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INTRODUCTION

The presented methodological manual "Business and Scientific English" is aimed at progress in spoken and written English skills with an focus made on intensive everyday usage of corporate business and scientific vocabulary. The trainees who successfully mastered the topics discussed and associated vocabulary are supposed to be easily adopted to English language environment of leading international business companies and universities all over the world.

Unit structure: most of the units contain three components:

1. Useful Language (vocabulary)

2. Idioms - Idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

3. Language work (grammar)

The first part of the methodological manual covers "English for Socializing". English for Socializing is for people who want to be able to build good relationships with international clients and colleagues. Whether you are at a business meeting, showing a visitor around your company, or attending an event after work - you need to be able make conversation in an appropriate and confident way in order to establish and maintain successful business relationships. The first part of the methodological manual presents the essential expressions and conversation techniques that will enable students to socialize and make business contacts in English.

The second and third parts of the methodological manual are devoted to business and scientific English.

PART 1. SOCIALIZING. TIMING. COMMUNICATIONS IN BUSINESS AND SCIENCE. EMPLOYMENT

UNIT 1. TIMING

Quarter to six   Ten minutes past ten
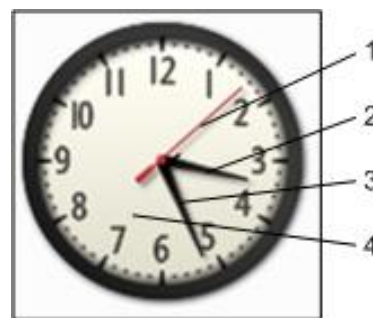
1	second hand
2	hour hand
3	minute hand
4	clock dial

Figure 1. Timing

USEFUL LANGUAGE:

At six in the morning, at three in the afternoon
Fortnight - means two weeks
Quarter, last quarter
XXI Century, year of 1986, in 2007, on Monday,
Three years after,
In half of a year, In ten minutes
One and a half year
Later in April, earlier in May, in mid-September,
Early in November, late in June.
Saturday night, Sunday morning, Tuesday afternoon, Wednesday noon (days of week).
Dates: the 18th of February, the 2nd of March, 1st of April,
Odd dates: the 13th, the 15th,
Even dates: the 14th, the 16th
Leap years (2008, 2012,…) 2000 exception TO the rule!!!
Tomorrow, the day after tomorrow, yesterday, the day before yesterday.
By Thursday, by the next month, by then
The other day, one of these days, ever

Frequency and time positioning:
Often, seldom (rarely), from time to time,
Once a week, a month, twice a hour, a year, every three hours.

Sooner or later, eventually, running (He has been drinking third day running).
On a monthly (quarterly, daily) basis (We report them on a monthly basis).
In advance - ahead in time (you need to book weeks in advance)

IDIOMS

right away: very soon; immediately (also: **at once**)
- o Dad says that dinner will be ready *right away*, so we'd better wash our hands and set the table.
- o Tell Will to come to my office *right away*. I must see him immediately.
- o Stop playing that loud music *at once*!

sooner or later: eventually, after a period of time
- o If you study English seriously, sooner or later you'll become fluent.
- o I'm too tired to do my homework now; I'm sure I'll do it sooner or later.

to get up: to arise, to rise from a bed; to make someone arise.
For the last definition a noun phrase must separate the verb and particle.
- o Carla gets up at seven o'clock every morning.
- o At what time should we get the children up tomorrow?

at first: in the beginning, originally
- o At first English was difficult for him, but later he made great progress.
- o I thought at first that it was Sheila calling, but then I realized that it was Betty.

at last: finally, after a long time.
- o We waited for hours and then the train arrived at last.
- o Now that I am sixteen, at last I can drive my parents' car.

as usual: as is the general case, as is typical
- o George is late for class as usual. This seems to happen every day.
- o As usual, Dora received first prize in the swimming contest. It's the third consecutive year that she has won.

all (**day**, **week**, **month**, **year**) **long**: the entire day, week, month, year
- o I've been working on my income tax forms *all day long*. I've hardly had time to eat.
- o It's been raining *all week long*. We haven't seen the sun since last Monday.

at least: a minimum of, no fewer (or less) than
- o I spend *at least* two hours every night on my studies.
- o Mike claims that he drinks *at least* a quart of water every day.

so far: until now, until the present time (also: **up to now**, **as of yet**)
This idiom is usually used with the present perfect tense.
- o *So far*, this year has been excellent for business. I hope that the good luck continues.
- o How many idioms have we studied in this book *up to now*?
- o *As of yet*, we have not had an answer from him.

on time: exactly at the correct time, punctually
- o I thought that Margaret would arrive late, but she was right *on time*.
- o Did you get to work *on time* this morning, or did rush hour traffic delay you?

in time to: before the time necessary to do something
- o We entered the theater just *in time to* see the beginning of the movie.
- o The truck was not able to stop *in time to* prevent an accident.

to be up: to expire, to be finished
This idiom is used only with the word *time* as the subject.
- o "The time *is up*," the teacher said at the end of the test period.
- o We have to leave the tennis court because our hour *is up*; some other people want to use it now.

now and then: occasionally, sometimes (also: **now and again**, **at times**, **from time to time**, **off and on**, **once in a while**)
Both *now and then* and *once in a while* can be preceded by the adjective *every*.
Another idiom with the same meaning and form is **every so often**.
- o I don't see him very often, but (*every*) *now and then* we arrange to have lunch together.
- o Gary gets a cold (*every*) *once in a while* even though he takes good care of himself.
- o *Every so often* my brother and I get together for a camping trip.
- o I like to sleep late in the morning *from time to time*.

every other (**one**): every second (one), alternate (ones)
- o I play tennis with my father *every other* Saturday, so I usually play twice a month.
- o There were twenty problems in the exercise, but the teacher told us only to do *every other* one. Actually, doing ten problems was difficult enough.

for once: this one time, for only one time
- o *For once* I was able to win a game of golf against Steve, who is a much better player than I am.
- o Dad, *for once* would you please let me drive the new car?

LANGUAGE WORK: Present simple and present continuous.

The following are examples comparing the present simple and present continuous:

Routine vs moment of speaking
1 *Henry **works** for PDQ, a business delivery company. Every day he **collects** and **delivers** packages for local companies.*
2 *The man in the post room **is packing** some parcels. Henry **is waiting** in reception.*

In 1, we are talking about something that Henry does as a routine.

In **2,** we are talking about something that they are doing at the moment of speaking.

General activities vs current projects

1 I *work for a firm of recruitment consultants. We **design** psychometric tests.*

2 *At the moment we'**re working** on new tests for the personnel department of a large oil company.*

In 1, we are talking about a general activity.

In *2,* we are talking about a specific current project.

Permanent vs temporary situations

1 *Peter **deals** with enquiries about our car fleet sales.*

2 *I **am dealing** with enquiries about fleet sales while Peter is away on holiday.*

In 1, this is permanently true. In **2,** this is a temporary situation.

Facts vs slow changes

1 *As a rule, cheap imports **lead** to greater competition.*

2 *Cheap imports **are leading** to the closure of a number of inefficient factories.*

In 1, we are making a statement about a general fact that is always true.

In *2,* we are talking about a change that is taking place at the moment.

Stative verbs

There are a number of verbs which describe states rather than actions. They are not normally used in the continuous form. Common examples are:

Verbs of thinking:	*believe, doubt, guess, imagine, know, realize, suppose, understand*
Verbs of the senses:	*hear, smell, sound, taste, see*
Verbs of possession:	*belong to, have* (meaning: *possess), own, possess*
Verbs of emotion:	*dislike, hate, like, love, prefer, regret, want, wish*
Verbs of appearance:	*appear, seem*
Others:	*contain, depend on, include, involve, weigh, mean, measure, require*

These are usually found in the simple form because they do not refer to actions:
*I'm sorry, I **don't understand** what you mean.* We do not say: ***I'm not understanding** what you mean.*

UNIT 2. TALKING ABOUT PLANS

KEYWORDS – TALKING   ABOUT   PLANS
There are many ways to talk about future plans in English, and often you can say the same thing in different ways. Here are some ways to talk about plans:
• using models verbs such as *can, could, might, should, etc:*
I thought you might like to check into your hotel first.
Then we can go to the office. That should only take an hour.
• using the present tense:
We have the meeting with the sales team at two.
It's the big company dinner tonight.
• using will:
I'll pick you up again at about seven for dinner.
• using *going to:*
At four we're going to visit the production plant.
After that we're going to this fantastic French restaurant

IDIOMS
by oneself: alone, without assistance
  o Francis translated that French novel *by himself*. No one helped him.
  o Paula likes to walk through the woods *by herself*, but her brother prefers to walk with a companion.
on purpose: for a reason, deliberately
This idiom is usually used when someone does something wrong or unfair.
  o Do you think that she didn't come to the meeting *on purpose*?
  o It was no accident that he broke my glasses. He did it *on purpose*.
to make a difference (**to**): to be of importance (to), to affect
This idiom is often used with adjectives to show the degree of importance.
  o It *makes a big difference* to me whether he likes the food I serve.
  o Does it *make any difference* to you where we go for dinner?
  o No, it doesn't *make any difference*.
  o It *makes no difference* to Lisa either.
to take part in: to be involved in, to participate in (also: to be in on)
  o Martin was sick and could not *take part in* the meeting yesterday.
  o I didn't want to *be in on* their argument, so I remained silent.
at all: to any degree (also: **in the least**)
  o Larry isn't *at all* shy about expressing his opinions.
  o When I asked Donna whether she was tired, she said, "Not *in the least*. I'm full of energy."

LANGUAGE WORK: The future: present continuous and *going to*. Possibility and probability.

Present continuous - arrangements

The present continuous is often used to talk about appointments or things we have arranged to do in the future. We generally use it with a future time phrase:

Are you doing anything this weekend? (Have you arranged to do anything?)

Yes, I'm playing golf with Bob on Sunday. (I have arranged to play golf with him.)

We do not use the present continuous with stative verbs (see Unit 1)**.**

Going to - decisions

We use the auxiliary *be* + *going to* + bare infinitive to talk about something we intend to do, or have already decided to do:

According to the papers, Richard Branson is going to buy a second island in the Caribbean.

Going to - predictions

We can also use *going to* for making firm predictions when there is some physical evidence that an event will take place:

Can you get some more paper for the printer? It's going to run out any minute.

In many cases, however, it is possible to predict future events using either *going to* or *will.* There is little difference in meaning, but *going to* usually suggests that the event will happen soon. Compare:

The present government will win the election (next year). The present government is going to win the election (next week).

Will, present continuous, or *going to?*

The most important differences between the present continuous, *going to,* and *will* are as follows:

We use the present continuous for arrangements (except with stative verbs):

I'm having a meeting with the Export Manager on Thursday at 2.15.

We use *going to* for decisions and intentions:

I've made up my mind. I'm going to buy a BMW 730L

We use *going to* for firm predictions:

It's already 28°C. It's going to be very hot today.

We use *will* for spontaneous decisions:

I wonder if Peter is back from his marketing trip? I'll give him a ring.

We use *will* for promises, offers, and requests:

I'll give you a hand with those boxes if you like.

We use *will* for general predictions:

In the twenty first century computers will play a vital role in everyone's life.

The future: Possibility and probability
Definitely, probably, etc.

Definitely, probably, and *perhaps/maybe* show how probable we think a future event is. Notice that *won't* normally comes after *probably* and *definitely:*

Degree of chance: *In the next 10 years ...*

100%	*computers will **definitely** become faster and more powerful.*
75%	*computers will **probably** get much smaller.*
50%	***maybe/perhaps** computers will be able to recognize speech better.*
25%	*computers **probably** won't be able to translate perfectly.*
0%	*computers **definitely won't** start having feelings or emotions.*

Likely to, certain to

We can also use the verb *be + (un)likely/certain +* infinitive to refer to the future. We use the present tense of the verb *be (is certain to)* and we <u>do not say</u>: *will be certain to.* We use *certain to* to refer to things that we think are certain, *likely to/expected to* to refer to things that are probable, and *unlikely to* to refer to things that are improbable:

*You'll meet Jane at the Sales Conference next week. She **is certain to** be there,* (definite)

*The final cost of the project **is likely to** be higher than the current estimates,* (probable)

*The European Central Bank **is unlikely to** lower interest rates again this year,* (improbable)

I think, I doubt, etc.

Various verbs and expressions show how probable we think a future event is. For example:

High probability	*I'm quite sure that...*	
	I'm confident that...	
	I expect that...	
	The chances are that...	*they will give you a pay rise.*
	I should think that...	
	I shouldn't think that...	
	I doubt if...	
	I doubt very much whether...	
Low probability	*I'm quite sure that + (won't) ...*	

Modal verbs

We can use *may, might,* and *could* + bare infinitive to refer to the future:
*The latest statistics suggest that house prices **may/might/could fall** over the coming year.*

UNIT 3. TRAVELLING AND TRANSPORT. RENTING A CAR

TRAVELLING

3.1. Answer these questions individually. Then compare your answers with a partner.

1 How often do you travel by air, rail, road and sea?
2 What do you enjoy about travelling? What don't you enjoy?
3 Put the following in order of importance to you when you travel.
comfort   safety   price   reliability   speed
4 Does the order change for different types of travel?

3.2. American / British English

billboard / hoarding   freeway / motorway
carry on baggage / hand luggage   parking lot / car park
coach class / economy class   downtown / city centre
elevator / lift   subway / underground
round trip / return (ticket)   schedule /timetable

3.3. Match the following words with their definitions.

1) compartment   a) a transportation charge
2) schedule   b) a question, query
3) to commute   c) a separate section of a train
4) inquiry   d) a timetable of departures and arrivals
5) fare   e) to travel regularly from one place to another
6) coach   f) a piece of stamped metal used as a substitute for currency
7) token   g) a bus comfortably equipped for longer journeys

RENTING A CAR

3.4. Car parts:
Exterior car parts
1. sunroof
2. roof
3. windscreens
4. windscreen wiper
5. bonnet
6. logo
7. headlight
8. front bumper
9. indicator
10. wing
11. wheel arch
12. sill
13. tyre/ tire
14. wheel trim
15. petrol flap
16. wing mirror
17. side window
18. rear window
19. aerial
20. badge
21. number plate
22. boot
23. rear bumper
24. exhaust pipe
25. rear light
26. door
27. door handle
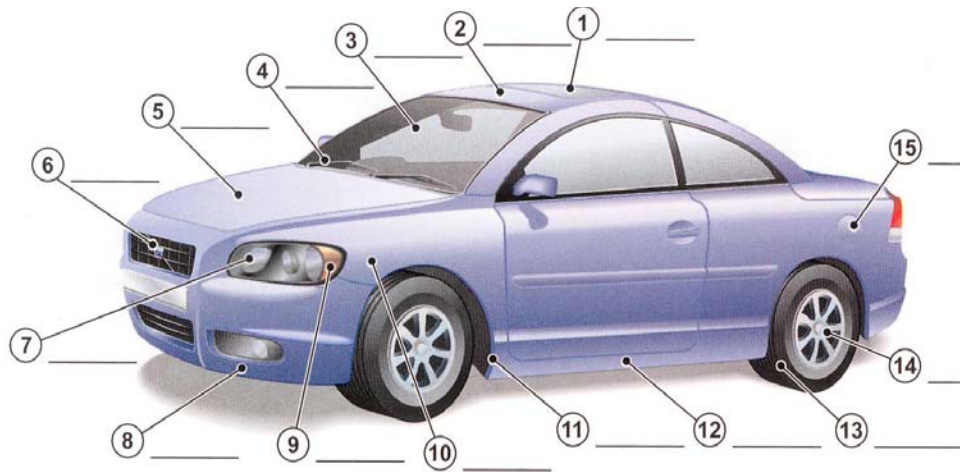
Figure 2. Exterior car parts (front lateral view).
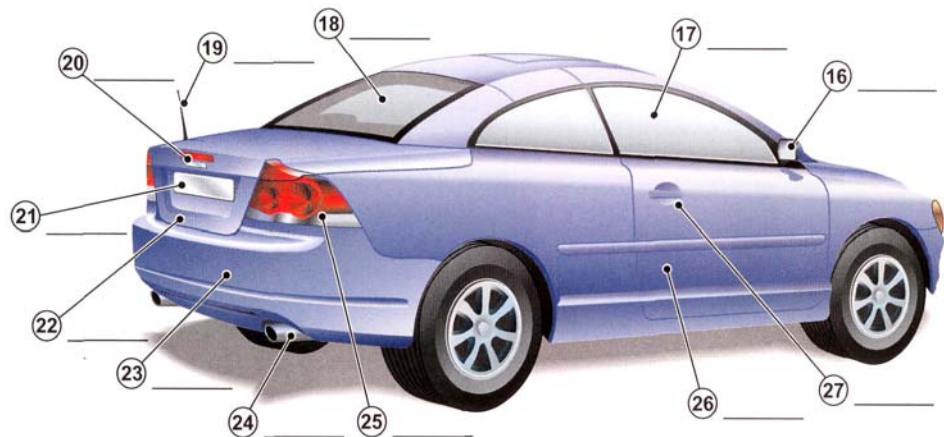
Figure 3. Exterior car parts (back lateral view).

British English	American English
aerial	antenna
bonnet	hood
boot	trunk
indicator	turn signal
number plate	license plate
petrol cap or flap	gas tank lid
tyre	tire
wind screen	windshield
wing	fender

3.5. The parts of a car interior.

1. sun visor
2. airbag
3. steering wheel
4. horn
5. dashboard
6. ignition
7. rear-view mirror
8. hands-free telephone
9. cigarette lighter
10. glove compartment
11. air vent
12. door handle
13. door tray
14. car seat (headrest)
15. seat belt
16. cup holder
17. handbrake
18. gearstick
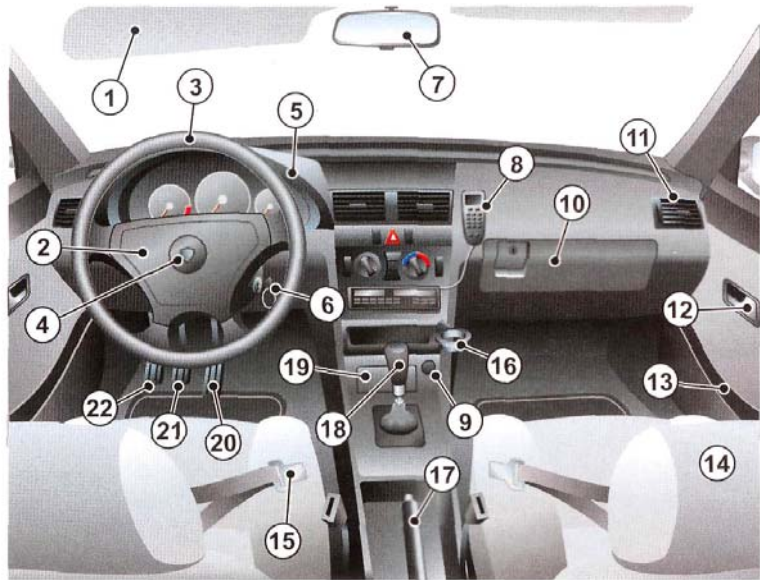
Figure 4. Car interior parts.

19. ashtray
20. accelerator
21. brake pedal
22. clutch pedal

British English	American English
accelerator	(also) gas pedal
gearstick	gear shift/stick shift
glove compartment	(also) glove box

3.6. Match the numbers with the names of the instruments on fig.5.
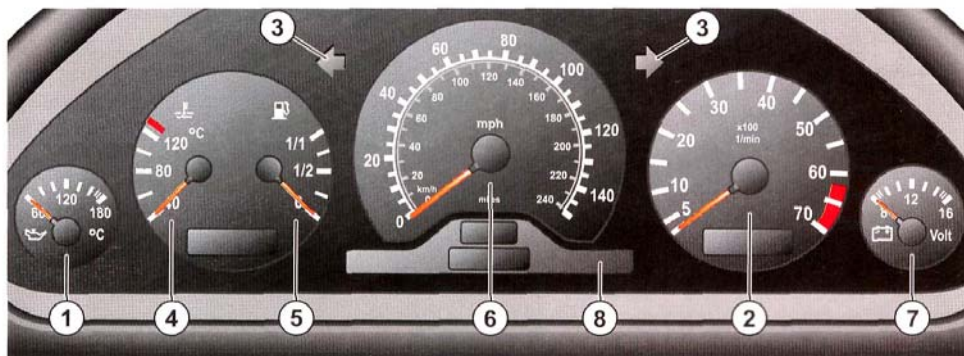
Figure 5. Dashboard.

1. engine oil temperature gauge
2. rev counter
3. hazard warning/indicator lights

4. coolant temperature gauge
5. fuel gauge
6. speedometer
7. voltmeter
8. driver information system

IDIOMS

to take a walk, **stroll**, **hike**, **etc.**: to go for a walk, stroll, hike, etc.
A *stroll* involves slow, easy walking; a *hike* involves serious, strenuous walking.
   o   Last evening we *took a walk* around the park.
   o   It's a fine day. Would you like to *take a stroll* along Mason Boulevard?
   o   Let's *take a hike up* Cowles Mountain this afternoon.
to take a trip: to go on a journey, to travel
   o   I'm so busy at work that I have no time to *take a trip*.
   o   During the summer holidays, the Thompsons *took a trip* to Europe.
to have (**time**) **off**: to have free time, not to have to work (also: **to take time off**)
The related form to *take time off* is used when someone makes a decision to
have free time, sometimes when others might not agree with the decision.
   o   Every morning the company workers *have time off* for a coffee break.
   o   Several workers *took* the afternoon *off* to go to a baseball game.
in a hurry: hurried, rushed (also: in a rush)
   o   Alex seems *in a hurry*; he must be late for his train again.
   o   She's always *in a rush* in the morning to get the kids to school.
to get to: to be able to do something special; to arrive at a place, such as home,
work, etc. for the second definition, do not use the preposition *to* with the words
home or there.
   o   The children *got to* stay up late and watch a good movie for the family.
   o   I missed the bus and couldn't *get to* the office until ten o'clock.
   o   When are you planning to *get home* tonight?
to find out: get information about, to determine
This idiom is separable only when a pronoun is used, as in the second example.
   o   Will you please try to find out what time the airplane arrives?
   o   I'll call right now to find it out.
to look at: give one's attention to; to watch
   o   The teacher told us to look at the blackboard and not at our books.
   o   I like to walk along a country road at night and look at the stars.
to look for: to try to find, to search for
An adverb phrase such as *all over* can be put between the verb and preposition,
as in the second example, however, the idiom cannot be separated by a noun or
pronoun.
   o   He's spent over an hour looking for the pen that he lost.
   o   So there you are! We've looked allover for you.

all right: acceptable, fine; yes, okay
This idiom can also be spelled *alright* in informal usage.
- o He said that it would be all right to wait in her office until she returned.
- o Do you want me to turn off the TV? Alright, if you insist.

all along: all the time, from the beginning (without change)
- o She knew all along that we'd never agree with his plan.
- o You're smiling! Did you know all along that I'd give you a birthday present?

to pick out: to choose, to select
- o Ann picked out a good book to give to her brother as a graduation gift.
- o Johnny, if you want me to buy you a toy, then pick one out now.

LANGUAGE WORK: Past simple, present perfect and present perfect continuous.

Past simple
We normally use the past simple to talk about actions that took place at a time in the past that is separated from the present. It is used with expressions like *yesterday, on Monday, last week, in 1997, at 6.30, How long ago ...?,* etc.:
Hans Behrmann did an MBA at Harvard in 2000. He joined IBM in 2001.
We can use the past simple and *for* to talk about something that happened during a period that has now finished:
I lived in Ecuador for three years, then I came back to England.

Present perfect
The present perfect is used to talk about the present result of past actions and recent events. It is often used with words like *ever, never, just, already, yet,* and phrases of unfinished time such as *so far:*
NTL has just announced that it is cutting the price of broadband Internet access by 20%.
Have you ever tried Chilean wine?
We have exchanged emails, but we have never met.
Don't worry about the order form. I have already dealt with it.
I'm afraid I haven't written that report yet. I'll do it tomorrow.
The CD was released two weeks ago and so far it has taken $1.5m.

Present perfect simple with *for* and *since*
The present perfect can be used with *for* and *since* and stative verbs, or to refer to actions that are seen as long term or permanent. We use *for* to talk about the duration of a period of time and *since* to talk about the starting point of an action or state:
I have been with the company since 1996. I have lived here for 15 years.

It is also used in the negative with *for* and *since* to talk about the last time something took place:

I haven't seen her since Monday.

I haven't seen her for three days.

It is used with *since* to talk about completed actions:

Property prices have risen by 8% since the beginning of the year.

Present perfect continuous

The present perfect continuous can be used with *for* and *since* to talk about:

a)   actions or activities that have gone on repeatedly or continuously for a period of time, and are still going on:

I've been trying to get through to Technical Support, but the line's always engaged.

b)   actions or activities that are ongoing but temporary:

I've been working from home because they're re-decorating my office.

UNIT 4. MAKING CONTACT

USEFUL LANGUAGE

Making arrangements

Could we meet on Monday at 10.30?

Are you free sometime next week?

How about next Friday?

What about April 10th?

Would Wednesday at 2pm suit you?

Is 11.15 convenient?

Changing arrangements

I'm afraid I can't come on Friday.

We've got an appointment for 11.00, but I'm afraid something's come up. Could we fix another time?

Responding

That'll be fine. That's OK.

No sorry, I can't make it then. My diary's rather full that day/week

Sorry, I've already got an appointment at that time.

Introducing yourself

On behalf of myself and Focus Advertising, I'd like to welcome you. My name's Sven Larsen.

Hi, I'm Dominique Lagrange. Good to see you all.

Introducing the topic
This morning, I'd like to outline the campaign concept we've developed for you.
I'm going to tell you about the ideas we've come up with for the ad campaign.
Giving background information
I'll give you the background and talk you through the results of the market study.
I've divided my presentation into three parts.
Inviting questions
If you have any questions, please don't hesitate to interrupt me.
If you're not clear about anything, go ahead and ask any questions you want.

MEETING VISITORS ON ARRIVAL
<u>Greetings</u>
Nice/Good/Great to see you again *(when you know sb already)*
Nice/Good/Great to meet you (at last) *(when you are meeting sb for the first time)*
<u>Apologizing for a delay</u>
I hope you haven't been waiting long. Sorry to keep you waiting.
<u>Asking about the journey</u>
How was the/your flight/journey?
How was the drive? *(if sb comes by car)*
<u>Try to avoid these common mistakes:</u>
~~Nice to meet you again.~~   Nice to see you again.
~~How was your fly?~~   How was your flight?
I ~~take you to your hotel.~~   I'll take you to your hotel.
<u>Offering and asking for help</u>
Can I help you with your bags?
Let me get/take that for you.
Would you mind taking this?

IDIOMS
to dress up: to wear formal clothes, to dress very nicely
  o We should definitely dress up to go to the theater.
  o You don't have to dress up for Mike's party.
to point out: to show, to indicate, to bring to one's attention (**S**)
  o What important buildings did the tour guide point out to you?
  o The teacher pointed out the mistakes in my composition.
  o A friend pointed the famous actor out to me.

LANGUAGE WORK: ARTICLES A/AN/THE/0. Questions. Indirect questions.

A vs an
We use *a* before consonant sounds, and *an* before vowel sounds:
consonant sounds: *a director, a axle, a question, a Euro, a unit*
vowel sounds: *an appraisal, an hour, an interview, an office, an MBA*

Uses of a, an
We use *a* or *an* before unspecified singular countable nouns:
'Could you let me have a receipt?'
We use *a* or *an* to talk about jobs. (but not areas of business)
Michael is *an accountant and his wife Amelia is in* (no article) *computers.*
We use *a* or *an* to talk about frequency:
We have in-company appraisals twice a year.

Uses of the
We use *the* with a specific noun we have mentioned before:
We have bought a Mac and a PC. The Mac cost $2500 and the PC cost $2100.
We use *the* when we add information that defines something:
Have you read the report I gave you last week?
We use *the* when it is clear what we are referring to because there is only one:
Please come this way. The President will see you now.
We use *the* with superlatives:
Coca-Cola is the most valuable brand name in the world.
We use *the* with adjectives to refer to a group:
The rich do not do enough to help the poor.
We use *the* to refer to rivers, mountains, seas, and names of countries that include a noun like *republic, kingdom, union,* etc.:
The Aral Sea in the former Soviet Union is very polluted.

No article (0)
We use no article *(0)* to generalize about uncountable or plural nouns:
Money is the root of all evil, (i.e., money in general, or all money)
We do not use an article to refer to companies, cities, roads, lakes or single Islands:
I work for Merrill Lynch in New York, and I have an apartment on 14 Street. I also have a vacation home near Lake Tahoe and another in Hawaii.

Questions.
Form
In questions, we normally place the auxiliary verb before the subject.
Are there other ways of accessing the Internet?

If there is no other auxiliary, we use do/does (present simple) or did (past simple).

Did the Internet become popular quickly?

There are many question words in English which we use to find out more information than just *yes* or *no*.

People

Who created the internet?

Things

What does TCP/IP mean?

Which email program is the best?

Place

Where con you find newsgroups?

Time

When was *it created?*

How often are web pages updated?

How long has broadband existed?

Reason

Why do you need a modem?

Quantity

How much does broadband access cost?

How many newsgroups are there?

Manner

How do you get online?

Others

How fast are today's internet connections?

How old is the internet?

Indirect questions and statements

Indirect questions are often used to ask for possibly sensitive information politely.

Could you tell me *what your salary is?*

May I ask *why you want to leave your current post?*

We also use indirect questions and statements to sound generally more polite and less abrupt.

Do you know *why the e-mail system is down?*

I wonder *how long we should allow for the trip into town.*

I think *he doesn't want to be disturbed right now.*

She feels *it's not a good time to raise the issue.*

Indirect questions have the same word order as statements.

You want to work abroad (statement). ***Could you tell me*** *why you want to work abroad?*

We can use the following expressions to introduce indirect questions and statements.

I wonder /can't remember / have no idea / I'd like to know / I'm not sure when the interview starts.
For *yes / no* questions we use *if* or *whether*.
Will he apply for the job? (direct question) *I don't know if he'll apply for the job.*
*I wonder **whether** he'll apply for the job.*

UNIT 5. MEETINGS

KEYWORDS
Managing meetings
Starting
OK, let's get down to business.
Right, can we start please?
Could we begin now please?
OK, let's get started, shall we?
Asking for reactions
How do you feel about...? What do you think?
Dealing with interruptions
Could you let her finish please?
Could you just hang on a moment please?
Keeping to the point
I'm not sure that's relevant.
Perhaps we could get back to the point.
Let's leave that aside for the moment.
Speeding up
I think we should move on now. Can we come back to that?
Slowing down
Hold on, we need to look at this in more detail.
I think we should discuss this a bit more.
Summarizing
OK, let's go over what we've agreed. Right, to sum up then ...
Exploring positions
What do you have in mind? How would you feel about a bigger discount?
Making offers and concessions
If you order now, we'll give you a discount.
We'd be prepared to offer you a better price if you increased your order.
Checking understanding
When you say there are delivery problems, what do you mean?
Have I got this right? You said a discount on an order of 1000.
If I understand you correctly...

Refusing an offer
I'm sorry, we can't accept that. I'm not sure about that.
Accepting an offer
I think we can agree to that. That sounds reasonable.
Playing for time
I'd like to think about it.
I'm sorry, but I'll have to consult my colleagues about that.
Closing the deal
That's it, then. I think we've covered everything.
Great! We've got a deal.

INTRODUCTIONS

Making introductions
I'd like to introduce Sanne Heitink. She's the new head of production.
The first person I'd like you to meet is *[name]*.
He's/She's our marketing manager.
Valerie, this is Sanne Heitink.
This is Mary, our product designer.
This is Heather. She'll be your contact person on the IT side of the project.

Responding to introductions
Valerie, this is Sanne Heitink.   Have the two of you met before?
-It's a pleasure to meet you, Sanne. *(neutral)*   -Actually yes, we have.
- Nice/Good to meet you, Sanne. *(informal)*   - No, actually we haven't.

IDIOMS
to take place: to occur, to happen according to plan
   o   The regular meetings of the committee take place in Constitution Hall.
   o   I thought that the celebration was taking place at John's house.
to get back: to return
   o   Mr. Harris got back from his business trip to Chicago this morning.
   o   Could you get the children back home by five o'clock?
to call off: to cancel
   o   The referee called off the soccer game because of the darkness.
   o   The president called the meeting off because she had to leave town.
to put off: to postpone
   o   Many student's put off doing their assignments until the last minute.
   o   Let's put the party off until next weekend, okay?
to be over: to be finished, to end (also: **to be through**)
This idiom is used for activities and events.
   o   After the dance was over, we all went to a restaurant.

o The meeting was through ten minutes earlier than everyone expected.

as soon as: just after, when

o As soon as it started to snow, the children ran outside with big smiles on their faces.

o I'm busy now, but I'll meet you as soon as I've finished this work.

to get in touch with: to communicate with, to contact

o You can get in touch with him by calling the Burma Hotel.

o I've been trying all morning to get in touch with Miss Peters, but her phone is always busy.

to have a good time: to enjoy oneself

o We all had a good time at the class reunion last night.

o Did you have a good time at the park? I really enjoyed it.

to eat in/**to eat out**: to eat at home/to eat in a restaurant

o I feel too tired to go out for dinner. Let's eat in again tonight.

o When you eat out, what restaurant do you generally go to?

LANGUAGE WORK: Modal verbs Suggestions, advice, obligation and criticism. Ability, possibility and permission.

Shall I, shall we

We can use *shall* + bare infinitive to make offers and suggestions:

A: *I'm a bit worried about this report.*

B: *Shall I have a look at it?* (offer)

A: *There's quite a lot we need to discuss.*

B: *OK. Shall we set up a meeting?* (suggestion)

Note that we can only use *Shall I... ?* and *Shall we ... ?* in this way.

We cannot say ~~Shall he~~ ... ?, ~~Shall you~~ ... ?, etc.

Other ways of making suggestions

There are a number of other phrases we use in informal English for making suggestions:

A: *Where shall we go for lunch?*

B: *Why don't we   go*

How about   going   to that new fish restaurant?

What about   going

Let's   go   to that new fish restaurant.

In the past tense, when reporting suggestions, the verb *suggest* is often followed by a *that* clause + *should* or by an *-ing* form.

I asked Jaime the best way of getting round town and he suggested that I should hire a car. (Jaime is not involved in hiring the car.)

I asked Jaime about meeting up one evening, and he suggested going to the theatre. (Jaime is probably included in the trip to the theatre.)

Advice and obligation

We can use *should* and *ought to* + bare infinitive (e.g., *do),* to give advice or to express obligation relating to the present or the future:

You should/ought to keep an account of all your expenses.
(This refers to the present)
When you go the conference next week, you should/ought to give Mr Franks a ring.
(This refers to the future trip.)
The passive is formed with *should + be* + past participle:
Form BD222 should be returned to this office within 30 days.

Criticism

We can make criticisms about past actions by using *should (not)* and *ought (not) to* with *have* + past participle (perfect infinitive):

It was a mistake to get rid of those shares. You shouldn't have sold them. It's too late to apply for shares now. You ought to have applied last week.
The passive is formed with *should + have been* + past participle:
This information should have been given to the tax authorities two years ago.

Ability and possibility

We use *can* to talk about both ability and possibility, and it refers to the present or the future. It is followed by the bare infinitive (active or passive):

I can write shorthand, (ability)
Your computer can be customized according to your needs, (possibility)
Can has no infinitive or present perfect form – we use *be able to:*
I'd like to be able to exchange these goods, but I don't have the authority, (not: to can…)
I haven't been able to get through to the Greek office, (not: haven't could …)
To refer to the future, we use *will be able to:*
With broadband access, people will be able to access the Internet more quickly.

Past ability

The past tense of *can* is *could.* When we are talking about a general ability in the past or a verb of the senses *(see, hear, feel,* etc.) we use *could* + bare infinitive. However, when we are talking about one specific action, we normally use *was able to* or *managed to:*

After a few months on the training course, I could speak Japanese quite well. (general ability)
From my hotel room I could see the sea. (verb of the senses)
Janet phoned the airline and managed to get me on the flight, (tried and succeeded)
I found an Internet cafe so I was able to read my email (on a particular occasion)

However, if the sentence is negative, it is possible to use *couldn't to* talk about either a general ability or a specific action:
Even after two months, I couldn't speak Japanese at all.
Unfortunately I couldn't see the sea from the room.
Janet phoned the airline, but she couldn't get me on the flight.
There were no Internet cafes so I couldn't read my email.

Past possibility

We use *could have done* or *could have been done* (passive) to talk about something in the past which was possible, but which did not happen:
There was a fire at the warehouse last night. We could have lost all our stock.
It was foolish to leave so much money in your office. It could have been stolen.

Requesting action and permission

We use *can, could,* and *will/would* to ask people to do things. We use *can, could,* and *may* to ask for permission. *Can* and *will* are a little more direct than *could* or *would:*

Asking for permission		Requesting action	
Can I...		*Will you...*	
May I...	*use your phone?*	*Would you ...*	*give me a hand?*
Could I...		*Could you ...*	

UNIT 6. EMPLOYMENT. APPLICATION FOR A JOB

6.1. Complete the text using words or phrases from the box.

curriculum vitae (CV) / resume	probationary period	interview
application form	psychometric test	covering letter

These days many applicants submit their.........................[1] speculatively to companies they would like to work for. In other words, they do not apply for an advertised job but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a / an.........................[2] and write a / an ....[3]. The employer will then invite the best candidates to attend a/ an.........................[4]. Sometimes candidates will take a / an.........................[5] before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a / an ....[6] in a company. This is usually three or six months; after that they are offered a permanent post.

Useful expressions in cover letters:

− I am applying for the position of <u>Marketing Assistant</u>, which was advertised in last week's New York Weekly Review. I have completed my third year at New York University and intend to take a year off to supplement my education with relevant work.

− Seven years as a personal assistant to the <u>public relations manager</u> of the Mancini PR Corporation in Pittsburgh have given me the background and professional experience to qualify for the position (Nr. 137) you advertised in last Sunday's Pittsburgh Telegraph. Therefore, I believe that my qualifications will meet your requirements for this challenging position with your company.

− I am sending this letter and resume to apply for the position of <u>clinical technican</u> with your institute. I believe that my background qualifications and work experience are very compatible with the requirements of this position you listed in your advertisement in this month's Specialized Medicine Journal.

− I am forwarding my resume in response to your advertisement in this week's edition of Procurement News for an <u>Asian procurement specialist</u>. This position seems tailor-made to my qualifications and long-time experience with several major companies in Southeast Asia.

− As an experienced <u>advertising sales representative</u>, I believe that I am the qualified candidate you are looking for in this month's issue of Advertising Sales Magazine. I feel confident that I can make a significant contribution to your staff.

− I am submitting my resume in response to your advertisement for the position of <u>program coordinator</u> that appeared in the latest Sunday edition of The Daily Sketch. I believe that my qualifications and working experience are an ideal match for your requirements.

− I am confident that my international experience qualifies me for the position of <u>export sales representative</u> in your marketing department. I am able to handle assignments individually or as a member of a team.

− I feel confident that I can apply my qualifications, skills, and working knowledge of <u>computer hardware development</u> to your company.

− I am interested in a part-time or freelance position in your advertising art production department.

− I am currently seeking a position change and I believe that my management background in the construction industry might be of interest to your company.

Examples of experience description.

CALL CENTER SUPPORT AGENT - I am currently employed as a call center support agent for the Wittax Company, a large producer and supplier of information and communication services, with headquarters in San Antonio, Texas. The company's customers are supported by a comprehensive range of

technical services from a call center where support agents provide assistance to those customers who have difficulty in installing, configuring, or using Wittax equipment. My job requires a strong commitment to customer service, a background in computer technology and computerized systems and detailed knowledge of and experience in tape drives and CD-recordable technology.

DISTRICT SALES MANAGER — I am employed as a district sales manager for an American subsidiary of one of Germany's leading industrial companies. It manufactures a wide range of plastic consumer products. The main responsibilities of my present position are to identify and exploit business opportunities, to call on prospective customers, to arrange demonstrations, to manage regular promotional activities, and to close sales with senior decisionmakers. I report to the general sales manager and one of my specific roles is to develop and maintain close relationships with department stores, supermarkets, and major cash-and-carry sales organizations located within my sales district.

ENGINEER — I am working as an engineer for the customer technical support group (Fuels) of Stillmeyer Chemical Corporation in Tulsa, Oklahoma. Stillmeyer is a major marketer of industrial chemicals, polymer additives, pharmaceutical components, and fuel and lubricant additives. These products are sold in North America and the Asia-Pacific region. I specialize in fuels and demonstrate the suitability of the company's products to customers, by providing technical data and supporting the national and international sales function.

INFORMATION TECHNOLOGY SPECIALIST — I am presently working as an information technology specialist with the Young & Webster Corporation, a multi-business group with headquarters in Tampa, Florida. I am responsible for the development and implementation of the corporate information technology strategy. The company's current systems environment consists of Protexx and Baana business systems, DEC Alpha, Novell and Microsoft Office technologies, and upgraded Lan/WAN infrastructure.

IDIOMS

to make up one's mind: to reach a decision, to decide finally
- o Sally is considering several colleges to attend, but she hasn't made up her mind yet.
- o When are you going to make up your mind about your vacation plans?

to change one's mind: to alter one's decision or opinion
- o We have changed our minds and are going to Canada instead of California this summer.
- o Matthew has changed his mind several times about buying a new cat.

for the time being: temporarily (also: for now)
- o For the time being, Janet is working as a waitress, but she really hopes to become an actress soon.

- We're living in an apartment for now, but soon we'll be looking for a house to buy.

for good: permanently, forever
- Ruth has returned to Canada for good. She won't ever live in the United States again.
- Are you finished with school for good, or will you continue your studies some day?

to have (**time**) **off**: to have free time, not to have to work (also: **to take time off**)
The related form to *take time off* is used when someone makes a decision to have free time, sometimes when others might not agree with the decision.
- Every morning the company workers have time off for a coffee break.
- Several workers took the afternoon off to go to a baseball game.

to go on: to happen; to resume, to continue (also: **to keep on**)
- Many people gathered near the accident to see what was going on.
- I didn't mean to interrupt you. Please go on.
- The speaker kept on talking even though most of the audience had left.

to make good: to succeed
- He is a hard worker, and I'm sure that he will make good in that new job.
- Alma has always made good in everything that she has done.

stands to reason: to be clear and logical
This idiom is almost always used with the pronoun subject *it* and is followed by a *that* clause.
- It stands to reason that a person without experience.
- It stands to reason that he isn't going to pass the course if he never studies.

as for: regarding, concerning (also: **as to**)
- As for the money, we will simply have to borrow some more from the bank.
- There is no doubt as to her intelligence; she's the smartest one in the class.

SKILLS: RESUME

CV and resume:
CV – curriculum vitae – a brief account of a person's education, qualifications, and previous occupations, typically sent with a job application
Resume –is a curriculum vitae in American English
Covering letter – is a letter sent with, and explaining the contents of another document or a parcel of goods.
The main structure of CV/resume:
1. Personal data,
2. Objective,
3. Experience,
4. Education,

5. Skills,
6. References.

Examples of resumes:

<div align="center">

Marcia Turner
000 Bond Street
Boston, MA 00000
(000)000-0000

</div>

OBJECTIVE:
A career in business management. Willing to travel and relocate.
EDUCATION
Columbia University, New York City
Bachelor of Business Administration: September 1994
WORK EXPERIENCE
MIRABELLA INSURANCE COMPANY, Hartford, Connecticut
 Research Coordinator in Business Planning Division: October 1994-present
 Conduct business, field, and desk research and make in-house presentations of results to senior
 management. Coordinate and supervise system of current financial business news to department heads.
MARCUS BROWN, INC., Teaneck, New Jersey
 Business Development Intern: Summer 1992
 Worked in the areas of demographics and sales forecasts.
TIECO SALES CORPORATION, New York City
 Business Intern: Summer 1991
 Worked in the accounts payable and accounts receivable department.
DERBY INDUSTRIAL ADVERTISING, New York City
 Business Intern: Summer 1990
 Assisted Account Executive to develop promotion program for several industrial clients.
REFERENCES
Available upon request.

<div align="center">

Figure 6. Resume. Example 1.

</div>

Martin B. Ritter 000 Baxter Avenue Dallas, TX 00000 (000)000-0000

JOB OBJECTIVE

A management position in the human resources department of a major manufacturing company.

WORK EXPERIENCE

DOLLINGER INDUSTRIES—Dallas, Texas
Personnel Manager: March 1990-present

Responsible for:

Recruiting, screening, interviewing, testing and hiring of personnel for secretarial, clerical, production, and research and development positions (approximately 175 positions per year). Dollinger Industries has 2,550 part-time and full-time employees.

Participate in contract negotiations with labor unions.

Conduct compensation surveys and analyses; set salary and wage ranges.

Initiate, formulate, revise, and implement staff training programs, job evaluations, performance appraisals, and personnel policies.

Supervise the maintenance and retention of all employment records.

Update and revise personnel manual, covering employment, training, salaries, wages, and benefits.

Supervise a staff of eight.

COOPER PRODUCTS, INC.—Cambridge, Massachusetts Assistant Director of Human Resources: July 1985-February 1990

Assisted the Director of Human Resources in areas of personnel screening, evaluation, and selection. Conducted performance appraisals and contributed to the company manual covering benefits, education, and training.

EDUCATION

Boston University.

Bachelor of Science degree in personnel administration: June 1985

Master of Science degree in personnel management: May 1987

The Institute of Personnel Administration of MIT, Cambridge, Massachusetts.

Certificate: six evening courses in personnel administration and EDP applications (including dBASE

6 and IBC II): 1988-1989.

References are available upon request.

Figure 7. Resume. Example 2.

<div style="border:1px solid black; padding:10px;">

One Tailgate Dr.
Sioux City, IA 50584

December 15, 20XX

Mr. Kevin Johns
Johns Oil Company
R.R. Box 45
Sioux City, IA 50523

Dear Mr. Johns:

It is a pleasure to accept the position of risk manager, effective January 3, 20XX. I am eager to begin my new assignment.

Thank you for your confidence in me. I will do my best to surpass the challenge presented by Johns Oil Company's phenomenal growth.

Sincerely,

Cody Helm

</div>

Figure 8. Example of agreement.

LANGUAGE WORK: Modal verbs. Obligation and necessity – must, have to, needn't, etc. Speculation – may, might, must, can't.

Form
The modals below can be used to express obligation. They are followed by the bare infinitive:

Obligation	No obligation	Prohibition
must	*needn't*	*mustn't*
have to	*don't have to*	*can't*
have got to	*haven't got to*	*not (be) allowed to*

Expressing obligation, etc.
We use *must, have to,* and *have got to* to say that something is obligatory:
Application forms must be returned by April 11th.
I'm afraid I'll be late tonight - I've got to/ I have to fetch Mr Shiwara from the airport.

We use *needn't, don't have to,* and *haven't got to* if something isn't necessary:
You needn't come in tomorrow; I can deal with the clients myself.
If your income is very small you don't have to pay tax.

We use *mustn't, can't,* and *not allowed to* to say that something is forbidden:
Passengers mustn't leave their bags unattended at any time. I'm sorry, but you can't/aren't allowed to smoke in here.

Talking about obligations

Have (got) to, don't have to, can't, not (be) allowed to are more common when talking about obligations and prohibitions. *Must, needn't, mustn't* are more common when giving an order:

Boss to employee: *You must get that report to me by 5.30 at the latest. It's urgent.*

Employee to colleague: *I can't come to the meeting - I've got to finish that report.*

Must, need not, and *must not* are also more common in written language.

Past obligation

When talking about the past, we use *had to, didn't have to,* and *couldn't/wasn't allowed to:*

During my military service, we had to be up by 5.30. We had to obey orders and we weren't allowed to go out in the evenings. The good thing was that we didn't have to cook for ourselves.

Didn't need to vs needn't have

There is a difference in meaning between *didn't need to do something* (it wasn't necessary, so you didn't do it), and *needn't have done something* (you did it, but it wasn't necessary).

Because he was from the EU, he didn't need to get a visa to visit Britain. (It wasn't necessary so he didn't get one.)

We needn't have rushed to the airport as the plane was late. (We rushed, but this was not necessary.)

Modal verbs. Speculation – may, might, must, can't

Speculating about the future

We can use *may, might,* and *could,* followed by the bare infinitive (active or passive) to speculate about the future:

Analysts say that interest rates may rise before the end of the year.
(perhaps they will rise)

*One commentator has said that the first rate rise **might** come next month.*
(perhaps it will come)

*A significant increase **could have** a dramatic effect upon business confidence.*
(perhaps it will affect it)

There is no significant difference in meaning between *may, might,* and *could* in this context.

Speculating about the present

We use *must, may, might,* and *can't* to speculate about the present:

Shona hasn't come into the office - I'm sure that means she is ill.

*Shorn hasn't come into the office - she **must be** ill.*

I'm afraid I haven't seen the file - but perhaps Khalid knows where it is.
*I'm afraid I haven't seen the file - but Khalid **may/might know** where it is.*
The bill for the meal comes to $250,000. I'm sure it isn't right.
*The bill for the meal comes to $250,000. **It can't he** right.*
If we want to talk about something happening at the moment of speaking we use a continuous form *(be doing):*
The traffic is terrible again today - I'm sure they are repairing the road again.
*The traffic is terrible today - they **must be repairing** the road again.*

Speculating about the past
We **use** *may/might, must, can't/couldn't* followed by *have done, have been done,* or *have been doing* to speculate about the past:
He sold his shares at their peak, so I'm sure he made a lot of money.
*He sold his shares at their peak, so he **must have made** a lot of money.*
Mr Janssen wasn't at the meeting - perhaps he was delayed at the airport.
*Mr Janssen wasn't at the meeting - **he may/might have been delayed** at the airport.*
Herr Brasseler is on holiday in Bali - I'm sure you didn't see him this morning.
*Herr Brasseler is on holiday in Bali - you **can't/couldn't have seen** him this morning.*
There is also a continuous form *(have been doing):*
The alarm went off, I'm sure someone was trying to break in.
*The alarm went off, so someone **must have been trying** to break in.*

UNIT 7. PHONE CALLS.
PROBLEMS SOLVING ON THE PHONE

USEFUL LANGUAGE

Telephone language
Caller
Good (morning + name of company).
I'd like to speak to ...
I'm calling because...
Could you put me through to (extension 123), please?
Could you ask (him / her) to call me back (tomorrow)?
Recipient
How may I help you?
I'm afraid (he / she) is engaged at the moment.
Who's calling please?

Can I take a message?

Hold on a minute, please, I'll just transfer you to (a supervisor).

Would you like to call back later?

COMPLAINING
Making the complaint
I'm ringing to complain about...

I'm sorry, but I'm not satisfied with ...

Unfortunately, there's a problem with ...
Explaining the problem
The CD player doesn't work.

There seems to be a problem with ...

We haven't received the ...
Insisting
It really isn't good enough. I'd like to know why ...
Threatening
If you don't replace the product, I'll complain to the manager.

If you can't deliver on time, we'll have to contact other suppliers.

DEALING WITH COMPLAINTS
Showing understanding
Oh dear! Sorry to hear that.

Mm, I see what you mean.

I'm sorry about the problem/delay.
Getting the facts
Could you give me some details, please?

What happened exactly?

What's the problem exactly?
Making excuses / denying responsibility
It's not our policy to replace items,

It's not our fault that it hasn't arrived.

I'm afraid that's not quite right.
Promising action
OK, I'll look into it right away.

I'll check the details and get back to you.

7.1. Match the comments below to the correct headings.
1   Let's discuss the advantages and disadvantages.
2   My solution, then, is to...
3   We have a number of options.
4   Let's look at this a different way.
5   Let's think about the consequences of...
6   It might be worth considering...

7   What we've got to do now is ...

a) Stating options
There are several ways we could deal with this.
b) Balancing arguments
Let's look at the pros and cons.
On the one hand ... On the other hand
c) Changing your approach
Let's look at this from another angle.
d) Considering less obvious options
We could try ...
e) Discussing possible effects
If we do this, then ...
f) Making a decision
The best way forward is to ...
g) Stating future action
The next thing to do is ...

Difficulties and problems
*My computer's just **crashed.***
*They expressed their dissatisfaction **with** the service.*
*We're **facing a crisis** (with our market share).*
*The number of passenger **complaints** is soaring.*
*The company must decide how to deal with the complaints and **consider what action to take.***
*Unfortunately, the redesigned product **failed** due to **lack of** consumer confidence caused by **bad publicity.***
*During the inspection, a number of serious production **flaws** were found.*
*The product had a number of **defects.***
*The product was not **up to standard.***
It all went wrong.
*Our company **is having problems innovating.***

IDIOMS

to call on: to ask for a response from; to visit (also: **to drop in on**)
- o   Jose didn't know the answer when the teacher called on him.
- o   Last night several friends called on us at our home.
- o   Shy don't we drop in on Sally a little later?

to look up: to locate information in a directory, dictionary, book, etc.
- o   Ellen suggested that we look up Lee's telephone number in the directory.
- o   Students should try to understand the meaning of a new word from context before looking the word up in the dictionary.

to go out: to stop functioning; to stop burning; to leave home or work (also: to **step out**)
- o The lights went out all over the city because of an electrical problem.
- o The campers didn't have to put out the fire because it went out by itself.
- o Gary isn't here right now; he went out to the store for a moment.
- o I have to step out of the office briefly to pick up a newspaper.

quite a few: many
- o Quite a few students were absent yesterday; in fact, more than half of them were not there.
- o We did not expect many people to attend to affair, but quite a few of our friends actually came.

to make sure: to be sure, to ascertain (also: **to make certain**)
- o Please make sure that you turn off the radio before you go out.
- o Could you make certain of the time? I don't want to miss that TV show.

to give up: to stop trying, to stop a bad habit; to surrender
- o I'm sure that you can accomplish this task. Don't give up yet!
- o If you give up smoking now, you can certainly live a longer life.
- o The soldiers gave themselves up in the face of a stronger enemy forces.

to call for: to require; to request, to urge
- o This cake recipe calls for some baking soda, but we don't have any.
- o The member of Congress called for new laws to regulate the banking industry.

to try out: to test, to use during a trial period
- o You can try out the new car before you decide to buy it.
- o I can let you try the computer out for a few days before you make a decision.

LANGUAGE WORK: The passive - 1. Action, systems, process. Different tenses.

Form

The passive is formed by using the verb *be* and the past participle (e.g., *broken, driven, used).* For example, the present tense passive is formed with *am/is/are* + past participle:

I am driven	*I am not driven*	*Am I driven?*
You are driven	*You are not driven*	*Are you driven?*
He/she/it is driven	*He/she/it is not driven*	*Is he/she/it driven?*
We are driven	*We are not driven*	*Are we driven?*
They are driven	*They are not driven*	*Are they driven?*

Focus on actions

We often use the passive to focus on something that happens to someone, when we do not want to focus on the person who does the action:

About 85% of the world's rubber is produced in the Far East.

(We use the passive here because we do not know, or need to say, who produces it.)

Systems and processes

The passive is often used to talk about systems and processes:

On most rubber plantations, the latex is collected from the rubber trees every day. It is mixed with water and then formic acid is added. This process creates crude rubber, which is then rolled into sheets.

Active or passive?

If it is important to say who performs an action, we can use the active or we can use the passive and the word *by:*

active: *Peter Franks runs the Marketing Department*

passive: *The Marketing Department is run by Peter Franks.*

Both of these sentences are correct. If we were already talking about Peter Franks, we would probably use the active:

Peter Franks is an old colleague of mine. He works for Butterfield International, and he runs the Marketing Department.

If we were talking about the Marketing Department, and don't want to change the subject in the second sentence, we would probably use the passive:

The Marketing Department is a large and very successful division that employs over 100 people. It is run by Peter Franks.

Other tenses

The examples below show how to form the passive with other tenses.

Present continuous passive: *am being, is being,* or *are being* + past participle:

Our website is being re-designed at the moment. Apparently some quite major changes are being made.

Past simple passive: *was* or *were* + the past participle:

Our company was founded in 1848 in London.

In 1849, three other branches were set up in Oxford, Cambridge and Edinburgh.

Note the passive form *be born:*

A: *When were you born?* B: *I was born in 1968.*

Past continuous passive: *was being* or *were being* + the past participle:

I couldn't use the company car yesterday because it was being serviced. We only noticed the mistakes when the brochures were being printed.

Present perfect passive: *has been* or *have been* + the past participle:

A small design fault has been found on our latest chip. All of the chips have been recalled.

Past perfect passive: *had been* + the past participle:

They emailed us to say that the shipment had been delayed. None of their orders had been fulfilled.
Future passive: *will be* or *going to be* + the past participle:
The shipment is going to be delayed. It will be delivered next Tuesday.

UNIT 8. WRITTEN COMMUNICATIONS. E-MAILS

USEFUL LANGUAGE

E-mails structure
One of the advantages of emails over normal "snail-mail" letters is that they are quick and direct. We send an email for a particular purpose and we expect a fast response or immediate action. For emails - whether formal or informal - to be most effective, it is a good idea to give them a clear, logical structure.

Subject line: This should be short and give some specific information about the contents of your message.	
Salutation: As in letter-writing, the salutation can be formal or informal, depending on how well you know the person you are writing to.	
Dear Mr, Mrs, Ms ...	*A formal form of address, also used when first contacting a person.*
Dear John	*Less formal. Either you have had contact with this person before, or they have already addressed you by your first name.*
Hi/Hello Mary	*Informal, usually used with colleagues you often work with. In the U.S.A. and the U.K.*
(or just the name)	*also sometimes used at first contact.*
(no salutation)	*Very informal, usually used in messages which are part of a longer email exchange.*
Opening sentence: This is used to explain why you are writing. (Remember: the opening sentence should always start with a capital letter.)	
I'm writing to ...	*More formal introduction to say why you are writing.*
Just a quick note to ...	*Friendly, informal way to say why you are writing.*
The body: contains the message itself.	
Conclusion: This is where you tell the reader what kind of response, if any, you expect.	
Look forward to our further collaborations	*Formal ending.*

Looking forward to your reply	*Friendly ending, can be used in formal or informal correspondence.*
Hope to hear from you soon	*Informal ending to indicate a reply is necessary.*
Close: Like the salutation, this can vary from formal to very informal.	
Yours Sincerely	*Very formal close in business correspondence.*
Regards/Best wishes	*Most commonly used close, can be used in formal and informal emails.*
Bye/All the Best/Best	*Friendly, informal close.*
James/Mary	*Name only (or initials) is also common when writing to dose colleagues.*

Vocabulary:
The words and expressions used in an email can make it formal or informal.
Some examples are:

formal	*to receive*	*to inform*	*to assist*	*to contact*
less formal	*to get*	*to tell*	*to help*	*to get in touch*

Abbreviations: The use of abbreviations and symbols *(eg for - for example, info - for information* and *& - for and)* are more common in informal emails, although some standard abbreviations used in letter-writing are also found in formal emails: like *asap – as soon as possible.*
Emoticons: These written forms of body language or gesture are often used in less formal emails to help the recipient understand exactly what you mean.

More formal
Requesting information
I'd appreciate a reply asap.
Would you be able to help ... ?
Could you please send me ... ?
Replies
Please find the... in an attachment.
I'm pleased to send you ...
Thank you for your email/enquiry.
Do not hesitate to contact us if you require further assistance.
We hope you find this satisfactory. Thank you for your interest. Your request is being processed.

Polite language
Even in informal emails, it is important to use polite language.
Please can be used in every type of request, and phrases with *could and would like* are more polite than phrases with *can* or *want.*

Could you please send me...   *Can you please send me...*
I would like to order...   *I want to order...*

In enquiries it is best to avoid imperatives like *Send me ...* or *Inform me....*
By adding *please* the sentence becomes more polite, but is still rather direct.
Please send me your current price list... Please give us your rates...

The following phrases can be used in formal enquiries to first-time contacts.
However, they can sound too formal in emails to colleagues.
We would be grateful if you could send us...
We would also appreciate some information on...

Contractions
Emails often reflect spoken English and tend to use contractions instead of the
full form, e.g. *here's (here is), haven't (have not),* or *I'll {I will).*
Watch out: don't leave out the apostrophe when using contractions as the
meaning could be changed.

it's = it is   its = possessive
I'll = I will   ill =sick.

IDIOMS
to hear from: to receive news or information from
To hear from is used for receiving a letter, telephone call, etc., from a person or
organization.
   o I don't hear from my brother very often since he moved to Chicago.
   o Have you heard from the company about that new job?
to hear of: to know about, to be familiar with; to consider
The second definition is always used in the negative.
   o When I asked for directions to Mill Street, the police officer said that she
     had never heard of it.
   o Byron strongly disagreed with my request by saying, "I won't hear of it!"
to come true: to become reality, to prove to be correct
   o The weatherman's forecast for today's weather certainly came true.
   o Everything that the economists predicted about the increased cost of
     living has come true.
as a matter of fact: really, actually (also: **in fact**)
   o Hans thinks he knows English well but, as a matter of fact, he speaks very
     poorly.
   o I didn't say that. In fact, I said quite the opposite.
to look forward to: to expect or anticipate with pleasure
This idiom can be followed by a regular noun or a gerund.
   o We're greatly looking forward to our vacation in Mexico.

o Margaret never looks forward to going to work.

to fill in: to write answers in; to inform, to tell

For the second definition, the idiom can be followed by the preposition *on* and the information that someone is told.

o You should be careful to fill in the blanks on the registration form correctly.

o Barry was absent from the meeting, so I'd better fill him in.

o Has anyone filled the boss in on the latest public relation disaster?

to fill out: to complete a form

This idiom is very similar to the first definition above. *To fill in* refers to completing various parts of a form, while *to fill out* refers to completing a form as one whole item.

o Every prospective employee must fill out an application by giving name, address, previous jobs, etc.

o The teenager had some trouble filling the forms out by himself, so his mother helped him.

in touch: having contact

o James will be in touch with us soon to relay the details of the plan.

o I certainly enjoyed seeing you again after all these years. Let's be sure to keep in touch.

out of touch: not having contact; not having knowledge of

o Marge and I had been out of touch for years, but then suddenly she called me up the other day.

o Larry has been so busy that he seems out of touch with world events.

LANGUAGE WORK: The passive – 2. Personal and impersonal. Passive verbs and infinitives, *have something done***.**

Personal or impersonal?

The passive is often used in business correspondence, because it is less personal than the active. Compare:

Amanda Mason, who opens our post at this branch, received your letter yesterday. She has forwarded it to Head Office, (active)

Thank you for your letter, which was received at this branch yesterday. It has been forwarded to Head Office, (passive)

The present perfect passive is often used when we are describing changes that have taken place, and we are more interested in the changes than who has made them:

The factory is completely different. The whole place has been modernized and computerized, and most of the shop floor workers have been made redundant.

Have something done

We can use the structure *have something done* to talk about things we pay or employ other people to do for us. We use the verb *have* + object + past participle:

have +   object +   past participle
We have   our books   printed in Singapore.

Common mistakes:
We put the object before the past participle, not after it:
wrong: *We have serviced our cars by a local garage.*
right: *We have our cars serviced by a local garage.*

Get something done

In most cases we can also use *get* instead of *have.* This is slightly less formal:
We get our brochures printed in Hong Kong.

Different tenses

We can use *have something done* or *get something done* in different tenses. To do this, we use the correct tense of the verb *have* (or the verb *get).* Look at the following examples:
present simple: *We have the machines cleaned regularly.*
present continuous: *He is having the letter typed out*
past simple: *They got the order sent by courier.*
present perfect: *Have you had your accounts checked?*
going to: *We're going to have an ADSL line installed.*
modals: *You must have your office repainted.*
infinitive: *I want to get the air conditioning repaired.*
ing forms: *Would you be interested in having your house valued?*

Managing people

When we talk about what we ask other people to do, we can use
have + object + bare infinitive:
I'll have my secretary book a meeting room.
We can also use *get* + object + *to* infinitive:
I'll get my secretary to book a meeting room.

PART 2. COMPANY STRUCTURE.
PROJECT MANAGEMENT

UNIT 9. MONEY AND ACCOUNTING

USEFUL LANGUAGE

Saying numbers in English
Notice how we use the decimal point in English:

6.02	six point oh two
0.04	zero point oh four
0.007	zero point double oh seven
56.345	fifty-six point three four five (NB: single numbers after the decimal)

Here commas - and not decimal points - are used:

12,076	twelve thousand and seventy-six
2.534.210	two million, five hundred and thirty-four thousand, two hundred and ten

Note the following:

1,000,000	one million

Sums of money:

€3.67	three euros sixty-seven OR three euro sixty-seven
$5 m	five million dollars

Note how we say years:

1987	nineteen eighty-seven
2003	two thousand and three
2030	two thousand and thirty

Trends
To describe changing circumstances we can use verbs of movement.

improve   increase   recover   rise (↑)
decline   decrease   drop   fall (↓)

A dramatic movement may be expressed by:

rocket   soar   (↑)
dive   plummet   (↓)

A slight movement can be indicated by:

edge up   (↑)
edge down   dip   (↓)

The amount of increase can also be indicated using these verbs:

halve   (1/2)
*double   (*2)*

triple   (*3)
quadruple   (*4)
increase tenfold (*10)

Or with a preposition:
> *Our business grew by 15% last year. Sales have increased from 5 million to 5.8 million.*

Changes which have not reached their end-point are expressed using *-ing*.
> *Profits are falling. Unemployment has been rising.*

If the change is complete we use a perfect tense.
> *The Government has privatised the rail network.*
> *Sales have increased and that has meant higher profits.*

9.1. Auditors often have to write or present reports on the financial information they have audited. Look at the following sentences and decide which graph or chart goes best with the description.

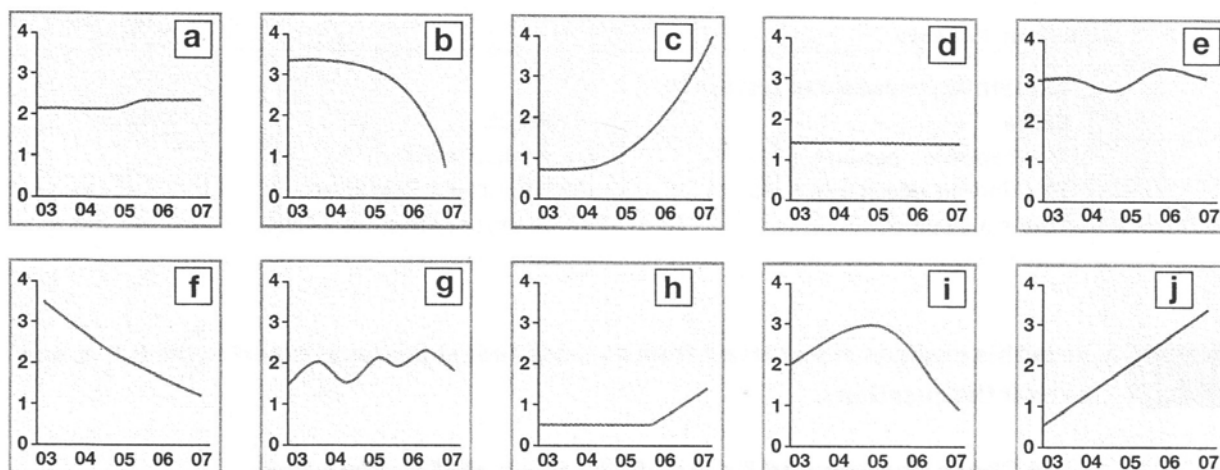Figure 9. Trends.

1   Figures have increased slightly.
2   Figures have increased dramatically
3   Figures have increased steadily.
4   This is a significant drop.
5   This is a gradual drop.
6   The situation is stable.
7   There have been some fluctuations.
8   The situation was pretty bad, but is now improving slowly.
9   Profits have been falling since the fire.
10 We're hovering at around 3%.

9.2. Match these words with their meanings.

1	dividend	a	money that is owed
2	cash	b	purchase price minus real value of assets
3	plant	c	reduction in value due to wear and tear
4	amortization	d	money paid out to shareholders
5	goodwill	e	writing an intangible asset off over a number of years
6	cumulative	f	increasing by successive additions
7	depreciation	g	coins, bank notes, or something that can be easily exchanged for these
8	debt	h	building and equipment for manufacturing

9.3. Match these expressions with their definitions.

1	tax avoidance	a	someone who lives in another country for tax reasons
2	tax bracket	b	to introduce a new tax on something
3	tax evasion	c	to make the tax go up
4	tax exempt	d	when you don't have to pay tax on certain income
5	tax exile	e	to cancel a tax
6	to abolish tax	f	tells you what amount of tax to pay based on income
7	to impose tax	g	trying not to pay tax (legal)
8	to increase tax	h	trying not to pay tax (illegal)

LANGUAGE WORK: Comparison. Comparing adjectives, adverbs and nouns.

Comparing adjectives
Short adjectives
To make comparisons, adjectives with one syllable add *-er* and *-est.*

	Comparative	Superlative
old	*older*	*the oldest*

Renault is large. Honda is larger than Renault. GM is the largest car maker in the world.

If the adjective ends in a short vowel and a single consonant, then we double the consonant when adding *-er* or *-est* However, if the consonant is *w* or *y,* it is not doubled.

big	*bigger*	*biggest*

Adjectives ending in *-y* (e.g. *friendly, wealthy, easy)* and some two-syllable adjectives (e.g. *clever, quiet, narrow)* follow this pattern:

friendly/friendlier/friendliest   *clever/cleverer/cleverest*

Two important exceptions are *good* and *bad:*

good   *better*   *the best*
bad   *worse*   *the worst*

Longer adjectives

With most other adjectives of two or more syllables, we use *more/less than* and *the most/the least:*

	Comparative	Superlative
modern	*more/less modern than*	*the most modern*
profitable	*more/less profitable than*	*the most profitable*

Unilever is profitable. Siemens is more profitable than Unilever. Daimler Chrysler is the most profitable company in Europe.

As... as, etc.

We can also make comparisons using *as ... as,* or negative comparisons using *not as ... as ...* In this case the adjective does not change:

American Airlines is nearly as large as United Airlines. Air France is not as big as Lufthansa.

Present perfect and superlatives

The present perfect + *ever* is often used with superlatives: *That was one of the most interesting talks I have ever been to.*

Ranking

The superlative can be used with *second, third,* etc. to rank items:

Philip Morris is the largest tobacco company in the USA. BAT is the second largest tobacco company in the USA.

Comparing adverbs and nouns
Short adverbs

Most adverbs of one syllable, and the adverb *early,* add *-er* and *-est.* These adverbs are usually the ones that have the same form as the adjective:

early   *earlier*   *the earliest*
fast   *faster*   *the fastest*
He drives faster than I do.

The most important irregular short adverbs are *well* and *badly.*

well   *better*   *the best*
badly   *worse*   *the worst*
Last year the UK economy performed slightly better than its main European partners.

Longer adverbs

Adverbs with two or more syllables are compared using *more/less than* and *the most/the least.*

efficiently   *more/less efficiently than*   *the most/least efficiently*
fluently   *more/less fluently than*   *the most/least fluently*

It is important that we cut costs and that we start to produce coal more efficiently.

Adverbs and participles

We often need adverbs when we are comparing present participles (e.g. *growing)* and past participles (e.g. *defined, chosen):*

China has one of the fastest growing economies in the world.

We have presented the staff with a set of clearly defined proposals.

The brochure was illustrated with some well chosen photos of the production process.

Comparing nouns

We can compare quantities and amounts by using *more, less, fewer, not as much as, not as many as,* etc. The correct word depends on whether the noun in question is countable or uncountable:

   countable *(more, fewer, many):*

We need to employ more people in our department than in yours.

There will be fewer opportunities for growth next year.

There weren't as many opportunities in that market as we'd hoped.

   uncountable *(more, less, much):*

He's got more experience than the other applicants.

He spends less time with his family than he would like.

We didn't make as much progress at the talks as we had hoped.

UNIT 10. COMPANY STRUCTURE

USEFUL LANGUAGE

10.1. Match the words and phrases below to the correct place on the diagram:

   a. subsidiary
   b. head office
   c. factory / plant
   d. distribution centre
   e. call centre
   f. warehouse
   g. service centre
   h. branches / outlets
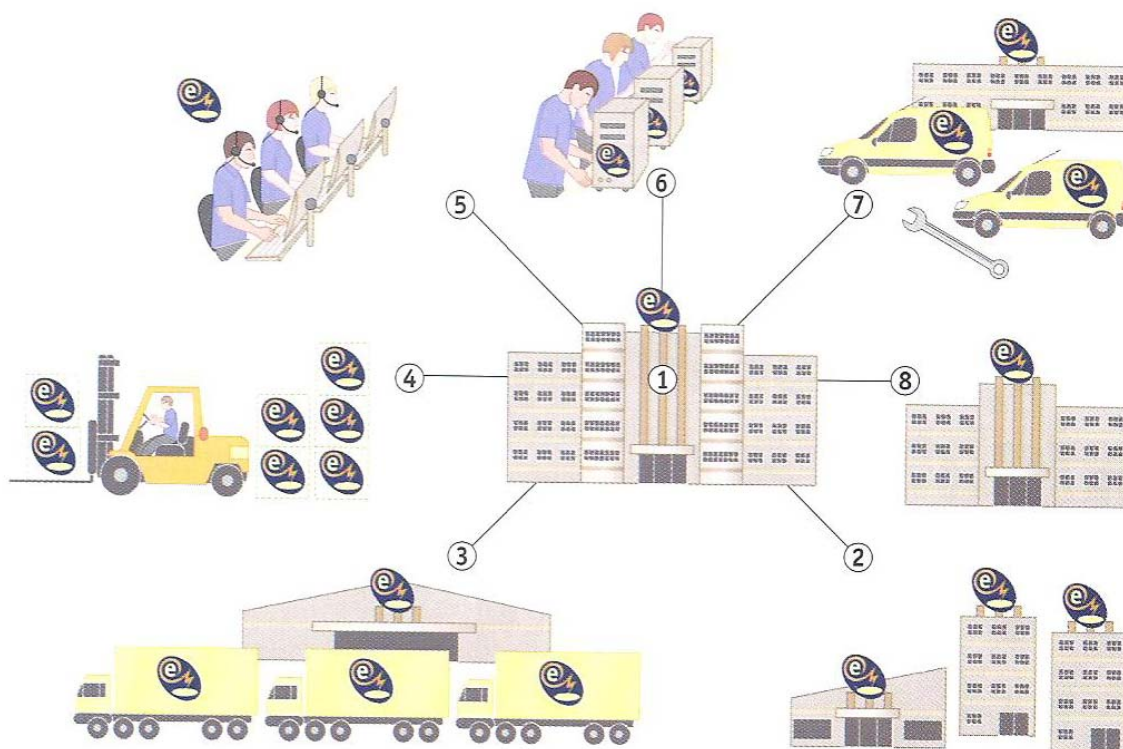
Figure 10. Example of company structure.

10.2. The directors of a company are meeting to discuss the future direction of the company and the budgeting process. Who do you think says the sentences below? Match the director to the sentences.

Figure 11. Company managing structure.

1   Consumers simply don't have the confidence to spend their money on fancy new products.
2   We've been working really hard to come up with some great ideas…
3   Our investment programme has been ready to go for months.
4   Everybody's forecasts seem to indicate hard times ahead.
5   I'd like to move to the next item on the agenda.

WELCOMING VISITORS TO YOUR COMPANY
Welcoming a visitor
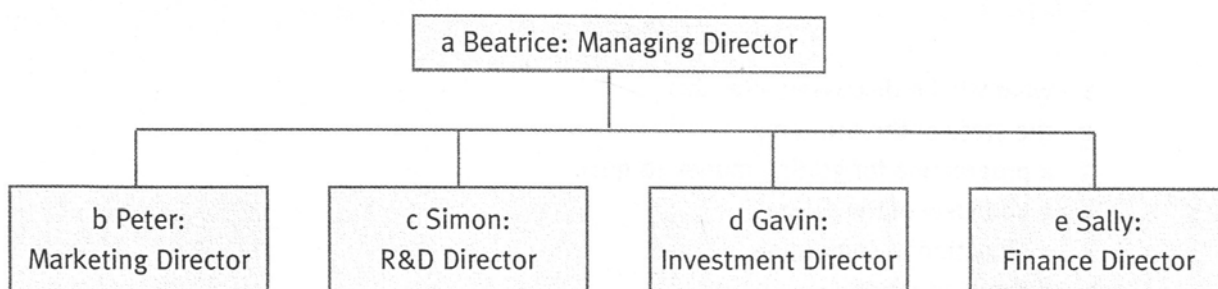Welcome to *[company name].*
Did you have any trouble finding us?
Hello, *[name].* Nice to see you again.
Have you been in this location long?
There are fifty employees.
Here you are.
You're welcome.
You can leave your things here/in my office/at the reception desk.
I'll take you around to meet the team.
Offering hospitality
Would you like something to drink?
How would you like that? Milk/Cream (AmE)?
Sugar?
Here you are.
Please help yourself to the biscuits/cookies (AmE).

Talking about the offices and company
It's a lovely space/a very nice location.
The reception area looks very nice.
Have you been in this location long?
How many people work here?
How long has the company been around?
Accepting hospitality
A cup of coffee /Some water would be nice /With milk and sugar, please.
Thank you /Thanks.
Try to avoid these common mistakes:
wrong: ~~Welcome in our company~~
correct: Welcome to our company.
~~Please,~~ *(when you give smth.)* ~~Please,~~ *(when sb thanks you).*

GIVING DIRECTIONS
You just go down the corridor and it's right in front of you/on your left/right.
It's just down the corridor/round the corner on the left/right.
It's the first/second/third door on the left/right.
It's next to the toilet/front door/kitchen.
Come with me and I'll show you where it is.

10.3. Look at the sketch below and on the examples of giving directions and describe office layout presented on the sketch. Compose a short dialogue with you colleague.

Examples of Giving directions:

Where are you now?/Where is your office now?

- On the fourth floor./Just down here.

Which floor is your office on?

- The eighth! Don't worry - we'll take the lift/elevator (AmE).

Where is the toilet/bathroom (AmE)/Mike's office?

It's just down the hall/round the corner on the left/right.

It's the first/second/third door on the left/right.

It's next to the toilet/front door/kitchen.

Just go out of the door and turn left to get to the lift.

- That's very clear, thanks./Thanks, I'm sure I'll find it.

- Sorry, could you explain that again?

Come with me and I'll show you where it is!

I'll meet you back here in ten minutes, OK?

- Sounds good-See you soon!

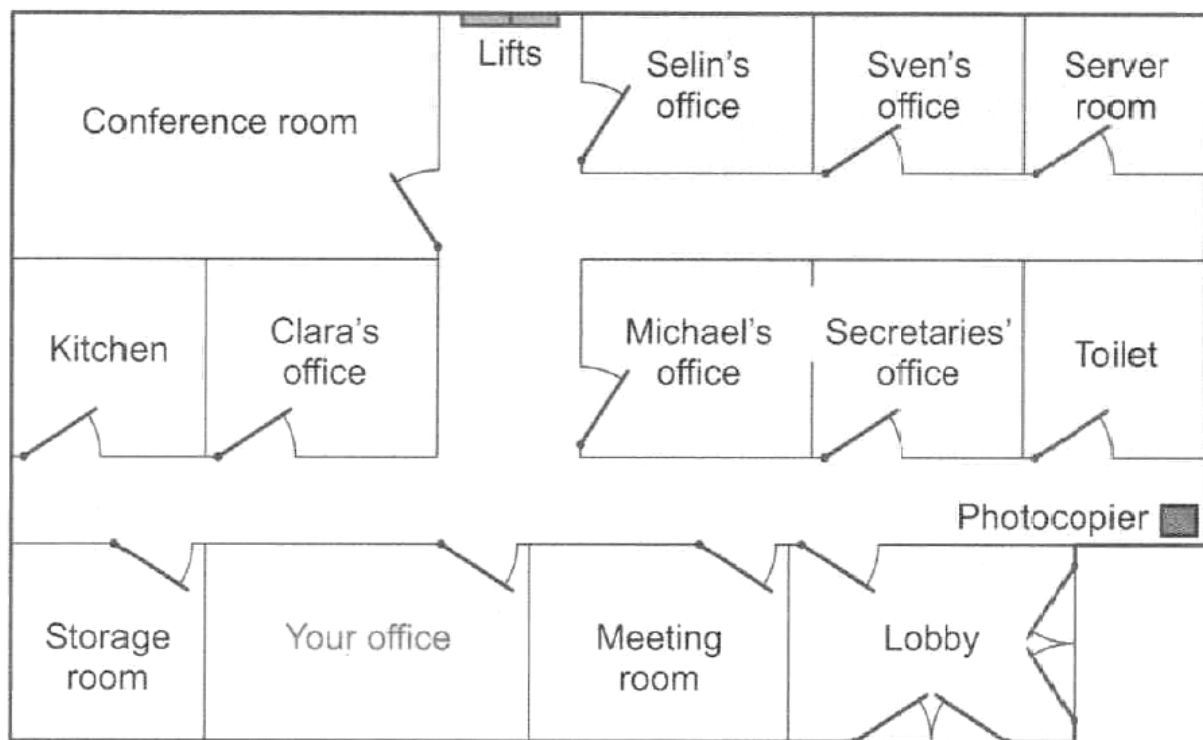Figure 12. Office sketch.

IDIOMS

to be in charge of: to manage, to have responsibility for
- o Jane is in charge of the office while Mrs. Haig is a business trip.
- o Who is in charge of arrangements for the dance next week?

to be up to: to be responsible for deciding; to be doing as a regular activity

The second definition is most often used in a question as a form of greeting.

o I don't care whether we go to the reception or not. It's up to you.

o Hi, George. I haven't seen you in a while. What have you been up to?

to look into: to investigate, to examine carefully (also: **to check into**)

o The police are looking into the matter of the stolen computers.

o The congressional committee will check into the financial dealings of the government contractor.

LANGUAGE WORK: Degree: too, not enough, so, such

Too and *not... enough*

We use *too* and *not enough* to talk about the problems of either excess or insufficiency. *Too* and *not enough* can be used with adjectives, adverbs, verbs and nouns. Notice that we use *too* before adjectives and adverbs; *enough* comes after adjectives and adverbs.

	Describing problems with *too*	Describing problems with *not enough*
adjectives:	*My office is too small. I will have to move.*	*My office isn't big enough. I will have to move.*
adverbs:	*You're talking too quietly. They can't hear you at the back.*	*You aren't talking loudly enough. They can't hear you at the back.*
verbs	*You work too much. You ought to have a break some time*	*You don't relax enough. You ought to have a break some time.*
countables	*There are too many people looking for work, so unemployment is rising*	*There aren't enough jobs, so unemployment is rising.*
uncountables	*We are spending too much money. We need to be more careful*	*We aren't saving enough money. We need to be more careful.*

Too/enough (+ *for*)

Too and *not... enough* can be followed by an infinitive or *for someone/something + infinitive*. We do not use a pronoun at the end of the sentence:

The seminar was too complicated. I couldn't understand it.

The seminar was too complicated (for me) to understand,

(not: ... ~~to understand it~~)

So and *such*

So and *such* can be used to add emphasis. *So* is used with adjectives and adverbs, and *such (a)* is used with a noun or adjective + noun:

so before adjectives	*She is so reliable.*
so before adverbs	*She works so hard.*
such a with singular countable	*I've got such a bad headache.*
such with plural countable nouns	*He gives such good talks.*
such with uncountable nouns	*He gives me such good advice.*

So much and *so many* are used to emphasize the quantity of something. We use *so much* with uncountable nouns and *so many* with countables.
I can't see how we have spent so much money. The government has introduced so many new taxes.

So and *such (a) + that*

So and *such + that* can be used to express result.
It was such a bad manual that I couldn't understand it
The manual was so bad that I couldn't understand it.
The manual was written so badly that I couldn't understand it

---

UNIT 11. CONFERENCE ORGANIZATION

USEFUL LANGUAGE

At a meeting
Sorry, it always takes a few minutes for everyone to arrive.
- Not to worry./No problem.
Hi, everyone, sorry I'm a bit late. I just needed to gather some files for our meeting. So, if everyone would like to take a copy of today's agenda...
Well, I suppose we should make a start.
So, shall we get down to business?
Right, let's make a start, shall we?
So, shall we start again at, say. 3.30?
- Sounds good.

Starting
OK, let's get down to business.
Right, can we start, please?
Setting objectives
The purpose of this meeting is...
The aims of this meeting are...
Asking for the facts

Can you bring us up to date?
Can you give us the background?
Where do we stand with ...?
Making a suggestion
We should sell out as soon as possible.
Why don't we sell out?
Disagreeing
I don't agree with that at all.
I totally disagree.
Identifying needs
We need more information about where we're going wrong.
Agreeing
You're absolutely right.
I totally agree with you.
Expressing doubt
I am worried about the store's location.
I'm not sure about that.
Making a decision
The solution, then, is to keep the store going.
I think, on balance, we feel we should keep the store going.
Stating future action
So, the next thing to do is ... What we've got to do now **is**...
Interrupting
Could I just say something?
Excuse me, but could I just say...
Asking for clarification
How do you mean,...?
What exactly are you saying?
What exactly do you mean?
Are you saying we need to... ?
Sorry, I don't follow you. Can you explain in more detail?
Clarifying
What I mean is ...
What I'm saying is...
No, I was thinking of...
To be more specific...
To clarify...
Dealing with interruptions
Could you let him finish, please?
Could you just hang on a moment, please?
Hold on. Can I finish the point?
Let Stefan finish, please.
I'd like to finish if I may.

Just a moment...
Making proposals
I suggest...
I propose that...
How about...
We could...
Rejecting proposals
Sorry, I don't think it's / that's a good idea.
I'm not sure I agree with you there.
It / That just won't work.
Well, I'm not happy about it/that.
Keeping to the point
I'm not sure that's relevant.
Perhaps we could get back to the point.
Speeding up
I think we should move on now.
Can we come back to that?
Slowing down
Hold on, we need to look at this in more detail.
I think we should discuss this a bit more.
Summarizing
OK, let's go over what we've agreed.
Right, to sum up then ...

11.1. Match the definitions 1 to 12 to the words and phrases a) to i).

1	the person in charge of the meeting	a) action points
2	the people at the meeting	b) chairperson
3	to go to a meeting	c) propose
4	a list of topics to be discussed	d) attend
5	one topic on the list	e) to send your apologies
6	the last topic on the list	f) item
7	to make a suggestion formally	g) vote
8	to support a formal suggestion	h) any other business (AOB)
9	a method of making a decision	i) participants
10	an official record of what was said and/or decided	j) second
11	to say that you cannot go to a meeting	k) minutes
12	what needs to be done after the meeting, and by whom	i) agenda

IDIOMS
to think of: to have a (good or bad) opinion of

This idiom is often used in the negative or with adjectives such as *much* and *highly*.

- o I don't think much of him as a baseball player; he's a slow runner and a poor hitter.
- o James thinks highly of his new boss, who is a kind and helpful person.

to be about to: to be at the moment of doing something, to be ready

This idiom is often used with the adverb *just*.

- o I was just about to leave when you telephoned.
- o Oh, hi, John. We're just about to eat dinner.

to pay attention (**to**): to look at and listen to someone while they are speaking, to concentrate

- o Please pay attention to me while I'm speaking to you!
- o You'll have to pay more attention in class if you want to get a good grade.

out of the question: impossible, not feasible

- o Stephen told Deborah that it was out of the question for her to borrow his new car.
- o Don't expect me to do that again. It's absolutely out of the question.

to have to do with: to have some connection with or relationship to

- o Ralph insisted that he had nothing to do with breaking the window.
- o What does your suggestion have to do with our problem?

in no time: very quickly, rapidly

This idiom can be used with the idiom *at all* to add emphasis to the certainty of the statement.

- o Mac said that he'd be ready to leave in no time.
- o We thought that the meeting would take two hours, but it was over in no time at all.

to cut down on: to reduce, to lessen (also: **to cut back on**)

- o In order to lose weight, you have to cut down on your intake of sugar.
- o The doctor told me to cut back on exercise until my back injury heals.

first-rate: excellent, superb

- o The food served in that four-star restaurant is truly first-rate.
- o The Beverly Hills Hotel provides first-rate service to its guests.

to see about: to give attention or time to (also: **to attend to**, **to see to**)

- o Who is going to see about getting us a larger room for the meeting?
- o I'll see to arranging music for the wedding of you attend to the entertainment.

to take up: to begin to do or study, to undertake; to occupy space, time, or energy

- o After today's exam, the class will be ready to take up the last chapter in the book.
- o The piano takes up too much space in our living room. However, it would take too much time up to move it right now; so we'd better wait until later.

to take up with: to consult someone about an important matter

The important matter follows the verb *take*, while the person consulted follows *with*.

- o Can I take the problem up with you right now? It's quite urgent.
- o I can't help you with this matter. You'll have to take it up with the manager.

to take after: to resemble a parent or close relative (for physical appearance only, also: **to look like**)

- o Which of your parents do you take after the most?
- o Sam looks like his father, but he takes after his mother in personality.

to see eye to eye: to agree, to concur

- o I'm glad that we see eye to eye on the matter of the conference location.
- o A husband and wife don't always see eye to eye with each other, but a good marriage can survive small disagreements.

to have in mind: to be considering, to be thinking

- o I don't want to see a movie now. I have in mind going to the park.
- o It's up to you what we eat tonight. Do you have anything in mind?

to keep in mind: to remember, not to forget (also: **to bear in mind**)

- o Please keep in mind that you promised to call Stan around noon.
- o I didn't know that Paula doesn't like vegetables. We should bear that in mind next time we invite her for dinner.

on the other hand: however, in contrast

- o Democracies provide people many freedoms and privileges. On the other hand, democracies suffer many serious problems such as crime and unemployment.
- o My sister takes after my father in appearance. On the other hand, I take after my mother.

LANGUAGE WORK: Reported speech 1. Statements, Thoughts, Commands, Requests.

Introduction

There are three ways to report what someone said. We can:

1. repeat the exact words using inverted commas *(The Prime Minister said: 'Unemployment is falling')*
2. use a reporting verb in the present tense and keep the same tense as the original words: *The Prime Minister says that unemployment is falling.*
3. use a reporting verb in the past and change the tense: *The Prime Minister said that unemployment was falling.*

Tense changes

Tenses change in reported speech when we use a reporting verb in the past tense:

Actual words	Reported speech
I work for IBM	*He said (that) he worked for IBM.*
I am working for IBM	*He said (that) he was working for IBM.*
I worked for IBM	*He said (that) he had worked for IBM.*
I was working for IBM	*He said (that) he had been working for IBM.*
I have worked for IBM	*He said (that) he had worked for IBM.*
I will work for IBM	*He said (that) he would work for IBM.*
I may/can work for IBM	*He said (that) he might/could work for IBM.*

We do not change the past perfect; or *might/could/should/would/ought to.*

We don't have to use the word *that* after the reporting verb. So we could also say:

He said he worked for IBM.

Reporting thought
We use the same tense changes when we are reporting what people think or know (e.g. after / *didn't realize, I knew, I thought, I had no idea,* etc.):

I didn't realize you were Canadian. I thought you were American.

Reporting commands and requests
We report commands and requests using *tell* or *ask* and the infinitive:

Come in	*He told me to come in.*
Don't take the train	*He told me not to take the train.*
Please join me for lunch	*He asked me to join him for lunch.*
Please don't smoke	*He asked me not to smoke.*

Other changes
It is sometimes necessary to change other words:

I saw him here yesterday	*She said she had seen him there the previous day.*
I'll send him this information	*She said she would send him the/that information.*
I'll drop in tomorrow	*She said she would drop in the following day.*

UNIT 12. MAKING PRESENTATIONS

USEFUL LANGUAGE

Introducing yourself
Good morning, everyone.
Hello everyone, welcome to ...

Structuring the presentation
I'm going to divide my talk into four parts.
First, I'll give you .... After that,.... Finally,....
Inviting questions
If you have any questions, don't hesitate to ask
I'll be glad to answer any questions (at the end of my talk).
Giving background information
I'll give you some background.
Let's start with the background.
Referring to the audience's knowledge
As you know,...
As you are aware,...
Changing the topic
Right, let's move on to ...
OK, I'll now look at...
Referring to visuals
If you look at the graph ...
Could I draw your attention to the chart?
Asking for reactions
How do you feel about...?
What do you think?
Concluding
To sum up,...
To summarize,...
Ending
Thanks very much. Any questions?
Well, that's all I have to say. Thank you for listening.

Clarifying information

Maybe you could clarify a couple of things.	-Sure./Certainly.
What do these figures mean again?	- Basically, they just mean that...
Can we just go over that one more time?	- Of course. / No problem.
Could you repeat that, please?	- Sure, I said ...
So, what you're saying is that the profits are too low.	- That's right. / Exactly.
So, this column is wrong?	- Well, not exactly. / It depends.
In other words, we'll need to send it by Friday?	- Exactly.
When did you say we'd be starting the audit?	- On...

IDIOMS

to point out: to show, to indicate, to bring to one's attention (**S**)

- What important buildings did the tour guide point out to you?
- The teacher pointed out the mistakes in my composition.
- A friend pointed the famous actor out to me.

To figure out: to solve, to find a solution (**S**); to understand (**S**)

- How long did it take you to figure out the answer to the math problem?
- I was never able to figure it out.

to get through: to finish, to complete

This idiom is followed either by the *–ing* form of a verb (a gerund) or by the preposition *with*.

- I didn't get through studying last night until almost eleven o'clock.
- At what time does your wife get through with work every day?

from now on: from this time into the future

- Mr. Lee's doctor told him to cut down on eating fatty foods from now on, or else he might suffer heart disease.
- I'm sorry that I dropped by at a bad time. From now on I'll call you first.

up to date: modern; current, timely

Hyphens (**-**) separate the parts of this idiom when it precedes a noun form, as in the third example. The verb *to update* derives from this idiom.

- The president insisted that the company bring its aging equipment up to date.
- This catalog is not up to date. It was published several years ago.
- The news program gave an up-to-date account of the nuclear accident. The newscaster said that he would update the news report every half hour.

out of date: not modern; not current, not timely; no longer available in published form

Again, hyphens separate the parts of this idiom when it precedes a noun form as, in the second example. The passive verb *to be outdated* derives from this idiom.

- Many people buy new cars when their old cars become out of date.
- I don't know why Gene likes to wear out-of-date cloth. His clothes are so outdated that even his girlfriend hesitates to be seen with him.
- This book can't be ordered any more because it is out of date.

to take into account: to consider a fact while evaluating a situation

Again, a noun or pronoun often follows the verb *take*.

- The judge took the prisoner's young age into account before sentencing him to three months in jail.
- Educators should take into account the cultural backgrounds of students when planning a school curriculum.

to make clear: to clarify, to explain

- Please make clear that he should never act so impolitely again.
- The supervisor made it clear to the workers that they had to increase their productivity.

clear-cut: clearly stated, definite, apparent
- o The president's message was clear-cut: the company had to reduce personnel immediately.
- o Professor Larsen is well known for his interesting and clear-cut presentations.

to make the best of: to do the best that one can in a poor situation
- o If we can't find a larger apartment soon, we'll just have to make the best of it right here.
- o Even though the Martinez family is having financial problems, they make the best of everything by enjoying the simple pleasures of life.

according to: in the order of; on the authority of
- o The students on the football team were ranked according to height, from shortest to tallest.
- o According to my dictionary, you are using that word in your essay incorrectly.

LANGUAGE WORK: Reported speech 2. Questions and reporting verbs.

Wh- questions
Some questions begin with a question word *(who, where, which, why, when, what, how, how much,* etc.). Look at the way we report these questions:
'When will the shipment arrive?' they asked me.
They asked me when the shipment would arrive.

Common mistakes:
When we report a question, the word order changes from verb + subject to subject + verb:
'Where is the file?' he asked me.
wrong: ~~*He asked me where was the file.*~~
right: *He asked me where the file was.*
Note that the tense changes are the same as with reported speech and we do not use a question mark.

Yes/no questions
When we report *yes/no* questions, we use if or *whether* and the tense changes:
direct question: *Are you planning to stay late?'*
reported question: *She asked me if I was planning to stay late.*
direct question: *Do you know anyone in Marketing?'*
reported question: *He asked me whether I knew anyone in Marketing.*

Embedded questions

When we begin a sentence with one of the following phrases, we need to use the same word order as for reporting questions. We do not need to change the tense if the introductory phrase is in the present tense:

'I wonder	*where Henk is'*	(not *~~where is Henk.~~*)
'I'm not sure	*if it is a good investment.'*	(not *~~is it a good investment.~~*)
'Could you tell me	*what my bank balance is?'*	(not *~~what is my bank balance~~?*)
'Do you know	*when the plane leaves?'*	(not *~~when does the plane leave~~?*)

Reporting verbs

We often use other verbs instead of *say, tell,* etc. to report what someone says. The verbs ***warn, order, advise, encourage, remind, persuade*** are followed by an object + infinitive:

'I think you ought to look for another job.' - He advised me to look for another job.

The verbs ***offer, refuse, promise*** are followed by an infinitive:

'We will not accept less that 5.5%.'- They refused to accept less than 5.5%

The verbs ***admit, deny, apologize for*** are followed by the *-ing* form:

'Sorry to keep you waiting.' - He apologized for keeping me waiting.

PART 3. SCIENTIFIC ENGLISH

UNIT 13. EQUATIONS
AND ELECTRONIC DOCUMENTATION

USEFUL LANGUAGE

Saying equations/formulas:
+   plus, and, add
–   minus, less, subtract
÷   divided by
——   divided by, over
x   multiplied by, times
=   equals, is
$a*b = c$ *a* times (or multiplied by) *b* equals c
$(a – b)/c$ *a* minus *b* divided by (or over) c
    <u>total assets</u>   total assets divided by total liabilities
     total liabilities

Text and equation symbols, punctuation marks:
√   radical sign
∫   integral sign
∂   differential sign
≠   sense of inequality
.   Point,
,   comma
!   exclamation mark
=   sign of equality
?   question mark
@   'at'
.   dot
_   underscore
/   forward slash

Round a number to two decimal digits
UPPERCASE LETTER, **bold**, *italic*, (*to italicize*).
Highlight – a bright or reflective area in a painting, picture, or design
to highlight – draw special attention to, make visually prominent, mark with a highlighter.
to cross out: to cancel by marking with a horizontal lines:
The teacher crossed out several incorrect words in Tanya's composition.
I crossed the last line out of my letter because it had the wrong tone to it.

LANGUAGE WORK: *-ing* and infinitive 1. Verbs + *ing* or infinitive. Verbs and objects.

Some verbs are followed by the *-ing form (I enjoy going abroad).* Others are followed by *to* + infinitive (e.g., *I want to finish this report).* There is no particular reason why some verbs take one form and some verbs take the other.

Verbs followed by the *-ing* form
The following verbs are usually followed by the *–ing* form:

avoid	*consider*	*enjoy*	*like* (= *enjoy*)	*postpone*
can't help	*delay*	*finish*	*look forward to**	*put off*
can't stand	*deny*	*involve*	*mind*	*risk*
carry on	*dislike*	*justify*	*miss*	*suggest*

When she finished speaking she asked if anyone had any questions.
I look forward to seeing you on Tuesday.
* The word to in *look forward to* is a preposition. Prepositions (e.g., *in, on, at, with, from,* etc.) are followed by the *–ing* form rather than the infinitive.

Expressions + *-ing*
The expressions below are followed by the *-ing* form:
It's a waste of time/money...   It's no use ...
There's no point (in) ...   It's (not) worth ...
It's not worth arguing with her. She never listens.

Verbs followed by *to* + infinitive
The following verbs are usually followed by *to* + infinitive (e.g. *to do):*

afford	*demand*	*hope*	*prepare*	*tend*
agree	*deserve*	*learn*	*pretend*	*threaten*
arrange	*expect*	*manage*	*promise*	*train*
attempt	*fail*	*neglect*	*refuse*	*want*
claim	*guarantee*	*offer*	*seem*	*would like*
decide	*hesitate*	*plan*		

They are threatening to take legal action if we don't pay them this week.

Passive forms
The passive of the *-ing form* is made with *being* + past participle (e.g. *being done):*
She dislikes being told how to run her department.
The passive infinitive is formed by *to be* + past participle (e.g. *to be done):*

He expects to be promoted soon.

Verb + object + infinitive
There are a number of verbs that can take a direct object and *to* + infinitive.
Common examples are:

| *advise* | *allow* | *ask* | *enable* | *encourage* | *force* |
| *invite* | *order* | *persuade* | *remind* | *tell* | *warn* |

*I have **told him to ring back later.***
*The company **persuaded the Venture Capitalists to provide** additional investment.*

Reporting what people say
Many of these verbs can be used to report what other people say:
'Could you ring me on Monday?' she asked me.
*She **asked me to ring** on Monday.*
The verb *warn* is usually used with *not to do:*
He said, 'Don't leave the car unlocked'.
*He **warned me not to leave** the car unlocked.*

Make **and** *let*
The verbs *make* and *let* are followed by an object and the bare infinitive (e.g. *go, work):*
We use *make* to talk about something we have to do (but don't want to do):
*The World Bank **made the government cut** benefits as a condition of the loan.*
We use *let* when we talk about being given permission for something:
*Some employers will let **their staff watch** the World Cup during working hours.*
The verb *help* can be followed by an infinitive with or without *to:*
*He says he will **help** me (to) get a recording contract.*

Verbs of perception
The verbs *see, watch, notice, hear, listen to* and *feel* (called 'verbs of perception'
or 'verbs of the senses') are followed by a bare infinitive or by an *-ing* form
(present participle). If we want to say that we heard or saw the whole action
from beginning to end, we usually use the bare infinitive:
*I saw **him walk** out of the room.*
(He walked out of the room. I saw him.)
If we want to say that we only saw or heard part of the action, we use the *-ing*
form (present participle):
*I saw **you walking** in Hyde Park this morning.*
(I saw you this morning. You were walking in Hyde Park but I didn't watch you
all the time you were there.)

UNIT 14. COMPUTER KNOWLEDGE AND LITERACY. INTERNET

USEFUL LANGUAGE

Part of a computer: Tuning-in

14.1. Work in pairs. Study this diagram of the inside of the computer. Can you label these components?

1. hard disk drive
2. motherboard
3. memory chips
4. power supply
5. processor
6. speaker
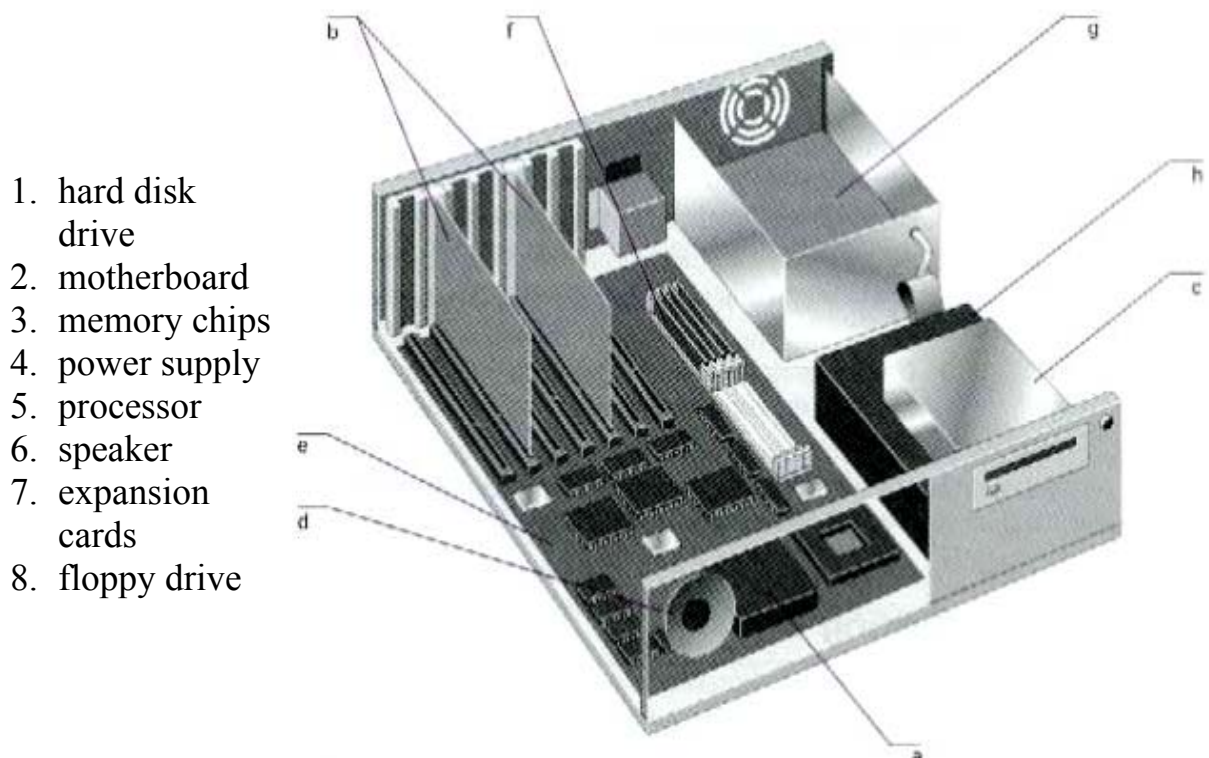7. expansion cards
8. floppy drive

Figure 13. Inside components of the computer.

Computing words

14.2. Match each word from columns to make a computing term.

1. memory	a)	code
2. power	b)	key
3. function	c)	drive
4. expansion	d)	supply
5. bar	e)	card
6. floppy	f)	chip
7. disk	g)	memory
8. cache	h)	disk

14.3. Match words from columns to make common computing terms.

1. hardware		a) card
2. systems		b) board
3. file		c) recognition
4. swipe		d) wallet
5. voice		e) crime
6. computer		f) engineer
7. bulletin		g) server
8. electronic		h) analyst

14.4. Label the interface features (a-j) on the screenshot of Apple's Mac OS X operating system with words in bold from this list.

Figure 14. Interface features.

1. **desktop**: the background screen that displays icons and folders
2. **window**: a scrollable viewing area on screen; it can contain files or folders
3. **icon**: a picture representing an object; for example, a **document**, **program**, **folder** or **hard drive icon**
4. **folder**: a directory that holds data, programs and other folders
5. **menu bar**: a row of words that open up menus when selected
6. **drop-down (pull-down) menu**: a list of options that appears below a menu item when selected

7. **scroll bar**: a horizontal or vertical bar that is clicked and dragged in the desired direction
8. **dock**: set of icons at the bottom of the screen that give you access to the things you use most

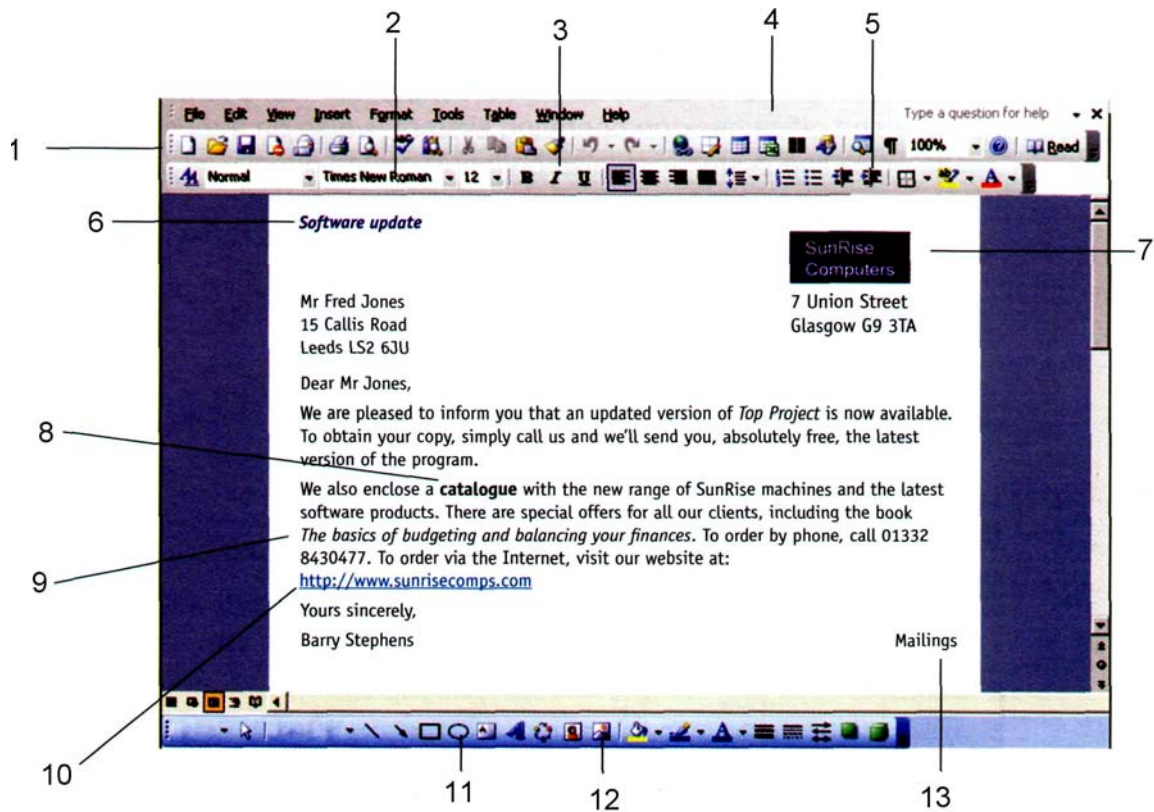**MS Office windows: Microsoft Office Word:**

Figure 15. MS Word window.

1. Standard toolbar
2. Typeface
3. Formatting toolbar
4. Menu bar
5. Increase index
6. Header
7. Inserted picture
8. Bold text
9. Italic text
10. Hyperlink
11. Drawing tools
12. Insert picture
13. Footer

Microsoft Office Excel:

This worksheet shows the income and expenses of a company. The terms **worksheet** and **spreadsheet** are often used interchangeably. However, technically a **worksheet** is a collection of cells grouped on a single layer of the file. A **spreadsheet** refers to both the computer program that displays data in rows and columns, and to the table which displays numbers in rows and columns.
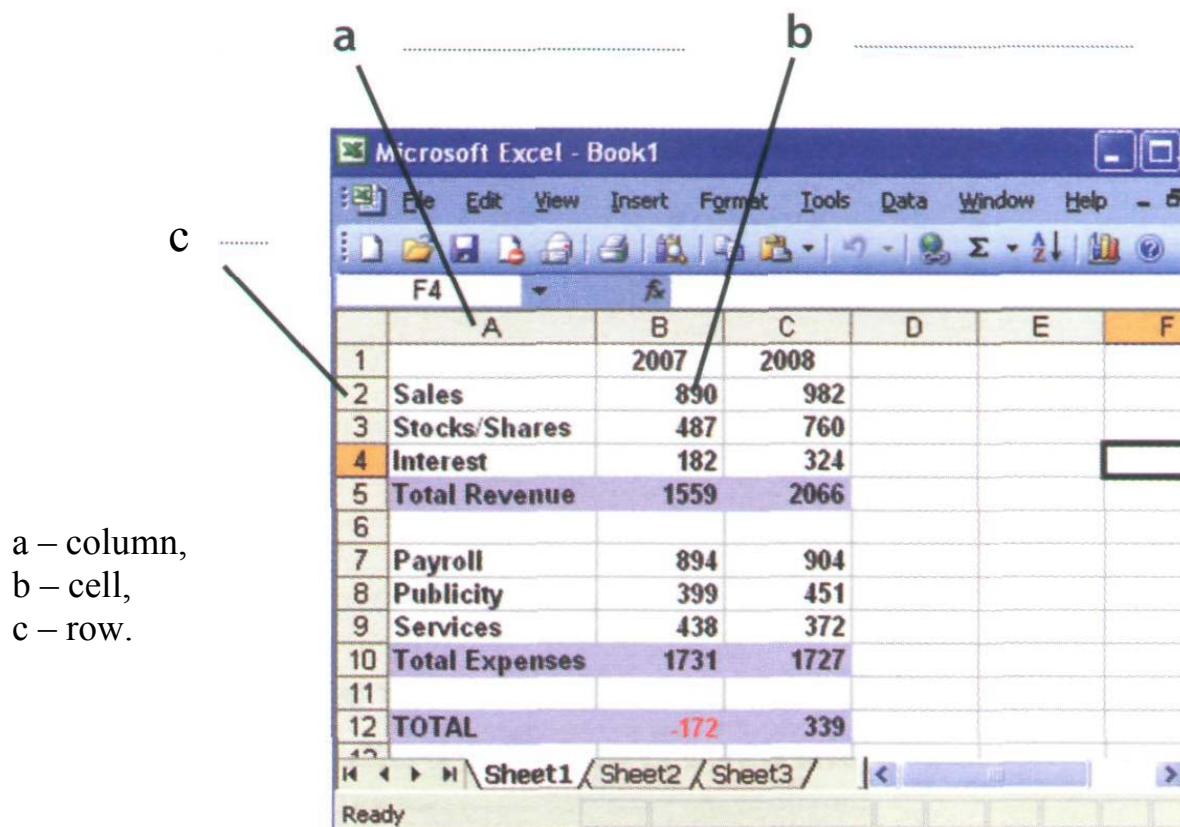
a – column,
b – cell,
c – row.

Figure 15. MS Word window.

LANGUAGE WORK:-*ing* and infinitive 2. Other uses.

Verb + -*ing* or infinitive?
Some verbs can be followed by either the -*ing* form or the infinitive, and the meaning of the verb changes. Here are some common examples:
I remember booking the tickets.
(I booked them and I can remember where I was at the time.)
I remembered to book the tickets.
(I remembered that I needed to book the tickets, and then I booked them.)
I will never forget meeting Nelson Mandela.
(I met him, and he impressed me.)
I won't forget to pick you up from work.
(I have made a note of it, and I will definitely come and collect you).

We have stopped using Spencers as our accountants.
(We used to deal with them, but we don't deal with them any more.) ,
At 12.00 we stopped to have a break.
(We stopped driving down the motorway in order to have a break.)
I regret saying that I was not interested in the job.
(I said I was not interested in the work and I now think that was a bad mistake.)
I regret to say that you have not got the job.
(I'm sorry to say this, but we have given the job to someone else).
If the computer crashes, try turning everything off and starting again.
(Do this and see what happens.)
This year we are trying to increase our turnover by 20%.
(We are making an effort to do this.)
Our website needs redesigning.
(The website needs to be redesigned - passive meaning)
We need to attract more visitors.
(It is necessary to do this.)

Like **and** *would like*

Like (enjoy), is followed by the *-ing* form. *Would ('d) like* (want to), is followed by the infinitive:
I like meeting new people, (I enjoy this.)
I'd like to live in a big city. (It sounds like a nice idea.)
We can also use *prefer* and *would prefer* in the same way:
I prefer travelling by train to driving. (I enjoy this more.)
'Shall I get you a sandwich or would you prefer to have a salad? (What do you want?)

To + *-ing* **or infinitive?**

The word *to* can be part of the infinitive (I *want to see you).* However, in the following examples, *to* is a preposition, so it is followed by the *-ing* form:

look forward to	*respond to*	*object to*	*to be/get used to*
in addition to	*a response to*	*be accustomed to*	*a reaction to*

Infinitive of purpose

The infinitive (e.g., *to work, to stay)* can be used to explain why we do something:
*Mr Lee has just phoned to **say** he'll be late for the meeting.*
Common mistakes:
We do not use *for* + infinitive to explain why we do something.
wrong: **Mrs Larsen was posted to Athens **for to set up** the new branch*
right: *Mrs Larsen was posted to Athens **to set up** the new branch.*

Infinitives after question words

We use the infinitive after question words (except *why).* We often use the infinitive in this way after verbs of thinking and knowing, teaching, etc. to talk about things we can do or should do:

*We'll **teach** you **how to manage** your time more effectively. We'll **show** you **what to do** when negotiations start getting difficult. I can't **think what to do** about increasing our visibility. Could you **explain how to transfer** calls to my mobile?*

-*ing* form as the subject

We can use the *-ing* form of the verb (the gerund) as the subject of a sentence:

***Developing new and effective anti-AIDS drugs** requires years of research and a great deal of investment.*

-*ing* form after prepositions

We use the -inform (the gerund) after a preposition (in, *on, at, to, by, from, over,* etc.). We do not use the infinitive. Here are some examples of how we can use the following prepositions:

We can use *before* and *after* to talk about when something happened:

***Before founding** Southwest Airlines, Herb Kelleher worked as a lawyer.*
***After being** in business for just two years, Southwest made its first profit in 1973.*

We can use *by* to explain how something happened:

*Southwest grew rapidly **by offering** passengers great value for money.*

We can use *without* to talk about something that doesn't happen:

*Southwest passengers can fly **without booking** a ticket through a travel agent.*

We can use *instead of* to talk about something that happens in the place of another action:

***Instead of offering** passengers expensive cabin service, Southwest concentrates on low fares.*

UNIT 15. INNOVATION TECHNOLOGIES

15.1. The nouns below are often used when talking about innovation. Check that you know the meanings of the words and phrases in the box and complete the extract from the talk below.

drawing board	prototype	brainwave	patent	concept
discovery	setback	R&D (research and development)		
breakthrough	pioneers			

The idea of a lone inventor who makes a ...*discovery*...[1] or has a sudden clever idea or................... [2] is maybe a little out of date today. While these types of .... [3] do still exist, these days companies often have large .... [4] departments - teams of people who are constantly innovating and perfecting designs. Perhaps they begin with a................... [5] and then build a.................... [6] or working model. Sometimes during testing there is a .... [7] when it becomes clear the design has a fault. At this point maybe it is time to start again or go back to the................... [8] More work is done and there is a................... [9] - a solution is found. The product can be retested and then, hopefully, manufactured. The company will apply for a .... [10] for the design so that others cannot copy it and steal the idea.

15.2. The adjectives below can be used to describe inventions or new Ideas. Which have a positive meaning? Which have a negative meaning?

brilliant	beneficial	silly	life-saving
pointless	ridiculous	time-saving	annoying
wasteful	life-changing	practical	money-saving
revolutionary	space-saving	ground-breaking	

15.3. Look at the following list of twentieth-century innovations. In your opinion, which is:
- the most important?
- the most useful?
- the most controversial?
- the most unpopular?

Use words from Exercise 15.2 to describe the innovations. What other innovations would you add to the list?

1900	the escalator
1901	the vacuum cleaner
1923	the traffic signal
1950	the heart pacemaker
1956	TV remote control
1973	cars with airbags
1974	the Post-it note
1979	personal stereo
1986	laptop computer
1987	disposable contact lenses
1994	GM (genetically-modified) tomatoes
1997	Dolly the sheep (The first mammal cloned from an adult cell.)

LANGUAGE WORK: Conditionals 1. Zero and first conditional. *If, unless…*

Zero conditional
We can talk about general facts or things that are always true using an if sentence. This kind of sentence has the present tense in both parts:
If + present tense   Present tense
If the price of a product falls,   demand for it usually rises.
In statements like this, if means the same as *when* or *every time*. This is sometimes called the 'zero conditional'.

First conditional
When we talk about the results of future events that are reasonably likely, we can use an if sentence. The if clause states the condition, and the other clause states the result.
Condition   **Result**
If+ present tenses   *will* + bare infinitive
If you give me an extra day's holiday,   I'll work this weekend.
The *if* clause can come in the first part of the sentence or the second:
If the government raises taxes in the next budget, consumer spending will fall.
Consumer spending will fall if the government raises taxes in the next budget.
<u>Common mistakes</u>: We do not use *will* in the if part of the sentence:
wrong: **If the shipment will arrive tomorrow, I will collect it*
right: *If the shipment arrives tomorrow, I will collect it.*

If or when?
When we talk about events that will take place in the future, we can use /for *when,* but there is an important difference in meaning.
I'm flying to the States today. I'll give you a ring if I get in at a reasonable time.
(The speaker is not sure if he will get in at a reasonable time or not.)
I'm flying to the States tonight. I'll give you a ring when I get there.
(The speaker has no doubt that the plane will arrive safely.)

Variations
We can use the imperative, or a modal verb (see Units 23-6), instead of *will* + infinitive:
Imperative: *If you hear from Susan today, tell her to ring me.*
                    If Mr Duval comes in, get him to sign that contract
Modal: *If the traffic is bad, I may get home late.*
                    If we sign the contract today, we can start production at the end of next month.
We can use the present continuous or the present perfect in the *if* clause:
Present continuous: *If they are still considering Peru, I shall suggest Lima.*

Present perfect: *If you have placed the order, the goods will arrive in ten days.*

If and *unless*
Unless means the same as *if... not.* It always refers to the conditional part of the sentence and not the result part of the sentence:
*If sales **don't improve** soon,   we'll have to cut production.*
             (condition)   (result)
*Unless sales **improve** soon,   we'll have to cut production.*
             (condition)   (result)
We often use *not + unless,* which means *only ... if,* when we want to emphasize a condition:
The bank will only lend me the money if I can give them some kind of security.
The bank won't lend me the money unless I can give them some kind of security.

In case and *so that*
We use *in case* to talk about precautions and safety measures we will take *before* a problem happens. These precautions, however, will not prevent the problem from happening.
I'll reserve the meeting room from 3.00-9.00 in case the meeting goes on a long time.
(I'll reserve the room for 6 hours to be on the safe side - the meeting may or may not go on for a long time.)
We use *so that* to talk about the purpose of a decision or a safety measure. Usually these safety measures are designed to achieve a benefit of some kind or to prevent a problem from happening in the first place.
*I'll reserve the room from 3.00-5.00 so **that** the meeting doesn't go on for a long time.*
(We will only have the room for 2 hours. That will prevent the meeting from going on for a long time - we will have to stop at 5.00.)

Provided that, as long as, etc.
We can use *provided that/providing, as long as,* and *so **long** as* when we want to emphasize a condition. These mean if and *only if.*
*I will sign this contract provided **that** you guarantee me a commission rate of 15%.*
(I will not sign it if you do not give me this guarantee). *Tile strike will be successful as long as we all stay together.*
(It will only succeed if we all stay together.)
Providing and *so long as* mean the same as ***provided that*** and *as long as,* **but** they are a little less formal. Note that we use the same sentence pattern as with other if sentences.

UNIT 16. INFORMATION TECHNOLOGIES

USEFUL LANGUAGE

16.1. Read the information about "Altium" company and discuss the professional issues. Prepare short dialogues about the article.

Altium (known as Protel before 2001) is a listed technology company. Our vision remains this: *"To break down the barriers to innovation and technological advancement by providing the best possible design tools to the widest possible audience of electronics designers"*.

Although this has remained constant over the years, the implementation has evolved, driven by new developments in electronics and computer technology.

In 1985, when we introduced our first product, we were one of the first to harness the newly arrived IBM-compatible personal computers for electronics design tasks. In 1991, before Microsoft Windows became the standard PC operating system, we released the world's first Windows-based printed circuit board (PCB) design software. In 2005 we introduced Altium Designer which redefined electronics design tools. In addition to supporting the design of printed circuit boards, the core of electronics systems, it also included integrated design tools for the rapidly emerging programmable hardware in electronics systems. This culminated in the world's first unified electronics design solution. Since then, we have introduced a number of world-first innovations. These include the first "plug-n-play" vendor-independent reconfigurable development board, and the first 3D electronics design features to dynamically link electronics designs to mechanical designs.

As the technology of programmable devices has developed, we have created new approaches to allow electronics designers to harness these capabilities using their existing design skills. We continue to focus on helping designers and their organizations lift their capabilities and adopt a much more holistic approach to design by:

- Unifying the design of electronic systems with both the aesthetic and mechanical aspects of their products;
- Plugging the electronics design process into the world of procurement and manufacturing;
- Adding intelligence to their devices so that they can program rather than manufacture features into their products;
- And, once their devices become intelligent, to use them as enablers for establishing a real-time relationship between their organization and their customers.

Through all of this we continue to provide our technology to as many of today's electronics designers as possible and seek to enable a new generation to emerge as the electronics designers of tomorrow.

As a business, we generate the majority of our revenues by selling licenses of our electronics design tools. Today, Altium has over 20,000 users on our latest generation design solution supported by approximately 300 employees worldwide. Our operations are headquartered in Sydney, Australia, with direct sales and support offices in Australia, China, Germany, and the United States. Altium is supported by a large reseller representative network in all other major markets.

Customer snapshot

Altium's solutions are used daily across a wide range of industries including telecommunications, automotive, aerospace, defense, medicine, science, and consumer electronics. Our customers range from individual designers and small to medium enterprises to larger organizations

Working at Altium

At Altium we are committed to our people. We recognize that our success is due to the outstanding talent and dedication of our team. And so we place great importance on selecting the right people for the right positions and ensuring that these individuals are continually provided with opportunities to achieve and grow.

Diversity

Our people are our strength and the strength of our people lies in their diversity. Our employees bring a variety of talents and ideas from different cultures and backgrounds. Altium values this diversity and promotes a working environment that is free of any form of discrimination or harassment. Through the sharing of perspectives and experiences, our employees are able to broaden their vision and create unique and innovative solutions.

Development and career opportunities

We believe in providing our employees with opportunities and believe in promotion based on merit rather than seniority. This ensures that individuals who prove their talents have the opportunity to grow.

Our ultimate aim is to enable our people to reach their full potential so that they can not only contribute to the future success of the company, but also achieve their own personal career goals and aspirations. Tailored Individual Development Plans are a cornerstone of our approach to individual development.

The information you provide

In submitting an application to Altium, either in response to an advertisement or as a means of registering your interest in employment opportunities in general, you are providing us with personal information. After submitting personal information, you are able to request access to that information at any time, however in some legal circumstances we are able to deny access.

Consent

By submitting your personal information in the form of an application or enquiry, you are consenting to our use of that information in accordance with

this policy. If at any time we change the Privacy Policy we will post these changes on the website so that you are kept fully informed.

LANGUAGE WORK: Conditionals 2. Second, third and mixed conditionals.

Form
The second conditional is formed by using *if*+ past tense and *would ('d)* + bare infinitive:
If + past tense   *would/'d* + infinitive
If I *had* his mobile number, *I'd phone* him.
<u>Common mistakes:</u>
We do not use *would* in the if part of the sentence:
wrong: *If trains would be more reliable, more people would use them.*
right: *If trains were more reliable, more people would use them.*
The if clause can come in the first part of the sentence, or the second:
If I had his mobile number, I'd phone him. I'd phone him if I had his mobile number.

Imaginary situations
We can use the second conditional to refer to an imaginary situation now or in the future.
1 *If Anna was here, she'd know what to do.*
(But she is not here at the moment, so she cannot help).
2 *If I lost my job tomorrow, I'd move to London to find another one.*
(I don't think I will lose my job, but I understand the possible consequences.)
In 1 we are talking about the present, and imagining a situation that is different from reality. In 2 we are talking about a possible event in the future; however, by using the second conditional we make it clear that we do not really think it will happen.

Variations
It is also possible to use *might* and *could* instead of *would:*
If we had the finance, we could expand much more rapidly. If the terms of the contract were different, we might accept it.
In the *if* clause, we can use *were* instead of *was* for the verb *to be.* This is very common when we give advice using the expression *If I were you ...*
If I were you, I would call the technical support helpline.

First or second?
If we think that a future event is reasonably likely, we use the first conditional:
If my investments grow at 6% a year, they will be worth £20,000 in ten years.
(This is reasonably likely and realistic.)
If we are talking about something that is unlikely or impossible, we use the second conditional:

If the stock market grew by 500% over the next two years, I 'd be able to retire. (But this is extremely unlikely.)

If you had gone…

Read the following information about a past action and its result:

He went to the casino. He lost all of his money.

This is what actually happened. But we can imagine a different past action and a different result:

if+ had (not) done   would (not) + have done

*If he **had not** gone to the casino, he **would not have lost** all his money.*

This is the 3rd conditional. In speech, these forms are often abbreviated:

*A: What **would've happened if he hadn't** gone to the casino?*

*B: If he **hadn't gone** to the casino, he **wouldn't've lost** all his money.*

The if clause can come in the first part of the sentence (as above) or the second:

*He **wouldn't have lost** all his money if he **hadn't** gone to the casino.*

Positives and negatives

When we use the 3rd conditional we are imagining a situation that is the opposite of what happened. If what actually happened was negative, we use a positive form. If what actually happened was positive, we use a negative form:

what happened:

We (neg) ***didn't put up*** *our prices, so we **(pos) kept** our market share.*

3rd conditional:

If we (pos) ***had put up*** *our prices, we **(neg) wouldn't have kept** our market share.*

Common mistakes:

We do not use *would* in the //clause:

wrong: * *If **I would have known** you were at the office I **would have called in.***

right: *If I **had known** you were at the office **I would have called in.***

Variations

We can use *could* or *might* instead of *would:*

> *If we **had followed** his advice, **we could have lost a** great deal of money, **(but** we **didn't)***
>
> *If we **had offered** large quantity discounts, we **might have won** the order,* (but we didn't)

Mixed conditionals

The examples are about two actions in the past. However, if we talk about a past action and its result in the present we use *if+* past perfect and *would (not) +* infinitive:

past action: *He did well on the training course.*

present result: *He is head of department now.*

mixed conditional: *If he **hadn't** done well on the training course, he **wouldn't** be head of department now.* (not: **wouldn't have been*)

ANSWER KEY

Unit 3.
3.3.
   1. c
   2. d
   3. e
   4. b
   5. a
   6. g
   7. f

Unit 6.
6.1.
   1. CV/resume
   2. application form
   3. covering letter
   4. interview
   5. psychometric test
   6. probationary period

Unit 9.
9.1.
   1. a
   2. c
   3. j
   4. b
   5. f
   6. d
   7. g
   8. h
   9. i
   10. e
9.2.
   1. d
   2. g
   3. h
   4. e
   5. b
   6. f
   7. c
   8. a

9.3.
   1. g
   2. f
   3. h
   4. d
   5. a
   6. e
   7. b
   8. c

Unit 10
10.1
   a. 8
   b. 1
   c. 3
   d. 6
   e. 5
   f. 4
   g. 7
   h. 2

Unit 11.
11.1.
   1. b
   2. i
   3. d
   4. l
   5. f
   6. h
   7. c
   8. j
   9. g
   10. k
   11. e
   12. a

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В 2009 году Университет стал победителем многоэтапного конкурса, в результате которого определены 12 ведущих университетов России, которым присвоена категория «Национальный исследовательский университет». Министерством образования и науки Российской Федерации была утверждена Программа развития государственного образовательного учреждения высшего профессионального образования «Санкт-Петербургский государственный университет информационных технологий, механики и оптики» на 2009–2018 годы.

КАФЕДРА ПРОЕКТИРОВАНИЯ КОМПЬЮТЕРНЫХ СИСТЕМ

1945-1966 РЛПУ (кафедра радиолокационных приборов и устройств). Решением Советского правительства в августе 1945 г. в ЛИТМО был открыт факультет электроприборостроения. Приказом по институту от 17 сентября 1945 г. на этом факультете была организована кафедра радиолокационных приборов и устройств, которая стала готовить инженеров, специализирующихся в новых направлениях радиоэлектронной техники, таких как радиолокация, радиоуправление, теленаведение и др. Организатором и первым заведующим кафедрой был д.т.н., профессор С.И. Зилитинкевич (до 1951 г.). Выпускникам кафедры присваивалась квалификация инженер-радиомеханик, а с 1956 г. – радиоинженер (специальность 0705).

В разные годы кафедрой заведовали доцент Б.С. Мишин, доцент И.П. Захаров, доцент А.Н. Иванов.

1966–1970 КиПРЭА (кафедра конструирования и производства радиоэлектронной аппаратуры). Каждый учебный план специальности 0705 коренным образом отличался от предыдущих планов радиотехнической специальности своей четко выраженной конструкторско-технологической направленностью. Оканчивающим институт по этой специальности присваивалась квалификация инженер-конструктор-технолог РЭА. Заведовал кафедрой доцент А.Н. Иванов.

1970–1988 КиПЭВА (кафедра конструирования и производства электронной вычислительной аппаратуры). Бурное развитие электронной вычислительной техники и внедрение ее во все отрасли народного

хозяйства потребовали от отечественной радиоэлектронной промышленности решения новых ответственных задач. Кафедра стала готовить инженеров по специальности 0648. Подготовка проводилась по двум направлениям – автоматизация конструирования ЭВА и технология микроэлектронных устройств ЭВА. Заведовали кафедрой: д.т.н., проф. В.В. Новиков (до 1976 г.), затем проф. Г.А. Петухов.

1988–1997 МАИ (кафедра микроэлектроники и автоматизации проектирования). Кафедра выпускала инженеров-конструкторов-технологов по микроэлектронике и автоматизации проектирования вычислительных средств (специальность 2205). Выпускники этой кафедры имеют хорошую технологическую подготовку и успешно работают как в производстве полупроводниковых интегральных микросхем, так и при их проектировании, используя современные методы автоматизации проектирования. Инженеры специальности 2205 требуются микроэлектронной промышленности и предприятиям-разработчикам вычислительных систем. Кафедрой с 1988 г. по 1992 г. руководил проф. С.А. Арустамов, затем снова проф. Г.А. Петухов.

С **1997 ПКС** (кафедра проектирования компьютерных систем). Кафедра выпускает инженеров по специальности 210202 «Проектирование и технология электронно-вычислительных средств». Область профессиональной деятельности выпускников включает в себя проектирование, конструирование и технологию электронных средств, отвечающих целям их функционирования, требованиям надежности, проекта и условиям эксплуатации. Кроме того, кафедра готовит специалистов по защите информации, специальность 090104 «Комплексная защита объектов информатизации». Объектами профессиональной деятельности специалиста по защите информации являются методы, средства и системы обеспечения защиты информации на объектах информатизации.

С **1996 г**. кафедрой заведует д.т.н., профессор Ю.А. Гатчин.

За время своего существования кафедра выпустила 4264 инженера. На кафедре защищено 65 кандидатских и 7 докторских диссертаций.