

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ
АГРАРНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

**АНГЛИЙСКИЙ ЯЗЫК. ЭКОНОМИКА
И УПРАВЛЕНИЕ В СЕЛЬСКОМ ХОЗЯЙСТВЕ**

*Допущено Министерством образования Республики Беларусь
в качестве учебного пособия для студентов учреждений
высшего образования по экономическим специальностям*

**ENGLISH. RURAL ECONOMY
AND MANAGEMENT**

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Учебное пособие состоит из трех модулей, в каждом из которых представлены профессионально ориентированные тексты для аудиторной и самостоятельной работы. Комплекс упражнений для работы с текстами ориентирован на развитие и усовершенствование навыков устной речи, формирование компетенции будущих специалистов.

Для студентов учреждений высшего образования по экономическим специальностям.

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The textbook consists of three modules which contain the texts for classroom and independent work related to the future career of the students. The complex of exercises after each text is designed to develop and improve the speaking skills and to form the competence of future specialists.

The textbook is intended for economic students of higher educational institutions.

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ВВЕДЕНИЕ

Настоящее учебное пособие предназначено для студентов первого курса экономических специальностей, продолжающих изучение английского языка.

Целью пособия является развитие навыков различных видов чтения с выходом в монологическую устную и письменную речь, а также ведение дискуссии.

Материалы учебного пособия организованы по тематическому принципу и включают следующие модули: «Career paths for economics graduates», «Basics of economics and management», «Business communication».

Модуль «Career paths for economics graduates» ориентирован на формирование общего представления будущих специалистов экономических специальностей о структуре, специфике и условиях профессиональной деятельности.

Модуль «Basics of economics and management» предусматривает работу с текстами по специальности, содержащими краткие сведения о главных направлениях аграрной экономики как сферы жизнедеятельности общества; специфике аграрной экономики как направлении профессиональной деятельности экономиста-организатора/менеджера-экономиста, достижениях науки в экономическом развитии агропромышленного комплекса.

Модуль «Business communication» предполагает изучение социокультурных норм делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном мире.

Структурное построение каждой темы модуля максимально способствует активизации различных видов речевой деятельности в разнообразных коммуникативных условиях.

Основной структурной единицей учебного пособия является лингвометодический блок (Unit), который разбит на секции (Sections), отражающие темы общей тематики блока. Каждая секция, в свою очередь, состоит из разделов: Getting ready, Reading, Target vocabulary, Language in use, Speaking, Writing, Grammar focus.

Раздел GETTING READY предназначен для введения в тему каждой секции и включает упражнения, основанные на общей эрудиции студентов и не требующие особой подготовки. Выполнение этих упражнений является своего рода разминкой, создающей нужную семантическую обстановку на занятии.

Раздел READING содержит аутентичные тексты, представляющие профессиональный интерес для специалистов сферы экономики и менеджмента в области сельского хозяйства. Тексты отобраны из англоязычных средств массовой информации и отражают ключевые моменты общественно-экономической жизни. Содержащиеся в текстах сведения (например, рекомендации по написанию резюме (CV), этика делового общения, использование интернет-сервисов в коммерческой деятельности, элементы деловой переписки и т.д.) будут полезны студентам в дальнейшей профессиональной деятельности.

В следующем разделе TARGET VOCABULARY, расположенном после каждого текста, дается перевод лексических единиц, которые встречаются в текстах для изучающего чтения. В этом разделе представлены как лексика для активного пользования, отобранная по принципу частотности употребления лексических единиц и их тематической значимости, так и лексические единицы пассивного словаря, предназначенные для однократного применения.

Раздел LANGUAGE IN USE включает группу упражнений для активизации и расширения тематического

словаря, а также для развития навыка выбора и употребления слова в зависимости от контекста. Комплекс упражнений нацелен также на понимание основного содержания текста, его структурно-смысловых связей и умений полностью и детально понять смысл текста.

Группа упражнений в разделе SPEAKING предполагает решение студентами комплексных коммуникативных задач с использованием изученного языкового материала. Упражнения, содержащиеся в этом разделе, направлены на развитие навыков неподготовленной ситуативно-обусловленной речи.

Раздел WRITING предполагает выполнение упражнений на основе текста в форме письменного сообщения и включает задания по составлению резюме, доклада, эссе, писем и сообщений делового характера.

Раздел GRAMMAR FOCUS включает в себя тренировочные упражнения по грамматике на обобщение и закрепление тех грамматических явлений, которые определены учебной программой по дисциплине «Иностранный язык».

Учебное пособие сопровождается таблицами, схемами, рисунками, позволяющими усилить ассоциативную базу осмысления и усвоения учебного материала, оказывая влияние на развитие памяти и внимания, повысить мотивацию к изучению предмета.

Авторы надеются, что работа с учебным пособием позволит студентам достичь значительных успехов в овладении английским языком.

UNIT 1

**CAREER PATHS FOR ECONOMICS
GRADUATES**

SECTION 1

ECONOMIST IN AGRICULTURE

SECTION 2

MANAGER IN AGRICULTURE

SECTION 3

JOB ANALYSIS

SECTION 1

AGRICULTURAL ECONOMIST

TEXT 1 PROFESSION OF AN ECONOMIST

GET READY!

1

Answer the questions about your future career.

1. How ambitious are you?
2. Do you have a career plan? Where do you want to be in 10 years' time?
3. Which of the following would you prefer to do?
 - a) work for one company during your career
 - b) work for several different companies
 - c) work for yourself
4. What do you hope to do in the future in your career?
5. Do you think there is an ideal career for you? What is it? Why?
6. What is the best advice that you have been given during your career or your studies?

2

These phrases (1-6) all include the word *career*. Match each of them to its correct meaning (a-f).

1) career move	a. chances to start/improve your career
2) career break	b. ideas you have for your future career
3) career plan	c. an action you take to progress in your career
4) career opportunities	d. period of time away from your job to, for example, look after your children
5) career path	e. a series of levels (steps) in your working life
6) career ladder	g. the direction your working life takes

READING FOR DETAILED INFORMATION

AGRICULTURAL ECONOMIST

Economics is a social science of how societies use scarce resources to produce valuable commodities and distribute them among people. The major goal of economics is to define the most effective way of managing the economic life of the country.

As it follows from the definition of Economics, economists are engaged in the study of behavior of individual households and institutions in the process of production, distribution and consumption of wealth.

Economists are concerned with how individuals behave in making economic choices as a consumer, a worker, an owner or a manager of business, a citizen or a public official. Understanding the process of making choices and the costs that go with them is essential for an economist.

Academic economists are engaged in teaching, writing and doing research in colleges and universities. They also write textbooks and journal articles, develop and test new theoretical models provide consulting to government and business and engage in a variety of other professional activities. They formulate economic principles which are useful in the establishment of policies designed to solve economic problems.

Business economists study microeconomic behavior of consumers, producers and resource suppliers, determine price in output and market, forecast sales and costs, monitor economic efficiency and general market equilibrium, help firms anticipate government policy. Some business economists prepare their arguments to try to affect tax laws, regulations, etc., which are important for particular kinds of business and industries. They use the general knowledge of economic behavior in defining remedies or solutions for correcting and avoiding a specific economic problem.

Government economists perform a variety of tasks in analyzing policy developments, forecasting tax revenues and interest rates, economic growth and employment rates, monitoring the balance of trade, etc. Also, they analyze who gains and who loses from particular changes, compute total output and perform other necessary tasks in the public sector.

The typical or representative, individual person making economic choices is regarded as the practical economist, it means a non-professional economist. This typical person is assumed to know where his or her self-interest lies and pursue that interest. The practical economist is a maximizer, i.e. he wants to get as much as possible out of the limited available resources. Sometimes maximizing can take the form of minimizing or choosing among several satisfactory alternatives on the basis of the lower costs.

Also, the practical economist chooses at the margin which implies deciding whether the benefits of an extra amount of goods are worth its cost. The practical economist responds to incentives, i.e. factors that motivate and influence human behavior (wages, profit, satisfaction costs, rents, fee, tax and so on). In short, the practical economist is in charge of making choices at the margin allocating scarce resources among competing uses, calculating opportunity costs, engaging in self-interested maximizing behavior and responding to incentives.

TARGET VOCABULARY

allocate (v)	распределять
anticipate (v)	предвидеть
be engaged (v)	быть вовлеченным во что-либо
commodity (n)	товар
consumer (n)	потребитель
consumption (n)	потребление
cost (n)	стоимость

<i>costs</i>	<i>издержки, затраты</i>
determine (v)	определять
distribute (v)	распределять
distribution (n)	распределение
forecast (v)	прогнозировать
gain (v)	приобретать, зарабатывать
household (n)	домашнее хозяйство
imply (v)	предлагать, подразумевать
incentive (n)	стимул
interest rates (n)	процентная ставка
limited (adj)	ограниченный
margin (n)	э. прибыль, разница между покупной и продажной ценой
monitor (v)	наблюдать
output (n)	выпуск продукции
perform (v)	исполнять, выполнять
policy (n)	политика
practical economist (n)	экономист-практик
price (n)	стоимость
production (n)	производство
profit (n)	прибыль
regulations (n)	нормативные документы
remedy (n)	средство, мера
sale (n)	продажа
scarce (adj) <i>scarce resources</i>	недостаточный, скудный <i>ограниченные ресурсы</i>
supplier (n)	поставщик
tax (n) <i>tax revenues</i> <i>tax laws</i>	налог <i>налоговые поступления</i> <i>налоговое законодательство</i>
wages (n)	зарплата
wealth (n)	богатство, материальные ценности

LANGUAGE IN USE

1

Give the English equivalents to the following words and word combinations.

Ограниченные ресурсы; ценные товары; управление экономической жизнью страны; производство, распределение и потребление материальных ценностей; принятие экономических решений; предоставлять консультации правительству; определять цены на продукцию и рынок; прогнозировать продажи и затраты; налоговое законодательство; нормативные акты; прогнозирование налоговых поступлений и процентных ставок; вычислять общий объем производства; низкие затраты; реагировать на стимулы; вычислять альтернативные издержки.

2

Circle the correct words.

1. Economics is a *social / economic* science of how societies use scarce resources.
2. Economists are concerned with how individuals behave in making economic *choices / decisions*.
3. Academic economists are engaged in teaching, writing and doing *experiments / research* in colleges and universities.
4. Academic economists *formulate / create* economic principles which are useful in the establishment of policies designed to solve economic problems.
5. Business economists study *microeconomic / macroeconomic* behavior of consumers, producers and resource suppliers.
6. Some business economists prepare their arguments to try to affect *government / tax* laws, regulations.
7. Government economists perform a variety of tasks in analyzing policy developments, forecasting tax revenues and *interest /*

percent rates.

8. Also, they analyze who gains and who loses from particular changes, compute total *input* / *output* and perform other necessary tasks in the public sector.

9. The typical or representative, individual person making economic choices is regarded as the *practical* / *non-practical* economist.

10. The practical economist is a *maximizer* / *minimizer*, i.e. he wants to get as much as possible out of the limited available resources.

3 Use a word from the left and a word from the right to make up possible word combinations.

- | A | B |
|-----------------|----------------|
| 1. valuable | a. sales |
| 2. individual | b. revenues |
| 3. formulate | c. policy |
| 4. employment | d. incentives |
| 5. government | e. households |
| 6. defining | f. behavior |
| 7. tax | g. problems |
| 8. avoid | h. economist |
| 9. respond to | i. commodities |
| 10. calculating | j. rates |

4 Match the words in the box with their definitions.

1. Goods	a) ... the study of how people allocate their limited resources to satisfy their unlimited wants
2. Costs	b) ... items or services that satisfy human wants and add to human happiness

3. Economics	c) ... resources used in the production process, such as labour and raw or semifinished materials
4. Incentives	d) ... transformed materials; the results of production
5. Inputs	e) ... the value of the assets owned by an individual or a group of individuals
6. Outputs	f) ... the process of growing or making food, goods or materials, especially large quantities
7. Production	g) ... a business whose work involves doing something for customers but not producing goods
8. Scarcity	h) ... shortage of something and difficulty to obtain
9. Service	i) ... factors that motivate and influence human behavior
10. Wealth	j) ... the total amount of money that you must spend on running your home or business

5 Fill in the word-building table and translate the words into Russian:

VERB	NOUN	ADJECTIVE
		employed
produce		
	consumption	
supply		
monitor		
	regulation	
		scarce
compute		
		satisfactory
	distribution	

Match the sentence beginnings (I) with the correct endings (II):

I

- 1) Economics is a social science of how societies ...
- 2) The major goal of economics is ...
- 3) Economists are engaged in the study of behavior of individual households and institutions ...
- 4) Academic economists are engaged in ...
- 5) Academic economists formulate economic principles ...
- 6) Business economists study microeconomic behavior of ...
- 7) Business economists use the general knowledge of economic behavior in defining ...
- 8) Government economists analyze who gains and ...
- 9) The practical economist is a maximizer, i.e. ...
- 10) The practical economist chooses at the margin which implies deciding whether...

II

- a) ... in the process of production, distribution and consumption of wealth.
- b) ... which are useful in the establishment of policies designed to solve economic problems.
- c) ... remedies or solutions for correcting and avoiding a specific economic problem.
- d) ... he wants to get as much as possible out of the limited available resources.
- e) ... consumers, producers and resource suppliers.
- f) ... use scarce resources to produce valuable commodities.
- g) ... teaching, writing and doing research in colleges and universities.
- h) ... who loses from particular changes.
- i) ... the benefits of an extra amount of a good are worth its cost.
- g) ... to define the most effective way of managing the economic life of the country.

SPEAKING

1

Use the words below to complete the table. Then speak about each type of the economists.

Academic economist	Business economist	Government economist	Practical economist

- analyze policy developments
- analyze who gains and who loses from particular changes
- calculate opportunity costs
- compute total output
- consult to government and business
- decide whether the benefits of an extra amount of a good is worth its cost
- determine price in output and market
- develop and test new theoretical models
- forecast sales and costs
- forecast tax revenues and interest rates
- formulate economic principles
- get as much as possible out of the limited available resources
- help firms anticipate government policy

- monitor economic efficiency
- monitor the balance of trade
- pursue their interest
- respond to incentives
- study microeconomic behavior of consumers
- teach, write and do research
- write textbooks and journal articles

2 **Read the text again and decide if the sentences below are true (T) or false (F).**

1. Economics is a technical science of how societies use scarce resources to produce valuable commodities and distribute them among people.
2. Economists are engaged in the study of behavior of individual households and institutions in the process of production and consumption of wealth.
3. Economists are concerned with how individuals behave in making economic choices as a seller, a worker, an owner or manager of business.
4. Academic economists are engaged in teaching, writing and doing research in colleges and universities.
5. Business economists write textbooks and journal articles, develop and test new theoretical models.
6. Business economists formulate economic principles which are useful in the establishment of policies designed to solve economic problems.
7. Government economists study microeconomic behavior of consumers, producers and resource suppliers.
8. Government economists perform a variety of tasks in analyzing policy developments, forecasting tax revenues and interest rates.
9. The typical or representative, individual person making economic choices is regarded as the practical economist, it means a non-professional economist.

10. The practical economist chooses at the margin which implies deciding whether the benefits of an extra amount of a good are worth its cost.

3

Ask the following questions to your partner:

1. What is the definition of economics?
2. What is the major goal of economics?
3. In what are the economists engaged?
4. What is the main concern of the economists?
5. What are the main purposes of academic economists?
6. What do business economists study?
7. What do government economists perform?
8. Who is the typical economist?
9. Why is the practical economist a maximizer?
10. Why does the practical economist respond to incentives?

4

Speak on the following problems using some opinion phrases:

Speaking personally, I think that...

My view is that...

As I see it...

It would seem to me that...

1. What type of an economist would you like to become? Give arguments for your choice.
2. Is it necessary for a company to have different types of economists?
3. What traits of character should a good economist have?

WRITING

1

Write out all the international words from the text and make your own sentences with them.

2

Problem solving tasks are presented below. Write your arguments:

1. What are major economic questions directed at?
2. Is the society able to produce such quantity of goods as it needs?
3. How do geographical, cultural, ethnic peculiarities influence a country's economy: what to produce, how to produce, and for whom?
4. What influences you when you have to make choices?
5. Find various definitions and quotations about economics by famous people and discuss them with the group (use internet for additional information).
6. Find the information about the most famous economists in the world. Make a presentation.

3

A national student magazine has asked you to write an article on how young people might choose a career. Write a short article for the magazine.

In the article you should:

- outline the main factors that influence the person's choice of the career;
- consider whether the job of the economist is more worthwhile than others;
- discuss the importance of a good salary when choosing a career.

TEXT 2 AGRICULTURAL ECONOMIST

GET READY!

1 Complete the sentences below with the verbs in the box. Use a dictionary to help you.

climb	decide	have	make	offer	take
-------	--------	------	------	-------	------

1. Employees in large multinationals ... excellent career opportunities if they are willing to travel. 2. Some people ... a career break to do something adventurous like sailing round the world or going trekking in India. 3. One way to ... a career move is to join a small but rapidly growing company. 4. Certain companies ... career opportunities to the long-term unemployed or to people without formal qualifications. 5. Ambitious people often ... on a career plan while they are still at university. 6. In some industries, it can take a long time to ... the career ladder.

2 Choose the best word to complete each sentence.

1. Tom decided on his career *move / plan* when he was in his first year of university, and amazingly, he followed it until he retired. 2. My company has a training programme that offers career *opportunities / breaks* to students who have just graduated from university. 3. If you want to climb the career *plan / ladder*, you have to be prepared to work very hard. 4. Kate is ready to make a career *opportunity / move*, so she's applying for jobs with other companies. 5. Some companies help their employees take a career *path / break* by giving them a few months off without pay. 6. Mary didn't follow the usual career *ladder / path* for the CEO of a marketing firm. She started out working as a primary-school teacher.

MY FUTURE PROFESSION: AN AGRICULTURAL ECONOMIST

READING FOR DETAILED INFORMATION

Nowadays the profession of an agricultural economist has become one the most useful, modern and interesting. That is because agriculture is an important part of every country's economy. Countries with robust agricultural systems have the ability to be self-sustaining, and those that have learned to maximize their natural resources are in many ways more stable.

I've decided to become an agricultural economist. In my opinion, it's one of the most demanded and prestigious professions nowadays. It involves lots of self-education, research and analyzing, which can be interesting for me.

I finished school and entered the Belarusian State Agrarian Technical University. The University has six faculties. I study at the Business and Management Faculty. The faculty trains managers and economists. The students try to get profound knowledge in economics, accounting, analysis of financial activity, management, marketing, the bases of different kinds of business organization, as well as, operating computer systems.

Undergraduates specialize in economics for four years. After graduating from the University the graduates must know all types of business organization (sole proprietorship, partnership, and corporation), their advantages and disadvantages. Proper management, marketing and advertising are of great importance for business specialists. They should know the work of storing, advertising, data processing.

Agricultural economists are concerned with the economics of agriculture and the distribution of agricultural products. Their primary objective is to maximize agriculture's profitability. An agricultural economist should have a good training in economic theory, mathematics and statistics.

At the University the students are taught various general and special subjects, such as Management, Accounting, Marketing, Finances, Statistics, Computer sciences, Foreign Languages, Economics of the enterprises of the agro-industrial complex, etc.

Economists exercise many useful functions. For example, they can calculate costs and probable profits, provide business forecasts, monitor taxation levels, determine enterprise structures, investigate international economic situation, etc.

Agricultural economists' concerns cover the manufacture and distribution of agricultural means of production, farming itself; the determination of government policy on agricultural and consumption affairs; the purchasing, processing and distribution of agricultural products; the financing of all aspects of agricultural production and the sale of agricultural products; economic evaluation of agricultural projects, agricultural development.

Also the students need some personal qualities to succeed in this profession, such as analytical mind, logical thinking, ability to be concise both in writing and speaking. Agricultural economists must be interested in agriculture and agricultural affairs. Their approach to problem solving should be creative, thorough and analytical.

Moreover it is very important for a specialist in business matters to be a skillful user of computers and to speak at least one foreign language. It should better be English as it is the most popular language of international business communication.

The profession of an agricultural economist includes various activities. The graduates of our faculty work for many different employers: government departments, financial institutions, agricultural cooperatives, commercial and manufacturing companies concerned with agricultural inputs and products.

As for me, I am not sure in what field of economy I am going to work but I know that the specialty of an economist is very important for the development and prosperity of the country.

I also hope that I'll never regret my choice and get a well-paid and interesting job afterwards.

TARGET VOCABULARY

accounting (n)	бухгалтерское дело
advertising (n)	реклама
analytical (adj) <i>analytical mind</i>	аналитический <i>аналитический склад ума</i>
concise (adj)	краткий
data processing (n)	обработка данных
demand (v)	востребованный
establish (v)	установить
evaluation (n)	определение качества, стоимости
input (n)	вложения, затраты, инвестиции
investigate (v)	исследовать
manufacture (v)	производство, изготовление
monitor (v)	мониторить, отслеживать
partnership (n)	партнерство
processing (n)	обработка
profitability (n)	прибыльность, рентабельность
profound (adj)	глубокий, основательный
property (n)	имущество, собственность
prosperity (n)	процветание
robust (adj)	надежный, устойчивый
self-sustaining (adj)	экономически самостоятельный
sole proprietorship (n)	индивидуальное предпринимательство
storing (n)	хранение

LANGUAGE IN USE

1

Give the English equivalents to the following words and word combinations.

Профессия экономист по сельскому хозяйству; престижная и востребованная профессия; максимизировать рентабельность сельского хозяйства; рассчитывать затраты и вероятную прибыль, предоставлять бизнес прогнозы, иметь аналитический ум, логическое мышление.

2

Circle the correct words.

1. I've decided to become an agricultural *economist* / *manager*.
2. Countries with robust agricultural systems have the ability to be *self-maintaining* / *self-sustaining*.
3. I study at the *Business and Management* / *Entrepreneurship and Management Faculty*.
4. After graduating from the University the graduates must know all types of business *organization* / *corporation*, their advantages and disadvantages.
5. An agricultural economist should have a good *knowledge* / *training* in economic theory, mathematics and statistics.
6. At the University the students are taught various general and *practical* / *special* subjects.
7. Economists can calculate *wages* / *costs* and probable profits.
8. Also the students need some personal *quantities* / *qualities* to succeed in this profession.
9. It is very important for a specialist in business matters to be a *fresh* / *skillful* user of computers.
10. The graduates of our faculty work for many different *employees* / *employers*.

3 Use a word from the left and a word from the right to make up possible word combinations.

- | | |
|-------------------|---------------------------|
| A | B |
| 1. agricultural | a. computer system |
| 2. natural | b. economist |
| 3. manufacturing | c. languages |
| 4. profound | d. knowledge |
| 5. operating | e. processing |
| 6. foreign | f. costs |
| 7. analytical | g. company |
| 8. calculate | h. mind |
| 9. data | i. business communication |
| 10. international | j. resources |

4 Match the names of the special subjects with their definitions below.

Finances	Accounting	Economics	Mathematics
Marketing	Statistics	Management	Computer sciences

- The study of how a society organizes its money, trade and industry.
- A collection of information shown in numbers.
- The process or work of keeping financial accounts.
- The science of numbers and shapes.
- The activity of managing money, especially by a government or commercial organization.
- The activity of presenting, advertising and selling a company's products or services in the best possible way.
- The act of running and controlling a business or similar organization.
- The study of computers and how they can be used.

1. The Business and Management faculty trains ...

- A. accountants.
- B. managers and economists.
- C. farm machinery maintenance engineers.

2. The students of the faculty get profound knowledge in...

- A. selling automobiles.
- B. information technologies and computer science.
- C. management, marketing, business organization, advertising, accounting.

3. At the University the students are taught various general and special subjects, such as...

- A. "Tractors and vehicles", "Agronomy", "Engineering mechanics".
- B. "Management", "Accounting", "Marketing", "Finances", "Statistics".
- C. "Man's physiology", "Ecology", "Protection of population and enterprises in emergency situations".

4. An experienced economist must...

- A. speak at least one foreign language.
- B. to be a skillful user of computers.
- C. to be a skillful user of computers and to speak at least one foreign language.

5 Agricultural economists must be interested in....

- A. history and historical affairs.
- B. agriculture and agricultural affairs.
- C. physics, chemistry and all natural sciences.

6. The graduates of our faculty work for many employers:

- A. government departments, financial institutions, agricultural cooperatives.
- B. research laboratories and institutes.
- C. the systems of logistical support for enterprises.

6

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

1. The students, who have done well with all their studies and passed the state examinations, get the _____ of an economist.	QUALIFY
2. Theoretical knowledge must be _____ by the practice.	RICH
3. For many people, the most important criterion of the future profession is job _____.	SATISFY
4. At the university students make _____ with the principles of economic activities.	ACQUAINT
5. I'd like to devote my life to _____ as it plays a very important role nowadays.	ADVERTISE
6. It is necessary to know how to plan money _____ and to count _____.	COST, PRODUCT
7. Today modern commerce has a tendency of transition to the market _____.	RELATE
8. Future economists study how to _____ products in the market.	PROMOTION
9. I believe my _____ in future will be connected with computer science.	OCCUPATE
10. Proper _____ in a foreign language could help me to find a well-paid job.	KNOW

SPEAKING

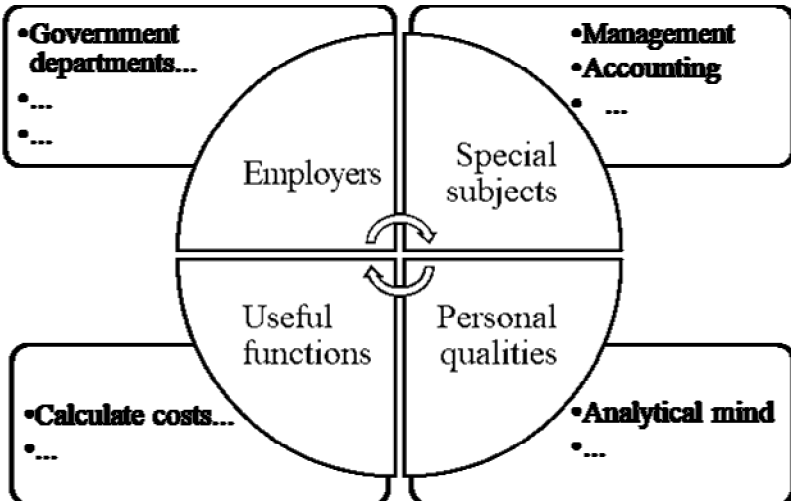
1

Work out answers to the following questions.

1. Why did you decide to become an agricultural economist?
2. What University did you enter after finishing school?
3. What faculty do you study at?
4. What specialists does the faculty train?
5. What will you become after graduating from the University?
6. In what field of economics do the students try to get the profound knowledge?
7. What personal qualities are required of a specialist?
8. What concerns do agricultural economists cover?
9. What subjects are the students taught at the University?
10. Where can the graduates of our faculty work?

2

Complete the diagram and speak on the topic
“My future profession – an agricultural economist”.



Read the dialogue: translate the words in bold, role-play the dialogue.

Mike: Hi, Helen!

Helen: Hi, Mike. How are you? Haven't seen you for ages!

M.: Perfectly well, thank you. I've **окончил** the University.

H.: What University?

M.: Moscow State Industrial University.

H.: What is your speciality? If it is not a secret.

M.: No secrets. I'm an **экономист**. I studied at the **факультет** of Economics, Management and **информационных технологий**.

H.: Where are you working now?

M.: I'm working in a company as a **менеджер по продажам**. But I would like to work in a **банковской системе** that is why I'm studying English now.

H.: Is it necessary to know English?

M.: Sure, because all **сервисная деятельность** are done by means of **компьютерных систем** and all documents are written in English. I can speak English but I would like to speak **свободно на профессиональном** English.

H.: I think **ты добьешься успеха** because you were always a hard-working person.

M.: You flatter me. But I hope **сделаю все возможное** to get a job in a banking system.

H.: Good luck.

M.: Thanks a lot! But what about you? What are you doing now?

H.: I am working as a **секретарь** and studying at the department of **дистанционного обучения**. I am a third year student. It is rather difficult to **совмещать работу и учебу**. But in two years I'll become a **бухгалтер**.

M.: Do you like your **будущую профессию**?

H.: Of course. Sorry, I'm in a hurry. Ring me up, please.

M.: Sure. See you later.

WRITING

1

Complete the sentences with the appropriate ending according to the text.

1. Nowadays the profession of an agricultural economist...
2. Agriculture is an important part of ...
3. I've decided to become ...
4. I finished school and entered ...
5. I study at...
6. The faculty trains...
7. The students try to get profound knowledge in...
8. An agricultural economist should have a good training in...
9. At the University the students are taught...
10. Economists exercise many useful functions...
11. Agricultural economists' concerns cover
12. The graduates of our faculty work for ...

2

Put the words in the right order to make complete sentences.

1. Place, a, economist, plant, an, is, for, there, factory, and, every, at.
2. Determine, an, profits, the, calculate, an, can, economist, costs, enterprise, as, probable, as, structure, well, of, and.
3. Condition, and, economist, for, the, analyses, an, prospects, the, development, its, market, of, future, the, in.
4. Diploma, a, may, with, own, venture, a, partner, a, economist's, person, an, joint, his, establish, of, become, or, business.
5. Must, of, be, a, skillful, any, to, economist, is, computers, for, a, user.
6. University, with, activity, at, acquaintance, the, principles, the, make, students, of, economic.

7. International, in, language, I'm, to, marketing, in, why, foreign, a, I, that's, interested, proper, knowledge, need, have.

3 **Translate the following sentences into English.**

1. В наше время профессия экономиста по сельскому хозяйству стала одной из самых полезных, современных и интересных.
2. Я окончил школу и поступил в Белорусский государственный аграрный технический университет.
3. Я учусь на факультете управления и предпринимательства.
4. Факультет управления и предпринимательства готовит менеджеров и экономистов.
5. В университете студенты изучают различные общие и специальные предметы, такие как менеджмент, бухгалтерский учет, маркетинг, финансы, статистика, компьютерные науки, иностранные языки и т.д.
6. Экономисты-аграрии занимаются экономикой сельского хозяйства и распределением сельскохозяйственной продукции.
9. Экономисты могут рассчитывать затраты и вероятную прибыль, предоставлять бизнес-прогнозы, отслеживать уровни налогообложения.
10. Более того, для специалиста по бизнесу очень важно быть опытным пользователем компьютера и говорить хотя бы на одном иностранном языке.
11. Экономисты-аграрии должны интересоваться сельским хозяйством и сельскохозяйственными вопросами.
12. Выпускники нашего факультета работают в государственных ведомствах, финансовых учреждениях, сельскохозяйственных кооперативах, коммерческих и производственных компаниях, занимающихся сельскохозяйственными инвестициями и продуктами.

SECTION 2 AGRICULTURAL MANAGER

TEXT 1 MANAGEMENT CAREERS

GET READY!

1

Study the list of people's activities and find those connected with management.

- leading people
- manufacturing goods
- training personnel
- testing new ideas
- maintaining paperwork
- fixing cars
- harvesting and sales of crops
- preparing financial information

2

Match the chosen management activities with the management positions below:

- director
- farm manager
- financial manger
- general manager
- project manager
- supervisor

3

**What kind of manager do you want to become?
What are the key activities you will be engaged in?**

READING FOR DETAILED INFORMATION

MANAGEMENT CAREERS

Management is the process of managing people and resources in businesses. It is one of the largest and most interesting areas of work in the global economy. The work of management is divided into the activities of planning, leading, organizing, and controlling, and the job of a manager encompasses all of these areas. Anyone, aspiring to move into management as a career, should develop and display strong technical and functional skills. In large organizations, managers work in a variety of areas, including operations, human resources, finance, and marketing.

Managerial positions range from front-line supervisory positions to the top manager in the firm, the CEO. In-between, there are managers of managers, general managers, product and project managers and a variety of other roles that are also management positions.

Front-line supervisory roles are entry-level management positions. The supervisor is typically responsible for guiding a team of people responsible for a particular part of the company's operations. The supervisor provides day-to-day guidance to the team and is involved in training, coaching, and hiring or firing activities.

A functional manager is responsible for a broad range of people and business activities. He might have a number of supervisors or first-level managers reporting to him. The functional manager is accountable to his boss for achieving goals and targets. He splits his time between operations and people-related issues and business reporting and planning activities.

Senior managers and directors are typically responsible for a number of groups and departments and invest a great deal of their time on development and translation of strategies and goals into

programs and actions. They are directly accountable to senior executives, often reporting to a person with a vice-president title.

Vice presidents are often the highest ranking individual in a particular function. From sales to marketing, IT, finance or engineering most firms identify the functional leader as a vice-president reporting to someone with a C-level title. These individuals are functional experts charged with working with other senior executives to form and implement the company strategy.

A general manager is accountable for all business resources and results in the company. The general manager is a mini-CEO, and is responsible for strategy, structure, key decisions and operating results including revenues and costs. The general manager is accountable to a corporate group, often the CEO. His time is spent predominantly on overseeing large strategic initiatives, facilitating key decisions and coaching and developing direct functional managerial reports.

Product managers are focused on offerings (products or services) and are charged with working across the organization to bring new products to life and manage the marketing decisions. Product managers work with all areas of the organization and must be outstanding communicators.

Project managers are responsible for all projects in the organization. They are responsible for bringing together a team of individuals to create something new. Once the initiative is completed, the project manager focuses on a new initiative and a new team.

Management is a very exciting and rewarding career. It offers status, interesting work, and the satisfaction of working closely with other people. Managers help organizations succeed. When organizations are successful, there is better utilization of resources, less stress among employees, less chaos in society, and a better quality of life for all.

TARGET VOCABULARY

accountable (adj)	ответственный, подотчётный
alignment (n) <i>in alignment with</i>	регулировка, корректировка <i>в направлении, совпадающем с</i>
aspire to (v)	стремиться к
bring together (v)	свести вместе, сближать
CEO (Chief Executive Officer) (n)	генеральный директор, директор, управляющий делами
charge with (v)	поручать, возлагать ответственность
encompass (v)	заключать (в себе), касаться
entry-level (adj)	начальный, первоначальный, упрощенный
executive (n)	ответственное должностное лицо
facilitate (v)	содействовать, способствовать, облегчать, продвигать
fire(v)	увольнять
focus on (v)	сосредоточивать внимание на
goal (n) syn. aim, target	задача, цель; место назначения
guidance (n)	управление, руководство
hire (v)	нанимать, предоставлять работу
human resources (n)	персонал, кадры, штат служащих
implement (v)	выполнять, осуществлять;
offering (n)	что-л. предлагаемое к продаже (товар или услуга)
outstanding (adj)	выдающийся; знаменитый
oversee (v)	наблюдать, смотреть (за чем-л.)
position (n)	должность, место
responsible for (adj)	ответственный за
revenue (n)	доход; выручка
supervisor (n)	руководитель, начальник

LANGUAGE IN USE

1

Translate the missing words to make word combinations.

- *стремиться* к management as a career
- front-line *контролирующие* positions
- a *разнообразие* of management positions
- *ответственный* for firm's operations
- provide *ежедневное руководство*
- *наблюдение* the work of individuals and teams
- *достижение* goals and targets
- form and *применить* strategy
- *содействовать* key decisions

2

Circle the correct words.

1. Management is one of the most interesting *species* / *areas* of work in the global economy.
2. Managerial positions *differ* / *range* from front-line supervisory positions to the top manager in the firm.
3. The supervisor is typically responsible for *watching* / *guiding* a team of people responsible for firm's operations.
4. The functional manager is *accountable* / *devoted* to his boss for achieving goals around productivity, quality, costs and revenue.
5. The general manager is a *mini-CEO* / *supervisor*.
6. Product managers must be outstanding *negotiators* / *communicators*.
7. Project managers are responsible for *taking* / *bringing* together a team of individuals to create something new.
8. Management is a very exciting and *rewarding* / *awarding* career.

3

Use a word from the left and a word from the right to make up possible word combinations.

A

1. global
2. managerial
3. front-line
4. be in alignment
5. achieving
6. key
7. create
8. bring
9. day-to-day
10. translate goals

B

- a. goals and targets
- b. something new
- c. supervisory positions
- d. together a team of individuals
- e. guidance
- f. into actions
- g. decisions
- h. with company standards
- i. positions
- j. economy

4

Choose the odd word.

1) Management positions:

Senior executive // promoter // supervisor // CEO // functional expert.

2) Managerial functions:

Developing functional managerial reports // training // repair and maintenance // coaching // disciplining // overseeing.

3) Objects of manager's control:

Discipline // revenues and costs // company programs // key decisions // engineering tools // quality.

5

Fill in the gaps. Find the synonyms to the words in bold.

1. Management is one of the most varied **fields** of work in the global economy.

2. The supervisor provides day-to-day *control* to the team.
3. A functional manager is *accountable for* a range of people, process and business activities.
4. A functional manager *divides* his time between operations and people-related issues and business reporting and planning activities.
5. Senior managers invest a great deal of their time on *providing* the company's development.
6. Vice presidents together with other senior executives form and *realize* the strategy of the company.
7. Product managers *take responsibility for* working across the organization to bring new products to life and manage the marketing decisions.
8. Once the initiative is completed, the project manager *concentrates on* a new initiative and a new team.

6

Find the adjectives in the text which are used with the following nouns. Then complete the sentences below with appropriate phrases you have made.

Economy // skills // positions // activities // initiatives // decisions // communicator // career

1. Management is an attractive and _____.
2. _____ are the fundamental English, math and IT skills that people need for working in business.
3. _____ mean positions in which employees direct other staff members and manage functions or support services.
4. The _____ includes all economic activities which are conducted both between nations, including production, consumption, economic management, etc.
5. The supervisor is involved in training, coaching, and _____ or _____.

6. An _____ understands that communication is an instrument of strategy.
7. _____ are projects that include a scope, budget, and start/end date.
8. The CEO takes all _____.

7

Match the sentence beginnings (I) with the correct endings (II):

I

- 1) Management is the process of ...
- 2) Managerial positions range from ...
- 3) The supervisor provides ...
- 4) A functional manager is responsible ...
- 5) Senior managers invest a great deal of their time ...
- 6) Vice presidents are functional experts who are charged ...
- 7) The general manager is ...
- 8) Product managers are charged with ...
- 9) Project managers are responsible for ...

II

- a) ... bringing together a team of individuals to create something new.
- b) ... for a broader range of people and business activities.
- c) ... on supporting the development and translation of strategies and goals into programs and actions.
- d) ... day-to-day guidance to the team.
- e) ... with working with other senior executives to form and implement strategy.
- f) ... accountable to a corporate group, often the CEO.
- g) ... working across the organization to bring new products to life and manage the marketing decisions.
- h) ... managing people and resources in businesses.
- i) front-line supervisory positions to the top manager in the firm, the CEO.

SPEAKING

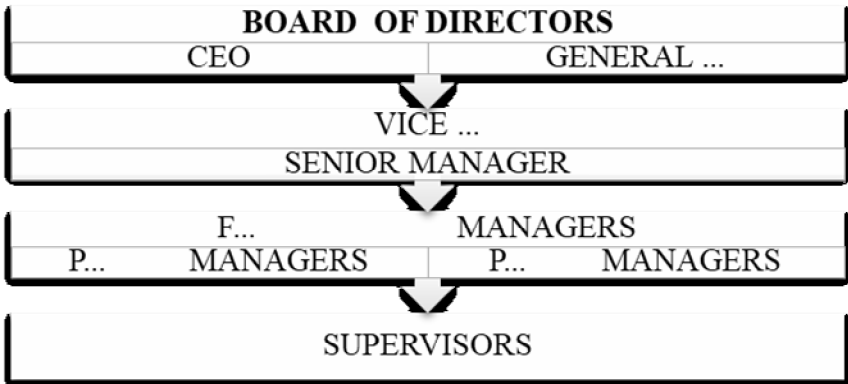
1

Ask the following questions to your partner:

1. What kinds of management careers are described in the text?
2. What entry-level management positions provide day-to-day guidance of the personnel?
3. What activities is the supervisor involved in?
4. What is a functional manager responsible for?
5. Who supports the development and translation of company's strategies and goals into programs and actions?
6. What are the highest ranking positions in management hierarchy? What are their responsibilities?
7. What are product and project managers focused on?

2

Study the hierarchy of managerial positions of a business company. Find out the missing words in managerial posts. Speak of the highest and the lowest ranks of managers and their accountability to upper office positions.



3

Use the words below to complete the table. Now speak about the manager's responsibilities and professional duties. Follow the model.

project manager // disciplining // hiring // top manager // productivity // firing // achieving goals // pricing // first-level manager // packaging // promotion for offerings // functional manager //overseeing large strategic initiatives //facilitating key decisions // developing direct functional managerial reports // finance // director // bringing together a team of individuals to create something new // helping and developing people // IT // reporting to a vice-president // mini-CEO // quality // coaching // revenues // senior manager // people-related issues // supervisor // translating of strategies and goals into programs and actions // working with other senior executives // general manager // organization areas // marketing // managerial reports // product manager // planning



TYPES OF MANAGERS

CEO, ..., ..., ...



WORKING RESPONSIBILITIES

training, coaching, ..., ...



OBJECTS OF PROFESSIONAL ACTIVITY

revenues and costs, pricing, packaging,...

Model: CEO is responsible for all line of business in the company, for the success or failure of the company. Business operations, marketing, strategy, financing, creation of company culture, human resources, hiring, firing, sales, PR, etc.– it all falls on the CEO's shoulders. Generally, he reports to board of directors.

4

Speak on the following problems using some opinion phrases:

Speaking personally, I think that...

My view is that...

As I see it...

It would seem to me that...

- What type of manager would you like to become? Give arguments for your choice.
- Is it necessary for a company to have so many managers?
- What features of character should a good manager have?

5

Problem solving tasks are presented below. What kinds of managers are going to solve these problems? Give your arguments:

a) Customers are unhappy with your products or services and they are likely to cancel services and generate negative word of mouth.

b) Employees lack motivation, talent, diligence or professional standards. There is poor customer satisfaction due to poor management and employees aren't friendly, helpful or reliable.

WRITING

SELF-REALIZATION OR SALARY

1

Young Planet, an international youth magazine, runs a regular feature on topical issues. This month the magazine has asked readers to send in essays on the topic below. Write an essay arguing either for or against this statement. Give your essay a title. Write around 400 words.



	<p><i>When choosing a career, a person should seek self-fulfillment rather than money. It's more important to live one's dreams than to earn a good salary.</i></p>

In the essay you should:

- outline the main factors that influence the person's choice of the career;
- consider whether the job of the manager is more worthwhile than others;
- discuss the importance of a good salary when choosing a career.

SAMPLE OF WRITING AN ESSAY

Introduction

- Main points (at least three)

Body Paragraph 1

- Arguments for the subject

Body Paragraph 2

- Arguments against the subject

Conclusion

- Restate your statement

HELPFUL PHRASES

Introduction phrases

- It is... true that.../ clear that...
- It is often said that...
- It is undeniable that...
- It is a well-known fact that...

For and against phrases

- **Stating for:** In the first place,.../ On the one hand,.../ Furthermore,.../ Besides, .../ Yet...
- **Stating against:** On the other hand, ... / In addition, .../ Moreover, ...

Conclusion phrases

- Consequently...
- Finally / Lastly,...
- In conclusion,...
- Summing up ...

READING FOR DETAILED INFORMATION

AGRICULTURAL MANAGER

If you are looking for a career that will help feed, clothe, house or even fuel the world you have found the right place. It's agricultural management. Farm management determines how the farm-life will be organized, resources allocated and activities performed. It deals with various strategies and methods to keep a farm productive, sustainable, resistant and profitable.

Agricultural managers, also known as farm managers, are responsible for making sure that work happens on farm estates. Most farms specialize in one or two areas such as crop production or cattle breeding, so it may be necessary to change jobs regularly to gain a range of experience.

Agricultural managers are responsible for the daily planning, organization, supervision and administration of activities on farm estates. Typical responsibilities include:

- forward planning;
- making policy decisions;
- budgeting and maintaining accurate financial records;
- organizing sales and purchases of livestock, farm equipment, crops and agricultural products;
- handling paperwork and keeping administrative records;
- recruiting, training and supervising farm workers;
- keeping an up-to-date knowledge of pests and diseases;
- ensuring that the farm is profitable and meets financial targets;
- organizing maintenance and repair of farm equipment and machinery;
- advertising and marketing farm products or the work of the farmer.

Agricultural managers plan and coordinate the operation of farms, nurseries, greenhouses, and other agricultural production

sites. They may also hire and train farmers to care for the crops under their supervision.

Agricultural managers oversee all aspects of running farms and other facilities that produce crops. Some of their duties include planning, supervising, and sometimes participating in the planting, fertilization, and harvesting process. They may be in charge of hiring, training, and managing farm workers, ensuring that they are properly prepared for their important positions. They are also involved in selecting the proper equipment and supplies needed to support the farm properly. Depending on the size of the farm estate, an agricultural manager may also be required to keep the books and market the yield of the year.

Agricultural managers spend a great deal of time working in a farming environment, meaning that the majority of the workday takes place outdoors. They are exposed to potentially harsh weather conditions on a regular basis and often perform physically strenuous work. However, some of their time may be spent indoors planning for the following season, marketing their crops, or maintaining the equipment needed to run the farm efficiently. Most agricultural managers work full-time with great potential for overtime. Variations in workloads relate to seasonal demands. Some unsociable hours may be necessary during busy periods (e.g during harvesting or lambing) and managers will be expected to deal with emergencies. During the spring and fall, which are the busiest times of year, they may work from sunrise to sunset.

The key skills for agricultural managers are: initiative, flexibility, good communication, analytical skills, commercial awareness, IT skills, the ability to apply technical knowledge of the environment and public policy matters in a practical environment, marketing and sales skills, teamwork and leadership.

The typical employers of agricultural managers are large farm estates and smaller farms, research institutes, agricultural colleges, farm management consultancy firms, food production companies.

TARGET VOCABULARY

accurate (adj)	точный, тщательный, калиброванный, правильный
awareness (n)	осведомлённость, информированность
be exposed to (v)	подвергаться воздействию
be in charge of (v)	отвечать за что-л.
estate (n)	имущество, состояние
experience (n)	опыт работы
flexibility (n)	гибкость, уступчивость
gain (v)	получать, набирать, приобретать
greenhouse (n)	теплица, оранжерея, парник
handle (v)	обращаться, управлять, регулировать
harsh (adj)	резкий, грубый, строгий, неприятный
lambling (n)	окот, ягнение
meets targets (v)	соответствовать целям
nursery (n)	питомник, рассадник, инкубатор
overtime (adj) (adv)	сверхурочный, сверхурочно
records (n)	данные, документация, характеристика
recruit (v)	набирать персонал
site (n) production site (n)	место, участок производственный участок, производственный объект
strenuous (adj)	напряженный, энергичный, усердный, сильный, требующий усилий
sustainable (adj)	устойчивый; жизнеспособный
yield (n)	урожай

LANGUAGE IN USE

1

Find in the text word combinations built on the model V+N, corresponding to the Russian phrases:

Приобретать опыт, организовывать продажи и покупки, заниматься документацией, вести учет, поддерживать знания, отвечающие современным требованиям, соответствовать финансовым целям, организовать ремонт и обслуживание, рекламировать сельскохозяйственную продукцию, контролировать все аспекты управления фермой, отбирать подходящее оборудование и запасы, вести бухгалтерию, находить рынок сбыта для урожаев, обслуживать сельскохозяйственную технику.

2

Put the words and expressions from the box into the correct columns:

Flexibility // farm equipment // keeping records // crop yields // leadership // environment problems // advertising // seasonal emergency situations // commercial awareness // sales and purchases // communication // IT knowledge // crop production // supervision // teamwork // cattle breeding // ensuring safety standards // hiring and training // technical knowledge // planning forward

Management activities	Objects of professional activity	Management skills

3

Delete one incorrect word combination in each group. Then use the correct word combinations to complete the sentences below.

<p>1</p> <p>a. production sites b. production pests c. production sectors</p>	<p>2</p> <p>a. farming fertilization b. farming industry c. farming environment</p>
<p>3</p> <p>a. regular character b. regular estate c. regular basis</p>	<p>4</p> <p>a. work full-time b. work overtime c. work busy time</p>
<p>5</p> <p>a. seasonal workday b. seasonal expenses c. seasonal demands</p>	<p>6</p> <p>a. technical skills b. technical yield c. technical knowledge</p>

1. Agricultural managers coordinate the operation of farms, nurseries, greenhouses, and other agricultural _____.
2. Agricultural managers spend a great deal of time working in a _____.
3. Managers are exposed to potentially harsh weather conditions on a _____.
4. Most agricultural managers _____.
5. Variations in workloads relate to _____ – some unsociable hours may be necessary during busy periods (e.g. during harvesting or lambing).
6. Agricultural managers should have the ability apply _____ of the environment and public policy matters in a practical environment.

Make word combinations using a word or phrase from each box. Then use the word combinations to complete the sentences below.

A

1. selecting proper
2. harsh
3. gain
4. accurate
5. up-to-date knowledge of
6. unsociable
7. large
8. specialize in
9. work

B

- a. financial records
- b. farm estates
- c. from sunrise to sunset
- d. weather conditions
- e. one or two areas
- f. pests
- g. a range of experience
- h. equipment
- i. hours

1. Most farms _____ such as crop production or cattle breeding.
2. It may be necessary to change jobs regularly to _____.
3. Handling paperwork and _____ are typical managers' responsibilities.
4. It's necessary for an agricultural manager to keep an _____ and diseases.
5. They are also involved in _____ and supplies needed to support the farm.
6. Farmers work _____ in order to provide for their families.
7. Variations in workloads relate to seasonal demands – some _____ may be necessary during busy periods (e.g. during harvesting or lambing).
8. The typical employers of agricultural managers are _____ and smaller farms.
9. They are exposed to potentially _____ on a regular basis.

SPEAKING

1

Ask the following questions to your partner:

1. What areas on the farm do agricultural managers specialize in?
2. What are agricultural managers responsible for?
3. What are the typical duties of farm managers?
4. How is the main workload of an agricultural engineer distributed?
5. Why do farm managers sometimes work from sunrise to sunset?
6. What skills and abilities should agricultural managers possess?
7. Where can agricultural managers be employed?

2

Describe the most common responsibilities and duties of an agricultural manager according to the following plan.

Plan

1. Typical responsibilities.
2. Working environment.
3. Key skills.
4. Typical employers.

3

Speak on the following problems:

1. What motivations made you choose the profession of a farm manager?
2. What is the future job outlook on the profession of an agricultural engineer?
3. What is a day in the life of a typical farm manager like?

WRITING

A TYPICAL DAY OF A FARM MANAGER

1

Write a descriptive essay about a typical day of a farm manager. Use the quotation below as a thesis statement. Follow the given plan and make use of helpful phrases when writing your descriptive essay.

“Striving for success without hard work is like trying to harvest where you haven’t planted”

OVERVIEW OF AN ESSAY	
Introduction	Introduction paragraph sets out the general statement and all the main ideas that you are going to cover in your essay.
Body paragraphs Paragraph 1 Paragraph 2 Paragraph 3	Body paragraphs support the main ideas of a thesis statement (a single idea that will be prominent throughout your essay). They provide full details that help to support the thesis.
Conclusion	Conclusion paragraph makes a brief summary of the main points of your essay.

HELPFUL PHRASES OF WRITING A DESCRIPTIVE ESSAY

Introduction

- It is... true that.../ clear that...
- One should note here that...
- It is often said that...
- It is undeniable that...
- It is a well-known fact that...

Thesis

- The first thing that needs to be said is...
- First of all, let us try to analyze...
- One argument in support of...
- The second reason for...
- It is worth stating at this point that...

Antithesis

- On the other hand, we can observe that...
- The other side of the coin is, however, that...
- Another way of looking at this question is to...

Conclusion

- To sum up...
- I am convinced that ...
- I believe that...
- I have to accept that...

SECTION 3 JOB ANALYSIS

SCAN READING

JOB ANALYSIS

1

Scan through the text quickly and find the English equivalents to Russian phrases:

Качества, квалификационные данные, физические и умственные возможности и усилия, обязанности и ответственность, необходимые навыки, производственные условия, описание должностных функций, квалификационные требования, объем работы, сложность работы, черты характера, поведенческие характеристики.

Job analysis is a systematic process of collecting the information on the nature of a job, required qualities and qualifications, physical and mental capabilities and efforts, duties and responsibilities, necessary skills, working conditions and environment. One of the main purposes of conducting job analysis is to prepare job descriptions and job specifications, to recruit and select employees, to improve job satisfaction, employee safety and to build up employee motivation.

According to Blum, "A job analysis is an accurate study of the various components of a job. It is concerned not only with an analysis of the duties and conditions of work, but also with the individual qualifications of the worker."

In simple words job analysis is a formal program which examines the tasks, duties and responsibilities contained in an individual unit of work. Job Analysis means the procedure of

gathering information about a job. This process involves two sets of information: job description and job specification.

Job Description is a very vital document which is usually explanatory in nature. It provides information on the job scope of activities, position and responsibilities. It gives the employees a very clear picture of what is required of him to meet the goals of his job. A good job description must consist of the following:

- the nature and scope of the job and its accountability
- responsibilities and duties
- the complexity of the job
- the amount of skills required
- the worker's level of responsibility for each stage of work.

Job specification converts the job description to qualifications that are required to perform the job. This is usually a statement which consists of qualification, characteristics, and traits for an employee to possess to perform his duties. Job specification consists of the following qualifications:

1. Physical qualifications or specifications vary from job to job. Physical qualifications are nothing but the capabilities of employees. These include height, weight, hearing, vision, capacity to handle machines etc.

2. Mental qualifications include the ability to interpret data, calculations, planning, general knowledge, judgment, memory etc.

3. Social and emotional specifications are vital for the role of managers and supervisors. They include emotional constancy and elasticity. It also includes the way they dress, personality and relationship.

4. Behavioral qualifications are very important in selecting employees for higher levels of management and include creativity, research, maturity level, dominance etc.

2

Read the whole text once again and locate answers to the following questions.

1. What kind of information does job analysis contain?

- A. Necessary skills required to perform a job.
- B. Not only the tasks, duties, responsibilities and working conditions associated with a job but also the knowledge, skills, abilities, and other characteristics required to perform that job.
- C. Standards of living and places of residence of the employees, job status of a particular job.

2. What is the main purpose of conducting job analysis?

- A. It's important to put together an accurate and useful job description and job specification.
- B. It's necessary to improve a job status.
- C. It's essential to raise the safety of employees.

3. What two sets of information does the procedure of job analysis gather?

- A. Job availability and ways of promotion.
- B. Job prospects and career paths.
- C. Job description and job specification.

4. Which information belongs to job description?

- A. Personal traits of character.
- B. Required skills and job duties.
- C. CV and cover letter.

5. Which information belongs to job specification?

- A. Main responsibilities of the employees.
- B. Job complexity.
- C. Physical capabilities of the employees.

Study the sample of farm manager job analysis and find the information according to the job analysis scheme presented in the text above.

FARM MANAGER JOB DESCRIPTION TEMPLATE

We are searching for a Farm Manager with good business sense to join our team. The Farm Manager's responsibilities include monitoring staff, crops, and livestock, purchasing supplies, preparing budgets and reports, and ensuring maximum profit.

FARM MANAGER RESPONSIBILITIES:

Analyzing existing operations, crops, livestock, staff, and financial documents and recommending improvements.

Visiting the different divisions to inspect crops, livestock, and perform tests on soil and water.

Ensuring seeds, fertilizers, pesticides, and other supplies are regularly restocked.

Scheduling repairs, maintenance, and replacement of equipment and machinery.

Handling the marketing and sale of products produced on the farm like fruit, vegetables, dairy, meat, and grain.

Ensuring all staff adhere to health and safety regulations.

Assisting with the recruitment and training of new staff members.

FARM MANAGER REQUIREMENTS:

Bachelor's degree in Agriculture, Animal Science, or equivalent.

Additional courses in Business Management or Administration is recommended.

Management experience would be a plus.

A passion for Agriculture.

Excellent problem-solving, analytical, and critical thinking skills.

The ability to make decisions in stressful environments.

Superb communication and interpersonal skills.

Willingness to work overtime as required.

WORKSHOP

MAKING A MULTIMEDIA PRESENTATION

1

Study the job analysis information requirements and make a plan of your future profession job analysis. Find the key phrases for your plan.

JOB ANALYSIS INFORMATION REQUIREMENTS

The job analysis process requires the collection of sufficient information to understand the job fully, its functions, and how it fits in both the workflow and organizational structure of the organization to produce the job description and job specifications. The following steps will help to present all the information collected during the job analysis process:

STEP 1	General characteristics of the profession Social significance and needs for the profession. Career advancement prospects.
STEP 2	Describing the working process The main duties and responsibilities of the profession. Contents, objectives, means and the main results of labor.
STEP 3	General requirements for the employees General and specific knowledge and skills. Describing the working conditions: sanitary conditions (noise, temperature, etc.); and economic conditions (wages, financial incentives, occupational benefits, vacation), and technical conditions, etc..

STEP 4	<p>Describing labor characteristics</p> <p>Reporting relationships, types of employees supervised (if any), the types of contacts the job has with other jobs and the purposes of those contacts, and the types of equipment that are used in the job, including computers, and other devices that facilitate accomplishment of the work.</p>
--------	--

STEP 5	<p>Psychological description of the profession</p> <p>Describing the type of thinking, memory, responsibility, self-control, the ability to work under time pressure and to make decisions. Set out other requirements for mental processes (emotions, speech, motivation, experience, intelligence, moral and psychological stability, character traits).</p>
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STEP 6	<p>Availability of the profession</p> <p>The necessary education, qualifications, literature on professions.</p>
--------	---



Study the rules of making a successful presentation. Make notes for you to be helpful when creating your own presentation.



SIMPLE RULES TO CREATE A PERFECT PRESENTATION

1. CREATE AN EASY-TO-FOLLOW STRUCTURE

When it comes to what you have to say in your presentation, break it down into three simple sections: an introduction, a body, and a conclusion. The introduction needs to sum up what you're going to talk about and why it's useful or relevant to your

audience. The body of your presentation is supplied with the facts, quotes, and evidence to back up the main points. The conclusion contains some key points on how to put into practice what you have learned.

As for the slideshow you should remember the 10-20-30 Rule of PowerPoint. It's the rule that your presentation should contain a maximum of 10 slides, be a maximum of 20 minutes long and have a minimum font size of 30.

2. LIMIT THE AMOUNT OF COPY ON EACH SLIDE

Too much text and the audience will just be reading the screen instead of looking at you and feeling the emotional impact of your message. Don't make your audience read the slides. Keep text to minimum 6-8 lines per slide, no more than 30 words per slide. The bullet points should be headlines, not news articles. Write in sentence fragments using key words, and keep your font size 30.

3. BE SAVVY WITH DESIGN DETAILS

A good design can make or break a presentation.

Use color carefully. Bright colors can dazzle, but too many can be off-putting. Use the colors most relevant to your message. It's recommended to stick with one or two colors for your palette so it has a consistent look and feel.

Be consistent with your font. Consistent design makes you look more professional. Don't switch between caps and lower case, Times New Roman and Comic Sans, or 8 and 30 point text size. Stick with one font and one size throughout.

Maintain a strong contrast between text and background. In order for your message to pop up, you need a high level of contrast between your text and the background. If your background image features a lot of variation, portions of your text

may not be legible. In that case, a stylish bar of color behind the image can bring the legibility back while adding visual interest.

4. POLISH SEVERAL TIMES

Just like some well-worn shoes, a good presentation often needs a few rounds of dusting before it's all shiny and sparkly.

Start messy. Don't be afraid to start messy. Arrange your ideas side-by-side and discover new connections that you didn't see before.

Edit ruthlessly. At first you might have a huge amount of information and will wonder how you are ever going to get it down to six lines per slide. That's OK. Keep editing ruthlessly until you have cut your message down to the bare essentials.

Get someone else to look at it. A fresh pair of eyes can work miracles when it comes to refining your presentation. Get a trusted partner to review your work. If you don't know anyone who can help, an online writing assistant like ProWritingAid or Grammarly can help you weed out a lot of problems.

3

Make sure you know the general rules of making a presentation. Provide answers to the following questions. Consult the text if necessary.

1. What are the main four rules of a perfect presentation? 2. What are the main sections of the presentation structure? 3. What does the 10-20-30 rule for slideshows mean? 4. What is the minimum amount of text per slide? 5. What is the recommended font size for writing sentence fragments? 6. What design details can help make a good presentation? 7. Is it possible to make a perfect presentation at a time without editing several times? 8. Why is it advisable to get someone else to look at your presentation?

Study the phrases for making a successful presentation. Choose the ones suitable for your presentation “My future profession job analysis”.

INTRODUCTION	<p style="text-align: center;"><i>GREETING</i></p> <ul style="list-style-type: none"> ○ Good morning/afternoon (everyone) (ladies and gentlemen). ○ It’s a pleasure to welcome ... here.
	<p style="text-align: center;"><i>INTRODUCING THE TOPIC</i></p> <ul style="list-style-type: none"> ○ I’m going to talk about... ○ The subject of my talk is...
	<p style="text-align: center;"><i>OUTLINE</i></p> <ul style="list-style-type: none"> ○ My talk will be in (three parts). ○ In the first part... ○ Then in the second part... ○ Finally, I’ll go on to talk about...
	<p style="text-align: center;"><i>QUESTIONS</i></p> <ul style="list-style-type: none"> ○ Please interrupt if you have any questions. ○ After my talk, there will be time for a discussion and any questions.
MAIN BODY	<p style="text-align: center;"><i>BEGINNING THE MAIN BODY</i></p> <ul style="list-style-type: none"> ○ Now let’s move to / turn to the first part of my talk which is about... ○ So, first... ○ To begin with...
	<p style="text-align: center;"><i>ENDING PARTS WITHIN THE MAIN BODY</i></p> <ul style="list-style-type: none"> ○ That completes/concludes... ○ That’s all (I want to say for now) on... ○ Ok, I’ve explained how...

MAIN BODY	<i>BEGINNING A NEW PART</i>
	<ul style="list-style-type: none"> ○ Let's move to (the next part which is).../ turn to the next issue... ○ So now we come to the next point...
	<i>LISTING</i>
CONCLUSION	<i>ENDING PHRASES</i>
	<ul style="list-style-type: none"> ○ I think we have seen that we should... ○ There are three reasons why I recommend this. First, ... / Second, ... / Finally,...
	<i>INVITING QUESTIONS</i>
	<i>THANKING THE AUDIENCE</i>
	<ul style="list-style-type: none"> ○ Now we have ten minutes for questions and discussion. ○ You are welcome to ask questions.
	<ul style="list-style-type: none"> ○ I'd like to thank you for listening to my presentation. ○ Thank you for listening / your attention. / Many thanks for coming.

5

Make a multimedia presentation “My future profession job analysis”.

SECTION 4 GRAMMAR ROCUS

1 CONDITIONALS

1.1 FIRST CONDITIONAL

1 Complete each sentence 1-6 with the best ending a) or b).

1. If you have any questions, 2. Whenever I get questions,	a) I deal with them at the end of the talk. b) I'll deal with them at the end of my talk.
3. If you wait here, 4. If you wait in an airport,	a) I'll be right back. b) it gets really boring after an hour or so.
5. Whenever I fly Executive Class, 6. If I fly to Sydney next week,	a) I'll take my laptop with me. b) I take my laptop and try to do some work.
7. I'll sign the contract provided that 8. I'll sign the contract unless	a) everyone agrees. b) there's a last-minute problem.
9. The project will be a success as long as 10. The project will be a success unless	a) costs get out of control. b) we keep to the deadlines.
11. The bank will support us provided that 12. The bank will support us unless	a) our sales fall dramatically. b) our business plan is realistic.

2

You are talking to a colleague. Study the first conditional sentences.

If I work hard, I'm sure I'll get a promotion after a year. If I get a promotion, I'll have more responsibilities. But... if I have more responsibilities, I won't have so much free time in the evenings. If I don't have so much free time, I won't be able to go the gym. If I don't go the gym, I'll get fat. Life isn't easy.

3

Now complete what you say in another conversation, using first conditional sentences.

I've just heard that there might be a strike in the factory. If (1) _____ (there/be) a strike, (2) _____ (we/lose) a lot of production. And if (3) _____ (we/lose) production, (4) _____ (we/not be able) to ship the goods to our customers on time. If (5) _____ (our customers/not be) happy, (6) _____ (they/go) to other suppliers. So it's really important that we negotiate with the unions and try to avoid a strike. If (7) _____ (we/not negotiate) now, I'm sure (8) _____ (there/be) bad labour relations for years to come.

4

Circle the correct words.

1. If Klaus *speaks* / *will speak* in a meeting, he usually *mentions*/*will mention* the importance of our brand image.
2. If Klaus *speaks* / *will speak* in the meeting tomorrow, I'm sure he *mentions* / *will mention* the importance of our brand image.
3. Every time *I do* / *I will do* it, *I make* / *I will make* the same mistake.
4. It's time to leave. *We are* / *We'll be* late if *we aren't* / *we won't* be careful.
5. If *we don't reach* / *we won't* reach an agreement soon, I think *they walk away* / *they'll walk away* from the negotiation.
6. Whenever *I use* / *I will use* this computer, *there's* / *there'll be* a problem.
7. If *you see* / *you will see* Nicole, *send her* / *you will send* her my regards.
8. If *you order* / *you will order* from our website, we always *send* / *will send* an email confirmation.

1.2 SECOND CONDITIONAL

1

Circle the correct words.

1. If America *reduced* / *would reduce* its trade deficit, the dollar *goes* / *would go* up.
2. If I *worked* / *will work* at the EU, I *would support* / *support* openness and transparency.
3. I *am taking* / *I'd take* legal advice if I *am* / *I were* you.
- 4 I wish that taxes *aren't* / *weren't* so high.
5. I wish *I can* / *could* speak better English - life *would* / *will be* much easier.
- 6 I hope we *get* / *could get* many more sales as a result of this advertising campaign.

2

Match each sentence 1-6 with its closest context a) or b).

1 I've applied for a new job – if I get it, I'll have to move to London. 2. I've applied for a new job – if I got it, I'd have to move to London.	a) I have a good chance of getting the job. b) I don't think I'll get the job.
3. If public transport improves, I won't need to drive to work every day. 4. If public transport improved, I wouldn't need to drive to work every day.	a) Public transport is a very low priority for the government. b) The government has a plan to improve public transport.
5. We'd give you a better price if you increased your order. 6. We'll give you a better price if you increase your order.	a) But you don't want to increase your order. b) And I think that you might increase your order.

3

Complete the conversation by writing each sentence as a second conditional.

ULRIKE: There's an American-owned company in my field. Sometimes I wonder what it would be like working for them.

ANTONIO: Well, if you (1) _____ (work) for an American company, I suppose your salary (2) _____ (be) better, but perhaps your job (3) _____ (not/be) so secure.

ULRIKE: But, if I (4) _____ (earn) more money, it (5) _____ (not/matter) about the job security!

ANTONIO: Another thing is that the atmosphere in the office might be a lot more competitive. What (6) _____ (happen) if you (7) _____ (not/like) that?

ULRIKE: I don't think it's a question of competition; I think it's about performance. If I (8) _____(not/work) hard, they (9)_____ (not/keep) me in the company. I understand that – it's called 'hire and fire'. Sometimes I wish we (10)_____ (have) more of that philosophy – it would make our business a lot more efficient.

1.3 THIRD CONDITIONAL

1

Circle the correct words.

1. If you *had told* / *would have told* me about the problem, I *had done* / *would have done* something about it.
2. If we *would have known* / *had known* about their financial problems, we *didn't invest* / *wouldn't have invested* in the company.
3. If we *had used* / *would use* magazine adverts instead of street posters, the marketing campaign *would be* / *would have been* more expensive.
4. We lost the contract. But I think we *would win* / *would have won* it if we *made* / *had made* a lower offer.

2

Complete the sentence for each situation using a third conditional.

1 fact: Helen didn't get to the airport on time, and so she missed her flight.

but: If Helen _____ to the airport on time, she _____ her flight.

2 fact: I didn't know you were coming, so I didn't make a copy of the report.

but: If I _____ you were coming, I _____ a copy of the report.

3 fact: We booked yesterday, so we got a table at the restaurant.

but: If we _____ yesterday, we _____ a table at the restaurant.

4 fact: We didn't have any new products and we lost market share.

but: If we _____ some new products, we _____ market share.

5 fact: We dealt with their complaint very slowly. They are angry.

but: If we _____ with their complaint so slowly, they _____ angry.

6 fact: We dealt with their complaint very slowly. We lost their business.

but: If we _____ with their complaint very slowly, we _____ their business.

7 fact: I didn't go on the training course. I don't know how to use the software.

but: If I _____ on the training course, I _____ how to use the software.

3

Complete what you say by writing each sentence as a third conditional.

I went for the interview but I didn't get the job. If they (1) _____ (ask) different questions, perhaps I (2) _____ (be) more successful. And if there (3) _____ (not/be) so many other candidates, I think I (4) _____ (do) better. But in the end it was all a waste of time. I (5) _____ (not/go) if I (6) _____ (know).

2 PREPOSITIONS

1

Circle the correct words.

1. We have to finish this project *by / until* the end of the week.
2. If you arrive *on time / in time*, we can talk before the meeting starts.
3. It's important to arrive at meetings *on time / in time* in Switzerland.
4. I waited at your office *by / until* one o'clock, and then I left.
5. I'll be at your office *by / until* one o'clock - perhaps even earlier.
6. Because of the emergency, I had to arrange this meeting *with / at* short notice.
7. "Can I pay *by/in* credit card?"—"Of course, or *for / in* cash if you prefer?"
8. *By/on* law the trade union is not allowed to go *by / on* strike unless it holds a ballot of all the members.
9. I'm sorry, the colour you want is *under / out of* stock. It should be *up / in* stock again next week.
10. I'm sorry, Mr. Johnson is *on / in* the other line at the moment. If you are *in / under* a hurry I can take a message and ask him to call you back.

2

Complete this email using: *at, in or on*.

Celia – just a few comments on the artwork you sent me.

1. The front cover looks great. But I think that the company logo should be (1)...top of the page, not (2)... the middle where it is now.
2. The text and the photograph (3)...page 6 need to be closer together. Perhaps the photograph could be (4)... the corner, (5)...the right? Also, the text itself is quite long - couldn't we cut a

paragraph (6)... the end? I hope that's dear. If you need to contact me, you can call me (7)...home this evening, or try calling me (8)... my cell phone.

3 One phrase in each group does not match. Cross it out.

1. to sell something...	at a good price, at a profit, in trouble , on the Internet
2. to arrive...	by taxi, on order, on foot, in time
3. to pay...	on time, by credit card, in advance, out of stock
4. to be ...	in debt, in the end, for sale, in stock
5. to be ...	by hand, out of stock, under pressure, out of date
6. to do something ...	by mistake, in a hurry, up to you, on purpose
7. to offer a service...	on demand, on business, online, at a good price
8. to meet someone...	by chance, in writing, in person, for lunch
9. to finish a project...	on order, on time, on budget, on schedule
10. to keep a project...	on target, on track, on hold, on business

4 Complete the sentences with prepositions: *at*, *in* or *on*.

- Germany is the biggest economy ... Europe.
- There's some more paper for the photocopier ... the shelf.
- He'll be with you in a moment - he's just ... the phone.
- At the next meeting Sandra is going to be ... the chair.
- I often work ... home in the evenings.

6. When I retire I'd like to live ... the country.
7. It's a large office block, and our offices are ... the 7th floor.
8. Hungary has an excellent location right ... the middle of Europe.
9. The figures appear in the Appendix ... the back of the report.
10. Go down Church Street and you'll see our offices ... the right.
11. Can you increase the size of the text ... the screen?
12. I was standing ... line for twenty minutes at the security checkpoint.

5

Complete this email using: *ago, for, in, nowadays, since.*

I saw your advertisement on the JobSeekers website a few days (1)... , and I would like to apply for job ref LON386, which is to work as an accountant in London. You will see from my attached CV that I have been working as a trainee accountant here in Milan(2)...six months, (3)...leaving university .I would like to work abroad to develop my career as I know that (4)...companies are looking for international experience. I will call you (5)...a few days to check you have received my application.

6

Complete part of a telephone conversation using: *about, by, for, in, of, on, to, with.*

HANS: I'm interested (1)... using your hotel for our next conference, and I'd like to ask one or two questions to check that it is suitable (2)... our requirements.

KIRSTEN: Yes, of course. Our hotel is very popular (3)... conference organizers, and we are used (4)...handling all the necessary arrangements.

HANS: Good. The first thing is numbers. I'm not certain (5)...this, but there could be over a hundred delegates. Last year we were surprise (6)...the number of people.

KIRSTEN: That number of people is typical (7) ...the conferences we have here and it shouldn't be a problem. However it is dependent to some extent (8) ...the time of year. We're already very busy over the summer period and we may not be able to accommodate you at that time.

7

**Complete this advertisement using these prepositions:
at, at, by, in-, on, on, on, on, under, up.**

IT Solutions

We understand all your information technology needs
Do you need to upgrade your hardware (1)... a hurry? We can supply you (2)...time and (3)... a good price. Are you (4)...pressure because of a software problem? Don't worry we'll fix it (5)...short notice. Do you have an IT project you need to keep (6)...track? We'll work with you to make sure that the project runs (7)... budget and (8)...schedule. To find out more information, just contact us (9)...email. Now it's (10)...to you!

UNIT 2

BASICS OF ECONOMICS AND MANAGEMENT

SECTION 1

ECONOMICS

AGRICULTURAL ECONOMICS

SECTION 2

MARKETING

AGRICULTURAL MARKETING

SECTION 3

MANAGEMENT

AGRICULTURAL MANAGEMENT

SECTION 1
ECONOMICS
AGRICULTURAL ECONOMICS

TEXT 1 ECONOMICS

SKIM READING

1

Skim through the text and mark the key words connected with topic “Economics” in the list below.

macroeconomics econometrics process
statistics performance microeconomics scale
economics behavior offer age
techniques system scarcity decision happiness
mathematics sub-discipline theory economy

ECONOMICS

Economics (the word “economics” derives from the Greek word “oikonomika” that means household management) is a social science that deals with the production, distribution, exchange and consumption of goods and services. It came of age as a separate area of study with the publication of Adam Smith’s “The Wealth of Nations” in 1776. In this book, Smith proposed the definition of economics as the “study of wealth”.

Economics describes and analyzes how society chooses from among scarce resources to satisfy its needs. Human needs are unlimited, but the resources necessary to satisfy those needs are limited. Thus, every society is faced with the identical problem, the problem of scarcity. Since there is not enough of everything, individuals and societies need to make choices from the things they want. They will try to economize, to get the most from what they have.

Economics is divided into two different branches: microeconomics and macroeconomics. The prefix micro means small, indicating that microeconomics is concerned with the study of the market system on a small scale. The prefix macro means large, indicating that macroeconomics is concerned with the study of the market system on a large scale. Microeconomics is the study of individuals and business decisions, while macroeconomics looks at the decisions of countries and governments.

Microeconomics deals with the behaviour of individual consumers and companies. It involves three key concepts: utility theory, price theory, production theory.

1) Utility theory states that consumers rank products in their minds whenever they are facing a purchase decision. Consumers will choose to purchase and consume a combination of goods that will maximize their happiness or “utility”, subject to the constraint of how much income they have available to spend. 2) Prices are determined by the theory of supply and demand. Under this theory, suppliers offer the same price demanded by consumers in a perfectly competitive market. This creates economic equilibrium. 3) Production theory is the study of production or the process of converting inputs into outputs. Producers seek to choose the combination of inputs and methods of combining them that will minimize cost in order to maximize their profits.

Macroeconomics considers the aggregate performance of all markets in the market systems. It studies the behavior of countries

and how their policies affect the economy as a whole. This field of economics analyzes entire industries and economies. It tries to answer the questions like “What should be the rate of inflation?” or “What stimulates economic growth?” Macroeconomics is a rather broad branch, but two specific areas of research are representatives of this discipline. The first area is the factors that determine long-term economic growth, or increases in the national income. The other involves the causes and consequences of short-term fluctuations in national income and employment, also known as the business cycle.

While microeconomics and macroeconomics seem to be different, there are many common issues between these two categories. For example, they include the sub-discipline of econometrics, which analyses economic relationships using mathematical and statistical techniques.

2 Read the text again and find the sentences that best sum up the key information in each paragraph.

3 Choose the correct answer to the following questions:

1. How can we define economics?

- A. A social science that deals with the production, distribution, exchange and consumption of goods and services.
- B. The study of individuals and business decisions.
- C. The study of economic relationships and statistical techniques.

2. What are the main branches of economics?

- A. Econometrics and macroeconomics.
- B. Statistics and microeconomics.
- C. Microeconomics and macroeconomics.

3. What problems does macroeconomics study?

- A. Entire industries and economies.
- B. Supply, demand and market equilibrium.
- C. Market system on a large scale.

4. What does microeconomics study?

- A. Long-term economic growth.
- B. Market system on a small scale.
- C. Individual consumers and companies.

5. What do the main branches of economics have in common?

- A. They include the sub-discipline of econometrics.
- B. They study the behavior of countries.
- C. They look at the economy as a whole.

4 Identify the main idea of the text.

The main idea of the text is:

A -- Economics as a social science is concerned with the production, distribution, exchange and consumption of goods and services.

B -- Microeconomics is the study of individuals and business decisions, while macroeconomics looks at the decisions of countries and governments.

C -- There are many common issues between microeconomics and macroeconomics.

5

Arrange the sentences in a logical order according to the text.

A -- Adam Smith proposed the definition of economics as the “study of wealth”.

B -- Microeconomics involves three key concepts: utility theory, price theory, production theory.

C -- Economics analyzes how individuals and societies chooses from among scarce resources to satisfy its needs.

D -- The word “economics” derives from the Greek word “oikonomika” that means household management.

E -- Macroeconomics studies the behavior of countries and how their policies affect the economy as a whole.

F -- Economics came of age as a separate area of study with the publication of Adam Smith’s book “The Wealth of Nations” in 1776.

G -- Human needs are unlimited but the resources necessary to satisfy human needs are limited.

H -- Economics is a social science that deals with the production, distribution, exchange and consumption of goods and services.

I -- Two specific areas of research are representatives of macroeconomics.

J -- Microeconomics and macroeconomics include the sub-discipline of econometrics.

6

Make up an annotation of the text. Use some of the given phrases:

- The text is concerned with ...
- The text presents an outlook of ...
- Special emphasis is laid on ...
- It gives valuable information on ...
- The text is devoted to ...

Summarize all the necessary information from the text and write your own summary of the text.

REMEMBER: *Summary is an abstract or a condensed presentation of a body of material, clear description that gives the main facts or ideas about something.*

Mind some useful phrases of summary writing:

1. The head-line of the text

The text is head-lined ... – Текст озаглавлен ...

The head-line of the text under discussion is ... – Заголовок обсуждаемого текста

2. The main idea of the text

The main idea of the text is ... – Главной идеей текста является

The text is about ... – Текст рассказывает о ...

The text deals with ... – В тексте рассматривается вопрос о ...

3. The contents of the text

According to the text ... – В соответствии с текстом ...

The author writes (states, thinks) that ... – Автор пишет (утверждает, думает), что ...

Further the author says that ... – В дальнейшем автор пишет, что ...

The author comes to the conclusion that ... – Автор делает вывод, что ...

TEXT 2 AGRICULTURAL ECONOMICS

GET READY!

1 The text you are going to read is headlined “Agricultural economics”. Think and answer:

- What do you know about agricultural economics?
- Is agricultural economics a new field of general economics?
- How does agricultural economics contribute to agriculture?

2 Find the words that deal with the topic “Agricultural economics”.

e	c	o	l	u	s	a	g	e	c	b
a	g	r	i	c	u	l	t	u	r	e
b	r	a	o	n	h	a	g	r	o	a
f	i	l	s	d	a	n	e	c	p	v
a	y	y	i	e	l	d	a	g	r	i

3 Read the text and fill in the missing words from ex.2.

Agricultural economics began as a branch of economics in 20th century. It specifically dealt with land *u*__ and focused on maximizing the *c*__ *y*__ while maintaining a good *s*__ ecosystem. The field of agricultural economics can be traced out to works on *l*__ economics. Henry Taylor was the greatest contributor with the establishment of the Department of Agricultural Economics at Wisconsin in 1909. Another contributor, 1979 Nobel Economics Prize winner Theodore Schultz, was among the first to examine development economics as a problem related directly to *a*__ .

READING FOR DETAILED INFORMATION

AGRICULTURAL ECONOMICS

Agricultural economics, as its title implies, is a branch of economics which deals with all aspects of problems related to agriculture. It is an applied field of economics concerned with the application of economic theory in optimizing the production and distribution of food and fiber.

Agricultural economics includes the choice of farming as an occupation, the choice between cultivator and animal husbandry, machinery and labour, combination of various factors of production, intensity of cultivation, irrigation, marketing, soil conservation, land revenues system, costs, prices, wages, profits, finance, credit, employment, etc. In all these cases the fundamental problem of the agricultural economics is to recommend the combination of factors of production in ideal proportion under given conditions in the economic interests of the agricultural community.

Agricultural economics focuses on seven main topics: agricultural environment and resources, risk and uncertainty, food and consumer economics, prices and incomes, market structures, trade and development, technical change and human capital. For example, in the field of agricultural environment and resources, it deals with three main areas: designing incentives to control environmental externalities (such as water pollution due to agricultural production), estimating the value of non-market benefits from natural resources and environmental amenities (such as an appealing rural landscape), and the complex interrelationship between economic activities and environmental consequences.

In recent years agricultural economists have studied diverse aspects related to the economics of food consumption. In addition

to economists' long-standing emphasis on the effects of prices and incomes, researchers in this field have studied how information and quality attributes influence consumer behavior, how households make choices between purchasing food or preparing it at home, how food prices are determined, etc.

Now agricultural economics is developing rapidly and successfully. Today, it includes a variety of applied areas, having considerable overlap with conventional economics. All the tools of analysis used in general economics are employed in agricultural economics as well. We have the same branches of agricultural economics: economics of production, consumption, distribution, marketing, financing, planning and policy making as in case of general economics. A study at the micro and macro level for the agricultural sector is also generally made.

At the micro level, we need to understand the relevant production functions and the relationship between labour and capital. At the macro level, the subject studies the way governments decide how to support farmers.

Agricultural economics does not study only the behavior of a farmer at the farm level. That is, in a way, the micro analysis. Agricultural problems have a macro aspect as well. Instability of agriculture and agricultural unemployment are the problems which have to be dealt with, mainly at the macro level.

Agricultural economics examines how a farmer chooses various enterprises (production of crops or raising cattle) and how he chooses various activities in the same enterprise. For example, which crop to grow and which crop to drop, how the costs are to be minimized, what combination of inputs for the activity are to be selected.

In agricultural economics we study how the development of agriculture helps the development of the other sectors of the economy, how labour and capital can flow into the non-agricultural sectors, how agricultural development initiates and sustains the development of other sectors of the economy.

TARGET VOCABULARY

amenity (n)	удобство
application (n)	применение
applied	прикладной
condition (n)	условие
deal with (v)	иметь дело с
development (n)	развитие
enterprise (n)	предприятие
externalities (n)	внешние эффекты, факторы
environmental consequence (n)	(экологическое) последствие
fiber (n)	волокно, клетчатка
human capital (n)	человеческий капитал
imply (v)	подразумевать, предполагать
incomes (n, pl)	доходы
inputs (n, pl)	затраты, вложения
relationship (n)	отношение, связь
interrelationship (n)	взаимосвязь
land revenue (n)	доход от земли
benefit (v) <i>non-market benefit</i> (n)	приносить пользу, выгоду нерыночная выгода, прибыль
overlap (n)	совпадение
relevant (v)	соответствующий, уместный
research (n)	исследование, изучение
sustain (v)	поддерживать
uncertainty (n)	неопределенность
unemployment (n)	безработица

LANGUAGE IN USE

1

Translate the missing words to make word combinations as it given in the text.

- *сельскохозяйственные* resources
- prices and *доходы*
- *области* of agricultural economics
- financing and *планирование*
- *выбор* of farming
- *труд* and capital
- combination of *затраты*
- economic *деятельность*,
- production and *распределение* of food
- non-market *прибыль*

2

Match the words to form word combinations from the text. Make sure you know their Russian equivalents.

1. agricultural	a) areas
2. market	b) economics
3. fundamental	c) analysis
4. tools of	d) problem
5. applied	e) structure

3

Use the word combinations of exercise 2 to complete the sentences below.

1. _____ is a branch of economics which deals with all aspects of problems related to agriculture.
2. Agricultural economics focuses on agricultural environment and resources, risk and uncertainty, _____ and trade.

3. _____ of the _____ is to recommend the combination of factors of production in ideal proportion.
4. All the _____ used in general economics are employed in agricultural economics.
5. Nowadays agricultural economics includes a variety of _____: economics of production, consumption and distribution, etc.

4 Find the odd word in each column. Prove your choice. Make sentences with the odd words.

1.	2.	3.
<input type="radio"/> branch <input type="radio"/> field <input type="radio"/> sector <input type="radio"/> topic <input type="radio"/> area <input type="radio"/> definition	<input type="radio"/> consumption <input type="radio"/> financing <input type="radio"/> irrigation <input type="radio"/> planning <input type="radio"/> distribution <input type="radio"/> production	<input type="radio"/> cultivation <input type="radio"/> food <input type="radio"/> agriculture <input type="radio"/> marketing <input type="radio"/> farming <input type="radio"/> husbandry

5 Circle the correct words.

1. Agricultural economics is an applied field of ***agriculture / market structure / economics*** concerned with the application of economic theory.
2. Agricultural economics includes the choice of farming as ***profession / job / occupation***.
3. At the ***micro / middle / macro*** level economics understands the relevant production functions and the relationship between labour and capital.
4. Agricultural economics does not study only the behavior of a ***farmer / economist / agricultural worker*** at the farm level.

5. At the *middle / macro / micro* level economics studies the way governments decide how to support agricultural workers.
6. *Instability / stability / indecision* of agriculture is a problem that needs to be solved at the macro level.
7. Agricultural economics studies how labour and *investments / subsidies / capital* can flow into the non-agricultural sectors.

6

 Match the sentence beginnings (I) with the correct endings (II).

I

- 1) Agricultural economics includes ...
- 2) Agricultural economics focuses on ...
- 3) Agricultural economics deals with ...
- 4) Agricultural economics examines how ...
- 5) Agricultural economics examines which ...
- 6) Agricultural economics studies how ...
- 7) Agricultural problems have ...
- 8) Agricultural economists have studied how ...

II

- a) ... agricultural development initiates and sustains the development of other sectors of the economy.
- b) ... crop to grow and which crop to drop, what combination of inputs for the activity is to be selected.
- c) ... a farmer chooses various enterprises and how he chooses various activities in the same enterprise.
- d) ... information and quality attributes influence consumer behavior.
- e) ... a macro aspect as well.
- f) ... the complex interrelationship between economic activities and environmental consequences.
- g) ... food and consumer economics, market structures, technical change and human capital.

h) ... combination of various factors of production, intensity of cultivation, irrigation, soil conservation.

7 Match the words in the box with their definitions.

1. Capital	a) ... the act of dividing something among people, or spreading or supplying something.
2. Consumer	b) ... the using of goods and services in an economy, or the amount of goods and services used.
3. Consumption	c) ... money that is earned in trade or business, especially after paying the costs of producing and selling goods and services.
4. Credit	d) ... a method of paying for goods or services at a later time, usually paying interest as well as the original money.
5. Distribution	e) ... money and possessions, especially a large amount of money used for producing more wealth or for starting a new business.
6. Finance	f) ... money that is earned from doing work or received from investments.
7. Incomes	g) ... a person who buys goods or services for their own use.
8. Price	h) ... the money earned by an employee, esp. when paid for the hours worked
9. Profit	i) ... money borrowed from an investor, bank, organization, etc. in order to pay for something.
10. Wages	d) ... the amount of money for which something is sold or offered for sale.

SPEAKING

1

Ask the following questions to your partner:

1. What does agricultural economics deal with?
2. What is the fundamental problem of the agricultural economics?
3. How many topics does agricultural economics focus on? What are they?
4. How is agricultural economics developing today?
5. What areas does agricultural economics include?
6. What study is generally made for the agricultural sector?
7. What analyses are relevant for the agricultural sector of the economy? Why?

2

Using the key words give the main information about:

1. DEFINITION OF AGRICULTURAL ECONOMICS

Key words: branch, aspects, field, application, theory, production, distribution, food, fiber, choice of farming, costs, prices, wages, profits, finance

2. MAIN TOPICS OF AGRICULTURAL ECONOMICS

Key words: agricultural environment, risk, uncertainty, incomes, trade, technical change, human capital, non-market benefits, interrelationship

3. BRANCHES OF AGRICULTURAL ECONOMICS

Key words: economics of production, consumption, distribution, marketing, financing, planning, policy making, micro level, macro level, sector

3

State what you have learned from the text about:

Main aspects and problems of agricultural economics

Agricultural economics at the micro level

Agricultural economics at the macro level

4

Express your opinion about the text. You may start with the phrases given below.



- ✓ I personally believe that...
- ✓ My own point of view is that...
- ✓ It is my contention that...
- ✓ I am convinced that...
- ✓ My own opinion is...

5

Make up dialogues with your groupmates to analyze the main components of agricultural economics. Consult the Internet if you need. Act out your dialogues.

1.		2.		3.	
----	--	----	--	----	--

WRITING

1

Suppose you are taking part in the Agricultural Economics Conference. Write your report.

REMEMBER:

A report is a systematic, well organized document which defines and analyses a subject or problem.

THREE TIPS FOR GOOD WRITING



1.	2.	3.
Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.	Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action.	Good grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

**THE NORMAL SCIENTIFIC REPORT
HAS A STANDARD STRUCTURE:**

TITLE

It should reflect what you have done and should bring out any eye catching factor of your report.

ABSTRACT

It presents a factual summary of the main purpose, results and conclusions of the report.

INTRODUCTION

It should answer the following questions: 1) Why is it interesting / important? 2) What are you investigating? 3) What is in this report?

MAIN BODY

It expands and develops the material in a logical and coherent manner. This section is usually the longest part of the report.

CONCLUSION

The major inferences that can be drawn from the information presented in the report.

LITERATURE CITED

The references cited in the text of the report.

SECTION 2

MARKETING AGRICULTURAL MARKETING

SKIM READING

1

Skim through the text and mark the key words connected with topic “Marketing” in the list below.

product discipline method
blog development mix economy
marketer email model company
culture needs internet price online
wants relationships quality promotion

MARKETING

Marketing as a discipline involves all the actions a company undertakes to draw in customers and maintain relationships with them. Marketing refers to all aspects of a business, including product development, distribution methods, sales, and advertising. Networking with potential or past clients is a part of the work too, including playing golf with a prospective client, returning calls and emails quickly, and meeting with clients for coffee or a meal.

The “marketing concept”, originated from Adam Smith’s book “The Wealth of Nations”. It states that in order to complete the organizational objectives, an organization should anticipate

the needs and wants of potential consumers and satisfy them more effectively than its competitors.

Given the centrality of the customer's needs and wants in marketing, thorough understanding of three concepts is essential: needs, wants and demands.

Needs (something necessary for people to live a healthy, stable and safe life) can be objective and physical, such as the need for food, water, and shelter; or subjective and psychological, such as the need to belong to a family or social group and the need for self-esteem.

Wants (something that is desired, wished for or aspired to) are not essential for basic survival and are often shaped by culture or peer-groups. When needs and wants are backed by the ability to pay, they have the potential to become economic demands.

The ABC of marketing is the so-called marketing mix. The marketing mix is the foundation model for businesses. The original marketing mix, or 4 Ps, as originally proposed by marketer and academic E. Jerome McCarthy, provides a framework for marketing decision-making. It refers to four broad levels of marketing decision, namely: product, price, place, promotion.

A product refers to an item that satisfies the consumer's needs or wants. A product orientation is based on the assumption that consumers will purchase products of a superior quality.

Price refers to how much the company will sell the product for. When establishing a price, companies must give considerations to the unit cost price, marketing costs, distribution expenses, and check out competitors' product prices.

Place refers to the distribution of the product. Key considerations include whether the company will sell the product through a physical storefront, online, or through both distribution channels.

Promotion refers to the integrated marketing communications campaign. Promotion includes a variety of

activities such as advertising, selling, sales promotions and public relations.

All marketing activities must be oriented towards creating and sustaining satisfying exchanges. Both the producer and the consumer must be satisfied. The producer should receive something of value, any financial reward. The consumer should be satisfied with goods, services or ideas obtained in the exchange. Marketers understand that consumers associate a product's price and distribution with its quality, and they take this into account when devising the overall marketing strategy.

There are more than forty different types of marketing in today's economy. Currently, the most relevant types are: internet marketing, blog marketing, social media marketing, print marketing and video marketing.

2

Read the text again and find the sentences that best sum up the key information in each paragraph.

3

Choose the correct answer to the following questions:

1. How can we define marketing?

- A. A science that provides a framework for marketing decision-making.
- B. A science that refers to four broad levels of marketing decision making.
- C. The actions a company undertakes to draw in customers and maintain relationships with them.

2. What are the main concepts of marketing?

- A. Needs, wants and demands.
- B. Product, price and place.
- C. Advertising, selling, and promotion.

3. What does marketing mix include?

- A. Product, price, promotion, people.
- B. Product, price, promotion, place.
- C. Product, price, process, promotion.

4. What should marketers take into account while planning marketing activities?

- A. Consumers should be satisfied with goods, services and marketing strategy.
- B. Consumers associate a product's price and distribution with its quality.
- C. Consumers should receive something of value, any financial reward.

5. What are the most relevant types of marketing today?

- A. Trade marketing, print marketing and video marketing.
- B. Mass marketing, video marketing and print marketing.
- C. Internet marketing and blog marketing.

4 Identify the main idea of the text.

The main idea of the text is:

A -- Marketing includes playing golf with a prospective client, returning calls and emails quickly, and meeting with clients for coffee or a meal.

B -- Marketing involves all aspects of a business, including product development, distribution methods, sales, and advertising.

C -- Marketing implies that consumers associate a product's price and distribution with its quality, and they take this into account when devising the overall marketing strategy.

5

Arrange the sentences in a logical order according to the text.

A -- There are different types of marketing in today's economy: internet marketing, blog marketing, video marketing, etc.

B -- The original marketing mix provides a framework for marketing decision-making.

C -- Promotion includes a variety of activities such as public relations, advertising, selling and sales promotions.

D -- The "marketing concept" proposes that in order to complete the organizational objectives, an organization should anticipate the needs and wants of potential consumers.

E -- Wants are not essential for basic survival and are often shaped by culture or peer-groups.

F -- Marketing also includes playing golf with a prospective client, meeting with clients for coffee, returning calls and emails quickly.

G -- When establishing a price, companies must give considerations to the unit cost price and marketing costs.

H -- A product refers to an item that satisfies the consumer's needs or wants.

I -- Marketing refers to all aspects of a business, including product development, distribution methods, sales, and advertising.

J -- The client should be satisfied with goods, services or ideas obtained in the exchange.

6

State the main points of the text without details (annotation). Use some of the given phrases:

- The text describes ...
- The purpose of the text is to give some information ...
- Particular attention is given to ...

Summarize the information of the text. What new facts have you learnt?

Mind some useful expressions and guide words:

first	сначала
at the beginning	в начале
in the introduction	во введении
as for	что касается

then	затем, кроме того
next	затем, после, потом
afterwards	потом, затем
as well	а также
however	однако
although	однако, все же, хотя
furthermore	кроме того, в дополнение к
moreover	сверх того, кроме того
still	все же, тем не менее

overall	в общем и целом
because of	из-за, вследствие
therefore	поэтому, следовательно
at last	наконец
in the end	в конце, в заключение,
finally	в заключение

TEXT 2 AGRICULTURAL MARKETING

GET READY!

1 The text you are going to read is headlined “Agricultural marketing”. Try to answer the following questions and give your ideas:

- What do you know about agricultural marketing?
- What are the main problems of agricultural marketing today?
- What measures are being taken to eliminate them?

2 Find the words that deal with topic “Agricultural marketing”.

a	s	r	i	c	u	l	g	e	c	p
a	d	r	o	d	u	c	t	i	o	r
m	o	n	e	y	h	a	g	r	o	i
n	o	i	t	c	u	d	o	r	p	c
a	g	r	i	c	u	l	t	u	r	e

3 Read the text and fill in the missing words from ex.2.

Agricultural marketing stimulates $p_{__}$ and consumption. Its dynamic functions are of primary importance in promoting economic development of $a_{__}$. The agricultural marketing plays a dual role in economic development in countries whose resources are primarily agricultural. Increasing demands for $m_{__}$ with which to purchase other $g_{__}$ leads to increasing sensitivity to relative $p_{__}$ on the part of the producers, and specialization in the cultivation of those crops on which the returns are the greatest, subject to socio-cultural, ecological and economic constraints.

READING FOR DETAILED INFORMATION

AGRICULTURAL MARKETING

Agriculture has become highly complex and competitive business. Today's farmer must be a careful businessman as well as a trained agriculturist. Nowadays there is a necessity to understand and use economics, marketing, and several other business-related fields. Moreover it's necessary to have knowledge of agronomy, animal husbandry, breeding techniques, and other fields traditionally related to agriculture.

Agricultural marketing covers the services involved in moving an agricultural product from the farm to the consumer. These services involve planning, organizing, directing and handling of agricultural products to satisfy farmers, intermediaries and consumers.

Agricultural marketing is a specific part of marketing. It is related to agricultural products only. It is the basis of any economic activity in a country. Agricultural marketing brings marketable surplus to the market for sale. Farmers will keep a part of their output for self-consumption and for cattle and the remaining part is left for sale. The higher the level of marketable surplus is, the greater the economic development will be.

Agricultural marketing is a complex system that requires regulation and management. An agricultural enterprise is not self-supporting, so there is a constant exchange of resources and information between it and the surrounding marketing environment. The fact of its existence and further survival depends on the influence of the environment. To continue its operation, the agricultural enterprise is forced, on the one hand, to adapt to changes in the external marketing environment, and on the other hand to influence it by virtue of its capabilities by developing various agricultural marketing campaigns. The agricultural marketing system includes a set of the most

significant market relations and information flows that connect the agricultural enterprise with the markets for its products.

The main subjects of agricultural marketing are:

- suppliers of raw materials, production and labor resources, material and technical supplies;
- all agricultural commodity producers;
- market infrastructure organizations, wholesale and retail trade organizations and various intermediaries, agricultural marketing specialists, commercial and advisory centres, etc.;
- various consumers of agricultural products.

Agricultural marketing techniques have their own peculiarities, connected both with the specifics of agricultural production and with agricultural products. The practical application of marketing in agriculture is more specific than limited. In everyday's market competition, the manufacturer takes into account not only the natural and economic conditions of the region, the technological features of crop cultivation, the selection of animal breeds, but also focuses on the existing, and the most important, prospective needs available to potential buyers. The agricultural producer should be able to react to market changes flexibly and respond to the changing market demands.

The use of marketing for an agricultural enterprise is an opportunity of the transformation of requirements of buyers in incomes of the enterprise, maintenance of profitableness and liquidity of the enterprise to the satisfaction of consumer demand. The main thing in the strategy, as a system, is its target orientation and complexity, that is, the connection in a single technological process of all the individual components of this activity. The integrated, program-targeted approach allows developing an effective strategy of "breaking through" to the markets, outlining the directions of activity, consciously concentrating the efforts of the enterprise on selected sectors of the market.

TARGET VOCABULARY

advisory center (n)	консультационный центр
approach (n)	подход
capability (n)	возможность
demand (n)	спрос, потребность
effort (n)	усилие
exchange (n)	обмен
feature (n)	особенность
handle (v)	обрабатывать, обслуживать
intermediary (n)	посредник
involve (v)	вовлекать, включать
lead to (v)	приводить к
leave (v) for sale	оставлять на продажу
manufacturer (n)	производитель, изготовитель
marketable (adj.)	рыночный, товарный
market competition (n)	рыночная конкуренция
peculiarity (n)	особенность
portion (n)	часть, доля
profitableness (n)	рентабельность, прибыльность
relate to (v)	относится к
require (v)	требовать, нуждаться
raw material (n)	сырье
self-consumption (n)	самопотребление
self-supporting enterprise (n)	хозрасчетное предприятие
set (n)	набор, комплект
supply (n) (v)	снабжение, поставка снабжать, поставлять
survival (n)	выживание
take into account (v)	принимать во внимание
target (n)	цель

LANGUAGE IN USE

1

Translate the missing words to make word combinations.

- agricultural commodity *производители*
- retail *торговля*
- *платежеспособные* needs
- *влияние* of the environment
- *доходы* of the enterprise
- commercial and *консультационные* centers
- *программно-целевой* approach,
- maintenance of *рентабельность*,
- *связанные с бизнесом* fields
- *поставщики* of raw materials

2

Match the words to form word combinations from the text. Make sure you know their Russian equivalents.

1. market	a) demand
2. consumer	b) surplus
3. agricultural	c) relations
4. marketable	d) business
5. competitive	e) marketing

3

Use the word combinations of exercise 2 to complete the sentences below.

1. _____ is a specific part of marketing.
2. The agricultural marketing system includes a set of the most significant _____ and information flows that connect the agricultural enterprise with the markets for its products.
3. Agricultural marketing brings _____ to the market for sale.

4. The use of marketing for an agricultural enterprise is an opportunity of the maintenance of profitableness and liquidity of the enterprise to the satisfaction of _____.
5. Agriculture is complex and _____.

4 Fill in the word-building table and use the words in your own phrases.

VERB	NOUN	ADJECTIVE
		supplied
	manufacturer	
		marketable
survive		
	handler	
		profitable

5 Choose the right word to complete the sentences.

- Agriculture has become highly complex and *unclaimed / competitive / decadent* business.
- Agricultural *complex / marketing / business* is a specific part of marketing related to agricultural products only.
- Farmers / agriculturists / marketers* will keep a part of their output for self-consumption and for cattle and the remaining part is left for sale.
- An agricultural enterprise is not *self-expressing / self-supporting / self-sustained*, so there is a constant exchange of resources and information between it and the surrounding marketing environment.
- The *practical / theoretical / legal* application of marketing in agriculture is more specific than limited.
- The higher the level of marketable surplus is, the greater the economic *recession / development / regression* will be.

7. The manufacturer flexibly reacts to changes on *market / bazaar / fair*.

6 Match the sentence beginnings (I) with the correct endings (II).

I

- 1) Agricultural marketing is related to ...
- 2) There is a necessity to understand and ...
- 3) Agricultural marketing covers the services involved in ...
- 4) Farmer must be a careful businessman ...
- 5) Agricultural marketing is the basis of ...
- 6) Marketing techniques have peculiarities, connected with ...
- 7) The main thing in the strategy of agricultural enterprise is ...
- 8) The integrated, program-targeted approach allows outlining the directions of activity of the enterprise ...

II

- a) ... moving an agricultural product from the farm to the consumer.
- b) ... as well as a trained agriculturist.
- c) ... use economics, marketing, and several other business-related fields.
- d) ... agricultural products and the specifics of agricultural production.
- e) ... its target orientation and complexity, the connection of all the individual components of the activity.
- f) ... any economic activity of a country.
- g) ... agricultural products only and it brings marketable surplus to the market for sale.
- h) ... consciously concentrating its efforts on selected sectors of the market.

Match the words in the box with their definitions.

1. Businessman	a) ... the activity of buying and selling, or exchanging, goods and services between people or countries.
2. Buyer	b) ... a man who works in business, especially one who has a high position in a company.
3. Market	c) ... a person who pays money for something, or a person whose job is to decide what will be bought by a company.
4. Producer	d) ... a place which people meet in order to buy and sell things; the business or trade in a particular product, including financial products.
5. Saler	e) ... a country, company, or person that makes goods or that grows food in large amounts.
6. Regulation	f) ... a person or organization that sells something.
7. Supplier	g) ... the rules or systems that are used by a person or organization to control an activity or process.
8. Surplus	h) ... a detailed plan for achieving success in situations such as business, politics, industry.
9. Strategy	i) ... an amount that is more than is needed; the amount of money you have left when you spend less than you own.
10. Trade	d) ... a company, person, etc. that provides things that people want or need, especially over a long period of time.

SPEAKING

1

Answer the questions:

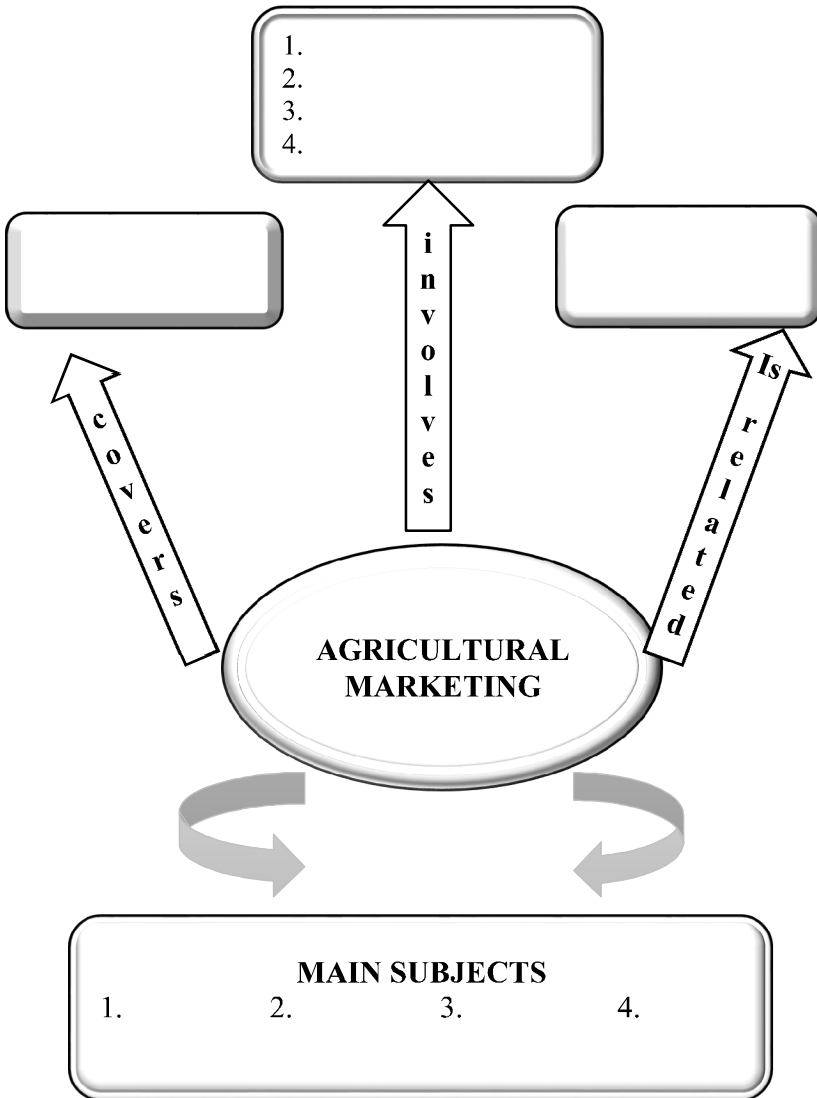
1. What is agricultural marketing?
2. What does agricultural marketing involve?
3. What is the basis of any economic activity in a country?
4. How does the farmer distribute his output?
5. What does the agricultural marketing system include?
6. What are the main subjects of agricultural marketing?
7. Why is it necessary to take into account the natural and economic conditions of the region?
8. What application of marketing is more specific than limited? Why?

2

Using the key words, define the main ideas of the text. Summarize the information for each section.

Key words	Main idea
agriculture, agricultural marketing, farmer, businessman, knowledge, agronomy, consumer, planning, organizing, directing, handling, self-consumption	
agricultural enterprise, self-supporting, exchange, resources, information, influence, environment, capabilities, developing, markets	
subjects, production, supplies, infrastructure, intermediaries, technical, techniques, peculiarities	

3 Fill in the diagram “Agricultural marketing”.



4

Speak on the topics (Use the diagram):

Agricultural marketing as a specific part of marketing

Main subjects of agricultural marketing

5

Discuss with your group mates “Problems and prospects of agricultural marketing. Consult the Internet if you need.



Focus on the following topics:

**Agricultural
marketing
service**

**Agricultural
marketing
reforms**

**Problems of
agricultural
marketing**

**Prospects of
agricultural
marketing**

1)

Student A.

You are going on business abroad. Explain to Student B that you are worried about an upcoming deal related to your product.

Student B.

Your colleague goes on a business trip abroad and is worried about the deal. Give a couple of tips how to behave in negotiations so that the transaction of your products has a good entry into the market.

2)

Student A.

You are a market gardener who is interested in exporting your products. Discuss the quality of your product.

Student B.

You are an agent of the Belarusian Vegetable Export Council. Provide a list of requirements for the supply of these products.

3)

Student A.

You are a farmer supplying your products to various stores. You need to meet with the marketer of the Euroopt chain of stores and discuss the terms of delivery.

Student B.

You are the marketer of the Euroopt chain of stores. Check the supplier on the storage conditions, packaging and quality of these products.

WRITING

1 Imagine that you are at a round-table conference. Write notes to discuss the following questions:

1 →

What can affect the price of agricultural product?

2 →

How can you get the best price on an agricultural product?

Don't forget to write down arguments supporting your point of view (arrange your arguments using data, facts, personal experience, expert opinion, etc.).

2 Suppose you are a marketer of an agricultural company. It is developing a new product. Write a report to your boss with your marketing ideas (100-150 words) about:

DISTRIBUTION CHANNELS	ADVERTISING	PROSPECTIVE CUSTOMERS
------------------------------	--------------------	------------------------------

Use the given prompts:

- I've been thinking a lot about ...
- My research shows that ...
- We may need to explore new ...

SECTION 3
MANAGEMENT
AGRICULTURAL MANAGEMENT

TEXT 1 MANAGEMENT

SKIM READING

1

Skim through the text and mark the key words connected with topic “Management” in the list below.

organization equipment successful
goal classification controlling science
budget function time finance activity
planning horse knowledge management
resource machinery job directing

MANAGEMENT

The verb “manage” comes from the Italian “maneggiare” (to handle, especially tools or a horse), which derives from the two Latin words “manus” (hand) and “agere” (to act). Managing life means getting things done to achieve life goals, and managing an organization means getting things done with and through other people to achieve its objectives. Management is the backbone of successful organizations.

Management is the process of coordinating the resources of an organization to achieve the primary organizational goals. Resources include the following types: material resources (technology, machinery and equipment), cost resources (finance), work resources (people and their skills). Resources may be obtained internally from the host organization or procured from external sources. Large organizations usually have a defined corporate resource management process which mainly guarantees that resources are never over-allocated across multiple projects. Management ensures that internal and external resources are used effectively on time and to budget.

Management operates through various functions, often classified as planning, organizing, staffing, directing and controlling. Planning is the basic function of management. It deals with finding out a future course of action to achieve desired aims. Organizing includes identification of activities, classification of groups of activities, assignment of duties, delegation of authority and creation of responsibility. Staffing is the function of manning the organization structure and keeping it manned. It has assumed greater importance in the recent years due to advancement of technology, increase in size of business, complexity of human behavior. The main purpose of staffing is to put the right man on the right job. Directing is that part of managerial function which actuates the organizational methods to work efficiently for achievement of organizational purposes. It is considered the life-spark of the enterprise which sets in motion the action of people. Controlling is the process of checking whether or not proper progress is being made towards the objectives and acting, if necessary, to correct any deviations. It has the following steps: establishment of standard performance, measurement of actual performance, comparison of actual performance with the standards and finding out deviations if any.

Management is based on scientific theories and today we can say that it is a developing science. But knowledge of theories

and principles doesn't provide practical results. It is necessary to know how to apply this knowledge. Practical application of knowledge in the management area requires certain abilities. What is important to an organization is not the number of clerks it employs, but the ability of these employees to achieve the company's goals and this ability requires a great art.

Effectiveness of management activity depends on certain important skills. These skills can be divided into seven different categories: conceptual, decision making, analytic, administrative, communicational, interpersonal and technical. The skills help the employees to relate with their fellow co-workers and know how to deal well with their subordinates, which allows for the easy flow of activities in the organization.

2 Read the text again and find the sentences that best give the main idea.

3 Choose the correct answer to the following questions:

1. How can we define management?

- A. A social science that is based on scientific theories.
- B. The study of individuals and their skills.
- C. The process of coordinating the resources of an organization to achieve the primary organizational goals.

2. What is the basic function of management?

- A. Staffing.
- B. Directing.
- C. Planning.

3. What is the main purpose of staffing?

- A. To achieve the primary organizational goals.
- B. To apply knowledge of scientific theories.

C. To put the right man on the right job.

4. What resources does an organization include?

- A. People and their abilities and skills.
- B. Material, work and cost resources.
- C. Machinery, equipment and technology.

5. What does management effectiveness depend on?

- A. Important management skills.
- B. Functions of an organization.
- C. Resources of an organization.

4 (Try to make your definition of management by finding the correct ending.

1. Management is a process of planning,...	a) science of managing resources.
2. Management is an art and ...	b) controlling and making decisions about a business.
3. Management is the administration of...	c) an organization to achieve the primary organizational goals.
4. Management is a skill of...	e) an organization.
5. Management is the process of coordinating the resources of ...	e) organizing, leading, motivation and controlling the human resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively.

5

Arrange the sentences in a logical order according to the text.

A -- Management operates through planning, organizing, staffing, directing and controlling.

B -- Managing an organization means getting things done with and through other people to achieve its goals.

C -- Planning deals with finding out a future course of action to achieve desired aims.

D -- Management skills can be divided into different categories such as conceptual, analytic, administrative, communicational, interpersonal, etc.

E -- Managing life means getting things done to achieve life's purposes.

F -- Organizing includes identification of activities, classification of groups of activities and assignment of duties.

G -- Management is the process of coordinating the material, work and cost resources of an organization to achieve all organizational purposes.

H -- Resources of an organization may be obtained internally from the host organization or procured from external sources.

I -- The verb "manage" derives from the two Latin words "manus" (hand) and "agere" (to act).

J -- Directing is that part of managerial function which actuates the organizational methods to work efficiently.

6

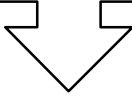
State the main points of the text without details (annotation). Use some of the given phrases:

- The text is devoted to ...
- The text treats of...
- Notice has been taken to ...

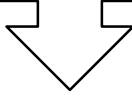
Summarize all the necessary information from the text and write your own summary of the text.

Mind some useful phrases for analyzing the text structure:

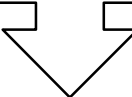
The text can be divided into / is divided into / falls into / is composed of / contains / consists of (two, three, four ...) parts / paragraphs.



The first (second...) part / paragraph constitutes / gives us / comprises the introduction / central problem / principal information / solution.



In the second (third, ...) / last part the author varies the theme / changes the topic / goes into detail / passes from ... to ...



As a result, ... / to sum up / to conclude ...

TEXT 2 AGRICULTURAL MANAGEMENT

GET READY!

1 The text you are going to read is headlined “Agricultural management”. Think and answer:

- What do you know about agricultural management?
- What should a farmer know to manage a farm successfully?
- How does the government help farmers?

2 Find the words that deal with the topic “Agricultural management”.

a	e	l	b	a	t	i	f	o	r	p
a	d	m	o	d	a	c	t	i	o	r
m	r	r	e	s	o	u	r	c	e	s
g	o	a	l	c	r	r	e	n	w	o
a	f	f	b	u	s	i	n	e	s	s

3 Read the text and fill in the missing words from ex.2. Then give an answer to the question from the title.

Why is management important in agriculture?

Farmers have been studying the basics of management over the years. Successfully managing a *f*__ business is certainly the *g*__ of farm owners. The quality of the decisions made by management is an important component in determining the prosperity of the business. Prudent *b*__ of agricultural enterprise is continually looking for management *s*__, strategies and methods that improve the quality of their decisions and keep a farm productive and *p*__.

READING FOR DETAILED INFORMATION

AGRICULTURAL MANAGEMENT

Agricultural management – also known as farm management – deals with the problems of making and implementing of the decisions involved in organizing and operating an agricultural enterprise for maximum production and profit.

Agricultural management draws on agricultural economics for information on prices, markets, agricultural policy, and economic institutions such as leasing and credit. It also draws on plant and animal sciences for information on soils, seeds, fertilizers and methods of weed, insect and disease control.

Agricultural management relies on agricultural engineering for information on farm buildings, machinery, irrigation, crop drying, drainage, and erosion control systems. It also relies on psychology and sociology for information on human behaviour. Making decisions an agricultural manager integrates information from the biological, physical, and social sciences.

Agricultural management is an occupation that involves the science of food production. It deals with farming techniques, the domestication of animals, and the general processing of food. There are many agricultural jobs that require management, especially the projects of scientific disciplines and those connected with farm labor. With the changing dynamics of global food production, this field is one of the fastest growing in the world.

Since concepts such as productivity and food safety play an important role in the world food supply, agricultural management has high potential. Contamination of food sources has prompted new government regulatory bodies to manage the process of food production. In addition, population growth and the use of certain types of food such as corn for biofuel have limited the growth

potential of the industry. The goal today is to strive for new ways to produce the necessary amount of food for the growing population, while maintaining the quality that society has come to expect from its food sources.

The work environment for someone who works in this field varies depending on where the individual works and the demands of the employer. Some are involved in the strict science aspects, spending much of their time in laboratories. Others work to find better and safer pesticides and herbicides.

Management of agricultural enterprise operates through five basic functions: planning, organizing, coordinating, commanding, and controlling.

- Planning: deciding what needs to happen in the future (deciding in advance) and generating action plans for an agricultural enterprise;
- Organizing: making sure the human and nonhuman resources of an agricultural enterprise are put into place;
- Coordinating: creating a structure through which an organization's goals can be accomplished;
- Commanding (or leading): determining what must be done in each situation and getting employees to do it;
- Controlling: checking progress against plans of an agricultural enterprise.

Since agricultural enterprises differ widely, the significant concern in agricultural management is the type of agricultural enterprise. The most satisfactory plan for one enterprise may be most unsatisfactory for the other. Agricultural management problems range from those of the small, near-subsistence and family-operated farms to those of large-scale commercial enterprises where trained managers use the latest technological advances, and from farms administered by single proprietors to agricultural enterprises managed by the state.

TARGET VOCABULARY

accomplish (v)	выполнить
amount (n)	сумма, количество
decision (n) make (v) a decision	решение, принимать решение
domestication (n)	одомашнивание, приручение, окультуривание
draw on (v) syn. rely on	опираться, основываться (на)
contaminated (adj)	загрязненный
employer (n)	работодатель, предприниматель
expect (v)	рассчитывать, ожидать
fast growing (adj)	быстрорастущий
government (n)	правительство, управление
implement (v)	осуществлять, применять
large-scale (adj)	крупномасштабный
maintain (v)	поддерживать
manage (v)	управлять, руководить
near-subsistence farm (n)	подсобное хозяйство
occupation (n)	занятие
put into place (v)	поставить на место, задействовать
range (v)	варьироваться
safety (n)	безопасность
significant (adj)	существенный, значительный
single proprietor (n)	индивидуальный предприниматель
strive for (v)	стремиться (к)

LANGUAGE IN USE

1

Translate the missing words to make word combinations.

- *максимальная* profit
- *производительность* and food safety
- *объединять* information
- *одомашнивание* of animals
- *переработка* of food
- farm *труд*
- demands of *работодателя*
- *управлять* the process of food production
- getting *сотрудников* to do work
- government *регулирующие* bodies

2

Match the words to form word combinations from the text. Make sure you know their Russian equivalents.

1. agricultural	a) functions
2. near-subsistence	b) techniques
3. farming	c) management
4. basic	d) environment
5. work	e) farm

3

Use the word combinations of exercise 2 to complete the sentences below.

1. _____ draws on agricultural economics for information on prices.
2. Management of agricultural enterprise operates through five _____.

3. Agricultural management deals with _____, the general processing of food and the domestication of animals.
4. The _____ for someone who works in the field of agricultural management varies depending on where the individual works.
5. Farm management problems range from those of the small _____ to those of large-scale commercial enterprises.

4 Find the odd word in each column. Prove your choice. Make sentences with the odd words.

1.	2.	3.
<ul style="list-style-type: none"> ○ soil ○ seed ○ fertilizer ○ breeding ○ insect ○ demand 	<ul style="list-style-type: none"> ○ market ○ price ○ leasing ○ credit ○ weed ○ profit 	<ul style="list-style-type: none"> ○ leading ○ coordinating ○ engineering ○ planning ○ commanding ○ controlling

5 Choose the right word to complete the sentences.

1. Agricultural management draws on **agricultural sociology** / **plant science** / **economics** for information on prices, markets, agricultural policy.
2. Agricultural management is based on plant and animal **sciences** / **research** / **study** for information on soils, seeds, and fertilizers.
3. Agricultural management is an occupation that involves the science of **plant** / **food** / **animal** production.
4. Agricultural management deals with farming techniques, the domestication of animals, and the general **creating** / **processing/checking** of food.

5. The *goal / idea / issue* today is to strive for new ways to produce the necessary amount of food for the growing population.
6. Agricultural management includes *examination / control / investigation* of weeds, insects, and diseases.
7. Agricultural management comprises *industrial / commercial / farm* buildings, machinery, irrigation, crop drying.

6

Match the sentence beginnings (I) with the correct endings (II).

I

- 1) Agricultural management problems range from small farms ...
- 2) An agricultural manager integrates ...
- 3) Farm management deals with ...
- 4) Many agricultural jobs require management, especially ...
- 5) Such concepts of an agricultural management as productivity and food safety play ...
- 6) The function of planning means ...
- 7) With the changing dynamics of global food production ...
- 8) Farm management draws on agricultural economics for information on ...

II

- a) ... deciding in advance and generating action plans for an agricultural enterprise.
- b) ... an important role in the world food supply.
- c) ... the general processing of food and farming techniques.
- d) ... the projects of scientific disciplines and agricultural labor.
- e) ... information from the biological, physical, and social sciences.
- f) ... agricultural policy and economic institutions such as leasing and credit.
- g) ... to those of large-scale commercial organizations.
- h) ... agricultural management is one of the fastest growing areas in the world.

Match the words in the box with their definitions.

1. Credit	a) ... a person who owns a particular type of business.
2. Domestication	b) ... a method of paying for goods or services at a later time, usually paying interest as well as the original money.
3. Employer	c) ... the process of bringing animals or plants under human control in order to provide food.
4. Enterprise	d) ... a person, company, or organization that pays people to work for them.
5. Goal	e) ... an organization, a company, or a business.
6. Large-scale	f) ... an aim or purpose; the act of stating clearly what you want to achieve.
7. Leasing	g) ... big in size or amount; involving many people or things, or happening over a large area.
8. Processing	h) ... a financial arrangement in which a person, company, etc. pays to use land, a vehicle, etc. for a particular period of time.
9. Productivity	i) ... the act of preparing, changing, or treating food or natural substances as a part of an industrial operation.
10. Proprietor	d) ... the rate at which a person, company, or country does useful work.

SPEAKING

1 Ask the following questions to your partner:

1. What is agricultural management?
2. What does agricultural management deal with?
3. What concepts play an important role in the world food supply?
4. What is the goal of agricultural management today?
5. What does management of agricultural enterprise operate?
6. What do you know about planning, organizing, coordinating, commanding, and controlling?
7. What are the main types of agricultural enterprises?
8. What is farm management influenced by?

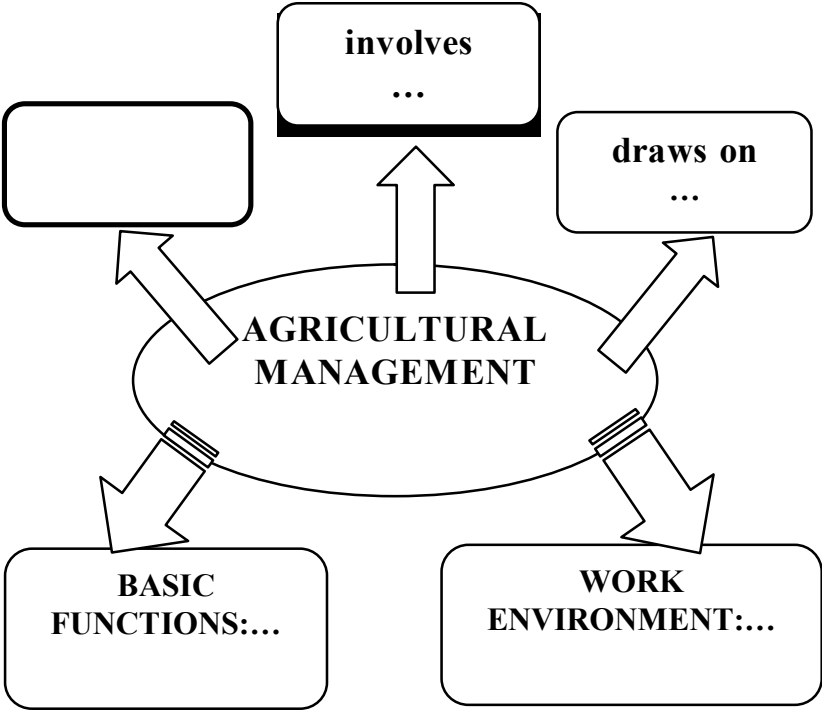
2 Using the key words, define the main ideas of the text. Summarize the information for each section.

Key words	Main idea
agricultural management, sciences, information, soils, seed, fertilizer, breeding, agricultural engineering, machinery, irrigation, human behaviour.	
government, manage, process, goal, ways, amount, food, growing, population, maintaining, quality, society, expect, sources.	
agricultural enterprise, operates through basic functions, planning, organizing, coordinating, commanding, controlling, family-operated, large-scale.	

3 Express your opinion about the text. You may start with the phrases given below.

- ✓ To my mind...
- ✓ I think that...
- ✓ As far as I'm concerned...
- ✓ As for me, I reckon that ...
- ✓ The way I see it is that...

4 Fill in the diagram “Agricultural marketing”.



5

Speak on the topics (Use the diagram):

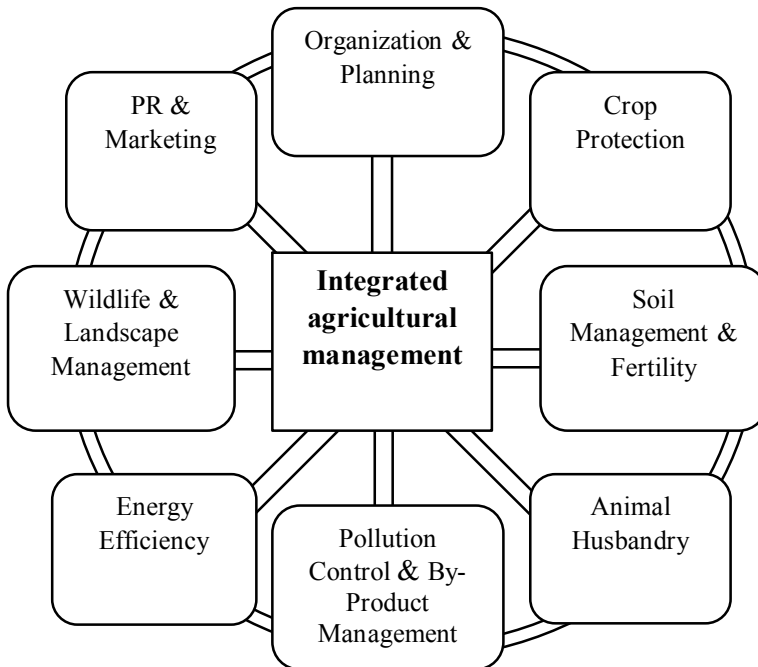
Main aspects of agricultural (farm) management

Main problems of agricultural management

Basic functions of agricultural enterprise

6

Suppose you are a seminar speaker. Prepare a report “Integrated agricultural management”. Consult the Internet if you need.



7

Be ready to present your report. You may use the phrases given below.

- ✓ I'd like to welcome you all here this morning.
- ✓ Before I carry on let me tell you something about myself.
- ✓ The theme of my report is...
- ✓ I'll begin with...
- ✓ I've divided my report into ... main parts.
- ✓ I'd like to show you the diagram about...
- ✓ Here you see a comparison between...
- ✓ If you have any questions ...
- ✓ I'll be glad to answer ...
- ✓ Thank you for listening to me attentively.

8

Work with a partner to solve a problem.

Student A	Student B
<p>You work at Student B's enterprise. The director thinks that your organization needs new goals.</p> <p>Ask Student B about:</p> <ul style="list-style-type: none">○ plan to achieve the goals;○ when to present plan;○ where to find details.	<p>You are a director of an agricultural enterprise. You need to form new strategic goals.</p> <p>Answer Student A's questions.</p>

WRITING

1

You are a business owner. Write an advertisement to a local newspaper stating the employees you want to find for your agricultural enterprise (100-120 words).



○ Include the following items:

How many people do you want to employ?

What kind of staff do you need?

What skills are important for your future employees?

2

Using the instructions (rules) given below write a website page about your agricultural company.



○ The 7 Rules of Writing Content for Your Website:

1. know your audience;
2. follow the “inverted pyramid” model: the most important messages go at the top of the page;
3. write short simple sentences;
4. stick to active voice;
5. show, don’t tell;
6. make text scannable;
7. nix the jargon.

SECTION 4

GRAMMAR FOCUS

1 VERBALS

1.1 INFINITIVE

1

Underline the infinitive. State its form. Translate the sentences into Russian.

1. To go on with this discussion is to waste time.
2. Oh, I'm sorry to have taken much of your time.
3. I didn't come here to be shouted at.
4. He pretended to be sleeping.
5. I was sorry to have said it.
6. You must take care not to offend her.
7. What made you think so?
8. Don't let us waste time. There are hundreds of things to be done.
9. I am awfully glad to have met you.
10. To be instructed by such a good specialist was a great advantage.

2

Use the infinitive instead of the words in the bold type.

***Model:** She was the first lady **who left**.
She was the first (lady) to leave.*

1. The manager was the last **who left** the shop.
2. I was astonished **when I heard** that he had left his native town.
3. Here is something **which will warm you up**.

4. I can't go to the party; I have nothing **that I can wear**.
5. He was the first man **who swam** the channel.
6. He was the only one **who realized** the danger.
7. Who has a pen or a pencil to spare? I need something **I could write with**.
8. I have brought you a book **which you can read now**, but be sure and return it by Saturday.
9. I have only a few minutes **in which I can explain these words to you**.
10. I have an exam **which I must take soon**, so I can't go to the theater tonight.

3

Combine two sentences into one using the infinitive.

Model: They sent me to University; they wanted me to study law. They sent me to University to study law.

1. I am buying bread. I want to feed the bird.
2. He opened the door. He intended to go out.
3. He rushed into the burning house. He wanted to save the child.
4. He rang the bell. He wanted to tell us that the dinner was ready.

4

Open the brackets and use the correct form of the infinitive.

1. They are supposed (to work) at the problem for the last two months.
2. He hated (to bother) with trifling matters when he had many more important questions (to decide).
3. She would never miss a chance (to show) her efficiency, she was so anxious (to like) and (to praise).
4. Let's go and see the place. You will be sorry later (to miss) it.

5. Is there anything else (to tell) him? I believe he deserves (to know) how the matter stands and (to tell) about it.
6. She was probably angry (to reprimand) in front of me.
7. She sat there trying to pretend she did not want (to dance) and was quite pleased (to sit) there and (to watch) the fun.
8. These houses were among the few (to survive) after a great fire.
9. He expected (to help) by the teacher.
10. The only sound (to hear) was the ticking of the grandfather clock downstairs.

5

Translate the sentences into English. Pay attention to the function of the infinitive in the sentence.

1. Она попросила, чтобы ей разрешили переписать тест.
2. Он достаточно хорошо знает грамматику, чтобы не делать таких ошибок.
3. Слишком жарко, чтобы идти гулять.
4. Я постараюсь не забыть отправить им телеграмму.
5. Вот статья, которую надо прочитать.
6. Я встал в 6 часов, чтобы не опоздать на первый урок.
7. Я хочу, чтобы меня познакомили с этой студенткой.

1.2 PARTICIPLE

1

Underline the participle. State its form. Translate the sentences into Russian.

1. The boy playing in the garden is my sister's son.
2. You can get the book recommended in the library.
3. Having signed the letter, the manager asked the secretary to send it off at once.
4. Having lived in that town all his life, he knew it very well.
5. Being checked with great care, the report didn't contain any errors.

6. Having been well prepared for the interview, he could answer all the questions.
7. These machines will be sent to the plant being constructed in this region.
8. Having been advised by the doctor to go to the south, she decided to spend her leave in Sochi.
9. Being told of his arrival, I went to see him.
10. He asked her to go on with her story, promising not to interrupt her again.

2

Choose the correct form of the participle.

1. It was not easy to find the *losing* / *lost* stamp.
2. When we came nearer we saw two boys *coming* / *come* towards us.
3. Look at the beautiful flowers *gathering* / *gathered* by the children.
4. *Looking* / *having looked* through some magazines, I came across an interesting article about UFOs.
5. *Writing* / *having written* out and *learning* / *having learnt* all the new words, he was able to translate the text easily.
6. His hat *blowing* / *blown* off by the wind was lying in the middle of the street.
7. *Having read* / *reading* the story, she closed the book and put it on the shelf.
8. *Taking* / *taken* the girl by the hand, she led her across the street.
9. We could not see the sun *covering* / *covered* by dark clouds.
10. *Buying* / *having bought* some juice and cakes, we went home.

3

Use the participle instead of the words in the bold type.

Model: *All the people **who live** in this house are students.*
*All the people **living** in this house are students.*

1. The man **who is speaking** now is our new secretary.
2. The apparatus **that stands** on the table in the corner of the laboratory is quite new.
3. The young man **who helps** the professor in his experiments studies at an evening school.
4. People **who take** books from the library must return them in time.
5. There are many pupils in our class **who take part** in the performance.
6. Be careful **when you are crossing** the street.
7. **When you are leaving** the room, don't forget to switch off the light.
8. **When they were traveling** in Central Africa, the explorers met many wild animals.
9. **When you are copying** English texts, pay attention to the articles.
10. You must have much practice **when you are learning** to speak a foreign language.

4 (**Open the brackets using the correct form of the participle.**

1. She went for a walk, (to leave) the child with the nurse.
2. (To write) in very bad handwriting, the letter was difficult to read.
3. (To reject) by publishers several times, the story was accepted by a weekly magazine.
4. (To wait) in the reception room, he thought over what he would say.
5. They reached the peak at dusk (to leave) their camp with the first light.

6. The friends went out into the city (to leave) their cases at the left luggage department.
7. (To write) in an archaic language, the book was difficult to read.
8. They listened breathlessly to the story (to tell) by the old man.
9. He had a good practical knowledge of the language, (to work) as an interpreter for many years.
10. He always keeps a diary while (to travel).

5 **Translate the sentences into English using the participle.**

1. Секретарь отправил подписанные директором письма.
2. Мы внимательно прочли присланную куратором статью.
3. Прочитав много книг по этому вопросу, он смог сделать очень интересный доклад.
4. Я еще не просмотрел всех журналов, присланных нам из Петербурга.
5. Я вчера прочел очень интересный рассказ, описывающий жизнь менеджеров.

1.3 GERUND

1 **Underline the gerund. State its form. Translate the sentences into Russian.**

1. I don't enjoy writing letters.
2. Did you hear of John's having sent abroad?
3. He denied having seen this man before.
4. She insisted on being sent instead of me.
5. He was surprised at having been asked about it.
6. She stopped answering my letters.
7. I remember my mother laughing at my jokes.
8. I don't enjoy being read to.

9. There came the sound of the door closing then being locked.
10. In the morning light she was ashamed of herself for having been frightened so the night before.

2

Choose the correct form of the gerund.

1. – Where is Ann? – She is busy *being done* / *doing* / *having been done* her homework.
2. When I came home he was busy *writing* / *being written* / *having written* a letter to his friend.
3. The boys were punished for *being broken* / *having been broken* / *having broken* the window.
4. He did not object to *examining* / *being examined* / *having examined*.
5. He is proud of *winning* / *being won* / *having won* the chess tournament.
6. She does not like the thought of *leaving* / *having been left* / *being left* you alone.
7. His legs were tired from *being climbed* / *having climbed* / *having been climbed* for days.
8. He did not go without *having congratulated* / *having been congratulated* / *congratulating* Ann.
9. Ted sat down without *being spoken* / *speaking* / *having spoken*.
10. He was wakened by someone *having been knocked* / *being knocked* / *knocking* at the door.

3

Rewrite these sentences using the gerund instead of the infinitive.

Model: I like to read. – I like reading.

1. I like to skate. 2. I hate to read detective stories. 3. It began to rain early in the morning. 4. I remember to tell you about it. 5. They stopped to smoke. 6. They prefer to stay at home in the evening. 7. He continued to speak to his friends. 8. He kept to talk about the events. 9. It is no use to talk about it. 10. It is useless to look for a new job at this time of the year.

4 Open the brackets using the correct form of the gerund.

1. He remembered (cross) the road, but he didn't remember (knock down).
2. She woke up at 7 a.m. in spite of (work) late.
3. The little girl isn't afraid of dogs in spite of (bite) twice.
4. The baby went to sleep a few minutes after (feed).
5. The little girl never gets tired of (ask) her mother questions, but her mother often gets tired of (ask) so many questions.
6. The boy was very thirsty in spite of (drink) a big cup of tea.
7. He looked forward to (meet) his parents.
8. I appreciated (invite) to your house.
9. After (look) through and (sort) out the letters were registered and filed.

5 Make up sentences.

1. Cars/ business/ his/ repairing/ is.
2. A/ healthy/ cold/ very/ morning/ shower/ in/ is/ the/ taking.
3. Wants/ my/ repairing/ watch.
4. Walk/ day/ feeling/ people/ tired/ without/ all/ can/ some.
5. Visiting/ the/ worth/ is/ place.
6. Avoid/ can/ making/ you/ mistakes/ if.

2 COMPLEX CONSTRUCTIONS

2.1 COMPLEX INFINITIVE CONSTRUCTIONS

1

Choose the right variant with complex infinitive constructions. Translate the sentences into Russian.

1. He at this company as a manager.

- | | |
|-----------------------|---------------------------|
| a) said to be working | c) is said to be working |
| b) says to be working | d) are said to be working |

2. The discount rate

- | | |
|------------------------------|--------------------------|
| a) reported to be raised | c) reported to raise |
| b) was reported to be raised | d) was reported to raise |

3. Interest rates when an easy fiscal policy is implemented.

- | | |
|------------------------|----------------------------|
| a) likely to raise | c) likely to be raised |
| b) are likely to raise | d) are likely to be raised |

4. Nobody has ever known a lie or do an unjust thing.

- | | |
|----------------|----------------|
| a) he to tell | c) him to tell |
| b) his to tell | d) him tell |

5. Labour, machinery, raw materials, energy inputs.

- | | |
|----------------|--------------------|
| a) knows to be | c) is known to be |
| b) know to be | d) are known to be |

6. The manager didn't expect such a question. He wasn't prepared for it.

- | | |
|----------------|------------------|
| a) to be asked | c) to ask |
| b) be asked | d) to have asked |

7. Unless efforts to improve fiscal policy are taken by the government, the country's economy

- a) unlikely to be flourishing
- b) is unlikely to be flourishing
- c) unlikely to be flourished
- d) is unlikely to be flourished

8. It is required for governments the contribution of both industry and agriculture to the national economy.

- a) know
- b) be known
- c) to know
- d) to be known

9. First works summarizing experience in the field of accounting in England, France, Germany during the 16th century.

- a) is likely to have appeared
- b) are likely to have been appeared
- c) are likely to appear
- d) are likely to have appeared

10. Labour to produce all goods and services.

- a) is known to have used
- b) knows to be used
- c) is known to be used
- d) is known to use

11. For the business, all production costs to be minimized.

- a) to be efficient
- b) be efficient
- c) to have been efficient
- d) have been efficient

12. Cheques and credit cards more popular in recent years than paper money and coins.

- a) knows to have become
- b) know to have become
- c) is known to have become
- d) are known to have become

13. Microeconomics a thorough analysis of individual decisions about particular commodities.

- a) are said to have offered
- c) is said to have offered

b) are said to have been offered d) is said to have been offered

14. Every firm is known..... to reduce the use of oil-based products in the 1970s when the price of oil increased six times.

a) to have tried c) to have been tried
b) to try d) to be trying

15. A new product successfully until a wide advertising campaign is organized professionally.

a) is unlikely to be sold c) is unlikely be sold
b) is unlikely to sell d) is unlikely sell

16. For the inflation and restricted, the government should follow recommendations of experienced economists.

a) to anticipate c) to be anticipated
b) anticipate d) be anticipated

17. The board of directors expects the manager a report about the current financial position of the company in order to make proper managerial decisions.

a) to make c) to be made
b) make d) be made

18. Nowadays accounts for international trade in Euro rather than in national currencies.

a) is supposed to be kept c) supposed to be kept
b) are supposed to be kept d) supposed to keep

19. Students think much of to the theory of how society solves the problem of what, how and for whom to produce.

a) economics to be devoted c) economics be devoted
b) economics to devote d) economics devoted

20. Unemployment benefitsas incentives for men to look for jobs.

- a) is unlikely to serve
- b) are unlikely to serve
- c) unlikely to serve
- d) unlikely to be served

2 **Fill in the blanks with the Complex Object.**

1. She watched ... (I, open) the safe.
2. By the way, did you ask ... (you, sign) any papers yesterday?
3. Don't let ... (it, trouble) you.
4. He wanted ... (the manager, make) a speech.
5. Everyone knew ... (he, be) a man of integrity.

3 **Paraphrase the following sentences using the Complex Subject.**

1. It seemed that he knew the subject well.
2. It appears that there are different opinions on the problem.
3. It's expected that many people will attend the meeting.
4. It is said that there are many difficulties in this problem.
5. It seems that there is a great difference between these two samples.

4 **Replace the following sentences by a sentence with the for-to-infinitive construction.**

1. She explained everything. It was not difficult.
2. She managed to do it in time. But it was quite an effort.
3. She is very late. It's rather unusual.
4. He should talk to the manager. It will be best.
5. He won't make arrangements for next Monday. It's impossible.

5

Translate the sentences into English. Use complex infinitive constructions.

1. Нам трудно сделать эту работу в такой короткий срок.
2. Очень важно, чтобы он получил документы на этой неделе.
3. Очень вероятно, что собрание закончится через час.
4. Этот опыт, вероятно, будет успешным.
5. Мы ожидаем, что договор будет подписан в ближайшем будущем.

2.2 COMPLEX PARTICIPIAL COMSTRUCTIONS

1

Read the sentences. Find the Objective-with-the-Present-Participle constructions. Translate the sentences.

1. I saw him working in the lab.
2. Did you notice anyone waiting for the delegation?
3. We watched the students planting apple-trees.
4. They watched the product manager interacting with the customers.
5. I heard the students talking about their summer practice.

2

Translate the following sentences paying special attention to The Subjective Participle Construction.

1. They were heard discussing new methods of doing business.
2. The managers were seen developing direct reports.
3. A laser is found producing a powerful beam of light.
4. A farm manager is found organizing maintenance of farm equipment.
5. The company is known developing new types of vehicles.

3

Join the two statements to make one sentence with the Object Participle Construction.

1. I see the manager. The manager is guiding the work of the team.
2. I see her. She is preparing for talks now.
3. I see him. He is reading an article on the British monetary system.
4. I see two managers. They are supervising farm workers.
5. They see us. We are using this technique effectively.

4

Transform the following sentences into The Objective Participle Constructions with Participle I.

1. He returned and saw that the chief manager was talking with the sales representatives.
2. He found that this student was still taking his exam.
3. I could see that the CEO applied modern skills of leading and coaching in the company.
4. She noticed that the project manager was working hard at this problem.
5. We saw that the farm manager was making soil tests in order to determine what elements were deficient.

5

Transform the following sentences so as to use Complex Objects with participle II.

1. When we came to the conference, we found that soil scientists had developed several instruments for measuring the amount of water in the soil.
2. The farm manager found that the wheat had given good yields in this region.
3. He heard that the students had explained the principles of crop production.

4. They considered that this scientist had applied advanced methods of research.
5. The farmers want that agricultural products should be supplied to many countries of the world.

6

Change the structure of these sentences so as to keep their meaning. Translate them into Russian.

1. It is known that farm managers apply new methods of organizing sales and purchases of livestock.
2. It is found that the manager keeps administrative records.
3. It is assumed that this machine is widely used in industry.
4. It is believed that this group of researchers experiments with a new type of engine.
5. It is considered that this scientist applies advanced methods of research.

7

Complete these sentences using active vocabulary and the Subjective Participle Construction.

1. They were heard...
2. The student was seen...
3. The problem is known...
4. Business and management department is known...
5. Economists are seen...

2.3 COMPLEX GERUNDIAL CONSTRUCTIONS

1

Translate the following sentences paying special attention to the complexes with the gerund. State the function of the complex.

1. The farm manager insisted on our using this new type of fertilizers.

2. I shall feel more comfortable if I can count on your doing this work in time.
3. Do you think there is much chance of one seeing him again in our company?
4. Everyone liked the idea of his getting higher education at the Belarusian State Agrarian Technical University.
5. They insisted on our visiting this exhibition in Germany.

2 Use the proper form of the gerund (as the second part of complexes with the gerund) instead of the infinitive in brackets.

1. He told me all about his (to visit) the farm, and the questions he had asked.
2. She could hear the sound of water (to suck) into dry soil.
3. There was no possibility for this student (to study) to drive a car.
4. They saved time by their (to sow) earlier.
5. We have to compare these two plans before our (to implement) them.

3 Use a word from the left and a word from the right to make up possible word combinations.

1. We very much appreciate	a. my leaving till next day.
2. He strongly denied	b. their meeting that afternoon
3. We enjoyed	c. her taking more responsibility
4. The chairman suggested	d. the band's playing very much.
5. I agreed to delay	e. our postponing the question.
6. He should consider	f. your helping us.

UNIT 3

BUSINESS COMMUNICATION

SECTION 1

CV

SECTION 2

BUSINESS ETHICS

SECTION 3

EXHIBITIONS

SECTION 4

BUSINESS LETTERS

SECTION 1

CV AND COVER LETTER

TEXT 1 CV

SCAN READING

1

First, answer the questions. Then, scan the text to ensure whether you are right and find out useful information on how to write a good CV.

1. What is a CV? When is it needed?
2. How is CV arranged? Under headings or like a letter?

WHAT IS A CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. In the USA and Canada CV is known as résumé. This document tends to be as concise as possible. It allows you to summarize your education, skills and experience enabling you to successfully sell your abilities to potential employers.

CVs can be academic or skills-based ones. But the most common type of CVs is a chronological one, sometimes referred to as a traditional CV. It is especially used by recent graduates. Presented in reverse chronological order it displays your most recent experience and achievements first. A standard CV isn't suitable for all jobs and levels of experience. A CV must highlight skills that match the recruiter's needs.

How long should a CV be?

A standard CV in the UK should be no longer than two sides of A4. This always depends on your experience. For example, a school leaver or recent graduate with minimal experience may only need to use one side of A4. Although not used as often, a three-page CV might be needed for those in high-level roles or for people who have gained a lot of experience or worked in multiple jobs over the last five to ten years. While it's important to keep your CV concise you should also avoid selling your experience short.

What to include in a CV?

Include in a CV only relevant to the job you're applying for information and avoid using old details (from ten years ago).

- **Contact details** – Include your full name, home address, mobile number and email address. Your date of birth is irrelevant and unless you're applying for acting or modeling job you don't need to include a photograph (if only you are asked about it).

- **Profile** – A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of a CV it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, as your cover letter will be job-specific. Keep CV personal statements short and snappy – 100 words is the perfect length.

- **Education** – List and date all previous education, including professional qualifications. Place the most recent first. Include qualification type/grades, and the dates.

- **Work experience** – List your work experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for. Include your job title, the name of the company, how long you were with the organization and key responsibilities. If you have plenty of relevant work experience, this section should come before education.

- **Skills and achievements** – This is where you talk about the foreign languages you speak and the IT packages you can competently use. The key skills that you list should be relevant to the job. Don't exaggerate your abilities, as you'll need to back up your claims at interview.

- **Interests** – “Socializing”, “going to the cinema” and “reading” aren't going to catch a recruiter’s attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview. Examples include writing your own blog or community newsletters if you want to be a journalist, being part of a drama group if you're looking to get into sales and your involvement in climate change activism if you'd like an environmental job. If you don't have any relevant hobbies or interests leave this section out.

- **References** – You don't need to provide the names of referees at this stage. You can say “references available upon request” but most employers would assume this to be the case so if you're stuck for space you can leave this out.

Though CV follows no particular **formatting rules** there are some one should stick to.

- Avoid titling the document “curriculum vitae” or “CV”. It's a waste of space. Instead let your name serve as the title.

- Section headings are a good way to break up your CV. Ensure they stand out by making them larger (font size 14 or 16) and bold.

- Avoid fonts such as Comic Sans. Choose something professional, clear and easy to read such Arial, Calibri or Times New Roman. Use a font size between 10 and 12 for the entire text of your CV. All fonts and font sizes should be consistent throughout.

- List everything in reverse chronological order. Then the recruiter sees your work history and most recent achievements first.

- Keep it concise by using clear spacing and bullet points. This type of CV layout allows potential employers to skim your CV quickly and pick out important information first.

- Name the document when saving – Don't just save as “Document 1”. Make sure the title of the document is professional and identifies you, such as “Joe-Smith-CV”.

How to write a good CV?

- Use active verbs when possible. For example, include words like “created”, “analyzed” and “devised” to present yourself as a person who shows initiative.

- A good CV doesn't have any spelling or grammar mistakes. Use a spell checker and enlist a second pair of eyes to check over the document.

- Avoid generic, over-used phrases such as “team player”, “hardworking” and “multitasker”. Instead, provide real-life examples that demonstrate all of these skills.

- Make sure your email address sounds professional. If your personal address is inappropriate create a new account for professional use.

- Don't lie or exaggerate on your CV or job application. Not only will you demonstrate your dishonesty to a potential employer, but there can be serious consequences.

CV is your ticket to interview. So it needs to be perfect from start to finish. Not all CVs are the same and selecting the right CV for the job is essential. People often create one CV and send this out regardless of the job or employer. This is a mistake that could lead to you missing out on an interview.

2

Scan the whole text once again and locate answers to the following questions.

1. What is a CV?

- A. A type of a business letter.
- B. A separate business document.
- C. A part of Résumé.

2. Why is it important CV to be concise?

- A. Then the recruiter spends less time for reading.
- B. It allows the potential employer to skim and pick out important information more quickly.
- C. It is not so important.

3. How long should a CV be?

- A. One page of A4.
- B. The longer the better.
- C. It depends on the applicant's experience.

4. Does the title have to be written at the top of a CV page?

- A. Yes, it does: CV or Curriculum Vitae.
- B. There is no information about it in the text.
- C. No, it doesn't. First comes the applicant's name.

5. What is emphasized in a CV profile?

- A. Your skills, experience and achievements in relation to the position you're applying for.
- B. The sector you are applying to.
- C. Your education.

6. Does a CV follow any particular formatting rules?

- A. There is no information about it in the text.
- B. No, it doesn't. But there are some one should stick to.
- C. Yes, it does.

3

Choose the best word from the given ones to complete each sentence.

1. If you've got lots of job-specific skills you should do a ... CV, otherwise known as functional CVs.	a. chronological
2. If you're an aspiring lecturer or researcher then this type of CV is for you. ... CVs focus on academic achievements, research interests and specialist skills.	b. standard
3. A ... CV is one of the most common types of CV used by recent graduates and it is sometimes called a traditional CV.	c. skills-based
4. A ... CV does not suit for all jobs and levels of experience. A CV must highlight skills that match the recruiter's.	d. academic

4

Before getting down to your own CV read the next statement and answer the questions below.

“Your CV is the tool that helps you get your foot in the door when applying for jobs. Find out how to write a good CV and get tips and advice on what to include in your own personal marketing document.”

Jemma Smith, British editor.

1. How can you explain the idiom “get your foot in the door”?
2. Why does Jemma Smith recommend finding out “how to write a good CV and get tips and advice on what to include in” it?
3. Why does she call CV “your own personal marketing document”?

Take a look at the example of a chronological CV and Additional guidelines and tailor your own CV.

Jo Smith

54 Long Street, Anytown, XP9 8JQ

jpsmith99@gmail.com

07777888999

I am a final-year maths undergraduate with customer service and sales experience in the energy industry. As a tutor and maths club coordinator I can explain maths concepts to all ages and abilities. I am keen to use my maths and commercial skills to train as an energy industry analyst.

Education**University of Birmingham (2018-2021)**

BSc (Hons) Mathematics. Predicted 2:1.

Modules included mathematical modeling, mathematics in industry, real and complex analysis and mathematical finance.

Any Town High School (2010-2017)

A-levels: maths, physics, chemistry. AS-level geography.

9 GCSEs including English language and English literature.

Employment**Inbound customer service adviser, Energex UK call centre (2018-2020)**

- Helping customers assess energy costs and tariffs
- Ensuring quality and compliance standards during the switching process
- Meeting and exceeding sales targets consistently

Maths tutoring for 11+ (2017-2018)

- Assessing pupils level of maths and confidence in their abilities

- Preparing and delivering individual lessons
- 100% pass rate of students

Volunteering

Coordinated Year 7 and 8 lunchtime maths club (2015-2017)

I started Maths Buzz so younger pupils could enjoy and succeed at maths. I had to publicise the group and recruit members. I also had to devise a programme of weekly activities. We had a waiting list at the end of the first term and teachers reported that pupils were achieving more in class as a result of the club.

Activities and achievements

- Anytown High School Heads' Award for School Service for creating and running Maths Buzz
- Duke of Edinburgh Bronze and Silver Awards.

Sports

- Member of Birmingham University Cricket 2nd XI
- Captain of Anytown School Cricket 1st XI
- Member of Anytown Rugby Club Under 18's XV

Additional guidelines:

○ First, look at any company's website and social media accounts, find the job advert that suits you most and just then start doing CV targeted to the role and employer.

○ Keep in mind that a personal profile or personal summary, a personal statement is essentially a blurb for your CV.

○ Volunteering is worth adding to your CV, especially if it adds weight to your skills or if it demonstrates skills and experience that you haven't gained elsewhere.

○ Avoid such mistakes as: copying and pasting ready-made examples, poor formatting.

TEXT 2 COVER LETTER

SCAN READING

1

Scan the text and answer on how many parts it can be divided and how these parts can be called.

HOW TO WRITE A COVER LETTER?

When it comes to finding a new job, cover letters are possibly the most underrated part of the whole application process. Mainly due to the fact that most of us aren't even 100% sure what they're actually for. But a well written cover letter is the perfect way to set yourself apart and help sell your application, not to mention convince a recruiter you're the right person for the role.

A cover letter, also known as an application letter, is a one-page document you send with your CV (traditionally as the front cover). It is specifically written with the job you're applying for in mind – allowing you to highlight certain areas you think would make you right for the role. So, the main purpose of a cover letter is to support the content of your CV. While your CV focuses on your qualifications and achievements, your cover letter expands on those achievements, showcases your personality, and explains why you'd be a good fit for the company.

Although they might seem old-fashioned today, cover letters are still necessary. Your cover letter is the easiest and most effective way to stand out from the crowd when applying for competitive positions. It brings a something extra to the table when you apply for a job – the employer will learn more about you, your personality, what you actually want from the job and gain insight as to why you're applying. And, as your CV is supposed to be short and sweet, your cover letter is the perfect way to elaborate on your achievements.

Although cover letters are a lot less rigid than CVs, there are still some things you should always aim to include:

- Your personal details (e.g. name, address, phone number);
- The hiring manager's name (preferably);
- Where you found the vacancy;
- Why you're suitable for the job;
- What you can do for the company;
- Closing statements (including thanking the recruiter for their time).

The following information makes your cover letter unprofessional, and may even invite discrimination from your potential employer. You shouldn't include in your cover letter:

- Personal information, such as family, religion, sexual orientation, or gender;
- Salary information, such as former salary, or salary expectations;
- Questions and inquiries, such as ones about company benefits or job expectations. If you need to know, ask in an email outside of your application, or during the interview process.
- Information copy-pasted from your CV, such as bullet point sentences or skills lists.

If you lack professional experience, writing a cover letter can seem difficult. Fortunately, employers understand that many applicants (especially for entry-level positions) don't have much experience. So instead, they will judge your cover letter based on other qualities, such as:

- Academic (and other) achievements: Do you have a degree (bachelor's, master's, or Ph.D.)? What is your GPA (Grade Point Average), and did you receive awards like *Cum laude* (лат. – с отличием (о дипломе)), *Magna cum laude* (с большим отличием), or *Summa cum laude* (с наибольшим отличием)? Did you have a scholarship?
- Extracurricular activities: Have you done any part-time work, or been involved in volunteering, student government, clubs,

athletics, theater, or other activities? Do you have hobbies and interests related to the job?

- Self-motivation and goal setting: What are your short- and long-term goals, and how does the job you're applying for fit in with them?

Just remember that any of the information you include should be relevant to the role. For instance, your theater club experience shouldn't be brought up in your cover letter for an accounting job, unless you were the treasurer.

The employer may also be evaluating your application based on the quality of your writing, so it's even more important to take your time when writing an entry-level cover letter.

Much like a CV, there is no one-size-fits-all format when it comes to writing a cover letter. However, the layout will say a lot about your approach, and your overall attention to detail. For that reason, it definitely isn't something that should be underestimated. To make sure what you write is logical, to the point and easy to read, here are some key rules to follow for your cover letter:

- Be clear and concise;
- Keep paragraphs short and direct;
- Back up any statements you make with facts & figures;
- Choose a simple professional font (10 to 12 points in size);
- Check spelling and grammar;
- Use a template.

Like any other business letter a cover letter should include the following sections:

- Header with date and contact information;
- Salutation or greeting;
- Opening paragraph;
- Middle paragraph(s);
- Closing paragraph;
- Letter ending and signature.

If you have gaps in your CV you'll need to explain these in your cover letter. You need to account for interludes in your

employment so a potential employer doesn't misinterpret a break in your career history. If you approach it positively, it shouldn't be an issue.

Reasons for gaps in your CV can include:

- going on a gap year;
- having children;
- caring for a sick relative;
- suffering from a recurring medical condition;
- redundancy.

Talk about the gap in the third or fourth paragraph of your cover letter and explain what you did during this time and the skills and knowledge you've learned from the experience. Finish by demonstrating your enthusiasm for the position and add that you're now ready to focus on your career.

When writing your cover letter closing, be polite, confident, and continue to sell yourself as the best candidate for the job. It's important to write your final paragraph thoughtfully and strategically, so be sure to:

- Thank the hiring manager for reviewing your application;
- Summarize why you'd be a good hire;
- Restate your excitement about the job opportunity;
- Politely ask the reader to send you an invitation to interview.

When introducing your work history, professional skills, and personal interest in applying for a job, give your cover letter a unique visual format. This can help you stand out even more from other candidates in a positive way. Just be sure that the unique format you use is appropriate for the company you're applying to and their industry.

2

Scan the whole text once again and locate answers to the following questions.

1. What is a Cover Letter?

A. A part of a CV.

- B. A separate business document.
- C. There is no information about it in the text.

2. What is the main purpose of a cover letter?

- A. There is no information about it in the text.
- B. To develop the content of your CV.
- C. To ask about invitation to interview.

3. Why is it important to write a cover letter?

- A. There is no information about it in the text.
- B. It is the easiest and most effective way to stand out from the plenty of other applicants.
- C. It is not so important.

4. What information shouldn't be included in your cover letter?

- A. About what you can do for the company.
- B. About where you found the vacancy.
- C. About salary.

5. How should you start the letter?

- A. "Dear Sir/Madam"
- B. "Dear Hiring manager's or recruiter's name".
- C. "To Whom It May Concern".

6. Does a cover letter follow any particular formatting rules?

- A. There is no information about it in the text.
- B. No, it doesn't. But your layout will be evaluated.
- C. Yes, it does.

7. How long should a cover letter be?

- A. No longer than one page of A4.
- B. The longer the better.
- C. It depends on the applicant's experience.

Read about *Job Search Email Etiquette* and match the given subtitles (A-F) to the paragraphs (1-8).

- A. Where to Send Your Email Message
- B. Email Message Content
- C. Include an Email Signature
- D. Your Email Account
- E. Email Subject Line
- F. Send a Test Message
- G. Double Check Your Email Message
- H. Email Subject Line Examples

Job Search Email Etiquette

When you are using email to job search, it's important that all your communications are as professional as they would be if you were writing an old-fashioned paper letter.

Here's information on all you need to know about job search email etiquette including what to include in your job search emails, how to format your email, and how to make sure your email message is read.

In general, your email messages should include words, not acronyms or slang, full sentences, paragraphs, and detailed information on who you are and why you are sending the email.

The email account you send your messages from, having a Subject Line completed, the files you attach, and your signature are important, as well.

1

Make sure you have an email account name that is appropriate for business use, i.e. `firstname.lastname@gmail.com`. There are a variety of free web-based email account, like Gmail and Yahoo, that you can use. It also makes sense to set up an

email account just for job searching, so your professional email doesn't get mixed in with your personal mail.

2

When possible, send your email to a contact person, rather than a general email box. Send a copy to yourself, so you have a record of the emails you have sent and the jobs you have applied to.

3

Your email message needs a Subject Line. If it's blank it's probably going to end up in a Spam mailbox or being deleted. Make sure you list the position you are applying for in the Subject Line of your email message, so the employer is clear as to what job you are applying for.

4

Subject Line: Communications Director Position

Subject Line: Marketing Associate Position / Your Name

5

If you have a contact person, address your email to Dear Mr. / Ms. LastName. If you don't, address your email to Dear Hiring Manager or simply start with the first paragraph of your message.

When you're applying for a job via email, copy and paste your cover letter into the email message or write your cover letter in the body of an email message. If the job posting asks you to send your resume as an attachment, send your resume as a PDF or a Word document.

When you're inquiring about available positions or networking, be clear about why you are writing and the purpose of your email message.

6

Include an email signature with your contact information, so it's easy for the hiring manager to get in touch with you. Including a link to your LinkedIn profile is a good way to give the hiring manager more information on your skills and abilities.

7

Make sure you spell check and check your grammar and capitalization. They are just as important in an email cover letter as in paper cover letters.

8

Before you actually send your email, send the message to yourself first to test that the formatting works. If everything looks good, resend to the employer.

after Alison Doyle

4

Agree or disagree according to the content of the text from the previous exercise. Give your reason.

1. It is important that you format your letter in a professional way.
2. Abbreviations and argo are recommended to be widely used.
3. Signatures are least significant parts of a letter.
4. People typically use the same account for business and private correspondence.
5. Always use a general email box when corresponding on business.
6. Emails with empty subject line are eventually eradicated as spam.
7. An email signature is an image of your signature in handwriting.
8. Your text does not need to be word perfect when you use an email.

Before writing the Cover Letter to your CV study the given Cover Letter template.

Dear ...,

I am writing to express my interest in the opening for an administrative assistant at {name of company}.

I am drawn to this opportunity for several reasons. First, I have a proven track record of success in administrative roles, most recently in my current job as an administrative coordinator. A highlight from my time here was when I proactively stepped in to coordinate a summit for our senior leaders last year. I arranged travel and accommodation for a group of 15 executives from across the company, organized meals and activities, collaborated with our internal events team, and ensured that everything ran according to schedule over the two-day summit. Due to the positive feedback I received afterward, I have been given the responsibility of doubling the number of attendees for the event this year and leading an internal team to get the job done.

I am also attracted to this role because of the growth opportunities that “Name of company” provides. The research that I’ve done on your company culture has shown me that there are ample opportunities for self-motivated individuals like me. A high level of organization and attention to detail are second nature to me, and I’m eager to apply these skills in new and challenging environments.

I look forward to sharing more details of my experience and motivations with you. Thank you for your consideration.

Sincerely, {your name}

SECTION 2

BUSINESS ETHICS

TEXT 1 ETHICS IN BUSINESS COMMUNICATION

SCAN READING

1

Scan through the text quickly and find the English equivalents to Russian phrases.

Некоммерческие организации, укрепить бизнес, придерживаться этических стандартов, корпоративная культура, распространенное заблуждение, унижительный и оскорбительный, явный и открытый, основанный на восприятии, форма общения или жесты, межличностное взаимодействие, ослабить бизнес.

Every business is dependent on effective ethical communication. It is what makes new policy in government, raises money for nonprofit organizations and strengthens a business. Business communication occurs any time a message is given or received, whether it's verbal or nonverbal, between two businesses, a business and its employees or a business and the public. The messages sent and received by a business need to follow ethical norms that don't offend or make individuals feel uncomfortable.

Ethics in business communication means that the communication must include the application of ethical standards. It should be followed both in addressing management of the organization to the employees, and the employees to the

customers and suppliers, or between the organization as a whole and the outside.

The communication within an organization should be structured in such a way that the information may flow from the top to the bottom through the human resource department. The management must be as clear as possible in the way they deal with their employees by communicating to them on the reasons for certain actions and expectations. If the company has declared a large profit, for example, the management must share the bonus in an equitable manner among the various employees or communicate to them the reason for not doing so.

Ethical business communication holds great significance on three main fronts: business-to-business, business to employees and business to the public. An example of the first type is between a business and its suppliers or distributors. The second is organizational communication within the business itself, how the leadership communicates with the employees. Lastly, communication with the public is how the business develops its public image.

The primary function of ethical business communication is to send and receive messages in a neutral, non-offensive manner. Ethical effective communication skills in business strengthen its corporate culture, resulting in a more attractive bottom line. When communication does not adhere to ethical standards, the consequences can include unhappy employees, a poor public image and a decrease in the bottom line. Ethical business communication is intended to care for the emotional and perceptive needs of its employees and customers.

A common misconception concerning ethical communication in business is that most unethical communication is obvious and overt. True unethical communication is based on perception. If a person or a group of people perceive or interpret certain actions or words to be discriminatory or offensive, the communication can be considered unethical. The same is true with

interpersonal interactions between employees. If a particular form of communication or gesture is offensive to another employee, it can be categorized as unethical.

So, the purpose of ethical communication in business is to protect, respect and maintain a good public image. The communication in any business is for maintaining order and the proper image with its employees and society.

And of course, there are many consequences of unethical business communication. A business may have an outstanding product or service, but if it doesn't communicate well with its customers, they will not be satisfied, and this can weaken the business/customer relationship. Everything in business rises and falls on communication. When ethical communication is lacking, moral, corporate image and motivation will lack as well. Each of these elements affects the spirit of the employees.

2

Read the whole text once again and locate answers to the following questions.

1. Why is it considered that every business is dependent on effective ethical communication?

- A. Ethical communication occurs any time a message is given or received.
- B. It strengthens a business, making new policy in government and raising money for nonprofit organizations.
- C. The messages sent and received by a business need to follow ethical norms.

2. Ethics, when or where should it be followed in business communication?

- A. While communicating the management of the organization to the employees.

B. In communication between the employees and the customers and suppliers, that means the organization as a whole and the outside.

C. In all the above cases.

3. In what way should the information flow from the top to the bottom of the organization?

A. Directly from the management of the organization to the employees.

B. Through the human resource department.

C. It shouldn't flow from the top to the bottom of the organization.

4. So, on how many main fronts does ethical business communication hold great significance? And what are they?

A. Two.

B. Three.

C. Four.

5. What is the primary function of ethical business communication?

A. To maintain a good public image.

B. To raise the motivation of employees.

C. To send and receive messages in a neutral, non-offensive manner.

6. What is the main purpose of ethical communication in business?

A. To get unhappy employees and a poor public image.

B. To keep a good public image.

C. To care for the emotional and perceptive needs of employees and customers.

7. What may be the consequences to unethical business communication?

- A. A weaker business and customer relationship.
- B. An outstanding product or service.
- C. A strong a business with a large profit.

3 (Mark the keywords of each paragraph. State the main ideas of them.

4 (Which sentence gives the main idea of the entire text?

5 (Write an annotation of the text using some helpful phrases to your choice.

To begin	The text presents an outlook of ... The text gives information about ... The text touches upon ...
To continue	Much attention is given/paid to ... In accordance with the text ... According to the text It's informed that ... It's pointed out that ... It is shown that ... The importance of ... is emphasized in the text.
To conclude	It should be remembered (noted, mentioned) The target reader of the text ... The text is addressed to ...

TEXT 2 BUSINESS ETHICS

GET READY!

1 Read the following quotes. What do you think the authors mean by these statements? Do you agree or disagree? Give reasons to support your opinion.

a “Educating the mind without educating the heart is no education at all”.

Aristotle

b “A man without ethics is a wild beast loosed upon this world”.

Albert Camus

2 Study the picture below; translate and define each of the BUSINESS ETHICS components. Use them in the sentences of your own.



READING FOR DETAILED INFORMATION

ETHICAL ISSUES

Ethics is the system of moral principles, rules of conduct and morality of choices that individuals make. Business ethics is the application of moral standards to business situations. Business ethics has become a matter of public concern. All business people face ethical issues daily, and they stem from a variety of sources. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

1. Fairness and Honesty. Fairness and honesty are at the heart of business ethics. Simply put, honesty means being truthful with ourselves and with others. It means caring enough about others not to mislead them for personal benefit. It means facing up to our mistakes, even when we have to admit them to others or when they may get us into trouble. Fairness means acting in. So, besides obeying all laws and regulations, business people should refrain from deceiving, misrepresenting, or intimidating others.

2. Organizational Relationships. A businessperson may be tempted to place his or her personal welfare above the welfare of the organization. Relationships with customers and coworkers often create ethical problems – since confidential information should be secret and all obligations should be honored. Unethical behavior in these areas includes not meeting one's obligations in a mutual agreement, and pressuring others to behave unethically.

3. Conflict of Interest. Conflict of interest results when a businessperson takes advantage of a situation for his or her own personal interest rather than for the employer's or organization's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.

4. Communications. Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions against deception.

5. Relationships. Business ethics involve relationships between a firm and its investors, customers, employees, creditors, and competitors. Each group has specific concerns, and each exerts some type of pressure on management.

Investors want management to make financial decisions that will boost sales, profits, and returns on their investments.

Customers expect a firm's products to be safe, reliable, and reasonably priced.

Employees want to be treated fairly in hiring, promotion, and compensation.

Creditors require bills to be paid in time and the accounting information furnished by the firm to be accurate.

Competitors expect the firm's marketing activities to portray its products truthfully.

6. Codes of business ethics. Although there are exceptions, it is relatively easy for management to respond in an ethical manner when business is good and profit is high. However, concern for ethics can dwindle under the pressure of low or declining profit. In such circumstances, ethical behavior may be compromised.

Expanding international trade has also led to an ethical dilemma for many firms operating in countries where bribes and payoffs are an accepted part of business. Some agencies have prosecuted several companies for “illegal payoffs”, in spite of the fact that there is yet no international code of business ethics. Until stronger international laws or ethics codes are in place, such cases will be difficult to investigate and effective prosecution is not possible.

7. The ethics of decision-making. When no company policy exists, a quick check if behavior is ethical is to see if others (coworkers, customers, suppliers, and the like) approve of it. Openness will often create trust and help build solid business relationships. What affects a person's inclination to make either ethical or unethical decisions is not entirely clear.

Three general sets of factors influence the ethics of decision-making. First, an individual's values, attitudes, experiences, and knowledge influence decision-making. Second, the absence of an employer's official code of ethics may indirectly encourage unethical decisions. Third, the behaviors and values of others, such as coworkers, supervisors, and company officials, affect the ethics of a person.

8. Business ethics and etiquette. There is some difference between business ethics and etiquette. Etiquette means rules for formal relations or polite social behavior among people in a society or a profession.

If you are a manager, you should stick to the following rules in your everyday activities:

- 1) Don't order, ask and be polite.
- 2) Remember that people work with you, not for you. They like to be treated as associates, not slaves.
- 3) Keep your promises, both important and less important ones.
- 4) Criticize, if you must, only in private and do it objectively. Never criticize anyone in public or in anger.
- 5) You should say "Good morning" when you come in, and "Please" and "Thank you" at every opportunity.

Nowadays big and small companies are slowly realizing the importance of ethics in business because it is crucial for them to succeed. A successful company must understand that trust and respect in relations with employees, customers and partners are vital to its business, as they are considered their life and blood. Unsatisfied, they can definitely harm any company that no one would want.

TARGET VOCABULARY

aim (at) (v)	зд. предназначать (для)
boost (v)	повышать
bribe (n)	взятка
code (n)	кодекс
concern (n)	интерес, забота
deal (n)	сделка
deceive (v)	намеренно вводить в заблуждение
deception (n)	обман, введение в заблуждение
decline (v)	понижаться
dwindle (v)	уменьшаться, ухудшаться
encourage (v)	поощрять
exert (v)	оказывать (давление)
furnish (v)	предоставлять
honor (v)	соблюдать, выполнять
inclination (n)	склонность
infuriate (v)	приводить в ярость
intimidate (v)	запугивать
make way (v)	проникать
mislead (v)	вводить в заблуждение, обманывать
misrepresent (v)	представлять в ложном свете
payoff (n)	оплата, вознаграждение
prosecute (v)	преследовать в судебном порядке, привлекать к ответственности
refrain (from) (v)	воздерживаться (от)
return (on) (v)	отдача (от)
stem (v)	возникать, происходить
stick (to) (v)	придерживаться (чего-либо)
take precautions (v)	принять меры предосторожности
tempt (v)	соблазнять, искушать
treat (v)	зд. обращаться, обходиться с

LANGUAGE IN USE

1

Match the columns A and B to translate the words from the text.

A	B
1. tempt	a. доверие
2. refrain (from)	b. представлять в ложном свете
3. coworker	c. взятка
4. stick (to)	d. соблазнять, искушать
5. gift	e. обман
6. deceive	f. придерживаться (чего-либо)
7. advertiser	g. коллега
8. intimidate	h. намеренно вводить в заблуждение
9. bribe	i. приводить в ярость
10. misrepresent	j. воздерживаться (от)
11. trust	k. склонность
12. stem	l. запугивать
13. deception	m. рекламодатель
14. inclination	n. подарок
15. infuriate	o. возникать

2

Translate the missing words to make word combinations.

Правила of conduct, *нравственность* of choices, ethical *проблемы*, *справедливость* and honesty, *законы* and regulations, *личное* welfare, unethical *поведение*, mutual *соглашение*, business *сделка*, low and declining *прибыль*, misleading *сообщение*, health-related *продукт*, illegal *вручение взятки*, *отдача* on the investment, *взятки* and gifts, *точная*

accounting information, meet *обязательства*, international *торговля*, effective *судебное преследование*, *безопасный* and reliable products, *предосторожность* against deception.

3

Find the adjectives in the text which are used with the following nouns. Make up your own story with 6-7 of the obtained phrases.

People // issue // concern // behavior // agreement // interest // messages // product // prosecution // trade // welfare // decisions // information // deal // profit // relations // promises // company.

4

Choose the correct words, read and translate the sentences.

1. Business ethics is the application of *moral / legal* standards to business situations.
2. All business people *face / exert* ethical issues daily.
3. Honesty means caring enough about others not to *mislead / honor* them for personal benefit.
4. Business people should *hire / obey* all laws and regulations.
5. Ethical behavior includes *furnishing / meeting* one's obligations in a mutual agreement.
6. False and misleading advertising is illegal and unethical, and it can *infuriate / encourage* customers.
7. *Expanding / declining* international trade has also led to an ethical dilemma for many firms.
8. What *affects / prosecutes* a person's inclination to make either ethical or unethical decisions is not entirely clear.
9. Unsatisfied employees or customers can definitely *stem / harm* any company that no one would want.

5

Fill in the blanks choosing from the given words. Some of them should be chosen twice.

- a) *welfare* b) *concerns* c) *honesty*
 d) *bribe(s)* e) *payoffs* f) *unethical*
 g) *illegal* h) *misleading* i) *intimidating*
 j) *advantage* k) *fairly* l) *compensation*

1. Fairness and _____ in business are two important ethical _____.
2. A businessperson may be tempted to place his / her personal _____ above the _____ of others.
3. A conflict of interest results when a businessperson takes _____ of a situation for his or her own personal interest.
4. Anything given to a person that might unfairly influence that person's business decision is a _____.
5. Business people should refrain from deceiving, misrepresenting, or _____ others.
6. Employees want to be treated _____ in hiring, promotion, and _____.
7. Government agencies have prosecuted several companies for _____ payoffs.
8. False and _____ advertising is illegal and _____.
9. There are some countries where _____ and _____ are an accepted part of business.

6 Choose the odd word in each group of words and explain your choice.

- 1) intimidating // misrepresenting // misleading // deceiving // obeying
- 2) creditors // customers // investors // employees // competitors
- 3) polite // harmful // truthful // trustful // fair // honest
- 4) respect // honor // investigate // stick to // refrain from

7

Fill in the word-building table and use the words in your own phrases.

VERB	NOUN	ADJECTIVE
	application	
incline		
		tempted
	behavior	
employ		
		aimed
	advertiser	
operate		
	prosecution	

8

Match the words in the box with their definitions.

1. Etiquette	a) ... the customary behavior of members of a profession, business, law, or sports team towards each other.
2. Ethics	b) ... the standards that govern the conduct of a person, especially a member of a profession.
3. Decline	c) ... to move downwards, to fall, to drop.
4. Dwindle	d) ... to become smaller, diminish, reduce in size or intensity.
5. Truthful	e) ... honest, and always telling the truth.
6. Trust	f) ... confidence in or reliance on some person or quality.
7. Bribe	g) ... something (usually money) given in exchange for influence or as an inducement to dishonesty.

SPEAKING

1

Ask the following questions to your partner:

1. What are two important ethical concerns?
2. What does unethical behavior in relationships with customers and coworkers include?
3. What can you say about false and misleading advertising?
4. What do investors want in their relationships with management?
5. What do employees want in their relationships with management?
6. When is it easier for management to respond in an ethical manner?
7. Why is effective prosecution of “illegal payoffs” difficult in international trade?
8. State three general sets of factors that influence the ethics of decision making.
9. What is the difference between ethics and etiquette?
10. Should a manager stick to certain rules of etiquette in one’s everyday activities and why?
11. What are the most important rules from your point of view?

2

Agree or disagree with the following statements. Explain why.

- a. Business ethics is not a matter of public concern.
- b. In business, ethical issues stem infrequently.
- c. Fairness and honesty in business mean obeying all laws and regulations, and refraining from deceiving, misrepresenting, or intimidating others.

- d. It is unethical when a businessperson is tempted to place his or her personal welfare above the welfare of the organization.
- e. Competitors want to be treated fairly in hiring, promotion, and compensation.
- f. Customers want management to make financial decisions that will boost sales, profits, and returns on their investments.
- g. When business is good and profit is high, ethical behavior may be easily compromised.
- h. Concern for ethics can dwindle under the pressure of low or declining profit.
- i. When strong international laws or ethics codes are in place, it is difficult to investigate and effectively prosecute unethical behavior in business.
- j. Openness always creates trust and helps build solid business relationships.
- k. Four general sets of factors influence the ethics of decision-making.
- l. Business ethics is crucial for companies to succeed.

3

Speak on ethical behavior of an ideal manager and the rules of etiquette one should stick to.

Use some opinion phrases.

Speaking personally, I think that...
My view is that...
As I see it...
It would seem to me that...

TEXT 3 NEGOTIATION ETHICS

GET READY!

1 Answer the questions expressing your own opinion.

1. According to the title of the text, what will it be about?
2. What do you think about this theme in general?
3. Have you ever read any articles on this theme? Were they fascinating or scientifically vital to you?

2 Match the words with their definitions.

1. Negotiation	a) ... to damage or compromise.
2. Bargain	b) ... discussion aimed at reaching an agreement.
3. Counterpart	c) ... agreement between two or more parties as to what each party will do for the other.
4. Tarnish	d) ... a person holding a position or performing a function that corresponds to that of another person or firm.

3 Fill in the gaps with the words from the previous exercise.

1. The minister held talks with his French _____ .
2. _____ on this matter have already been going on.
3. What guarantee do I have that you'll keep up your end of the _____ ?
4. The shameful actions of some individuals _____ the efforts of many others.

READING FOR DETAILED INFORMATION

NEGOTIATION ETHICS

The popular book, “Getting to Yes: Negotiating Agreement Without Giving In,” by William Ury and Roger Fisher defines negotiation as “back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.”

Knowing the norms of ethics and negotiation can be useful whether you’re negotiating for yourself or on behalf of someone else. Each ethical case you come up against will have its own twists and nuances, but there a few principles that negotiators should keep in mind while at the bargaining table. Here are some tips to help you negotiate with confidence and integrity, and succeed:

Good reputation

Anyone who has negotiated a high value deal knows very well that reputation is extremely important because it helps earn the trust of the other party. They will be less eager to do business with you if you have a bad reputation. At the same time, if you are reputable when it comes to being honest, fair and are eager to do the right thing, then it will be easy to reach a compromise so that both parties can benefit from the same deal.

It is important to note that building up a reputation is not easy and does not happen overnight. It takes a considerable amount of efforts to gain the respect of others but only a few words could tarnish that completely. Therefore, it is important to think twice before saying something during a hard negotiation.

Honesty is the best policy

If the other party knows that you are not being honest then it will certainly affect future negotiations; in case the other party forgets to do an invoice or makes a mistake in making one, you should definitely let them know as soon as possible. This will

build a strong bond between you and the other party. Mistrust is the kiss of death in business.

Honor your promises. Whatever you decide to commit to in a negotiation, ensure you do what you say you will. Your reputation and your organization's reputation are at stake.

It is easy to make promises but following up may not be that simple. Sometimes when some negotiators are too eager to seal the deal, they could make promises that they cannot keep. Avoid such promises if possible. Try your best to keep your word.

Have more than one option

Planning for negotiations leads to confidence, which produces more effective negotiations. Things may not go exactly as you have planned and the other party may not like what you have to offer. So going in with several options will help both you and the other party achieve your goals. It is very important to make sure that both you and your counterpart are bringing ethical options to the table.

There are negotiators who offer one-sided deals and do not settle for another option. Always be prepared to walk out if necessary. You should not accept a deal, which looks unethical to you.

The word “no”

Do not avoid the word “no” just because it may create an adversarial relationship between you and your counterpart. Some have no problem looking at the other party in the eye and saying “no” but many people try to avoid the word and end up agreeing to a decision they later regret. Do not accept a deal that does not seem ethical to you as not having the ability to say “no” is a great weakness.

Do not give in to unethical actions ignoring the law. If you are unsure about a certain part of the negotiation following the law, then look it up. In business, it is always best to be honest. If your counterpart does not seem trustworthy – you can always walk away, remember that.

TARGET VOCABULARY

accept (v)	зд. принять, согласиться
adversarial (adj)	негативный; конфронтационный
at stake (adv)	на кону
avoid (v)	избегать
back-and-forth (adj)	двусторонний
bargain (n); (v)	договор, сделка; договариваться
bond (n)	связь
commit to (v)	зд. взять на себя, обязаться
counterpart (n)	партнер на переговорах
eager (adj) be eager	жаждущий, стремящийся гореть желанием
earn (v)	зд. заслужить, завоевать
give in (to)	поддаваться, уступать
integrity (n)	честность
look up (v)	навести справки, уточнить
negotiate (v)	вести переговоры
one-sided (adj)	односторонний, однобокий
option (n)	вариант
overnight (adv)	в одночасье
regret (n); (v)	сожаление; сожалеть
reputable (adj)	уважаемый, авторитетный, с хорошей репутацией
seal (the deal) (v)	заключить (сделку)
share (v)	разделять
tarnish (v)	запятнать, очернить, опорочить
trustworthy (adj)	заслуживающий доверия
walk away/out (v)	уйти

LANGUAGE IN USE

1

Give the Russian equivalents to the words or phrases from the text.

Negotiations // back-and-forth communication // bargaining table // to share interests // to have own twists and nuances // counterpart // to earn the trust // to gain the respect // reach an agreement // build up a reputation // mistrust // to be at stake // high value deal.

2

Use a word from the left and a word from the right to make up possible word combinations.

A

1. tarnish
2. adversarial
3. seal
4. reach
5. make
6. keep
7. strong

B

- a. promises
- b. a compromise
- c. one's word
- d. relationship
- e. bond
- f. reputation
- g. the deal

3

Choose the best word to complete each sentence.

1. It is extremely important to have a *good* / *bad* reputation.
2. Good reputation helps earn the *trust* / *mistrust* of the other party.
3. Only a few words could *tarnish* / *build* a good reputation.
4. *Honesty* / *Mistrust* is the kiss of death in business.

5. When you are eager to seal the deal, don't make *bargains* / *promises* that you cannot keep.
6. Negotiators should prepare not one but several ethical *options* / *promises*.
7. Not having the ability to say "no" is a great *weakness* / *strength*.

4 Match the words in the box with their definitions.

1. Negotiate	a) ... to give an affirmative reply to; respond favorably to smth.
2. Tarnish	b) ... to feel sorry about something that has happened.
3. Accept	c) ... to bring to a successful end; to gain with effort.
4. Regret	d) ... to receive an advantage, help or aid from something.
5. Achieve	e) ... to do something in such a way that it does not happen.
6. Avoid	f) ... to soil, sully damage or compromise, is used metaphorically.
7. Benefit	g) ... to discuss the terms of an arrangement.

5 Complete the sentences below with some verbs from the upper box.

1. While negotiating one should _____ any misunderstandings.
2. When trade is fair, when both buyer and seller _____, everybody can prosper and earn a decent living.
3. Sometimes people do things they _____ later.

4. "I do not mean to ask you to _____ anything without reasonable ground for it", he said.
5. And how do you hope to _____ this?
6. At the negotiations he didn't do anything to _____ the reputation of his firm.

6

Find in the box the synonyms to the words in bold to complete the sentences.

a) integrity b) reputable c) party
 d) deal e) counterpart f) adversarial g)
 trustworthy

1. It's always better to negotiate in less *inhospitable* circumstances.
2. "Now, there are nobody at the company who once to be *reliable*," she said.
3. It is known that to succeed at the bargaining table one should negotiate with confidence and *honesty*.
4. When the negotiations reached the end each *side* got pleased with the *bargain*.
5. It is normal that the *negotiators* have some common interests, while others are opposite.
6. No one *honorable* lawyer will defend an unethical deal.

7

Use the words given in capital letters to form new ones for filling in the gaps in the same lines.

1. If you do not make your payments on time, your good name may be _____ .	TARNISH
--	---------

2. Finally, we must continue to be engaged in serious _____ on this matter.	NEGOTIATE
3. It was the most _____ person I have ever known or heard about.	REPUTATION
4. A very well-known and _____ professor has come to take part in the conference.	RESPECT
5. The final _____ was reached only at the end of the third hour of negotiations.	AGREE
6. The company's reputation was badly tarnished by the _____ actions of one employee.	ETHICS
7. If negotiators are honest and fair and are eager to do the right thing, the _____ deal will be _____ for both parties.	SEAL / BENEFIT

8 (Fill in the word-building table and use the words in your own phrases.

VERB	NOUN	ADJECTIVE
	communication	
negotiate		
		useful
	confidence	
design		
		considerable
	agreement	
succeed		
		ignoring

SPEAKING

1

Agree or disagree. Give your reason.

1. Business people will be less eager to do business with you if you have a good reputation.
2. If the compromise is reached, both parties can benefit from the same deal.
3. It does not take a considerable amount of efforts to gain the respect of others.
4. In the negotiations, it is extremely important to build a strong bond between you and the other party.
5. The negotiators should avoid such promises they cannot keep.
6. It is very important to offer only ethical options in the negotiations.
7. You should accept a deal, even if it looks unethical to you.
8. For negotiator, having the ability to say “no” is a great weakness.

2

Ask the following questions to your partner:

1. What are negotiations?
2. What are the compounds of negotiation ethics?
3. Why is reputation extremely important?
4. Is building up a reputation an easy thing? Why?
5. What could tarnish reputation?
6. What could affect negotiations negatively / positively?
7. When could some negotiators make promises that they cannot keep?
8. Why should the counterparts have more than one option to discuss?
9. What deal is considered unethical?

10. What should you do when you are offered unethical deal?

3

Comment on the following idioms:

1. "Keep your word".
2. "Mistrust is the kiss of death".
3. "Honesty is the best policy".

4

Find the nouns in the text which are used with the following adjectives. Make up your own story with 6-7 of the obtained phrases.

Honest // unethical // one-sided // ethical // good // trustworthy // reputable // hard // bad.

5

Where can you use the represented in the text information? Is it helpful in your studying?

Speaking personally I think that...

My view is that...

As I see it...

It would seem to me that...

Use some opinion phrases.

6

Can you confirm information given in the text? Tell us about a real-life situation that you have heard about.

TEXT 4 TELEPHONING ETHICS

GET READY!

1 Answer the questions expressing your own opinion?

1. Have you ever thought this theme is very important? Why?
2. How often do you speak on the phone?
3. Do you personally think about ethics while speaking on the phone? Why?

2 Match the words with their definitions.

1. Enunciate	a) ... a type of language that consists of words and phrases that are regarded as very informal.
2. Slang	b) ... feeling or showing extreme anger.
3. Irate	c) ... arrange for (something) to take place at a time later than that first scheduled.
4. Postpone	d) ... say or pronounce clearly articulating the words.

3 Fill in the gaps with the words from the previous exercise.

1. Mary presented a provocative thesis: “ _____ is becoming the new English.”
2. They arranged to _____ the ceremonies for two hours.
3. When that was published in a magazine I got an _____ letter from my uncle.
4. I want you to read this and I want you to _____ every word just as if the marbles were not in your mouth.

READING FOR DETAILED INFORMATION

TELEPHONING ETHICS

In business, telephone etiquette is an important facet of communication, since you represent not only yourself, but also the whole company. Remembering to use proper telephone etiquette, whether answering or making calls, leaves your respondents with a favorable impression of you, and the organization you represent. The following thumb rules will be helpful in making your phone conversations more effective.

- Using phrases such as “*thank you*” and “*please*” is essential in displaying a professional atmosphere.

- Listen actively and listen to others without interrupting.

- One should never use slang when speaking to a caller. Swear words should also never be used.

- Do not answer the phone when eating, chewing, or drinking.

- Try to answer the phone within three rings. Answering a phone too fast can catch the caller off-guard and waiting too long can make the caller angry.

- Answer with a friendly greeting. (e.g.: “*Good Afternoon, Cypress Tech, Jim speaking, how may I help you?*”).

- Smile, it is seen, even through the phone lines; speak in a pleasant tone of voice, the caller will appreciate it. In addition, for clarity, the telephone should be held at a distance of two fingers from the mouth.

- Ask the callers for their names, even if the name is not necessary for the call. This shows you have taken an interest in them.

- If the caller has reached a wrong number, be courteous. Sometimes a caller is transferred all over the organization with a simple question and gets frustrated. If possible, take the time to find out where he should be calling / to whom he should be speaking.

- When you call someone and they answer the phone, do not say, “Who am I speaking with?” without first identifying yourself. (e.g.: “*This is Jim from Cypress Tech. To whom am I speaking?*”)

- Always clearly enunciate the purpose of your call.

- When you reach a wrong number, don’t argue with the person who answered the call or keep them on the line. Say: “*I’m sorry, I must have the wrong number. Please excuse the interruption*”, and then hang up.

- If you told a person you would call at a certain time, call them as you promised. If you need to delay the conversation, call to postpone it, but do not make the other person wait around for your call.

- Speaking to rude or impatient callers stay calm. Try to remain diplomatic and polite. Getting angry will only make them angrier.

- Always show willingness to resolve the problem or conflict.

- Try to think like the caller. Remember, their problems and concerns are important.

- Always, be willing to handle irate callers. Speak slowly and calmly. Be firm with your answers, but understanding. Sometimes the irate caller just wants someone in a supervisory capacity to listen to their story even if you are unable to help them.

There are several ways that you can end a long phone call without making up a story or sounding rude:

- End on an “up” note.

- Tell the person how much you have enjoyed speaking with him / her.

- Before hanging up, be sure that you have answered all the caller’s questions.

- Always end with a pleasantry such as, “*Have a nice day*” or “*It was nice speaking with you*”.

- Finally, leave the conversation open, and let the other party end the conversation.

Even in the digital world, phone calls should not be taken lightly. You always need to make a good impression and create a positive and lasting relationship with the caller. Having good phone etiquette is a great starting point for providing a great business experience. Great phone manners make people feel better about doing business with you. In addition, always remember that first impression is the last impression.

TARGET VOCABULARY

appreciate (v)	оценить
catch off-guard (v)	застать врасплох
courteous (adj)	вежливый
delay (v)	отсрочить
enunciate (v)	излагать, ясно произносить
facet (n)	аспект
interrupt (v)	прерывать, перебивать (говорящего)
postpone (v)	перенести звонок
respondent (n)	говорящий по телефону, абонент
slang (n)	сленг, жаргон, брань
thumb (n)	большой палец
transfer (v)	перенаправить звонок
willingness (n)	готовность

LANGUAGE IN USE

1

Translate the missing words to make word combinations as it given in the text.

Аспект of communication, favorable *впечатление*, *ответить* the phone, catch callers *врасплох*, friendly *приветствие*, *неверный* number, *раздражённые* callers, show *готовность*, *ясно излагать* the purpose, *отложить* the conversation, use slang and *ненормативная лексика*.

2

Divide the given words into two columns: *Ethical* and *Unethical*.

Rude, polite, positive, angry, smile, pleasantry, irate, show willingness, speak calmly, impatient, diplomatic, make others wait for smth, use slang, follow thumb rules, swear words, catch callers off-guard, call to postpone, answer the phone when chewing, answer the phone too fast.

3

Choose the best word to complete each sentence.

1. Listen to others without *understanding / interrupting*.
2. Try to answer the phone within *three / six* rings.
3. Answer with a *friendly / rude* greeting.
4. Sometimes a caller is transferred all over the organization with a simple question and gets *polite / frustrated*.
5. While peaking to rude or impatient callers stay *angry / calm*.
6. Before *answering the call / hanging up*, be sure that you have answered all the caller's questions.
7. If you sometimes need to delay the conversation, call to *end / postpone* it.

4

Use a word from the left and a word from the right to make up possible word combinations.

A

1. answer
2. show
3. postpone
4. stay
5. make
6. speak
7. resolve

B

- a. calm
- b. a conflict
- c. slowly
- d. the conversation
- e. the phone
- f. willingness
- g. a call

5

Fill in the gaps. Find in the text the synonyms to the words in bold.

1. Speak with a smile and in a _____ (**nice**) tone of voice, the caller will appreciate it.
2. Always clearly _____ (**pronounce**) the _____ (**reason**) of your call.
3. One should never use slang when speaking to a _____ (**respondent**).
4. If the caller has reached a wrong number, be _____ (**polite**).
5. Always, be willing to handle _____ (**frustrated**) callers.
6. Finally, leave the conversation open, and let the other party _____ (**finish**) the conversation.
7. You always need to make a good impression and _____ (**make**) a positive and lasting relationship with the caller.
8. Having good _____ (**cell**) etiquette is a great starting point for providing a great business experience.

6

Match the words with their definitions.

1. Courteous	a) ... to put into existence.
2. Frustrated	b) ... an offensive word, used especially to

	express anger.
3. Interruption	c) ... polite, respectful, displaying good manners or etiquette.
4. Swear word	d) ...to debate, disagree, or discuss opposing or differing viewpoints.
5. Impression	e) ... the use of speech for informal exchange of views or ideas or information etc.
6. Argue	f) ... a time interval during which there is a cessation of something.
7. Conversation	g) ... dissatisfied, agitated, and/or discontent because one is unable to perform an action fulfill a desire.
8. Create	h) ... the overall effect of something on a person.

7 Fill in the gaps with some words from the previous exercise.

1. It is a time to be considerate and good, decent and _____ toward one another in all of our relationships.
2. While speaking on the phone she tried to keep good manners to make a good _____ on the respondent.
3. Everyone in the firm got _____ with the situation around the delivery delay.
4. She was required to speak proper English and eliminate _____.
5. He was speaking on the phone without _____ for ten minutes already.
6. It is difficult to keep up a _____ with someone who only says Yes and No.
7. Justine had no desire to _____ the point and she offered the caller to finish the conversation.

8

Fill in the word-building table and use the words in phrases.

VERB	NOUN	ADJECTIVE
	impression	
interrupt		
		arguable
	conversation	
speak		
		informative
	communication	
enunciate		
		creative

9

Use the words given in capital letters to form new ones for filling in the gaps in the same lines.

1. Nobody likes being _____ during the phone call.	INTERRUPT
2. When Steve hung up he got pleased as he was sure that the caller is _____.	IMPRESS
3. In fact, it's _____ whether the deal was fair.	ARGUE
4. The boss is never late, he is _____ elsewhere.	DELAY
5. As the conversation progressed, the caller got even much _____ than he was at the beginning.	IRATE
6. So all of us, whether shy or outgoing, need to keep cultivating the art of phone _____.	CONVERSE

SPEAKING

1

Agree or disagree. Give your reason.

1. Remembering to use proper telephone etiquette leaves your respondents with a positive impression of you, and the organization you represent.
2. Try to answer the phone as quickly as possible.
3. Asking the callers for their names is not compulsory.
4. If the caller has reached a wrong number one should be polite with him or her.
5. When you call someone and they answer the phone first, ask for his or her name.
6. While speaking to impatient callers try to remain diplomatic and polite.
7. Handling irate callers, speak fast and in the same manner.
8. Good phone manners make people feel better about doing business with you.

2

Ask the following questions to your partner:

1. Why is telephone etiquette an important facet of communication?
2. What do you give remembering to use proper telephone etiquette?
3. Why are phrases “*thank you*” and “*please*” so essential?
4. What does it mean, “*Listen actively*”?
5. Why does telephone etiquette prohibit answering phone calls while eating, chewing or drinking?
6. What for to put on a smile before placing or answering a phone call?
7. How fast is it necessary to answer the phone call? Why?

8. What does asking the callers for their names show to them?
9. What does telephone etiquette recommend you doing if the caller has reached a wrong number?
10. How is it recommended to start speaking on the phone?
11. What should you do when you promise somebody to call but then you have to delay the conversation?
12. Why is it recommended to think like the caller?
13. How should you respond to irate, rude or impatient callers?
14. What is the best way to end the long phone call?

3

Divide the text into logical parts. Give each a title. Retell the text according to your plan.

4

Find the adjectives in the text which are used with the following nouns. Make up your own story with the obtained phrases.

Etiquette // impression // tone // caller // rules // fast // words // conversations // number // atmosphere // greeting.

5

Work in pairs. Practice the dialogues with a partner.

Dialogue 1

A: Hello. Phuket Gazette, may I help you?

B: Yes, please. I'd like to talk to Chris Husted in advertising.

A: May I ask who is calling please?

B: Suda Forbes from Thailand Travel Magazine.

A: One moment please, Ms. Forbes.

Dialogue 2

A: Hello, this is Chris Husted. May I help you?

B: Hi Chris, this is Suda from Thailand Travel. There was a problem with our display advertisement last week. The telephone number was missing!

A: Oh no! Let me check on an that. Can I give you a call back this afternoon?

B: Yes, please do – we'd like a credit or for the ad to run again, please.

A: I am sure we can arrange something, Suda.

B: Thank you, Chris. I'll talk to you later.

A: Thank you for letting me know about the problem, Suda. Bye, bye.

B: Bye, Chris.

Dialogue 3

A: Good morning, Olympia Shipping. May I help you?

B: Yes, good morning. This is Alice Stillman. I need to speak with Sven Janssen, please. **A:** One moment please. I am sorry, but Mr. Janssen is out of the office right now, can I take a message?

B: Yes, please. Would you tell him that we need to reschedule our meeting for tomorrow? I have a conflicting appointment that I can't change.

A: Of course. I'll let him know that you have a conflicting appointment tomorrow that you can not change it, is that correct Ms. Stillman?

B: Yes, that is correct.

A: And may I have you number please, Ms. Stillman?

B: Yes, I am at 422-5692, that's Hanson Furniture Company.

A: That's 422-5692. Is there anything else I can help you with, Ms. Stillman?

B: No, thank you. That's all I needed. Bye bye.

A: Goodbye, Ms. Stillman.

WRITING

1

Match the sentence beginnings (I) with the correct endings (II).

I

- 1) Telephone etiquette is an important facet of communication, ...
- 2) Following basic rules of etiquette will ...
- 3) Using phrases such as “thank you” and “please” ...
- 4) Waiting too long for answering the phone call ...
- 5) Ask the callers for their names, even ...
- 6) If the caller has reached a wrong number ...
- 7) When you reach a wrong number, apologize and ...
- 8) If you told a person you would call at a certain time, ...

II

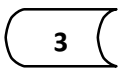
- a) ... are essential in manifesting a professional atmosphere.
- b) ... if the name is not necessary for the call.
- c) ... call them as you promised.
- d) ... don't keep the respondent too long on the line.
- e) ... since you represent not only yourself, but also the company.
- f) ... can make the respondent angry.
- g) ... make your phone conversations more effective.
- h) ... take the time to find out where he or she should be calling.

2

Put the words in the right order to make sentences.

1. essential // displaying // phrases // in // using // professional // a // are // atmosphere // polite
2. caller // speaking // words // use // a // or // swear // never // when // should // to // slang // one

3. distance // from // should // mouth // held // fingers // a // the // of // the // at // telephone // two // be
4. interest // names // the // for // have // callers // them // you // their // taken // an // asking // in // shows
5. without // start // yourself // identifying // conversation // don't // phone // the
6. enjoyed // much // a // you // phone // person // without // this // the // call // how // conversation // long // have // don't // telling // end
7. ended // the // conversation // caller // be // any // by // phone // should



Make up and write down the dialogues to role-play the given scenarios.

Role-Play Cue 1

John: You'd like to speak to Kevin at FunStuff Brothers, a toy-making company. You're returning his sales call because you're interested in the company's products.

Kate: You're the receptionist at FunStuff Brothers, try to transfer the call to Kevin, but take a message when you find out Kevin can't take the call.

Role-Play Cue 2

Estelle: You're calling to schedule a meeting with the head of the personnel department. You'd like to meet on Tuesday morning but can come in on Thursday and Friday as well.

Bob: You're able to schedule a meeting at the end of next week, but you will be out of the office until Thursday morning.

SECTION 3

SOCIAL NETWORKING IN BUSINESS

TEXT 1 SOCIAL NETWORKING IN BUSINESS

GET READY!

1

Which of the listed social networks do you use? How much time do you spend on them? What do you use them for?

Instagram // Twitter // Youtube // TikTok
Facebook // Snapchat // LinkedIn

2

Read an abstract about the advantages of social networking and fill in the gaps (1-6) from the given phrases (A-F):

- | | | | |
|----------|-----------------------------|----------|----------------------------------|
| <i>A</i> | <i>lost touch</i> | <i>D</i> | <i>develop new relationships</i> |
| <i>B</i> | <i>existing clients</i> | <i>E</i> | <i>keep in contact with</i> |
| <i>C</i> | <i>post about a company</i> | <i>F</i> | <i>brand awareness</i> |

Social networking allows individuals to (1) ... family and friends they would otherwise not be able to connect with because of distance or because they simply (2) ... People can also connect with other individuals who share the same interests and (3)

Social networking also allows companies to connect with new and (4) ... They can also use social media to create, promote, and increase (5) They also rely on reviews and comments made by their clientele. The more customers (6) ..., the more valuable the brand authority becomes.

READING FOR DETAILED INFORMATION

SOCIAL NETWORKING IN BUSINESS

Social networking is the use of Internet-based social media sites to stay connected with friends and family, colleagues, customers, or clients. Social networking can have a social purpose, a business purpose, or both, through sites like Facebook, Twitter, LinkedIn, and Instagram. Social networking has become a significant base for marketers seeking to engage customers. It involves the development and maintenance of personal and business relationships by means of technology. This is done through the use of social networking sites, such as Facebook, Instagram, and Twitter. These sites allow people and corporations to connect with one another so they can develop relationships and share information, ideas, and messages.

There are many reasons for using social media for business. The top advantages of social networking in business are: building brand awareness, connecting with customers, developing the brand, growing the mailing list, driving more revenues.

There are lots of social media platforms available to marketers today, and the ones the company uses can play a major role in its social media marketing success.

LinkedIn, with its 500 million members, is a serious, professional social networking used by individuals and businesses. It offers a variety of ways to expand the network by finding and connecting with relevant professionals in the company's industry.

Depending on the business, LinkedIn offers a variety of ways to deploy it for companies, from recruiting to generating sales leads. On LinkedIn, it's possible to create a company page and build an online community around it, getting customers and potential customers to follow you.

Twitter, with more than 300 million active users, is an

excellent platform for businesses to reach and connect with the new audience. It is a go to social network for business to communicate with their fans and customers effectively. Businesses at all scales have been using Twitter to grow their business. It is quite easy to set up and maintain a Twitter business profile. Smart, relevant, timely posts can help raise the company's profile, especially when using hashtags in a professional manner.

Facebook, with more than two billion users worldwide, is the most powerful and influential of the social networks. It remains mainly a personal network for most people, but it is useful for business and professional outreach as well. In addition to a personal profile, creating a business page lets you connect with people who want to know more about one's work. One can share updates, progress reports and ideas with a wide range of people who may not visit your website on a regular basis.

Instagram is increasingly a place for business. It is one of the most popular social media platforms, with more than 110 million users. From gathering insights to selling products, Instagram keeps rolling out tools to help business owners succeed on the photo-sharing social media platform.

Snapchat offers a variety of tools and tips for businesses, mostly built around paid advertisement. Snapchat promotes how a range of companies have used the platform and also has an official business guide.

Youtube is a remarkable video-based platform. More than any of its competitors (Instagram, TikTok), YouTube has become the platform for sharing information via video. It now boasts 2 billion monthly users and has become a place where people go not only for entertainment but to advertise new things.

Undoubtedly, social media offer an easy and low-commitment way for potential customers to express interest in business and products. Lead generation is such an important benefit of social media for business that many social networks offer advertising formats specifically designed to collect leads.

TARGET VOCABULARY

awareness (n)	информированность, осведомлённость
business (n)	1) бизнес, предпринимательская деятельность; 2) коммерческое предприятие; фирма
deploy (v)	вводить в действие, разворачивать
engage (v)	привлекать, увлекать, занимать, заинтересовывать
expand (v)	развивать, расширять
hashtag (n)	тематическая метка в социальных сетях, хэштег
increasingly (adv)	всё больше и больше, в большей степени
influential (adj)	влиятельный, важный
insight (n)	понимание, догадка, проникновение в суть
lead generation (n)	определение круга потенциальных потребителей
mailing list (n)	список подписчиков
media (<i>pl om medium</i>) (n)	способ, средство
outreach (v)	пределы распространения; радиус действия; охват
relevant (adj)	значимый; важный
roll out (v)	производить (товары) в большом количестве
sales leads (n)	потенциальные клиенты
share information (v)	делиться информацией
timely (adj)	своевременный; уместный
tips (n)	полезные советы, подсказки

LANGUAGE IN USE

1

Translate the missing words to make word combinations as it given in the text.

- use of *размещенных в интернете* social media sites;
- seeking to *привлекать* customers;
- *поддержание* of personal and business relationships;
- *обмениваться* information, ideas, and messages;
- *повышать* brand awareness;
- *увеличение* more revenues;
- social media *успех маркетинга*;
- *расширить* the network;
- generating *потенциальных клиентов*.

2

Circle the correct words.

1. LinkedIn offers a variety of ways to connect with *relevant* / *personal* professionals in the company's industry.
2. Twitter is an excellent platform for businesses to *share* / *reach* and connect with the new audience.
3. Facebook remains useful for business and professional *outreach* / *output*.
4. Instagram keeps *finding* / *rolling* out tools to help business owners succeed on the photo-sharing social media platform.
5. Snapchat offers a variety of tools and *commands* / *tips* for businesses, mostly advertisement.
6. YouTube has become the platform for sharing information via *video* / *Email*.
7. Social media offer a low-commitment way for *potential* / *mailing* customers to express interest in business.
8. Many social networks offer advertising formats specifically designed to collect *loads* / *leads*.

3

Use a word from the left and a word from the right to make up possible word combinations.

A

1. business
2. growing
3. generating
4. set up a business
5. on a regular
6. social media
7. gathering
8. photo-sharing
9. professional
10. lead

B

- a. sales leads
- b. platforms
- c. insights
- d. generation
- e. the mailing list
- f. outreach
- g. social media
- h. relationships
- i. basis
- j. profile

4

Choose the odd word.

1) Social networking tools:

Facebook // Twitter // Teamwork // Pinterest // LinkedIn.

2) Social networking benefits:

Brand awareness // personal fulfillment // increasing revenues // improving the mailing list // raising the company's profile.

5

Fill in the gaps. Find the synonyms to the words in bold.

1. Social networking has become a significant base for marketers **looking for** to engage customers.
2. There are lots of social media platforms **accessible** to marketers today.
3. On LinkedIn it's possible to create a company page and get **possible** customers.

4. Twitter is *a move* to social network for business to communicate with their fans and customers effectively.
5. Using Facebook one can share *making information more modern*, progress reports and ideas with a wide range of people.
6. Instagram can have various functions in business: from gathering *understandings* to selling products.
7. Snapchat *gives publicity to* how a range of companies have used the platform and also has an official business guide.
8. YouTube has become a place where people go not only for entertainment but to *promote* new things.
9. Lead generation is an important *advantage* of social media for business.

6

Find the adjectives in the text which are used with the following nouns. Then complete the sentences below with appropriate phrases you've made.

*Networking // professionals // customers // platform //
format // profile // manner*

1. After the appearance of an innovation, engineers or _____
_____ conduct various kinds of trial and error to compete with each other.
2. _____ _____ tools are great for sharing resources.
3. It is necessary to know the desires and needs of your _____
_____?
4. Smart, relevant, timely posts can help raise the company's profile, especially when using hashtags in a _____.
5. Image ads is the best _____ _____ for building brand awareness
6. A _____ _____ is a written introduction to a company that tells the reader about its activities, mission, goals and strengths.
7. Technological companies developed _____ _____ for business use.

Match the sentence beginnings (I) with the correct endings (II):

I

- 1) Social networking is the use of Internet-based social media sites to stay connected with ...
- 2) Social networking involves ...
- 3) Social networking sites allow people and corporations to connect with one another so they can ...
- 4) The top advantages of social networking in business are: ...
- 5) On LinkedIn, it's possible to create ...
- 6) Businesses at all scales have been using Twitter to ...
- 7) Creating a business page on Facebook lets ...
- 8) Snapchat and Youtube have become places to ...
- 9) Social media offers an easy and low-commitment way for potential customers to ...

II

- a) ... the development and maintenance of personal and business relationships by means of technology.
- b) ... building brand awareness, connecting with customers, developing the brand, growing the mailing list, driving more revenues.
- c) ... express interest in business and products.
- d) ... grow their business.
- e) ... friends and family, colleagues, customers, or clients.
- f) ... advertise new things.
- g) ... develop relationships and share information, ideas, and messages.
- h) ... the companies connect with people who want to know more about one's work.
- i) ... a company page and build an online community around it, getting customers and potential customers to follow you.

SPEAKING

1

Ask the following questions to your partner:

1. Why do people use social networks?
2. What social networking sites are used for business purposes?
3. What are the main reasons for using social media for business?
4. What facilities does LinkedIn offer?
5. How can Twitter help raise the company's profile?
6. What social networking sites help to create a business page so as to connect with people?
7. Where can business companies advertise their goods?
8. What is the most important benefit of social media for business?

2

Describe the most common social networks and their significance to modern business. Make use of the following plan.

Plan

1. Main prospects for using social networks.
2. Typical social networking sites and their benefits.
3. Creating advertising formats for collecting leads.

3

Speak on the following problems:

1. What are the modern ways to promote new products or services?
2. Is building brand awareness a challenging problem nowadays?
3. How can a present-day business enterprise interact with existing and potential customers?

WRITING

CREATING A BUSINESS PAGE FOR YOUR COMPANY

1

Write the contents for your business page on Facebook. Follow the given steps and make use of helpful information to these steps.



BUSINESS PAGE IN 5 EASY STEPS

STEP 1. Signing up (Your business name and description).

For your page name, use your business name. The description field is a short description that appears in search results. It should be just a couple of sentences (maximum 255 characters).

STEP 2. Adding pictures (A profile photo).

It's important to create a good visual first impression. Make sure the photos you choose align with your brand and are easily identifiable with your business.

STEP 3. Creating your username.

Your username can be up to 50 characters long. If you want it to be easy to type and easy to remember, use your business name or some obvious variation of it as a safe bet.

STEP 4. Adding your business details.

There are many fields to inform here: location, hours, price range, additional contact information, additional information.

STEP 5. Creating your first post.

Before you start inviting people to like the Facebook page for your business, you should create your own posts.

SECTION 4

BUSINESS LETTERS

SCIM READING

1

Give yourself 10 minutes to skim through the text below. Think about the title for the text.

Business letters are formal paper communications between businesses and usually sent through the Post Office or sometimes by courier. Business letters are sometimes called "snail-mail" (in contrast to e-mail which is faster). It is important to remember that a business letter is an official document and is the most powerful communications tool for providing structured and considered information in a formal way. The business letters are often written on company stationery and they are legally binding in disputes between companies and individuals.

Most people who have an occupation have to write business letters. Some write many letters each day and others only write a few letters over the course of a career. Business people also read letters on a daily basis. Letters are written from a person/group, known as the sender to a person/group, known in business as the recipient. Here are some examples of senders and recipients: business – business; business – consumer; job applicant – company; citizen – government official; employer – employee; staff member – staff member.

According to the reasons there are many standard types of business letters, and each of them has a specific focus:

- typical **sales letters** start off with a very strong statement to capture the interest of the reader. Since the purpose is to get the reader to do something, these letters include strong calls to action, detail the benefit to the reader of taking the action and include

information to help the reader to act, such as including a telephone number or website link.

- **order letters** are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, the quantity desired and expected price. Payment is sometimes included with the letter.

- the words and tone you choose to use in **complaint letters**, letters complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct but tactful and always use a professional tone if you want the company to listen to you.

- an **adjustment letter** is normally sent in response to a claim or complaint. If the adjustment is in the customer's favor, begin the letter with that news. If not, keep your tone factual and let the customer know that you understand the complaint.

- **inquiry letters** ask a question or elicit information from the recipient. When composing this type of letter, keep it clear and succinct and list exactly what information you need. Be sure to include your contact information so that it is easy for the reader to respond.

- **follow-up letters** are usually sent after some type of initial communication. This could be a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In many cases, these letters are a combination thank-you note and sales letter.

- prospective employers often ask job applicants for **letters of recommendation** before they hire them. This type of letter is usually from a previous employer or professor, and it describes the sender's relationship with and opinion of the job seeker.

- **acknowledgment letters** act as simple receipts. Businesses send them to let others know that they have received a prior communication, but action may or may not have taken place.

• **cover letters** usually accompany, a package, report or other merchandise. They are used to describe what is enclosed, why it is being sent and what the recipient should do with it, if there is any action that needs to be taken. These types of letters are generally very short and succinct.

• when an employee plans to leave his job, a **letter of resignation** is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be. In many cases, the employee also will detail his reason for leaving the company.

To write a good business letter you must:

• use appropriate layout – with all the formal elements, the right titles and addresses;

• ensure the content of your letter is correct and relevant;

• use clear English – the correct grammar, and the right vocabulary;

• make the style and tone of your writing appropriate for the reader, and the message you are sending.

Letters are the most important means of communication because they officially represent your company. So writing a business letter well helps you and your company to be successful. Often a business letter is the first formal document a business contact receives. It shows the professionalism of both the writer and the company. It is likely to be saved and filed so it must be accurate. The impression it gives creates opinions about the company and the writer. A letter which is badly typed on rather poor-quality paper with an old-fashioned letter head won't give your partner confidence in an organization which plays so little attention to its image. Writing a business letter badly is worse than not sending one at all.

2

Read the text, divide it into semantic parts and find the titles for them.

3

Put the proposed titles of the plan into the right order according to the text.

- A. Who writes business letters
- B. What is business letter
- C. The importance of business letter writing skills
- D. Key things to consider when writing business letters
- E. Reasons and types of business letters

4

Read the text once again and find in each paragraph the sentence conveying the main idea.

5

Cover the text up and locate answers to the following questions.

1. A letter written to favor an applicant or employee where the request is made by the applicant or the prospective employer is ...

- A. ... a recommendation letter.
- B. ... a cover letter.
- C. ... a follow-up letter.

2. When a buyer wishes to get some information about the quantity, price, quality, and availability of goods or about the terms of sale, he writes a letter to the seller known to be ...

- A. ... a sales letter.
- B. ... an acknowledgment letter.
- C. ... an inquiry letter.

3. A letter that is created after a job interview, or a great business meeting, or even after making a good business contact at a trade show to consolidate a relationship between you and the intended recipient is ...

- A. ... a complaint letter.

- B. ... a follow-up letter.
- C. ... a resignation letter.

4. This letter is designed to persuade the reader to purchase a particular product or service.

- A. ... a complaint letter.
- B. ... a sales letter.
- C. ... an adjustment.

5. A letter that is sent with something to explain the reason for it or to give more information about it is ...

- A. ... a cover letter.
- B. ... an order letter.
- C. ... a recommendation letter.

6 Study the samples of Business letters, identify their types and give your reason for the decision.

Sample 1

...

I am writing today to complain of the poor service I received from your company on June 12, 2020. I was visited by a representative of That Awful Company, Mr. Madman, at my home on that day.

Mr. Madman was one hour late for his appointment and offered nothing by way of apology when he arrived at noon. Your representative did not remove his muddy shoes upon entering my house, and consequently left a trail of dirt in the hallway. Mr. Madman then proceeded to present a range of products to me that I had specifically told his assistant by telephone I was not interested in. I repeatedly tried to ask your representative about the products that were of interest to me, but he refused to

deal with my questions. We ended our meeting after 25 minutes without either of us having accomplished anything.

I trust this is not the way That Awful Company wishes to conduct business with valued customers – I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn of how you propose to prevent a similar situation from recurring. I look forward to hearing from you.

...

Sample 2

...

We have received your letter of complaint dated July 21, 04 regarding the shortage of quantity. It is probably the first time that we get such complaints from a customer regarding the shortage of quantity.

Whereas you are our valued customer, we cannot deny any human error made by our dispatch workers. As a large concern in the country, we have to deal with large quantities each day and therefore a sudden error is possible. We, therefore, are dispatching the shortage quantity as per your order.

We expect your co-ordination as before.

...

Sample 3

...

Thank you for your quotation and the price list. We are glad to

place our first order with you for the following items:

Sl. No:	Description	Quantity	Weight	Unit price	Amount (Tk.)
1	Enamels paint	25 Tins	100 lbs	1000	25.000
2	Synthetic paint	20 Tins	2001bs	2000	40.000
3	White paint	10 Tins	10 lbs	500	70.000

Since the above goods are required immediately as our stock is about to exhaust very soon. We request you to send the goods through your "Motor" van as the carriage inward is supposed to be borne by you.

We shall arrange payment within ten (10) days to comply with 5/10, Net 30 terms. Please send all commercial and financial documents along, with goods. We reserve the right to reject the goods if received late.

...

Sample 4

...

It is now four (4) years since I was appointed in your esteemed Company. I have been working as a junior Accountant for this long period and holding grade IV when I joined your company, I was assured to be promoted to senior Accountant after one (1) year but nothing happened at all. Also, the salaries I get do not do justice to my qualification and experience.

Since I do not see any promotional scope here, I have decided

to leave for a better future. Hence I am submitting my resignation from the post of Junior Accountant.

I request you to kindly accept my resignation and give me relief from service at an early date before 30th July 2004.

...

Sample 5

...

We would like to acknowledge the receipt of _____ (document name). We are presently examining it and if there are no issues to be addressed, the signed (document) will be returned to you within _____ business days. If there are any further concerns regarding the (document), we will contact you by (date).

Thank you for your continued trust in our company and we look forward to doing business with you in the future.

...

7

Read and define whether the given statements are correspondent to the content of the text.

1. Business Letter is a letter which is used by organizations to communicate in a professional way with customers, other companies, clients, shareholders, investors, etc.
2. A letter written for business purpose is a business letter.
3. Business letters are completely different to your Christmas 'thank you' letters or postcards written on holiday.
4. Business letter uses formal language and a specific format.
5. A business letter acts as a representative of the organization.

6. Letters sent from an organization and received by it when classified and filed serve the purpose of reference.
7. Business letters have legal validity.
8. In times of dispute and doubt they can provide substantial evidence to solve them.
9. There are some parts of a business letter and rules associated with them.
10. Type of business letter is dependent on the reason.
11. There are many reasons why you may need to write business letters or other correspondence.
12. Many types of business letter require a response.

8

Work in pairs. Ask each other questions about the main ideas of each paragraph or “true” / “false”.

1. Snail-mail and email are the same things?
2. Recipient, is it a person who writes letters?
3. What is the most important means of communication? Why?
4. What are the most important aspects of letter writing?
5. When may not the partner get confidence in your organization? Why?

.....
Go on with your own questions.

9

Write your own summary of the text. Mind the following recommendations:

1. Do not include information not found in the text.
2. Do not include your own ideas or opinions.
3. Do not repeat ideas.

TEXT 2 HOW TO WRITE BUSINESS LETTERS

GET READY!

1

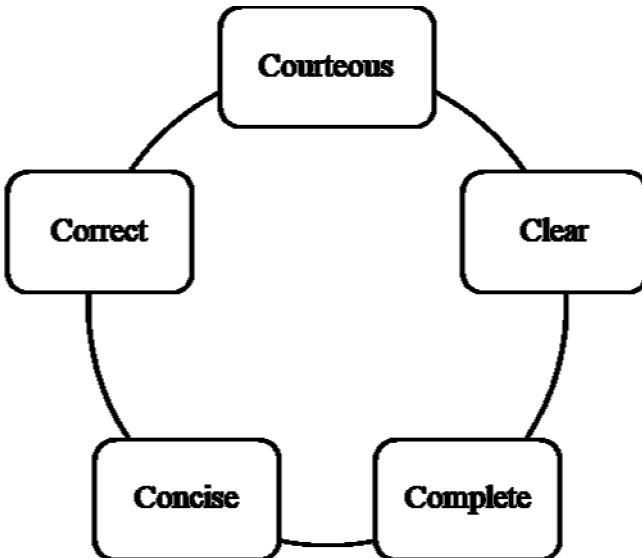
Think, discuss with your partner and get ready to answer the questions:

- Have you ever written any letters?
What letters? To whom?
- What can you say about differences between personal and business letters?
In what are they?

2

Try to explain the scheme concerning effective business correspondence.

The 5 C Principles



3

Think and say whether you agree with the following statements of these famous people.

- “Politeness is as much concerned in answering letters within a reasonable time, as is in returning a bow, immediately.” – Lord Chesterfield (London, 1694 – 1773).
- “What a lot we lost when we stopped writing letters. You can't reread a phone call” – Liz Carpenter (the USA, 1920 – 2010), a writer, reporter, media advisor, speechwriter.

4

Discuss these questions. Look at the typical answers and agree or disagree with them.

1. What salutation should be used in a business letter for a female whose status is unknown or would prefer to remain anonymous?

- a) Dear Mr
- b) Dear Mrs
- c) Dear Miss
- d) Dear Ms....

2. What closing should be used if you do not know the name of the person that you are writing to?

- a) Yours faithfully
- b) Yours sincerely
- c) Respectfully yours
- d) Regards

3. What is acceptable to start a sentence with in a business letter to make it more formal?

- a) And we still hope to sign a contract.
- b) However, we still hope to sign a contract.
- c) But we still hope to sign a contract.
- d) You know we still hope to sign a contract.

READING FOR DETAILED INFORMATION

BUSINESS LETTER WRITING GUIDE

The term “business letter” makes people nervous. Many people with English as a second language worry that their writing is not advanced enough for business writing. This is not the case. An effective letter in business uses short, simple sentences and straightforward vocabulary. The easier a letter is to read, the better. You will need to use smooth transitions so that your sentences do not appear too choppy.

There are certain standards for formatting a business letter, though some variations are acceptable (for example between European and North American business letters). Here are some basic guidelines:

- Use A4 (European) or 8.5 x 11 inch (North American) paper or letterhead;
- Use 2,5 cm or 1,0 inch margins on all four sides;
- Use a simple font such as Times New Roman or Arial;
- Use 10 to 12 point font;
- Closed punctuation is typical for American correspondence. It means that commas are used after the greeting and closing and there is a comma between the date and the year. (Dear Mr. Bond,);
- “Subject” or “Re”, “RE” if needed so that the reader immediately knows what the letter is about. The subject line is usually placed between the salutation and the body in BrE, in AmE it can also be placed between the recipient’s address and the salutation (Subject: Order No 175/03);
- Lay out the letter so that it fits the paper appropriately;
- Single space between parts of the letter;
- Double space between last sentence and closing (Sincerely, Best wishes...);
- Leave three to five spaces for a handwritten signature;

- Write Encl. or Enc: (meaning “enclosure”) if there is/are one/ones;
- Fold in three (horizontally) before placing in the envelope.

There are two basic letter formats used now: Block Form and Indented Form. The samples below will help you understand the differences. The senders of the letters usually choose the format they prefer.

Full Block Form

Your Company Name
Address
Phone Number
E-mail (optional)

Date

Name of Receiver
Title
Company Name
Address

Re: (optional)

Dear _____:

“Block style” is the most widely used format for business letters. The text of the entire letter is single spaced and justified left.

The first paragraph of your business letter should provide an introduction to why you are writing. Then, in the following paragraphs provide more information and details about your request.

The final paragraph should reiterate the reason you are writing and thank the reader for reviewing your request.

Sincerely,

Your Signature

Your Name

Your Title

Indented Paragraphs Form

Your Company Name

Address

Phone Number

E-mail (optional)

Date

Name of Receiver

Title

Company Name

Address

Re: (optional)

Dear _____:

When using indented form, which is considered to be old-fashioned a bit, indent each paragraph of the letter text. Your company name, address, phone number, and the date should be located at the top of the page, either in the center, or indented on

the right side of the paper. The name and address of the person to whom you are sending the letter are justified left.

At the end of the letter, place your signature, name and title on the right side of the page.

Sincerely,

Your Signature

Your Name

Your Title

Additional guidelines:

A modern business letter should contain the following parts:

1. **Sender's Address** (house number, street, area code, place, country, telephone, BUT doesn't include sender's name), when **Letterhead** [optional] – paper with the printed name and address of the company is not used.
2. **Date** (either “April 1, 2021” – AmE or “1 April 2021” – BrE)
3. **Inside Address** (of the Addressee / Recipient; avoid using commas or full stops; do not centre or stagger the lines; the country name must come last and in CAPITAL letters.)
4. **Attention line** [optional] (‘Attn: Ms ...’, ‘Attention: Ms ...’ or ‘For the attention of Mr ...’ [full name of recipient]” is placed two spaces below the inside address.)
5. **Subject Line** [optional] (a word or phrase to indicate the main subject of the letter, which is preceded by the word “Subject:” or “Re:” (Latin for “matter”). Subject lines may be emphasized by underlining, using bold font, or all capital letters;

may be alternatively located directly after the “inside address”, before the “greeting”.)

6. **Salutation** / Opening Greeting (depends on if you know your correspondent or not. You write “Dear Sir” or “Dear Madam” if the name of your correspondent is unknown for you. You write “Dear Mr. Brown” or “Dear Mrs. Brown” if you have formal relations with your correspondent. But if you know him or her very well you can start your letter with salutation “Dear John” or “Dear Betty”).

7. **The beginning** of the letter. (In the first paragraph you can set up the tone for the rest of the letter. If you are answering the letter of your correspondent you should thank him for the letter and indicate clearly the date and the subject of that letter. If you are not replying to a letter you should state straight away what your letter is about.)

8. **The body** of the letter. (Every letter should deal with only one subject. It should be simple, clear, logical and polite.)

9. **The ending** of the letter. (The closing paragraph is the last of your letter. It should give a summary of everything written above and show your positive attitude to the future cooperation.)

10. **Complimentary Close** (The complimentary close depends on the salutation of your letter. If your salutation was “Dear Sir” then the complimentary close should be “Yours faithfully”. If your salutation was “Dear Mr. Brown” then your complimentary close would be “Yours sincerely”).

11. **The Writer's Signature** (Give yourself 4 or 5 spaces for your signature)

12. **The Writer's Name** (name in full)

13. **The Writer's Official Position and Company**

14. **Enclosure** [optional]

TARGET VOCABULARY

block style	стиль письма с использованием цельных блоков текста
bold (adj.)	жирный
choppy (adv.)	резко, вдруг, неожиданно
colon (n.)	двоеточие
comma (n.)	запятая
complimentary (adj.)	лестный
concise (adj.)	краткий, лаконичный
enclosure (n.)	приложение к письму
font (n.)	шрифт
full stop (n.)	точка
guideline (n.)	методическая рекомендация
indent (v.)	отступать, начинать с красной строки
justify (v.)	выравнивать
lay out (n.)	расположить
letterhead (n.)	фирменный бланк; шапка на фирменном бланке
margin (n.)	поле
old-fashioned (adj.)	старомодный, устаревший
optional (adj.)	необязательный, по желанию
recipient (n.) <i>syn.: receiver, addressee</i>	получатель, адресат
sender (n.)	отправитель
skip (v.)	пропускать
smooth (adj.)	плавный
space (n.)	пробел
stagger (v.)	располагать зигзагообразно
straightforward (adj.)	простой, незамысловатый
transition (n.)	переход

LANGUAGE IN USE

1

Give the English equivalents to the following words and word combinations.

Стиль письма с использованием цельных блоков текста; с уважением (2 варианта); письмо, написанное от руки; расположение частей письма; вид шрифта; пробел; отправитель; предмет письма; четко указать; заключительная формула вежливости; зависеть от чего-то; сделать отступ; заключительный абзац; вежливый; устаревший; фирменный бланк.

2

Use a word from the left and a word from the right to make up possible word combinations.

A

1. stagger
2. block
3. subject
4. opening
5. complimentary
6. inside
7. handwritten

B

- a. signature
- b. close
- c. address
- d. the lines
- e. greeting
- f. line
- g. style

3

Choose the best word combination from the previous exercise to complete each sentence.

1. The _____ depends on the salutation of your letter.
2. _____ depends on if you know your correspondent or not.
3. A word or phrase stating the main subject of the letter is _____.

4. When writing any address one should never center or _____
_____.
5. When using _____ _____ one should justify left each paragraph of the letter.
6. _____ _____ is the address of the recipient of the letter.
7. As a rule, 4 or 5 spaces are left for a _____ _____.

4 **Choosing from the words below, label the parts of the letter.**

1. Date
 2. References
 3. Concluding paragraph
 4. Writer's name in full
 5. Position / title
 6. Main paragraph
 7. Letterhead
 8. Salutation
 9. Introductory paragraph
 10. Recipient's address
 11. Sender's address
 12. Complimentary ending
 13. Enclosure
-
- A. Widgetry Ltd.
 - B. Michael Scott, Sales Manager Smith and Brown PLC
6 Pine Estate, Westhortet, Bedfordshire, UB18 22BC
Telephone 901723456 Telex X238 WID Fax 9017 67893
 - C. Napier House North Molton Street Oxbridge OB84 9TD.
 - D. Your ref. S/WID/15/88 Our ref. ST/MN/10/88
 - E. 31 January 202...
 - F. Dear Mr. Scott,

- G. Thank you for your letter of 20 January, explaining that the super widgets, catalogue reference X-3908, are no longer available but that ST-1432, made to the same specifications but using a slightly different alloy, are now available instead. Before I place a firm order I should like to see the samples of the new super widgets. If the replacement is as good as you say it is, I shall certainly wish to reinstate the original order, by placing an order for the new items.
- H. Apart from anything else, I should prefer to continue to deal with Smith and Brown, whose service has always been satisfactory in the past. But you will understand that I must safeguard Widgetry's interests and make sure that the quality is good.
- I. I would, therefore, be grateful if you could let me have a sample as soon as possible.
- J. Yours sincerely,
- K. Simon Thomas
- L. Production Manager
- M. Enc.

5

Match the words in the box with their definitions.

1. Straightforward	a) ... a gap between printed or written words or lines; a blank.
2. Letterhead	b) ... to not do something that you usually do or that you should do.
3. Space	c) ... empty spaces down the side of a page of writing.
4. Smooth	d) ... paper that has the name and address of a person or company printed at the top.
5. Margin	f) ... easy to do or understand.
6. Skip	g) ... having a surface or consisting of a substance that is perfectly regular.

6

Fill in the gaps with the words from the previous exercise.

1. The aircraft crew made a _____ landing.
2. The task looked fairly _____.
3. We can _____ this chapter and move on to the next one.
4. The translator left his comments in the _____ of the book.
5. There should be a _____ between two words.
6. The _____ contains the sender's name and address.

7

Use the words given in capital letters to form new ones for filling in the gaps in the same lines.

1. If you know the person, it is _____ to use only the first name in the salutation (i.e., Dear Lucy:)	ACCEPT
2. There is a difference between British and American traditions of writing _____'s and recipient's address.	SEND
3. The inside should be left _____, no matter which format you are using.	JUSTIFY
4. In the least used semi-block style each paragraph is _____ instead of left justified.	INDENT
5. When writing a business letter, be careful to remember that _____ is very important.	CONCISE
6. _____ your letter in advance is the best thing to do.	PLAN
7. The _____ paragraph should restate the purpose of the letter and, in some cases, request some type of action.	CLOSE

8**Fill in the blanks choosing from the given words.**

- a) *salutation* b) *letterhead* c) *courteous*
 d) *letter* e) *concise* f) *indented*

1. In the least used semi-block style each paragraph is _____ instead of left justified.
2. If you're printing the letter to send, consider printing the letter on on the company's _____.
3. The _____ is an important indicator of respect, and which one you use will depend on whether you know the person to whom you're writing.
4. Even if you are writing with a complaint or concern, you can be _____.
5. Most business letters should be _____ enough to be one page in length only.
6. If you want to email the _____, convert the letter in HTML or save it as a PDF to preserve formatting.

9**Fill in the word-building table and use the words in your own phrases.**

VERB	NOUN	ADJECTIVE
	transition	
		acceptable
indent		
	preference	
		different
address		
	receiver	
		used
sign		

SPEAKING

1

Ask the following questions to your partner:

1. What is the most important means of communication?
2. When may not the partner get confidence in your organization?
3. What are the most important aspects of letter writing?
4. How many forms of layout of letters do you know?
5. What are the parts of a business letter?
6. Where is the date typed?
7. What is “the inside address”?
8. What does the salutation of the letter depend on?
9. What should be written in the beginning of the letter?
10. How many subjects can the letter deal with?
11. What should be given in the end of the letter?
12. What does the complimentary close of the letter depend on?
13. What is the right order of signing the letter?
14. What is the peculiarity of American dating system?
15. In what way does greeting depend on salutation?
16. Define the terms “subject line” and “heading”.
17. What does business letter body consist of?
18. What is “enclosure”?

2

Agree or disagree. Give your reason.

1. The best way to produce a good business letter is to use the KISS formula (keep it short and simple).
2. The first paragraph of the body of a business letter is introduction and reason for writing.
3. The following paragraphs of the body of a business letter summarize your reason for writing again and make clear what you want the recipient to do.

4. The last paragraph of the body of a business letter explains your reasons for writing in more detail, provide background information etc.
5. The most common layout of a business letter is known as Indented Format.
6. Block Format it's when all sections of the letter are aligned on the left margin of the page with a one space line dividing each paragraph.
7. No punctuation after the greeting and closing and no comma in the dateline are needed for the correspondence style.
8. There is a different order of the dates in American versus British writing.

3

Find the adjectives in the text which are used with the following nouns. Make up your own story with the obtained phrases.

Letter // vocabulary // sentences // transition // font // punctuation // address // space // signature // format // line // greeting // close.

4

Look through the text once again and get ready to speak on the following topics.

1. Basic guidelines of formatting European business letter.
2. Basic guidelines of formatting North American business letter.
3. "Block style" format of writing business letters.
4. Indented Format Of Writing Business Letters.
5. Main parts of a traditional business letter.

WRITING

1

Put the parts of the letter in the correct order.

- A. Simon Thomas
- B. Widgetry Ltd.
- C. 6 Pine Estate, Westhortet, Bedfordshire, UB18 22BC
Telephone 9017 23456 Telex X238 W1D Fax 9017 67893
- D. I look forward to hearing from you
- E. Your ref. MS/WD/22/88 Our ref. JB/MS/48/88
- F. Yours sincerely
- G. James Bowers, Sales Manager Electroscan Ltd. Orchard Road
Estate, Oxbridge UR8410SP
- H. Production Manager
- I. Thank you for your letter. I am afraid that we have a problem
with your order.
- J. 6 June 202...
- K. Unfortunately, the manufacturers of the part you wish to order
have advised us that they cannot supply it until September.
Would you prefer us to supply a substitute, or would you
rather wait until the original parts are again available?
- L. Dear Mr. Bowers

2

Match the sentence beginnings (I) to the correct endings (II) of the letters.

Letter A

I

- 1. I would be grateful ...
- 2. Thank you for your help...
- 3. I look forward to hearing from ...
- 4. I am writing to confirm ...
- 5. Could you possibly ...?

6. Yours ...
7. With reference to ...
8. Dear Mr. Hendrickson,

II

- A. our telephone conversation today.
- B. that I will be in Sweden from 11-14 June.
- C. if you could arrange for me to visit the Technical Department in Stockholm. If possible, I would also like to meet Mr. Elmqvist.
- D. also send me a list of any hotels near Head Office that you would recommend, and I will make the booking from here.
- E.....
- F.... you
- G. sincerely
- H. M.K. Vernon

Letter B

I

1. I am afraid that ...
2. I would be delighted to ...
3. Please contact us again if ...
- 4.... sincerely
5. Thank you for your letter of...
6. I look forward to meeting you ... I am enclosing ...
7. I am writing to ...
8. Dear Mr. Vernon,

II

- A. ... 1 May 21.
- B. ... give you details of the arrangements for your visit.

- C. ... show you round the Technical Department when you arrive. I have arranged a visit for Monday June 12 at 11.00 am.
- D. ... Mr. Elmqvist will not be here when you come, but his deputy, Mr. Karlsbad, will be pleased to meet you.
- E.... a list of hotels near Head Office. I would particularly recommend the Sheraton, which most of our visitors enjoy.
- F.... we can help in any way.
- G. ... _____ in June.
- H. ... Yours _____, K. Hendrickson

3

Translate the letters into English.

Letter 1

Уважаемый господин Браун!

Большое спасибо за Ваше письмо от 20 июня с.г. Приношу свои извинения за задержку с ответом. Я недавно вернулся из отпуска, и у меня скопилось очень много работы.

Если Вы любезно согласитесь сообщить мне адрес, по которому я должен выслать материалы, я отправлю их незамедлительно.

Надеюсь, Вы извините меня за задержку с отправкой.

С нетерпением жду Вашего ответа.

Искренне Ваш
(подпись)

Letter 2

Уважаемые господа!

К сожалению, мы должны сообщить Вам, что мы не получили Вашего ответа на наше письмо от 13 сентября с.г.

Мы были бы Вам очень признательны, если бы Вы разобрались с этим вопросом и сообщили нам об этом. Если, однако, Вы уже направили нам свой ответ, то мы приносим Вам свои извинения за причиненные неудобства. В этом случае не могли бы Вы выслать нам копию Вашего ответа?

Будем Вам признательны за сотрудничество.

С уважением
(подпись)

Letter 3

Уважаемые господа!

Большое спасибо за письмо с приглашением принять участие в конференции, которая будет проходить в вашем университете в следующем месяце.

Мы действительно заинтересованы в участии в этой конференции и готовы предоставить на нее своего докладчика.

С нетерпением ждем от Вас ответа.

С уважением
(подпись)

4

Use the words below to complete the letter. Use each item once only.

Mentioned // look forward to // with reference to // grateful // current issue // additional charge // however // eligible for (*имеющий право на*) // package holidays // particularly interested // under what circumstances // send me information.

Dear Sir or Madam,

... your advertisement in the ... of "Summer Holiday" magazine, could you please ... about the holidays you offer in the United States? I am ... in your ... to California and Florida.

In your advertisement you state that there are reduced prices for children but it is not clear ... these reductions can be obtained. We are a family of four, with two adults and two children, aged 10 and 16. Could you tell me whether my 16-year-old child would still be ... a reduction or if he is now classed as an adult? Your advertisement also ... that a free hire car was included in the holidays in the United States. ... there was no information about insurance.

I would be ... therefore, if you could inform me whether this is included or not. If it is not, I would like to know how much the ... would be. I hope you will be able to answer my queries.

I ... hearing from you.

Yours faithfully,

SECTION 5

GRAMMAR FOCUS

1 REPORTED SPEECH

1

Below are some actual words spoken in a meeting.

«I've just seen the report for the first time this morning, and I don't agree with the conclusions. I can see that we're spending far too much money on this project».

**A few days later you tell a colleague about the discussion.
Underline the correct words in a speech bubble.**

He said that he (1) *has seen* / *had seen* the report for the first time (2) *this morning* / *that morning*, and he (3) *didn't agree* / *hasn't agreed* with the conclusions. He said that he (4) *can see* / *could see* that we (5) *were spending* / *are spending* far too much money on this project».

2

Write the actual words that each person says. Use contractions where possible.

1. Celine said she had contacted the maintenance company.
She said, «... the maintenance company.»
2. George said he would be back in the office around eleven.
He said. «... back in the office around eleven.»
3. Helen said she was going to process the order today.
She said. «... the order today.»
4. Paul said that he wanted to check the figures again.
He said «... the figures again.»

3

Underline the correct form.

1. Julie *said* / *told* that she would join us after work.
2. She *said* / *told* me that she was going running this evening.
3. John *said* / *told* us that he couldn't come to the party.
4. John *said* / *told* that he had been to the cinema at the weekend.
5. David *said* / *told* that he was going to arrive at eight.
6. They *said* / *told* that they didn't want to meet us on Tuesday.
7. I *said* / *told* him I wasn't impressed.
8. Lucy *said* / *told* Julie that she was leaving on Wednesday.
9. We *said* / *told* that we were going on holiday the following week.
10. I *said* / *told* that I hated mushrooms.
11. Sally *said* / *told* that she had prepared the customer questionnaire.
12. Sebastian *said me* / *told me* that the trip to Brussels had been very useful.
13. Kate *said us* / *said* that the legal documents were all in order.
14. She *said to Maria* / *told to Maria* that she was going to go home early today.

4

Look at the actual words spoken. Underline the correct words in the reported version.

1. Florence said. «I'm meeting Mr Smith tomorrow.»

Florence said she *is* / *was* meeting Mr Smith *tomorrow* / *the next day*.

2. Mai said to me. «I'll email you about the sales conference.»

Mai said she *will* / *would* email *me* / *her* about the sales conference.

3. The sales manager said. «We received your order yesterday.»

He said *we* / *they* received *our* / *your* order the day *after* / *before*.

4. Yumiko said. «Here in Japan this area of technology is very advanced.»

She said that *here* / *there* in Japan *this* / *that* area of technology *is* / *was* very advanced.

5

Rewrite the sentences in reported speech using the verbs in brackets.

1. «I think you should take more exercise.» (advise)

The doctor advised me

2. «I'm sorry I missed the presentation». (apologize for)

Manuela

3. «We will not renegotiate the contract.» (refuse)

They

4. «Don't forget to back up all the files». (remind)

The tech support guy

5. «Why not extend the Christmas sale by a week?» (suggest)

The store manager

6. «I'll definitely be at the meeting on Friday». (promise)

He

7. «Robert, you're fired!» (tell)

She

6

These yes/no questions are taken from a job interview. Rewrite them in reported speech.

1. «Do you speak French?»	They asked me ...
2. «Are you prepared to relocate to France?»	They asked me ...
3. «Can you use Microsoft Office?»	They asked me ...
4. «Are you hoping for a salary increase?»	They asked me ...

7

EuroCom is involved in a financial scandal and the CEO has to answer some questions at a press conference. Look at the questions and then report them in the correct way.

«What is the real problem at EuroCom?»
 «What have the auditors discovered?»
 «When can we see the auditors' report?»
 «How much money will investors lose?»
 «What are you going to do next?»

- 1. They asked him _____
- 2. They asked him _____
- 3. They asked him _____
- 4. They asked him _____
- 5. They asked him _____

2 SUBSTITUTE WORDS

1

Translate the following sentences with the word substitute ONE.

1. I've seen many fancy cars, but I'd never seen one like this!
2. The method is a conventional one.
3. The latter method differs radically from the one mentioned above.
4. The result, like the one just described, is in no way surprising.
5. The procedure is straightforward and is the one followed throughout the experiment.
6. One may well ask why the two sheets of paper fly apart.
7. One can never be sure what happens next.
8. The similarity one finds in this case is not accidental.
9. If one keeps in mind these facts, he easily understands why...
10. The new device enables one to examine the process more thoroughly.
11. It is not easy to convince one in the reality of these facts.
12. This problem involves one in still more complicated studies.

2

Translate the following sentences with the word substitute THAT / THIS / THOSE / THESE.

1. I was very impressed by your report, but I didn't like that of your friend.
2. The articles of the English observers turned out to be less interesting than those of the German ones.
3. He hang his daughter's portrait besides that of his wife.
4. These poems are not nearly as good as those you wrote last year.
5. The apparatus is identical with that described above.

6. He obtained a series of compounds. These proved to be rather pure.
7. The houses in Germany are warmer than those in Great Britain.
8. These were some successive actions.
9. Gas molecules move faster than liquid molecules. They are more agitated than these.
10. "You can take any of the jackets." – "Thanks. I will take this."

3

Translate the following sentences with the verb substitute DO.

1. Sugar dissolves in water. So does common salt.
2. Gold does not react with oxygen, nor does platinum.
3. The pressure changed, so did the temperature.
4. He never played the violin as brilliantly as he did yesterday.
5. "Who wants to take a cup of tea?" – "Jack does."
6. A wise man seldom changes his mind, a fool never does.
7. "Then you know what it wrong." – "I suppose I do."
8. "Tell her that I miss her." – "I'll do that."

3 LINKING WORDS

1

Circle the correct words.

1. We sell women's clothing and accessories *both / too / as well as*.
2. We sell women's clothing *also / as well / as well as* accessories.
3. *Although / Despite / But* the traffic, I managed to get here just in time.
4. It was a useful meeting, *despite / although / so* I'm pleased I went.

5. It was a useful meeting, *despite / although / so* all the disagreements.
6. It was a useful meeting, *despite / although / so* there were a lot of disagreements.
7. We saw a fall in sales *in spite of / because / so* our competitors dropped their prices.
8. Our competitors dropped their prices *in spite of / because / so* we saw a fall in sales
9. We saw a fall in sales, *in spite of / because / so* launching several new products.
10. *As / So / Also* you have not contacted us, we are asking our lawyers to take action.

2

Complete this email with these words: **as, even, though, in spite of, so.**

I represent a company working in the food sector in the Ukraine - our main product is fruit jam, but we produce canned fruit (1)_____. We have had some success exporting to European countries, (2)_____ Ukraine is not a member of the EU. I am writing this email (3)_____ I think there may be a good opportunity to both of us. Your company owns a chain of independent supermarkets in Germany (4)_____ you must be interested in finding new suppliers such as ourselves. (5)_____ our very competitive prices, our jams are high quality, and made with organically grown fruit. If you would like to discuss this matter further, please email me or call me on my direct line. The details are below.

3

Choose the best linking word and join the sentences.

1. We offer good quality. We offer cheap prices, (although/as well as/because) _____
2. My English is quite good. I lived in London for two years, (despite/also/because) _____
- 3 I lived in London for two years. My English is quite good, (despite/also/so) _____
- 4 I like my job. It's not well-paid, (also/even though/because) _____
- 5 It was getting late. I decided to go home, (so/despite/too) _____
- 6 It was getting late. I decided to go home, (as/despite/too) _____

4

Complete this article using these words: *as, for, like, so that, to.*

FAKE GOODS: BE CAREFUL WHAT YOU BUY

A woman phoned Pfizer on its customer hotline (1) _____ complain about the strange taste of a cholesterol-lowering drug she was taking. Pfizer asked her to send the bottle of pills (2) _____ analysis. They discovered that the pills were fakes (counterfeits), even though they looked (3) _____ the real thing. This is not an isolated case. Producers of counterfeit goods copy well-known brands in all sectors: consumer electronics, luxury goods, auto parts, and more. They take the risk (4) _____ they can make a profit. And the problem is huge and growing. In fact, the World Customs Organization estimates that 7% of world trade now involves fake goods. It looks (5) _____

5

Complete each sentence with a pair of words.
Choose from *for instance* / *in addition*, *however* /
therefore, *in fact* / *basically*, *secondly* / *however*.

1. If you are ill and cannot come to work there is a procedure to follow. Firstly, you should call the office before 9am. _____, you need to get a doctor's note. _____, if you are ill for only one or two days, you do not need a note.
2. We've made many improvements to our brochure this year. _____, the quality of photographs is better, the technical specifications are easier to understand, and there is a clear index. _____, for the first time we will include a list of key sales staff and their email addresses.
3. There is some flexibility in the negotiations at this stage. _____, when you sign the contract it becomes legally binding. _____, we strongly recommend that you review it with a lawyer first.
4. Our Marketing Director has just left the company. _____, he's going to work for our main competitor. Also, our new range of products won't be on the shelves until after Christmas. _____, things aren't looking too good right now.

6

Circle the correct words.

1. We delayed the advertising campaign **to** / **for** a very good reason.
2. I became a freelancer **to have** / **for to have** more control over my life.
3. I downloaded a program **for telephone** / **for telephoning** over the Internet.
4. **In order to** / **For** write my report, I need to collect some more information.
5. We'll stop the meeting **so** / **to** everyone can have a short break.
6. We'll stop the meeting **so** / **to** have a short break.

7. We'll stop the meeting *so / for* a short break.
8. We have to improve quality so *that / to* we can compete with Asia.

7

Complete this article about alternative investments by choosing the right words.

Contemporary art: A GOOD INVESTMENT?

These days investors want to spread their risk and diversify into new asset classes. (1) *As a result / On the other hand*, there is growing demand for high-quality contemporary art. Do you think it's too risky? (2) *Besides this / Actually*, it's not. The Mei/Moses All Art Index shows that over the last fifty years the art market has performed slightly better than the equity market. So it's a good investment for the long term. (3) *As a result / Besides this* there's another advantage: owning art gives you status and is good for your image.

(4) *On the other hand / Taking everything into consideration* there are disadvantages to having a Picasso in your house. Have you thought about the security you're going to need? And what happens if your chosen artist goes out of fashion?

(5) *On the other hand / Taking everything into consideration*, buying art as an investment deserves serious consideration. It's a great way to diversify your portfolio, but it's probably only for wealthy investors.

ANSWER KEYS TO SELECTED GRAMMAR EXERCISES

UNIT 1. SECTION 4.

1. CONDITIONALS. 1.1 FIRST CONDITIONAL

Exercise 1.

1b 2a 3a 4b 5b 6a 7a 8b 9b 10a 11a 12b

Exercise 3.

1. there's 2. we'll lose 3. we lose 4. we won't be able 5. our customers aren't 6. they'll go 7. we don't negotiate 8. there'll be

Exercise 4.

1. speaks / mentions 2. speaks / will mention 3 I do / I make 4. We'll be / we aren't 5. we don't reach / they'll walk away 6. I use / there's 7. you see / send her 8. you order / send

1.2 SECOND CONDITIONAL

Exercise 1.

1. reduced / would go 2. worked / would support 3. I'd take / I were 4. weren't 5. could / would 6. get

Exercise 2.

1a 2b 3b 4a 5b 6a

Exercise 3.

1. worked 2. would be 3. wouldn't be 4. earned 5. wouldn't matter 6. would happen 7. didn't like 8. didn't work 9. wouldn't keep 10. Had

1.3 THIRD CONDITIONAL

Exercise 1.

1. had told / would have done 2. had known / wouldn't have invested 3. had used / would have been 4. would have won / had made

Exercise 2.

1. had got / wouldn't have missed 2. had known / wouldn't have invested 3. hadn't booked / wouldn't have got 4. had had / wouldn't have lost

Exercise 3.

1. had asked 2. would have been 3. hadn't been 4. would have done 5. wouldn't have gone 6. had known

2. PREPOSITIONS**Exercise 1.**

1. by 2. in time 3. on time 4. until 5. by 6. at 7. by / in 8. by / on 9. out of / in 10. on / in

Exercise 2.

1. at 2. in 3. on 4. in 5. on 6. at 7. at 8. on

Exercise 3.

1. in trouble 2. on order 3. out of stock 4. in the end 5. by hand 6. up to you 7. on business 8. in writing 9. on order 10. on business

Exercise 4.

1. in 2. at 3. on 4. in 5. at 6. in 7. on 8. in 9. at 10. on 11. on 12. in

Exercise 5.

1. ago 2. for 3. since 4. nowadays 5. in

Exercise 6.

1. in 2. for 3. with 4. to 5. about 6. at 7. of 8. on

Exercise 7.

1. in 2. on 3. at 4. under 5. at 6. on 7. on 8. on 9. by 10. up

UNIT 2. SECTION 4.

1. VERBALS. 1.2 PARTICIPLE

Exercise 2.

1. lost 2. coming 3. gathered 4. having looked 5. having written 6. blown 7. having read 8. taken 9. covered 10. having bought

1.3 GERUND

Exercise 2.

1. doing 2. writing 3. having broken 4. being examined 5. having won 6. leaving 7. having climbed 8. congratulating 9. speaking 10. knocking

2. COMPLEX CONSTRUCTIONS 2.1 COMPLEX INFINITIVE CONSTRUCTIONS

Exercise 1.

1c 2b 3b 4c 5d 6a 7b 8c 9d 10c 11a 12b 13c 14a 15a 16c 17a 18b 19a 20a

UNIT 3. SECTION 4.

1. REPORTED SPEECH

Exercise 1.

1. had seen 2. that morning 3. didn't agree 4. could see 5. were spending

Exercise 2.

1. I've contracted 2. I'll be 3. I'm going to process 4. I want to check

Exercise 3.

1. said 2. told 3. told 4. said 5. said 6. said 7. told 8. told 9. said 10. said 11. said 12. told me 13. said 14. said to Maria

Exercise 4.

1. was / the next day 2. would / me 3. they / our / before 4. there / that / was

3. LINKING WORDS

Exercise 1.

1. too 2. as well as 3. Despite 4. so 5. despite 6. although 7. because 8. so 9. in spite of 10. As

Exercise 2.

1. as well 2. even though 3. as 4. so 5. In spite of

Exercise 3.

1 as well as 2. because 3. so 4. even though 5. so 6. as

Exercise 4.

1. to 2. for 3. like 4. so that 5. as

Exercise 5.

1. Secondly / However 2. For instance / In addition 3. However / Therefore 4. In Fact / Basically

Exercise 6.

1. for 2. to have 3. for telephoning 4. in order to 5. so 6. to 7. for 8. so that 9. to 10. for recording

Exercise 7.

1. As a result 2. Actually 3. Besides this 4. On the other hand 5. Taking everything into consideration

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