



Н. Ю. Мамонтова

**ENGLISH FOR WORKING
IN BUSINESS AND ECONOMICS**

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ РАБОТЫ
В СФЕРЕ БИЗНЕСА И ЭКОНОМИКИ**

Учебное пособие

Кемерово 2018

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Предисловие

Учебное пособие «**English for working in business and economics (Английский язык для работы в сфере бизнеса и экономики)**» разработано по дисциплине «Иностранный язык» и предназначено для студентов специальности 38.05.01 «Экономическая безопасность». Учебное пособие также может использоваться для обучающихся всех направлений и уровней подготовки по дисциплинам «Иностранный язык», «Деловой иностранный язык»; рекомендовано в качестве методического обеспечения для лингвистических программ обучения научно-педагогических работников и сотрудников вузов, а также в качестве дополнительного учебного материала для слушателей Президентской программы подготовки управленческих кадров.

Целью пособия является обучение практическому использованию иностранного языка в потенциальной профессиональной деятельности и формирование представления о профессии и карьерных возможностях для работы в сфере бизнеса и экономики. актуализирует знания и умения, необходимые для подготовки к трудоустройству: разработка персональных комплектов документов, апробация реальных коммуникативных ситуаций, например для прохождения собеседования и описания себя как конкурентоспособного специалиста, при этом иноязычная коммуникативная компетенция дает специалисту дополнительное преимущество. Иноязычная коммуникативная компетенция реализуется во всех видах речевой деятельности: коммуникативное и профессионально-ориентированное чтение, монологическая и диалогическая речь, письменная коммуникация и развитие умений аудирования.

Тематика учебного пособия представлена актуальными тематическими разделами, методическая организация которых позволяет преподавателям и обучающимся эффективно моделировать последовательность работы на занятиях и планировать самостоятельную и домашнюю работу. Комплекс упражнений включает аутентичные материалы и авторские разработки, которые интегрируют традиционные и интерактивные формы обучения. Последовательность и логика заданий соответствуют требованиям дифференцированного подхода к обучению, учебный материал распределяется по принципу повышения сложности, но при этом каждый раздел является содержательно и методически автономным.

UNIT I. BUSINESSES AND COMPANIES

Part 1. Business activities

Task 1. Match the business activities to the pictures.

advertising
 agriculture
 transport
 software
 construction

manufacturing
 mining
 health care
 civil engineering
 oil and gas



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

Task 2. Put the activities in Task 1 into the correct sector. Then read the text and check your answers.

Primary sector
 (extracting raw materials)

--	--	--

Secondary sector
 (manufacturing)

--	--	--

Tertiary sector
 (commercial services)

--	--	--	--

We can divide all business activities into three sectors. In the primary sector, we find activities that extract raw materials from the earth or from the oceans. These are businesses like agriculture, mining, and oil and gas. The secondary sector covers activities like manufacturing, construction and civil engineering – building roads and bridges, for example. Finally, in the tertiary sector, we have commercial services such as advertising, health care, software and transport.

Task 3. Work with collocations. In each set of four, match 1-8 with a-h to make collocations for talking about business activities.

- | | | | |
|-------------|---------------|------------|----------------|
| 1. sell to | a) a supplier | 5. make | e) value |
| 2. buy from | b) goods | 6. face | f) a profit |
| 3. make | c) services | 7. develop | g) competition |
| 4. provide | d) a customer | 8. add | h) a market |

Task 4. Complete the text with the collocations from Task 3.

Every business needs a USP

USP – Unique Selling Point

There are many different types of business. Some (1) _____, like cars or TVs; others (2) _____, like health care or education. Many businesses work in the same way. They transform materials that they (3) _____ into something more valuable that they can (4) _____. In other words, they (5) _____ to the original materials. If they continue to find new customers, they can (6) _____. If they control their costs, they can (7) _____. But in the modern world, almost every business must (8) _____. Monopolies are very unusual. A business can sell to other companies (B2B – business to business) or to end users (B2C – business to consumer), but it always needs a USP to succeed.

Task 5. In small groups, list four important business activities in your country, region or city. Answer the questions for each one.

1. What is the business activity? _____

2. Which sector does it belong to? _____

3. Is it B2B or B2C? _____

4. What competition does it face? _____

5. What is the USP? _____

6. How does it make a profit? _____

Part 2. Business organizations

Task 1. Read the descriptions of different types of business organization. Match them with the photos.

1. One person owns and controls the business.
2. Two or more people own and manage the business.
3. Several people called shareholders each own a part – or share – of the business. The shareholders are sometimes family and friends
4. This is a large company. Anyone can buy or sell its shares on the stock market.
5. This is a joint venture between a local entrepreneur and a well-established business.



a sole trader



a franchise



a public limited company (plc)



a private limited company



A partnership (Ltd)

Task 2. With a partner, decide what type of business organization these businesses usually have. Use the information in Task 1 to help you.

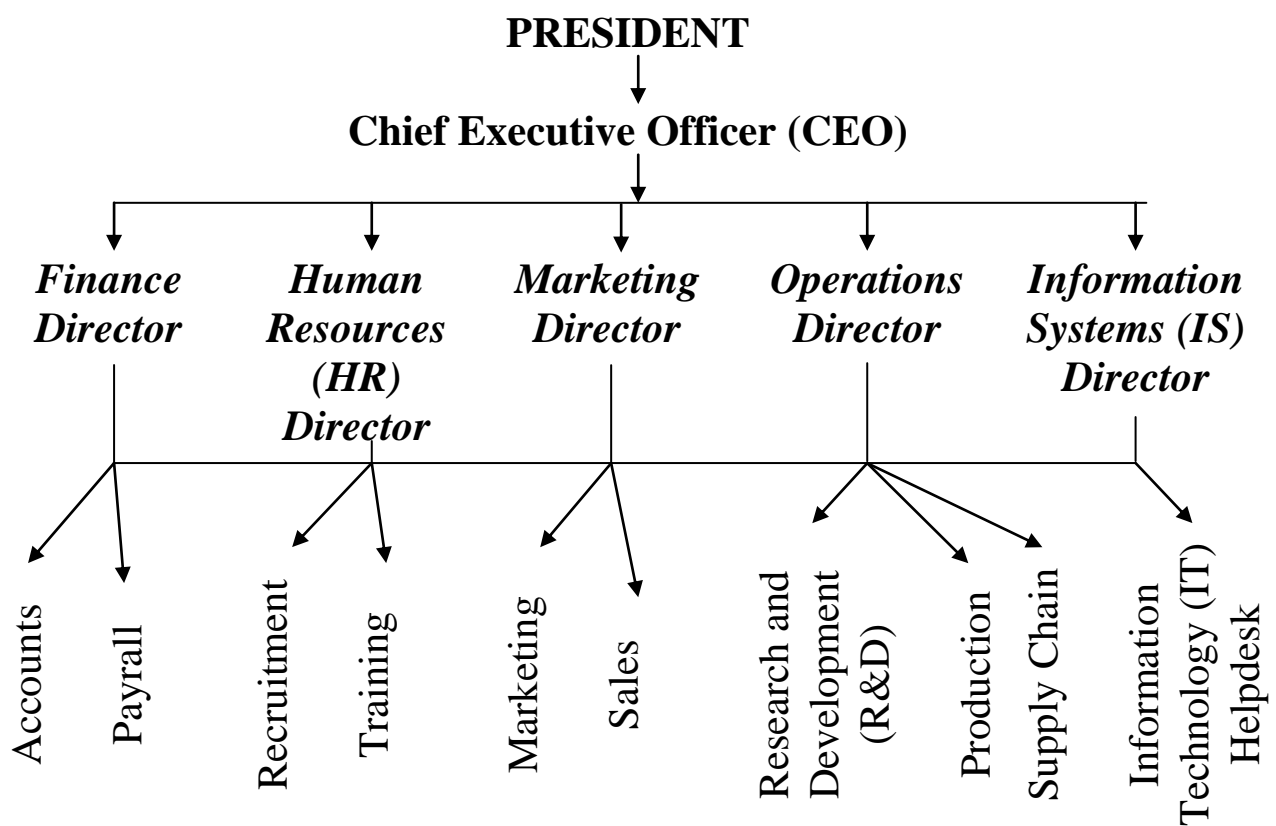
1. doctors, lawyers and architects _____
2. independent shops, garages, hotels and restaurants _____
3. opticians, car rentals and sandwich shops _____
4. plumbers, photographers and electricians _____
5. multinationals, manufacturers and hotel chains _____

Task 3. Look at the organizational chart for a private limited company. Answer the questions.

1. Write who is in charge of:
 - a) money _____
 - b) long-term strategy _____
 - c) manufacturing _____
 - d) communication _____
 - e) managing the company _____
 - f) employees _____
 - g) data management _____

2. Write the name of the department that:

- a) invents new products _____
- b) contacts customers _____
- c) hires new staff _____
- d) pays salaries _____
- e) organizes product promotion _____
- f) helps employees develop new skills _____
- g) solves computer problems _____
- h) pays suppliers _____
- i) organizes logistics _____



Task 4. Four people are talking about their jobs. Read the texts and answer the questions for each person.

Job description	Person 1	Person 2	Person 3	Person 4
1. Which department does he / she work in?				
2. What does he / she do?				
3. Does he / she like the job?				

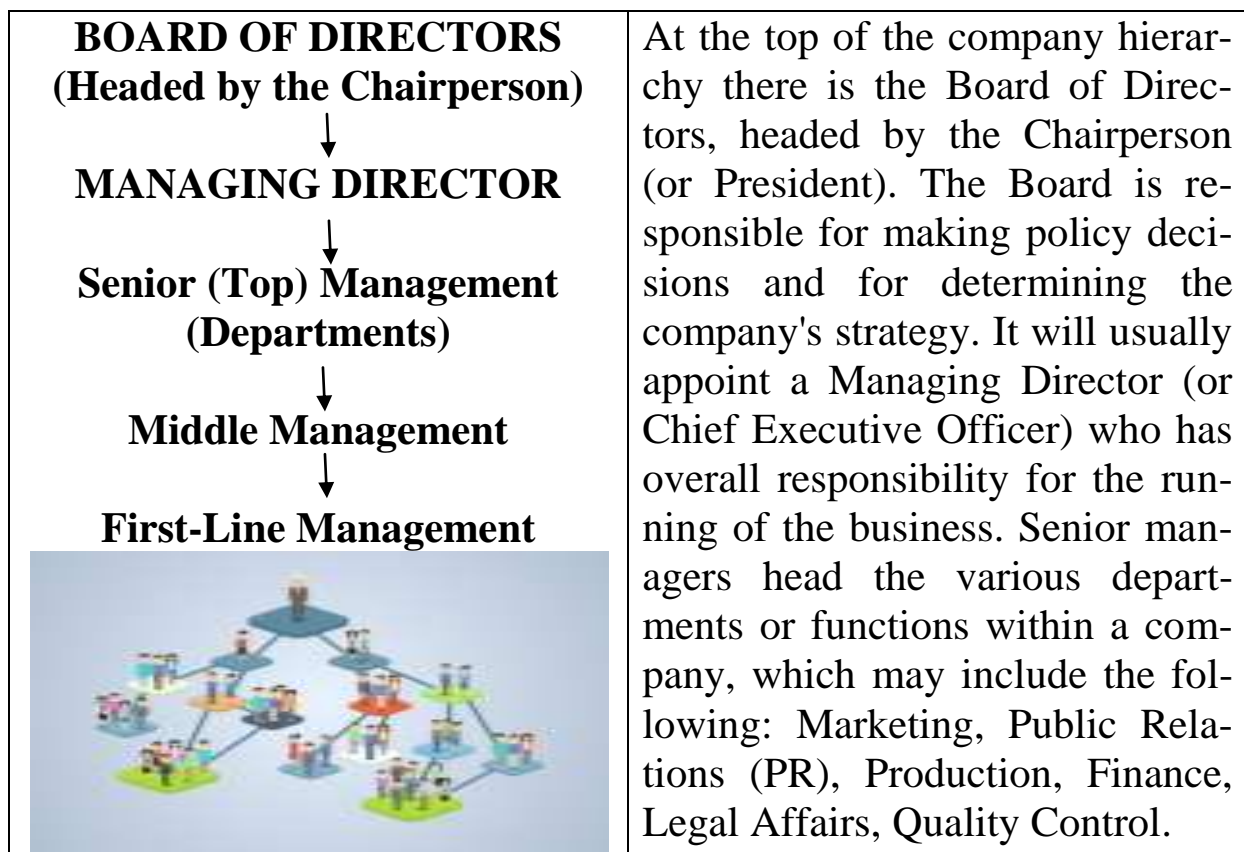
Speaker 1. Hi, I'm Michael. I'm a product engineer. I love working in R&D. I test new products and find solutions to technical problems. It's my dream job!

Speaker 2. Hello. My name's Jessie. My job is hard. There's a lot of stress. I work in purchasing – it's part of supply chain. I'm responsible for buying the materials we need for production.

Speaker 3. Hi! I'm Pete. I work in accounts, and it's my job to check that customers pay their bills. I receive payments and I enter the information on the computer. If customers don't pay, I call them. They're usually very friendly so, yes, it's a good job.

Speaker 4. Sorry, I don't have much time to talk. I'm always busy! I'm Kim and I work in sales. It's my job to call customers and sell our products. I'd really like to work in marketing, but the money's better in sales!

Task 5. Most companies are made up of three groups of people: the shareholders (who provide the capital), the management, and the workforce. The management structure of a typical company is shown in the following organization chart.



Part 3. Company departments

Task 1. Which department (Customer Service, Sales, Marketing, Research & Development, Technical Support) usually:

1. sells the products? _____
2. looks for new markets for new or existing products? _____
3. creates new products? _____
4. answers technical questions from customers? _____
5. answers all other questions from customers? _____

Task 2. Complete the sentences about other departments with the words from the list.

find buys checks arranges maintains deals organizes

1. The Logistics Department _____ the transport of goods.
2. The Training Department _____ courses.
3. The Purchasing Department _____ from suppliers.
4. The Human Resources Department _____ new staff.
5. The IT Department _____ the computer system.
6. The Finance Department _____ with all the money.
7. The Quality Control Department _____ that the products have no defects.

Task 3. Work with a partner. Take turns to make sentences about different people who work in a company and to guess which department they work in.

Model:

Student A. She deals with all the money.

Student B. She works in the Finance Department.

Task 4. Big companies employing a large workforce have complex internal structures, with separate specialist departments in charge of different functions. Match each function with the department responsible for it.

Purchasing

Transport

Accounts

Production



Personnel

Legal

R&D

Sales And Marketing

1. carries out market research.
2. advises on corporate regulations.
3. orders all supplies needed by the firm.
4. draws up contracts.
5. operates the firm's lorries, vans and cars.
6. works to improve the firm's product range.
7. is responsible for recruitment and selection.
8. pays wages and salaries.
9. is in charge of the welfare of employees.
10. works with the factory unit.
11. arranges delivery of goods to customers.
12. organizes the activities of the sales representatives.
13. creates new products.
14. organizes quality control to maintain product standards.
15. brings the firm's goods and services to the attention of potential customers.
16. keeps a record of all payments made and received.
17. organizes training courses.
18. includes data processing services.

Task 5. Choose the correct answer from the phrases in *italics*.

1. The company *is divided into / divides into / is divide between* three business units.
2. She's *charged of / in charge of / charge for* the Logistics Department.
3. The Sales Manager *is reported to / reports to / reports at* the Sales and Marketing Director.
4. The IT Manager *is responsible for / of / to /* developing new software solutions.
5. We have a lot of contact *to / on / with* the Finance Department.
6. She *deals with / dealt on / deal with* the company finance.
7. Marketing *carried in / out* some surveys last week.
8. Company lawyers drew *about / up / on* a new contract a few days ago.

Part 4. Company types and structures

Task 1. Read the text and translate it into Russian in writing.

Companies are involved in many activities, for example buying, selling, marketing and production, in a range of different industries, such as information technology, telecommunications, film and car manufacture. Many well-known companies are multinationals; these are companies which operate in a number of countries. Multinationals often have a complicated structure. There is usually a parent or holding company. This company owns other companies or parts of other companies. These other companies are called subsidiaries.

Task 2. Look at the ways of classifying businesses. Which categories do the companies that provide these products and services belong to?

your internet connection
your milk and cheese
your bicycle

your haircut
spare parts for your car
your dental care

Industry type	Primary	agriculture, fishing, forestry, mining
	Secondary	construction, manufacturing
	Tertiary/service	banking, tourism, entertainment
Business type	Sole trader	The business is owned by one person who is responsible for any debts.
	Partnership	Two or more people run the business; all partners share profits and losses.
	Limited liability (Ltd)	The company is responsible for any losses, not the owners; the company is private, i.e. shares cannot be sold to the public.
	*Public limited (PLC)	The company is owned by shareholders who receive dividends and gain or lose money if share prices go up or down.
Business model	B2B	
	B2C	
	C2C	
	B2B2C	
	*A public limited company can also be known as a corporation (Corp) (Inc)	

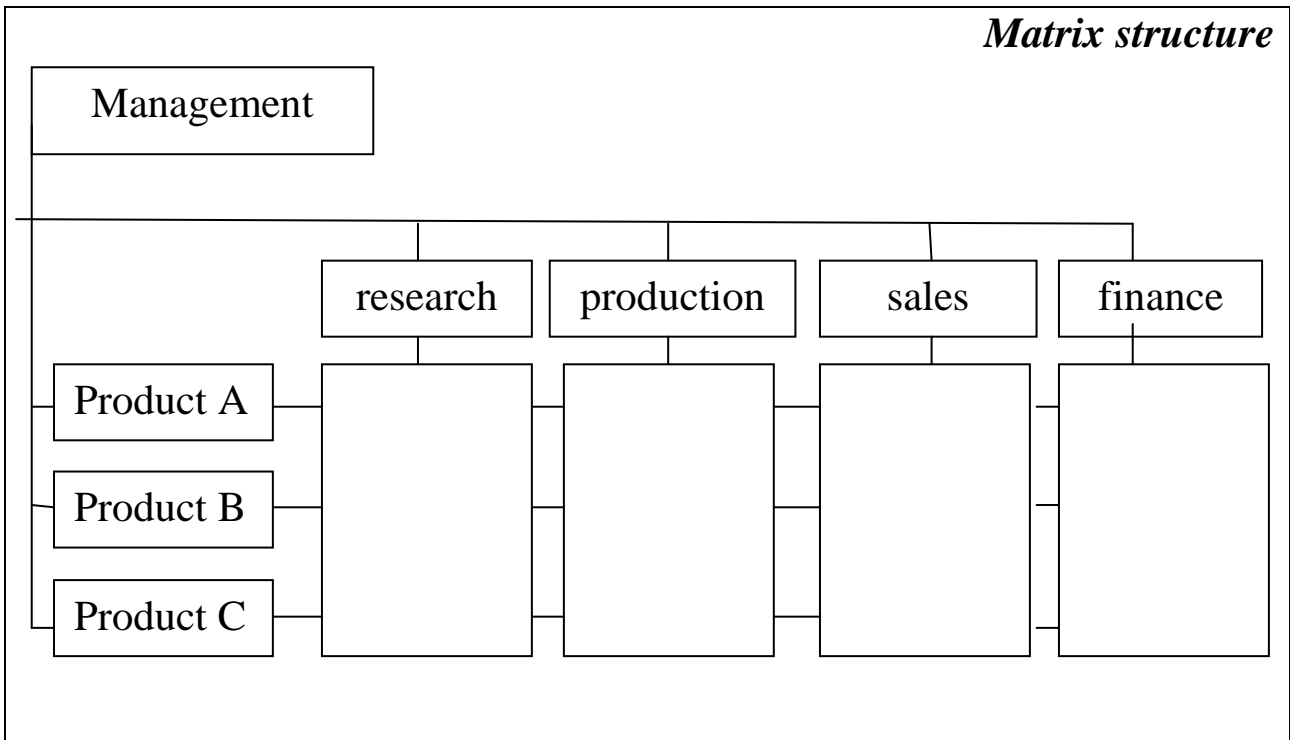
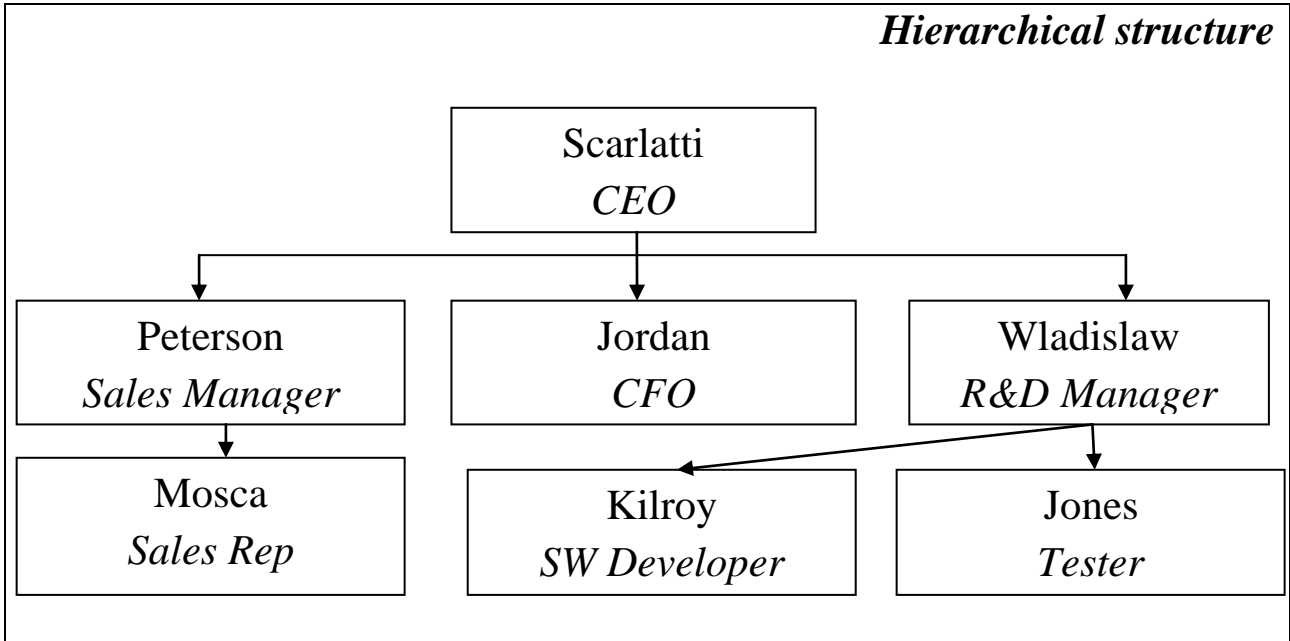
Task 3. Look at the business structures. Which do you think is best for these companies?

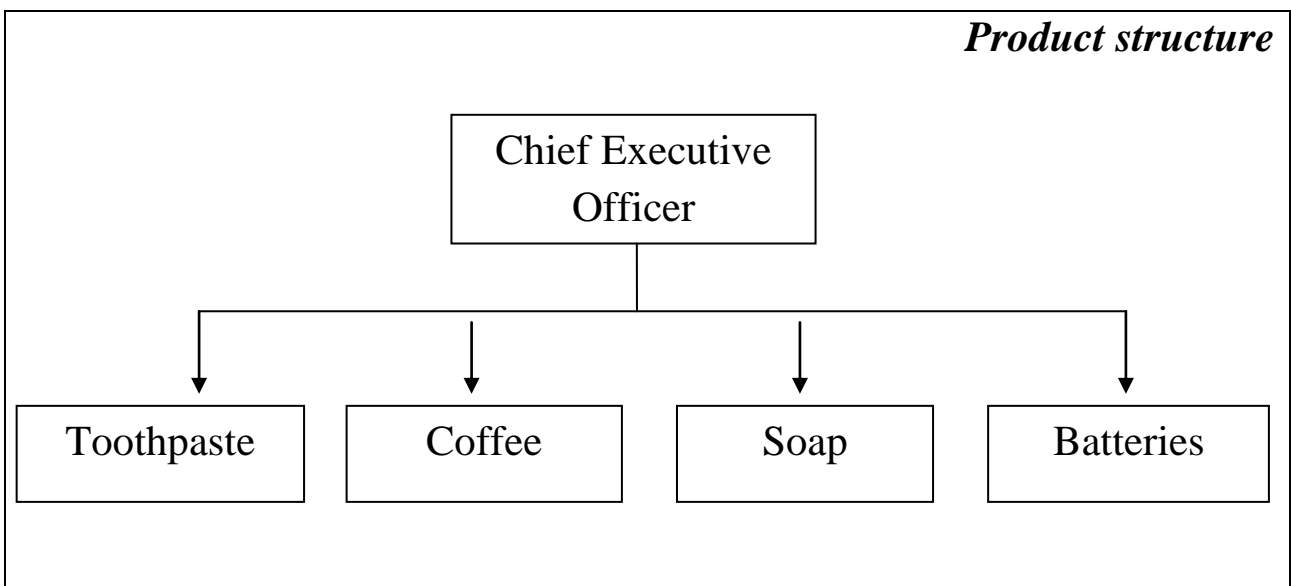
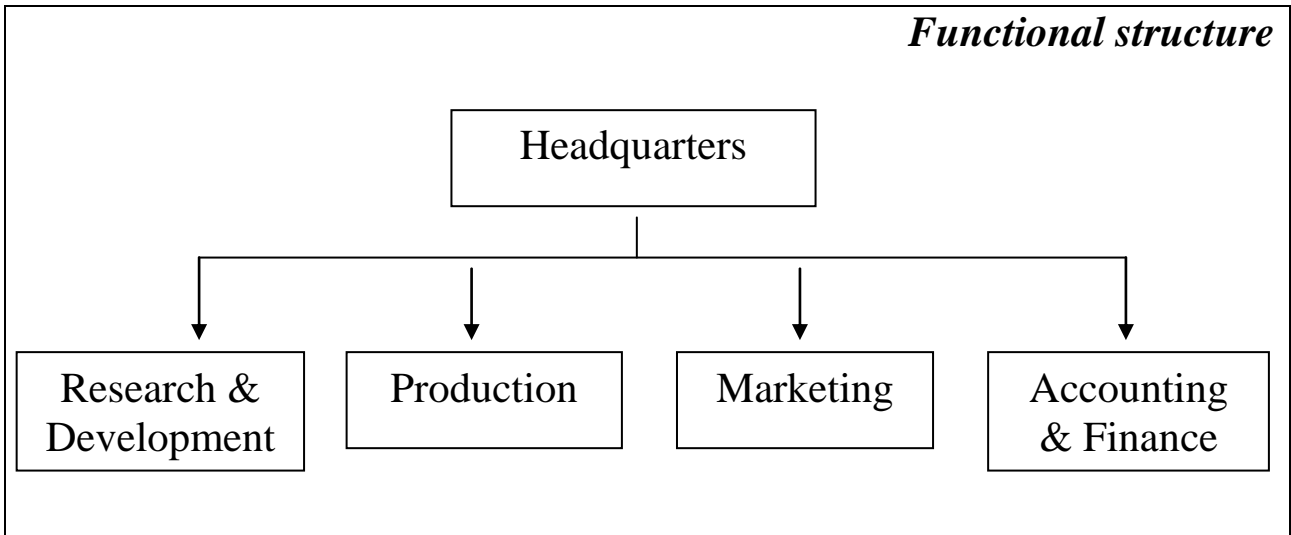
small family business _____

global online retailer _____

multinational conglomerate _____

medium-sized manufacturer _____





Task 4. Read how five people talk about their businesses. Below note each speaker's job, industry type, business model, type of business and company structure.

	job	industry type	business model	type of business	company structure
Speaker 1					
Speaker 2					
Speaker 3					
Speaker 4					
Speaker 5					

Speaker 1. I'm a geologist with a well-known multinational corporation – may be you even own shares in our company. Our core business is mining – gold, silver, copper, iron and so on. We have a complex structure, each geographical region has a local management structure, but individual product managers also report to different functional managers at HQ – R&D, finance, marketing, etc. it's a huge operation, so decision-making can be very slow.

Speaker 2. I'm a freelance photographer, so I run my own business. I do a lot of weddings, parties and so on. Because I'm self-employed, I can do things my way, which is great; on the other hand, it's financially risky. For example, if the business got into trouble, I could lose my home.

Speaker 3. We make furniture for firms like Ikea. I sort of supervise production, and my sister runs the office, but in fact my dad decides everything. He's the General Manager. It's a family business; there are six shareholders altogether, but we can't really do anything without Dad.

Speaker 4. I share an office and an assistant with three other lawyers. I specialize in employment law, advising companies on HR issues. My partners each have their own specialization, and Sarah, our assistant, works for all of us. In theory, as managing partner, I'm the boss, but in practice we each look after our own clients. So it's a very flat structure, there's no real hierarchy.

Speaker 5. I work for a hairdressing franchise – my job is to recruit and manage new franchises; I report directly to the CEO. We help franchisees to set up salons, promote our products, and ultimately, increase our shareholder value. It's good business for them, but although they manage their own limited companies, they don't have any real say in how things are done; there's a procedure for everything – and I mean everything.

Task 5. There are four main types of business ownership in the private sector of the economy in England:

public limited company (PLC),

partnership,

sole trader ,

private limited company (Ltd.).

Put each one into the correct box to complete the table. Describe the two types of liability.

1. _____	2. _____	3. _____	4. _____
One person provides all the capital.	Owned by two or more people who contribute the capital.	A registered company with restricted share transfer.	A registered company whose shares can be bought and sold on the Stock Exchange.
<i>Unlimited liability</i> <i>The personal assets of the owner(s) can be taken to pay any business debts.</i>		<i>Limited liability</i> <i>Liability for business debts is limited to the amount of capital subscribed.</i>	

Task 6. Read and translate the texts below about self-employed people and partnerships.

a) I'm a freelance graphic designer, a freelancer. That means I work for myself – I'm self-employed. To use the official term, I'm a sole-trader.

(Note: You usually describe people such as designers and journalists as freelancers, and people such as builders and plumbers as self-employed. Sole owner and sole proprietor are also used both in BrE and AmE. Sole trader is not used in the US.)

b) We have set up our own architecture partnership. There are no shareholders in the organization apart from us, the partners. A lot of professional people like lawyers, accountants and so on, work in partnerships.

Task 7. Read and translate the texts below about Limited liability.

a) I'm the managing director and main shareholder of a small electronics company in Scotland called Advanced Components Ltd. 'Ltd' means limited company. The other shareholders and I have limited liability: we do not have to use our personal property, such as a house or car, to pay the company's debts.

b) I'm the chief executive of a British company called Megaco PLC. 'PLC' means public limited company, so anybody can buy and sell shares in Megaco on the stock market.

c) I'm the CEO of Bigbucks Inc. 'Inc' stands for Incorporated. This shows that we are a corporation, a term used especially in the US for companies with limited liability.

Task 8. Read and translate the text below about non-profit organizations.

Organization's with 'social' aims such as helping those who are sick or poor, or encouraging artistic activity, are non-profit organizations (BrE) or non-for-profit organizations (AmE). They are also called charities, and form the voluntary sector, as they rely heavily on volunteers (unpaid workers). They are usually managed by paid professionals, and they put a lot of effort into fund-raising, getting people to donate money to the organization in the form of donations.

Task 9. Complete this extract from one large company's annual report. There are twelve missing words and a choice of four possibilities for each.

Open communication with all employees is vital to achieving that sense of personal 1..... in the company, without which our steady 2..... would be impossible.

3..... communication between management and employees has played a key role in building the excellent 4..... relations on which we pride ourselves.

We recognize that professional enthusiasm does not depend solely on pay 5....., but also on the opportunities employees have to participate in the 6..... process and contribute to plans and choices that affect their jobs and careers.

All employees receive regular issues of our 7..... magazine and informal booklets on our 8..... and plans, as well as regular 9..... of progress.

Advance 10..... of any changes to the business is given to all employees who may be affected. Managers meet on a 11..... basis with elected staff 12..... to tackle any problems and to ensure efficiency and stability.

1. improvement / involvement / popularity / development	7. popular / publicity / in-house / do-it-yourself
2. share / market / size / growth	8. politics / policies / portfolio / prestige
3. specific / formal / face-to-face / accurate	9. programmes / levels / promises / reviews
4. labour / public / departmental / external	10. notice / consideration / help / publication
5. days / scales / claims / demands	11. freelance / quick / regular / standard
6. training / promotion / decentralization / decision-making	12. personnel / representatives / staff / executives

Task 10. Translate the sentences into Russian.

1. Большинство компаний состоит из трех групп людей: акционеры, руководители и рабочие.
2. Генеральный директор определяет цели организации и общую стратегию, а также отвечает за планирование и принятие решений.
3. Совет директоров, возглавляемый председателем или президентом, отвечает за определение стратегии компании.
4. Совет директоров назначает управляющего директора.
5. Руководители высшего звена возглавляют различные отделы в компании.
6. Какая структура удобнее для бизнеса: иерархичная, функциональная, матричная или по продукции, с которой работает организация?
7. Юридический отдел составляет контракты и определяет правила работы организации.
8. Отдел по работе с персоналом имеет дело с наймом и увольнением сотрудников, отвечает за обучение и развитие.
9. Финансовый директор, прежде всего, имеет дело с финансовыми ресурсами организации.
10. Некоммерческие организации занимаются сбором денег на благотворительность с помощью волонтеров.
11. Неограниченная ответственность означает, что все имущество владельца может быть изъято в случае банкротства собственника.
12. В случае с ограниченной ответственностью вы рискуете только вложенными в дело деньгами.

Part 5. Corporate culture

Task 1. With a partner, discuss what you would do in each situation and explain why.

You've just started working for a new company. Do you:

- a) try to look as smart and professional as possible?
- b) wear jeans and a T-shirt like all the other employees?

Why? _____

- a) stop work at five o'clock like everyone else?
- b) stay longer to finish your work?

Why? _____

- a) share your ideas and opinions at staff meetings immediately?
- b) say nothing like most of your colleagues?

Why? _____

Task 2. Scan the article to find:

- a) what the monkey experiment demonstrated.

- b) seven examples of unwritten rules.

- c) what new staff learn about work culture and how they learn it.

Monkey business?

Scientists put a group of five monkeys in a cage. At the top of a ladder, they hung a banana. As soon as a monkey climbed the ladder, he was showered with cold water; the group soon gave up trying to reach the banana.

Next, the scientists disconnected the cold water and replaced one of the five monkeys. When the new monkey tried to climb the ladder, the others immediately pulled him down and gave him a good beating. The new monkey learned quickly, and enthusiastically joined in beating the next new recruit. One by one, the five original monkeys were replaced. Although none of the new group knew why, no monkey was ever allowed to climb the ladder.

Like the monkeys in the experiment, every culture and organization has its unwritten rules. These rules are probably the single most influential factor on the work environment and employee happiness. Though many work cultures embrace positive values, such as loyalty, solidarity,

efficiency, quality, personal development and customer service, all too often they reinforce negative attitudes.

In many businesses, an unwritten rule states that working long hours is more important than achieving results. In one medium-sized company, the boss never leaves the office until it is dark. Outside in the car park, he checks to see who is still working and whose office windows are dark. Staff who risk leaving earlier now leave their office lights on all night.

Other common unwritten rules state that the boss is always right, even when he's wrong; if you're not at your desk, you're not working; nobody complains, because nothing ever changes; women, ethnic minorities and the over 50s are not promoted; the customer is king, but don't tell anyone, because management are more interested in profitability.

Often nobody really knows where these unwritten rules came from, but unlike the new monkeys, new recruits pick them up very quickly, despite the best intentions of induction and orientation programmes. The way staff speak to management, to customers and to each other gives subtle but strategic clues to an organization's culture, as do the differences between what is said, decided or promised, and what actually gets done. New staff quickly learn when their ideas and opinions are listened to and values, and when it's better to keep them to themselves. They learn which assignments and aspects of their performance will be checked and evaluated, and whose objectives and instructions they can safely ignore. Monkeys may be more direct, but work culture is every bit as effective at enforcing unwritten rules as a good beating.

Task 3. In small groups, discuss the questions.

1. What do you think organizations and companies can do to avoid negative unwritten rules? _____

2. What unwritten rules do you imagine you might encounter in your country as an intern in:

- a government department? _____
- a small public relations firm? _____
- Think about:
- office etiquette, e.g. dress code, punctuality, personal calls, coffee and lunch breaks;

- relationships with colleagues, management and clients / business partners;
- autonomy and initiative.

3. Which work culture above would you prefer to work in? _____

Which would be the most difficult to adapt to? Why? _____

Task 4. Read the texts about work culture and placements and answer the questions:

1. What problems did Sandra and David have?

2. What were the misunderstandings that caused these problems?

3. What mistakes did the students and the superiors make in each case?

Sandra, an American business student

I got my first placement in a PR firm in Paris. Our teachers had told us to be careful about dress code, being on time, and so on. But I had a problem I really wasn't expecting.

The first day, I arrived at eight thirty and I was a bit surprised because I had to wait an hour and a half for my supervisor to arrive. In fact most people came in at about eleven o'clock. But everybody was very friendly. They gave me a project to work on and I thought, great, I can really do a good job here and, you know, make a good impression.

Well, for the first two weeks I worked from nine in the morning to about seven in the evening. I didn't really have a social life because I only got home about eight, but, like I said, I wanted to make a good impression, but then gradually, people became less friendly, and stopped talking to me. I couldn't understand why they were giving me these funny looks, especially when I went home in the evening.

Anyway, in the end, I went and asked my supervisor what I'd done wrong. And in fact the problem was that most people didn't go home until 9 or 10 pm. So because I left at about seven, I was breaking the unwritten rules. They all thought I was lazy! I mean, I knew I was the first to leave, but I arrived at 9 am, and I was working really hard, you

know?! But as far as they were concerned, you couldn't do any real work before eleven, so arriving at nine in the morning didn't count!

David, a British civil service manager

I'm a department manager in the civil service. The department's actually very informal and friendly – we're all quite young and everyone's on first name terms. We all have lunch together in the canteen and we often go to the pub for a drink after work. We have one or two interns per year. We try to make them feel at home and part of the team, and usually it's fine.

But, a year or two ago, I had a problem with an intern I was supervising. At first, everything was fine. Monica was very bright and friendly, and got on well with everybody. But then one day we had a crisis in the office. My manager needed one of Monica's files for an important meeting at 10 am. We couldn't find it, and unfortunately Monica wasn't in the office; she wasn't answering her phone, and she didn't arrive until ten fifteen! In fact, she'd been to the dentist's, but she hadn't told me that she'd be late. Well, as you can imagine, I was stressed out and I made it very clear that this was unacceptable. And Monica just burst into tears, so I had to tell her that, you know, that was unprofessional too.

Anyway, after that, things were never the same. She stopped socializing with the rest of the team; she wouldn't say anything in meetings and she didn't even eat in the canteen with us any more. I tried to explain that it was my job to tell her when there was a problem, and that it wasn't personal. But she couldn't accept that. For her, a boss was a boss, and a friend was a friend, and you couldn't be a boss and a friend.

Task 5. In small groups, compare organizations where you yourself, your friends or members of your family have worked or studied. In what ways are their cultures different? Have these differences ever caused problems or misunderstandings?

What do the Russians like to work with?

Do people respect the boss?

How much holiday do people have?

What's the business / office culture in Russia like?

Are Russians well organised in the office, or quite casual?

What is typical for Russian office culture compared with other countries?

UNIT II. CAREER OPPORTUNITIES

Part 1. Companies and jobs

Task 1. Read these descriptions of some companies.

1. This company **provides** many different Internet services.
2. This company **produces** tyres for cars and other vehicles.
3. It **is based** in France.
4. It has more than 1000 **employees**.
5. It **specializes in** low-price products.
6. It's a **subsidiary of** ...
7. It's main **competitor** is ...

Task 2. Complete these sentences with the words in bold in Task 1.

1. Some companies make or _____ goods.
2. Other companies _____ or offer services.
3. If you _____ in a particular product or service, it's your main activity.
4. If you work for a company, you are an _____.
5. If your head office is in a particular city, your company _____ there.
6. If you work in a _____, your company is part of a bigger group.
7. If another company operates in the same market as you, it's your _____.

Task 3. Talk about your company, using some of these phrases.

1. It's a(n) _____ company/organisation.
2. It's a subsidiary of _____.
3. It makes/produces _____.
4. It has _____ employees.
5. It is based in _____.
6. Its main competitors are _____.
7. Its head office is _____.
8. It provides/offers _____.
9. It operates in _____.
10. It specializes in _____.

Add some more specific information about your company:

Task 4. Make questions to ask the partner about his/her company.

1. how old/company? _____
2. what products/company/specialize in? _____
3. where/its head office? _____
4. how many factories (subsidiaries)/have? _____
5. how many people/employ? _____
6. what/offer to/its employees? _____
7. how/protect the environment? _____
8. what/you/do? _____
9. what /you/work on/this week? _____
10. what/you/do/ at the moment? _____

Task 5. Read the internet article by James Manyika below. Agree or disagree with the author. Use the agreement or disagreement words.

Technology, jobs, and the future of work

Automation, digital platforms, and other innovations are changing the fundamental nature of work. Understanding these shifts can help policy makers, business leaders, and workers move forward.

The world of work is in a state of flux, which is causing considerable anxiety – and with good reason. There is growing polarization of labor-market opportunities between high- and low-skill jobs, unemployment and underemployment especially among young people, stagnating incomes for a large proportion of households, and income inequality. Migration and its effects on jobs has become a sensitive political issue in many advanced economies.

The development of automation enabled by technologies including robotics and artificial intelligence brings the promise of higher productivity (and with productivity, economic growth), increased efficiencies, safety, and convenience. But these technologies also raise difficult questions about the broader impact of automation on jobs, skills, wages, and the nature of work itself.

Many activities that workers carry out today have the potential to be automated. For policy makers, business leaders, and workers themselves, these shifts create considerable uncertainty, alongside the potential benefits. This briefing note aims to provide a fact base on the multiple trends and forces buffeting the world of work drawing on recent research by the McKinsey Global Institute and others.

(<https://www.mckinsey.com/global-themes/the-future-of-work>)

Task 6. Choose the correct word in *italics* to complete the text.

My company *produces / products* specialized software for the film industry. Our *head / based* office is near San Francisco, but we also *specialize / operate* in Europe and the Far East where we have two *services / subsidiaries*. There are 450 *employs / employees* in the company. We *sell / sales* our *produce / goods* to companies like Dreamworks which *provide / make* animated movies. Our technology is very new, so we don't have many *competitors / companies*.

Task 7. Complete the sentences with a verb from the list.

<i>start</i>	<i>work</i>	<i>specialize</i>	<i>have</i>	<i>is</i>
<i>starts</i>	<i>works</i>	<i>specializes</i>	<i>has</i>	<i>are</i>

1. The company _____ three subsidiaries in the Far East.
2. She _____ in Manchester today.
3. We _____ in the advertising of children's toys.
4. The meeting always _____ at 2.30 p.m.
5. She _____ for an engineering company.
6. They usually _____ work at about 7.00 a.m.
7. I _____ one office in Paris and another in Buenos Aires.
8. He's a lawyer. He _____ in company law.
9. Most of our competitors _____ in Europe.
10. I _____ in sales.

Task 8. Choose the correct words or phrases in *italics*, then match the questions to answers 1-10 in Task 7.

- a. What *do / does* you specialize in? _____
- b. What *do / does* your wife work for? _____
- c. *Have you / Do you have* an office in Paris? _____
- d. Where *be / is* she? _____
- e. What *do / does* you do? _____
- f. Who *do be / are* your competitors? _____
- g. Where *has / does* the company have subsidiaries? _____
- h. When *do they start / starts* work? _____
- i. What time *do / does* the meeting start? _____
- j. What *is / does* he do? _____

Part 2. Describing jobs and job contacts

Task 1. Starting point: answer the questions.

1. At work, who do you usually speak to
a) by phone? b) face-to-face?
2. Do you prefer communicating with people by email or on the phone?
3. How much of your day do you spend
a) speaking with people? b) working alone?
4. How much of your day do you spend:
a) in the office b) off-site?

Task 2. What do these people do in their work?

1. a retail buyer
2. a public relations officer
3. an occupational psychologist

Task 3. Read the texts quickly and compare your answers to Task 2.

1. Sara – Retail Buyer

I work for a supermarket chain. My job **involves** buying prepared salads and vegetables from local and national suppliers. I also **take part** in different logistics projects. For example, at the moment we're working with an external consultant. He's looking for ways to get our salads and vegetables to the supermarket shelves more quickly.

2. Benjamin – Public Relations Officer

I work for the police, but I'm not a policeman. A lot of my work **consists of** answering questions from journalists when the police are in the news. I'm also **involved in** a new project to attract new people to the police force. For this, I'm working with senior police officers and with outside employment agencies.

3. Heidi – Occupational Psychologist

I'm self-employed. Basically, I **deal with** problems of relations between staff. At the moment, for example, I'm doing a study on virtual teamwork for one of my industrial customers. They work with many subcontractors all over the world, and their managers want to communicate better with their colleagues abroad. I work a lot with training organizations which provide the courses my customers need.

Task 4. Read the text again and complete the table.

Which person or people ...	Sara	Benjamin	Heidi
work(s) on problems of communication?			
work(s) with people outside the company?			
work(s) with products?			
works with companies, but not for a company?			

Task 5. Work with a partner. Match the words in *italics> in the texts to definitions a-h.*

- a) companies which sell their products to you _____
- b) organizations which find new employees for you _____
- c) companies which do work for you which you can't do yourself _____
- d) people who work in the same company as you _____
- e) organizations which offer courses to company employees _____
- f) a person from outside a company who gives expert advice _____
- g) companies which buy your products _____
- h) all the people who work for a company _____

Task 6. Work with a partner. Tell your partner about your job. What is similar to your partner's job, and what is different?

Main job _____

Other tasks (projects, etc.) _____

Typical problems _____

People you work with inside and outside the company _____

Task 7. Match 1-5 to a-e to make complete sentences.

1. My job involves ... _____ a) ... of taking orders from customers.
2. I deal ... _____ b) ... in training new staff.
3. My job consists ... _____ c) ... part in an interesting new project.
4. I'm involved ... _____ d) ... working very long hours.
5. I'm taking ... _____ e) ... with a lot of customer problems.

Task 8. Choose the correct word in *italics*.

1. He's *involves* / *involved* in two or three big research projects.
2. I want to *deal* / *take part* with my email before I leave.
3. Her job *consists* / *involves* travelling all round the world.
4. He can't *involve* / *take part* in this morning's meeting – he's too busy.
5. His work *consists* / *involves* of finding new customers.

Task 9. Complete the sentences with the present continuous form of the verbs in brackets.

1. (we / develop) _____ a new range of products for South America.
2. (he / stay) _____ at the Intercontinental Hotel?
3. (you / not / listen) _____ to me. What did I say?
4. (I / leave) _____ now. See you tomorrow.
5. Why (those German engineers / visit) _____ the company?

Task 10. Match questions 1-6 to answers a-f.

1. What is she doing? _____ a) She's a teacher.
2. What does she do? _____ b) Yes, but only four days.
3. Are you working this _____ c) A Master's in Business Studies.
week?
4. Do you work at week- _____ d) We had a very long meeting.
ends?
5. Why do you leave the of- _____ e) My boss always asks to see me
fice so late? at about 7.00 p.m.
6. Why are you leaving the _____ f) No, never.
office so late?

Part 3. Career development

Task 1. Discuss these questions.

1. How ambitious are you?
2. Do you have a career plan?
3. Which of the following do you prefer to do?
 - a) Work for one company during your career.
 - b) Work for several different companies.
 - c) Work for yourself.

Task 2. What should you do to get ahead in your career? Choose the four most important tips from the list below. Compare your ideas in a group and try to agree on a final choice.

1. Change companies often.
2. Use charm and sex appeal with superiors.
3. Attend all meetings.
4. Go to your company's social functions.
5. Be energetic and enthusiastic all the times.
6. Be the last to leave work every day.
7. Find an experienced person to give you help and advice.
8. Study for extra qualifications in your free time.

Task 3. Discuss these questions in pairs.

1. What helps when trying to move ahead in your career? Think about personal factors (e.g. ambition, motivation, etc.) and workplace factors (e.g. promotion opportunities, etc.).
2. What practical advice could you give to someone who wants to get ahead in their career? Make a list of three to five points.

Task 4. Scan the article quickly to find out if any of the points you have listed in exercise above are mentioned.

Ten ways to improve your career

Ajilon Finance, a leading staffing and recruiting services firm, offers the following tips for getting ahead in your career.

1. Make a list of your priorities and outline your tasks for the day. Write down your short- and long-term goals, evaluate your progress frequently and stay focused.

2. Are you really present? You may physically be at work, but are you there mentally?

3. Learn how to work through others. Delegating tasks is an important skill to master at any level.

4. Always look for opportunities to broaden your skills. For example, you can attend professional development seminars.

5. Socialize with colleagues. This will help you learn about what's happening in other departments.

6. Create your own goals. Determine where you want to be professionally and what skills you need to reach that goal.

7. Be comfortable with being uncomfortable. Accept challenges that force you to try something new.

8. Be clear about what you want. If you believe you deserve a promotion, ask for one.

9. Take time off and relax. Attending to your personal life and doing things that make you happy will help your performance at work.

10. Seek satisfaction. If you're disappointed by your current career, look for ways to transform your job into more of what you want. If this does not solve the problem, maybe it's time to look for a new position.

If you follow this advice, you will significantly increase your opportunities to earn more money, get promoted sooner and move ahead faster.

*(from Market Leader Pre-Intermediate Business English Course Book
New Edition. David Cotton, David Falvey, Simon Kent, John Rogers.
pp. 6-9)*

Task 5. Decide which tip each of the following sentences could be added to.

a) These are also a great way to network with influential people. (2, 3, 4)

b) Each day, take a small step that brings you closer to the target. (5, 6, 7)

c) If your boss refuses, ask him or her what you need to achieve in order to qualify for one. (6, 7, 8)

d) It will also establish you as a team player within the company. (5, 9, 10)

e) Pay attention to every single task that you do. (1, 2, 3)

f) You may discover a secret talent or a hidden passion. (2, 7, 8)

Task 6. In pairs, discuss which three of the ten tips in the article are the most important. Use the ideas below to prove your point.

Careers: some helpful advice and useful tips

1. It's important to:

- create your own goals, because if you don't know where you want to go, you'll never get anywhere;
- establish your own goals;
- set your objectives and prioritize them;
- make a list of your priorities;
- outline your tasks for the day;
- be 100% focused on whatever task you're engaged in.

2. You need to:

- evaluate your progress regularly.
- look for opportunities to broaden your skills.

3. If you evaluate your progress,

- you get a better idea of what you're good at, and also of the areas that you need to work on.
- you get feedback about your skills.

4. If you always do what you've always done, you'll only get what you've already got.

5. If we don't try anything new, we'll never grow professionally or even personally.

Task 7. Match the verbs with the noun phrases.

- | | |
|-----------------|--------------------|
| 1. to reach | a. a promotion |
| 2. to get ahead | b. a skill |
| 3. to evaluate | c. a goal |
| 4. to deserve | d. in one's career |
| 5. to master | e. one's progress |

Task 8. Career advice for junior managers. Complete the text with the best words.

Junior managers who _____ a promotion often face many problems when they have more authority and responsibility.

This is partly because everyone expects them to perform to extremely high _____. In addition, many of their _____ and colleagues are always ready to criticize any serious mistake they may _____.

What advice can we give to young managers, then? First of all, they should have _____ in their own skills and abilities. If they are not sure that they can succeed, they are less likely to perform competently. They should also _____ their progress regularly.

Secondly, they should _____ themselves ambitious goals so that through hard work and commitment to the company they can in fact _____ them sooner than is expected of them.

That is how they can _____ both personal and professional success.

1	a) take	b) get	c) earn
2	a) level	b) standards	c) quality
3	a) superiors	b) secretaries	c) chefs
4	a) do	b) make	c) show
5	a) confidence	b) belief	c) strength
6	a) test	b) improve	c) evaluate
7	a) find	b) make	c) set
8	a) reach	b) move	c) work
9	a) achieve	b) grow	c) demand

Task 9. Complete the text with the appropriate form of a verb.

involve

be in charge

deal

be responsible

look

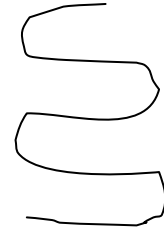
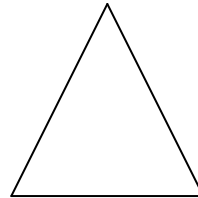
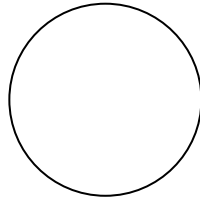
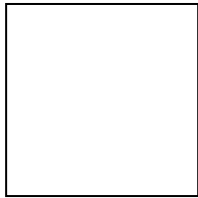
make sure

1. He works for R&D. His job _____ developing new products and new ideas.
2. She is the receptionist. She _____ after visitors and takes messages.
3. He works for Administration and Personnel. He _____ with staff problems, as well as with recruitment and training.
4. She is our Quality Control Inspector. She _____ for monitoring our products and trying to improve their quality.
5. He is our new maintenance engineer. He checks all our equipment regularly and _____ of all repairs.
6. He is our Security Officer. He _____ that our staff and premises are protected against crime.

*(from Market Leader Pre-Intermediate Business English Practice File
New Edition. John Rogers. p. 4)*

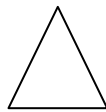
Part 4. Being the right person

Task 1. Choose the shape you like the best and read the description. How accurately does the description reflect your personality? Use the Models to describe your type.



To aspire

The Aspirer



This is the only symbol with a clear sense of direction and it is the first choice of high achievers. You set yourself clear goals in life and work single-mindedly towards them.

To admire

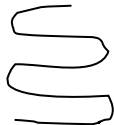
The Admirer



The circle's perfect harmony attracts those with a warm personality whose skill lies in dealing with people. An intuitive understanding of others makes you a skilled negotiator. You are a good listener.

To inspire

The Inspirer



This eccentric symbol is favoured by those who thrive on variety and like being involved in great many activities at the same time. You are enthusiastic and bursting with energy and are attracted by new tasks and unfamiliar challenges.

To enquire

The Enquirer



The logic of this symbol appeals to objective thinkers who analyze problems carefully and methodically before reaching any conclusions. You base your decisions on fact and figures.

Model 1. I think that I'm *the Aspirer*, because the shape of a triangle really attracts me. It has *a clear sense of direction* which definitely characterises *high achievers* ...

Model 2. I can also describe myself as *the Enquirer* because they are *objective thinkers* and I strive to be objective and have a very **careful** attitude to *analyzing problems* ...

Task 2. Are certain types of people attracted to certain jobs? Read the description of personality types below and match these jobs with one or more of the personality types. Give reasons for your choices.

a counselor
a dancer
an accountant
a scientist

a gambler
a civil servant
a librarian
an inventor

a racing car driver
a mathematician
an author
a social worker

1. Troubleshooters. They must be free. They cannot be confined for too long. They do what they want and when they want. In fact, they are compulsive "doers". A Troubleshooter is only defeated temporarily. They have high tolerances for discomfort, fatigue and pain. And they are courageous. They need jobs that involve action. Troubleshooters see the world as it is. They don't rely on other people's policies and guidelines to solve problems. Instead, they make up their own.

2. Stabilizers. They give a good day's work for a good day's pay. They can be counted on to do the right thing at the right time. They want to be useful to society. Stabilizers are not dependent on others. They are givers not receivers. They accept responsibility easily and will finish a job even if they are over-loaded with work. Stabilizers look on change with caution and suspicion and believe it is better when change happens slowly rather than suddenly.

3. Analysts. They strive to do things well and are the most self-analytical of all the personalities. They are always trying to improve, monitoring their progress and checking their skills. They are perfectionists who become tense when they are under too much stress. Analysts listen closely to new ideas and can change easily as long as it makes sense. The Analyst is never willing to repeat an error, and once they master a skill, they move on to something else.

4. Seekers. They hunger to have an identity that is uniquely their own. They want to make a difference, and their contributions must be recognized and appreciated. They are attracted to work where they can help others. They are also drawn to anything that involves verbal or written communication. Although they like to finish what they have started, they also tend to move from idea to idea. Seekers are more interested in people than in things. They seek relationships because they must interact.

Model 1. I *set myself clear goals* and I'm always trying *to improve, monitoring my progress and checking my skills*.

Model 2. I'm good at *dealing with people* and I'm attracted to work where *I can help others*.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 3. Would you like to do any of these jobs? Why? What characteristics do people need to perform well?

Carpenter _____ Teacher _____

Doctor _____ Football coach _____

Writer _____ Olympic athlete _____

Task 4. Read the texts below. Which of the jobs above are the people talking about?

1. _____

People come to you with all kinds of problems – not just medical ones – so of course you have to be **sympathetic** and a **good listener**. And of course, you need to keep up with all the latest treatments.

2. _____

It's not enough to be **naturally talented**. You need to be **totally committed** to being the best: nothing else will do. If you are **lazy**, then you'll never reach the top.

3. _____

You need to be **experienced** in the game: it's your job to make sure that players are **motivated** and to be **honest** with them.

4. _____

Obviously, you need to be **imaginative**, but it's not just that. You need to be very **well-organised** with your time, and have a lot of **self-discipline**. Sometimes it's hard to think of ideas ... but you have to keep thinking until something comes to you!

Task 5. Match the meanings of the words and phrases in bold in the vocabulary list below.

1. *sympathetic* _____ a) having a natural ability to do something well

2. *good listener* _____ b) not liking work and physical activity, or not making any effort to do anything
3. *naturally talented* _____ c) very keen to do something or achieve something, especially because you find it interesting or exciting
4. *totally committed* _____ d) good at thinking of new and interesting ideas
5. *lazy* _____ e) caring and feeling sorry about someone's problems
6. *experienced* _____ f) arranged or ordered well, badly, carefully
7. *motivated* _____ g) the ability to make yourself do the things you know you ought to do, without someone making you do them
8. *honest* _____ h) someone who listens carefully and sympathetically to other people
9. *imaginative* _____ i) someone who always tells the truth and does not cheat or steal
10. *well-organised* _____ j) possessing skills or knowledge because you have done something often or for a long time
11. *self-discipline* _____ k) willing to work very hard at something

Task 6. Complete the sentences with the words from the Task 5.

1. I'm _____ to parents who are worried about what their children see on television.
2. She's an exceptionally _____ student.
3. We are all passionately _____ to our work in Africa.
4. He felt too _____ to get out of bed.
5. She is an _____ public speaker
6. The key to a successful modern economy is a well-educated and _____ workforce.
7. He was a hard-working _____ man.
8. What an _____ child – always full of new ideas!
9. I want to work with a _____ team.
10. A lot of the students seemed to lack _____.

Task 7. Which three of the qualities above are most important for a good:

- parent?
- restaurant manager?
- teacher?
- musician?
- lawyer?
- doctor?
- friend?
- language learner?

Make sentences like this: *A good parent has to be a good listener because .../ A good teacher has to be imaginative and sympathetic because*

Task 8. Megan is Personnel Officer in a busy hospital. She has just interviewed five people for the position of Senior Nurse. Read her notes and write two adjectives next to each candidate.

<i>bright</i>	<i>indecisive</i>
<i>critical</i>	<i>defensive</i>
<i>cheerful</i>	<i>sensible</i>
<i>conceited</i>	<i>sincere</i>
<i>controlling</i>	<i>vain</i>

Sarah: *cheerful* & _____

I liked her because she seemed very friendly and positive; she smiled a lot during the interview. The only problem was that she found it difficult to make up her mind when I asked her about different situations she could face.

Juan: _____ & _____

At first I thought what a nice man – seemed very intelligent but when I asked him why he'd left his last job and if he had had any problems he got quite angry. We can't have someone who can't take criticism.

Maria: _____ & _____

Very practical and down-to-earth and no silly answer to my questions. Very honest in her answers and genuinely seems to like her work.

Laura: _____ & _____

She seemed to think we should be begging her to join us ... a big ego! I didn't like the way she kept looking at herself in the mirror, either!

Jim: _____ & _____

I think he'd be a problem because he wants to be in charge all the time – do everything his way. And he admitted that he thinks it's a good idea to tell colleagues their bad points so they can 'learn!'

(from New Cutting Edge Upper Intermediate Work Book, p. 30)

Part 5. Being a self-starter

Task 1. Read this job advert.

SALES EXECUTIVE wanted for busy city centre office. Good general education and interpersonal skills are essential and some previous experience is desirable. The successful applicant will be a self-starter with the ability to develop the client base for a new range of online services.

Send your CV to:

Language comments

1. ad(s), advert, advertisement, n,[C]
2. advertising, n [UC]
3. advertise, v
4. CV = Curriculum Vitae (BrE), resume (AmE)
5. cover (covering) letter
5. to apply for a job
6. to employ-employer-employee-employment
7. to hire / to recruit

Task 2. Which of these words and phrases do you think describe the sort of person the company is looking for?

sociable	imaginative	trustworthy
pushy	courteous	willing to follow set procedures
reliable	aggressive	has common sense
cautious	obedient	has good judgment
assertive	conformist	able to work independently

Task 3. What do you think is implied by the term 'self-starter' in the ad? Make notes.

Task 4. Read the transcript / Listen to someone talking about self-starters and make notes on what they say about the qualities of such people. Then compare their ideas with your own. Were they the same?

You often see the term 'self-starter' in job adverts – but what do companies mean when they put this? Are they looking for someone who will come in and aggressively reorganize the office, upsetting everyone

and interfering in things they don't really understand? No, of course they aren't.

What companies are looking for is someone who's able to work without constant supervision; someone who'll quickly understand what the job demands and quietly get on with it, without someone else needing to check everything they do. That means, of course, someone who can work independently; someone who doesn't need to keep asking questions, but also someone with the common sense and good judgement to ask for advice and help when it's really necessary.

Also, the term 'self-starter' implies someone who's not just going to do the job, but someone who's also going to develop it in some way: for example, find more customers, or find ways of doing things more effectively or efficiently.

Task 5. Do you think you could be a self-starter? Complete the questionnaire, then add up your total score.

Are you a self-starter?

- 1. I like to have control over what I do and when I do it. _____
- 2. I want to complete tasks in the way I think works best. _____
- 3. I hate being supervised. _____
- 4. I like to set my own goals and deadlines. _____
- 5. I motivate myself to achieve results. _____

3=always; 2=often; 1=seldom or never

Task 6. Now read the transcript / listen to someone talking about the questionnaire. What are the characteristics of people who score:

1. twelve or above?	
2. six to eleven?	
3. five or below?	

Well this questionnaire tells you how independent you are, or might be, in a work situation. Basically, people scoring 12 or more are self-starters. They like to be in control of what they're doing – they look for advice rather than supervision. They're people who don't always follow the rules, which can be a bit of a drawback for companies, but they're also the people who find new ways of doing things. Most companies are

happy to employ a few people like this – not too many, or the result could be chaos!

People scoring between six and 11 are moderately independent. They like to manage their own time and work with minimal supervision, but they're more likely to fit in with accepted methods and procedures. Companies like to employ lots of people like this; they're relatively conformist, but tend to be open to new ideas too.

People scoring five or below are generally happy to accept supervision and like to work within clear rules and guidelines. They don't question the way things are done, but just get on with what they have to do. All companies need some people like this – they keep things running smoothly and are usually very reliable. The problem comes when too many people in an office are of this type – because things never change.

Task 7. Discuss your score with a partner.

1. Which type of person do you think would be easiest to work with?
2. Which type of person do you think most companies prefer to employ? Why?

(from Nick Kenny, Jacky Newbrook, Richard Acklam. CAE Gold Plus Coursebook, Unit 8)

Task 8. The right person. These words are often used in job advertisements. Companies look for people who are:

- *self-starters, proactive, self-motivated, or self-driven*: good at working on their own;
- *methodical, systematic and organized*: can work in a planned, orderly way;
- *computer-literate*: good with computers;
- *numerate*: good with numbers;
- *motivated*: very keen to do well in their job;
- *talented*: naturally very good at what they do;
- *team-players*: people who work well with other people.

Task 9. Complete these extracts from job advertisements using words from the task above.

1. You'll need to be _ _ _ _ _ as you'll be working on financial budgets.
2. As part of our sales team, you'll be working independently, so you have to be self- _ _ _ _ _ and self- _ _ _ _ _

3. We're looking for someone who can work on ten projects at once. You must be _____, _____ and _____.
4. We need _____ journalists who are very good at their job and extremely _____ to find out as much as they can.
5. You'll be researching developments on the Internet, so you have to be _____ . You must be able to work on your own initiative, and a _____ . But as part of a team of researchers, you need to be a good _____ too.

Task 10. Learn about some more personality types. Some of them are used in a negative way.

<i>high flyer</i>	a person who is ambitious and very successful in their work or studies
<i>tough cookie</i>	a person who is clever but does not have much sympathy with other people's problems
<i>busybody</i>	a person who tries to interfere in what other people are doing
<i>wannabe</i>	a person who wants to be famous for no good reason, or copies the behaviour of someone famous
<i>cold fish</i>	a person who seems unfriendly and without any strong feelings
<i>dark horse</i>	a secretive person who does not tell other people much about their life
<i>killjoy</i>	a person who complains about other people enjoying themselves or tries to spoil it for them

Task 11. Write the similar self-description.

I can describe myself as a self-starter: I can work independently and use my own initiative when making decisions.

I'm also a self-motivated person who sets clear goals in life and works single-mindedly towards them.

My colleagues say that I'm a high-achiever and a high-flyer. I want to get ahead and I do my best to get what I want, to improve performance and to get good results.

I monitor my progress and if necessary master new skills needed for my job. I'm a fast-learner. I'm able to cope with difficulties and I enjoy dealing with new challenges.

UNIT III. APPLYING FOR A JOB

Part 1. Curriculum vitae or resume

Task 1. Work in groups. Discuss these questions.

1. What makes a good CV?
2. How long should it be?
3. What should it contain?

Task 2. Read what a human resources manager says about CVs and compare your ideas in Task 1.

There's lots of advice on CVs and a lot of it differs so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two sides of A4 paper and be divided into clear headings. The first section should include personal details: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes education and qualifications starting with the most recent things. The third section deals with work experience – again starting with the most recent job. I think it's important here to be brief so use bullet points and. You don't need to use complete sentences as long as it's very clear what you've done.

Following this is the section on professional skills. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail your interests. An employer likes to know what kind of person you are and things like team sports, for example, show this.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully.

Task 3. Read the text again. Are these statements true or false? Correct any false statements. How is this advice different to CVs in your country?

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.

4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should use good quality stationary.
8. You should make sure there are no grammar and spelling mistakes.

Task 4. Use action verbs to describe your experience. They attract attention and demonstrate that you are an 'action' person. What are these typical action verbs in your language?

achieve	_____	introduce	_____
co-ordinate	_____	manage	_____
create	_____	organise	_____
develop	_____	plan	_____
direct	_____	research	_____
establish	_____	set up	_____
implement	_____	supervise	_____

Task 5. Read the CV. Which internships can the applicant apply for?

- an administrative assistant with a multinational oil company
- a logistics administrator with an international cosmetics manufacturer
- a technician in a civil engineering company
- a trainee analyst with the London Stock Exchange

BEN BROWN

Date of birth: 3 September, 1991
Nationality: British
Address: 4 Green Street, Coventry

EDUCATION *University of Warwick:*
2009-2013 Bsc, International Business

WORK HISTORY
September 2011- June 2012 *Work placement, L'Oreal, Paris*
I was responsible for conducting an online market survey.

July-August 2010

Holiday job, Car-Glazer, Prague

I worked as a technician. I repaired and replaced car windows.

**November 2009-
June 2011**

Volunteer, University Counseling Service

I volunteered as a telephone counselor, listening to students' problems.

**POSITIONS OF
RESPONSIBILITY
2012-2013**

President of University Salsa Society

I managed a team of volunteers. **We organized** monthly dances and a salsa competition.

SKILLS

My skills include good spoken and written French and basic Czech.

I have a working knowledge of Microsoft office.

I hold a clean driving licence.

REFERENCES available on request

Task 6. Draft your own CV using the sample form below. The words in *italics* will give you some ideas how to present each section.

Name

Date of birth

Address

Nationality

Telephone

Sex

Education

Work experience

June – August 1999

Merrill Lynch: Private Banking Intern

Skills gained:

- working in a team
- writing reports
- working to deadlines
- supervising others
- liaising with clients

Activities and interests

..... -

Cellist in school and college orchestra

Skills gained:

- performing in public
- interacting and socialising
- working under pressure

..... -

Publicity officer, College Geographical Society

Skills gained:

- managing a budget
- working to tight deadlines
- managing a team

Summer 1998

Travel round Eastern Europe

Skills gained:

- planning and organizing
- decision-making and problem-solving
- cross-cultural communication

Additional skills

- clean driving licence
- conversational French
- computer literate, Microsoft Office, Excel and Word

References

Prof. N Smart
Kings Charles College
London WC1Z 9ZZ
(Tutor)

Mr T Davis
Merrill Lynch
London EC3T 2NB
(Employer)

Task 7. Show your CV to a partner / your teacher. Ask him or her to evaluate it using these check points.

1. Does it look good?
2. Does it list experience starting from the present?
3. Is it too long / too short?
4. Is the contact information clear?
5. Does it provide a good basis for an interview?

Part 2. Cover letters

Task 1. A short cover letter should always accompany your CV. Organize the following advice into two categories, dos and don'ts.

1. Type your letter of application.
2. Use interesting colored paper.
3. Write at least two pages.
4. Repeat what is already on your CV.
5. Point out professional skills that you have acquired.
6. Emphasize how you believe you meet the employer's needs.
7. Tell the employer that you will call in to discuss your application.

Task 2. Read the text about writing cover letters and use the advice to complete the sentences below.

When writing cover letters you need to use a standard format. Remember that the address of the person you are writing to always appears on the left-hand side of the page and your address is in the top-hand corner. Put the date under your address. Always make sure you start and end your cover letters correctly. If you are writing to Mrs. Linda Carr then you should start the letter 'Dear Mrs. Carr' and finish it with 'Yours sincerely'. Note that 'sincerely' has a small 's', not a capital letter.

If the advertisement asks you to send your application to Melanie, how would you begin your letter? 'Dear Melanie'? 'Dear Melanie Thompson'? 'Dear Mrs. Thompson' is not really appropriate as she might not be married. It is probably safe to put 'Dear Melanie Thompson'.

If the advertisement just says 'reply to J. Brown' how would you address the letter? 'Dear Sir'? or 'Dear Madam'? or 'Dear Mr Brown'? You should ring the company and find out J. Brown's name and whether this person is a man or a woman.

Remember that letter etiquette costs you nothing, but can really pay dividends and you may be the only person who has made the effort to find out. This could help to make you different from all the other applicants and being noticed is important if you are going to get invited for interview.

If the advertisement just states: 'Write to the Human Resources Department' or 'Reply to Atlas Travel' it may not be possible for you to find out who will be dealing with your reply. In these cases you will have to start your letter 'Dear sir / Madam' and finish the letter with 'Yours faithfully' with a small 'f'.

1. The address of the person the letter is addressed to appears _____.
2. If you begin a letter with 'Dear Mrs. Healey' you should end with _____.
3. You should write your own address _____.
4. If an advertisement says 'Reply to Vikki West' you should _____.
5. If an advertisement says 'Reply to R. Simpson' you should _____.
6. If an advertisement says 'Please send CV + cover letter to Marketing Director', you should begin your letter with _____, and end with _____.

Task 3. The following phrases are useful when writing cover letters.

- **Say where you saw the advertisement.**

I am writing in reply to your advertisement in the ...

- **Say what job you are interested in.**

I would like to apply to the position of (job title).

- **Emphasise what makes you the right person for the job.**

I have experience in (types of duties and responsibilities).

I am a (positive adjective to describe you).

- **Say when you can attend an interview.**

I am available for interview (days and times).

- **Write a concluding sentence.**

I look forward to hearing from you.

Sample Cover Letter

Charles Piper
41, Sefton Road
Manchester
15th April, 2013

Dear Sir / Madam,

I am writing to your advertisement in the *Manchester Evening Times* on Wednesday 12 April. I would like to apply for the position of Assistant Purser with Royal Mediterranean International.

I am an outgoing and motivated person and I also have strong communication and organizational skills. I have not worked on board a

cruise ship before but I have experience as a hotel receptionist and I have the GNVQ Diploma in Leisure and Tourism.

Please find enclosed a copy of my CV. I am available for interview at any time.

Yours faithfully,
Charles Piper

Task 4. Use these phrases to complete the cover letter below.

I am confident	please find enclosed
I am available	I am writing with reference to
I have experience of	I look forward to hearing

Alex Ivanov
5 Levin Street
Kemerovo
Russia
alex_iv@mail.ru
6th September

The Human Resources Officer
Global Netorks
89 Campbell Street
London WC2 9AN

Dear Sir or Madam,

.....¹ the position of Sales Manager as advertised on *The Job.Search.com.* of 11 August.

.....² a copy of my CV outlining my background and qualifications for your consideration. As an Sales Assistant Manager of a small trading company³ managing budget and dealing with customers.

I also have practical experience of increasing sales and producing financial statistics. If given the opportunity⁴ that I could make a valuable contribution to the developing sales statistics.

.....⁵ for interview at a time and place of your convenience. I can be reached at above postal and email addresses or on 8964456789. I appreciate your time and consideration and⁶ from you soon.

Yours faithfully,

Alex Ivanov

Alex Ivanov

Enclosures: CV and Photograph

Task 5. Refresh the vocabulary: the way successful people describe themselves. Translate or explain the words and phrases in English and check it with the class.

a) personal qualities

Creative

Dynamic

Efficient

Energetic

Methodical

Perceptive

Responsible

Well-organized

Communication skills

Interpersonal skills

Organizational ability

I was responsible for

- co-ordinating _____

- developing _____

- implementing _____

- initiating _____

- liaising _____

- monitoring _____

- negotiating _____

- organizing _____

- reviewing _____

- setting up _____

c) useful phrases

• I can work / perform well under pressure.

• I am willing to take the initiative.

• I have the proven track record in ...

• I have extensive knowledge of ...

• I have extensive experience in / of ...

• I am able to delegate ...

• I am fluent in ...

• I have a good knowledge of ...

Task 6. Complete the letter below using suitable words and phrases from the Task 11 above. The letter in brackets indicates which column you should check to find the correct word or phrase.

Dear Ms Walker,

I am writing to apply for the position of Managing Director which you advertised in the International Herald Tribune, dated 22 April.

I am currently employed as Marketing Director in a medium-sized cosmetics company. However I am seeking a position which will offer a greater challenge and more responsibility.

In my last job, I was responsible for _____ (b) a sales strategy for the firm and for _____ (b) the work of the advertising, sales and marketing personnel. I was also involved in _____ (b) contracts with overseas agents and distributors, setting their sales targets and _____ (b) their performance. In the last six months, I have been engaged in _____ (b) franchising networks in Eastern Europe.

I have _____ (c) in cosmetics industry, having worked for three companies dealing in health and beauty products. I think that I work well _____ (c) as I have organized several product launches when I had to meet tight deadlines. Although I never avoid responsibility, I am able to _____ (c) authority when necessary.

As for my personal qualities, I am a _____ (a) person, with many ideas for exciting new products which would interest your company. Most people say that I am very _____ (a) , with the ability to motivate staff and get results. I consider myself to be extremely _____ (a) because I always make the most of the resources available to me.

Since you are an international company, it may interest you to know that I am _____ (c) in English and Spanish, and I have a working knowledge of Portuguese.

I would welcome the opportunity to meet you to discuss my application at greater length.

Yours sincerely,

GaGerrd

(Ms) Gabrielle Gerard

Task 7. Write a cover letter for your job. Follow the structure.

- sender address / receiver address
- salutation phrase
- introduction
- main body
- acknowledgements
- final phrase and signature

Part 3. Job interviews

Task 1. In your opinion, which three qualities are the most important for a successful career in business?

- being on time
- having ambition
- working hard
- getting on with people
- being adaptable
- knowing about computers
- having a sense of humour
- looking smart

Task 2. Now read what the specialist on human resources and recruitment says about business careers and compare what she says with your answers to Task 1.

What are some of the qualities or skills needed for a successful career in business?

That's a difficult one because, of course, it does depend on what field you're in ... but if you press me, I would offer three particular qualities, I think. First, you need to be able to get on with people. Whatever job, you're going to have colleagues and customers. You need to be able to get on with people at all levels. Second, you need to be adaptable; businesses go through constant change. Your role will change, as will the people you work with, even the place where you work sometimes. And finally, of course, you need a sense of humour to keep it all in proportion.

Task 3. Read the article on the characteristics of successful business people. Consider the statements and mark them C (correct), I (incorrect) or DS (if the article doesn't say).

You've got the knowledge, good qualifications and work experience – this should guarantee success at your interview for a management position, surely? Perhaps, but your character and personality come into the picture, too. A number of particular personal characteristics are found in successful managers in all fields and these aspects of their character are closely linked with their success in the workplace. These characteristics are so important that in the long term they can even be more beneficial than considerations such as good contacts and financial backing.

Ambition is high on the list of essential characteristics, with successful people being driven by a very strong desire to achieve. Success-

ful people are also organized, hard-working and have a positive attitude. Honesty is another important characteristic, this means openness and integrity towards those you deal with as well as the ability to recognize your own strengths and weaknesses. Self-confidence and being flexible are also helpful personality traits, both in terms of the image you project to others and your ability to succeed when you encounter problems.

Although you may believe you were born with a particular personality that is fixed, it is possible to make changes to some of your personal characteristics by changing your habits and behaviour. Setting targets and regularly measuring your own performance, for example, is a practical step associated with being ambitious. Putting your goals on paper can lead to a more dedicated approach to your business. Writing down two positive achievements or experiences at the end of each working day can help build self-confidence and a positive attitude, it's therefore worth periodically taking a close look at your own business habits and behaviour to see what changes you can make to bring your personal characteristics closer to those commonly found in successful business managers.

1. Skills, a positive attitude and knowing your career path are _____ all you need to achieve business success.
2. Most people who are successful in management have similar _____ characteristics.
3. Most successful business people are optimistic and honest as _____ well as ambitious.
4. Many business leaders who are successful today started out _____ working very hard for little money.
5. It's important to be honest with yourself as well as with the _____ people around you.
6. People who are flexible and self-confident find it difficult _____ when they meet problems.
7. Unfortunately, it is impossible to change your behaviour or _____ your character.
8. It's a good idea to write down your future plans. _____
9. Reflecting on your past achievements can make you feel _____ more optimistic.
10. You should examine your own business habits and _____ behaviour every six months.

Task 4. Discuss the following question.

What personal and professional skills do you need for a successful business career in your country?

- specialist training
- knowledge of foreign languages
- outgoing personality

Task 5. Tough Management Questions include those that investigate your understanding and knowledge of what management means in the context of today's changing business environment. Expect questions like these. Propose your own answer.

1. What do you consider to be the most challenging aspect about being a competitive specialist in business today?

2. What are the most critical skills an efficient specialist needs to succeed in today's business climate?

Task 6. Human Resources Manager is talking about recruitment interviewing. Read the first part of the talk and answer the questions.

1. According to the HR-manager, which of the following is the most important when trying to impress an interviewer:

- a) qualifications
- b) character
- c) appearance
- d) preparation
- e) enthusiasm

2. What mistake did he make?

How can a candidate impress an interviewer?

Well, I feel it's basically all down to good preparation. First of all find out about the job. You could ring up the Press Officer or the Marketing Department and get the latest press releases or perhaps an annual report. The annual report, for example, will say where the company operates and the products it sells.

Then, when you get there, you perhaps could congratulate the interviewer on a recent success the company has had. In a nutshell, find out about that company. Show that you've taken an interest in the company,

and show enthusiasm for the job because, after all, that's what they're looking for in the candidate. They want somebody not only who's qualified for the job but will want to do the job, and will be interested and enthusiastic about the job.

Secondly, you could go to the company maybe a few days before the interview, talk to the receptionist, get a company newspaper – you can always pick up literature on the products maybe you'll be involved in.

A very good tip – find out what the dress code is. You need to fit in and you need to make a good impression.

Finally, your CV. Make sure it's easy to read, it's well written, but it's concise – don't ramble.

I must say that I have done all of this, I've prepared my CV, it was really good. I left it behind – I didn't get the job!

Task 7. Read the interview once again and complete the 'advice sheet' for candidates below.

Find out about the job

- Ring up the Press Officer

At the interview

- Compliment the interviewer at a recent success

Visit the company

- Talk to the receptionist

CV

- Make sure it's easy to read

Task 8. Now read the second part of the interview and answer the questions.

1. What four questions do interviewers usually ask candidates?
2. What examples does the HR-manager give of candidate's likes and dislikes?

**Are there any questions that you
regularly use when interviewing candidates?**

Yes, there are and it's almost a ritual with me. Following the CV tells you about the person and their qualifications. What you also want to know is their personality. So the key question I ask – what do they like most and what do they like least about their present job? They might say that they like travelling and they like meeting new people. These are standard answers. I think more interestingly perhaps are what they don't like about the company. They might not like working weekends at their current company. You might have the same problems with yours; working weekends might be something essential for the job. Also, ask them what their weaknesses are. They're usually, generally I would say, quite honest when they're giving their weaknesses. And ask them what their strengths are. It gives you an in-depth, if you like, feeling about their personality rather than just the straightforward qualifications that they have on their CV. Do they fit in? That's what you're really looking for.

Task 9. At an interview it is important to 'sell' yourself to the company. Read what each candidate says to 'sell' him / herself.

1. Well, I enjoy working with people as part of a team. I think the best results come from working together. I've found that's true in all the projects I've worked on.

2. I applied for the job because I think I've got a lot to offer. I'm competitive and I like to win. I know a few people think I'm difficult to work with. Maybe that's true, but I get a result, that's the main thing.

3. I've got a lot of experience, and I've always been successful wherever I've worked, especially during the past year. I think I could lead a team well, I'm the head of our local business club, and I like organizing people and telling them what to do. I'm a very fast learner. I'd enjoy going on a training course to help me do the job better.

4. I think I have the ability and experience to do this job. I'm a 'safe pair of hands', as they say. People respect me because I have good judgment.

5. I like doing lots of different things and I find time for them all because I am just very active. I try to organize my studies and my other interests so I can do as many things as possible. I think it's good to meet lots of different people and have lots of different experience.

6. I want to work in this area because I think marketing's a really interesting area. I've enjoyed doing my marketing course and it's convinced me that this is the right area.

Task 10. Use the ideas below to describe yourself during the interview. What else can you add to the list?

I'd like to apply for the position of ...

I've got a degree in

I have ... years experience working as....

I know how to operate the computer.../ I am computer literate...

I am cooperative and dependable.../ I have some leadership skills.....

I think I am punctual, accurate.....

I think I have enough experience to do the job.

They gave me very good references when I left my last job.

I've got very good references.

Task 11. General interview questions.

- When did you start learning English?
- How long have you been learning English?
- Why do you need English?
- What are your secrets of upgrading language skills?
- What do you think of the statement "English is no longer 'owned' by its native speakers"?
- What are your strengths and weaknesses?
- Why should your company management promote you?
- What has been your greatest achievement?
- What are the key skills for your job?
- What are your future goals?
- What do you do in your free time?
- What do you want from work? (If necessary, rephrase as 'What's a good job, in your opinion?')
- How often do you travel for your work? Where do you like to go?
- In your country, how do you entertain business people who come from other countries?
- What kind of people do you like to work with? (If necessary, rephrase as 'What's a good colleague, in your opinion?')
- What sort of business would you like to start? Where would you start it?

- How is your business changing?
- How is life changing in your country?
- What successful global companies do you know? Why are they successful?
- What do you use the Internet for? What sites do you recommend? Why?
- What good advice could you give to people who want to do business in your country?
- What makes a good manager?
- What makes people successful at work?
- How ambitious are you?
- Where do you want to be in one / two/ three years' time?
- What qualities and skills does a person need to be a good manager?
- What are the advantages and disadvantages of being a manager?
- In your opinion, are meetings useful or are they a waste of time? Why?
- What kind of situations do you find stressful at work?
- How has your company / your country changed over the past five years?
- Tell me about a manager / management style that has impressed you.
- In what ways is planning important when you work / study?
- Which companies or products from your country / of your company are you most proud of?
- What can people gain from working / studying abroad?
- What can companies do to encourage new ideas / to make people more creative?
- What management courses have you attended recently?
- How would your co-workers describe you?
- What motivates you in your job?

Task 12. Prepare yourself for a job interview. Answer the questions giving as much information as possible.

An interviewer

An applicant

1. Can you tell me about _____
yourself?
2. What are your strong / _____
weak points?

3. Why do you want to work in the _____ sphere? _____
4. Why did you choose to study tourism? _____
5. How did you find out about the job? _____
6. Why do you want to work for us? _____
7. Where would you like to work? _____
8. Do you have any previous work experience? _____
9. What kind of job are you looking for? _____
10. What languages can you speak? _____
11. Which language do you speak the best? _____
12. How long have you studied English? _____
13. What was your last job? _____

14. What do / did you like least about your previous job? _____
15. Why should we hire you? _____

16. What do you think you are good at? _____
17. What essential skills do you have? _____
18. Why do you think you are the right person for this job? _____
19. Did you send a letter applying for the job? _____
20. What additional qualifications do you have for the job? _____
21. Could you tell me about your personal background? _____

22. What do you see yourself _____
doing five years from now?
23. What kind of salary are _____
you looking for?
24. What was your salary _____
when you left your last job?
25. When would you be will- _____
ing to start?
26. What are you fond of? _____
27. What activities / sports do _____
you do?

Task 13. Look at the information below and prepare to interview candidates for the job.

Interviewing procedure for the interviewer:

- read the candidates CV and cover letter before the interview.
- welcome the candidate and put him / her at ease.
- start with some small talk about a subject of interest to you both.
- give the candidate some brief information about your company.
- ask the candidate questions about recent experience and qualifications.
- find out about the candidate's strengths / weaknesses / motivations.
- allow opportunities for the candidate to ask you questions.
- thank the candidate and say when you will contact him / her.

Task 14. You have applied for a job and been asked to attend an interview. Submit your CV and cover letter. Use the following advice to help you prepare for your interview.

Interviewing procedure for the interviewee:

- sit comfortably; do not lean forward, or back or cross your knees.
- be positive.
- pause before you reply to show that you are thinking clearly about the question.
- distinguish between questions that need short answers and longer responses.
- ask questions about the company and the requirements of the job.
- find examples from your experience to back up your answers.

Task 15. During an interview it is appreciated when an applicant asks his / her questions to show his interaction with a interviewer, his / her interest in the job. Here are some possible questions. What other questions can you add to the list below?

What kind of company is?

How many people does it employ?

What kind of work is available?

What are the promotion prospects?

What time would I have to start? How much is the starting salary?

What benefits are there?

When will you let me know the results of the interview?

Are there any chances of promotion / salary rise here?

How soon will you let me know? /When will I be able to start?

How often would I have to travel abroad?

How many people would I be working with?

Task 16. Work in pairs, and role-play this job interview at a soft drinks company.

Student A

You work for a soft drinks company and want to recruit some energetic, youthful people to your marketing department. Experience is not essential but enthusiasm and the desire to learn is. Read Student B's Curriculum Vitae, then prepare to interview him / her. Make sure the interview is well-structured, and that you have a list of questions about the interviewee's CV ready.

Student B

You have applied to a soft drinks company. It wants to recruit some energetic, youthful people to its marketing department. You are very keen on the job, and think you have a chance because they say that experience is not essential, but enthusiasm and the desire to learn is. Give Student A your CV to read, then prepare to be interviewed by him / her. Plan how to 'sell' yourself at the interview.

Part 4. Competences for job success

Task 1. Read the article and answer the question 'What is a competence?'

First, it is important to understand what a competence is. You will find many different definitions of this concept. Generally a competence is described as the knowledge, skills and behavioral attributes necessary for acceptable job performance. Knowledge refers to previous education and experience, skills refer to the technical or practical skills required to perform the job and behavioral attributes refer to personality characteristics that are key to successful job performance.

The Longman Dictionary of Contemporary English gives the following definitions to **competence** (also **competency** / *opp.* **incompetence**): 1. the ability to do something well; 2. a skill needed to do a particular job.

Task 2. Study the following examples.

1. Students will *gain competence* in a wide range of skills.
2. Lecturers have to constantly update their knowledge in order to *maintain their professional competence*.
3. Typing is considered by most employers to be *a basic competence*.
4. Students have to *demonstrate competence* in maths and science.
5. First you have to *acquire competence* in methods of research.
6. Some staff members *lacked the competence* to deal with technical problems.
7. The courses will improve the skills and *professional competence* of the staff.
8. There are many careers that require a high degree of *linguistic competence*.
9. The first years of life are very important in a child's growth toward *social competence*.
10. The trainees are expected to acquire a basic *level of competence*.

Task 3. There are the 12 core competencies that have been identified as critical for successful job performance. Different jobs demand different competencies, however these twelve competencies are the most commonly recognized behaviors required for success in nearly all career fields. First scan through them and then prioritize them.

Competency

Key actions for a worker

Decision Making

- Uses sound judgment to make good decisions based on information gathered and analyzed.
- Considers all pertinent facts and alternatives before deciding on the most appropriate action.
- Commits to decision.

Teamwork

- Interacts with people effectively. Able and willing to share and receive information.
- Co-operates within the group and across groups.
- Supports group decisions and puts group goals ahead of own goals.

Work Standards

- Sets and maintains high performance standards.
- Pays close attention to detail, accuracy and completeness.
- Shows concern for all aspects of the job and follows up on work outputs.

Motivation

- Displays energy and enthusiasm in approaching the job.
- Commits to putting in additional effort.
- Maintains high level of productivity and self-direction.

Reliability

- Takes personal responsibility for job performance.
- Completes work in a timely and consistent manner.
- Sticks to commitments.

Problem Solving

- Analyzes problem by gathering and organizing all relevant information.
- Identifies cause and effect relationships.
- Comes up with appropriate solutions.

- Adaptability**
 - Adapts to changing work environments, work priorities and organizational needs.
 - Able to effectively deal with change and diverse people.

- Planning and Organizing**
 - Plans and organizes tasks and work responsibilities to achieve objectives.
 - Sets priorities. Schedules activities.
 - Allocates and uses resources properly.

- Communication**
 - Expresses ideas effectively.
 - Organizes and delivers information appropriately.
 - Listens actively.

- Integrity**
 - Shares complete and accurate information.
 - Maintains confidentiality and meets own commitments.
 - Adheres to organizational policies and procedures.

- Initiative**
 - Takes action to influence events.
 - Generates ideas for improvement, takes advantage of opportunities, suggests innovations.
 - Does more than required.

- Stress Tolerance**
 - Displays emotional resilience and the ability to withstand pressure on an on-going basis.
 - Deals with difficult situations while maintaining performance.
 - Seeks support from others when necessary and uses appropriate coping techniques.

The Competences Priority List

Task 4. Learn how to speak about your job, then use the verbs or ing-forms to talk about your real or potential job.

1. My job/professional duties include + Ving / involve+Ving
2. My job/professional duties are+Ving / toV
3. I am in charge of + Ving / noun
4. I am responsible for + Ving / noun
5. I report to / report to me.
6. I manage / run / supervise / control / check / deal with

- co-ordinate projects / ongoing (current) activity of... (to achieve a good result) / policy (on job safety)
- define (overall / company) strategies and objectives / tasks / the clients' needs / expectations
- determine the cause of ... / what treatment to use / aims / strategies / objectives / target audience / methods and techniques of
- set the pattern / tone / trend (for smth) / an example / standards (limits/guidelines) / the agenda / a date (time) for smth / smb a task (challenge)/set students tasks
- calculate (labour / operating) costs / budgets / how much(money / medicine) we need to
- allocate resources / the time to / money for smth
- evaluate risks / performance / costs / the potential of / the pros and cons of / the advantages and disadvantages of / the results / the consequences of / the conditions of
- assess the impact / extent / effectiveness of smth/the value (cost) of smth / what effects it may have / how it can *improve to...* / help deal with
- monitor performance / progress / effectiveness of implementing (using) / the team work/work atmosphere / what's going on in a team
- represent the organization / the company at conferences

- appreciate the significance / importance / value of smth
- research material for / into the role of ...in...
- develop new drugs / methods to treat / technology / software programmes
- handle exceptions / emergencies / the paperwork / all the accounts / customer complaints / the crisis
- boost sales / team (employees' / staff's / personnel's) morale
- maximize profit (revenue) / effectiveness of / efficiency of
- optimize the use of available resources / the work procedure / effectiveness
- write proposals / reports / software programmes for financial institutions / prescriptions for
- achieve goals / aims / purposes / targets / results
- sign (negotiating) contracts / official documents / agreements
- create new job places / colorful graphs
- guide programmes / projects / the students though the programme / team
- meet the customers' needs (demands) / requirements for / the standards of / goals (targets)
- maintain standards / equipment
- conduct / suveys / investigations / reviews / experiments / tests / campaignns / interviews
- deliever classes / lectures / seminars / workshops /
- preparing budgets / reports / proposals
- providing feedback / service / goods / help

Part 5. Strengths and weaknesses

Task 1. The job success depends on your ability to demonstrate your strengths. Here are some aspects (with detailed explanation) that you may put forward as being your strengths.

List of Strengths

Learning agility and effective personal communication skills. Most researches show that the single best predictor for who will perform well and succeed in a job is the one who possesses learning agility (a quick learner) and the one who can adjust himself / herself to changes and new situations, such as a new workplace. Also, effective interpersonal communication skill is one of the best personal traits. Past performance or even experience, skills and intelligence are not as important as learning agility and communications skills.

Self Motivated and Determined. To achieve success, one needs to be self motivated and determined to succeed. Without self motivation, it is quite possible that even the best of employees will languish (if someone languishes somewhere, they are forced to remain in a place where they are unhappy) in the company without achieving any success.

Success Oriented and Natural Leader. All companies search for an individual who has the drive within himself or herself. Frankly, the company would not have time to actually sit back and look out which of their employees has that next big idea, or which of the employees is not working according to their talents and resources. Therefore, it is best that a company have a self-appointed mentor who keeps these things in mind and speaks about them at the appropriate time. This characteristic is necessary for team leaders, supervisors, executive managers and project managers.

Team Player. No man is an island. And in today's world, like never before, a person requires a group of people with whom to succeed. Therefore, being a team player in today's world is almost as important as any academic degree.

Hardworking. This is one of the most common traits found in a successful boss as well as a successful employee. It is said that success is ninety percent hard work and ten percent thinking / brain activity. Any company would like to have a hard-working employee. Therefore, you can speak about hard-work, dedication and commitment as your strengths.

Intelligence and Self Confidence. Being intelligent does not mean being the only person in the room who can drive a plane, but a person who has the simple logic and practical knowledge that goes with running a proper team.

Task 2. Now get to know how to describe your strengths relating to the job. Choose the examples that can be useful to you. Speak to the class demonstrating your strengths.

Common strength	How it presents at work
Communication	Written communication skill is evident in reports, correspondence. Verbal communication skills are evident in presentations, managing conflict, selling, dealing with customers, active listening, meeting participation and negotiation.
Strong work ethic / diligent	Hard working, works extra hours, completes projects before time, takes on more than others, does more than required, maintains a high quality of work, imposes own standards of excellence, works without supervision, follows up on own.
Organizational and planning skills	Evident in time management, prioritizing, using resources effectively, meeting deadlines, multi-tasking, dealing with competing demands, achieving objectives and goals, setting targets, maintaining schedules and calendars, optimal use of available resources, coordination of resources to complete projects.
Flexible and adaptable	Able to change activities and priorities to meet new demands, willing to learn new skills and knowledge, make a positive effort to accept changes, able to work and communicate effectively with diverse people, willing to work in different environments, willing to attempt new tasks.
Decision-making/judgment	Gather the necessary information to make a sound decision, come up with viable alternatives, consider pros and cons for each, fully commit to

	the best action, follow through on decision.
Problem solving	Able to identify and define problems, analyze problems to find causes, find possible solutions, consider the possible outcomes of each solution, decide on the best solution and implement it.
Gathering, analyzing and managing information	Collect required information efficiently from different sources, integrate information and put it together in a logical format, process information, identify trends and patterns, distribute and communicate information correctly, store and maintain information efficiently.
Coaching / mentoring	Willing and able to coach others, enable and facilitate learning, impart knowledge, help people to identify and achieve what they are capable of, assess training and learning needs, develop appropriate learning interventions, adapt teaching/coaching style to meet employee's needs.
Team work	Work effectively in a team, contribute to team objectives, communicate effectively with team members, respect, listen to and encourage team members, pitch in, put success of team ahead of individual success.
Reliable / dependable	Consistent work performance, complete projects accurately and within deadlines, arriving on time, fulfilling obligations, following through on commitments, checks own work, corrects own work, complies with workplace policies and procedures, takes responsibility for own actions.

Task 3. To make the picture clear you will be asked whether you have any weaknesses. When it comes to weaknesses, make sure that you describe the weaknesses that are ambiguous enough to be converted into strengths. Here are some of the weaknesses that are generally discussed.

List of Weaknesses

Getting Nervous around people. Today, with the advent of the new work culture where a person seldom meets another and where the

only time people speak to each other is during coffee breaks, there are some people who have become introverts. This causes some people to become nervous about giving presentations and speeches.

Being a Debater. Some individuals are too passionate about work and require a reason for any change that is introduced in the company. Though this is good for the project and the product, it might rub some people the wrong way.

Going out of one's Way. There are several people in organizations all over the world who take all kinds of work from their colleagues, whether it is their work or not. While these people are an asset to the company, they may create antagonism.

Lack of some skills. No person has all the requisite skills for the job profile. This is one of the greatest disadvantages that one has, because once a person starts earning, they find it difficult to go back to their learning ways.

Remember that these are just concepts and you should back up each of these strengths and weaknesses with an example.

Task 4. Practise rendering articles.

Половина жителей Кузбасса не получают удовольствие от работы



Служба исследований HeadHunter провела опрос среди 977 жителей Кемеровской области и выяснила, что большинство из них не чувствуют себя «на своем месте».

Так, треть респондентов указали, что текущая работа – это не совсем то, что им нужно, а четверть уверены, что ошиблись с выбором места работы.

Почти половина участников опроса (49 %) заявляют, что то, чем они занимаются сейчас, их не захватывает, не доставляет удовольствия и просто не интересно. Примерно треть из них связывают свою неудовлетворенность с неправильным выбором компании (33 %) и неправильным выбором профессиональной сферы (27 %). Каждый четвертый испытывает постоянный дискомфорт на работе, еще столько же уверены, что они определенно созданы для чего-то большего.

Несмотря на все это, работники не торопятся менять свое место работы, в первую очередь потому, что боятся променять «шило на мыло» или потерять в деньгах. Кроме этого, многие соискатели отмечают, что работу стало искать гораздо сложнее, чем год назад. При этом каждый второй среди тех, кто указал, что доволен своей работой, готов отказаться от своего места в пользу более денежной работы.

(from Lenta.ru, 19.04.2016)

Task 5. Self-analysis. Job satisfaction depends not only on the job conditions and payment schemes but also on the relations you have with the staff and your motivation. Consider the following questions and analyze the sample answers. Prepare your own answer to the questions.

1. How would your co-workers describe you?

You need to find out if you have a good understanding of how you are perceived and how your behavior impacts others. Your self-insight and your relationship with your co-workers are both being evaluated with this question.

Your answer should demonstrate an objective view of your strengths and areas for improvement in terms of teamwork, communication and your interpersonal skills; describe the good points and perceptions but also discuss one or two areas that you are aware need attention. Emphasize what you have done to improve on these areas. This makes your answer both real and insightful.

When you refer to the positive characteristics, support your answer with a quote or paraphrase from one or two of your colleagues.

For example:

'I know they consider me to be hard working. In fact, the other team members often thanked me for the extra hours I put in.'

Then move on to the areas for improvement.

'I know that I was initially considered intolerant if I felt they were not putting in the same amount of effort as I was. I realized it was better to encourage them to meet our deadlines by offering help where needed. This has worked much better for all of us.'

Use work-relevant competencies like good communicator, reliable, decisive, resilient, energetic, team member when answering questions like this.

2. What motivates you in your job?

There is no right or wrong answer. However, you need to prepare for this question and note down some specific examples. It is often difficult to verbalize your motivation properly without preparation.

What does motivate you will depend on your background and work experiences, but try to make your motivation relevant to what this job can provide. For example if the job is a fairly isolated one do not give '*working with other people*' as a motivation.

You can actually use this preparation as an opportunity to think about whether this position is really suitable for you in terms of motivational fit.

Here are some sample answers to questions about your motivation. Use them as a guide to help you prepare your own answers:

'I am motivated by the challenge of difficult tasks and projects. My previous manager gave me more and more responsibility as I proved myself, I found this very motivating.'

'It is important for me to meet the customers' needs. I give them the best service and when I exceed their expectations or get positive feedback it motivates me.'

'I like to know that I am growing as an employee. Learning and using new skills is a big motivator for me.'

Task 6. Answer some common questions.

What's your personality?

What are your strengths and weaknesses?

What are the key skills for your / this job?

Will you want to do this job?

Can you do the job?

What has been your greatest achievement?

What was your greatest failure?

UNIT IV. WORKING IN ECONOMICS

Part 1. The basics of economics

Task 1. Tick which of these statements you think are true. Then explain to your partner why.

- | | |
|---|--------------------------|
| 1. Economics is only the study of money. | <input type="checkbox"/> |
| 2. Economics is something governments take care of. | <input type="checkbox"/> |
| 3. An economist basically decides how money is spent. | <input type="checkbox"/> |

Task 2. Match the words with the definitions. Take turns with your partner to explain them to each other.

- | | | |
|------------------|---|--|
| 1. budget | a | the people who control a country and make laws |
| 2. business | b | Information |
| 3. convenience | c | company that sell goods or services |
| 4. data | d | easiness |
| 5. demand | e | the amount of money you have for something |
| 6. government | f | how much people want something |
| 7. inflation | g | the number of people without work |
| 8. resources | h | something such as money, workers or minerals belonging to an organisation, country, etc which can be used to function properly |
| 9. trade-off | i | rising prices |
| 10. unemployment | j | giving away something in exchange for something |

Task 3. Read the two articles below and match each paragraph with the correct heading.

Paragraph 1. _____

Paragraph 2. _____

Paragraph 3. _____

Paragraph 4. _____

Paragraph 5. _____

- A. How economists work.
- B. Making deals every day.
- C. Various ideas about economics.
- D. Two areas of economics.
- E. Two types of economists.

The basics of economics

1. What do you think of when you hear the word 'economics'? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. The science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about the decisions that governments and business managers take. In fact, economists study the decisions that we all take every day.

2. Very simply, economics studies the way people deal with a fact of life: resources are limited, sometimes scarce, but our demand for them certainly is not. Resources may be material things such as food, housing and heating. There are some resources, though, that we cannot touch. Time, space and convenience, for example are also resources. Think of a day. There are only 24 hours in one, and we have to choose the best way to spend them. Our everyday lives are full of decisions like these. Every decision we make is a trade-off. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the trade-offs people make. They study the reasons for their decisions. They look at the effects those decisions have on our lives and our society.

3. Economists talk about 'microeconomics' and 'macroeconomics'. Microeconomics deals with people, like you and me, and private businesses. It looks at the economic decisions people make every day. It examines how families manage their household budgets. Microeconomics also deals with companies – small or large – and how they run their business. Macroeconomics, on the other hand, looks at the economy of a country – and of a whole world. Any economist will tell you, though, that microeconomics and macroeconomics are closely related. All of our daily microeconomic decisions have an effect on the wider world around us.

4. Another way to look at the science of economics is to ask, 'What's it good for?' Economists don't all agree on the answer to this question. Some practise 'positive economics'. They study economic data and try to explain the behaviour of the economy. They also try to guess

economic changes before they happen. Others practise 'normative' economics. They suggest how to improve the economy. Positive economists say, 'this is how it is'. Normative economists say, 'we should ...'.

5. So what do economists do? Mainly, they do three things: collect data, create economic models and formulate theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. Economic models show relationships between the money people earn and unemployment. From this information, economists try to make theories which explain why the economy works the way it does.

Task 4. Read the articles again and answer the questions in pairs with your partner. Then practise asking and answering questions with the class.

1. What does economics study?
2. What are any examples of tangible and intangible resources?
3. Why does the author call decision-making 'a trade-off'?
4. What are macroeconomics and microeconomics?
5. What is the philosophy of 'positive economics'?
6. What do 'normative' economists study?

Task 5. Read the definitions below and use them to answer the questions.

1. Which of the definitions do you find the best? Why?
2. Which of the definitions do you disagree? Why?
3. What do you think economics should study?

Economics is the study of price making and how much something is worth compared with its price.

Economics is a social science that studies human behaviour. Economics has a unique method for analyzing and predicting individual behaviour in institutions such as restaurants, clubs and pubs, and trading centers.

Economics is the study of how individuals make decisions with limited resources as to best satisfy their wants, needs and desires.

In short, economics includes the study of labour, land, money, income, production and taxes as well as the cost of government expenditures.

Economics is the study of how societies spend time and money.

Most simply, economics is the science that explains the best value of money.

Economics is the study of how individuals make decisions with limited resources as to best satisfy their wants, needs and desires.

Task 6. Complete the the text with the words from the box.

satisfy management allocate economist
comes from wants money economics

What is economics concerned with?

People often think of economics as concerned only with (1) _____, business, and supply and demand. But economics is about much more and has been since its beginnings as a branch of philosophy. The 19th century (2) _____ Alfred Marshall said it best when he described economics as the study of people in the business of everyday life.

The word 'economics' (3) _____ a Latin word for managing a household but today it refers to much more than that. Families and economies have a lot in common. (4) _____ of a household involves decisions over what tasks should be done and who should do them, such as who raises the children, who supports the family and who does the chores. Managing a household requires decisions about how to (5) _____ such resources as time and people to achieve the best household management.

The field of (6) _____ goes beyond the household to the society. Societies must decide what jobs will be done, what products to produce and who should perform what tasks. Economics studies how societies manage resources to (7) _____ people's wants

and needs. This definition can apply to individuals, families, companies and even entire nations. Resource allocation is important in economics because resources are scarce. People have unlimited (8) _____ and needs, but society cannot provide every single thing that people want. This means decisions must be made about what to produce, who should produce it and for whom it should be produced.

Task 7. Read the text again and answer the questions.

1. What does economics study?
2. Does economics deal only with the household management?
3. What decisions must be made in order to use scarce resources efficiently?

Task 8. Translate the text in writing. Use a good dictionary to help you and check it with the class. Do not use the on-line translator.

Economics

Economics is a social science which deals with human wants and their satisfaction. It is mainly concerned with the way in which a society chooses to employ its scarce resources which have alternative uses, for the production of goods for present and future consumption. The existence of human wants is the starting point of all economic activity in the world. Unless we make efforts, we cannot satisfy wants. Hence, wants, efforts and satisfaction form the circle of economics. We may say economics is the science of wants. But in the real world, the means which satisfy our wants are limited, that is, there is scarcity of the means which satisfy our wants. Time and money are limited. Land, labour and capital which are used in production are limited.

Economics is the science of choice. As there is scarcity of goods, we have to pay a price for them. So, economics studies about the pricing process. And, as prices are paid in money, we study about the part played by money in the economic life of a society. We study how people get and spend money, how they earn a living and how it affects their way of life and so on. All the scarce goods which satisfy our wants are known as wealth. So, in economics, we study about the production of wealth, exchange of wealth, distribution of wealth and consumption of wealth. As wealth is produced to promote human welfare, we study the relationship between wealth and welfare.

Part 2. Economic environment

Task 1. Read the article below and speak on the following points.

1. Environmental factors.
2. The elements of economic environment.
3. The changes in economic environment.



Various environmental factors such as economic environment, socio-cultural environment, political, technological, demographic and international, affect the business and its working. Out of these factors economic environment is the most important factor.

It includes system, policies and nature of an economy, trade cycles, economic resources, level of income, distribution of income and wealth, etc. Economic environment is very dynamic and complex in nature. It does not remain the same. It keeps on changing from time to time with the changes in an economy like changes in Government policies, political situations.

Economic Environment has five main components: economic conditions, economic system, economic policies, international economic environment, and economic legislations.

Task 2. Read the article and complete the gaps with the verbs and expressions below. Check it with the class.

spending behaviors *includes* *are broken down into*
the purchasing power *have great* *are often considered*
implications on

An economic environment is the total number of economic factors that make up the economy of the nation. Economic factors

- 1) _____ two separate environments: microeconomic and macroeconomic. The microeconomic environment
- 2) _____ information relating to the economic situations of individuals in society. The macroeconomic environment includes economic factors relating to the aggregate economic information of business industries, sectors or other particular groups of individuals and businesses. A country's fiscal, monetary or economic policy can
- 3) _____ the nation's entire economic environment.

An important economic factor is the inflation or deflation that alters the purchasing power of the nation's currency. While it is impossible to determine what really causes inflation and deflation, the business cycles found in a free market economy 4) _____ the main reason for inflation or deflation outside of political intervention. As 5) _____ of money changes in the economic environment, consumers often change their 6) _____ and businesses missing invest less money in their operations. Current political systems usually change the monetary and fiscal policy of the nation in order to correct these changes by consumers and businesses.

Task 3. Match the words with their definitions.

- | | |
|------------------------------|--|
| 1. boom, n | g) the process of returning to a normal condition after a period of difficulty |
| 2. conditions, n (pl) | a) the need or desire that people have for particular goods and services |
| 3. decline, n | h) a quick increase of business activity |
| 4. demand, n | c) the act of sharing something |
| 5. distribution, n | e) all the things that affect the way something happens |
| 6. improvement, n | b) an amount of something that is available to be used |
| 7. income, n | j) a decrease in the quality, quantity or importance of something |
| 8. prosperity, n | f) when people have money and everything that is needed |
| 9. recovery, n | i) the act of making something better |
| 10. supply, n | d) the money you earn or receive from investment |

Task 4. Read the text below and tick the point which is not correct in each set, use the article to give the correct answer.

a) Improvements in the economic conditions:

1. the level of comfort and the amount of money people have	2. the amount of money people have available to spend	3. the need people have for particular products	4. an amount of something that is available to be used	5. the act of collecting something
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b) Business cycle:

1. wealth	2. decrease	3. fall	4. anxiety	5. improvement
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Economic Conditions

Economic policies of a business unit are largely affected by the economic conditions of an economy. Any improvement in the economic conditions such as standard of living, purchasing power of public, demand and supply, distribution of income, etc. largely affects the size of the market. Business cycle is another economic condition that is very important for a business unit. Business cycle has 5 different stages: prosperity – boom – decline – depression – recovery.

The aspects listed below are mainly included in economic conditions of a country: *stages of business cycle; national income, per capita income and distribution of income; rate of capital formation; demand and supply trends; inflation rate in the economy; industrial growth rate, exports growth rate; interest rate prevailing in the economy; trends in industrial sickness; efficiency of public and private sectors; growth of primary and secondary capital markets; size of market.*

Task 5. What are 'economic conditions' of a country? Look at the abstract in *italics* for one minute, then close the page and write down as many examples as you remember. Compare your results.

Task 6. Match the verbs from the article below with their definitions then translate them into Russian.

1. **allot** i) to make a choice or judgment about something, especially after considering all the possibilities or arguments
2. **arise** m) to control someone or something or to have more importance than other people or things
3. **balance** o) when a price or amount keeps changing and becoming higher and lower
4. **control** k) to happen or be present in a particular situation or place
5. **decide** d) to describe something correctly and thoroughly, and to say what standards, limits, qualities etc it has that make it different from other things

- | | | | |
|-----|------------------|----|--|
| 6. | define | a) | to make something smaller or less in size, amount, or price |
| 7. | dominate | j) | to make someone or something part of a larger group or set |
| 8. | eliminate | f) | to be in or get into a steady position, without falling to one side or the other, or to put something into this position |
| 9. | exist | c) | to try to achieve or get something |
| 10. | fluctuate | h) | to have the power to make the decisions about how a country, place, company etc is organized or what it does |
| 11. | include | l) | to not have something that you need, or not have enough of it |
| 12. | lack | g) | to make, write etc something to be bought, used, or enjoyed by people |
| 13. | produce | b) | when something begins to happen |
| 14. | reduce | e) | to use a particular amount of time for something, or give a particular share of money, space etc to someone or something |
| 15. | seek | n) | to completely get rid of something that is unnecessary or unwanted |

Task 7. Read this article and match each type of economic systems with its summary.

- | | | | |
|----|------------------------|----|---|
| 1. | Market economy | a) | decentralized way of managing economy |
| 2. | Planned economy | b) | economic decisions taken by individuals |
| 3. | Mixed economy | c) | economic decisions taken by government planners |

Economic Systems

Economics is a science that analyses what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services. An economic system is defined as country's plan for its services, goods produced, and the exact way in which its economic plan is carried out. In general, three types of economic systems exist,

each with their own drawbacks and benefits; the Market Economy, the Planned Economy and the Mixed Economy.

Market Economy. In a market economy, national and state governments play a minor role. Instead, consumers and their buying decisions drive the economy. In this type of economic system, the assumptions of the market play a major role in deciding the right path for a country's economic development. Market economies aim to reduce or eliminate entirely subsidies for a particular industry, the pre-determination of prices for different commodities, and the amount of regulation controlling different industrial sectors. The absence of central planning is one of the major features of this economic system. Market decisions are mainly dominated by supply and demand. The role of the government in a market economy is to simply make sure that the market is stable enough to carry out its economic activities properly.

Planned Economy. A planned economy is also sometimes called a command economy. The most important aspect of this type of economy is that all major decisions related to the production, distribution, commodity and service prices, are all made by the government. The planned economy is government directed, and market forces have very little say in such an economy. This type of economy lacks the kind of flexibility that is present in a market economy, and because of this, the planned economy reacts slower to changes in consumer needs and fluctuating patterns of supply and demand. On the other hand, a planned economy aims at using all available resources for developing production instead of allotting the resources for advertising or marketing.

Mixed economy. A mixed economy combines elements of both the planned and the market economies in one cohesive system. This means that certain features from both market and planned economic systems are taken to form this type of economy. This system prevails in many countries where neither the government nor the business entities control the economic activities of that country – both sectors play an important role in the economic decision-making of the country. In a mixed economy there is flexibility in some areas and government control in others. Mixed economies include both capitalist and socialist economic policies and often arise in societies that seek to balance a wide range of political and economic views.

(<http://www.economywatch.com>)

Task 8. Guess the meaning of the nouns from the article then translate them into Russian.

1. It's a great city – the only drawback is the weather.
2. The new credit cards will be of great benefit to our customers.
3. People make a lot of assumptions about me.
4. One of the distinguishing features of modern banking is its dependence on computers.
5. Employees expect flexibility in the workplace.

Task 9. Complete the sentences with the correct preposition from the box.

<i>for</i>	<i>in</i>	<i>out</i>	<i>of</i>	<i>to</i>	<i>of</i>
------------	-----------	------------	-----------	-----------	-----------

1. She carried _____ her duties very efficiently.
2. We aim _____ finish the report by Friday.
3. The chairman outlined the company's plans _____ achieving a 10 % growth in sales.
4. A fairly narrow range _____ people are responsible for key decisions.
5. They want to limit the role _____ government.
6. The workers had no say _____ how the factory was run.

Task 10. Translate the article into English.

В процессе развития общества возникают экономические проблемы, связанные с ограниченностью ресурсов и альтернативными издержками, которые требуют решения. **Экономическая система** это способ организации хозяйственной жизни общества, другими словами, это способ принятия решений о том, что, как и для кого производить. Ниже представлены основные характеристики экономических систем.

Командная: экономические решения принимают в основном представители государственной власти; отсутствие у производителей свободы выбора; отсутствие у производителей заинтересованности в повышении эффективности производства.

Рыночная: свободное решение основных экономических вопросов на основе рыночных механизмов регулирования; преобладание частной собственности; экономические субъекты осуществляют деятельность в соответствии со своими личными экономическими интересами; свободная конкуренция; минимальное влияние государства.

Смешанная: одновременное сочетание частного и государственного секторов экономики, рынка и государственного регулирования, капиталистических тенденций и социализации жизни; недостатки рыночной экономики сглаживаются государственным регулированием; непосредственное участие государства в предоставлении социальных благ.

Task 11. Answer the questions. Discuss the answers with the classmates.

- a) What are the major characteristics of the three economic systems?
- b) To what extent do you agree with the view that the needs of consumers are more likely to be satisfied in a command than in a market economy?
- c) How would you explain the increasing importance of mixed economies?
- d) Why is it often difficult to obtain agreement about which type of economy is preferable?

Task 12. Match the verbs with their Russian equivalents.

- | | |
|--|--|
| 1. adopt investment policy | a) достигать целей |
| 2. affect domestic products | b) предоставить субсидии |
| 3. attain objectives | c) понизить ставки на акцизы |
| 4. control rate of interest | d) повысить тарифы на таможенные пошлины |
| 5. deal with expenditure | e) привести к росту |
| 6. decrease the rates of excise | f) оказывать благоприятное воздействие на что-либо |
| 7. grant subsidies | g) проводить инвестиционную политику |
| 8. have favourable effect on | h) иметь дело с расходами |
| 9. increase the rates of customs duty | i) влиять на отечественные продукты |
| 10. result in growth | j) контролировать процентную ставку |

Task 13. Read the text and mark each statement according to the type of policy it describes.

1.	It is related with overseas investment.	
2.	It influences international transactions.	
3.	It encourages industries and businesses.	
4.	It is concerned with budgetary management.	
5.	It controls import and export procedures.	
6.	It deals with monetary management.	
7.	It monitors money supply and interest rate.	
8.	It regulates the movement of money from abroad.	
9.	It is a tool of economic development.	
10.	It is organized and developed by authorities.	

Economic Policies

Government frames economic policies. Economic Policies affect the different business units in different ways. It may or may not have favorable effect on a business unit. The Government may grant subsidies to one business or decrease the rates of excise or customs duty or the government may increase the rates of customs duty and excise duty, tax rates for another business. All the business enterprises frame their policies keeping in view the prevailing economic policies. Important economic policies of a country are as follows.

1. Monetary Policy. The policy formulated by the central bank of a country to control the supply and the cost of money (rate of interest) in order to attain some specified objectives is known as Monetary Policy.

2. Fiscal Policy. It may be termed as budgetary policy. It is related with the income and expenditure of a country. Fiscal Policy works as an instrument in economic and social growth of a country. It is framed by the government of a country and it deals with taxation, government expenditure, borrowings, deficit financing and management of public debts in an economy.

3. Foreign Trade Policy. It also affects the different business units differently. E.g., if restrictive import policy has been adopted by the government then it will prevent the domestic business units from foreign competition and if the liberal import policy has been adopted by the government then it will affect the domestic products in other way.

4. Foreign Investment Policy. The policy related to the investment by the foreigners in a country is known as Foreign Investment Policy. If

the government has adopted liberal investment policy then it will lead to more inflow of foreign capital in the country which ultimately results in more industrialization and growth in the country.

5. Industrial Policy. Industrial policy of a country promotes and regulates the industrialization in the country. It is framed by government. The government from time to time issues principals and guidelines under the industrial policy of the country.

Task 14. Translate the article into English.

Экономическая политика – совокупность мер, действия правительства по выбору и осуществлению экономических решений на макроэкономическом уровне. Реализация экономической политики предполагает достижение общественно значимых целей. Цели экономической политики определяются состоянием экономики страны в данный момент. На том или ином этапе экономического развития страны целями экономической политики могут быть:

- 1) обеспечение стабильного роста национальной экономики;
- 2) поддержание эффективного размера занятости;
- 3) стабилизация уровня цен, борьба с инфляцией;
- 4) обеспечение сбалансированного внешнеторгового баланса.

Существуют различные подходы и критерии классификации в сфере экономической политики. При подходе на основе отраслевых, институциональных критериев принято выделять следующие направления: промышленное, аграрное, социальное, транспортное, внешнеэкономическое и другие. Основываясь на функционально ориентированном подходе, можно выделить: финансовое, структурное, конъюнктурное, ценовое, валютное и другие направления экономической политики. Основными элементами, составляющими экономическую политику, являются:

- денежно-кредитная политика;
- бюджетная политика;
- налоговая (фискальная) политика;
- инвестиционная политика;
- политика в области труда и занятости, рынка рабочей силы, регулирования доходов;
- внешнеэкономическая политика;
- другие разновидности направлений экономической политики.

Part 3. Business environment

Task 1. Read the article below and speak on the following points.

- a) Definitions of the words 'business' and 'environment'.
- b) The definition of business environment.
- c) The categories of business environment.



The term Business Environment is composed of two words 'business' and 'environment'. In simple terms, the state in which a person remains busy is known as 'business'. The word 'business' in its economic sense means the activity of making money by producing or buying and selling goods, or providing services. The word 'environment' refers to the aspects of surroundings.

Business Environment may be defined as a set of conditions – social, legal, economic, political or institutional – that are uncontrollable in nature and affect the functioning of organization. Business Environment is divided into two categories.

1. Internal Environment includes 5 (five) M's: Man, Material, Money, Machinery and Management, usually within the control of business. Business can make changes in these factors according to the change in the functioning of enterprise.

2. External Environment. Those factors which are beyond the control of business enterprise are included in external environment. These factors are: governmental, legal, geophysical, political, socio-cultural, demographic, etc. It is of two types: micro / operating environment and macro / general environment.

Task 2. Read the article below and match the headings with the correct passage.

Competitors
Public

Suppliers
Market intermediaries

Customers

Micro / Operating Environment

The environment which is close to business and affects its capacity to work is known as micro or operating environment. It consists of five aspects.

a) _____ They are companies or people that provide a particular product, raw material and required components to the

company. They must be reliable and business must have multiple suppliers i.e. they should not depend upon only one supplier.

b) _____ Customers, who buy goods or services from a company, are regarded as the king of the market. Success of every business depends upon the level of their customer's satisfaction. There are some types of customers: wholesalers, retailers, industries, government and other institutions, foreigners.

c) _____ They work as a link between business and final consumers. There are some types of them: middleman, marketing agencies, financial intermediaries, physical intermediaries.

d) _____ If a company competes with another, it tries to get people to buy its goods or services rather than those available from another company. Every move of the competitors affects the business. Business has to adjust itself according to the strategies of the competitors.

e) _____ Any group who has actual interest in business enterprise is termed as public, e.g. media and local public. They may be the users or non-users of the product.

Task 3. Complete the sentences with the correct word from the box. Then find them in the text and explain their meanings. Use a good dictionary to help you if necessary.

success, n

consumer, n

reliable, adj

middleman, n

capacity, n

intermediary, n

satisfaction, n

available, adj

enterprise, n

wholesaler, n

retailer, n

raw, adj

1. His colleagues appreciated his _____ to think in an original way.

2. The cost of our _____ materials has risen significantly.

3. Many companies want to have a _____ source of income.

4. He made a fortune thanks to the _____ of his latest business venture.

5. The company's staff worked as a team to achieve customer _____.

6. Competition between businesses leads to more _____ choice.

7. Buy direct from the manufacturer and cut out the _____ .
8. He acted as an _____ between the two parties.
9. Further building can continue when money is made _____ .
10. If you are setting up your own business _____, your bank can help.
11. As a _____ he sells goods in large quantities at low prices to other businesses.
12. As a _____ he sells goods to his customers.

Task 4. Fill in gaps with the correct preposition / article where necessary. Use the text above to check your ideas.

1. to provide _____ service
2. to depend _____ somebody/something
3. to consist _____ something
4. to compete _____ rivals
5. to affect _____ a business

Task 5. Read the article below and match the headings with the correct passage.

- | | |
|----------------------------|---------------------------|
| Natural Environment | Political Environment t |
| Demographic Environment | International Environment |
| Socio-Cultural Environment | Technological Environment |

Macro / General Environment

This kind of environment includes factors that create opportunities and threats to business units. Below are the elements of Macro Environment:

1. Economic Environment. It is very complex and dynamic in nature that keeps on changing with the change in policies or political situations. It has three elements:

- economic conditions of public;
- economic policies of the country;
- economic system.

Other economic factors include infrastructural facilities, banking, insurance companies, money markets, capital markets, etc.

2. Non-Economic Environment. The following aspects are included in non-economic environment:

a) _____ . It affects different business units extensively. The following things compose it: political belief of government, political strength of the country, relation with other countries, defence and military policies, centre state relationship in the country, opposition parties.

b) _____ . Influence exercised by social and cultural factors, not within the control of business, is known as _____. These factors include: attitude of people to work, family system, caste system, religion, education, marriage etc.

c) _____. A systematic application of scientific knowledge to practical task is known as technology. Everyday there has been vast changes in products, services, lifestyles and living conditions, these changes must be analyzed by every business unit and should adapt to these changes.

d) _____. It includes natural resources, weather, climatic conditions, port facilities, topographical factors such as soil, sea, rivers, rainfall etc. Every business unit must explore these factors before choosing the location for their business.

e) _____. It is a study of perspective of population: its size, standard of living, growth rate, age / sex composition, family size, income level (upper level, middle level and lower level), education level, etc. Every business unit must see these features of population, recognize their various needs and produce accordingly.

f) _____. It is particularly important for industries directly depending on import or exports. The factors that affect the business are: globalization, liberalization, foreign business policies, and cultural exchange. There are some characteristics of international environment:

- business environment is compound in nature;
- business environment is a constantly changing process;
- it has both long term and short term impact;
- it is very uncertain;
- it has inter-related components;
- it includes both internal and external environment.

(<http://www.thegeminigeek.com>)

Task 6. Complete the sentences with the correct word from the box. Then find them in the text and explain their meanings. Use a good dictionary to help you if necessary.

rate, n	technology, n	opportunities, n
defence, n	facility, n	belief, n
exchange, n	insurance, n	import, n
threats, n	resource, n	export, n

1. Nichols never carried out his _____ to resign.
2. Several employees took the _____ to retire early.
3. It is still my firm _____ that we did the right thing.
4. Is the national _____ system adequate?
5. Australia's unemployment _____ rose to 6.5% in February.
6. Our college arranged student _____ with four colleges in France.
7. This country has vast mineral _____ .
8. The labs use advanced _____ to study the function of various cells.
9. There is a ban on the _____ of toxic waste in most developed countries.
10. Russia imposed an _____ ban on several types of fish.
11. The courts recognize the _____ certificate as evidence of being insured.
12. The children should be given the _____ to make their own choices.

Task 7. Translate into Russian.

1. Любое предприятие находится и функционирует в так называемой среде бизнеса. Это совокупность всех факторов, влияющих на деятельность этого предприятия.

2. Внутренняя среда предприятия включает в себе тот потенциал, с помощью которого предприятие существует, развивается и выживает в течение определенного промежутка времени.

3. Анализ внешней и внутренней среды проводится постоянно в различных формах на любом предприятии. Он является основой для принятия решений о деятельности предприятия.

4. Первая проблема, с которой сталкивается руководитель, это определение деловой среды, от которой зависит успех организации.

Part 4. A career path in economics

Task 1. Study the words and translate the example sentences.

- 1. interpret** - to explain the meaning of something
e.g. Freud's attempts to interpret the meaning of dreams.
- 2. predict** - to say that smth will happen, before it happens
e.g. It is difficult to predict what the long-term effects of the accident will be.
- 3. forecast** - to make a statement saying what is likely to happen in the future (SYN predict)
e.g. The Federal Reserve Bank forecasts that the economy will grow by 2 % this year.
- 4. spot** - to notice someone or something, especially when they are difficult to see or recognize
e.g. I spotted a police car behind us.
- 5. generate** - to produce or cause something (SYN create)
e.g. Tourism generates income for local communities.
- 6. unemployment** - the number of people in a particular country or area who cannot get a job
e.g. Closure of the plant means 80 workers are facing unemployment.
- 7. business** - an organization such as a company, shop, or factory that produces or sells goods or provides a service
e.g. They don't know how to run a business.
- 8. responsibility** - a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens
e.g. Kelly's promotion means more money and more responsibility.
- 9. profit** - money that you gain by selling things or doing business, after your costs have been paid
e.g. The shop's daily profit is usually around \$500.
- 10. performance** - how well or badly a person, company etc does a particular job or activity
e.g. I was impressed by the team's performance.

Task 2. Match the words to make the expressions from the text in Task 3.

- | | |
|------------|---------------------------|
| 1. predict | a. a budget |
| 2. collect | b. wise investments |
| 3. use | c. financial statements |
| 4. make | d. future trends |
| 5. conduct | e. the quality of service |
| 6. share | f. of natural resources |
| 7. provide | g. the financial position |
| 8. prepare | h. a set of duties |
| 9. produce | i. research |
| 10. show | j. data |

Task 3. Read the text and say what duties and responsibilities economists perform. Underline and translate the words from Task 1.

1. Economists analyse, interpret and predict future trends in the economy. They are especially concerned with how we spend our money and the use of natural resources. Often they collect data through surveys, and they try to predict when a rise or fall in the economy will occur. They spot trends and forecast such issues as inflation and unemployment levels. Economists study trade, markets and the financial activities of consumers, governments and businesses. They often present data in the form of a report with tables and charts.

2. Economists are employed in a number of fields, including academia, bank, business and government. The specific responsibilities of economists will depend on their employer. For example, an economist employed by an investment bank may help the bank make wise investments, while an economist employed by a university may be assigned to conduct research. However, most economists share a similar set of duties.

3. Micro-economists are responsible for individual businesses. They help the business get the most for their profit and provide the quality of service their customers expect. Macroeconomists look at the history of the economy and try to predict future developments, which can include a rise in the loss of jobs, inflation and growth in the economy. They study markets overseas and the exchange rates among them.

4. Some economists, particularly budget analysts, employed by state governments, will help the government prepare a budget. Using

their powers of prediction and analysis, these economists will help the government get an idea of the money that it will generate over the next year and the effect of its expenditures. This will help the government prepare a more effective plan for its use of funds. Other economists can be engaged by companies as accountants or bookkeepers. In this capacity, economists produce financial statements to show the financial position of the company and its performance over a period of time.

Task 4. Read the text again and complete the tasks about the statements below.

1. Economists often advise governments, banks or businesses on ways to cope with economic activities.

- a. true b. false c. there is no information

2. Economists predict, analyse, prepare reports, conduct research, or formulate plans of what could happen in the future.

- a. true b. false c. there is no information

3. One-third of all economists is engaged in making recommendations.

- a. true b. false c. there is no information

4. Economists are only employed by government.

- a. true b. false c. there is no information

5. Which paragraph (1, 2, 3, 4) contains the following idea?

Economists can be engaged in various areas of economy.

6. Which paragraph (1, 2, 3, 4) contains the following idea?

Economists analyse and predict financial information to organize government's finances.

7. Choose the answer for the question: What are macroeconomists responsible for?

- a. They collect and analyse economic forecasts and data on such issues as unemployment, inflation and economic growth.
- b. They collect and analyse data on price changes.
- c. They collect economic problems.
- d. They collect and process computerized data.

8. Choose the sentence which reveals the main idea of the text:

- a. Economists have all chances to be employed.
- b. The responsibilities of economists depend on their employers.
- c. There are several types of economists, and most of them perform a definite set of duties depending on their workplace and qualification.
- d. Economists help various agencies deal with money.

Task 5. Read these dialogues and complete them with the words: an external auditor, a budget analyst, a tax adviser, a bookkeeper, a financial controller.

1. A: What is your job?
B: I'm _____ in a small electronics company. I am responsible for keeping records of sales and purchases. I enter every transaction into a ledger. A ledger is like a book. One is for sales and one is for purchases.
2. A: Could you tell what you do, please?
B: Yes, I'm _____ .
A: What does that involve?
B: Well the company has a budget – that's a sort of financial plan for the amount of money it wants to spend on things, things like salaries and materials. I help set the budget and then I monitor it. I check that the company isn't spending too much on one thing, or too little on another.
3. A: Can you tell me what your job is, please?
B: I'm _____ .
A: Yes, but what do you actually do?
B: Well, I work for an accountancy firm. I visit companies and I check the financial statements prepared by the companies' accountants.
A: So you don't work for the company itself?
B: No, I work for a firm of accountants. The company is our client.
4. A: Could you tell me what your job is, please?
B: I'm _____ . I work for a manufacturing company and I'm responsible for the management of day-to-day financial activities of the company. I monitor the performance of each department and I check and analyse the financial statements that the company's accountants produce. I keep the management informed about the states of the company's finances.
5. A: What do you do?
B: I'm _____ . I'm a specialist in tax regulations. I prepare corporate tax returns for companies and income tax returns for individuals – those are the tax statements that they have to pay and sometimes I can show them ways to reduce the amounts of tax they pay.

Task 6. The verbs in italics can be used with all the noun phrases on the right. Underline the noun phrases the verb is used with in Task 5 above.

1. check	the financial statements	the accounts	the details
2. set	a target	goals	a budget
3. monitor	the performance of something	the cash flow	a budget
4. prepare	tax returns	written reports	accounts
5. keep	a record track of something	control of	expenses
6. manage	financial activities	financial plans	the cash flow
7. analyse	accounts	figures	performance
8. handle	most of the paperwork	all the accounts	data

Task 7. Complete these sentences with suitable words or phrases from Task 6.

1. I keep a _____ of all the company's income and expenses.
2. Mr. Simmons prepares his clients' _____ and tells them how much money to pay the government.
3. Could you _____ these calculations for me, please? I don't think they are correct.
4. The company is monitoring the _____ of all its factories. Those that make a loss will be shut down.
5. I manage the company's _____ – the movement of money into and out of the company.
6. We are going to _____ a budget for this year. All new equipment must come within the budget.
7. The boss won't be satisfied if we just tell her our analysis of the figures. She expected us to prepare a _____ .
8. Computers can handle huge amounts of _____.

Part 5. Choosing a career

Task 1. Look at the adjectives. Which do we use to describe people? Which do we use to describe jobs?

efficient	responsible	patient	organised
meticulous	reliable	punctual	well-informed
trustworthy	hardworking	satisfying	well-paid
ambitious	capable	stressful	good with figures

Task 2. Complete these sentences with some of the adjectives above.

Someone (who):

1. works hard is _____.
2. pays great attention to detail is _____.
3. knows the latest information is _____.
4. comes on time is _____.
5. doesn't get angry easily is _____.
6. you can trust to do a job well and on time is _____.
7. gets things done quickly and correctly is _____.
8. wants to get to the top of their profession is _____.
9. is good at planning is _____.
10. always does the right thing is _____.

Task 3. Fill in the vowels using definitions. Choose five adjectives, which characterise you best of all. Follow the models below.

Someone (who):

- | | |
|-------------------------------|---|
| 1. _ ggr _ ss _ v _ | likes to fight. |
| 2. c _ _ t _ _ _ s | doesn't take risks. |
| 3. c _ ns_ rv _ t _ v _ | doesn't like change. |
| 4. cr _ _ t _ v _ | has new ideas. |
| 5. c _ r _ _ _ s | wants to know about everything. |
| 6. d _ t _ rm _ n _ d | won't be stopped. |
| 7. dyn _ m _ c | with a lot of energy. |
| 8. _ _ s_ - g _ _ ng | who is relaxed and tolerant. |
| 9. _nd _ v _ d _ _ l _ st _ c | who likes to do things his/her own way. |
| 10. _ pt _ m _ st _ c | thinks everything will be O'K. |
| 11. p _ t _ _ nt | doesn't get angry when they have to wait. |
| 12. r _ l _ _ bl _ | does what he/she says he/she will do. |
| 13. s _ lf - c _ nf _ d _ nt | believes in him or herself. |
| 14. s _ ns _ t _ v _ | is aware of other people's feelings. |

15. s _ nc _ r _ means what he/she says.
 16. s _ c _ _ bl _ likes talking and meeting people.
 17. t _ ctf _ l finds effective ways of communicating bad news.
 18. _n _ m _ t _ _ n _ l with no feelings.

Model 1. I can describe myself as *a curious person* because *I want to know about everything*.

Model 2. I am *not conservative* at all because *I like change*.

Task 4. Assess your character: What sort of person are you? Complete the questionnaire to find out your personality features.

Put Y for 'Yes', N for 'No', and S for 'Sometimes'.

1. ___ Are you generally aware of other people's feelings?
2. ___ Do you find it difficult to meet new people?
3. ___ Do you frequently make people laugh?
4. ___ Does your mood change often and suddenly?
5. ___ When decisions have to be made, do you think first of yourself?
6. ___ Can your friends trust you and depend on you?
7. ___ Do you generally like other people's company?
8. ___ Are there lots of things you want to do in your professional life?
9. ___ Can you usually understand other people and their point of view?
10. ___ Are you usually an energetic, active person?
11. ___ Are you usually full of new ideas, able to use imagination to make things?
12. ___ Are you interested in other people and their business?
13. ___ Do you sometimes not tell the truth because you don't want to hurt someone's feelings?
14. ___ Are you often late?
15. ___ Are you comfortable with change?
16. ___ Do you like to study a lot and generally enjoy it?
17. ___ Do you believe in yourself?
18. ___ Do you like when everything is perfect?
19. ___ Are you usually able to work well, without wasting time and resources?
- 20 ___ Are you reasonable, able to make sound judgments?

Task 5. Match these adjectives with the questions above and translate them.

- | | |
|--------------------|-----------------|
| ___ shy | ___ selfish |
| ___ tolerant | ___ ambitious |
| ___ sensitive | ___ inquisitive |
| ___ tactful | ___ creative |
| ___ dynamic | ___ witty |
| ___ sociable | ___ moody |
| ___ self-confident | ___ flexible |
| ___ inquiring | ___ punctual |
| ___ reliable | ___ critical |
| ___ efficient | ___ sensible |

Task 6. Which of these do you think are positive, and which negative qualities? Which of them can be both? Which of these do you think are your 'personal' and 'professional' qualities?

Positive (+)	Both (+ / -)	Negative (-)
_____	_____	_____
_____	_____	_____

Task 7. Describe your personality using as many adverbs of degree as possible: quite (for positive adjectives), rather (for negative adjectives), a bit, fairly, really, very, terribly, incredibly, absolutely, so, not at all. **How will your qualities influence your future business activity? Share your opinions with partners. Follow the models.**

Model 1. I'm **reliable** and people will **trust me**.

Model 2. I don't want to be **moody** and **change my opinion often and suddenly** because my colleagues will think that I'm unstable.

Task 8. Work in pairs and discuss.

1. Which of the qualities do you think a good economist needs?
2. What makes a successful businessman?
3. What are the qualities of a successful politician?
4. What makes a good manager?

Task 9. Would you like to do any of these jobs? Why? What characteristics do people need to perform well?

Carpenter _____ Teacher _____
Doctor _____ Football coach _____
Writer _____ Olympic athlete _____

Task 10. Read the texts below. Which of the jobs above are the people talking about?

1. _____

People come to you with all kinds of problems – not just medical ones – so of course you have to be **sympathetic** and a **good listener**. And of course, you need to keep up with all the latest treatments.

2. _____

It's not enough to be **naturally talented**. You need to be **totally committed** to being the best: nothing else will do. If you are **lazy**, then you'll never reach the top.

3. _____

You need to be **experienced** in the game: it's your job to make sure that players are **motivated** and to be **honest** with them.

4. _____

Obviously, you need to be **imaginative**, but it's not just that. You need to be very **well-organised** with your time, and have a lot of **self-discipline**. Sometimes it's hard to think of ideas ... but you have to keep thinking until something comes to you!

Task 11. Match the meanings of the words and phrases in bold in the vocabulary list below.

- | | | |
|------------------------------|-------|---|
| 1. sympathetic | _____ | a) having a natural ability to do something well |
| 2. good listener | _____ | b) not liking work and physical activity, or not making any effort to do anything |
| 3. naturally talented | _____ | c) very keen to do something or achieve something, especially because you find it interesting or exciting |
| 4. totally committed | _____ | d) good at thinking of new and interesting ideas |
| 5. lazy | _____ | e) caring and feeling sorry about someone's problems |

6. **experienced** _____ f) arranged or ordered well, badly, carefully
7. **motivated** _____ g) the ability to make yourself do the things you know you ought to do, without someone making you do them
8. **honest** _____ h) someone who listens carefully and sympathetically to other people
9. **imaginative** _____ i) someone who always tells the truth and does not cheat or steal
10. **well-organised** _____ j) possessing skills or knowledge because you have done something often or for a long time
11. **self-discipline** _____ k) willing to work very hard at something

Task 12. Complete the sentences with the words from the Task 5.

1. I'm _____ to parents who are worried about what their children see on television.
2. She's an exceptionally _____ student.
3. We are all passionately _____ to our work in Africa.
4. He felt too _____ to get out of bed.
5. She is an _____ public speaker
6. The key to a successful modern economy is a well-educated and _____ workforce.
7. He was a hard-working _____ man.
8. What an _____ child – always full of new ideas!
9. I want to work with a _____ team.
10. A lot of the students seemed to lack _____.

Task 13. Which three of the qualities above are most important for a good:

- | | |
|-----------------------|---------------------|
| • parent? | • lawyer? |
| • restaurant manager? | • doctor? |
| • teacher? | • friend? |
| • musician? | • language learner? |

Make sentences like this:

A good parent has to be a good listener because ...

A good teacher has to be imaginative and sympathetic because ...

Task 14. Read the text and choose the best adjectives in italics to complete it.

I'm self-employed, so I need a good accountant, someone who is 1) *efficient / ambitious* and will work quickly and well. I'm not very good at keeping records and all my financial information is in a big pile of paperwork on my desk, so I need someone 2) *responsible / organised* who can put everything in the correct order. I don't understand financial matters and I always have a lot of questions, so I need someone who is 3) *patient / capable* and who can explain things to me slowly and carefully. I want my accountant to be 4) *well-informed / hardworking* about the tax regulations so that he or she can save me money on my taxes. I also need someone 5) *reliable / patient* who will prepare my tax return and submit it to the government on time.

Task 15. Read the interview with an economist Ben Wilmer and find the following information.

1. Does Ben Wilmer say that economics is for everyone?
2. Are there many reasons for choosing to do postgraduate study?
3. What skills and knowledge are needed to be an economist?



Want To Be An Economist?

Mark Today we're exploring a career path in economics by talking to a real professional who does that kind of work. We'll be talking to Ben Wilmer, a finance professor. Thanks for being here. Do you really feel that all people could grasp economics?

Ben I think so.

Mark Very interesting! Well, Ben. What is an economist in your opinion?

Ben Economists are someone who use economic concepts, theories and analytical techniques to provide advice and practical information.

Mark Very good. Now tell me this – when I see economists on TV, they're always talking about our country's economic situation. Is that what most economists do?

Ben No. Since economics is a very broad field, economists often specialise in more focused areas of interest: macroeconomics,

microeconomics, accountancy, banking, taxation and others.

Mark OK. What careers are open to economics graduates?

Ben Oh! If you are interested in a career as an economist, a post-graduate degree is almost essential. Job prospects should be best for those with a master's degree or Ph.D. However, some entry-level jobs – primarily in businesses or banks – are available for workers with a bachelor's degree.

Mark And I also want to talk about skills. What professional skills should people calling themselves economists possess?

Ben Because economic activity is measured numerically, economists must be skilled in using statistics and mathematical analyses as well as economic theory. They often use computerized data in their work.

Mark And what are the top skills that employers want their workers to have?

Ben I think these are critical thinking, ability to act on initiative, ability to express ideas and views clearly, confidently and concisely in speech. Team working and problem-solving skills are also important.

Mark Excellent! Now let's get some advice for everybody.

Ben Sure. So it's again: study hard maths and economics and everything will be OK.

Task 16. Mark the sentences true (T) or false (F). Correct the false sentences.

1. Economics may not be for everyone. (T / F)
2. Economists usually use economic data in the electronic form. (T / F)
3. You will have a great career as an economist even with your bachelor's degree. (T / F)
4. Critical thinking, communication and problem solving skills are of great importance for economists. (T / F)
5. Economists can be seen on TV with their reports about economic situation. (T / F)
6. Economists must be skilled in theory and languages. (T / F)

Task 17. Choose one option.

A good economics student is one who ...

– needs to consider *two / different* viewpoints.

- makes *reasoned / quite complex* judgments about possible solutions.
- bases his judgments on *economic analysis / his own experience only*.
- undertakes numerical *calculations / symbols*.
- interprets data presented in *diagrams only / a variety of forms*.
- analyses and evaluates *economic problems and solutions / abstract economic theory*.
- uses *ICT / drawing* skills.
- analyses the causes of *pollution / unemployment*.
- writes *reports / stories*.
- makes predictions about *the economy / weather forecast*.

Task 18. Answer the four questions and say as much as you can.

1. What field of economics do you want to specialise in with your bachelor's degree? / With master's degree?
2. What duties will you be able to perform as a future specialist?
3. What skills and personal characteristics do you need if you want to make a good economist?
4. Will a good qualification give you lots of choices in your career?

Task 19. Here are two typical work days of an economist: the work day of an accountant who works at a bank and another who is an academic economist. Read these scenarios and answer the questions.

1. What time does Martin start to work?
2. What duties does he perform there?
3. How does he prefer to get to work?
4. What is Isabella responsible for?
5. Does she rest at her lunch break?
6. How does she spend her time in the evenings?



Martin

I work at a bank. I come to work at 8.30. The bank opens at 9.00. I am responsible for customers' accounts. I help customers deposit money and withdraw money from their accounts. Sometimes I answer questions about products and services. Other times I check balances for customers. There is a break for lunch from 12.30 to 1.30 and there's a cafeteria on the second floor. I have lunch there with my colleagues. I usually finish at 5.00, but sometimes I stay late to help customers with forms and that sort of thing. I live near the bank so I quite often walk to work, but some-

times I cycle. In the evenings I prefer to rest at home and watch TV. On Friday evenings I often go out with my friends. We have dinner in a restaurant or go to the cinema.

Isabella

I am an academic economist at university. I spend my time on research, teaching and writing. Every day this involves preparing and designing classes, grading papers, as well as carrying out ongoing research. I start work at 9.00. Sometimes I have two morning classes and sometimes two classes in the afternoon. I lecture for economics students. I deal with students and any economic questions they want to know. I get quite a long break at lunchtime from 12.00 to 2.00 and I usually spend it with my clients. I also work as a consultant to outside institutions such as governments, corporations and international organizations. In the evenings I usually prepare reports of my research and make presentations for conferences I'm going to take part in. I have a busy day, but that's my job and I like it.

Task 20. Read the article. Tell the class / the language instructor about the key areas of an economist's job.

An economist is someone who studies the production and distribution of resources, goods, and services. A generally accepted interpretation in academia is that an economist is one who has attained a Ph.D. in economics, teaches economic science, and has published literature in a field of economics.

What does an Economist do?

Economists apply economic analysis to issues within a variety of fields, such as education, health, development, and the environment. Some economists study the cost of products, healthcare, or energy. Others examine employment levels, business cycles, or exchange rates. Others analyze the effect of taxes, inflation, or interest rates.

Economists typically do the following:

- research and analyze economic issues;
- conduct surveys and collect data;
- analyze data using mathematical models and statistical techniques;
- prepare reports, tables, and charts that present research results;
- interpret and forecast market trends;

- advise businesses, governments, and individuals on economic topics;
- design policies or make recommendations for solving economic problems;
- write articles for publication in newsletters and academic journals.

Economists often study historical trends and use them to make forecasts. They research and analyze data using a variety of software programs, including spreadsheets, statistical analysis, and database management programs. More than half of all economists work in federal, state, and local government. They also project spending needs and inform policy makers on the economic impact of laws and regulations.

Many economists work for corporations and help them understand how the economy will affect their business. Specifically, economists may analyze issues such as consumer demand and sales to help a company maximize its profits. Economists also work for research firms and think tanks, where they study and analyze a variety of economic issues. Their analyses and forecasts are frequently published in newspapers and journal articles. Some economists work abroad for companies with major international operations and for international organizations such as the World Bank, International Monetary Fund, and United Nations. Many people with an economics background become professors or teachers.

The following are examples of common economist specialties.

Econometricians develop models and use mathematical analyses to test economic relationships. They use techniques such as calculus, game theory, and regression analysis to explain economic facts or trends in all areas of economics.

Financial economists analyze savings, investments, and risk. They also study financial markets and financial institutions.

Industrial organization economists study how companies within an industry are organized and how they compete. They also examine how antitrust laws, which regulate attempts by companies to restrict competition, affect markets.

International economists study international trade and the impact of globalization. They also examine global financial markets and exchange rates.

Labor economists study the supply of workers and the demand for labor by employers. Specifically, they research employment levels and

how wages are set. They also analyze the effects of labor-related policies – such as minimum wage laws – and institutions, such as unions.

Macroeconomists and monetary economists examine the economy as a whole. They may research trends related to unemployment, inflation, and economic growth. They also study fiscal and monetary policies, which examine the effect of the money supply and interest rates on the economy.

Micro-economists study the supply and demand decisions of individuals and firms. For example, they may determine the quantity of products consumers will demand at a particular price.

Public finance economists study the role of the government in the economy. Specifically, they may analyze the effects of tax cuts, budget deficits, and welfare policies.

Economists must pay attention to details. Precise data analysis is necessary to ensure accuracy in their findings. Economists use the principles of statistics, calculus, and other advanced topics in mathematics in their economic analyses. Economists must be able to explain their work to others. They may give presentations, explain reports, or advise clients on economic issues. They may collaborate with colleagues and sometimes must explain economic concepts to those without a background in economics. Economists must be able to present their findings clearly. Many economists prepare reports for colleagues or clients; others write for publication in journals or for news media.

Task 21. Would you make a good economist? Find your perfect career and tell the class about it.

Use some of the videos for preparation.



How I Became An Economist: Professor Joseph Hotz
<https://www.youtube.com/watch?v=U4968PN7K4I>



Why Become An Economist?
<https://www.youtube.com/watch?v=MKHeg77iB0Q>



Advice To Young Economists: Integrate Different Turfs
<https://www.youtube.com/watch?v=JsVHD85eIYw>

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**ENGLISH FOR WORKING
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**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ РАБОТЫ
В СФЕРЕ БИЗНЕСА И ЭКОНОМИКИ**

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