hard to achieve, especially in business or politics.
9. A person, team, company etc. that is competing with another.
10. Not showing any feelings of sympathy, friendliness etc.
11. Having a duty to be in charge of or to look after someone or something.

Sentences:

1. Managers should set specific for their teams.
2. More women are positions of power in public life.
3. Business letters don't have to be and formal.
4. His great is to make all the players into a united team.
5. When the for a promotion come I want to be ready.
6. Internet connections through phone lines are fairly slow.
7. between workers and management are generally good.
8. The new model will go into next year.
9. The shoe factory has the largest number of in this area.
10. Last year they sold twice as many computers as their
11. He is for recruiting and training new staff.

Exercise 5. Find the English equivalents for the following word combinations:

1. достаточно недавний
2. спрос и предложение
3. действия человека
4. нераскрытая выгода
5. рисковать своим капиталом
6. выработать способ достижения (целей)
7. образовательные учреждения
8. деятельность организации

9. выполнять работу
10. вносить вклад в организацию
11. обеспечивать/гарантировать, что цели достигнуты
12. продолжать улучшаться

Exercise 6. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

Column A	Column B	Column C
recent	apparently	customary
objective	creative	doubtfully
opportunity	separate	misfortune
commercialize	impartial	block
innovative	examine	buy
analyse	chance	silence
individual	current	neglect
communication	advance	old
promotion	advertise	together
obviously	conversation	subjective

Exercise 7. Find the following pronouns in the text. What nouns do they refer to?

1. Well, I guess I can manage that!
2. ... as if these were...
3. ... who are alert...
4. They perceive opportunities...
5. Well, it's essentially...
6. ... for their organization ...
7. relations among them.
8. They select people...
9. ... responsible for attaining them.
10. ... develop their staff, so that their performance...

Exercise 8. Guess the meaning of highlighted words, first match them with the definitions and then put them into the sentences:

Definitions:

- to make someone feel certain that something is true
- to have or use something with other people
- advice, criticism etc about how successful or useful something is
- someone who buys goods or services from a shop, company etc.
- to make someone decide to do something, especially by giving them reasons why they should do it, or asking them many times to do it
- a detailed instruction about how a car, building, piece of equipment etc should be made
- to make certain that something will happen properly
- especially
- a small amount of a product that people can try in order to find out what it is like
- to use something for a particular purpose
- films, events etc advertise something

Sentences:

1. We don't have enough books so you'll have to
2. of a new shampoo were distributed at the fair.
3. I finally managed to her to go out for a drink with me.
4. The airport building had been constructed to FAA
5. Try to give each student some..... on the task.
6. We aim to offer good value and service to all our
7. It was a good concert - I enjoyed the last song
8. We must consider how best to what resources we have.
9. Her arguments didn'teveryone, but changes were made.
10. The hospital tries to that people are seen quickly.
11. We should organise a event if we want our product to be sold well.

Exercise 9. Find the English equivalents for the following word combinations:

1. продавать успешно
2. получать знания
3. достаточно простой
4. в другом случае не заинтересованы
5. сказать слово публике
6. варьироваться от ... до
7. отличный инструмент
8. самая широкая аудитория
9. доверие в промышленности
10. собирать отзывы

11. похожие проблемы

Exercise 10. Speak about functions a good manager should perform. Who do you think are better managers men or women? Why? Give your reasons. Compare your opinion with other students' opinions.

Exercise 11. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

Column A	Column B	Column C
Owner	Obtain	Stop
guarantee	believe	Gap
Receive	Great number	Despised
Spread	Imposing	Give
Majority	Specialist	Strange
Elaborate	Proprietor	amateur
Connection	Wanted	Doubt
Desired	Recognizable	Break
Expert	Promise	Usual
Trust	Link	renter
Familiar	advance	minority

Unit 7

Read Text 3 and translate it into Russian. Use the Vocabulary list and a dictionary.

Vocabulary list:

impact - воздействие

deny - отрицать

initial reaction - первоначальная реакция

redeploying - повторное развертывание

irreparable harm - непоправимый ущерб

resist - сопротивляться

acknowledge - признавать

initiate - инициировать

nonbinding - рекомендательный характер

commitment - обязательство

acceptance - принятие

embrace - охватывать

Text 3

The four phases of dealing with change

Change happens—there’s nothing you can do to stop it or slow it down. While you can choose to ignore change or refuse to respond to it when it arrives (choices that may ultimately have a very negative impact on your career as a manager), this doesn’t have any effect whatsoever on its arrival. Change will come no matter what you do.

Everyone deals with change in his or her own unique way, but most people go through these four major phases when they are first confronted with change:

1 Deny change. The most common initial reaction to change is to deny that it exists. Consider the manager who refuses to cut costs (including redeploying or laying off excess workers) to ensure that the products manufactured by his or her company are priced competitively with the flood of similar products from China. Although the writing is on the wall—in big, bold letters—this manager refuses to see it, putting the company at risk as consumers turn to the imported products, which

provide much the same level of quality for significantly less money. The manager should move on to the next phase of dealing with change before he or she does irreparable harm.

2 Resist change. Eventually, after denying that change has arrived, in the next phase of dealing with change, people decide to acknowledge its presence but to resist it nonetheless (perhaps hoping that if it is resisted long enough or vigorously enough, it will simply go away, although it never does). If you hear yourself saying things like, “Let’s wait a while longer to see what happens before we make a move,” or “If it isn’t broken, why fix it?” then you can be certain that you’re resisting the changes that have arrived on your door step.

3 Explore change. After resisting change—unsuccessfully—most people begin to realize that they aren’t going to be able to stop it, so they slowly begin to explore it instead. This is where managers decide to conduct a study on the suggested change, have a meeting about it, or initiate a pilot program to get a feel for the impact of particular changes—on a temporary, nonbinding basis. There’s still no commitment to accepting the change, but people are definitely warming up to it.

4 Accept change. The final phase of change is acceptance. Instead of ignoring or fighting the change that has arrived, the change has been fully accepted and integrated into an organization’s thinking, processes, and perhaps even its values. Managers and employees alike have embraced the change and are now on the lookout for the next changes in the organization’s environment.

The next time a significant change approaches your business environment, try to become aware of what phase you and your associates and colleagues are in. Are you denying the change? Resisting it? Or exploring and accepting it? Understanding where you are in the four phases of dealing with change can help you get to the final phase more quickly.

1. Find in the text the following words and word combinations:

отрицательное воздействие

сокращать расходы

зловещее предзнаменование

нанести непоправимый вред

потребитель

иметь дело с чем-либо

проводить исследование

рекомендательный

в поисках

партнеры

2.Fill in the gaps with the following words:

irreparable presence phases changes commitment suggested

- 1) Most people go through four major..... when they are first confronted with change.
- 2) This is where managers decide to conduct a study on the..... change, have a meeting about it.
- 3) People decide to acknowledge its..... but to resist it nonetheless.
- 4) Manager should move on to the next phase of dealing with change before he or she does.....harm.
- 5) Then you can be certain that you're resisting the.... that have arrived on your door step.
- 6) There's still no..... to accepting the change.

3. Translate the sentences into English

- 1) Перемены наступают в независимости от ваших действий.
- 2) Наиболее распространенная первоначальная реакция на изменения - отрицание ее существования.
- 3) После этапа отрицания перемен люди решают признать их наступление, но тем не менее, не противостоят им.
- 4) Еще отсутствует полная готовность принять перемены, но люди, безусловно, достаточно разогреты для этого.
- 5) Руководители и сотрудники приняли изменения, и в настоящее время находится в поиске других перемен в среде организации.

4. Choose the correct translation from Russian into English.

1. Мой отец работает разработчиком программного обеспечения в крупной транспортной компании.

- a) My farther works a software developer in a large transport company.
- b) My farther works as a software developer in a large transport company.
- c) My farther works as a software developer in large transport company.
- d) My farther work as a software developer in a large transport company.

2. Я студент первого курса Российского университета транспорта.

- a) I am a first year student of Russian University of Transport.
- b) I am the first year student of the Russian University of Transport.
- c) I am first year student of the Russian University of Transport.
- d) I am a first year student of the Russian University of Transport.

3. Ваше резюме производит первое впечатление на работодателя.

- a) Your resume makes the first impression on an employer.
- b) Your resume make the first impression on an employer.
- c) Your resume makes the first impression on an employee.
- d) Your resume makes first impression on an employer.

4. Этикет собеседования очень важен для получения работы.

- a) Interview etiquette is a very important for getting a job.
- b) Interview etiquette is very important at getting a job.
- c) Interview etiquette is very important for getting a job.
- d) Interview etiquette is very important for getting job.

5. Ваш бланк заявления часто является единственной информацией о вас для потенциального работодателя.

- a) Your application form is often the only information about you to the potential employer.
- b) Your application form is often an only information about you to the potential employer.
- c) An application form is often the only information about you to a potential employer.
- d) Your application form often is the only information about you to the potential employer.

5. Choose the correct translation from English into Russian.

1. Our company is looking for specialists with work experience in transport construction.

- a) Наша компания нуждается в специалистах с опытом работы в транспортном строительстве.
- b) Наша компания ищет специалистов, работавших в транспортном

строительстве.

с) Наша компания ищет специалистов с опытом работы в транспортном строительстве.

d) Наша компания нанимает специалистов с опытом работы в транспортном строительстве.

2. During an interview an employer assesses an applicant for a job.

a) Во время собеседования работодатель оценивает кандидата на работу.

b) Во время собеседования работодатель опрашивает кандидата на работу.

с) После собеседования работодатель оценивает кандидата на работу.

d) Во время собеседования работодатель принимает кандидата на работу.

3. My parents always support me and give good advice.

a) Мои родители всегда поддерживают меня и дают хорошие советы.

b) Мои родители всегда поддерживают меня и дают хороший совет.

с) Мои родители всегда поддерживали меня и давали хорошие советы.

d) Мои родители всегда поддерживают и дают хорошие советы.

4. The process of interviewing constitutes an important part of the recruitment procedure.

a) Собеседование составляет важную часть процедуры найма.

b) Процесс собеседования составляет важную часть процедуры найма.

с) Процесс собеседования составляет важную часть найма.

d) Процесс собеседования составляет важную часть процедуры поиска.

5. Prepare carefully and you will improve your chances for success.

a) Подготовьтесь тщательно и повысьте свои шансы на успех.

b) Подготовьтесь и вы повысите свои шансы на успех.

с) Подготовьтесь тщательно и вы повысите шансы на успех.

d) Подготовьтесь тщательно и вы повысите свои шансы на успех.

Unit 8

Read and translate the text into Russian. Use the Vocabulary list and a dictionary.

The Big Picture **Interview with George David, Chairman and CEO, United Technologies Corporation**

Vocabulary list:

annual - годовой

negotiation - переговоры

to pare back - урезать

incremental - возрастающий

stock - акции

benchmarks - тесты

gee-whiz examples - сенсационные примеры

lean manufacturing - бережливое производство

cellular manufacturing - сотовая производительность

end-of-line inspection - конечный контроль

Question: What are some of the changes you've seen in business over the years?

Answer: A major change—especially in the last half-dozen years—is the impact of what I call the process revolution. And what we find is that revolutionary goals do work. When I was younger, the whole name of the game was the annual business plan negotiation with the parent company. All the divisions wanted to pare back the numbers, have the plan come in, and then cruise right past it and get a big bonus. That's the way American business worked for most of the postwar period—an incremental, few percentage points of improvement each year. What we've learned with the impact of the process revolution in the 1990s is that you can set and achieve revolutionary goals—breathtaking kinds of numbers. I can give you countless examples in the business world where you set a goal for, like, 100 percent improvement and doubling profit or halving cost and it actually happens.

Question: How do you effect revolutionary change like that?

Answer: I sometimes say that the first line of my job description is sales, and that's what I actually do every day, all day. And whether I'm selling stock to investors, products to customers, employment to young people, or new ideas to existing employees, it's all the same thing: I'm always doing sales. And what you look for, benchmarks, are a really good way to sell.

That is, when you can see where you are today as compared to somebody else who is there, that's a very effective means of selling. When you have a hard

discipline, like the process revolution, you can sell that effectively as well. I spend a lot of my life looking for gee-whiz examples—things that are real and persuasive—that people can buy into and say, “Okay, I believe that.” It’s much better than the sloganeering that you get sometimes, the motivational talk like we’ve got to try harder and so forth—stuff that’s absolutely useless, and, in fact, it reminds me of all my time going through the former Soviet Union.

You look at all these slogans plastered all across the walls of these Soviet factories. Work harder, work better, work smarter, do this, try harder. And the answer, of course, is that it doesn’t work. I mean, try harder is not normally an effective means of improvement. What does actually work is having a specific discipline, and I spend a lot of my time with United Technologies Corporation (UTC) people trying to persuade people about the specific disciplines.

Question: What kinds of disciplines?

Answer: We’ve been through something called lean manufacturing, the Toyota production method, which is basically cellular manufacturing—things like the quality revolution. It’s breathtaking what’s happened. The way American quality was assured in the postwar period was what I call end-of-line inspection because we built a product, or a car, or an air conditioner and we got it to the end of the line and we turned it on and we drove it, we ran it, and it worked or it didn’t work. And if it didn’t work, it went to a repair shop for rework and got shipped later on. The Japanese quality revolution is extremely simple in its basic conception because instead of doing end-of-line inspect, the idea is individual process control—at each individual workstation by each individual production employee.

And it’s the whole notion of you build a perfect product in the first place—that’s how you get the right answer. That is, you don’t inspect quality at the end—that’s the old American way. Instead, you build it perfect in the first place, by the individual employee self-controlling his or her own individual process. And you can make people see that.

You show them little techniques that actually make that happen on a shop floor. And you take people and you show them what people sometimes call visual factory, and when someone has seen the visual factory and suddenly understands how this whole thing works, they go out of there with their eyes as big as saucers. And they believe.

That’s how you do a revolution—first, using benchmarks and showing that you are ahead or behind and, second, applying hard discipline.

1. Find in the text the following words and word combinations:

ГОЛОВНАЯ КОМПАНИЯ

послевоенный период
ставить революционные цели
удвоение прибыли
убедительный
ремонтная мастерская

2.Fill in the gaps with the following words:

motivational business perfect process conception

- 1) When I was younger, the whole name of the game was the annual plan negotiation with the parent company.
- 2) When you have a hard discipline, like the..... revolution, you can sell that effectively as well.
- 3) And it's the whole notion of you build a product in the first place.
- 4) It's much better than the sloganeering that you get sometimes, the.....talk like we've got to try harder and so forth—stuff that's absolutely useless.
- 5) The Japanese quality revolution is extremely simple in its basic..... because instead of doing end-of-line inspect, the idea is individual process control.

3. Answer the questions:

- 1) What was the size of profit of American business in the postwar period?
- 2) What did they learn with the impact of the process revolution in the 1990s?
- 3) What is the condition of effective selling?
- 4) Do slogans work? Why?
- 5) What is the Toyota production method?
- 6) What is the end-of-line inspection?
- 7) How can a manager teach employees the new methods?

4. Say if the statement is true or false. If it is false give the right variant.

- 1) All the divisions wanted to pare back the numbers, have the plan come in, and then cruise right past it and get a big profit.
- 2) I can give you countless examples in the business world where you set a goal for, like, 100 percent improvement and doubling profit or doubling cost and it actually happens.
- 3) I spend a lot of my life looking for gee-whiz examples—things that are real and persuasive—that people can buy into and say, “Okay, I believe that.”
- 4) And if it worked, it went to a repair shop for rework and got shipped later on.

- 5) Instead, you build it perfect in the first place, by the individual employee self-controlling his or her own individual process.
- 6) When someone has seen the visual factory and suddenly understands how this whole thing works, they go out of there with their eyes as big as saucers.

5. Put 10 questions to the text.

6. Make up sentences.

- 1.purpose, the, of, interview, to, CV, a, get, is, an.
- 2.resume, makes, impression, employer, your, an, the, on, first.
- 3.process, interviewing, helps, the, to, employer, of, a, applicant, assess, potential, an.
- 4.improve, success, you, will, well, for, your, and, chances, prepare.
- 5.being, etiquette, certain, known, are, rules., as, social, of, polite, group, in, a.

7. Fill in the gaps with the following words:

Summary, employers, objective, rule of thumb, thank-you note

1. A job interview is a 'conversation with an
2. After an interview, it is advantageous to send a
3. Many potential ... require completing an application form.
4. A Curriculum Vitae is a longer and more detailed
5. The first ... is always dress to impress.

8. Choose the correct answer.

1. You must prepare a list of questions you want to ask the
a) interviewer b) interview c) interviewing d) interviewed
2. Finding summer ... is a difficult process.
a) employed b) employee c) employment d) employ
3. My father is a very ... IT technician.
a) experienced b) experience c) unexperienced d) inexperienced
4. You should include all your contact ..._in the CV.
a) inform b) informatics c) information d) informative
5. Interviews are often (stress).
a) stress b) stressful c) stressfully d) stressless

9. Put the selected words in the correct form

1. You must e-mail your resume and **apply** letter.
2. **Employ** is a very important problem in many countries.

3. A thank-you note indicates personal **response**.
4. A lot of information about the company can make your interview more interact.
5. Your goal is to persuade the employer that you can **comfort** fit into the organization.

10. Choose the correct translation:

- 1) impress – впечатление, производить впечатление, впечатляющий
- 2) experienced – экспериментатор, опытный, опыт
- 3) requirement – требование, требовать, требуемый
- 4) техника – engineering, engine, engineer
- 5) научный – science, scientist, scientific
- 6) разрабатывать – development, developer, develop

11. Form Alternative Question.

1. John was busy yesterday evening. (today)
2. I prefer reading a book before going to bed. (watch TV)
3. I can play football very well. (volleyball)
4. Spanish is spoken in Spain. (Latin America)

12. Form General Question.

5. She is a very good teacher.
6. Her parents are both doctors.
7. Lane visited many countries.
8. He couldn't drive last summer.

13. Form Special Question.

1. I am keen on visiting new countries. (What)
2. She works from 6 a.m. till 4 p.m. (How many hours)
3. She will meet me at the platform. (What time)
4. I was not ready to go through the test. (Why)
5. Jack is a member of a school football team. (Who)
6. My sister likes travelling by car. (How)
7. You can look for information on a timetable on the ground floor. (Where)

8. They visited all Europe countries last year. (When)

14. Put the correct Disjunctive Question.

1. She doesn't like watching TV, _?
2. Her brother is older that she, _?
3. He doesn't go to extra classes, _?
4. You should tell your husband the truth, _?
5. I was a good student, _?
6. Dolphins are very kind animals, _?
7. His performance was boring, _?
8. She has read a very interesting book, _?

15. Open the brackets. Form suitable in meaning words.

1. Sometimes one's ... are the only people one can ... in. (parental, confidence)
2. Many people ... that getting a spouse can put them out of their..., which later... wrong, because sometimes marriage makes life more difficult. (belief, miserable, proof)
3. An ... Roman ... has been discovered in northwest England, (extend, settle)
4. The dining-room is elegantly ... and ... carpeted, (furniture, luxury)
5. Everyone is ... of her having the chance to ... abroad, (envy, student)
6. When employers look at... candidates, beyond skills, experience, and training, they look for those who demonstrate ... (prospect, enthuse)
7. In the city the ... and ... were insufferable, (hot, humid)
8. Our planet's... regions, located just north and south of the equator, are known for their... and ... (tropic, warm, humid)
9. Next to Shakespeare, no ... gets more love on Broadway than Tennessee Williams, (play)
10. During Elizabeth's reign England significantly ... its trade ... and in 1580 Sir Francis Drake became the first Englishman to successfully ... the earth, (expansion, sea, circumnavigation)

UNIT 9

Read Text 9 and translate it into Russian. Use the Vocabulary list and a dictionary.

subtle - тонкий

pace - темп

imperceptible - незаметный

unpredictable - непредсказуемый

disarray - смятение

confront - противостоять

avoidable - избегаемый

insult - оскорбить

berate - ругать

threaten - угрожать

resignation - отставка

reject shipments - отклонить поставки

replacement - замена

rely on - надеяться на

input - вход

to put off a meeting - отложить встречу

insignificant - незначительный

overall - общий

manufacturing flaws - производственные дефекты

suppliers - поставщики

full-blown crises - полномасштабный кризис

When Change Becomes Crisis

Change can be a very subtle but powerful force. Like a glacier slowly meandering its way across the face of an alpine mountain slope—moving just a few feet a year - much change in business occurs at a pace that is almost imperceptible to those who experience it. But there is another kind of change—crisis—that happens all of a sudden, is often unpredictable, and has the greatest chance of throwing your organization's best-laid plans into disarray and your employees into a state of frenzy.

Such was the case with the September 11, 2001, tragedy, which—in the course of just a few minutes—threw entire companies and, indeed, the American economy itself into crisis for months or even years. Natural disasters such as hurricanes, tornados, and earthquakes can create crises that damage organizations, as can illness, strikes, sharp price increases in production resources (e.g., the price of gasoline, energy, or steel), unexpected drops in consumer demand, and many others. While

organizations can be prepared for such crises—and they should have plans in place to deal with them—for the most part, they are unavoidable.

But there is an entirely different set of crises—ones that are avoidable—that can also damage an organization. These are the kinds of crises that you as a manager will confront on an almost daily basis (in direct proportion to the number of direct reports you have and the complexity of your organization and its products or services) and that you must deal with immediately as they arise. Consider these kinds of avoidable crises (and what you as a manager would do to avoid them or deal with them when they arrive):

- Your sales manager, who has perhaps been spending a little too much time on the golf course and not enough time keeping an eye on his staff, doesn't notice that one of his salespeople has begun to insult and berate some of the company's best and most loyal customers. This situation does not become apparent to you until you are called into the CEO's office to explain why these customers have threatened to take their business elsewhere.
- After being passed over for promotion three times with no explanation from management, a key employee (who, coincidentally, is loved by your major customer's buyers) announces her resignation, effective immediately.
- Afraid that he will be punished for making a mistake, an employee working on the assembly line in a high-volume manufacturing facility ignores a "minor" production flaw in one of your key products. This flaw goes unnoticed for weeks until customers start rejecting shipments of the product and demanding immediate replacement—costing your company millions.

Whatever the source or the nature of the crisis—whether it is avoidable or not—the fact is that as a manager, you will be expected to deal with it. This means being flexible, being smart, and working hard.

But, above all, it means being prepared for the most typical crises that can hit your organization—through written plans and procedures—and then taking on the crisis sooner rather than later.

If you don't have a plan or procedure in place to deal with a particular crisis, what then? Our advice is to be fast and flexible, to rely on the advice and input of your associates and colleagues, and to do whatever it takes to deal with the matters at hand. This is no time to start a three-day weekend, to let everyone go home early, or to put off a meeting to deal with the crisis until next week. It's time to roll up your sleeves and get to work—now!

Last, as a manager, you have significant control over avoidable crises and, ultimately, the impact that they have on your organization. If you ignore problems that seem insignificant today, they can blossom into the mother of all crises literally

overnight. Keep a close eye on what's going on in your organization, your industry, and your overall business environment. If you have unhappy employees, persistent manufacturing flaws, complaining customers, or changes in your industry that threaten to drive clients to new products and suppliers, then it's in your interest (and vital for your organization's long-term health and well-being) to deal with issues like these as they arise and not wait until they become full-blown crises.

1. Find in the text the following words and word combinations:

состояние иступления

неощутимый

разрушать

следить за персоналом

ругать клиентов

постоянный клиент

сборочный конвейер

закатать рукава

непредсказуемый

расцвести

предоставление данных

гибкий

жалобы клиентов

2. Fill in the gaps with the following words:

Resignation associates apparent insult best-laid overall

- 1) Your sales manager doesn't notice that one of his salespeople has begun to and berate some of the company's best and most loyal customers.
- 2) Our advice is to be fast and flexible, to rely on the advice and input of your..... and colleagues,
- 3) But there is another kind of change—crisis—that has the greatest chance of throwing your organization'splans into disarray and your employees into a state of frenzy.
- 4) After being passed over for promotion three times with no explanation from management, a key employee announces her....., effective immediately.

5) Keep a close eye on what's going on in your organization, your industry, and your..... business environment.

6) This situation does not become..... to you until you are called into the CEO's office to explain why these customers have threatened to take their business elsewhere.

3. Answer the questions:

1) What types of crises are mentioned in the text?

2) What can cause an unavoidable crisis?

3) What situations can cause an avoidable crisis?

4) What should a manager do dealing with crises?

5) What shouldn't a manager do during the period of the crisis?

4. Translate the sentences into English.

1) Эта трагедия всего за несколько минут погрузила целые компании и, по сути, всю американскую экономику в кризис на несколько месяцев или даже лет.

2) В то время как организации могут быть готовы к таким кризисам - и они должны иметь планы для их разрешения - кризисы такого рода неизбежны

3) После трехкратной подачи прошения о повышении, которые были оставлены руководством без ответа, ключевой работник увольняется.

4) Каков бы ни был источник кризиса, именно вы как менеджер должны будете разбираться с ним.

5) Если у вас нет планов или процедур для преодоления кризиса, что делать в этом случае?

6) Если вы игнорируете проблемы, кажущиеся незначительными сегодня, они могут превратиться в глобальный кризис буквально за одну ночь.

5. Say if the statement is true or false. If it is false give the right variant.

1) Like a glacier slowly meandering its way across the face of an alpine mountain slope—moving just a few feet a year—much change in business occurs at a pace that is almost perceptible to those who experience it.

2) Natural disasters such as hurricanes, tornados, and earthquakes can create crises that damage organizations, as can illness, strikes, sharp price increases in production resources.

3) These are the kinds of crises that you as a manager will confront on an almost weekly basis and that you must deal with immediately as they arise.

4) It's time to roll up your sleeves and get to work—now!

5) Last, as a manager, you have significant control over unavoidable crises and, ultimately, the impact that they have on your organization.

- 6. Write out the key words of the text.**
- 7. Make up your own mind map of the text.**
- 8. Tell about the types of crises and the ways of dealing with them using your mind map.**
- 9. Find gerunds in the text and translate them into Russian.**

I. Составьте специальные вопросы из данных слов.

- 1) birthday / is / When / your?
- 2) many / How / cards / did / get / you?
- 3) do / What / like / you / presents?
- 4) mum / What / make / did / cake / your?
- 5) at the party / you / did / What / do?
- 6) like / you / parties / do / Why?
- 7) summer / are / this / where / you / going?
- 8) there / going / How / you / are?
- 9) take / going / to / what / you / are?
- 10) with / are / you / Who / going?
- 11) do / going / to / you / there / What / are?
- 12) you / stay / going / to / are / Where?
- 13) What / playing / dad / sports / your / games / is / of / fond?
- 14) roller-skate / When / learn / you / to / did?

II. Напишите вопросы к предложениям, начиная со слова в скобках.

- 1) My sister eats sweets every day. (Who)
- 2) I haven't seen Peter since Saturday. (Since when?)
- 3) They are planning to have a holiday soon. (They)
- 4) She made a beautiful dress for herself last week. (What?)
- 5) Everybody was waiting at the door to the museum. (Was)
- 6) By the end of the year he had read about twenty books. (How many)
- 7) He didn't know how he could help his friend. (Why?)

III. Дополните разделительные вопросы.

- 1) The books about animals are real fun, ...
- 2) You really like reading magazines, ...
- 3) You can go to the library tomorrow, ...
- 4) Your mum thinks adventure stories are exciting, ...
- 5) You haven't seen «Harry Potter» yet, ...

IV. Выберите нужный вспомогательный глагол (is, are, did, does, have, will) для следующих вопросов.

1. _____ there any sports facilities nearby?
2. _____ the guide speak Russian?
3. _____ breakfast included?
4. _____ you provide the necessary equipment?
5. _____ the train arrive at 10 or 11?
6. _____ you meet with your friends tomorrow?
7. _____ you ever admitted teenagers?
8. _____ John study last month?
9. Why _____ Ann often go to the exhibitions?
10. When _____ you planning to go to Italy?
11. Where _____ your luggage? – It's in the cloakroom.
12. _____ she arrived yet? – Yes, she _____.
13. _____ you waiting for me? – Yes, I _____.
14. _____ your sisters fond of music?
15. _____ your parents live in Moscow?
16. _____ Ann go jogging to the park last weekends?

Unit 10

Exercise1. Read the text and do exercises after it.

Why people become great at managing

Vocabulary:

confident - уверенный

passionate – вспыльчивый

optimize – оптимизировать

eventually – в конечном счёте

impact – влияние

reap – получать, пожинать плоды

loyalty – преданность, верность

empower – усиливать

destructive – разрушительный

capable – способный

1. Enjoy helping people grow. Few things feel better than helping someone who is new to a role, or who has been struggling, into becoming a productive, confident person. There's a kind of satisfaction in helping someone figure out how to be successful that doesn't come from many other living experiences. Great managers love seeing this happen on their teams.

2. Love creating positive environments. A great manager creates a team and office environment that makes it easy for smart people to do good things. They love that moment when they wander the halls and see all sorts of amazing things happening all on their own, with passionate, motivated people doing good work without much involvement from the manager.

3. Care deeply about the success and well being of their team. Thoroughbred horses get well cared for. Their owners see them as an expensive asset and do whatever they can to optimize their health, performance, and longevity, even if their motivations are largely selfish. A great manager cares deeply about their staff, and goes out of his way to protect, train, care for, and reward their own team, even if their primary motivation is their own success.

4. Succession mentality. A successful manager eventually realizes their own leadership will end one day, but if they teach and instill the right things into people who work for them, that philosophy can live on for a long time, long after the

manager is gone. This can go horribly wrong but the desire to have a lasting impact generally helps people think on longer term cycles and pay attention to wider trends short term managers do not notice.

5. Long term sense of reward. Many of the mistakes managers make involve reaping short term rewards at the expense of long term loyalty and morale. Any leader who inverts this philosophy, and makes short term sacrifices to provide long term gains, will generally be a much better manager. They recognize the value of taking the time to explain things, to build trust, to provide training, and to build relationships, all of which results in a kind of team performance and loyalty the short term manager never believes is possible.

6. Practice of the golden rule. Anyone in power who treats all of their employees the same way they truly would want to be treated, or even better, will always be a decent, above average manager. A deeply moral person can't help but do better than most people, as treating people with respect, honesty and trust are the 3 things most people wish they could get from their bosses.

7. Self aware, including weaknesses. Great leaders know what they suck at, and either work on those skills or hire people they know make up for their own weaknesses, and empower them to do so. This tiny little bit of self-awareness makes them open to feedback and criticism to new areas they need to work on, and creates an example for movement in how people should be growing and learning about new things.

8. Sets tone of healthy debate and criticism. If the boss gives and takes feedback well, everyone else will too. If the boss is defensive, passive-aggressive, plays favorites, or does other things that work against the best idea winning, everyone else will play these destructive games. Only a boss who sees their own behavior as a model the rest of the organization will tend to follow can ever become a truly great manager. Without this, they will always wonder why the team behaves in certain unproductive ways that are strangely familiar.

9. Willing to fight, but picks their battles. Great managers are not cowards. They are willing to stake their reputation and make big bets now and then. However they are not crazy either. They are good at doing political math and seeing which battle is worth the fight at a given time. A manager that never fights can never be great – they will never have enough skin in the game to earn the deepest level of respect of the people that work for them. But a manager that always fights is much worse. They continually put their own ego ahead of what their team is capable of.

Exercise 2. Answer the questions:

1. Why is it great to help other people?
2. Why does the author mention horses?

3. What desire can help managers think in the long run?
4. Which is better short term or long term rewards?
5. How do employees want to be treated by their bosses?
6. Are good managers open to criticism?
7. What will happen if the boss is defensive, passive-aggressive, plays favorites?
8. Is it good for a manager to be willing to fight?

Exercise 3. Mark the statements as true or false. Correct the false ones.

1. A person never feels fully satisfied if he doesn't help anyone.
2. Positive environment motivates people.
3. A good manager is always with his team to motivate them.
4. A great manager cares of his team even though he cares more of himself.
5. If a manager is great, his philosophy will continue after his leaving.
6. Good managers take time to build a team which will get benefits in the long run.
7. A good manager respects more those who perform better.
8. If a manager doesn't have enough skills in something no one should know about it.
9. People in a team usually behave like their boss.
10. A good manager will never fight if he hasn't evaluated risks.

Exercise 4. Guess the meaning of highlighted words, first match them with the definitions and then put them into the sentences:

Definitions:

1. finally; ultimately; at some later time
2. having power and ability; efficient; competent
3. tending to destroy; causing much damage
4. having or ruled by intense emotion or strong feeling
5. faithfulness to commitments or obligations
6. to make as effective, perfect, or useful as possible
7. to enable or permit
8. to get as a return, recompense, or result
9. having strong belief or full assurance; sure
10. the force exerted by a new idea, concept, technology, or ideology

Sentences:

1. Wealth him to live a comfortable life.
2. She inspires great among her staff.
3. She dropped out of high school when she was 15, though she earned her degree at another school.
4. Authorities discussed the effect of unemployment on individuals.
5. He has a interest in music.

6. Once you get sufficiently large, you can great efficiencies and thus boost profits.
7. Seu certainly had an on Barbara Cousins Trageser, an editor with the North County Times newspaper in San Diego County.
8. I, automate, and outsource everything in life in order to be more effective.
9. They are quietly..... confident that the business is progressing as it should.
10. I was impressed by his handling of the situation.

Exercise 5. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

Column A	Column B	Column C
Confident	gather	Weaken
Passionate	Finally	Faithlessness
Optimize	Brunt	Modest
Eventually	Gifted	Lose
Impact	Positive	Incompetent
Reap	Grant	Cool
Loyalty	Develop	Advantageous
Empower	Harmful	Avoidance
Destructive	Impulsive	Never
Capable	devotion	disallow

Exercise 6. Find the English equivalents for the following word combinations:

1. выяснить, как стать успешным
2. первичная мотивация
3. думать о долгосрочных циклах
4. строить доверие
5. человек с глубокими моральными качествами

6. нанимать людей
7. открыт критике
8. в какую битву стоит ввязываться
9. глубочайшее уважение
10. команда способна на

Exercise 7. Match adjectives and nouns to make the phrases from the text:

office	asset
lasting	rewards
team	things
confident	games
expensive	manager
destructive	ways
amazing	environment
unproductive	impact
short term	person
successful	performance

Exercise 8. Complete the sentences with the right prepositions:

1. There's a kind satisfaction in helping someone figure out how to be successful.
2. A great manager creates a team and office environment that makes it easy smart people to do good things.
3. Motivated people do good work much involvement from the manager.
4. A great manager cares deeply their staff.
5. This can go horribly wrong but the desire to have a lasting impact generally helps people think longer term cycles and pay attention wider trends short term managers do not notice.
6. It results team performance and loyalty.
7. Treating people with respect, honesty and trust are the 3 things most people wish they could get their bosses.
8. Great leaders know what they suck
9. Self-awareness makes them open feedback and criticism.
10. If the boss is defensive, passive-aggressive, plays favorites, or does other things that work the best idea winning, everyone else will play these destructive games.

Exercise 9. Speak about the ways to be a great manager. Are there many great managers in the companies you know?

Exercise 10. Form the words. Insert them in the text.

A.

RESTORATION, LOOK, DEMOLITION, EXTEND, GOTH, ACCOMMODATE, PANELLING, UNEXPECTED

Located in Wiltshire, an outstanding and beautifully _____ (1), late _____ (2) style manor house was built of limestone. Originally it was a much larger property that was mostly _____ (3). Solid in appearance and structure, it offers _____ (4) and well presented _____ (5). As one would _____ (6) there is a grand drawing room with oak _____ (7) walls and a large open fireplace. The large windows _____ (8) a parkland setting.

B.

FORM, ILLEGAL, EDUCATIONAL, QUALIFICATIONS, TUITION

Home education is when a child is _____ (1) at home rather than at school. It's perfectly _____ (2) in the UK and one doesn't need to be a _____ (3) teacher to do so. Children who are home educated receive all their education from their parents, sometimes with the help of outside _____ (4). If you decide to home educate your child you don't have to follow _____ (5) rules about how you teach or when you teach.

C.

CHIEF, SEARCH, SCIENCE, INDUCE, COLLECT, APPLY, ADOPTION, FOUND

English philosopher, statesman, and jurist who rose to become Lei Chancellor (1618—1621) to James I but is _____ (1) remembered for the status he gave to _____ (2) research in England. Although his name is associated with the method of _____ (3) and the rejection of a priori reasoning in science, the painstaking _____ (4) of miscellaneous facts without any use of error theory which he supported in the Novum Organum has never been _____ (5) as a practical method of _____ (6). The _____ (7) of the Baconian method was, however, an important object in the _____ (8) of the Royal Society some years later.

D.

DEPTH, HARMLESS, DESIRE, MODERATE, ACCESS

We've all heard of emotional eating. There's also such a thing as emotional shopping. In _____ (1), neither of these activities is _____ (2), but in excess both can have serious consequences. The _____ (3) and the affordability of goods make shopping all the more appealing. For many compulsive buyers, a big part of the appeal of shopping is the process of searching out and obtaining that new, better,

_____ (4) item. This process is so mesmerising that it often ruins long-term financial plans, leaving shoppers _____ (5) in debt.

Exercise 11. Translate into Russian. Determine which part of speech the words belong to:

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

Exercise 12. Translate the words:

Airport, armchair, bathroom, bedroom, bookcase, bookshelf, classroom, custom-house, dining-room, drawing-room, fireplace, folksong, gentleman, hairbrush, icebox, newspaper, notebook, postcard, post-office, raincoat, sportsman, sunshine, writing-table.

Exercise 13. Determine which part of speech the words belong to:

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

Exercise 14. Determine which part of speech the words belong to and translate the words.

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

Exercise 15. Divide adjectives into three groups: 1) people 2) places 3) things:

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

1. Read the text and choose one correct answer.

AN INCIDENT AT LADRAM

A pleasant Sunday day off almost turned to tragedy for two families at Ladram beach last week-end.

The children in party had asked their parents to let them explore a bay situated at a distance. The parents hesitated but the children promised to be back within an hour. Soon they were climbing up the rocks and shortly afterwards were out of sight. They failed to notice the time passing, until the tide¹ was coming in quickly. Already the water was too deep for them to pass. The eldest of them was a good swimmer. He left the children sitting on the rock and swam back to raise the alarm. He struggled bravely in water and rushed to his parents at high speed.

The waves were already round the children's feet when the parents saved them. Fortunately the alarm came in time.

1. Where was the bay situated?
 - a) very close
 - b) rather far
 - c) near the place, where the party was

2. When did the children promise to return?
 - a) in an hour
 - b) very soon
 - c) less then in an hour

3. Did the parents want the children to go there?
 - a) yes, they were eager
 - b) no, they were against it
 - c) no, they were not sure

4. When did they notice they were late?
 - a) when the sun began to set
 - b) when the children became hungry
 - c) when the sea became stormy

5. What did the elder brother do?
 - a) he swam back with his brothers
 - b) he sat on high rock until his parents came
 - c) he swam back to raise the alarm

¹ Tide - прилив

2. Choose one correct answer.

1. Tom is away ... the moment.

- a) at b) in c) on

2. I'm looking for ... job.

- a) a b) an c) the

3. The tourists ... many hours in the mountains.

- a) past b) passed c) passed by d) passed out

4. ... you aren't ready for the lesson.

- a) As usual b) Usually c) Usual

5. I can give you ... phone number.

- a) my b) mine c) myself

6. I haven't been here

- a) late b) lately c) so lately

7. Both of the men came ... the same time.

- a) at b) in c) on d) with

8. ... bag is yours?

- a) Whose b) Which c) Whom

9. The girl ... her doll in the sun.

- a) sat b) sat down c) set

10. Jane has lots of friends ... her room-mates.

- a) besides b) beside c) between

3. Choose the correct answer.

1. This is ... answer of all.

- a) good b) better c) the best d) as good

2. When the boy came the pupils already ... their dictations.

a)finished b)were wishing c)had finished d)would finish

3.If I ... late I will not find him at home.

a)came early b)is coming c)come d)has come

4.I ... to a party yesterday.

a)am invited b)had been invited c)was invited d)would be invited

5.She told me ... near the water.

a)not go b)don't go c)not to go d)didn't go

6.After she ... at the hospital for two years, she decided to give up the job.

a)worked b)had worked c)had been working d)was working

7.I'll wait until he ... his next novel.

a)is writing b)will write c)could write d)writes

8.Ann asked how much ... on foot last.

a)do you spend b)I spend c)I had spend d)I spent

9.You are ... woman in the world.

a)lovelier b)the loveliest c)more lovely d)the most

lovely

10.The sun ... in the east.

a)rose b)will rise c)rises d)is rising

4. Make up questions.

1. My brother knew no one in the group.(General)
2. She won't find a new job.(Disjunctive)
3. They will need some paper.(Special)
4. This letter was for John.(Special)
5. The tall girl is translating the article.(Alternative)

5. Make up sentences.

1. /his/name/remembered/after/a few/minutes/I/.
2. /last/who/the/must/person/leaves/room/light/the/off/the/switch/.
3. /going/to London/I'm/for/next week/a few days/.

4. /hours/believe/order/that/in/healthy/we/be/to/still/of/must/us/many/a/sleep/night/
eight/have/of/.
5. /Peter/neither/the/knows/nor/best/station/to/way/the/John/.

6. Translate from Russian into English.

1. Он спросил, что он может для меня сделать.
2. «Ты видела Мери сегодня?» — «Нет, она больна.»
3. «Можно включить телевизор?» — «Нет, дети спят.»
4. Я вчера болела. Теперь мне придется сдавать экзамен в следующем месяце.
5. Мы не поедем за город, потому что идет сильный дождь.

7. Finish the sentences.

1. If you want to have your holiday now ...
2. Maria is trying to improve her English because ...
3. John couldn't open the door as ...
4. The radio was so loud that ...
5. Reaching the top of mountain ...

8. Fill the gaps with the correct form of the words below:

Nick said he ... for me at the corner ... the street. I hurried to the place and soon reached it. The street ... and I thought that he ... somewhere in ... quiet corner. I looked ... but couldn't see him ..., so I ... home, thinking ... something unexpected ... to him.

/to be waiting/of/to be crowded/a/to stand/around/to go/anywhere/that/to happen/.

Exercise 1. Read the text and do exercises after it.

Organizations

Organizations need to be understood and intelligently managed because they are an ever-present feature of modern life. When people gather together and formally agree to combine their efforts for a common purpose, an organization is the result. All organizations, whatever their purpose, have four characteristics: coordination of effort, common goal or purpose, division of labor, and hierarchy of authority. If one of these characteristics is absent, an organization does not exist. Coordination of efforts multiplies individual contributions. A common goal or purpose gives organization members a rallying point. By systematically dividing complex tasks into specialized jobs, an organization can efficiently use its human resources. Division of labor permits organization member to become more proficient by repeatedly doing the same specialized task. Organization theorists have defined authority as the right to direct the action of others. Without a recognized hierarchy of authority, coordination of effort is difficult, if not impossible, to achieve.

Organizational classifications aid systematic analysis and study of organizations. There is no universally accepted classification scheme among organization theorists. Two useful ways of classifying organizations are by purpose (by carrying out a wide range of purposes, they enable society as a whole to function) and technology. In regard to purpose, organizations can be classified as business, not-for-profit service, mutual benefit, or commonweal. In regard to technology, there are long-linked (assembly lines), mediating (commercial banks, insurance companies, telephone companies, etc), and intensive technologies (hospitals). Each of these technologies has characteristic strengths and weaknesses.

There are both traditional and modern views of organizations. Traditionalists such as Fayol, Taylor, and Weber subscribed to closed-system thinking by ignoring the impact of environmental forces. Modern organization theorists prefer open-system thinking because it realistically includes organizations' environmental dependency. Early management writers proposed tightly controlled authoritarian organizations. Max Weber, a German sociologist, applied the label bureaucracy to his formula for

the most rationally efficient type of organization. Bureaucracies are characterized by their division of labor, hierarchy of authority, framework of rules, and impersonality. Unfortunately, in actual practice, bureaucracy has become a synonym for a red tape and inefficiency. The answer to this bureaucratic paradox is to understand that bureaucracy is a matter of degree. When bureaucratic characteristics, which are present in all organizations, are carried to an extreme, efficiency gives way to inefficiency.

Barnard's acceptance theory of authority and growing environmental complexity and uncertainty questioned traditional organization theory. Open-system thinking became a promising alternative because it was useful in explaining the necessity of creating flexible and adaptable rather than rigid organizations. Although the analogy between natural systems and human social systems (organizations) is an imperfect one, there are important parallels. Organizations, like all open systems, are unique because of 17 their interaction with the environment, equifinality (reaching the same result by different means), synergy, and dynamic equilibrium.

Exercise 2. Match the words with the definitions:

1) Hierarchy	a) Help or assistance
2) Contribution	b) Achieving maximum productivity with minimum wasted effort
3) Rallying	c) A system in which members of an organization or society are ranked according to relative status
4) Efficient	d) Not able to be changed or adapted
5) Proficient	e) Competent or skilled in doing or using something
6) Aid	f) Held in common by two or more sides
7) Mutual	g) A system of government in which most of the important decisions are taken by state officials rather than by elected representatives
8) Bureaucracy	h) Having the effect of calling people to action
9) Paradox	i) Participation in smth
10) Rigid	j) A seemingly absurd statement which may prove to be well founded or true

Exercise 3. Decide if the statements are true (T) or false (F):

1. Organizations should be managed carefully in order to be profitable.
2. All organizations have five main characteristics.
3. Division of labor helps to use organization's human resources efficiently.
4. It is hard to achieve coordination of effort without a recognized hierarchy of authority.
5. There is a clear universally accepted classification scheme among organization theorists.
6. Organizations can be classified by purpose and technology.
7. Fayol, Taylor, and Weber are the representatives of modern views of organizations.
8. Bureaucracies are characterized by their division of labor, hierarchy of authority, framework of rules, and impersonality.
9. When bureaucratic characteristics are carried to an extreme, organization's efficiency increases.
10. Organizations, like all open systems, may be called unique.

Exercise 4. Answer the questions:

1. What factors result in the organization?
2. What are the two ways of classifying organizations?
3. What is the essence of traditional and modern views of organizations? Which seems more sensible?

Exercise 5. Complete the sentences with the verbs from the box. Use the right form.

manage	combine	divide	use	become	permit	recognize
achieve	ignore	create				

1. We have designed a new product which _____ the benefits of a hairspray and a gel.
2. While these tasks can be _____, it is difficult to do so effectively and in a timely manner.
3. Divorce _____ only problems for children.

4. Write a poem _____ key words in the story and read it out to others.
5. The edges of the job are beginning to _____ clear, and it's all terribly exciting.
6. They both were dressed like fashion models and wore so much makeup you hardly _____ them.
7. The law _____ councils to monitor any factory emitting smoke.
8. We _____ significant results in reducing crime and the fear of crime.
9. Sadly, despite complaints, Tesco takes no notice and continues _____ the public.
10. Consumer magazines can be _____ into a number of categories.

Exercise 6. Ask questions to the given answers:

1. _____?

Answer: Organizations need to be understood and intelligently managed because they are an ever-present feature of modern life.

2. _____?

Answer: Open-system thinking became a promising alternative because it was useful in explaining the necessity of creating flexible and adaptable organizations.

3. _____?

Answer: Organizations are unique because of their interaction with the environment, equifinality, synergy, and dynamic equilibrium.

4. _____?

Answer: Modern organization theorists prefer open-system thinking.

5. _____?

Answer: Early management writers proposed tightly controlled authoritarian organizations.

6. _____?

Answer: Bureaucracies are characterized by their division of labor, hierarchy of authority, framework of rules, and impersonality.

7. _____?

Answer: There is no universally accepted classification scheme among organization theorists.

8. _____?

Answer: In regard to purpose, organizations can be classified as business, not for-profit service, mutual benefit, or commonweal

9. _____?

Answer: Division of labor permits organization member to become more proficient.

10. _____?

Answer: Organization theorists have defined authority as the right to direct the action of others.

Exercise 7. Match adjectives and nouns to make the phrases from the text:

1) modern	a) organizations
2) common	b) complexity
3) individual	c) life
4) specialized	d) purpose
5) mutual	e) task
6) traditional	f) theory
7) rigid	g) benefit
8) social	h) systems
9) dynamic	i) contributions
10) environmental	k) equilibrium

Exercise 8. Complete the sentences with the right prepositions if necessary:

1. Organizations are an ever-present feature ____ modern life.
2. Organization member become more proficient ____ repeatedly doing the same specialized task.
3. There is no universally accepted classification scheme ____ organization theorists.
4. Max Weber applied the label bureaucracy ____ his formula ____ the most rationally efficient type of organization.
5. Each of these technologies has characteristic ____ strengths and weaknesses.

6. When bureaucratic characteristics are carried _____ an extreme, efficiency gives way to inefficiency.

7. The analogy _____ natural systems and human social systems is an imperfect one.

Exercise 9. Choose the correct word.

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

Exercise 10. Write the word opposite in meaning using the correct prefix.

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

Exercise 11. Add one of the necessary suffixes (-er, -r, -ian, -ist, -man) to the words to form a profession. Translate them.

- | | |
|-----------------------------|-----------------------------|
| 1. music (музыка) | 8. science (наука) |
| 2. journal (журнал) | 9. art (искусство) |
| 3. post (почта) | 10. sports (спорт) |
| 4. drive (водить машину) | 11. manage (управляться) |
| 5. reception (встреча) | 12. photograph (фотография) |
| 6. electric (электрический) | 13. interpret (переводить) |
| 7. politics (политика) | 14. build (строить) |
| | 15. fire (огонь) |

Exercise 12. Form missing words in the columns and translate them.

Существительные: -ness, -ion, -ation, -ment, -ance, -ition

Прилагательные: -al, -y, -ly, -ful, -ous, -tific

<i>1) Прилагательное</i>		<i>Существительное</i>
1.	lucky	luck
2.	.....	happiness
3.	wonderful	.....
4.	.....	speed
5.	greedy	.....
6.	.....	friend
7.	.....	danger
8.	traditional	.....
9.	.....	science
10.	ill	.....
11.	.....	truth
12.	.....	profession
13.	.....	business
14.	healthy	.....
15.	.....	wealth

2) Существительное

Глагол

1.	investigation	investigate
2.	.....	invite
3.	Discussion	.....
4.	.....	appear
5.	.....	organize
6.	.....	relax
7.	competition	.....
8.	.....	invent

Exercise 13. Make up as many words as possible adding prefixes and suffixes. Then translate them.

Example: help (помогать) – helpful (услужливый),
helpfulness (услужливость), unhelpful (неуслужливый), helpless (беспомощный),
helplessness (беспомощность)

Приставка

Основа/корень слова

Суффикс

1. possible

2. polite

-ful

un-	3. stress	
	4. thought	
	5. agree	-ity
mis-	6. use	
	7. like	
	8. taste	-less
im-	9. understand	
	10. hope	
	11. care	-ness
in-	12. mortal	
	13. human	
	14. success	-ment
dis-	15. conscious	
	16. popular	-able
	17. profit	

Exercise 14. Form complex words and translate them.

Example: clock (часы) + work (работа) = clockwork (часовой механизм)

Clock, pocket (карман), place (место), ball (мяч), dish (тарелка), sun (солнце), pool (водоем), head (голова), bird (птица), ice (лед), fire (огонь), work, black (черный), cream (сливки), pick (вынимать), swimming (плавание), ache (боль), foot (ступня), washer (мойка), glasses (стекла)

Exercise 15. Form the correct word appropriate in the meaning.

A. Transport in Bangkok

Bangkok is known as the “Venice of the East”. Today, many of the canals have been filled in and paved over to make room for roads, but a massive network of waterways still crosses the city. In the late 19th and early 20th centuries, Bangkok experienced (1) _____ influence.	EUROPE
As a result, the city (2) _____ shifted to a road-based transport system.	SLOW
Over the last decade, Bangkok has evolved from a humid riverside city into a modern, rapidly growing Asian (3) _____ center. Business travelers will appreciate the city’s growth in public transportation and its world-class airport	COMMERCIAL
The Suvamabhumi Airport, which is located 25km east of the city center, contributed greatly to Bangkok’s (4) _____.	DEVELOPMENT
A modern, convenient elevated rail link connects the airport to the city in 30 minutes, helping (5) _____ avoid traffic jams.	VISIT
The city’s modern public transportation system is a (6) _____ of sky trains and underground subways. It has transformed the bustling city center into a futuristic district of street-level roads, elevated roads and sky trains.	COMBINATION

Form the correct word appropriate in the meaning.

B. Cyber communication.

The development of cyber communication — email, text messaging, and social networking — has revolutionized the way we communicate. Quick and _____ communication via the Internet has proved essential to national governments, and to the individual.	SUCCESS
Now, we can send and receive important messages, communicate and clarify statements _____ within seconds.	PRACTICAL
Cyber communication is very important in _____	BUSY
On a more individual level, cyber communication has transformed the method in which people communicate. In particular, social networking sites have provided access to people in every corner of the globe and their _____ is growing.	POPULAR
This has helped old friends living far apart to maintain a close _____	RELATION
For many people, not just teens, social networking has become an alternative to _____ forms of communication — writing a letter, a face-to-face conversation, or a phone call.	TRADITION

Exercise 16. Change the words in such a way that they correspond grammatically and lexically to the content of the sentence.

1. This _____ is passed through the generations. **able**
2. Stress is the _____ with which syllables are pronounced. **strong**
3. His _____ led him to discovering a lot of information. **curious**
4. This book contains _____ of the centuries. **wise**
5. This film takes me back to my _____. **child**
6. The _____ of this corridor was surprising. **long**
7. It will be disastrous for the _____. **human**
8. I appreciate our _____. **friend**
9. I will die of _____ if I live that long. **bored**
10. The _____ of her feelings was unexpected for me. **warm**
11. The _____ is given to particularly bright students. **scholar**
12. He was famous for his _____. **serious**
13. The _____ of this song is incredible. **popular**
14. We were surprised at the _____ in her speech. **differ**
15. It is easy to learn how to do this _____. **active**
16. The airplane started to lose _____. **high**

Exercise 17. Form nouns from the words in bold.

1. The Hercules was famous for his _____. **strong**
2. The _____ of the swimming pool was about 5 meters. **wide**
3. I was surprised by the _____ of the tablecloth. **white**
4. The _____ of the Tower and the _____ of the walls made it a perfect prison. **high, thick**
5. The _____ was delayed by fog for an hour. **fly**

6. Giving alive _____ is quite different from performing on a film. **perform**
7. Our _____ to predict the weather depends on the information we have. **able**
8. Another major _____ is the shape of the ball. **different**
9. The _____ of the baseball is very great in America. **popular**
10. Much of his _____ Chekhov lived in severe poverty. **child**
11. The _____ of London since then has been incredible. **grow**
12. We moved to our new _____ last spring. **resident**
13. Many encyclopedias state with _____ that the Nile is the longest river in the world. **confident**
14. Her acting is closer to _____. **real**
15. The story of the dodo`s _____ is one example of man`s effect on the environment. **disappear**
16. He had _____ in finding a job. **difficult**
17. Each _____ is worth considering. **possible**

Exercise 18. Form nouns from the words in bold.

1. The _____ of this building took 20 years from start to finish. **construct**
2. Famous _____ were held in the Tower. **prison**
3. Many _____ come to London each year. **visit**
4. Before the _____ of the hot air balloon, no human had ever successfully flown into the air. **invent**
5. The first successful _____ was in 1783. **fly**
6. The _____ of the balloon depends on the wind. **direct**
7. The _____ and response of the audience can affect how the actor feels and performs. **behave**
8. They want to have the opportunity to do some real _____. **act**
9. London is an ideal place nightlife _____. **entertain**
10. Special _____ is used to collect weather data. **equip**
11. He never seemed to be interested in _____. **educate**
12. An _____ called Clarence went on an expedition to Canada with his family. **explore**
13. He is famous for his finding the _____ to the problem. **solve**
14. His success was an remarkable _____. **achieve**
15. The _____ of its place is unknown. **locate**
16. What is your _____ of the performance? **impress**

Unit 12

Exercise 1. Read the text and do exercises after it.

Motivation

Motivation refers to psychological process that gives behavior purpose and direction. It is an important area of study for managers because it helps them better understand our most valuable resource, people. (Realistically, motivation is just one of many explanations of work behavior, such as one's knowledge and emotional state and organizational factors.) Even though the employees in one study ranked "interesting work" the highest among the things they wanted from their jobs, their supervisors believed that they wanted "good wages" above all else. This type of misperception of employees' needs can cripple a motivation program. Pollster D. Yankelovich contends that traditional motivation tools such as fear, money, strict supervision, and the work ethic are inappropriate for nearly half of today's labor force in the USA.

Among alternative motivation theories, Maslow's needs hierarchy theory, Herzberg's two-factor theory, and expectancy theory stand out as particularly relevant for managers. According to Maslow's message, people always have needs, and when one need is relatively fulfilled, others emerge in a predictable sequence to take its place. His five-level needs hierarchy, although empirically criticized, makes it clear to managers that people are motivated by emerging rather than fulfilled needs. Assuming that job satisfaction and performance are positively related, Herzberg believes that the most that wages and working conditions can do is eliminate sources of dissatisfaction. According to Herzberg, the key to true satisfaction and motivation is an enriched job that provides an opportunity for achievement, responsibility, and personal growth. Expectancy theory is based on the idea that the strength of one's motivation to work is the product of perceived probabilities of acquiring personally valued rewards. Both effort-performance ("What are my chances of getting the job done if I put out the necessary effort?") and performance-reward ("What are my chances of getting the rewards I value if I satisfactorily complete the job?") probabilities are important to expectancy theory.

Depending on how it is designed, a job can either hamper or promote personal growth and satisfaction. Although historically a key to higher productivity, specialization of labor has been associated with costly human problems in recent years. Managers have the options of fitting people to jobs or fitting jobs to people when attempting to counter the specialization-of-labor dilemma. The first option includes realistic job previews (honest explanations of what a job actually involves), job rotation (periodically moving people from one specialized job to another), and

limited exposure (establishing a challenging but fair daily performance standard, and letting employees go home when it is reached). Managers who pursue the second option, fitting jobs to people, can either enlarge (combine two or more tasks into a single job) or enrich (redesign a job to increase its motivating potential) jobs. Job enrichment vertically loads jobs to meet individual needs for responsibility and knowledge of results. Personal desire for growth and a supportive climate are required for successful job enrichment.

Both extrinsic (externally granted) and intrinsic (self-granted) rewards, when properly administered, can have a positive impact on performance and satisfaction.

Exercise 2. Match the words or phrases with the definitions:

1) cripple	a) Not suitable or proper in the circumstances
2) sequence	b) A particular order in which related things follow each other
3) misperception	c) The process of developing physically, mentally, or spiritually
4) supervision	d) Causes severe and disabling damage
5) inappropriate	e) A wrong or incorrect understanding
6) achievement	f) Administration
7) personal growth	g) The action of placing oneself at risk of financial losses
8) to hamper	h) A thing done successfully with effort, skill, or courage
9) exposure	i) To slow down

Exercise 3. Decide if the statements are true (T) or false (F):

1. Motivation is an important area of study for managers because it helps them to climb the career ladder.
2. Employees value ‘an interesting work’ the most among the things they want from their job.
3. Fear, money, strict supervision, and the work ethic are the traditional motivation tools.
4. Maslow is the author of the expectancy theory.
5. According to Herzberg, wages and working conditions are the key to true satisfaction and motivation.
6. Motivation involves two performance-related components: effort performance and performance-reward probabilities.
7. Successful job enrichment needs high productivity and positive mindset.

8. Historically specialization of labor has been responsible for productivity increase.
9. Managers have no options when face the specialization-of-labor problem.

Exercise 4. Complete the sentences with the verbs from the box. Use the right form.

Rank believe fulfil eliminate enrich provide reward include fit
require

1. Maintaining clarity of thought and affirmation of purpose _____ constant effort.
2. Because of the increased usage of the Internet for transacting business, students were asked _____ their understanding of e-commerce.
3. By destroying trees and killing animals man may be able _____ his shortterm desires, but he was causing a few irreversible problems in the long run.
4. Some 23 per cent _____ that smoking keeps down weight.
5. You share your wisdom and experience with others and _____ the quality of your work and relationships.
6. The FBI's documents _____ no hint as to how someone mistakenly put on can get himself removed.
7. The only way to defeat terrorism as a threat to our way of life is to stop it, _____ it and destroy it where it grows.
8. The group is active in repairing schools and _____ educational supplies.
9. The engineer who supervised the work _____ with the MBE.
10. We have a large range of picture frames of all shapes and sizes _____ any photo.

Exercise 5. Give the English equivalents for the following combinations:

1. ценный ресурс
2. неверное понимание
3. нужд сотрудников
4. инструменты мотивации
5. рынок труда
6. предсказуемая последовательность
7. искоренять источники недовольства
8. необходимые усилия
9. выполнять работу
10. ускорять личностный рос,
11. стандарт производительности

Exercise 6. Ask questions to the given answers:

1. _____?

Answer: Motivation refers to psychological process. 2.

_____?

2. Answer: It is an important area of study for managers because it helps them better understand our most valuable resource.

3. _____?

Answer: The supervisors believed that the employees wanted “good wages” above all.

4. _____?

Answer: Maslow’s needs hierarchy theory, Herzberg’s two-factor theory, and expectancy theory stand out as particularly relevant for managers.

5. _____?

Answer: The key to true satisfaction and motivation is an enriched job that provides an opportunity for achievement, responsibility, and personal growth.

6. _____?

Answer: Both effort-performance and performance-reward probabilities are important to expectancy theory.

7. _____?

Answer: A job can either hamper or promote personal growth and satisfaction.

8. _____?

Answer: Managers have the options of fitting people to jobs or fitting jobs to people.

9. _____?

Answer: Personal desire for growth and a supportive climate are required for successful job enrichment.

10. _____?

Answer: Intrinsic rewards can have a positive impact on performance and satisfaction.

Exercise 7. Complete the sentences with the right prepositions if necessary:

1. Both types of rewards can have a positive impact ____ performance.

2. Job enrichment vertically loads jobs to meet individual needs ____ responsibility and knowledge ____ results.

3. You should be able to combine two or more tasks ____ a single job.

4. Managers are likely to pursue ____ the second option.

5. They have an opportunity of moving people ____ one specialized job ____ another.

6. Both types are important ____ expectancy theory.

7. People are motivated ____ emerging rather than fulfilled needs.

Exercise 8. Match adjectives and nouns to make the phrases from the text:

1) emotional	a) state
2) good	b) years
3) motivation	c) exposure
4) working	d) impact
5) personal	e) growth
6) recent	f) program
7) limited	g) wages
8) motivating	h) potential
9) supportive	) conditions
10) positive	j) climate

Exercise 9. Form nouns from the words in bold.

1. _____ will find these products on sale in the supermarkets. **shop**
2. In New York he became a _____ at drama school. **study**
3. The ship left for New York with a crew of seven professional _____. **sail**
4. To the crew's _____ they discovered that nobody was on the island. **astonish**
5. Each flag has its additional _____. **mean**
6. Another _____ started at once. **argue**
7. Brighton is an ideal place for _____. **relax**
8. There are eleven _____ in each team in cricket. **play**
9. They tried to persuade the _____ to introduce new laws. **govern**
10. The road _____ must be improved. **safe**
11. Finding a good job is uneasy without proper _____. **qualify**
12. Many people consider the _____ of moving away. **possible**
13. It is necessary to fill the _____ form. **apply**
14. The rate of _____ is very high. **employ**
15. You have a great _____. **imagine**
16. To our great _____, it started to rain. **disappoint**
17. The better your education is, the less _____ you will have in finding a job. **difficult**

Exercise 10. Form adjectives from the words in bold.

1. Huge _____ dinosaurs used to walk on the Earth. **power**
2. There are a lot of _____ courses to improve your skills. **train**
3. This private boat carried a cargo of _____ products. **commerce**

4. The dodo lived on an island where he had no _____ enemies. **nature**
5. There are hundreds of _____ hotels in sunny Brighton. **comfort**
6. Enjoy delicious dishes in _____ restaurants. **fashion**
7. Taking part in this attraction can be a bit _____. **risk**
8. The story describes the _____ action of people. **hero**
9. _____ plays are staged on Broadway. **vary**
10. The road was in _____ condition. **excellence**
11. The _____ method is always in great use. **help**
12. My father doesn't buy _____ newspapers. **expense**
13. Who is _____ for making changes in our society? **response**
14. The Russians are considered to be very _____. **hospitality**
15. The _____ equipment needs to be checked. **electricity**
16. I was impressed by French _____ cuisine. **delicacy**
17. She is not self- _____. **confidence**
18. The job will give him more _____ freedom. **artist**
19. Paul's Cathedral is an _____ building. **impress**
20. In the old days the only _____ means of transport was the horse. **person**
21. The trip was very _____. **benefit**
22. Is your answer _____ from mine? **differ**

Test 1.

Adventure holidays are popular because they offer plenty of (1)_____. They are great fun, but can be very challenging. They give (2)_____ teenagers a chance to take part in many sporting (3)_____. If you take an adventure holiday, make sure that all of your (4)_____ are experienced. If you discover that any of the staff are (5)_____, do not go out with them. Check that the centre provides all the (6)_____ equipment that you need. Helmets and torches, which may seem (7)_____ and pointless can make the difference between life and (8)_____ if there is an accident. Remember that although activities sound very (9)_____ in a book or on TV, they may be much less fun in (10)_____. Bungee-jumping is an incredible experience, but also very (11)_____.

If you find at the last moment that you are really terrified, then don't do it!

- | | | |
|--------------|---------------|---------------|
| (1) EXCITE | (5) QUALITY | (9) ATTRACT |
| (2) ENERGY | (6) SAFE | (10) REAL |
| (3) ACTIVE | (7) NECESSARY | (11) FRIGHTEN |
| (4) INSTRUCT | (8) DIE | |

Test 2.

The street party is a popular form of (1)_____ in Britain. Whole street come together to mark such important (2)_____ occasions as a new millennium. Clearly it is (3)_____ to hold a party in a busy street, so traffic is banned. This may annoy motorists but it is (4)_____. Street parties need the (5)_____ of as many people as possible. The (6)_____ people who live in cities to unite as a community just as they would in a (7)_____ small village or town. Street parties are simple, (8)_____ affairs, which involve a great deal of eating, drinking, dancing and generally (9)_____. There should be games so that small children do not get bored and (10)_____. There should also be plenty of good music to (11)_____ the teenagers to stay around.

- | | | |
|---------------|----------------|--------------|
| (1) CELEBRATE | (5) INVOLVE | (9) ENJOY |
| (2) NATION | (6) ABLE | (10) BEHAVE |
| (3) POSSIBLE | (7) TRADITION | (11) COURAGE |
| (4) AVOID | (8) COMPLICATE | |

Exercise 11. Make up Special questions from given words.

- 1) birthday / is / When / your?
- 2) many / How / cards / did / get / you?
- 3) do / What / like / you / presents?
- 4) mum / What / make / did / cake / your?
- 5) at the party / you / did / What / do?
- 6) like / you / parties / do / Why?
- 7) summer / are / this / where / you / going?
- 8) there / going / How / you / are?
- 9) take / going / to / what / you / are?
- 10) with / are / you / Who / going?
- 11) do / going / to / you / there / What / are?
- 12) you / stay / going / to / are / Where?
- 13) What / playing / dad / sports / your / games / is / of / fond?
- 14) roller-skate / When / learn / you / to / did?

Exercise 12. a) Form all possible parts of speech from the words:

Mistrust, disagree, unforgettable, comfortable, prediction, sophisticated, desirable, rebuilt, dishonest, increasing, impossibility, disappeared, appearance, unmarried, approved, depart, discover, prehistoric, interaction.

b) Form single-root words using prefixes.

1. agree
2. respect
3. charge
4. tolerance
5. balance
6. understand
7. honest
8. tie
9. built
10. pronounce
11. ability
12. conduct
13. approval
14. pleased

Exercise 13. Determine which part of the speech the words belong to and translate them.

Achievement – achieve

resistance – resistant,

measure – measurement

develop - development

graduate - graduation - undergraduate - post-graduate

educate – education

progress – progressive

act - action - activity - active

govern - governor - government.

Exercise 14. Change the word in brackets according to the content of the sentence.

1. Herald Tribune has got a lot of (read).
2. Jim was (help), no one could help him.
3. Ron had a very (pleasant) talk with Mr. Willson, he looked very sad.
4. BBC and CNN work (professional).
5. Comics is a (fun) reading.
6. The flower smells (wonder).
7. I do grammar exercises (regular).
8. Columbus was a great (travel).

Exercise 15. Choose the correct form and fill in the gaps.

a) travel — travelled, have travelled, will travel, traveler, travelling

1. We like ... to the southern countries.
2. We ... to the USA.
3. Columbus is a famous
4. Next summer we ... to Bulgaria.

b) perform, performing, performer, performance

1. It was a wonderful ... !
2. I never saw Ann ... in this play.
3. The actors ... a wonderful play.
4. Mark is a brilliant

c) adventure(s), adventurous

1. We had many ... in our trip to Moscow.
2. He is a very ... person.

d) exciting, excitement, excited

1. The film was very
2. We are very ... by our future trip.
3. I got great ... from this film.

Exercise 16. Form the right words using suffixes and prefixes and fill in the gaps.

Strong — 1. I ... recommend you to come. 2. He showed me his ...3. I become ... every day.

Fortune — 1. I was ... this day. 2. ..., we missed the train.

Attract — 1. She was a very ... girl. 2. The place was dirty and ...3. I like this popular

Child — 1. I was unhappy in my 2. Many ... play in the ground. 3. She was very

Act — 1. Reading is an ... 3. Many ... were taken to improve the situation. 4. She is a great 5. Children were ... at the lesson. 6. She was lazy and

Participate — 1. We are ... of the competitions. 2. ... in this concert made me famous.

Athlete — 1. I like 2. He is very ... strong.

Exercise 17. Change the words in italics.

The Pilgrim Route to Santiago

If you'd like to do something *differ* on your holiday, you might be *interest* in following the Pilgrim Route to Santiago. The journey starts in France and takes you through the *marvel* scenery of the Pyrenees to Santiago in Spain.

It *normal* takes about five weeks to complete the 800-kilometre walk, which gives you *much* than enough time to go *sight*. There are plenty of *camp*, but you can also get rooms in monasteries, which cost little or nothing. Alternatively, you can stay in *comfort* hotels, but these are *obvious* more *expense*.

The Pilgrim Route can be quite *crowd* during the summer. Some people find it more *enjoy* to go in October and November, which are *quiet* months, but the *advantage* of traveling then is that some of the hotels are closed.

Exercise 18. Fill in the sentences by adjectives in the brackets using suffixes -ful, -ly or -y.

1. You must be.....when you open the door. (CARE)
2. The countryside looks very.....now. (COLOUR)
3. That was a very.....thing to do! (COWARD)
4. He has a.....routine of exercises. (DAY)
5. She was.....when I told her my plan. (DOUBT)
6. It was very.....so I drove slowly. (FOG)
7. It's nice meeting such a.....person. (FRIEND)
8. He looked very.....in that hat. (FUN)
9. They saw a.....figure at the castle door. (GHOST)
10. Working on the car made her hands..... (GREASE)
11. Let's go for a.....walk in the fresh air! (HEALTH)
12. We're.....that they'll agree to come. (HOPE)
13. Seeing all that food made me very..... (HUNGER)
14. She married a.....businessman. (SUCCESS)
15. He looked.....when he heard the news. (THOUGHT)
16. You can trust her. She's a very.....girl. (TRUTH)
17. This map was very.....on my holiday. (USE)
18. It was.....to see him again. (WONDER)

Exercise 19. Form words with the opposite meaning using prefixes: in-, im-, ir-, il-.

- | | |
|-------------------------------------|-------------------------------|
| 1)....accurate information | 7).... logical response |
| 2)....moral behaviour | 8) ... .correct decision |
| 3) ....capable of telling the truth | 9) ....rational fear |
| 4)....regular mail | 10).... definite opinion |
| 5)....considerate of others | 11) ... .personal suffers |
| 6)....patient pupil | 12) ... .dependent commission |
| 13) ....legible letter | 18) ....curable disease |

- 14)....probable adventures
 15)....different listener
 16)....polite treatment
 17)expensive gift

- 19)responsible worker
 20)....possible solution
 21).... legal literature

Exercise 20. Fill in the table with the missing single-root words.

Существительное (noun)	Прилагательное (adjective)	Глагол (verb)
success	successful	succeed
day		-
		annoy
		behave
	final	
information		
	high	-
		compete
	strong	
		solve
addition		
	special	
help		
shop		
		suggest
part		
	inventive	

Unit 13

Read the text and translate it into Russian. Use the Vocabulary list and a dictionary.

Hiring (And Keeping) Great People

Finding and hiring the best candidates for a job have never been easy. It's your job, however, to first understand exactly what qualities you're looking for in your new employees, and then to identify them in your job candidates. Here are some of the qualities that most employers look for when hiring new employees:

- **Hard working:** There's nothing that will throw a manager into a paroxysm of rage faster than having an employee who slacks off and who doesn't seem to know the meaning of the words "hard working." Employees who are willing to work hard often go above and beyond the call of duty in serving customers and in attending to the needs of their organizations. As competition in global marketplaces continues to heat up, employees who go above and beyond the call of duty may be the one thing that differentiates organizations that succeed in the long run from organizations that don't.

- **Good attitude:** By "good attitude," we mean people who are positive, friendly, and willing to help customers, clients, and coworkers. As you question potential job candidates, it's important to try to get some idea of what they'll be like to work with for the next 5 or 10 years. Skills are important, but attitude is even more important. As highly successful Southwest Airlines puts it: "Hire for attitude, train for success."

- **Experienced:** Experienced employees are worth their weight in gold. Not only are you more likely to get a better, higher quality work product in less time, but you'll also have someone that is ready to perform at maximum potential in a few days rather than the weeks or months it would take to train someone who is not experienced.

When you interview job candidates, be sure to take the opportunity to ask very pointed questions that require your candidates to demonstrate to you that they can do the job.

- **Go-getter:** This quality is the ability to take initiative to get work done. In an Internet survey that Bob conducted for his book, *1001 Ways to Take Initiative at Work* (New York: Workman, 1999), initiative was ranked as the top reason that employees were able to get ahead where they work (which makes this quality something both you and your potential new hires should be interested in).

- **Team player:** It's almost a cliché that being able to be a team player and to collaborate with others is a critical work skill in today's organizations. But cliché or not, teamwork is necessary to the success of today's organizations and the ability to work well with others is a definite must for employees in any business or industry.

- **Smart:** People who are smart are able to solve problems—and solve them quickly.

But keep in mind that, in the world of business, work smarts trump book smarts every time.

- **Responsible:** Employees must take responsibility for their work; employees who constantly try to shift the blame for their problems to other people or other things are employees you cannot afford to employ. Look out for the little things—like showing up for the interview on time—which can be key indicators of your candidates' sense of responsibility.

- **Stable:** Stability is an important quality in the employees you hire; the last thing you want is to hire someone today and then find out that he or she is already looking for the next position tomorrow.

Consider how long the job candidate worked with her previous employer and why she left. So much depends on your identifying and hiring the right people—you can't have a great organization without great people. Far too few managers make this task a priority, instead devoting as little time as they can get away with when it comes to preparing for and conducting interviews. The quality of the results of your hiring process are generally directly proportional to the amount of time that you are willing to sink into it. Put more time into the process, and you'll probably find the people you seek; put less time into the process, and you'll be wondering why you can't find anyone to fill your position.

Tasks

1. Find in the text the following words and word combinations:

узнавать

работа в команде

приоритетный

погрузиться во что-либо

решать проблему

инициатива

определенная необходимость

чувство ответственности

2. Form the paronymous words of the following:

- employ – solve – hire – initiate – responsible

3. Fill in the gaps with the following words:

Hiring	responsibility	potential	candidates
results			

- 1) As you question potential job....., it's important to try to get some idea of what they'll be like to work with for the next 5 or 10 years.
- 2) So much depends on your identifying and.... the right people—you can't have a great organization without great people.
- 3) But you'll also have someone that is ready to perform at maximum..... in a few days rather than the weeks or months
- 4) Employees must take.....for their work; employees who constantly try to shift the blame for their problems to other people or other things are employees you cannot afford to employ.
- 5) The quality of the..... of your hiring process are generally directly proportional to the amount of time that you are willing to sink into it.

4. Answer the questions:

- 1) What will throw a manager into a paroxysm of rage?
- 2) What is go-getter?
- 3) What is a definite must for an employee?
- 4) What kind of employees shouldn't a manager employ?
- 5) What type of employee makes the company successful?

5. Match the features of a good employee and the content

Go-getter	to perform at maximum potential in a few days
Team player	not to look for another job after being hired
Smart	to take initiative to get work done
Responsible	to works very well and in a non-stop way
Stable	to solve problems quickly
Hard working	to work well with others
Experienced	not to shift the blame for problems to others

6. Say if the statement is true or false. If it is false give the right variant.

- 1) Employees who are willing to work hard often go above and beyond the call of duty in insulting customers.
- 2) Skills are important, but attitude is even more important.
- 3) In the world of business, book smarts trump work smarts every time.
- 4) The quality of the results of your hiring process are generally directly proportional to the amount of time that you are willing to sink into it.
- 5) Look out for the little things—like hurrying up for the interview on time—which can be key indicators of your candidates' sense of responsibility.

6) Teamwork is necessary to the success of today's organizations.

7. Form adjectives from the words in bold. Mind the prefix UN-

1. Two _____ brothers Montgolfier were responsible for designing the first air balloon. **France**
2. The design of the balloon was based on _____ law. **science**
3. Some _____ flyers have had an accident. **fortunate**
4. The first _____ flight was in 1783. **success**
5. You can go on a _____ ride on a horse back. **enjoy**
6. He had an _____ idea. **imagine**
7. More _____ visitors can try «The Vampire Ride». **adventure**
8. Riding fast high above the park can be a _____ experience. **scare**
9. Nature is so _____ that's why we cannot forecast more than for a few days. **predict**
10. _____ people or things existed in the past are considered to be a part of history. **history**
11. _____ baseball began in the USA in 1865. **profession**
12. In the USA baseball is considered as a _____ sport. **nation**
13. It will be an _____ experience for me. **forget**
14. He started his own business and became _____. **wealth**
15. The bridge was very _____. **use**
16. It has become the place of _____ importance. **globe**
17. At first sight it seems _____. **believe**
18. The situation is becoming more _____. **understand**
19. She is a very _____ woman. **effect**
20. Everyone fell _____ in the room. **silence**
21. It was the most _____ journey I have ever had. **please**
22. It is _____ to drive without seatbelt. **Legal**

8. Form verbs from the words in bold.

1. He _____ and lay on the bed. **dress**
2. He could enter the house because the door was _____. **lock**
3. The usual practice at the History lesson is to _____ texts. **tell**
4. The exercise must be _____. **write**
5. Teachers sometimes _____ students. **understand**
6. When the child _____ she was unable to cope with him. **behave**
7. The parents _____ the child to go out late at night. **allow**

8. When the days begin to _____ then the cold begins to _____ . **long/ strong**
9. They're trying to _____ our name. **black**
10. The snow _____ the mountain tops. **white**
11. He was _____ by his family to learn music at a young age. **courage**
12. The town is _____ by fortified walls. **circle**
13. The route was built to _____ trucks to get around a waterfall. **able**
14. No argument can _____ a war. **just**
15. If you _____ a substance, you make it pure by removing any dirty substances from it. **pure**
16. You have _____ him as an ambitious person. **character**
17. His mother rarely _____ him or any of her children. **critic**
18. I'm sure Rose will _____ many of us. **live**

Test 1.

Malaria is one of the most common (1)_____ diseases in the world. So far the only kind of (2)_____ implemented by the affected countries has been distributing mosquito nets and basic medicines. (3)_____ and doctors have been working on a malaria vaccine for many years. However, although all vaccines produced so far have shown good results on monkeys their (4)_____ in tests on humans was far less (5)_____. Research on the malaria vaccine arouses (6)_____ interest in African, Asian, and South American countries, where malaria is (7)_____ a most dangerous disease causing (8)_____ loss of life and (9)_____ problems. Everybody is then (10)_____ waiting for good news about (11)_____ trails of a new medicine as the future costs of malaria spreading are indeed (12)_____ .

- | | | |
|-------------|--------------|---------------|
| (1) INFECT | (5) IMPRESS | (9) ECONOMY |
| (2) PREVENT | (6) CONSIDER | (10) PATIENCE |
| (3) SCIENCE | (7) ECONOMY | (11) SUCCESS |
| (4) EFFECT | (8) PATIENCE | (12) PREDICT |

9. Write down questions to the sentences beginning from the words in the brackets.

- 1) My sister eats sweets every day. (Who)
- 2) I haven't seen Peter since Saturday. (Since when?)
- 3) They are planning to have a holiday soon. (They)

- 4) She made a beautiful dress for herself last week. (What?)
- 5) Everybody was waiting at the door to the museum. (Was)
- 6) By the end of the year he had read about twenty books. (How many)
- 7) He didn't know how he could help his friend. (Why?)

10. Complete disjunctive questions.

- 1) The books about animals are real fun, ...
- 2) You really like reading magazines, ...
- 3) You can go to the library tomorrow, ...
- 4) Your mum thinks adventure stories are exciting, ...
- 5) You haven't seen «Harry Potter» yet, ...

11. Choose the correct auxiliary verb (is, are, did, does, have, will) for the next questions.

1. _____ there any sports facilities nearby?
2. _____ the guide speak Russian?
3. _____ breakfast included?
4. _____ you provide the necessary equipment?
5. _____ the train arrive at 10 or 11?
6. _____ you meet with your friends tomorrow?
7. _____ you ever admitted teenagers?
8. _____ John study last month?
9. Why _____ Ann often go to the exhibitions?
10. When _____ you planning to go to Italy?
11. Where _____ your luggage? – It's in the cloakroom.
12. _____ she arrived yet? – Yes, she _____.
13. _____ you waiting for me? – Yes, I _____.

14. _____your sisters fond of music?
15. _____your parents live in Moscow?
16. _____Ann go jogging to the park last weekends?

12. Determine which part of the speech the words belong to and translate them.

British, foolish, interesting, heartless, childless, successful, experiment, function, musician, teacher, artist, criticism, professional, national, industrial, useful, difference, treatment, creative, attractive, peaceful, dangerous, humorous, elementary, childish, economic, director, worker, marriage, freedom, kingdom.

13. Form nouns using the next suffixes:

-dom, -ian, -ship, -hood, -ist.

1. real
2. music
3. member
4. friend
5. medal
6. drama
7. king
8. companion
9. free
10. scholar
11. wise
12. style
13. owner
14. psychology

14. Form the right word from the brackets according to the content of the sentence.

1. This is the mostconcert I've ever been to.(Expense)
2. It is a very (Danger)
3. Susan is very.....and wants to do well. (Ambition)
4. It was so that she couldn't see anything? (Fog)
5. Dan is really very....., even rude sometimes. (Polite)
7. Jan is very She always keeps her promise.(Response)
8. Mary..... and they never saw her again. (Appear)

15. Change the word in brackets according to the content of the sentence.

1. (Fortunate) he lost all his money.
2. I stay away from (cruelty) people.
3. I feel (depress) when I am very busy.
4. John is a drug (addiction). He has had this (addict) for several years.
5. Sandra has never felt such (humiliate).
6. What a (fail)! Evidently our team is losing the game.
7. What room (serve) can you offer?
8. It's often said in newspapers that all people are (equality).
9. I'm talking (serious), stop laughing now!
10. What a wonderful (image) Jane has got! Her story is really beautiful and touching.
11. I'm sorry for (interrupt), but I must deliver this important information.
12. This program is really (entertain).
13. Did he (threat) you? — Oh, no. He just warned me.
14. It was an (forget) concert. The music was live, we enjoyed it a lot.

16. Correct the mistakes of the words in italics.

1. Most office *work* don't change their jobs because they earn *much* in the office.
2. Will you fill in the *apply* form?
3. His new job is very *stress*.
4. Her desk is so *tidy* that it's *possible* to find what she wants.
5. My teacher *courage* me to enter this profession.
6. She was *award* a first-class Diploma.
7. When I was in the USA, I was *impress* by the *hospitable* I received.
8. This iron is broken; it needs *mend*.
9. I hate that *bright* coloured pullover.
10. I'm going to do lots of *shop* while I'm in Paris.

17. a) Form nouns from the given verbs and write them down in the table:

-ance	-ence	-ment

to signify	to disappoint	
to appear	to depend	
to prefer	to enter	
to obey	to acquaint	
to disagree	to differ	
to correspond	to attend	

b) Fill in the sentences with the nouns appropriate in meaning from the part

- a). 1. I don't like her.....she looks rather unhealthy.
 2. There are many.....between people's tastes and.....
 3. The.....of the church was richly decorated.
 4. Regular.....at lessons is necessary to be successful in learning.
 5. Goths wear some decoration, which have religious.....
 6. E-mail.....is becoming more and more popular nowadays.
 7. Minor.....in a family can cause great.....
 8. He is an old.....of mine.

18. Choose the right variant

1. After lunch you phoned someone.
 a) Who rang you?
 b) Who did you ring?
 2. The policeman is interviewing the robber.
 a) Who is interviewing the robber?
 b) Who is the robber interviewing?
 3.... is it from here to St. Petersburg?
 a) How far
 b) How long
 4 would you like to drink?
 a) Which
 b) What
 5. ... of brothers Grimm was the eldest?
 a) Who

- b) What
c) Which
6. It's so cold today. ... put on your warm coat?
a) Why you haven't
b) Why haven't you
7. -... birthday is it today? - It's Janet's birthday today. She is 19.
a) Which
b) Whom
c) What
d) Whose
8. does it cost to stay at the Hilton Hotel?
a) How many
b) How much
c) What
9. - ... is Pam's sister? - She's a secretary at our college.
a) What
b) Who
c) Where
10. You can have a photo. ... one would you like?
a) What
b) Which
- 11.- Tell me something about Fred's wife. ... ? - Oh, she's about 25, she's pretty and friendly.
a) What is she?
b) What does she like?
c) What is she like? d) Who is she?
12. - ... will it take me to learn French?- I think you'll be able to speak in another few months.
a) How much
b) How long
c) What
13. Bob and Alice got married in 1991.
a) How long have they been married?
b) How long is it since they got married?
c) When did they get married?
14. He can play golf well, ... ?
a) ..., doesn't he?
b) ..., can he?
c) ..., can't he?

15. You are the new secretary, ... ?
a) ..., aren't you?
b) ..., are you?
c) ..., don't you?
16. Mr. Evans is speaking over the phone, ...?
a) ..., is he?
b) ..., isn't he?
c) ..., doesn't you?
17. You like black coffee, ... ?
a) ... , aren't you?
b) ... , don't you?
c) ..., do you?
18. I'm pronouncing your name correctly, ...?
a) ... ,aren't I?
b) ...,don' t I?
c) ..., am not I?
19. You aren't well enough. You should stay with either me or your son, ...?
a) ..., should you?
b) ..., shouldn't you?
c) ..., are you?
20. I'm not ill, ...?
a) ..., are I?
b) ..., am I?
21. It's a nice day, ... ?
a) ..., does it?
b) ..., is it?
c) ..., isn't it?
22. There isn't a cloud in the sky, ... ?
a) ..., is it?
b) ..., does it?
c) ..., is there?
23. We haven't got much time, ... ?
a) ..., do we?
b) ..., don't we?
c) ..., haven't we?
24. Sam doesn't work hard, ...?
a) ..., is he?
b) ..., does he?
c) ..., isn't he?

25. Oh, there are a lot of photos in the album,... ?
a)..., aren't they?
b)..., aren't there?
c)..., are there?
26. There was nobody there, ... ?
a) ..., was there?
b) ..., wasn't there?
c) ..., were there?
27. Your son didn't help you much, ... ?
a) ..., did he?
b) ..., had he?
28. They sent a letter the day before yesterday,... ?
a)..., did they?
b)..., hadn't they?
c) ..., didn't they?
29. Dad hasn't read the newspaper yet,. .. ?
a) .., hasn't he?
b) ..., has he?
c) ..., did he?
30. There will be a nice film on TV tonight, ...?
a) ..., won't there?
b) ..., will it?
c) ..., will there?
31. Neither your parents nor mine can lend us some money, ... ?
a) ..., can they?
b) ..., can't they?
c) ..., do they?
32. He never uses his car except when it's necessary, ... ?
a) ..., doesn't he?
b) .., does he?
c) ..., isn't it?
33. There's little point in doing anything about it:, ... ?
a) ..., is it?
b) ..., isn't there?
c) ..., is there?
34. Why___they buy so many fruits last weekends?
a) did
b) do
c) have

35. Ann spent a lot of time making a report,...?

a) isn't she

b) doesn't she

c) didn't she

36. ... you (like) swimming?

a) Do you like

b) Does you like

c) Are you like

37. your sister often (go) to the theatre?

a) Is...go

b) Does ...go

c) Do...goes

38. What ... your parents' address?

a) is

b) are

c) am

39. Your money... in your handbag.

a) are

b) is

c) am

40. Where... the Johnsons (live)?

a) Where do the Johnsons live?

b) Where are the Johnsons live?

c) Where does the Johnsons live?

Unit 14

Read the text and translate it into Russian. Use the Vocabulary list and a dictionary.

Vocabulary list

charter - устав

issue - вопрос

temporary - временный

deadline - крайний срок

ongoing - постоянный

liability - ответственность

solicit - ходатайствовать

facilitate - способствовать

casual - случайный

sibling - родной брат

disband - расформировывать

repercussion - последствия

tap - кран

a bang-up captain – первоклассный капитан

essential - существенный

foremost - первоочередной

Creating a Team Culture

Once you decide to create a team to address some organizational opportunity or problem, you're faced with a decision: What kind of team should you set up? There are three major categories of teams, including: formal, informal, and self-managed.

Formal Teams

A formal team is a team that is chartered by an organization's management and tasked to address specific issues or to achieve specific goals. Types of formal teams include:

- **Task forces:** These are formal teams assembled on a temporary basis to address specific problems or issues. A task force could, for example, be created by management to get to the bottom of recent customer complaints about product quality. Task forces most often are given deadlines for addressing their problems or issues and reporting their findings back to management.

- Committees: Committees are long-term or permanent teams designed to perform an ongoing, specific organizational task. Examples include safety committees required by company liability insurance policies and employee morale committees designed to make the workplace more fun for workers.

- Command teams: Command teams combine some aspects of a regular hierarchy with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her. While employee input and suggestions are often solicited, there is no question that the manager or supervisor is in charge and that he or she will ultimately make important team decisions. Some common examples of command teams include disaster operations teams, company sales teams, and management teams.

As integral parts of the official structures of the organization in which they function, formal teams play an important role, both in facilitating communications between the different levels of the organization, and in organizing people to get things done.

Informal Teams

Casual associations of employees that spontaneously develop within an organization's formal structure are known as informal teams and some observers consider them to be more important in how work gets done than their formal team siblings. Informal teams can form and disband anytime, anyplace, and they may arise for a wide variety of reasons.

An organization might, for example, have an informal team of employees who like to play softball after work, or who have banded together to address problems with indoor air pollution at a manufacturing facility, or who have decided to organize a company trip to Las Vegas.

Informal teams are important to organizations for the following reasons:

- They foster communication among employees in different parts and at different levels of the organization. Because informal teams are not chartered by management, they are safe for employees to speak freely and without fear of negative repercussions.

- They provide a way for employees who might not usually be tapped by management to lead formal teams to practice leadership roles. While the mailroom clerk might not, for example, be management's leading candidate to lead the site selection committee for a new factory, he might very well make a bang-up captain of the company bowling team.

Self-Managed Teams

The new kid on the team block, self-managed teams hold much promise for organizations by combining the best attributes of both formal and informal teams.

While self-managed teams are most often created by a manager, when given sufficient authority and autonomy, they quickly take on many of the roles that would normally be served by the organization's managers including making decisions, hiring and firing employees, creating and managing budgets, and much more.

The most effective self-managing teams are:

- Made up of people from different parts of the organization.
- Small because large groups create communication problems.
- Self-managing and empowered to act because referring decisions back up the line wastes time and often leads to poorer decisions.
- Multifunctional because that's the best—if not the only—way to keep the actual product and its essential delivery system clearly visible and foremost in everyone's mind.

Tasks

1. Find in the text the following words and word combinations:

столкнуться с решением

добраться до глубины

результаты расследования

долговременный

быть ответственным за что-либо

неотъемлемая часть

многофункциональный

видимый

2. Fill in the gaps with the following words:

Freely	hierarchy	deadlines	insurance	attributes
--------	-----------	-----------	-----------	------------

1) Task forces most often are given.... for addressing their problems or issues and reporting their findings back to management.

2) Because informal teams are not chartered by management, they are safe for employees to speak..... and without fear of negative repercussions.

3) The new kid on the team block, self-managed teams hold much promise for organizations by combining the best.....of both formal and informal teams.

4) Command teams combine some aspects of a regular..... with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her.

5) Examples include safety committees required by company liability..... policies

and employee morale committees designed to make the workplace more fun for workers.

3. Answer the questions:

- 1) What is a task force?
- 2) What types of committees are there?
- 3) Who is in charge for a command team?
- 4) Why are informal teams necessary?
- 5) What are the features of a good self-managed team?

4. Match the teams and their features.

<i>Team</i>	<i>Team characteristics</i>
Task forces	supervisor is in charge
Committees	form anytime, anyplace
Command teams	on a temporary basis
Informal teams	people from different parts of the organization
Self-managed teams	perform an ongoing organizational task

5. Form verbs from the words in bold.

1. The symptoms of her illness have _____. **appear**
2. The student _____ the teacher and did the wrong exercise. **hear**
3. Last week the government _____ the citizens about the political situation in the country. **inform**
4. His own mind was _____ and _____ by foreign travel. **large/rich**
5. Martin _____ all the people in the area. He died at the age of 101. **live**
6. The elderly are usually _____ with the young. **satisfy**
7. Nowadays the risk of serious illness has _____. **less**
8. Do you mean to _____ me? **threat**
9. Unfortunately, the cooperation between two countries was _____. **organize**
10. The line was _____, though not dead. **connect**
11. I am very _____ with you. **appoint**
12. The students _____ the teacher. **obey**
13. What does the emblem _____? **symbol**
14. If someone _____ a word, they spell it wrongly. **spell**

15. Don't let this _____ you. **courage**
16. He recognized her voice and his face _____. **soft**
17. The men tried to _____ each other in their generosity. **Do**

6. Make up questions.

1. They had to stay there for another fortnight. (General)
2. He had his hair cut yesterday. (Special)
3. He told us a few words about his studies. (Special)
4. Mr. Brown drank a cup of coffee. (Alternative)
5. They don't have earthquakes there. (Disjunctive)

7. Make up sentences.

1. /to/that/I/hardly/told/needed/be/was/careless/I/.
2. /wrong/in/plans/lot/things/a/went/of/my/of/spite/careful/.
3. /same/the/still/when/returned/town/later/I/was/the/years/.
4. /hurry/must/night/caught/not/to/we/by/be/.
5. /seen/climbing/wall/the/was/as/over/the/was/thief/he/.

8. Translate from Russian into English.

1. Пусть он обратится к моему другу за советом.
2. Мы должны были поспешить, потому что фильм уже начался.
3. Если он не будет так быстро говорить, я смогу его понять.
4. Джек спросил брата, с кем он говорил по телефону.
5. Я так устала, что не могла есть, хотя обед был уже сварен.

9. Finish the sentences.

1. I haven't seen my friend since ...
2. Was he sure that ...

3. He wondered why ...

4. When she leaves the party ...

5. If he has much money ...

**10. Form nouns using the next suffixes:
-er/-or, -tion/-sion, -ance/-ence, -ment.**

1. expand

2. edit

3. describe

4. attend

5. express

6. prefer

7. repeat

8. ignore

9. law

10. involve

11. amuse

12. achieve

13. govern

14. invent

**11. Form nouns using the next suffixes:
-y, -ic, -(i)an/-(i)al, -less, -ly.**

1. dead

2. linguist

3. option

4. volcano

5. aim

6. colony

7. culture

8. greed

9. Germany

10. allergy

11. critic

12. Australia

**12. Form nouns using the next suffixes:
-ous, -able /-ible, -ive, -ful.**

1. knowledge
2. mountain
3. luxury
4. support
5. change
6. beauty
7. pain
8. describe
9. sense
10. forget

Test 1. Form the right word from the brackets according to the content of the sentence.

1. It is not to wear long skirts at the moment.(Fashion)
2. Mark Twain wrote many..... stories. (Humour)
3. Another..... against cars is that people travel long distances without having any physical activity. (Argue)
4. The author of the puzzle was Arthur Wayne, a from Liverpool. (Journal)
5. Do you think you have the..... to pass the exam? (Able)
6. You need a lot of to write a good story. (Imagine)
7. I read an interesting in the newspaper. (Advertise)
8. Their friendship began in their (Child)

Test 2. Form the right word from the brackets according to the content of the sentence.

1. I'm telling you the! I swear! (True)
2. Your composition isn't good enough. You'll have to it. (Write)
3. Do you know the correct of this word. (pronounce)
4. They need your before they can do it. (Sign)
5. It all happened quite..... I didn't have time to think. (Sudden)
6. The leaflet gives a brief..... of each place. (Describe)
7. Can you give us a quick of how it works? (Explain)
8. Gold is a very metal. (Value)

Test 3.

Our new multi-activity holidays offer a wide (1)_____ of courses. Ranging from (2)_____ to cookery. And they are so (3)_____ that everyone can afford them. Supervision at all times by our experienced, (4)_____ staff is included in the price of the holiday. If you are (5)_____ in trying out an adventure course, don't worry if you are (6)_____ - we understand that not everyone is a super-athlete. Our helpful (7)_____ will take your level of (8)_____ into account and design the course accordingly. You don't have to be physically (9)_____ to enjoy one of our holidays. There are different courses for computer fans, (10)_____ and artists. Every one has a lot of fun and you will never tell (11)_____. So write or telephone now for an application form and join in the fun.

- | | | |
|--------------|--------------|--------------|
| (1) VARY | (5) INTEREST | (9) ACT |
| (2) MOUNTAIN | (6) FIT | (10) MUSIC |
| (3) EXPENCE | (7) INSTRUCT | (11) COURAGE |
| (4) QUALIFY | (8) ABLE | |

Test 4.

It is (1)_____ to think that as recently as 1903, many of the world's leading (2)_____ were still absolutely certain that people would never fly. An (3)_____ US professor declared in that year that a flying machine was (4)_____ because something which was (5)_____ than the air itself could not take off. But just a few weeks later, came the surprise (6)_____ that two brothers from Ohio named Wright had just built such a machine.

The media remained so (7)_____ by their claims, however, that neither reporters nor (8)_____ were sent along to witness any of their test (9)_____. The brothers, somewhat discouraged, then offered their (10)_____ to the US army, who showed no interest. It was only when a French company began to take them (11)_____ that the brothers had the opportunity to prove the experts wrong.

- | | | |
|---------------|----------------|--------------|
| (1) CREDIBLE | (5) HEAVY | (9) FLY |
| (2) SCIENCE | (6) ANNOUNCE | (10) INVENT |
| (3) INFLUENCE | (7) CONVINCED | (11) SERIOUS |
| (4) POSSIBLE | (8) PHOTOGRAPH | |

13. Change the word in brackets according to the content of the sentence.

- The kids played (cheer) in the yard.
- It's the first time I have been to London, I am a (strange) here.

3. He tried to (concentration), but in vain, the headache was splitting.
4. The Hermitage is a real (treasure) of Russian art.
5. The (quiet) of the house was very unusual, so they decided to enter. At the (enter) they were stopped by an old man.
6. It's a strange (feel) as if I have been there before.
7. It's a little (peace) village situated far from the city.
8. Matilda had never had the feeling of (lonely), how could she be lonely if she had lots of books around her.
9. I like Christmas (cheerful).
10. The baby was sleeping (peace) in his crib.
11. Amanda has never spoken a word of (wise), I have never seen such a stupid girl.

14. Change the word in brackets according to the content of the sentence.

1. People have made a lot of (discover).
2. Ron is (skill), he can't do anything.
3. Edwards is a famous (production).
4. Space (explorer) is very important for any country.
5. Americans were the first to (flight) to the Moon.
6. Mary has a very good (memorable), she can learn any poem in 5 minutes.
7. (whole), I understand the topic rather well.
8. (Create) of a spaceship is a very difficult process.
9. We had a very long (argue) about the terms of the experiment.
10. Alice has a deep (know) of Chemistry.
11. The tool was (use) for us, you needn't have brought it.
12. How did you (achievement) such results?
13. Japan is a (lead) country in developing new technologies.

15. Classify the verbs according to the suffixes and translate them.

To classify, to decorate, to sharpen, to realize, to demonstrate, to satisfy, to organize, to illustrate, to shorten, to criticize, to simplify, to deepen, to graduate, to strengthen, to intensify, to separate, to modernize, to falsify, to broaden, to specialize, to nationalize, to educate, to electrify, to threaten.

-ize (-ise)	-ate	-(i)fy	-en

16. Fill in the sentences with the right words from the given ones. In some cases it needs to make negative form using such prefixes as: dis-, in-, un-.

<p>We must take.....before things get worse. There's a lot of.....outside the stadium. Don't worry about the volcano. It's been.....for years. She said she wanted to be a television.....</p>	(1)ACT
<p>Are all those.....they put in food really necessary? In.....to doing the cleaning, I make the coffee.</p>	(2) ADD
<p>This is an..... piece of work. I am full of.....for the improvements he's made.</p>	(3) ADMIRE
<p>Unfortunately, you'll be at a.....if you can't drive. Knowing a lot of languages, he's in a very.....position.</p>	(4) ADVANTAGE
<p>He works for an.....agency. I saw an.....for the job in our local newspaper.</p>	(5) ADVERTISE
<p>He gets very angry if you.....with his ideas. The.....we made was for one year only.</p>	(6) AGREE
<p>I only had a day to visit all the tourist..... She smiles so....., doesn't she?</p>	(7) ATTRACT

ПРИЛОЖЕНИЕ

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИЙ

1. Прочитайте методические рекомендации по подготовке презентаций и делового письма.

Common Guidelines

Giving a presentation is like taking your audience from start to finish on a journey. At the start, your audience requires some basic information before they can accompany you. Once they have the information they are ready to listen to you and to follow you up to the final message. An accurate start helps to create a good impression and your aim is to be grammatically accurate as well.

Here are some common guidelines of how to make a Power Point presentation. One of the most challenging aspects of writing a presentation is the ability to organize information in a logical way.

Introduce yourself. The amount of information about yourself and your work depends on the presentation you are giving. For example, for a presentation to your colleagues, you don't need to give your name or your professional background, while presenting a new product to a client, all those things will be necessary. Besides, make sure that you are comfortable talking about your past and present experience.

Use the following phrases for welcoming and thanking the audience. Tell the audience your destination and the purpose of your presentation. If the audience does not know why they should listen, they won't support and accompany you. Don't forget to use expressions for introducing the subject and outlining the structure of your presentation. Mention them in your closing summary and recommendations:

Good morning, ladies and gentlemen

Good evening, everyone

Thank you for inviting me to speak about...

Tonight I'm going to talk about...

I would like to start with...

I shall begin by...

The purpose of the presentation is to introduce the range of ...

Let us begin with...

However...

As far as ... is concerned ...

Moving on to...

My third point deals with...

And last but not least...

So, in conclusion, you can see that...

Let me summarise what I've said.

Finally, may I remind you of the main points we've considered.

Outline the main points that you are going to develop and the order in which you would like to present facts. Choose attractive background and suitable text colours. Presentation software can be fun to use. Be creative, but do not include too many effects which may distract your audience from your content. Make sure the text is large enough so that the audience can read it easily from any place. Also, use a standard font that is not too complicated or distracting. Use positive statements like 'The figures show...' rather than a vague language like 'The data could possibly suggest...'

Your presentation will be effective if you know basic rules of working with slides. Don't use too many slides: one or two per minute will be enough for your presentation. Don't present information in sentences and paragraphs; divide it into individual parts. Try not to present more than six points on a slide. You should also reduce your text to the keywords and phrases: try to have no more than six words per line. Remember that a graph or a chart is much easier to understand than a text. Still, too many visuals may confuse the audience: don't overload them with clips. Try to help the audience to understand the matter better by highlighting. Explain the most important information. Check all materials and equipment beforehand, and make several backups of your presentation. Don't be too technical: adapt to the target audience, and don't read out the text on the slides.

I. Use the following expressions for opening, directing and closing the meeting:

1. Right, shall we get started?
2. The first thing we have to discuss is...
3. I'd like to give the floor to...
4. Does anyone have any comments?
5. Would you like to come in here?
6. We seem to be losing sight of the main issues.
7. With respect, I don't think that is entirely relevant.
8. Could we stick to the subject under discussion, please?
9. Perhaps we could come back to that later.
10. I'll come to you in a minute.
11. Are there any other points anyone wishes to make?
12. To sum up,...
13. Are we all agreed on this?
14. Shall we take a vote? Are all those in favour? Are all those against?
15. I declare this meeting closed.

II. Ответьте на следующие вопросы.

1. What common guidelines of making presentation are pointed out in the text?
2. Why isn't it recommended to use too many effects in the presentation?
3. What are basic rules of working with slides?
4. How should the information be presented in the slides?
5. What general advice can you give for using visuals?

III. Прочитайте методические рекомендации по написанию и составлению аннотаций.

How to write an annotation

In this post, we are going to speak about how to create an annotation so that it is exciting to read through. Students learn about the purposes and techniques of annotation by examining text closely and critically. They study sample annotations and identify the purposes annotation can serve. Students practice annotation through a careful reading of a story using specific guidelines. Students can work in pairs,

practice using footnotes to present annotations, and reflect on how creating annotations can change a reader's perspective through personal connection with text. Reading is one thing, but getting something of value from what we read is another. As an "active reader," you already know that when you read textbook assignments, you should have questions in your mind. As you read, you should be looking for the answers to these questions. You should also have a pencil in hand so that you can "annotate" your text. As the word suggests, you "take notes" in your textbook. Unlike "highlighting," which is a passive activity, the process of annotating text helps you to stay focused and involved with your textbook. You'll find that the process of taking notes as you read will help you to concentrate better. It will also help you to monitor and improve your comprehension. If you come across something that you don't understand or that you need to ask your instructor about, you'll be able to quickly make note of it, and then go on with your reading.

Annotating a text sample means you are taking notes on the text, highlighting words you feel are important to the text, writing common links to other text samples you have read and writing any questions you have in regards to the text sample.

Annotating text samples help you gain a better and deeper understanding of the text than you would by just reading it over as it compels you:

Step 1. Read the text passage two or three times to get a better understanding of the text. Look up any words you do not understand in the dictionary. This will help you figure out whether or not the text is important enough to be annotated.

Step 2. Highlight or underline any words that appear important to you. Write notes on the sides of the words as to what you think the words imply or their significance to the text.

Step 3. Write any questions you have in regards to the text or words you have highlighted. Write samples of similar words and how, if used, they may change the meaning of the original text. Write down research you want to do in regard to the text sample. Write down any links from the text to other text samples you have read of a similar context.

A list of some techniques that you can use to annotate a text:

- Underline important terms.
- Circle definitions and meanings.
- Write key words and definitions in the margin.
- Signal where important information can be found with keywords or symbols in the margin.
- Write short summaries in the margin at the end of sub-units.
- Write the questions in the margin next to the section where the answer is found.
- Indicate steps in a process by using numbers in the margin.

Useful samples of how to annotate a text:

As the title implies the text describes ... – Как указано в заголовке, текст описывает ...

It is known that ... – Известно, что...

It should be noted about ... – Следует отметить, что ...

The fact that ... is stressed. – Подчеркивается факт, что...

It is spoken in detail about... – Подробно говорится о ...

It is reported that ... – Сообщается, что ...

Much attention is given to ... – Большое внимание уделяется ...

It is shown that ... – Показано, что ...

It is formulated ... – Формулируется ...

... is proposed – Предлагается ...

... are examined – Проверяются (рассматриваются)

... are discussed – Обсуждаются ...

It is described in short ... – Кратко описывается ...

It is introduced ... – Вводится ...

It is shown that ... – Показано, что ...

It is given ... – Дается (предлагается) ...

It is dealt with ... – Рассматривается ...

It is provided for ... – Обеспечивается ...

It is designed for – Предназначен для ...

It is examined, investigated ... – Исследуется ...

It is analyzed ... – Анализируется ...

The main idea of the text is ... – Основная идея текста –

It gives a detailed analysis of ... – Он дает подробный анализ ...

It draws our attention to ... – Он обращает наше внимание ...

It is stressed that ... – Подчеркивается, что ...

The text is of great help to ... – Текст очень полезен ...

The text is of interest to ... – Текст интересен ...

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЭКОНОМИСТОВ

Учебное пособие