

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ  
УКРАЇНИ  
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ  
“КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ”**

**АНГЛІЙСЬКА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ  
МЕТОДИЧНІ ВКАЗІВКИ ДО ПРАКТИЧНИХ ЗАНЯТЬ**

для студентів III курсу ФСП  
напрямів підготовки 8.18010018 «Адміністративний менеджмент» і  
7.040202 «Соціальна робота»



*Рекомендовано Вченою радою факультету лінгвістики  
НТУУ «КПІ»  
Протокол № 4 від 28.11.2011 р.*

**Київ  
НТУУ «КПІ»  
2011**

Англійська мова професійного спрямування. Методичні вказівки до практичних занять для студентів III курсу ФСП напрямів підготовки 8.18010018 «Адміністративний менеджмент» і 7.040202 «Соціальна робота» / Уклад. С.І. Неїжко, І.О. Сімкова. – К. : НТУУ «КПІ», 2011. – 89 с.

*Гриф надано Вченою радою факультету лінгвістики НТУУ «КПІ»  
Протокол № 4 від 28.11.2011 р.*

Навчальне видання

## АНГЛІЙСЬКА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ МЕТОДИЧНІ ВКАЗІВКИ ДО ПРАКТИЧНИХ ЗАНЯТЬ

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## **МЕТА НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ**

Основна мета навчання англійської мови професійного спрямування студентів гуманітарних спеціальностей на III курсі полягає в тому, щоб допомогти студентам заочної форми удосконалити навички і вміння роботи з професійно орієнтованими текстами, зняти мовний бар'єр, допомогти їм скласти уявлення про різні ситуації професійного спілкування тощо.

Згідно з вимогами Програми «Іноземна мова для професійного спілкування» ці методичні вказівки укладено таким чином, щоб надати студентам заочної форми можливість розвинути мовну компетенцію і стратегії, які їм необхідні для ефективної участі в процесі навчання і в тих ситуаціях професійного спілкування, в яких вони можуть опинитися.

Опрацювавши вищезгадані методичні вказівки студенти зможуть розширити знання термінології, характерної для основних сфер соціології, розвинути навички і вміння читання професійних текстів, навички і вміння роботи з професійною лексикою.

Згідно Навчальної програми з англійської мови професійного спрямування по закінченню III курсу студенти немовних спеціальностей мають рівень володіння мовленням B1+, що передбачає володіння на відповідному рівні чотирма видами мовленнєвої діяльності. Наприклад, для читання це означає, що студенти можуть:

- розуміти автентичні тексти, пов'язані з навчанням та спеціальністю, з підручників, популярних і спеціалізованих журналів та Інтернет джерел;
- розуміти головні ідеї та знаходити необхідну інформацію в неадаптованій технічній літературі за фахом тощо.

Для писемного мовлення це означає, що студенти можуть:

- писати анотації до неадаптованих технічних текстів за фахом;
- писати зрозумілі, деталізовані тексти різного спрямування, пов'язані з особистою та професійною сферами тощо.

Саме тому, матеріали цього видання включають автентичні тексти аналітичного й описового характеру з британської соціологічної літератури, а також завдання на розвиток різних видів мовленнєвої діяльності. Таким чином, навчальне видання не тільки дає змогу студентам заочної форми підвищити рівень володіння англійською мовою, але робить внесок у їхній професійний розвиток, допомагаючи студентам працювати з автентичними професійними джерелами в бібліотеці, більш ефективно й академічно грамотно підходити до написання анотацій та інших науково-дослідних текстів.

# UNIT 1

## SOCIAL MOBILITY

### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- How do you understand the term “social mobility”?
- What can you tell about the social mobility in your country?
- Can the higher education help you to achieve the top of your career?

### ❖ STUDY SKILLS

*Task 2* Do this questionnaire to find out your learning style. Give each statement a mark out of 5 (5 = Yes, a lot / easily, etc. 1 = No / Not at all, etc.). Then turn to page 18 to read the analysis of your answers and tips to improve your learning.

### WHAT'S YOUR LEARNING STYLE?

**A**

1. Can you remember the picture on the cover of this book?
2. Do you find it easy to understand charts and diagrams?
3. To remember the spelling of a word, do you write it down several times?
4. Can you find mistakes in your own writing?
5. Are you good at using maps?
6. Have you got a good memory for people's faces?
7. When you get a new piece of equipment (e.g. a DVD player), do you read the instruction book carefully?
8. When you were a child, did you enjoy reading books in your free time?

**B**

9. Do you enjoy discussions about the subjects you are studying?
10. Do you enjoy listening to lectures and talks?
11. To remember the spelling of a word, do you say the letters aloud?
12. Is it difficult for you to study in a noisy place?
13. Do you enjoy listening to books on CD?

14. When you think of a phone number, do you hear the numbers in your head?
15. When people tell you their names, do you remember them easily?
16. When you were a child, did you like listening to stories?

C

17. Do you learn best by doing things rather than reading about them?
18. Do you like doing experiments (e.g. in a laboratory)?
19. Do you enjoy role-plays?
20. Is it difficult for you to study when there are many things happening around you?
21. Do you move your hands a lot when you're talking?
22. When you get a new piece of equipment (e.g. a DVD player), do you ignore the instruction book?
23. In your free time, do you like doing things with your hands (e.g. painting)?
24. When you were a child, did you do a lot of physical activity in your free time?

❖ **READING**

*Task 3* Read the text about the inter-generational mobility in the industrialised world. Write down two interesting things you remember. Compare your notes with other students.

### **THE AMERICAN DREAM**

The American Dream for many people means that if you work hard you can be what you want to be and become rich and successful. It's not unusual to read stories of high achievers or self-made billionaires who come from humble backgrounds to positions of power and wealth.

Bill Gates, is perhaps the most well-known example, a man who dropped out of Harvard University after a year to set up his own computer software business with his friend Paul Allen, and went on to become one of the richest men in the world. It's not a true rags-to-riches story though; Gates came from a wealthy upper middle class family to start with.

So how real is the America Dream today? One study by the Century Foundation in New York reports "Recent evidence shows that there is much less mobility in the United States than most people assume." The report goes on to say that "...life chances differ profoundly depending on the circumstances into which a child is born. Only a small share of the children of the poor end up earning high incomes – most remain in or near poverty."

Another study, *Class Matters* by the New York Times reported "there is far less mobility up and down the economic ladder than economists once thought or than most Americans believe. Class based on economic and social differences remains a powerful force in American life and has come to play a greater, not lesser, role over the last three decades."

Another series in *The Wall Street Journal* found that as the gap between rich and poor has widened in America, the chances that a child will climb from poverty to wealth, or fall from wealth to the middle class, have remained stuck, leaving Americans no more likely to rise or fall from their parents' socio-economic class than they were 35 years ago.

Education is often seen as the key to a meritocratic society. However, Thomas Mortenson, a senior researcher at the Pell Institute, has found that the number of bachelor degrees awarded to students from the poorest quarter of US families has remained almost unchanged over the past 10 years. In 2003, just 8.6 per cent of the bottom income class attained degrees and the situation hasn't changed much since 1970. By contrast, degrees given to students from the richest quarter of US families have risen from about 40 per cent in 1970 to nearly 75 per cent today.



What's more, fewer people from low-income families are getting into the top schools. It seems that money, good jobs and connections help the better-off to get the best.

There is also evidence that people in other western countries are more likely to climb the economic ladder than North Americans. Studies of Scandinavia, Germany, and Canada all indicate there is greater social mobility than in the US. In his study "Understanding Mobility in America", the economist Tom Hertz found the US had one of the lowest levels of inter-generational mobility in the industrialised world, on a par with Britain but a long way behind most of Europe.

### ❖ VOCABULARY

*Task 4* Chose the best headline A-H, match each paragraph 1-8 (All the headlines will be used).

<b>A</b> Social mobility stays unchanged	Paragraph 1
<b>B</b> The achiever from middle class	Paragraph 2
<b>C</b> Europe takes the lead	Paragraph 3
<b>D</b> Circumstances play an important role	Paragraph 4
<b>E</b> Poor people don't chase the higher education	Paragraph 5
<b>F</b> Three things can help to get the best	Paragraph 6
<b>G</b> Working hard leads to success	Paragraph 7
<b>H</b> Economic and social differences play first fiddle	Paragraph 8

*Task 5* Match the column A with column B.

<b>1</b> to drop out	<b>A</b> передбачати
<b>2</b> an evidence	<b>B</b> розрив
<b>3</b> to assume	<b>C</b> бути на одному рівні
<b>4</b> profoundly	<b>D</b> отримувати звання
<b>5</b> a poverty	<b>E</b> кидати навчання
<b>6</b> a gap	<b>F</b> багатій

7 to remain stuck

G доказ

8 to attain degrees

H залишатися незмінним

9 a better-off

I глибоко

10 to be on a par with

J бідність

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. He had started a university course in San Francisco but ... for reasons not yet known.
2. Those who have not studied very ....
3. In 1890 his father lived in grinding ... in London.
4. The plain ... of facts is superior to all declarations.
5. Mr. Merit has been ... as a Partner in the Edinburgh Branch of the Bank.

*Task 7* Fill in the correct word from the text into the gaps below.

<b>rags-to-riches</b>	<b>self-made</b>	<b>middle class</b>	<b>meritocracy</b>
<b>humble background</b>	<b>low income</b>	<b>high achiever</b>	<b>economic class</b>

1. A \_\_\_\_\_ is a person who is very successful in her/his study or work.
2. Someone who is \_\_\_\_\_ has achieved success as a result of his or her own efforts.
3. If a person comes from a \_\_\_\_\_ their family was quite poor.
4. A \_\_\_\_\_ story refers to a situation in which a person is poor to begin with but becomes wealthy.
5. Social or \_\_\_\_\_ is a term used to categorise people in society according to social economic and educational status.
6. A \_\_\_\_\_ family has much less money than a typical family.
7. The \_\_\_\_\_ is a social group that consists of well educated people who have good jobs, such as doctors and lawyers.

8. A \_\_\_\_\_ is a society in which the leaders are selected because of their ability not their money or connections.

*Task 8* Are the following statements about the text true or false?

1. The story about Bill Gates is untrue rags-to-riches story. **T / F**
2. Students who have university degree usually climb from poverty to wealth. **T / F**
3. The American dream is closely connected with social mobility. **T / F**
4. The research in Canada indicates there is greater social mobility than in Great Britain. **T / F**
5. The humble background is an obstacle to wealthy life. **T / F**

*Task 9* Now look again at the paragraphs 1-8 and find words in the passages, which mean the same as:

- a) wealthy (1) \_\_\_\_\_
- b) personal (2) \_\_\_\_\_
- c) instance (2) \_\_\_\_\_
- d) part (3) \_\_\_\_\_
- e) ten years (4) \_\_\_\_\_
- f) unchanged (5) \_\_\_\_\_
- g) revenue (6) \_\_\_\_\_
- h) ties (7) \_\_\_\_\_
- i) universe (8) \_\_\_\_\_

*Task 10* Choose the best option to complete the sentences.

1. In paragraph 1 the “American Dream” is the idea that ...
  - a. everyone can easily become rich and successful
  - b. a lot of successful people come from wealthy families
  - c. those who work hard can become rich and powerful

2. In paragraph 2 the phrase dropped out of Harvard University suggests that Bill Gates ...
  - a. didn't complete his university degree
  - b. was asked to leave due to his bad results
  - c. completed his university studies before has started his company
  
3. The Century Foundation and New York Times studies both noted that ...
  - a. the American Dream is more of a reality today than in the past
  - b. there are more poor people now than 30 years ago
  - c. people think there is more social mobility than there really is
  
4. The wall street journal found that in the last three decades ...
  - a. the differences between rich and poor have become less important
  - b. many rich families have lost their social and economic status
  - c. there has been almost no movement between social classes
  
5. Thomas Mortenson's study found that ...
  - a. under 10 % of people from poor family get degrees
  - b. 75 % of all university students will get a degree
  - c. a lot more poor are going to university today
  
6. In the final paragraph the phrase "on a par with Britain" suggests that ...
  - a. the US has a higher level of mobility than Britain
  - b. British is a long way behind most of Europe
  - c. the UK and the US have similarly low levels of social mobility

*Task 11* Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

self-made  
computer

degrees
jobs

high	software
bachelor	ladder
good	billionaires
economic	evidence
recent	incomes

## ❖ PRACTICE IN PHRASAL VERBS AND PREPOSITIONAL PHRASES

*Task 12* Read the dialogue and match the words in bold to the definitions below. In what situations might such a dialogue occur?

**Ellis:** Come in please, Mr Bates.

**Bates:** Thank you for **(1) fitting me in** at such short notice, Mr Ellis. Have you had a chance to familiarise yourself with the papers I sent you?

**Ellis:** Yes, I **(2) got in** early this morning to look through them. Let's **(3) get down to** business straight away, shall we? I see that you plan to **(4) set up** your own company.

**Bates:** Yes, that's right. I'd like to **(5) break away from** the firm I'm working for at the moment. To be honest, I've **(6) fallen out with** the management.

**Ellis:** I've looked through your plans. I must say that my figures are somewhat **(7) at odds with** yours. You're underestimating the costs and overestimating your income, so ...

**Bates:** Excuse me, Mr Ellis – may I interrupt you for a moment? I've produced a revised set of estimates which I think will give a more realistic picture of the firm's possibilities. Could you just look at them first before **(8) deciding on** a course of action?

**Ellis:** Well, I must admit, Mr Bates, I'm worried about your company's potential profitability. I think you have to **(9) face up** to the fact that this business is unlikely to succeed. **(10) In the interests of** the bank, I'll have to refuse your application.

<b>a</b>		establish sth (e.g. an organisation)
<b>b</b>		arrive
<b>c</b>		stop being part of sth
<b>d</b>		quarrel with sb (e.g. a former friend)
<b>e</b>		for the sake of (sb)/sth
<b>f</b>		accept sth (e.g. an unpleasant truth)
<b>g</b>		find time in one's schedule to see/meet sb
<b>h</b>		be very different to sth
<b>i</b>		start concentrating on sth
<b>j</b>		make up one's mind about sth

*Task 13* Fill in each gap with a suitable expression from the box, using the correct tense/form.

<b>at odds with    break away from    fall out with    in the interests of</b> <b>set up</b>
---

1. It requires a lot of time and energy to .....your own business.
2. All kitchen staff must wear overalls ..... hygiene.
3. I think its high time she .....her family and became more independent.
4. "Look, I don't want to.....you over this. Can we reach a compromise?"
5. The council's provision for the elderly is..... government policy.

*Task 14* Replace each word/phrase in bold with a suitable expression from the box.

<b>decided on    face up to    fit me in    get down to    got in</b>
---

1. Let's have a cup of coffee first, and then we can **start** work.

---

2. The train **arrived** early, so there was no one at the station to meet me.

---

3. Have you **chosen** a name for your company yet?

---

4. I know you are very busy on Monday, but could you **find time to see me** at lunchtime?

---

5. Martin's mother wouldn't **accept** the fact that her son was a thief.

---

*Task 15* Study the table then underline the correct prepositions in the sentences below.

<b>let down</b>	1. lower sth/sb; 2. cause sb to be disappointed
<b>let in</b>	allow/enable sb/sth to enter
<b>let off</b>	1. excuse sb from punishment/duty; 2. allow sb to leave a vehicle; 3. cause sth (e.g. firework) to explode
<b>let out</b>	1. allow sb/sth to leave a room/building; 2. make sth (usu. clothing) wider; 3. offer sth (e.g. house) for rent/hire
<b>let up</b>	stop, become less in intensity/force

1. As it was only Gary's first offence, the judge let him **off/down** with a fine rather than a prison sentence.
2. I really need to get some new boots. These are so old they're letting **in/out** water.
3. Jill wanted to come with us, but her babysitter let her **down/off** at the last minute, so she had to stay at home.

4. Sandra's mother never lets her **out/off** of the house unless she knows exactly where she's going.
5. Every New Year's Eve they let **off/out** fireworks in the main square.
6. Our holiday was a disaster! The rain never let **up/off** the whole time we were there.
7. If you don't want to sell your flat while you are away, why don't you let it **in/out**?

❖ **GRAMMAR**

*Task 16* There is an extra word in each of the sentences below. Check your knowledge of superlative structure.

1. Bill Gates is one of the most richest men in the world.
2. There is much less mobility than that most people assume.
3. There is far further less mobility than economists one thought.
4. Social class plays a more greater not lesser role in American life.
5. It seems that fewer less people from low income families are getting into the riches.
6. Money, good jobs and connections help the better off to get the much best.
7. There is bigger greater social mobility in other countries than in the US.
8. The US had one of a the lowest levels of inter-generational mobility.

*Task 17* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	means		*
§ 2	knowledge	*	
§ 3		earnest	*
	assumption		*
§ 4		*	economize
§ 5		wide	*
	*	poor	



	climber		*
§ 6	riches	*	
	*		situate
§ 8	*	economic	
	industry		*

*Task 18* Transform the following complex sentences into simple one using the Absolute Participle Complex.

1. As the weather was fine, we went for a walk.
2. As my friend lives far from here, I go to his place by bus.
3. As the bridge was destroyed, we couldn't cross the river.
4. When the work had been done, they went home.

*Task 19* State the infinitive of the following Participle II of irregular verbs, and translate them into Ukrainian.

- |            |                |
|------------|----------------|
| 1. broken  | 6. made        |
| 2. faded   | 7. gone        |
| 3. lost    | 8. swept       |
| 4. led     | 9. taught      |
| 5. written | 10. understood |

*Task 20* Find at least five examples of Participle II and Participle I in the text you have read.

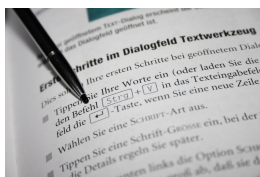
### ❖ WRITING

*Task 21* Think about your future. What plans, hopes and dreams do you have? Write five sentences. Then find out about your partner.

*Task 22* Write a small summary of the text you have read for about 10 sentences. Begin with:

This text is about _____ _____ _____
--

## CHECK YOUR WORK



**Have you**  
used some expressions from the text?  
written 10 sentences?  
checked your spelling?  
checked punctuation and grammar?

## ANALYSIS OF QUESTIONNAIRE

### High scores in section A

You are probably a **visual** learner. Visual learners like to see information. A lot of learning in universities and colleges is visual learning because it involves reading.

**Tips:** Look again regularly at what you have learned. Write things down several times (e.g. summaries of important information from textbooks and lectures) and using your own words. Copy information from your lectures and textbooks onto the computer, then read the print-outs. Use different colours to organise and highlight information.

### High scores in section B

You are probably an **auditory** learner. Auditory learners like to hear information. They understand best when they are listening or discussing.

**Tips:** If possible, record your lectures and listen to them later. Record things (e.g. your notes and textbook information) and listen to them later. Get information from radio programmes or sound files on the Internet. Say things aloud. Sing things to music you know. Study with other students and talk about what you're learning.

### High scores in section C

You are probably a **physical** learner. Physical learners remember best by moving around and touching things.

**Tips:** Put information on cards that you can move around or put on the walls of your home or room. When you study, walk around with your textbook or notes in your hand and read the information aloud. In lectures sit near the

front of the room and take notes. Choose subjects where you can do practical work or research, e.g. interviews. Spend time 'in the field' (e.g. visiting a museum or working in an office).

### **All students**

Have a look at the tips in the other sections – perhaps there is something there that can also help you.

## **UNIT 2**

### **SOCIAL WORK**

#### **❖ SPEAKING**

*Task 1* Discuss these questions with a partner.

- Have you ever visited an orphan's home?
- How important is family life in your country?
- Why do people adopt children from other countries?

#### **❖ STUDY SKILLS**

In English-speaking cultures, being polite is very important; this particularly applies to communication in business. For example, such phrases as “I’m afraid”, “Well actually”, and “Unfortunately” are used to introduce something negative or make complaints. Not using such phrases can be seen as being too direct.

### **LET’S PLAY THE NO-NO GAME**

#### **PREPARE**

*Task 2* Write down eight false (but believable) statements about yourself, your job, your family, your interests, your company or your country. When you are ready, swap lists with a partner.

#### **PLAY**

- Imagine the two of you are chatting at a conference or corporate event. Take it in turns to make wrong assumptions about each other using the lists as a starting point but adding remarks of your own if you can.

e.g. **I hear** you're based in Rotterdam.

**I understand** you're a keen golfer.

**I believe** your company's about to be involved in a merger.

**I read somewhere** that Russia will be joining the EU soon.

- Your objective is to get the other person to say 'no'. Their objective is the same. Use the expressions from the box below to help you avoid saying “no”.
- Whoever says “no” first loses.

#### Useful expressions

- Not very.
- Not really.
- Not especially.
- Not exactly.
- Not yet.
- Not any more.
- Not at the moment.
- Not as far as I know.
- Actually, ...
- As a matter of fact, ...

### ❖ READING

*Task 3* Read the text about the trends in international adoptions. Write down two interesting things you remember. Compare your notes with other students.

#### LONG-DISTANCE ADOPTION

Inter-country adoptions have existed for a long time but in recent decades international adoptions have become increasingly popular. The US is the country with most international adoptions every year. In fact, the number of inter-country adoptions in the US has tripled in just 15 years. Most children

currently come from China, Russia, Guatemala, South Korea and Ukraine. Figures for 2005 show that about 22,700 US visas were given to overseas orphans. Around 7,900 came from China, over 4,600 from Russia, almost 3,800 from Guatemala, over 1600 from South Korea and 820 from Ukraine.

Today Spain is the second country in the world in actual number of adopted children from other countries. The figure is approximately 4,000 a year but the demand is growing very fast. France has a similar number and Italy 3,000. At the same time as international adoptions have increased in these countries, so has immigration from outside Western Europe. Indeed, very often the immigrants and the adopted children come from the same countries.

By contrast, in other parts of Europe inter-country adoptions are actually declining. There were only around 350 international adoptions in the UK last year. The process there is very slow and there are a lot more restrictions on international adoptions than in other parts of Europe.

Why do people adopt children from other countries? In the past, humanitarian reasons were most often cited. Sweden and Norway had the highest levels of international adoptions in the 1970s, mostly Vietnamese and South Korean orphans from the wars. Thousands of children were adopted from Romania in the early 1990s in response to TV documentaries of desperate conditions in orphanages. Similarly, in the mid-1990s film footage of conditions in Chinese orphanages led to an increase in adoptions from China.

Another factor is the changing structure of society and families in Western Europe. Italy and Spain are two countries where the traditional family is seeing an unprecedented period of change. As both men and women now work outside the home, people are starting their families later in life and having fewer children. As fertility rates are falling, people are rushing to adopt children. And since there is more demand than supply within the country for adoptions, people are looking overseas to adopt. People are increasingly seeing adoption as another way to have a child. It isn't just an option for childless people, many families have biological children and choose to adopt as well.

Not surprisingly, the mass media also plays a role in the increased interest in international adoptions. Every time a Hollywood celebrity, a supermodel or a pop star adopts a child, agencies report a 25% increase in enquires from people looking to adopt.

### ❖ VOCABULARY

*Task 4* Chose the best headline A-F, match each paragraph 1-6 (All the headlines will be used).

<b>A</b>	The description of situation in other countries	Paragraph 1
<b>B</b>	Orphans can be adopted by any family	Paragraph 2
<b>C</b>	International adoptions are brought into fashion	Paragraph 3
<b>D</b>	The winner in international adoptions	Paragraph 4
<b>E</b>	A reason to adopt child overseas	Paragraph 5
<b>F</b>	Restrictions decrease the numbers of adoptions	Paragraph 6

*Task 5* Match the column A with column B.

<b>1</b>	an adoption	<b>A</b>	приблизно
<b>2</b>	to triple	<b>B</b>	нестися
<b>3</b>	overseas	<b>C</b>	потроювати
<b>4</b>	approximately	<b>D</b>	рівень народжуваності
<b>5</b>	to decline	<b>E</b>	вимагати
<b>6</b>	desperate	<b>F</b>	зменшуватися
<b>7</b>	a fertility	<b>G</b>	усиновлення
<b>8</b>	to rush	<b>H</b>	запит
<b>9</b>	to demand	<b>I</b>	безнадійний
<b>10</b>	an enquire	<b>J</b>	закордонний

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. The export of commodities was ....
2. The market was weak, but ... were unimportant.

3. There is a brisk ... for home computers.
4. I'm ... glad to see you.
5. So many people ... for the bus that people could hardly get off.

*Task 7* Put the points in the order in which they appear in the article.

- A. Consequences of modern family life
- B. European countries where adoptions are rising
- C. A country with few international adoptions
- D. The country with the most international adoptions
- E. The influence of the rich and famous
- F. Many people adoption in the past

*Task 8* Are the following statements about the text true or false?

1. The GB is the country with most international adoptions every year. **T / F**
2. In Europe inter-country adoptions are increasing. **T / F**
3. Families mostly adopt war orphans. **T / F**
4. The mass media had an influence on children adoptions. **T / F**
5. People from Western Europe start their families later than in Eastern. **T / F**

*Task 9* Now look again at the paragraphs 1-6 and find words in the passages, which mean the same as:

- a) famous (1) \_\_\_\_\_
- b) at present (1) \_\_\_\_\_
- c) number (2) \_\_\_\_\_
- d) foreigner (2) \_\_\_\_\_
- e) leisurely (3) \_\_\_\_\_
- f) refer (4) \_\_\_\_\_
- g) circumstances (4) \_\_\_\_\_
- h) abroad (5) \_\_\_\_\_

i) star (6) \_\_\_\_\_

*Task 10* Complete these summary sentences with a word or a number.

<b>China 350 Vietnam South Korea Romania Italy Spain 22,700</b>
---

1. The US has the most international adoptions about ... in 2005.
2. Most children adopted in recent years in the US come from ... .
3. ... is the European country with most inter-country adoptions about 4.000 a year.
4. There were only ... inter-country adoptions in the UK last year.
5. In the 1970s many children were adopted from ... and ... .
6. In the 1990s many children were adopted from orphanages in ... and ... .
7. The traditional structure of the family is changing fast in ... and ... .

### ❖ PRACTICE IN PHRASAL VERBS AND PREPOSITIONAL PHRASES

*Task 11* Read the dialogue and match the verbs in bold with the definitions below.



**Gary:** Have you (1) **got round to** writing that report for the Board Meeting?

**Jeff:** Not yet. I'm afraid. I was going to do it last Saturday, but I took the chance to (2) **lie in** instead. Don't worry, though – I'll (3) **grind away at** it this weekend and it'll be ready for you by Monday.



**Gary:** Sorry, Jeff. We can't **(4) hang around** on this one. I have to **(5) go over** the report with the Chairman tomorrow, so I need it by five o'clock today at the latest. I have to **(6) insist on** that.

**Jeff:** But I can't possibly write a whole report by five o'clock!

**Gary:** Could you do a summary? I don't need to **(7) go into** details with the Chairman – just the main points and the conclusions.

**Jeff:** Yes, that might actually be better. It'll be a long report and he couldn't **(8) take in** the whole thing in just a short session anyway.

**Gary:** No, I'm sure he won't **(9) object to** a summary. When can I have that?

**Jeff:** I'll start writing it now and **(10) print it out** for you after lunch.

<b>a</b>		stay in bed later than normal
<b>b</b>		work hard at sth difficult/unpleasant
<b>c</b>		demand sth, not accept anything less/different
<b>d</b>		disapprove of sth
<b>e</b>		find time to do sth
<b>f</b>		fully understand sth
<b>g</b>		read/discuss sth (usu. main points) again
<b>h</b>		examine/discuss sth in detail
<b>i</b>		print sth (usu. computer file) onto paper
<b>j</b>		wait, doing nothing

*Task 12* Fill in each gap with a suitable expression from the list, using the correct tense/form.

<b>grind away</b>	<b>insist on</b>	<b>lie in</b>	<b>object to</b>	<b>print out</b>
-------------------	------------------	---------------	------------------	------------------

- I don't often get up early on Sunday mornings. I usually ..... and read the papers.
- This new job isn't very interesting, but I'll ..... at it until I find something better.
- I'll ..... your insurance policy and fax it to you.

4. I strongly ..... people smoking when I'm eating.
5. I am not satisfied with the product I bought and I ..... a full refund of the purchase price.

*Task 13* Replace the underline expressions with phrasal verbs from the box, using the correct tense/form.

**get around to    go into    go over    hang around    take in**

Have you (1) found the time for filling in your tax forms yet? Do you have problems (2) fully understanding all the new rules and regulations? Why not let The Tax Helpline help you? We'll (3) review your finances with you, then our expert accountants will (4) investigate all the details. Don't (5) wait! Call The Tax Helpline now on 0818 420 6374.

1 \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

❖ **GRAMMAR**

*Task 14* Look carefully at the use of articles (THE / A / AN / zero article) in these sentences and choose the correct option.

1. (\_\_\_ \ The) US is (a \ the) country with most international adoptions.
2. Spain is (the \ a \ \_\_\_) second country for international adoptions.
3. (The \ \_\_\_) Figure is approximately 4000 (the \ a \ an) year.
4. There were only 350 in (the \ \_\_\_) UK (the \ \_\_\_) last years.
5. Sweden and Norway had (the \ \_\_\_) highest levels in (the \ an) 1970s.
6. The changing structure of (a \ the \ \_\_\_) society in (the \ \_\_\_) Western Europe.

7. Both (the \ \_\_\_) men and (the \ \_\_\_) women now work outside (the \ a) home.
8. (The \ A \ \_\_\_) Mass media also plays (the \ a \ \_\_\_) role.

*Task 15* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	*	adoptive	
		*	popularize
§ 2	*	demanding	
	increase		*
§ 3	*		restrict
§ 5	change		*
	*		fertilize
	starter		*
	supplier		*
§ 6	*	celebrated	

*Task 16* Transform the following complex sentences into simple one using the Absolute Participle Complex.

- As his mother teaches English, he knows the language very well.
- As our teacher had visited India, we asked him to tell us about that country.
- As the book was being printed we hope to get it soon.
- As my brother had locked the door, I couldn't get into the room.

*Task 17* State the infinitive of the following Participle II of irregular verbs, and translate them into Ukrainian.

- |          |           |
|----------|-----------|
| 1. won   | 6. broken |
| 2. wept  | 7. taken  |
| 3. worn  | 8. slept  |
| 4. swam  | 9. sat    |
| 5. stuck | 10. shown |

*Task 18* Find at least five examples of Participle II and Participle I in the text you have read.

### ❖ WRITING

*Task 19* Think about the advantages and disadvantages of the big family. Write five sentences. Then find out about your partner.

*Task 20* Write a small summary of the text you have read for about 10 sentences. Begin with:

This text deals with _____ _____ _____
--

### CHECK YOUR WORK



<b>Have you</b> used some expressions from the text? written 10 sentences? checked your spelling? checked punctuation and grammar?
--

## UNIT 3

### COMMUNITY CARE

#### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- How do you understand the term “information society”?
- How many sources to receive information do you know?
- Can you see any difference between knowledge and information?

## ❖ STUDY SKILLS

*Task 2* Work with a partner to see how much do you know about the billionaire lifestyle. Do the quiz. Check your answers on page 38.

### WHO WANTS TO BE A BILLIONAIRE?

**1. How many dollar millionaires are there in the world?**

- a 720,000      c 72 million  
b 7.2 million    d 720 million

**2. How many dollar billionaires are there?**

- a 45      c 4,500  
b 450    d 45,000

**3. What's the world's most expensive neighbourhood to live in?**

- a Zuhchberg, Zurich  
b Eaton Square, London  
c Fifth Avenue, New York  
d Motoazabu, Tokyo

**4. Where can you find the highest concentration of multimillionaires per square metre?**

- a Monte Carlo    c Nassau  
b Santa Barbara    d Geneva

**5. With \$25,000 to spend, what *couldn't* you afford?**

- a your own Boeing 747 jumbo jet for an hour  
b one night in the world's most expensive hotel room – the Bridge Suite at the Atlantis Resort in the Bahamas  
c a Harvard MBA  
d 50 hours of helicopter flying lessons

**6. With \$2 million to spend, what would still be financially out of your reach?**

- a the world's most expensive watch by Chopard encrusted with over 200 carats of multicoloured diamonds  
b the world's most expensive dress, embroidered with 2,000 diamonds, by Maria

Grachvogel

c a round of golf with the world's greatest golfer, Tiger Woods

d the Fender Stratocaster Sunburst guitar that Jimi Hendrix famously set fire to on stage

**7. Who sold the world's most expensive yacht Katana (valued at \$68 million) to buy something a little bigger?**

a CEO of Oracle, Larry Ellison

b Michael Jackson

c the Royal Family of Qatar

d Media mogul, Rupert Murdoch

**8. Who doesn't own an island?**

a entrepreneur Richard Branson

b actor Nicholas Cage

c ex-prime minister Margaret Thatcher

d the Barclays Bank brothers

**9. Who didn't own a Rolls-Royce?**

a Vladimir Lenin

b Ayatollah Khomeini

c John Lennon

d Ronald Reagan

**10. Which classic car was voted the most desirable dream machine ever?**

a E-Type Jaguar

b Aston Martin DB5

c Ferrari Dino

d Porsche 911

**11. A case of Chateau Le Pin cost £400 in 1983. When ready to drink in 1999, how much was it worth?**

a nothing

b £400

c £12,000

d £36, 000

**12. The most expensive painting ever sold at auction was bought by Japanese businessman Ryoei Saito for \$82.5 million. Who was the painter?**

a Picasso

b Cezanne

c Van Gogh

d Rubens

### ❖ READING

*Task 3* Read the text about current trends in management. Write down two interesting things you remember. Compare your notes with other students.

## KNOWLEDGE MANAGEMENT

Did you know we are living in what is commonly termed the “information society”? This is because information and data have become easier to obtain thanks to advances in computers, modern means of communication and the Internet.

Organisations believe having better information leads to better decision-making. However, with greater access to information comes the problem of information overload – which pieces of information are important to make the best decision? The problems of selecting and obtaining the right information and the ability to use this information to make decisions which can give the organisation a competitive advantage gave rise to the field of Knowledge Management, or KM, and it is being adopted by more and more businesses today.

In order to understand what Knowledge Management is, it is necessary to define what knowledge is. In fact, we need to distinguish between data, information and knowledge and some concrete examples can help.

Looking at the daily transactions of a shop, I may see that 12 units of Product X have been sold that day – that is an interesting piece of data but I cannot make a decision based on this as it lacks context. I can change this data

into valuable information if I know that last week 20 or 200 units of Product X were sold – this informs me that sales in that item have dropped. So data + context = information. Now, based on my years of experience working in the shop and familiarity with my customers, I can use the knowledge I have to decide whether I should order more of the same product or not. Perhaps a rival product has been launched recently and this accounts for a drop in sales, but my insight tells me that after a while my customers will go back to buying Product X. Whatever the situation, I use my knowledge, and not just the information I receive, to decide on the best course of action.

So knowledge can be defined as the know-how that comes from experience and understanding of a situation. For the time being, only humans, and not computers, can provide an organisation with the knowledge it needs to succeed and the combined knowledge that the employees of an organisation possess is often termed its intellectual capital.

KM therefore can be divided into 2 parts. The activity of obtaining the best information, which often relies on technology such as having powerful computers to filter or store information, or good networks of communication so that knowledge can flow easily through the organisation; and the more human side which focuses on employees exploiting the information in order to create competitive advantage for the organisation, perhaps by producing an idea which customers will want.

Companies which nowadays adopt KM strategies believe that they will achieve better results because they harness the potential of both modern technological advances and good old-fashioned experience.

## ❖ VOCABULARY

*Task 4* Chose the best headline A-G, match each paragraph 1-7 (All the headlines will be used).

**A** Humans and technology

Paragraph 1

**B** The distinguish we need to know

Paragraph 2



<b>C</b>	The new ways to obtain data	Paragraph 3
<b>D</b>	To reach the best results are easy	Paragraph 4
<b>E</b>	Informational problems	Paragraph 5
<b>F</b>	How to use the knowledge	Paragraph 6
<b>G</b>	How to define knowledge	Paragraph 7

*Task 5* Match the column A with column B.

<b>1</b>	to obtain	<b>A</b>	перевантаження
<b>2</b>	a decision	<b>B</b>	конкуруючий
<b>3</b>	an overload	<b>C</b>	конкурентоспроможний
<b>4</b>	competitive	<b>D</b>	зберігати
<b>5</b>	to distinguish	<b>E</b>	одиниця товару
<b>6</b>	a unit	<b>F</b>	отримувати
<b>7</b>	rival	<b>G</b>	володіти
<b>8</b>	to possess	<b>H</b>	приспосовувати
<b>9</b>	to store	<b>I</b>	рішення
<b>10</b>	to harness	<b>J</b>	розрізняти

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. He ... a vast store of knowledge.
2. How much energy can this battery ... ?
3. The choice of the candidates by ... examination.
4. I could hardly ... anything in the morning mist.
5. New ways are always being discovered of ... oil and other minerals to the production of electricity.

*Task 7* Make sure you understand these words which you will later read in the article.

1. An asset is A. they can do better than their competitors.

- |   |  |
|---|--|
| <p>2. An expert has</p> <p>3. All companies seek competitive advantage so</p> <p>4. A person who has insight</p> <p>5. Information overload is the result of</p> <p>6. The capital of a business</p> <p>7. Data are</p> <p>8. If words are taken out of context you</p> | <p><b>B.</b> having too much information to deal with.</p> <p><b>C.</b> don't pay attention on to the settings only the words.</p> <p><b>D.</b> is the money it has available.</p> <p><b>E.</b> something that has value.</p> <p><b>F.</b> facts and figures (numbers).</p> <p><b>G.</b> a lot of know-how, s\he knows how to do things.</p> <p><b>H.</b> can see how things should be done.</p> |
|---|--|

*Task 8* Are the following statements about the text true or false?

	<b>T</b>	<b>F</b>
1. Our society is called an “information society” because there is too much information in the world.		
2. To make the right decisions the more information an organization can get the better it is.		
3. Information is different from data because it provides a context.		
4. Knowledge and know-how are very different.		
5. Insight can help experts make better decisions.		
6. The intellectual capital of an organization is the combination of its human and technological asserts.		
7. Organisations rely on computers to produce knowledge.		

*Task 9* Now look again at the paragraphs 1-7 and find words in the passages, which mean the same as:

- a) defined (1) \_\_\_\_\_
- b) admission (2) \_\_\_\_\_
- c) benefit (2) \_\_\_\_\_
- d) instance (3) \_\_\_\_\_
- e) bargain (4) \_\_\_\_\_
- f) acumen (4) \_\_\_\_\_
- g) people (5) \_\_\_\_\_

h) use (6) \_\_\_\_\_

i) utilize (7) \_\_\_\_\_

### ❖ PRACTICE IN PHRASAL VERBS AND IDIOMS

*Task 10* Read the dialogue and try to explain the idioms in bold. Then, look at the picture and say which idiom it represents.

**Charles:** So James, how's the business doing?

**James:** Not so good, old boy! I've been having problems with old Rumpton. I'm afraid I'm going to have to (1) **give him the boot**.

**Charles:** Rumpton! But he's been running your business for years!

**James:** Yes Charles, I know, but he's getting on a bit you know. He's sixty-two and, quite frankly, I don't think he knows what he's doing anymore. He seems to have turned into (2) **a lame duck** in recent years – no control over the workforce and, well, between you and me, the company's (3) **feeling the pinch**. You know our profits are down twenty per cent since last year.

**Charles:** Goodness me! You're not (4) **in the red** are you?

**James:** Certainly not! We haven't (5) **hit rock bottom** just yet! No, we don't owe anyone anything. We're still (6) **in the black** – for now, at least.

**Charles:** Well, it sounds like you're (7) **playing with fire** if you keep him for much longer! You definitely need to get somebody else to (8) **step into his shoes**.

**James:** Yes, but whom? I need somebody who's going to run the place with (9) **a firm hand** – not take any nonsense, you know?

**Charles:** Yes, quite. Do be careful though, old chap. A hasty decision won't (10) **pay dividends**, believe me!



*Task 11* Match the items with the idioms from previous task.

<b>a</b>		in debt
<b>b</b>		in credit/making profit
<b>c</b>		to replace sb
<b>d</b>		to reach the lowest point
<b>e</b>		to suffer because of lack of money
<b>f</b>		a person/company that is weak/a failure
<b>g</b>		to bring advantages at a later date
<b>h</b>		control and discipline
<b>i</b>		to take dangerous risks
<b>j</b>		to fire sb from their job

*Task 12* Fill in the gaps with phrases from the box.

**a lame duck   in the red   in the black   a firm hand   playing with fire**

1. You should stop spending so much money or you'll be \_\_\_\_\_ before you know it!
2. There are very few problems at this school as the headmaster governs the students with \_\_\_\_\_ .
3. Tom's new business turned out to be \_\_\_\_\_ and he lost a lot of money.
4. Gayle felt relieved when she put her wages into the bank as she was finally \_\_\_\_\_ again.
5. You are \_\_\_\_\_ if you quit your job before finding another one.



*Task 13* Fill in the missing verbs to complete the idioms. Then, choose any three and make sentences.

- |                         |                             |
|-------------------------|-----------------------------|
| 1. to ..... rock bottom | 4. to ..... sb the boot     |
| 2. to ..... the pinch   | 5. to ..... into sb's shoes |
| 3. to ..... dividends   |                             |

❖ **GRAMMAR**

*Task 14* Put these nouns into two groups: A for the person and B for the job or subject.

<b>photographer</b>	<b>art</b>	<b>photography</b>	<b>scientist</b>	<b>politician</b>	<b>artist</b>
<b>science</b>	<b>psychology</b>	<b>politics</b>	<b>psychologist</b>		

**A:** *photographer*    **B:** *photography*

*Task 15* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

<b>PARAGRAPH</b>	<b>NOUN</b>	<b>ADJECTIVE</b>	<b>VERB</b>
§ 1	*		communicate
§ 2	selection		*
		*	compete
§ 3		definite	*
	*		know
§ 4	decision		*
§ 5	*	employable	
§ 6	technology	*	
		stored	*
	*		activate

*Task 16* Transform the following complex sentences into simple one using the Absolute Participle Complex.

1. As her son was ill, she could not go to the theatre.
2. When the match had ended, the people went home.
3. As his sister has broken his spectacles, he had to buy a pair of new ones.

4. When the house had been built, we got a new flat.

*Task 17* State the infinitive of the following Participle II of irregular verbs, and translate them into Ukrainian.

- |           |           |
|-----------|-----------|
| 1. shut   | 6. given  |
| 2. shaken | 7. come   |
| 3. frozen | 8. caught |
| 4. spoken | 9. beaten |
| 5. driven | 10. given |

*Task 18* Find at least five examples of Participle II and Participle I in the text you have read.

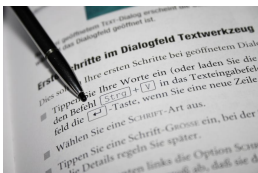
### ❖ WRITING

*Task 19* Think about the know-how you met during last 2 years. Write five sentences. Then find out about your partner.

*Task 20* Write a small summary of the text you have read for about 10 sentences. Begin with:

This text highlights \_\_\_\_\_

### CHECK YOUR WORK



**Have you**  
used some expressions from the text?  
written 10 sentences?  
checked your spelling?  
checked punctuation and grammar?

### ANSWERS TO QUIZ

1. B, 2. B, 3. B, 4. B, 5. C, 6. A, 7. A, 8. C, 9. D, 10. B, 11. D, 12. C

## UNIT 4

### TRAINING OF SOCIAL WORKERS IN UKRAINE

#### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- What has been done in the field of training of social workers in Ukraine?
- What have you heard about TASIC project “Social Protection in Ukraine”?
- Does management play an important role in any training?

#### ❖ STUDY SKILLS

*Task 2* There are a lot of rhetorical techniques. The main ones listed below. Complete them using the words in the box.

questions	language	words	threes	points	sounds	opposites
-----------	----------	-------	--------	--------	--------	-----------

### THE SEVEN RULES OF RHETORIC

**1. Repeat** \_\_\_\_\_

I still have a dream. It is a dream deeply rooted in the American dream.

**2. Repeat** \_\_\_\_\_

We are the people ... who persuaded others to buy British, not by begging them to do so, but because it was best.

**3. Use contrasts and** \_\_\_\_\_

Ask not what your country can do for you – ask what you can do for your country.

**4. Group key points in** \_\_\_\_\_

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

**5. Ask rhetorical** \_\_\_\_\_

What are our chances of success? It depends on what kind of people we are.

**6. Accumulate supporting** \_\_\_\_\_

We are the people who, amongst other things, invented the computer, the refrigerator, the electric motor, the stethoscope, rayon, the steam turbine, stainless steel, the tank ...

**7. Use metaphorical \_\_\_\_\_**

To lead our country out of the valley of darkness.

*Task 3* Decide which word in each statement could most effectively be repeated after a short pause and underline it. Read the statements aloud to check. The first one has been done for you.

**a** This is very important.

('This is very ... very important.')

**b** This is a much better option.

**c** It's now or never.

**d** There'll always be a market for quality.

**e** It is here in Europe that the best opportunities lie.

**f** And today we start to turn this company around.

Rewrite **a** so that you can repeat the word *important*.

\_\_\_\_\_

*Task 4* Complete the sentences using the words in the boxes.

<b>growing</b>	<b>coming</b>	<b>pooling</b>	<b>pouring</b>	<b>sowing</b>	<b>trickling</b>
----------------	---------------	----------------	----------------	---------------	------------------

**Money is liquid**

**a** They're \_\_\_\_\_ millions of dollars into R&D.

**b** A small amount of cash has started \_\_\_\_\_ in.

**c** We should be \_\_\_\_\_ our resources – together we'd have sufficient capital to fund new research.

**Ideas are plants**

**d** After years of work, our plans are finally \_\_\_\_\_ to fruition.



e There's \_\_\_\_\_ support for the project – most of the people we spoke to think it's a good idea.

f They're \_\_\_\_\_ the seeds of doubt in the mind of the customer and, as a result, we're losing sales.

<b>victory</b>	<b>attack</b>	<b>goalposts</b>	<b>guns</b>	<b>stakes</b>	<b>fight</b>	<b>odds</b>	<b>idea</b>
----------------	---------------	------------------	-------------	---------------	--------------	-------------	-------------

### **Argument is war**

g They shot down my \_\_\_\_\_ before I'd even had a chance to explain it.

h We came under \_\_\_\_\_ from the marketing team.

i He didn't put up much of a \_\_\_\_\_. In fact, he just seemed to give in completely.

j She stuck to her \_\_\_\_\_ and refused to move an inch.

### **Competition is sport**

k We've scored a significant \_\_\_\_\_ in the home market.

l The \_\_\_\_\_ are high – we're risking the future of this company.

m The \_\_\_\_\_ are against us, but there's still a chance we can succeed.

n We don't know what our objectives are supposed to be because they keep moving the \_\_\_\_\_.

## **❖ READING**

*Task 5* Read the text about eight elements of total quality management. Write down two interesting things you remember. Compare your notes with other students.

### **THE TOTAL QUALITY MANAGEMENT**

Total Quality Management describes a managerial approach which tries to do things right the first time and to eliminate defects from all its operations. Everybody in an organisation is involved in the TQM process and the following eight elements are fundamental for it to succeed.

Ethics. Management draws up a business code of ethics to which all personnel should adhere. Sometimes an external company is contracted to help produce a document. In short, workers are encouraged to do their best.

Integrity. Clients expect to find integrity in an organisation. Integrity encompasses morals, values, fairness and honesty. Sincerity is also important. If somebody makes a mistake, they should feel comfortable in admitting their error.

Trust. TQM cannot work without trust. It is essential for both the clients and the individual participants at all levels of the company. When workers are trusted to make decisions, they start to take pride in the organisation for which they work.

Training. Workers can only be highly productive when they receive appropriate training. Training can focus on areas such as interpersonal skills, working in a team, problem solving or performance analysis. Training should be on-going and given as the need arises.

Teamwork. The Total in TQM refers to the total involvement of an organisation's staff. By using teams of workers from different departments or strata a company will receive better solutions to problems. People working in a team are more likely to make creative suggestions than those working in isolation.

Leadership. Leadership does not only refer to top management. In the case of TQM leadership is found at all levels. Workers need to be guided by leaders with a clear vision of the company's goals. The philosophy of TQM is filtered down through every strata of the organisation through leaders who are constantly demonstrating their belief in the approach.

Communication. Communication is the vital link between all of the organisation's elements. Information needs to be shared regularly and constantly. Communication takes place in three directions: downwards from top management to employees; upwards where workers provide management with

insight and criticism; and sideways where communication crosses over between different departments and to external suppliers and customers.

Recognition. Individuals and teams should have their efforts, ideas and achievements recognised. Recognition increases self-esteem and this, in turn, increases productivity. A worker does a better job when he feels his work is being appreciated. Recognition should come as soon as possible after the act that is being recognised. It can take the form of a letter from management or a more formal award.

### ❖ VOCABULARY

*Task 6* Chose the best headline A-I, match each paragraph 1-9 (All the headlines will be used).

<b>A</b>	You must believe your colleagues	Paragraph 1
<b>B</b>	We must work together	Paragraph 2
<b>C</b>	Professional ethics	Paragraph 3
<b>D</b>	Three different directions	Paragraph 4
<b>E</b>	Fundamental elements	Paragraph 5
<b>F</b>	Supervision	Paragraph 6
<b>G</b>	Personal recognition	Paragraph 7
<b>H</b>	Positive attitude	Paragraph 8
<b>I</b>	Coaching is also important	Paragraph 9

*Task 7* Match the column A with column B.

<b>1</b>	to obtain	<b>A</b>	перевантаження
<b>2</b>	a decision	<b>B</b>	конкуруючий
<b>3</b>	an overload	<b>C</b>	конкурентоспроможний
<b>4</b>	competitive	<b>D</b>	зберігати
<b>5</b>	to distinguish	<b>E</b>	одиниця товару
<b>6</b>	a unit	<b>F</b>	отримувати
<b>7</b>	rival	<b>G</b>	володіти
<b>8</b>	to possess	<b>H</b>	приспосовувати

- |           |            |          |            |
|-----------|------------|----------|------------|
| <b>9</b>  | to store   | <b>І</b> | рішення    |
| <b>10</b> | to harness | <b>Ј</b> | розрізняти |

*Task 8* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. I could hardly ... anything in the morning mist.
2. He was a representative from a ... company.
3. He ... a vast store of knowledge.
4. How much energy can this battery ... ?
5. Nowadays people can easily ... the computer's potential.

*Task 9* Choose the correct word in each of the following sentences:

1. If somebody makes a mistake they should ...  
**a.** be punished                      **b.** not be punished
2. Trust is essential at ... levels of the company.  
**a.** lower                                      **b.** all.
3. When workers are trusted they take pride in ...  
**a.** themselves                              **b.** their organization
4. Workers can only be highly productive when they receive appropriated ...  
**a.** payment                                      **b.** training
5. People working in a team are ... likely to make creative suggestions than those working in isolation.  
**a.** less    **b.** more
6. Workers ... to be guided by leaders with a clear vision of the company's goals.  
**a.** need    **b.** do not need
7. Communication takes place in 3 directions: downwards, upwards, and ... .  
**a.** sideways                                      **b.** outwards
8. Recognition should come ... after the act that is being recognized.  
**a.** immediately                                      **b.** a while

*Task 10* Are the following statements about the text true or false?

1. Usage of Total Quality Management leads companies to success. **T / F**
2. Integrity and sincerity means almost the same in management. **T / F**
3. Leadership means that top management must provide an effective guidance. **T / F**
4. The employee's self-esteem increases productivity. **T / F**
5. Criticism usually comes from top management. **T / F**

*Task 11* Now look again at the paragraphs 1-9 and find words in the passages, which mean the same as:

- a) administrative (1) \_\_\_\_\_
- b) follow (2) \_\_\_\_\_
- c) straightforwardness (3) \_\_\_\_\_
- d) important (4) \_\_\_\_\_
- e) coaching (5) \_\_\_\_\_
- f) engagement (6) \_\_\_\_\_
- g) aims (7) \_\_\_\_\_
- h) continuously (8) \_\_\_\_\_
- i) approval (6) \_\_\_\_\_

❖ **PRACTICE IN PHRASAL VERBS AND IDIOMS**

*Task 12* Read the letter and try to explain the idioms in bold.

*Dear Giles,*

I just had to write and let you know that I got the job at the law firm I was telling you about.

The interview was a bit odd because the other candidate, Mr Dalziell-Smythe, and myself, were interviewed together and I must admit I felt a bit concerned when it turned out that both he and the interviewer were (1) **old boys** from Eton.

Mr D.S. was a terrible snob too, and made it obvious that he thought I was **(2) from the wrong side of the tracks** as soon as I mentioned that I was from Brixton. However, I needn't have worried as the **(3) smart aleck** soon **(4) put his foot in it** when he told the interviewer that he thought the current legal system was old-fashioned and needed updating.

The interviewer was clearly offended and responded by saying that being **(5) of the old school** he rather admired the traditional legal ways. This comment seemed to **(6) put Mr D.S. in his place** as he didn't say much after that.

I felt even better when I realised that Mr D.S. was **(7) all at sea** as far as canon law was concerned. Fortunately, I've been studying so hard that I **(8) know the subject inside out**, and I made sure that the interviewer knew that too!

The firm's head office called me this morning to tell me that I've been accepted and that they'd like me to go back tomorrow morning as they want me to **(9) learn the ropes** as soon as possible. I'll probably ask them to tell me a bit more about the firm too, as the interviewer barely had time to **(10) scratch the surface** last week.

I'll write again soon to let you know how I'm getting along.

*Regards,*

*Craig*



*Task 13* Match the items with the idioms from previous task.

- |   |  |
|---|--|
| <b>a</b> to make sb understand/<br>admit they have done/<br>said sth unacceptable | <b>f</b> to offend/upset/ embarrass<br>others, usually by accident                       |
| <b>b</b> confused   | <b>g</b> from the poor/less respectable<br>part of town                                  |
| <b>c</b> former student,<br>especially from an all-<br>boys private school        | <b>h</b> to know sth/sb very well  |
| <b>d</b> to examine a small part<br>of a problem/subject                          | <b>i</b> sb who thinks he/she is very<br>clever  |
| <b>e</b> old-fashioned and<br>conservative  | <b>j</b> to become familiar with<br>details/methods of a job/<br>profession/company, etc |

*Task 14* Replace the words in bold with suitable idioms.



Don't be put by the new accountant's appearance. He looks scruffy, as if he's **not from a respectable area**, but it can be annoying that he's **one of these people who think they know everything**, but actually he's a **former pupil** from Harrow and **he's very knowledgeable** in the field of accounting. I was **hopelessly confused** about taxes and keeping the company's books before, but now everything is in order.

*Task 15* Fill in the gaps with phrases in the box.

<b>head and shoulders above</b>	<b>inside out</b>	<b>slow on the uptake</b>	<b>old boys</b>
<b>scratch the surface</b>	<b>all at sea</b>	<b>putting her in her place</b>	
<b>wrong side of the tracks</b>	<b>of the old school</b>	<b>put her foot in it</b>	

1. Sarah \_\_\_\_\_ when she told Michael that he was a terrible manager.
2. I didn't understand that presentation and now I'm \_\_\_\_\_.
3. It was only a short meeting so we barely had time to \_\_\_\_\_ of the issue.
4. You don't find many carpenters \_\_\_\_\_ any more – these days everything is done by machine.
5. Many \_\_\_\_\_ turned up for the school reunion dinner.
6. Anna's a bit \_\_\_\_\_; everyone expect her can see that director treats her as his assistant.
7. Even though Tom was from the \_\_\_\_\_ he married Elizabeth, who was from a very rich family.
8. Mr Dark has worked here longer than any other employee so he knows the job \_\_\_\_\_.
9. Catherine is \_\_\_\_\_ everyone else in work group – she's got a good chance of becoming the leader.
10. I don't blame Ian for \_\_\_\_\_; after all, Shirley's always criticising other people.

*Task 16* Answer the questions below.

1. Would a **smart aleck** consider himself/herself to be **head and shoulders above everyone else**? Why/ Why not?
2. If you were **all at sea** after your first day in a new job, would you find it easy to **get on top of** your workload? Why/ Why not?
3. Would an **old boys'** reunion necessarily be a gathering of old men? Why/ Why not?
4. If you feel **out of your depth** when somebody talks about a particular subject, does this mean you are **slow on the uptake**? Why/ Why not?



5. If your father thought your fiancé was **from the wrong side of the tracks**, would he find it difficult to **get to grips with** your relationship? Why/ Why not?
6. If you met a tailor **of the old school**, would you be surprised if he **didn't have a clue** how to sew by hand? Why/ Why not?

### ❖ GRAMMAR

*Task 17* All of these expressions with DO or MAKE are in the article. See if you can put the correct word do or make in the gaps.

1. Always try to ... your best.
2. It is not always easy to ... the right things.
3. Take your time when you have to ... an important decision.
4. Don't worry if you ... a mistake; nobody is perfect!
5. Would you like to ... a suggestion?
6. Try to ... a better job next time.

*Task 18* Transform the following complex sentences into simple one using the Absolute Participle Complex.

1. As the road was being repaired, I couldn't go there by bus.
2. As it is rather cold, I put on my coat.
3. After the sun had risen, we continued our way.
4. As my friends had bought the tickets beforehand, we did not need to hurry.

*Task 19* State the infinitive of the following Participle II of irregular verbs, and translate them into Ukrainian.

- |              |          |
|--------------|----------|
| 1. flown     | 6. led   |
| 2. forgotten | 7. lain  |
| 3. found     | 8. hung  |
| 4. grown     | 9. set   |
| 5. known     | 10. kept |

*Task 20* Find at least five examples of Participle II and Participle I in the text you have read.

*Task 21* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	elimination		*
§ 2	*	manageable	
§ 3	importance	*	
§ 4	trustee		*
§ 5		*	produce
§ 6	*	involved	
§ 7	*		organize
§ 8	difference	*	
§ 9		increasable	*
		*	form

## ❖ WRITING

*Task 22* Think about other elements you can add to the Total Quality Management list. Write five sentences. Then find out about your partner.

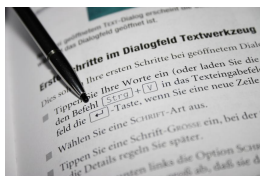
*Task 23* Write a small summary of the text you have read for about 10 sentences.

Begin with:

This text deals with \_\_\_\_\_

\_\_\_\_\_

## CHECK YOUR WORK



**Have you**

used some expressions from the text?

written 10 sentences?

checked your spelling?

checked punctuation and grammar?

## UNIT 5

### RISK MANAGEMENT

#### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- How many types of management do you know?
- What possible business risk in your country may expect the company's owners?
- How do you understand the term "risk management"?

#### ❖ STUDY SKILLS

### THE MUTUAL APPRECIATION GAME

#### PREPARE

*Task 2* Spend a few minutes thinking of compliments you could pay your partner. Use the expressions below to help you.

#### PLAY

When you are ready, start exchanging compliments with your partner. Respond to each compliment you receive in an appreciative but modest way. See who can give the most compliments in under two minutes!

Join the rest of your group and report some of the compliments you've been giving.

e.g.

**I was just saying** how nice Alain's new haircut looks.

**I was just telling** Yvonne what a marvellous tan she's got.

#### Useful expressions

- You're looking as ... as ever/usual today!
- What a brilliant/fantastic/fabulous ... !
- You know, that/those ... really suit(s) you!
- I (really) like your...! Where did you get it/them?

- By the way, you did a great job in the meeting/presentation the other day.
- In fact, I must say you're one of the ...*est* people I've ever met. And I'm not just saying that. I (really) mean it!

### ❖ READING

*Task 3* Read the text and get to know how to avoid possible risks with the help of right strategy. Write down two interesting things you remember. Compare your notes with other students.

In 2005, the insurance company Lloyds carried out extensive research into the way that organisations around the world managed their risk. Their findings showed that time spent on discussing risk management in board rooms across the world had risen four fold in the previous three years. This illustrates the importance that managers are attaching to the issue. In their conclusions Lloyds stated that this rise was not sufficient and that managers needed to put risk management in a more prominent position in their companies' strategies.

At Ashridge, business experts suggest that taking a holistic approach to risk management will have more effective results. If we perceive a business as being like a spider's web, we see that it has an organising body at the centre and then interlocking strands of resources. Some of these strands, such as income from products or the relationship with suppliers – are relatively easy to observe. Other strands are less tangible and much more complicated to monitor – for example, a company's reputation, or its relationship with the government of the country where it is based. Risk management should address each of these strands individually and also look at how they interact with each other presenting more possibilities of risk and failure.

Experts suggest that all possible risks can be categorised into three main types. Catastrophic failure. Examples include the effects of natural disasters, war or terrorism and can ultimately cause a business to collapse.

Strategic failure. This happens when a company has an inappropriate business strategy. One example is a company that misunderstands its position in relation to its competitors.

Operational failure. This happens when a company is unable to deliver the promised returns to its stakeholders. The effect is that the stakeholders will lower their level of involvement with the firm.

When drawing up a risk management strategy managers should make the following. First, think about the resource flows in each of the three categories. Second, identify the impact of their disruption. Third, measure the risk factors.

While drawing up business management plans, companies should – at the same time – develop risk management systems. It is unwise to rely on one person, a Head Risk Officer, to ensure the company's well being. Risk is something that all members of the senior management team should be involved with and address together.

Finally, businesses are advised to have a realistic acceptance of risk. This acceptance will be the first step in building a more effective risk strategy. If a business is better prepared to manage risk than its competitors, then it will be open to more opportunities too.

### ❖ VOCABULARY

*Task 4* Chose the best headline A-H, match each paragraph 1-8 (All the headlines will be used).

- |                                     |             |
|-------------------------------------|-------------|
| <b>A</b> Appropriate strategy       | Paragraph 1 |
| <b>B</b> Teamwork                   | Paragraph 2 |
| <b>C</b> Third failure              | Paragraph 3 |
| <b>D</b> The need for risk managers | Paragraph 4 |
| <b>E</b> Logical conclusion         | Paragraph 5 |

<b>F</b> The main types	Paragraph 6
<b>G</b> The list of strands	Paragraph 7
<b>H</b> How to build a strategy	Paragraph 8

*Task 5* Match the column A with column B.

<b>1</b> a fold	<b>A</b> сприймати
<b>2</b> an issue	<b>B</b> руйнування
<b>3</b> holistic	<b>C</b> нитка павутиння
<b>4</b> to perceive	<b>D</b> помилка
<b>5</b> a strand	<b>E</b> пункт
<b>6</b> tangible	<b>F</b> можливість
<b>7</b> a failure	<b>G</b> вплив
<b>8</b> an impact	<b>H</b> цілісний
<b>9</b> a disruption	<b>I</b> помітний
<b>10</b> an opportunity	<b>J</b> питання

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. The truth as I ... it is not good enough.
2. Every cable is composed of three ..., every ... of three ropes.
3. The new proposals were intended to soften the ... of the reformed tax system.
4. In our company all employees have equal ... .
5. The professor appreciates the ... ideas of his students.

*Task 7* Match the words from column A with the words from column B to make six common collocations.

1. board		A. strategy
2. holistic		B. step

- |               |              |
|---------------|--------------|
| 3. natural    | C. team      |
| 4. business   | D. rooms     |
| 5. management | E. disasters |
| 6. first      | F. approach  |

*Task 8* Are the following statements about the text true or false?

- |  |              |
|--|--------------|
| 1. Last findings showed that time spent on discussing risk management had increased.                         | <b>T / F</b> |
| 2. All strands of the business web need careful treatment.   | <b>T / F</b> |
| 3. Catastrophic failure arises when the shareholders will lower their level of involvement with the company. | <b>T / F</b> |
| 4. The business management plans and risk management systems should be created simultaneously.               | <b>T / F</b> |
| 5. Businesses are advised to draw up an excepted risk management strategy.                                   | <b>T / F</b> |

*Task 9* Now look again at the paragraphs 1-8 and find words in the passages, which mean the same as:

- |                      |       |
|----------------------|-------|
| a) data obtained (1) | _____ |
| b) enough (1)        | _____ |
| c) entire (2)        | _____ |
| d) clear (2)         | _____ |
| e) finally (3)       | _____ |
| f) instance (4)      | _____ |
| g) profits (5)       | _____ |
| h) influence (6)     | _____ |
| i) silly (7)         | _____ |
| j) efficient (8)     | _____ |

*Task 10* Choose the correct option according to the article.

1. Over the past three years time spent on risk management has ...  
**a.** risen                                    **b.** fallen
2. Lloyds thinks that managers ... doing enough to address risk management.  
**a.** are                                        **b.** are not
3. A company's reputation is ... to monitor.  
**a.** easy                                        **b.** difficult
4. Natural disasters are an example of ... failure.  
**a.** strategic                                    **b.** catastrophic
5. Operational failure can result in shareholders ... their involvement with a company.  
**a.** decreasing                                **b.** increasing
6. Companies should develop risk strategies ... drawing up business management plans.  
**a.** after                                        **b.** at the same time as
7. It is important to ... the possibility of risk.  
**a.** accept                                        **b.** reject
8. Being prepared for risk can put a company in a ... position than its competitors.  
**a.** worse                                        **b.** better.

*Task 11* Complete the sentences using these adjectives from the article.

**realistic   tangible   inappropriate   effective   holistic   prominent**

1. He holds a ... position in the firm. He's a senior manager.
2. The strategy was ... so the company lost millions.
3. Drawing up a good risk management strategy is an ... way to combat future problems.
4. A company's good reputation is a less ... strength than its sales figures which are clearly visible.



5. Managers are advised to adopt a more ... approach to their planning instead of looking at each area in isolation.
6. It is important that we have ... views of the risks our company faces. We must not bury our heads in the sand!

### ❖ PRACTICE IN PHRASAL VERBS AND PREPOSITIONAL PHRASES

*Task 12* Read the dialogue and match the words in bold to the definitions on the right.



**John:** Sorry to (1) **keep on** nagging you about this year's conference, Simon, but you have to make up your mind soon.

**Simon:** That's OK, John. I know I've been (2) **putting off** making a decision for far too long.

**John:** Well, will you help us organise the conference or not? With the Queen coming, we don't want to (3) **slip up** with any of the arrangements.

**Simon:** What is it exactly that you need me to do? Just to (4) **sit on** the committee?

**John:** No, we also need you to (5) **show** the Queen **around**. I think you'd be perfect for that.

**Simon:** Wait a minute – I thought Mark Fellows had volunteered to do it.

**John:** He has, but everyone on the committee feels you'd be the better man for the job. Let's face it, Simon, you're much more experienced at that sort

of thing. After all, we don't want to overlook any details, just in case something **(6) crops up** later on and embarrasses us.

**Simon:** That's all very well, but does Mark know how you feel?

**John:** Not yet, actually. If you agree, then I suppose I'll just have to **(7) pluck up** the courage to tell him. I **(8) pass by** his house on my way home from work, so I'll **(9) call in** and let him know. I'll **(10) play down** the importance of the situation and convince him he'd be far more useful behind the scenes.

<b>a</b>		gather sth (courage) together
<b>b</b>		escort sb on a tour of sth
<b>c</b>		visit sb briefly before continuing one's journey
<b>d</b>		continue sth, do sth repeatedly
<b>e</b>		make sth appear less important/dramatic
<b>f</b>		postpone sth (usu. an unpleasant task)
<b>g</b>		be a member of sth (panel/committee/etc)
<b>h</b>		(e.g. problem) appear/happen unexpectedly
<b>i</b>		make a mistake, miscalculate sth
<b>j</b>		go past a place on the way to another place

*Task 13* Fill in each gap with a suitable expression from the box, using the correct tense/form.

<b>keep on</b>	<b>put... off</b>	<b>crop up</b>	<b>play down</b>	<b>slip up</b>
----------------	-------------------	----------------	------------------	----------------

1. Although the teacher asked her twice to stop, Janet just .....talking.
2. Caroline is ..... the seriousness of her illness to avoid gaining unwanted sympathy.
3. I don't anticipate any problems, but something might..... at the last minute.
4. My lawn needs mowing, but I've been ..... it..... until the weather improves.

5. The thief ..... by leaving his fingerprints at the scene of the crime.

*Task 14* Choose the correct answer — A, B, C or D.

1. Cousin Audrey is coming to visit, so I think I'll take a few days off work to show her \_\_\_\_\_ town.

**A** out

**C** up

**B** off

**D** around

2. I'm planning to leave home, but I haven't \_\_\_\_\_ up the courage to tell my parents yet.

**A** plucked

**C** rung

**B** drawn

**D** made

3. He's a very rich man and \_\_\_\_\_ on the board of several companies.

**A** works

**C** falls

**B** sits

**D** rests

4. If you're ever in the area, don't hesitate to \_\_\_\_\_ in and see us.

**A** visit

**C** call

**B** move

**D** pass

5. If you're passing \_\_\_\_\_ Joe's office, can you give him this file, please?

**A** in

**C** by

**B** out

**D** down

## ❖ GRAMMAR



**can + present infinitive = general possibility – it is theoretically possible**

This structure is used in affirmative sentences to show that something is possible theoretically or in general, that is, when we are not referring to a specific situation.

e.g. This road can get very busy. (In general, not in a specific situation.)

**could/might + perfect infinitive (refers to the past) = it was possible, but it didn't happen**

e.g. Yesterday, I left the car unlocked. It could/might have been stolen, but luckily it wasn't.

*Task 15* Complete the sentences using must or can't, as in the example.

1. I'm sure she has gone on holiday.

*She must have gone on holiday.*

2. I'm certain he doesn't know the secret.

He \_\_\_\_\_.

3. I'm sure they left the office early.

They \_\_\_\_\_.

4. I'm certain he didn't call me.

He \_\_\_\_\_.

5. I'm certain Marie sent you an application.

Marie \_\_\_\_\_.

6. I'm sure she has been keeping new strategy in secret from me.

She \_\_\_\_\_.

7. I'm certain she is looking for a new job.

She \_\_\_\_\_.

8. I'm sure David didn't go to the presentation.

David \_\_\_\_\_.

9. I'm certain he is working at the human resources department.

He \_\_\_\_\_.

*Task 16* Define the type of conditional sentences. Translate sentences into Ukrainian.

1. If I had been more careful, I wouldn't have made such a big mistake.
2. If she had studied hard, she would pass the exams.
3. She promised she wouldn't be late.
4. If I had had million dollars, I would have gone to America.

*Task 17* Check if you know the meaning of the following modal verbs and translate the sentences with them into Ukrainian.

1. You may come to see us whenever you have time.
2. The Smiths might have invited us to their party.
3. You should have consulted the lawyer.
4. You must not enter this area.
5. He couldn't be reading now.

*Task 18* Answer these questions using the words in brackets.

1. "Why can't you talk to me now?" (too busy). "I am too \_\_\_\_\_ to the cinema" (too late). "No it's \_\_\_\_\_ cinema".
2. "Why don't we sit in the garden?" (not warm enough). "It's not \_\_\_\_\_".
3. "Would you like to be a politician?" (too nice). "No, I am \_\_\_\_\_".
4. "Are you going on holiday this year?" (not enough money) "No, I haven't got \_\_\_\_\_".

*Task 19* Check if you know the type of complex sentences. Translate sentences into Ukrainian.

2. *Although* it rained a lot, we enjoyed our holiday.
3. *Even though* I was really tired, I could not sleep.
4. The workers went on a strike *due to* bad working conditions.

5. She applied to Swansea University *with a view to* study law.

*Task 20* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1		illustrated	*
§ 2	*		supply
	complication	*	
§ 3		causeless	*
§ 4	*		compete
§ 5	promisee	*	
§ 6		measureless	*
§ 7	*		manage
§ 8	reality	*	
		advisable	*

### ❖ WRITING

*Task 21* Think about how to help company what top management made a strategic failure. Write five sentences. Then find out about your partner.

*Task 22* Write a small summary of the text you have read for about 10 sentences.

Begin with:

This text deals with \_\_\_\_\_

\_\_\_\_\_

### CHECK YOUR WORK



**Have you**

used some expressions from the text?

written 10 sentences?

checked your spelling?

checked punctuation and grammar?

## UNIT 6

### GLOBALIZATION

#### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- What does word globalisation mean?
- Is it popular today to be a global trotter?
- Can you give three reasons why people from your country go abroad to earn money?

#### ❖ STUDY SKILLS

##### THE NAME GAME

In a highly competitive marketplace, thinking up distinctive names for new companies and their products is a specialist business. Lexicon Naming, who gave us “Pentium” and “Powerbook”, designed the following Name Game to test people’s branding skills.

*Task 2* Work in groups. You are Lexicon Naming. Hold a meeting to choose the brand name that best matches the image the four client companies below would like to project. See page 75 for suggested answers.

<b>Client 1</b>	This cutting-edge video game company targets young males with its fast, action-packed titles. <b>a</b> Zule <b>b</b> Zyex <b>c</b> Mimem <b>d</b> Lura
<b>Client 2</b>	This environmentally progressive cosmetics company manufactures comforting, healing and improving products for women aged 18-34. <b>a</b> Tromos <b>b</b> Vaxlaz <b>c</b> Dartu <b>d</b> Ios
<b>Client 3</b>	This manufacturer specialises in miniature high tech gadgets like cell phones and PDAs. Their products are powerful, reliable, advanced, yet also lightweight and user-friendly. <b>a</b> Parmeon <b>b</b> Semsa <b>c</b> Areon <b>d</b> Zytos
<b>Client 4</b>	This prescription pharmaceuticals firm develops and manufactures

innovative drugs for the traditional marketplace and for biotech applications.

**a** Sylag **b** Tura **c** Zantis **d** Bagnum

### ❖ READING

*Task 3* Read the article below giving arguments for and against globalisation. Write down two interesting things you remember. Compare your notes with other students.

Globalisation is not only the most talked-about social and economic phenomenon of the last decade: it is also the most controversial. There are several reasons for this – it does not divide its supporters or detractors along the typical political lines of left against right, progressive against conservative. It is instead a deeply debated topic. Let's take a look at some of the arguments and counter-arguments on each side.

A common image of a globalisation protester is that seen each year at the G8 or World Economic Forum meetings. The image of a young person wearing a mask and possibly affiliated to an anarchist group is a familiar one. Yet this is an extreme image, and there are many critics of globalisation who – while generally being aligned with the masked anarchist – are more eloquent in their complaints. Such people include the writers and activists Naomi Klein, Noam Chomsky and Arundhati Roy. They suggest that globalisation is the same as traditional capitalism, only now on a worldwide scale – the consequence being that more power and money is concentrated into the hands of fewer people. They would argue that across the world the rights of workers are being ignored or restricted, with levels of pay being forced ever lower.

However, there are some commentators on the left who see globalisation as a positive thing. Globalisation can distribute wealth more widely, they claim, spreading out of the Western world and bringing employment and opportunities into such countries as India and China. It makes traditional centres of financial



power – New York, London, and Frankfurt – less important players on the global economic scene, thus changing the worldwide balance of power.

While there are many right-wing or conservative advocates of globalisation, they may not agree with their counterparts on the left. A right-wing supporter of globalisation would instead look at traditional capitalist values. They would see globalisation as an inevitable consequence of improved telecommunications and easier global travel. Capital, they may say, has the right to go wherever it can best be accumulated. The free market rules everything – if more profit can be made by locating a factory in China rather than Europe, so be it.

That said, however, there are other conservatives who warn against unhindered globalisation. Such people may be in favour of the free movement of money, but are against the free movement of people – the so-called ‘economic migrants’ who travel the world in search of better living conditions. They would also say that globalisation has resulted in a loss of jobs for Western people.

The arguments for or against globalisation are more complex than the over-simple question: ‘Good or bad?’

### ❖ VOCABULARY

*Task 4* Chose the best headline A-F, match each paragraph 1-6 (All the headlines will be used).

<b>A</b> Celebrities against globalisation	Paragraph 1
<b>B</b> Money can go wherever for profit	Paragraph 2
<b>C</b> Money – yes, people – no	Paragraph 3
<b>D</b> The controversial thing	Paragraph 4
<b>E</b> Intricate question	Paragraph 5
<b>F</b> The way to change the balance	Paragraph 6

*Task 5* Match the column A with column B.

<b>1</b> controversial	<b>A</b> приєднуватися
<b>2</b> detractor	<b>B</b> результат

<b>3</b>	affiliate	<b>С</b>	прирівнюватися до
<b>4</b>	align	<b>D</b>	неминучий
<b>5</b>	commentator	<b>E</b>	супротивник
<b>6</b>	inevitable	<b>F</b>	розподіляти
<b>7</b>	unhindered	<b>G</b>	суперечливий
<b>8</b>	distribute	<b>H</b>	переконливий
<b>9</b>	consequence	<b>I</b>	вільний
<b>10</b>	eloquent	<b>J</b>	інтерпретатор

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. We must ... ourselves with the workers in the struggle for better conditions.
2. The money that has been collected will be ... among all the children's hospitals in the area.
3. They are ... with the national committee.
4. The serious ... don't keep us waiting turn into a loss of jobs for Western people.
5. He was a violent ... of globalisation.

*Task 7* Match the words from column A with the words from column B to make six common collocations.

1. economic	A. power
2. extreme	B. consequence
3. worldwide	C. image
4. financial	D. conditions
5. inevitable	E. phenomenon
6. living	F. scale

*Task 8* According to the article which type of person would agree with these comments? Choose from:

Anti-globalisation progressive      Pro-globalisation progressive

Anti-globalisation conservative      Pro-globalisation conservative

- 
- |  |   |
|--|---|
| • fewer people now have more money                                   | • “If I can employ a cheaper workforce in China than in Europe, great!” |
| • globalisation can remove power from traditional important capitals | • globalisation is the same as old-style capitalism – only bigger       |
| • globalisation is a threat to Western affluence                     | • globalisation can bring opportunities to poor people around the world |
| • the three market rules everything all over the world               | • globalisation will bring anarchy – too many people moving around      |
| • working people have worse conditions under globalisation           |   |

*Task 9* Check how do you know the verbs.

- |                   |   |
|-------------------|---|
| 1. to advocate    | <b>A.</b> to outline a different point of view                              |
| 2. to agree       | <b>B.</b> to support an idea or opinion                                     |
| 3. to argue       | <b>C.</b> to have the same idea as another person                           |
| 4. to claim       | <b>D.</b> to suggest an idea, argument or opinion                           |
| 5. to deny        | <b>E.</b> to examine an idea, argument or opinion                           |
| 6. to look at     | <b>F.</b> to say something is true, without necessarily having evidence     |
| 7. to put forward | <b>G.</b> to say something is not true, without necessarily having evidence |

*Task 10* Put verbs from previous task into the appropriate sentences.

1. I would like to \_\_\_\_\_ the case in favour of globalisation – but from a progressive perspective.
2. I hesitate to \_\_\_\_\_ with somebody so different to me – but I have to say I think you are right.
3. We need to \_\_\_\_\_ each side of the argument very carefully.
4. The argument could be \_\_\_\_\_ the globalisation has more positive effects than negative ones.
5. I wouldn't \_\_\_\_\_ the globalisation is the solution to all the world's problem.
6. There's no point trying to \_\_\_\_\_ the obvious negative effects in developing countries.
7. I would \_\_\_\_\_ a policy of fewer trade barriers internationally.

*Task 11* Naomi Klein is the author of the world's bestselling book on brands and globalisation *No Logo*. Read the article about her. How would you counter some of the points made?



### **LOGOMANIA**

From the age of six, Naomi Klein was obsessed with brand names and what she could buy. She used to stitch little fake alligators to her T-shirts so they would look like Lacoste, and her biggest fights with her parents were over Barbie and the price of designer jeans.

But, aged 30, Klein wrote a book, *No Logo*, which has been called 'the Das capital of the growing anti-corporation movement'. The former teenager

fixated on brand names has become a campaigner against our over-branded world.

In *No Logo*, Klein shows how globalisation has hit the poor the most. She writes that Nike paid Michael Jordan more for endorsing its trainers (\$20 million) than the company paid its entire 30,000-strong Indonesian workforce for making them.

Klein's argument starts with what we all recognise. Logos, she says, are 'the closest thing we have to an international language'. Most of the world's six billion people could identify the McDonald's sign or the Coca-Cola symbol – we are united by what we are being sold.

Furthermore, advertising today is not merely about selling products; it is about selling a brand, a dream, a message. So Nike's aim is not to sell trainers but 'to enhance people's lives through sport and fitness'. IBM doesn't sell computers, it sells 'solutions'.

And while the corporations are busy doing what they think is important – branding a way of life – someone, somewhere, has to make the stuff. Very often, it seems, it is produced under terrible conditions in free-trade zones in Indonesia, China, Mexico, Vietnam, the Philippines and elsewhere. In some of the sweatshops Klein visited they have rules against talking and smiling. There is forced overtime, but no job security – it's 'no work, no pay' when the orders don't come in.

Anti-corporate activism is on the rise precisely because branding has worked so well, believes Klein. Multinationals such as Nike, Microsoft and Starbucks have sought to become the chief communicators of all that is good in our culture: art, sport, community connection, equality. But the more successful this project is, the more vulnerable the companies become.

When in the US a group of black 13-year-olds from the Bronx – Nike's target market and the one exploited by it to get a street-cool image – learned that the trainers they bought for \$ 180 cost \$5 to make, it led to a mass dumping of their old trainers outside New York's Nike Town. One boy, reports Klein,

looked straight into the TV news camera and said, 'Nike, we made you. We can break you.'

*Task 12* Find the words and phrases in the article you've just read which mean.

**a** always thinking about (para 1) \_\_\_\_\_

**b** improve (para 5) \_\_\_\_\_

**c** factories where people work hard in terrible conditions (para 6) \_\_\_\_\_

**d** easily harmed or damaged (para 7) \_\_\_\_\_

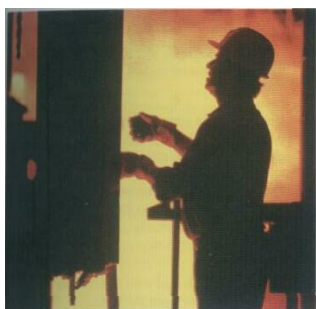
*Task 13* When No Logo was first published a long reply was published in The Economist. Read the extract. Are you convinced by what it says?

### **Pro Logo**

Opponents of globalisation claim that poor countries are losers from global integration. A new report from the World Bank demolishes that claim with one simple statistic. If you divide poor countries into those that are 'more globalised' and those that are 'less globalised' – with globalisation measured simply as a rise in the ratio of trade to national income – you find that more globalised poor countries have grown faster than rich countries, while less globalised countries have seen income per person fall.

## **❖ PRACTICE IN PHRASAL VERBS AND PREPOSITIONAL PHRASES**

*Task 14* Read the story and match the words in bold to the definitions below.



For those viewers who have just joined us, we return now to this morning's main story ...

The Board of ICM Engineering has just announced that is to **(1) wind up** the company's operations, with the loss of thousands of jobs throughout the South-East. Management is currently **(2) taking part in** talks with shop stewards regarding redundancy pay for the people who **(3) woke up** this morning to find themselves out of work.

Production at some ICM plants has been **(4) slowing down** over the past year or so, due to falling sales. The Chairman, Mr Ken Bridges, announced that after **(5) weighing up** the current economic situation he felt there was no option but to **(6) close down** several smaller plants **(7) with effect from** today. The normal liquidation process **(8) set down** in recent government guidelines will need to be **(9) speeded up**, however, if the company is to ensure the closure of its remaining plants by the end of the financial year.

There is a widespread feeling in business circles that the firm's directors made a grave error of judgement in **(10) falling for** government assurances of large subsidies. On the basis of these assurances, the company rejected the option of calling for voluntary redundancies which could have reduced losses and avoided the closures.

John Hedley, Managing Director of ICM, has agreed to **(11) stop off** at the studio this morning to answer viewers' questions.

<b>a</b>		bring sth (e.g. meeting/business/etc) to an end
<b>b</b>		participate in sth, be one of those doing sth
<b>c</b>		cause sth (usu. shop/business) to cease trading
<b>d</b>		stay sw briefly on one's journey to another place
<b>e</b>		increase speed (of sth)
<b>f</b>		regain consciousness after sleep
<b>g</b>		consider opposing aspects of sth carefully
<b>h</b>		(e.g. law) starting/applying for the first time
<b>i</b>		reduce speed

<b>j</b>	record sth (e.g. rules) officially in writing
<b>k</b>	foolishly believe sth (lie, trick)

*Task 15* Fill in each gap with a suitable expression from the box, using the correct tense/form.

<b>fall for</b>	<b>set down</b>	<b>speed up</b>	<b>wake up</b>	<b>wind up</b>
-----------------	-----------------	-----------------	----------------	----------------

- I am ..... every morning at 6:00 a.m. by my neighbour's dog barking.
- The terms and conditions of employment should be .....in writing in a contract.
- They will need to appoint a liquidator to.....the company now that it has gone out of business.
- I know he's lied to me before, but when he told me he loved me, I..... it.
- You'll have to..... if you want to overtake that truck safely.

*Task 16* Replace each word/phrase in bold with a suitable expression from the box, using the correct tense/form.

<b>close flown</b>	<b>slow down</b>	<b>stop off</b>	<b>take part in</b>
<b>weigh up</b>	<b>with effect from</b>		

- Anita is **participating** in the school nativity play this year.
- Before we make a decision, we must **carefully consider** the various options open to us.
- You'd better **reduce speed** – I think there's a speed trap up ahead.
- Why don't we **stay briefly** at a pub and have lunch before carrying on with our journey?
- This branch has **ceased trading**. Customers are asked to use our High Street branch instead.



6. The new drink-driving law will apply **starting on** 1<sup>st</sup> January next year.

❖ **GRAMMAR**

*Task 17* Define the type of conditional sentences. Translate sentences into Ukrainian.

1. Had she been in Kyiv, she would have called me up.
2. If I had seen someone trying to break in, I would have called the police.
3. If you were more sensible, you wouldn't have spoken to your boss like that.
4. If you had waked me up, I wouldn't be late for my appointment.

*Task 18* Check if you know the meaning of the following modal verbs and translate the sentences with them into Ukrainian.

1. The flight may have been cancelled.
2. He must be studying now.
3. We have to wear gloves in the laboratory.
4. I ought to have visited my sick friend.
5. I needn't have seen a doctor.

*Task 19* Answer these questions using the words in brackets.

1. "Shall we take a photograph?" (too dark). "No, \_\_\_\_\_".
2. "Did you hear what he was saying?" (too far away). "No, we \_\_\_\_\_".
3. "Can he make himself understood (in English)?" (not enough English). "No, he doesn't speak \_\_\_\_\_".
4. "Does Harry work?" (too lazy). "No, he's \_\_\_\_\_".
5. "Is she getting married?" (not old enough). No, \_\_\_\_\_".

*Task 20* Check if you know the type of complex sentences. Translate sentences into Ukrainian.

1. Whales are mammals *while* crocodile are reptiles.
2. Self-defence classes can help you protect yourself; *furthermore* they keep you fit.
3. He is such an interesting professor *that* students crowd his classroom.
4. I will draw a map for you *in case* you cannot find a way.

*Task 21* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1		*	controvert
	*	detractive	
§ 2	aligner		*
		*	ignore
§ 3	*	commentating	
	distribution		*
§ 4		*	improve
	*	global	
§ 5	traveller		*
§ 6		*	complete

### ❖ WRITING

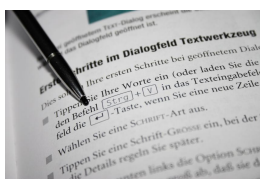
*Task 22* Think about studying abroad, it is perspective or not. Write five sentences. Then find out about your partner.

*Task 23* Write a small summary of the text you have read for about 10 sentences. Begin with:

This text highlights \_\_\_\_\_

\_\_\_\_\_

## CHECK YOUR WORK



**Have you**  
used some expressions from the text?  
written 10 sentences?  
checked your spelling?  
checked punctuation and grammar?

## SUGGESTED ANSWERS TO TASK 2

1. Zyex – visually attracting combination of letters sounds quite masculine and “technie”.
2. Ios – short and simple sounds pure, classical and feminine. (Eos was the ancient Greek goddess of the dawn).
3. Areon – suggests lightness speed and mobility.
4. Zantis – has exotic associations (Byzantium, Atlantis, but is said quickly sounds quite like scientist).

## UNIT 7

### PEOPLE MANAGEMENT

#### ❖ SPEAKING

*Task 1* Discuss these questions with a partner.

- Can you give an example of good company management?
- What skills does a good manager possess?
- Does the company you work for adopt new management strategies?

#### ❖ STUDY SKILLS

*Task 2* How good are your networking skills? Complete the questionnaire using the pairs of verbs in the boxes. Then circle your answers. Compare your answers with a partner and then read the analysis on page 88.

## ARE YOU AN EFFECTIVE NETWORKER?

<b>talk + catch</b>	<b>relax + let</b>	<b>look + say</b>
<b>hover + wait</b>	<b>moan + bitch</b>	<b>crack + break</b>

### 1. You meet a group of business people for the first time. Do you:

- a \_\_\_\_\_ them in the eye, smile and \_\_\_\_\_ hello?  
B \_\_\_\_\_ in the background and \_\_\_\_\_ to be introduced?  
C \_\_\_\_\_ a joke to \_\_\_\_\_ the ice?

### 2. You meet up with some colleagues after work. Do you:

- a \_\_\_\_\_ shop and \_\_\_\_\_ up on all the latest gossip?  
B \_\_\_\_\_ about work and \_\_\_\_\_ about the boss?  
C \_\_\_\_\_ and \_\_\_\_\_ your hair down?

<b>introduce + slip</b>	<b>feel + mingle</b>	<b>make + escape</b>
<b>try + draw</b>	<b>persevere + find</b>	<b>stick + ignore</b>

### 3. You meet a fascinating person at a cocktail party. Do you:

- a \_\_\_\_\_ to them like glue and \_\_\_\_\_ everyone else?  
B \_\_\_\_\_ and \_\_\_\_\_ other people into the conversation?  
C \_\_\_\_\_ obliged to go and \_\_\_\_\_ with other people?

### 4. You're stuck with a bore at a conference. Do you:

- a \_\_\_\_\_ in the hope you'll \_\_\_\_\_ something in common?  
B \_\_\_\_\_ some kind of excuse and \_\_\_\_\_?  
C \_\_\_\_\_ them to someone else and \_\_\_\_\_ away?

<b>exchange + get</b>	<b>get + mention</b>	<b>go + make</b>
<b>cut + get</b>	<b>give + keep</b>	<b>look + pretend</b>

### 5. You see someone you don't get on with at a function. Do you:

- a \_\_\_\_\_ the other way and \_\_\_\_\_ you haven't seen them?  
B \_\_\_\_\_ over and \_\_\_\_\_ the effort to speak to them?

C \_\_\_\_\_ them a polite nod, but \_\_\_\_\_ your distance?

**6. You're introduced to a potential client. Time is short. Do you:**

a \_\_\_\_\_ the preliminaries and \_\_\_\_\_ straight to the point?

B \_\_\_\_\_ to know them a bit before you \_\_\_\_\_ business?

C \_\_\_\_\_ business cards and say you'll \_\_\_\_\_ back to them?

❖ **READING**

*Task 3* Read the article about the ideas and principles of people management. Write down two interesting things you remember. Compare your notes with other students.

People management: don't worry, it's not another concept invented by business consultants, or the title of yet another book, or the new name for the human resources department. Quite simply, "people management" is what management is.

To put it more clearly: any kind of management is people management. If you are the CEO of a multinational company, or a middle manager in a small enterprise, or a member of a local co-operative, or even if you work freelance, you will be dealing with people – people who work for you, or who work with you, or who are your clients and customers. Even the most dedicated accountant who sits in front of a computer screen all day staring at numbers on an excel spreadsheet has some kind of contact with people, or is aware that the numbers he or she is looking at can affect other peoples' lives.

Being a good manager means having many skills, but one thing common to all good managers is that they know how to work with people. A manager who thinks only of profit and productivity without taking into account how his or her team-work together will only be successful in the short run, if at all. Good management is the ability to get the best out of any team you are working with, making sure team members are working to the best of their ability.

People management means putting the people in the organisation first, and can range from a complete strategic rethink to simply changing the ways you

organise the office furniture. One example of good people management is the company who decided to stop giving bonuses to a few high-flying members of staff in order to give everyone in the company the opportunity of owning shares in it. Another, simpler, example is the manager who decided to turn his desk around and leave his office door open – so that he would not be sitting with his back to anyone, and people would feel more comfortable approaching him without having to knock on his door.

This is similar to the ideas behind common performance management, yet in an organisation which uses performance management a series of line managers are responsible for people below them in the organisational hierarchy. Even if there is genuine 360 degree feedback between line managers and their managers, a weakness in performance management is that it still sees people in terms of their job descriptions and professional roles.

People management is not a management method, but more a set of principles. It is about recognising the fact that employees are human beings, looking carefully at what motivates them and how they can be motivated, looking about the dynamics of any group or team they work in and how they can be made better (whether through team building activities or simple discussion), and looking at what other factors outside the organisation may be affecting their performance at work.

This may seem basic, or even obvious, but in the complex, stressful world of modern business, it is sometimes easy to forget the most basic things. People management is a way of taking time to stop, and remember how important the people you work with are.

### ❖ VOCABULARY

*Task 4* Chose the best headline A-G, match each paragraph 1-7 (All the headlines will be used).

- |          |                              |             |
|----------|------------------------------|-------------|
| <b>A</b> | The wide range of principles | Paragraph 1 |
| <b>B</b> | Employees are human beings   | Paragraph 2 |

<b>C</b> Everybody deals with it	Paragraph 3
<b>D</b> Performance management	Paragraph 4
<b>E</b> Take a minute to think	Paragraph 5
<b>F</b> The insight	Paragraph 6
<b>G</b> First think about people	Paragraph 7

*Task 5* Match the column A with column B.

<b>1</b> people management	<b>A</b> відділ управління персоналом
<b>2</b> human resources department	<b>B</b> таблиця програми Excel
<b>3</b> Chief Executive Officer	<b>C</b> управління виробничим процесом
<b>4</b> freelance	<b>D</b> управління людськими ресурсами
<b>5</b> excel spreadsheet	<b>E</b> зворотний зв'язок
<b>6</b> office furniture	<b>F</b> амбіційний працівник
<b>7</b> high-flying member	<b>G</b> головний менеджер
<b>8</b> performance management	<b>H</b> головний адміністратор
<b>9</b> feedback	<b>I</b> офісні меблі
<b>10</b> line managers	<b>J</b> позаштатний працівник

*Task 6* Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. In Great Britain doctors and barristers are ... professional men.
2. The ... was made of a massive oak and has heavy brass knobs.
3. In 2001 our company needed ... rather than more money.
4. To present annual report our bookkeeper usually uses ... .
5. People say to reach the top management you should be a ... .

*Task 7* Decide if the following sentences are true or false.

1. People management is the latest fashionable business idea.
2. People management covers all aspects of business management.
3. People management is relevant to everyone who works, no matter what their position.

4. Accountants do not need to know about people management.
5. Good managers should focus on one target only.
6. Thinking of profit alone guarantees short term success.
7. People management means it is necessary to completely change the way a company is run.
8. People management means it is necessary to move the furniture in the workplace.
9. One manager made a simple change to make himself more accessible to his staff.
10. Performance management is the same as people management.
11. A potential problem with performance management is that it looks at the company as a structure without taking into account the people filling professional position.
12. People management takes a 360-degree look at the people working in any organization.

*Task 8* Match the words from column A with the words from column B to make six common collocations.

- |                 |              |
|-----------------|--------------|
| 1. human        | A. rethink   |
| 2. computer     | B. role      |
| 3. strategic    | C. method    |
| 4. professional | D. resources |
| 5. management   | E. world     |
| 6. stressful    | F. screen    |

*Task 9* Now look again at the paragraphs 1-7 and find words in the passages, which mean the same as:

- a) idea (1) \_\_\_\_\_
- b) firm (2) \_\_\_\_\_
- c) bookkeeper (2) \_\_\_\_\_



- d) income (3) \_\_\_\_\_
- e) possibility (4) \_\_\_\_\_
- f) disadvantage (5) \_\_\_\_\_
- g) rules (6) \_\_\_\_\_
- h) productivity (6) \_\_\_\_\_
- i) evident (7) \_\_\_\_\_

*Task 10* There seem to be no limits to what the world's biggest companies will do to raise brand awareness. Five of the following are facts and three are hoaxes. Which are which? Mark them F or H. Check your answers on page 88.

- a** Swiss watchmaker Swatch has suggested replacing hours and minutes with their own global branded time system called 'Swatch beats'.
- b** McDonald's is negotiating with the city of New York to replace Statue of Liberty with a similar-sized statute of Ronald McDonald for 18 weeks.
- c** Taking the idea from the Batman comics, Pepsi-Cola is proposing to project its logo onto the surface of the moon.
- d** Toy manufactures Mattel celebrated "Barbie Pink Month" by painting an entire street in the UK bright pink – houses, cars, trees, even dogs.
- e** Nike has been given the go-ahead by the Greek government to place a sign of its famous 'swoosh' logo on top of the Acropolis in Athens.
- f** In Kazakhstan a Russian rocket due to dock with the international space station was launched with the Pizza Hut logo displayed on its side.
- g** Gordon's Gin fills selected British cinemas with the smell of juniper berry when its commercials are being screened to get the audience in the movie for a gin and tonic.
- h** Calvin Klein is proposing to 'clothe' the twin Petronas Towers in Kuala Lumpur in a giant pair of CK jeans.

## ❖ PRACTICE IN PHRASAL VERBS AND PREPOSITIONAL PHRASES

*Task 11* Study the table then underline the correct prepositions in the sentences below.

<b>pass by</b>	go past on the way to sw else
<b>pass down</b>	give sth (usu. knowledge) to sb younger
<b>pass for</b>	be accepted as/mistaken for sb/sth else
<b>pass on</b>	send sth from person to person
<b>pass out</b>	lose consciousness
<b>pass over</b>	move above sth on the way to sw else disregard/not choose sb/sth
<b>pass round</b>	give sth to each person in turn
<b>pass through</b>	travel through on the way to sw else
<b>pass up</b>	choose not to use (an opportunity)

1. The virus was passed **on/over** from one student to another until everyone in the school was ill.
2. If you're passing **by/on** the post office, could you post this letter for me, please?
3. Amanda was very upset when she lost the brooch passed **down/round** to her by her grandmother.
4. As we were standing in the garden, three planes passed **over/up** the house.
5. She could pass **for/round** a much younger woman.
6. He tried to pass the job **on/over** to me, but I soon got rid of it.
7. When he heard the news, he passed **out/over** with the shock.
8. Never pass **up/by** a chance to improve your English.
9. I've passed **through/round** Bath on my way to Wales, but have never stayed there.
10. Pass the message **down/up** to the people at the end of the table.

*Task 12* Choose the correct answer – A, B, C or D.

1. A collection box was \_\_\_\_\_ the congregation during the service.

**A** passed through

**C** shown round

**B** passed round

**D** called round

2. The concert had to be \_\_\_\_\_ when the lead guitarist suddenly fell ill.

**A** played down

**C** subjected to

**B** passed by

**D** called off

3. We \_\_\_\_\_ a lovely little village on the way here. Pity we didn't have time to stop and look around.

**A** passed round

**C** passed through

**B** passed up

**D** passed for

4. This ring has been \_\_\_\_\_ in my family.

**A** passed round

**C** passed through

**B** passed up

**D** passed down

5. Don't \_\_\_\_\_ any detail \_\_\_\_\_.

**A** passed over

**C** passed down

**B** passed up

**D** passed for

6. A year \_\_\_\_\_, and still she had not found a suitable job.

**A** passed for

**C** passed down

**B** passed round

**D** passed by

## ❖ GRAMMAR



### Criticism (Should/Ought)

**should/ought + perfect infinitive = it would have been better if you had ...**

We use these structures to criticise someone else's actions.

e.g. You should have come/ought to have come to me for help. (But you didn't)

*Task 13* Read the situations and complete the sentences with should/shouldn't, ought to/ought not to and the correct tense of the infinitive.

1. Your friend didn't see a presentation yesterday. You saw it and it was very good.

You ... should/ought to have seen ... (see) the presentation review.

2. Liz bought an expensive laptop yesterday and now she hasn't got enough money for the rest of the week.

She ..... (buy) such an expensive laptop.

3. Your sister eats a lot of junk food which is bad for her health.

You ..... (eat) so much junk food.

4. Tony always drives too fast. Yesterday, he was arrested for speeding.

He ..... (drive) more slowly.

5. Sally is clumsy. She is always breaking things.

She ..... (be) more careful.

6. Paul didn't do his homework. The teacher punished him.

He ..... (do) his homework.

7. Amy borrowed her director's documents without asking. He was very angry.

She ..... (borrow) his documents without asking.

*Task 14* Rephrase the following sentences in as many ways as possible.

1. It's likely she has forgotten about the meeting.

She ... may/might/could have forgotten about the meeting ...

2. Perhaps he will be at our office soon.

He .....

3. Perhaps we won't stay in a hotel.

We .....

4. It's possible she has been delayed in traffic.

She .....

5. It's likely they have gone to the boarding room.

They .....

6. Perhaps they are asleep already.

They .....

7. It's likely he hasn't been promoted.

He .....

8. It's possible she called while we were out.

She .....

9. It's likely we will go shopping this afternoon.

We.....

10. Perhaps he is outside in the warehouse.

He .....

11. It's possible they didn't receive our message.

They .....

12. Perhaps she is visiting foreign colleagues.

She .....

*Task 15* First conditional. Put the verbs in the brackets into their correct forms.

1. If you only (think) of profit you (be) successful only in the short term.
2. If you use people management ideas, you (consider) all aspects of your personnel.
3. You (seem) more approachable if you (keep) you office door open.
4. If you (have) genuine 360-degree feedback in your organization there (be) more communication.
5. If you (understand) that the people you (work) with (have) lives outside of the workplace you (think) in people management terms already.

*Task 16* Define the type of conditional sentences. Translate sentences into Ukrainian.

1. If you heat water, it boils.
2. If I studied there, I would be very happy.
3. If she hadn't missed the bus, she would be here now.
4. If you had studied English before you came here, you could get a good job in our company.

*Task 17* Check if you know the meaning of the following modal verbs and translate the sentences with them into Ukrainian.

1. You have to wear a helmet while riding a motorcycle.
2. I don't need to have seen a doctor.
3. Can he be working now?
4. You should have discussed this topic with your teacher.
5. He must be swimming now.

*Task 18* Answer these questions using the words in brackets.

1. "Why do not you drink a coffee?"(too hot). "This coffee is \_\_\_\_\_".
2. "Why you do not move the piano?" (too heavy). "The piano \_\_\_\_\_".
3. "Why you do not stand on that chair?" (not strong enough). "That chair\_\_\_\_\_".
4. "Why you do not eat the food?" (too hot). "The food is \_\_\_\_\_".
5. "Why you did wear that jacket?" (not big enough). "It is \_\_\_\_\_ it".

*Task 19* Check if you know the type of complex sentences. Translate sentences into Ukrainian.

1. It was raining hard. *As a result*, the match was cancelled.
2. I am not tired *in spite of* working hard all day.
3. *Although* I can play a musical instrument, I love music.
4. I'll take a map *to avoid* getting lost.

*Task 20* Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	*	booked	
§ 2		*	locate
	dedication	*	
§ 3		working	*
§ 4	*		organise
	decision		*
§ 5	similarity	*	
	*		perform
§ 6		affected	*
§ 7	complexion	*	

### ❖ WRITING

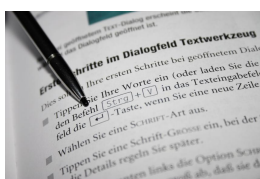
*Task 21* Think about several examples of good people management. Write five sentences. Then find out about your partner.

*Task 22* Write a small summary of the text you have read for about 10 sentences. Begin with:

This text is about \_\_\_\_\_

\_\_\_\_\_

### CHECK YOUR WORK



**Have you**

- used some expressions from the text?
- written 10 sentences?
- checked your spelling?
- checked punctuation and grammar?

## QUESTIONNAIRE ANALYSES

How you network in specific situations will of course, be influenced by many factors but in general the most effective strategies will be: 1a, 2c, 3b, 4b, 5c, 6c.

Choices 1c, 2b, 5b and 6a could be risky.

Choices 3a and 4 c might be unfair to other people.

Choices 1b, 3c, 4a and 5 a may show a certain lack of assertiveness.

### ANSWERS TO TASK 10

**a. fact, b. hoax, c. fact, d. fact, e. hoax, f. fact, g. fact, h. hoax**



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