

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ**

Кафедра иностранных языков

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**CROSS-CULTURAL AND PROFESSIONAL
COMMUNICATION**

**УЧЕБНОЕ ПОСОБИЕ ПО АНГЛИЙСКОМУ ЯЗЫКУ ПО ЧТЕНИЮ И
ГРАММАТИКЕ**

ЧАСТЬ 2

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Данное учебное пособие предназначено для студентов 1 и 2 годов обучения «неязыковых» гуманитарных специальностей (уровни intermediate+, upper-intermediate).

Цель пособия – продолжение занятий с основами делового общения на английском языке, углубление и расширение языковых и лингвистических знаний студентов, расширение навыков работы с английским текстом, обогащение активного словарного запаса, совершенствование устной и письменной речи.

Каждый урок содержит тематический словарь, упражнения на его активизацию, тематический текст для аналитического чтения и упражнения для развития навыков устной и письменной речи.

Весь текстовый материал взят из оригинальных источников. Каждый текст снабжен упражнениями коммуникативной направленности: ответы и вопросы для парной работы, упражнения на самостоятельное построение вопросов, вопросы для общего обсуждения.

Пособие отражает современные тенденции в обучении иностранным языкам в неязыковых высших учебных заведениях.

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UNIT 1. ENTREPRENEUR

- **Part 1. Reading: The Entrepreneur**
- **Part 2. Grammar: Conditionals, Zero Conditional**
- **Part 3. Speak out: Enterprise**

Read the text and do the following exercises:

Economists sometimes identify a fourth factor of production – enterprise. It is clear that, left to themselves, land, labour, and capital will not produce anything. There must be some person or persons, who will organize these factors in order to produce goods and services. Someone must take the decisions:

- 1) what to produce (the type of goods and services and the quantity)
- 2) how to produce (the methods of production)
- 3) where to produce (the location of the enterprise).

Whoever takes the decisions, and the consequent risks, is known as the *entrepreneur*. The entrepreneur is a person who organizes and manages a business. This is a French word that has been accepted into English language because there is no suitable English word to describe such a person, perhaps, “enterpriser” is the nearest we can get. Entrepreneurs are a mystery to some people. The entrepreneur is the person who undertakes production with a view to profit. A driving force in entrepreneurship is addictiveness. Once people have a taste of freedom in a business of their own, they like it. They don’t want to go back to working for someone else. They prefer to take risks in order to be his or her own boss.

Many people think that those who go into business for themselves are naturally high risk-takers. Of course, there are risks in business, but real entrepreneurs aren’t gamblers who depend solely on chance to succeed. In fact: successful entrepreneurs do everything possible to minimize the real risks. They manage risk by setting reasonable and obtainable goals – then work to achieve them. In short, the successful small-business owner works hard and intelligently.

One of the biggest misconceptions about entrepreneurs is that they are only interested in making money. Entrepreneurs certainly like and respect money, but money is only a byproduct of an even bigger goal for many very successful entrepreneurs. One US expert on entrepreneurial management observed: “Many businesses fail because their owners were only interested in money. Most real successful companies are founded by someone with an idea and a dream. Whatever money and wealth they accumulated is the result of their willingness to work night and day to make this dream a reality. If

you want to be really successful, know what your dreams are before going into business.”

The American magazine “Venture” attempted to analyze entrepreneurs and to see what makes them tick. They conducted a survey to which 2,740 readers responded. Here is what they had in common:

- 1) Typically, they were first born children who had a positive relationship with their father.
- 2) They held jobs before they were 15 and started their first businesses by the time they reached 20.
- 3) They borrowed money to launch their enterprises and made themselves personally liable.
- 4) Most of them are college graduates and start work early in the day (82 percent start work before 9 a.m.).
- 5) 20 percent described themselves as successful; another 53 percent claimed moderate success; 27 percent reported the expectation of success.

How old are the people who start new business? The majority are from 30 to 34, with the biggest segment (70%) between 25 and 44.

With what do entrepreneurs start up new business? How much money do they invest? Most businesses require between \$20,000 and \$50,000 in cash. The vast majority of business start-ups (87%) are in the range of a few thousand dollars to \$100,000.

Which business is the most popular? There is no doubt that retailing is number one. Nearly half of all new business start-ups are retail shops.

I. Translate the words and word combinations:

- | | |
|--------------------------------|------------------------|
| a) To produce something | f) Goal |
| b) Goods and services | g) Misconception |
| c) To undertake something with | h) Byproduct |
| d) To take risks | i) To conduct a survey |
| e) To depend on something | j) To borrow money |

II. Give English equivalents:

- | | |
|-----------------------|------------------------|
| a) Принимать решение | f) Достичь чего-либо |
| b) Управлять бизнесом | g) Малый бизнес |
| c) Описывать что-либо | h) Byproduct |
| d) Азартный игрок | i) Готовность работать |

е) Быть заинтересованным
в чем-либо

ж) Достижимые цели

III. Answer the questions according to text:

1. What are the 4 factors of the production?
2. What role does the entrepreneur play in organizing a business?
3. What skills should a successful businessman have? Why?
4. What is the true goal of every successful businessman?
5. Would you like to have your own business? Why?
6. In which area would you like to develop your business?
7. What do you think about the family business? Is this a good idea? Why?
8. What are your strengths? Would you be able to manage a large company?
9. What do you want to learn in addition?
10. If you want to run your own business, how can English help you in this matter?

Grammar

I. Match the beginnings of the sentences with the correct endings:

If you mix black and white,	it floats.
If you don't water flowers,	it turns to ice.
When you heat ice,	you get dough.
If you freeze water,	it melts.
When you tickle her,	they die.
If you mix flour and water,	she laughs.
When the teacher gives us homework,	you get grey.
If you pour oil on water,	she always does it.

II. Choose the best answer from the options below to complete the sentences:

- 1) Chocolate (a) when you heat it.
- 2) She hardly ever drinks alcohol so (b) just one glass of wine, she gets drunk.
- 3) (c) coffee, I always (d) a cup.
- 4) She's a really good friend, (e) a problem, I (f) to her and she helps me solve it.
- 5) If (g) rainy and sunny at the same time, you sometimes (h) a rainbow.

Options:

(a1) melting	(a2) melts	(a3) melt
(b1) if she drink	(b2) if she drank	(b3) if she drinks
(c1) When I smells	(c2) When I smell	(c3) When smell
(d1) wanting	(d2) want	(d3) wants
(e1) if I have	(e2) If I will have	(e3) if I had
(g1) talk	(g2) will talk	(g3) have talked
(h1) see	(h2) saw	(h3) seen

III. Complete the sentences with verbs in brackets:

- Peter, what do you do if your parents are at home?
- If my parents _____ at home at weekends, I have to help with housework. (*stay*)
- If my mother _____ at home, I do the washing up or Hoovering. (*be*)
- If she _____ at home, I wash the car or work in the garden with my dad. (*not be*)
- If they _____ at home on weekdays, I do my homework first and then go out. (*be*)
- If my father _____ in the evening, we play games on his computer. (*not work*)
- And what do you and your sister do if your parents are not at home?
- We _____ the housework if they leave the house. (*not do*)
- I just _____ in bed if there is nothing to watch on TV. (*lie*)
- Or I _____ with my friends on Skype if they feel like chatting. (*chat*)
- My little sister usually _____ with her best friend if she comes to our place. (*play*)
- But she _____ what to do if her friend can't come. (*not know*)

IV. Correct the mistakes:

- If you not pay on time, you have to pay a fine.
- If you never showered, you are sweaty and smelly.
- If you park your car on double yellow lines, your car would be pulled away.
- If you weren't at home, you can collect your parcel at the post-office.
- If you will delete an email, it stays in your trash for 30 days.
- Normally, you would be charged late fees, if you return your car late.
- Please, read what happens if you cancelled your booking.
- I don't have any breakfast if I overslept.
- Find out what you can do if you will travel without a ticket.
- I always take my umbrella if it rained.

V. Make Zero Conditional sentences:

- 1) If _____ (evaporate | you | water | heat | it).
- 2) Kim _____ (be | sleep | if | stressed | cannot | she)?
- 3) If _____ (I | sick | by | feel | bus | travel | I).
- 4) If _____ (the | advice | you | use | internet | need).
- 5) Our kids _____ (not watch | books | if | read | they | TV).
- 6) If _____ (two hours | take | charge | you | the battery | it).
- 7) If _____ (be | sad | alone | I | feel | I).

- 8) My sister _____ (get up | never | if | not wake up | I | her).
9) Plants _____ (if | die | them | not water | you).

VI. Make up sentences using Zero Conditional:

- 1) (I / wake up late / I / be late for work)
- 2) (my husband / cook / he / burn the food)
- 3) (Julie / not wear a hat / she / get sunstroke)
- 4) (children / not eat well / they / not be healthy)
- 5) (you / mix water and electricity / you / get a shock)
- 6) (people / eat / too many sweets / they / get fat)
- 7) (you / smoke / you / get yellow fingers)
- 8) (children / play outside / they / not get overweight)
- 9) (you / heat ice / it / melt)
- 10) (I / speak to John / he / get annoyed)
- 11) (I / feel good the next day / I / go to bed early)
- 12) (lots of people / come / Jenny / have a party)
- 13) (she / buy expensive clothes / she / go shopping)
- 14) (my daughter / pass her exams / she / work hard)
- 15) (David / be sick / he / drink milk)
- 16) (the river / freeze / it / be very cold)
- 17) (I / like to visit the museums / I / be in a new city)
- 18) (I / cycle to work / the weather / be fine)
- 19) (my flatmate / clean it really well / she / clean the house)
- 20) (everybody / be grumpy / it / rain a lot)

Speak out

Imagine a situation: you run a business. Unfortunately, you are faced with the fact that the goods that you produce are no longer in demand. What measures will you take to remedy the situation? You have 5 minutes to prepare your answer.

UNIT 2. RECRUITMENT

- **Part 1. Reading: Recruitment**
- **Part 2. Grammar: The First Conditional**
- **Part 3. Speak out: Recruitment**

Read the text and do the following exercises:

The process of finding people for particular jobs is called recruitment or, especially in American English, hiring. Someone who has been recruited is a recruit or, in American English, a hire. The company employs or hires them; they join the company. There are many sources of recruitment. A company may recruit employees directly or use outside recruiters, such as recruitment agencies, job centers, advertising.

Recruiting good people is a difficult task. It is time-consuming and costly. To select a good worker, managers should hire those individuals who are best qualified to fill the job requirements. The education, experience and personality of each applicant must be carefully considered. The main objective of the personnel function is to recruit and maintain an efficient work force. This includes effective management of people, good relationships between people and opportunities for individual development. The selection of effective personnel is important if a business is to grow and prosper. A well-chosen labor force will be more productive than a poorly-chosen one. Do a good job of selecting and recruiting employees and they will stay with you. People who work a territory for years build up goodwill for the company; they become well-acquainted with the customer's needs and are able to give advice rooted in experience. Customers place a lot of confidence in such people. A poorly-selected labor force means a high staff turnover.

Proper utilization of people is one of the most important aspects of managers' job. Research reveals that worker performance is closely related to motivation; thus keeping employees motivated is an essential component of good management. In a business context, motivation refers to the stimulus that directs the behavior of workers towards the company goals. In order to achieve the company goals, managers must be aware of workers' needs.

A manager who has an understanding of what the employee wants from work will have a better chance of having more satisfied and productive employees. Studies of employee motivation point out that people work for many different reasons. The reason or reasons a person behaves a certain way is called a motive. There are many explanations of what motivates employees. An individual has many different levels of needs.

The following six factors are considered as contributing to employee satisfaction:
recognition;
means of obtaining recognition;
good environment;
managerial competence;
job security;
justice, equitable treatment.

When one level of needs is satisfied, the next level has the greatest influence on a person's behavior. The experience shows that employee performance is a complex topic to understand. Developing a work environment where the employee meets the needs of the business and the business meets the needs of the employee is what the most successful managers work at.

No matter how automated production becomes, the role of people is central in every business. The most expensive equipment is ineffective in the hands of careless and disgruntled workers, and managers carry the main responsibility for ensuring that morale is high in the organization.

I. Translate the words and word combinations:

- | | |
|-------------------------------|---------------------------|
| a) To join something | f) Satisfaction |
| b) The recruitment | g) An effective personnel |
| c) Individual development | h) To build up something |
| d) To prosper | i) To point out something |
| e) To be able to do something | j) The treatment |

II. Give English equivalents:

- | | |
|-----------------------------|---------------------------|
| a) Кадровое агентство | f) Сотрудник |
| b) Текучка кадров | g) Возможности |
| c) Потребности | h) Производство |
| d) Необходимая составляющая | i) Поведение работников |
| e) Нести ответственность | j) Справедливое обращение |

III. Answer the questions according to text:

- 1) What are the main methods to hire people?

- 2) Why staff's recruitment is a difficult task
- 3) List the most important characteristics of the effective personnel.
- 4) Why is the employee's satisfaction important for recruiters?
- 5) Would you hire a person without work experience?
- 6) What do you think about this phenomenon?
- 7) Why is the role of a person still so important in the production?
- 8) Do you have any experience in interviewing?
- 9) Were you able to interest the employer?
- 10) Why did you think you were the right person for this job?

Grammar

I. Put the verb into the correct First Conditional form:

- 1) If I _____ (go) out tonight, I _____ (go) to the cinema.
- 2) If you _____ (get) back late, I _____ (be) angry.
- 3) If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
- 4) If he _____ (come), I _____ (be) surprised.
- 5) If we _____ (wait) here, we _____ (be) late.
- 6) If we _____ (go) on holiday this summer, we _____ (go) to Spain.
- 7) If the weather _____ (not / improve), we _____ (not / have) a picnic.
- 8) If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.
- 9) If we _____ (eat) all this cake, we _____ (feel) sick.
- 10) If you _____ (not / want) to go out, I _____ (cook) dinner at home.

II. Put the verb in the brackets in the correct tense to form the First Conditional:

Maria is a girl from your country. She is studying English and she'd like to visit an English-speaking country. If Maria (*go*) abroad, she (*go*) to England or America. She (*visit*) London if she (*go*) to England. If she (*stay*) in London, she (*spend*) much money. She (*not be able*) to stay for long if she (*spend*) all her money. If her holiday (*be*) very short, she (*not practice*) her English. It (*be*) a pity if she (*not try*) to speak English.

III. Complete the following sentences using the correct form of the verb provided:

- If Robert _____ (go) to bed late, he _____ (sleep in).
If he _____ (sleep in), he _____ (miss) his bus.
If he _____ (miss) the bus, he _____ (be) late for work.
If he _____ (be) late for work, his boss _____ (be) angry.
If Robert's boss _____ (be) angry, he _____ (fire) him.
If Robert _____ (lose) his job, his girlfriend _____ (get) upset with him.
If Robert's girlfriend _____ (get) upset again, she _____ (break up) with him.
If she _____ (break up) with him, he _____ (be) lonely.

If Robert _____ (feel) lonely, he _____ (call) some friends.
 If Robert _____ (call) his friends, they _____ (ask) him to their party.
 If Robert _____ (go) to the party, he _____ (drink) too much beer.
 If Robert _____ (drink) too much beer, he _____ (need) a ride home.
 If Robert _____ (need) a ride home, he _____ (have to) stay until the end of the party.
 If Robert _____ (stay) until the end of the party, he _____ (get) home very late.
 If Robert _____ (get) home late, he _____ (go) to bed late.

IV. Match the first part of the sentence on the left with the correct ending on the right:

If you eat too much candy	if your babysitter is with your little sister tonight.
If you don't study	the teacher will keep you in after class.
You will have bad dreams	I won't let you have any dessert.
You will burn yourself	I will buy you a treat.
If you are late for school,	you will be healthy.
If you practice the piano every night	you will fail your exam.
If you don't finish your dinner	you will play beautifully.
If you behave nicely	if you watch a scary movie before bed.
If you eat lots of vegetables	if you play with matches.
I will pay you ten dollars	your teeth will hurt.

V. Complete the following sentences using your own words:

- 1) If you don't water the plants,
- 2) If you wash your wool clothes in hot water,
- 3) If you eat too many sweets,

- 4) If you don't wear sunscreen,
- 5) I will read you a bedtime story if
- 6) If you drive too fast,

VI. Build up the sentences:

- 1) (we / if / is / cancel / the / bad / will / the / weather / game)
- 2) (she / car / if / will / doesn't / take / the / start / bus / her)
- 3) (I / am / your / will / if / come / to / I / not / party / busy)
- 4) (if / will / umbrella / it / take / rains / I / an)
- 5) (if / put / will / in / fridge / you / the / go / don't / milk / the / it / sour)

Speak out

Imagine the situation: You are planning to set up a company. What will you do to hire the best employees?

UNIT 3. BUSINESS

- **Part 1. Reading: Business**
- **Part 2. Grammar: The Second Conditional**
- **Part 3. Speak out: Business**

Read the text and do the following exercises:

One of a small business owner's biggest assets is his willingness to dream. However, it is an organization that turns dreams into a real business. Start your business by asking yourself some basic questions, and answering them honestly.

1) Why do I want to go into business for myself?

Your first step in business is to clarify your personal goals and priorities. This might not seem to have anything to do with running a business, but it is essential. It makes you think about what you really want from life, and how your business will help you achieve it.

2) What business do I want to be in?

Whether you have already picked the business you want to start or are still looking – you probably have more options than you realize. Make a list of all the ideas and businesses that appeal to you. Instead of just one or two ideas, allow yourself to consider all kinds of possibilities. Next, take this list and evaluate each possibility based on the following criteria:

3) Is it something I would like to do?

Since running a business involves lots of time and work, it might as well be something you enjoy. After all, the more you like the activity, the more enthusiastic you'll be about doing it every day. If you love flowers, for instance, you could consider opening a flower shop, nursery or gardening business.

4) Do I have enough experience or the kinds of skills necessary? If not, can I acquire them?

One of the key elements for succeeding in business is knowing as much as possible about the field. If you are especially interested in business you haven't worked in before, learn everything you can about it before starting your company.

5) Does this fill a customer needs?

Businesses exist to satisfy customer needs. Therefore, you must know who your potential customers are, what their needs are and if you can fill these needs based on your interests and experience.

6) What size business do I want?

Would you like to own a one-person business, a shop with a few employees or a chain of stores? A local business, or a company which sells and ships goods across the country, or internationally? How big a business do you need to satisfy your personal goals? What kind of management skills will you need to achieve these goals?

Starting a business you should follow four rules: **1) Choose an activity you understand.**

2) Start smaller rather than larger.

3) Keep it simple.

4) Have a clear plan.

I. Translate the words and word combinations:

- | | |
|-------------------------|-------------------|
| a) To run a business | f) To involve |
| b) To achieve something | g) A field |
| c) To appeal | h) To make a list |
| d) A nursery | i) To evaluate |
| e) One-person business | j) The assets |

II. Give English equivalents:

- | | |
|----------------------------------|-------------------------------|
| a) Владелец бизнеса | f) Опыт |
| b) Удовлетворять нужды | g) Деятельность |
| c) Необходимые навыки | h) Покупательские потребности |
| d) Начать бизнес | i) Основополагающие вопросы |
| e) Превращать мечты в реальность | j) Ответить на вопрос честно |

III. Answer the questions according to text:

- 1) What is the first step in making a business?
- 2) What are the main questions that a future entrepreneur has to ask himself?
- 3) How to choose the sphere of a business?
- 4) Is it important to have enterprise experience?
- 5) What is the main aim of every entrepreneur?
- 6) What are the rules which a beginning businessman should observe?

- 7) Do you want to run a business or you prefer to work for a company? Why?
- 8) List the characteristics that will allow you to achieve success in business.
- 9) In your opinion, what sphere of entrepreneurship is highly promising nowadays?
- 10) What do you think about the family business?

Grammar

I. Complete the answers with the verbs in brackets:

- What would you do if you had more free time?
- If I had more free time , I _____ my room. (*tidy*)
- Where would you spend your holiday provided that a sponsor paid for it?
- Provided that someone _____ me the money, I'd travel round the world. (*give*)
- If you didn't learn English, would you study any other language?
- If I didn't learn English, I _____ studying Spanish or French. (*try*)
- Where would you go at the weekend, if you weren't so busy?
- If I _____ some time to spare, I'd visit a museum or an art gallery. (*have*)
- If you found a stranger in your bedroom, how would you react?
- Oh, I don't know what I _____ if I found someone in my bedroom. (*do*)
- If you didn't like your teachers, would you tell them?
- Are you joking? If I _____ my teachers, I'd never tell them. (*can't stand*)
- What kind of business would you start if you had fifty thousand dollars?
- I _____ any business, I'd give the money to charity! (*not set up*)
- If your best friend didn't give you any birthday present, would you give a present to him?
- If he _____ about it, I'd definitely give him some present. He's my best friend!
(*forget*)

II. Rewrite the sentences and use the Second Conditional:

- 1) I don't know his address. I can't contact him.
If I _____ it, I _____ him.
- 2) He is ill. He can't go skiing.
If he _____ ill, he _____ skiing.
- 3) He doesn't like tomatoes. He won't eat the salad.
If he _____ tomatoes, he _____ the salad.
- 4) We don't have enough room in our house. You can't stay with us.
If we _____ enough room in our house, you _____ with us.

III. Fill in the blanks with the correct word for these Second Conditional sentences:

- 1) If I _____ (have) more money, I would buy a car.
- 2) Is she _____ (work) on Saturday, she would need to take the bus.
- 3) If Dan played soccer, he _____ (need) special shoes.
- 4) I would study more often if I _____ (take) that class.
- 5) She _____ (drive) is she had a car.
- 6) If Mary _____ (go) to bed earlier, she would not be so tired in the morning.
- 7) If I could meet anyone, I _____ (meet) the Prime Minister.
- 8) I _____ (no, go) to that party if I were you.
- 9) If we _____ (meet) on Friday afternoons, we could leave early.
- 10) If the car worked, we _____ (can, drive).

IV. Choose the correct verb tense from the options below to complete the sentences:

- 1) If I were hungry (a) a sandwich.
- 2) I would buy a new car if I (b) more money.
- 3) If he (c) coffee, his homework everyday, he would get better marks.
- 4) If our parents were here, they (d) us what to do.
- 5) I would help her if she (e) me.
- 6) If I found a \$ 20 bill on the street, I (f) it.
- 7) I (g) to your party on Saturday if I didn't have to work.
- 8) I would call them if I (h) their telephone number.

Options:

- | | | |
|----------------|-----------------|-----------------|
| (a1) make | (a2) will make | (a3) would make |
| (b1) had | (b2) have | (b3) will have |
| (c1) does | (c2) did | (c3) will do |
| (d1) told | (d2) would tell | (d3) tell |
| (e1) will ask | (e2) asked | (e3) asks |
| (f1) will keep | (f2) kept | (f3) would keep |
| (g1) came | (g2) would come | (g3) will come |
| (h1) knew | (g2) know | (g3) will know |

V. Complete the following sentences using the correct form of the verb provided:

1. It's Monday today, but if it _____ (*be*) Saturday, I _____ (*go*) to the beach.
2. I don't have any money now, but if I _____ (*have*) some, I _____ (*lend*) it to you.
3. I have to work tomorrow, but if I _____ (*be*) free, I _____ (*go*) shopping with you.
4. Amy can only speak one language, but if she _____ (*can*) speak two languages, she _____ (*apply*) for a job at the Multicultural Center.
5. Sue doesn't know how to knit. If she _____ (*know*) how to knit, she _____ (*make*) a sweater for you for your birthday.
6. I don't own a pair of skis. If I _____ (*have*) skis, I _____ (*go*) skiing with you tomorrow.
7. I can't understand what he's saying. If he _____ (*speak*) more clearly, I _____ (*understand*) more.
8. We are not going to buy that house, but if it _____ (*be*) a little cheaper, we _____ (*buy*) it.

VI. Complete the following sentences with the words in brackets.

1. What would you do if you suddenly _____ (*win*) half a million pounds?
2. If he _____ (*get up*) up earlier, he'd get to work on time.
3. If we _____ (*have*) more time, I could tell you more about it.
4. If you _____ (*sell*) more products, you'd earn more money.
5. I could help you if you _____ (*trust*) me more.

Speak out

Would you like to become a businessman? In your opinion, do you prefer the role of a leader or a subordinate? Why? Name 5 reasons.

UNIT 4. BUSINESS TRAVEL ABROAD

- **Part 1. Reading: Business Travel abroad**
- **Part 2. Grammar: The Third Conditional**
- **Part 3. Speak out: Business Travel abroad**

Read the text and do the following exercises:

Business Executives who hope to profit from their travel abroad should learn about the history, culture, and customs of the countries they wish to visit. Business manners and methods, religious customs, humor, and acceptable dress vary widely from country to country. It is recommended that business travelers prepare for country visits by reading travel guides, which are located in the travel sections of most libraries and bookstores.

Some of the cultural distinctions include differences in business styles, attitudes toward punctuality, negotiating styles, gift-giving customs, greetings, significance of gestures, meanings of colors and numbers, and customs regarding titles. For example, consider the following:

The number 7 is considered bad luck in Kenya and good luck in Czech Republic. The number 10 is bad luck in Korea, and 4 means death in Japan.

In Bulgaria a nod means “no”, and shaking the head from side to side means “yes”.

Red color is popular in China and Korea, but is not popular in Africa. Purple is associated with death in Brazil and in many Spanish-speaking countries. Yellow flowers are a sign of infidelity in France, but one of death in Mexico.

Any firm must pay close attention to different styles of doing business in different countries.

Attitudes to punctuality vary greatly from one culture to another and, if misunderstood, can cause confusion. Romanians, Japanese, and Germans are very punctual, whereas people in many of the Latin countries are more relaxed toward time. The Japanese consider it rude to be late for a business meeting, but acceptable, even fashionable, to be late for a social meeting.

Sometimes something as simple as greetings can be misunderstood. Traditional greeting may be a handshake, a hug, a nose rub, a kiss, placing the hands in praying position, or various other gestures.

Proper use of names and titles is often a source of confusion in international business relations. First names are seldom used when doing business in Germany. In France and Belgium, it is important to address business people as “Monsieur” or “Madame”, while in English-speaking countries they should be addressed as “Mr.” or “Mrs.”

It is also important to understand customs concerning gift giving. In some countries gifts are expected, whereas in other countries offering a gift is considered offensive. Gift giving is an important part of doing business in Japan, but gifts are rarely exchanged in Germany. It is not a normal custom in Belgium or the United Kingdom either, although in both countries flowers are a suitable gift when invited in someone's home.

Customs concerning the exchange of business cards also vary. Although this point seems of minor importance, card giving is a key part of business protocol. In Japan, for example, the Western practice of accepting a business card and pocketing it immediately is considered rude. You should carefully look at the card after accepting it, observe the title and organization, acknowledge with a nod that the information has been digested, and perhaps make a comment or ask a polite question.

As illustrated in the examples, it is very important to have knowledge of the business culture, business methods, and consumer habits before traveling abroad. This is very likely to have a positive impact on overseas travel.

I. Translate the words and word combinations:

- | | |
|-----------------------------|----------------------|
| a) To prepare for something | f) Religious customs |
| b) Cultural distinctions | g) Greeting |
| c) To pay attention | h) To make a list |
| d) A confusion | i) Positive impact |
| e) Overseas travel | j) Punctuality |

II. Give English equivalents:

- | | |
|----------------------|----------------------------|
| a) Получить выгоду | f) Визитка |
| b) Путеводитель | g) Оскорбительный |
| c) Переговоры | h) Заграничное путешествие |
| d) Рукопожатие | i) Задать вежливый вопрос |
| e) Деловые отношения | j) Подходящий подарок |

III. Answer the questions according to text:

- 1) Why is it important to know the features about country of your business partner?

- 2) What sources help you learn about cultural customs?
- 3) What do you learn about punctuality in different countries?
- 4) What is the difference in the greeting of business partners you have read about?
- 5) Name the features of exchanging business cards in different cultures.
- 6) Cultural features of which country is closest to you? Why?
- 7) In addition to cultural rules, it is also important to know a foreign language. What languages do you know and what would you like to learn?
- 8) Have you had any experience with foreigners? If so, from which country was your interlocutor?
- 9) If you made a mistake when communicating with a foreign partner, how would it be better to resolve such a situation?
- 10) What country's cultural peculiarities seem the most difficult to you?

Grammar

I. Complete the sentences using The Third Conditional:

- 1) He didn't get the job. He couldn't buy a bigger flat.
If he'd got the job, _____ a bigger flat.
- 2) You didn't say you were sorry. She left.
She wouldn't have left if _____ you were sorry.
- 3) You didn't tell us earlier. We didn't do anything.
We could have done something _____ us earlier.
- 4) You stopped quickly. We didn't crash.
- 5) If you hadn't stopped quickly, _____ crashed.
- 6) You didn't listen to me. This happened.
This never would have happened if you _____ to me.
- 7) You didn't apply for the job. You didn't get an interview.
You might _____ if you'd applied for the job.
- 8) I went to the party. You persuaded me to go.
I wouldn't have _____ me to go.
- 9) I didn't know she was coming. I didn't wait for her.
I would _____ if I'd known she was coming.

II. Write the words in the correct order to make sentences:

- 1) have told me would if remembered I you'd

- 2) would had have revised more passed the exam she If she

- 3) the train If we have hadn't missed we would arrived on time

- 4) If been there have met him. you'd could you

- 5) I If could have I'd known helped

- 6) if could have gone wanted to. You you'd

III. Match the first part of the sentence on the left with the correct ending on the right:

I wouldn't have overslept

If she had gone to bed earlier,

I could have lent you the money

They wouldn't have found out

You could have been a doctor

If you'd been more organized,

If they'd taken my advice,

if you'd asked.

you wouldn't have been so stressed at the last minute

she wouldn't have been so tired.

if you had studied medicine.

if my alarm clock had gone off.

they wouldn't have had so many problems.

if you hadn't told them.

IV. Match two parts of the conditional sentences:

1) What would you have said
if he asked you?

2) You could look prettier
in case you hadn't cut your hair.

3) If it was not raining now,
we would go out.

4) Provided you were younger
what would you do?

5) He could paint the room himself

if you had told him.

6) If you didn't go on holiday next week,

would you go to work?

7) I wouldn't have screamed
if I weren't so scared

What would you say
if he had asked you?

You could have looked prettier
in case you didn't cut your hair.

If it had not been raining at noon,
we would have gone out.

Provided you'd been younger
what would you have?

He could have painted the room
himself
if you told him.

If you hadn't gone on holiday last
week
would you have gone to work?

I wouldn't scream
if I hadn't been so scared.

V. Correct the mistakes:

- 1) Jim was so angry. He wouldn't have been angry if you talked to him.
- 2) The dinner was OK. But what would he have cooked in case I didn't buy the ingredients?
- 3) I told you to be careful. If you hadn't fallen over, you wouldn't have breake your arm.
- 4) Pity I missed it. Had I taken a taxi, I would see it.
- 5) I didn't know the phone number. I'd mail it to you if I had had it.
- 6) Why didn't you tell me? I could have informed the police in case I knew all about it.
- 7) Where is Jane? If you hadn't cheated on her, she wouldn't move away.

VI. Choose a suitable answer from the choices in brackets. The sentences must be in the third conditional mode:

- 1) If it (*would have rained / had rained*) _____ yesterday, we (*had stayed/would have stayed*) _____ at your house.
- 2) If Mary (*had got/would have got*) _____ to work earlier, she (*had had/would have had*) _____ time to finish the sales project.
- 3) The small grocer's (*had closed/would have closed*) _____ if everybody (*would have preferred/had preferred*) _____ the nearby hypermarket.
- 4) We (*had visited/'d have visited*) _____ the new museum if it (*wouldn't have snowed/hadn't snowed*) _____.
- 5) If you (*had taken/would have taken*) _____ the top off, you (*had had got/would have got*) _____ the petrol out.

Speak out

Would you like to have a job related to business trips? What should be done in order not to make a mistake when communicating with a foreign partner?

UNIT 5. INTERNATIONAL BUSINESS ETIQUETTE

- **Part 1. Reading: International Business Etiquette**
- **Part 2. Grammar: Conditionals**
- **Part 3. Speak out: International Business Etiquette**

Read the text and do the following exercises:

*“To have respect for ourselves guides our morals;
and to have a deference for others governs our manners”.*

*Laurence Sterne,
Irish novelist & satirist (1713 - 1768)*

Etiquette, or good manners, is an important part of our day to day lives. Whether we realize it or not we are always subconsciously adhering to rules of etiquette. Much of the time these are unwritten; for example giving up your seat to a lady or elderly person, queuing for a bus in an orderly fashion according to who arrived first or simply saying “please” or “thank you”. All are examples of etiquette; complex unwritten rules that reflect a culture's values.

Etiquette accomplishes many tasks. However, the one noteworthy function that etiquette does perform is that it shows respect and deference to another. By doing so it maintains good interpersonal relationships. Ultimately, it could be argued, etiquette is about making sure that when people mix together there are rules of interaction in place that ensure their communication, transaction or whatever it may be goes smoothly.

We all know how we or others feel when a lack of etiquette is shown. If someone jumps the queue, does not thank you for holding the door open for them or forgets to shake your hand, we naturally feel disrespected and perturbed.

Keeping the above points in mind, now consider the complexities of working on the international stage. Modern business is global and demands people travel to foreign countries and mix with foreign clients, colleagues or customers. Each one of those cultures will also have their own etiquette rules, many of them unwritten. When two or more different cultures mix, it is easy for small etiquette mistakes to be made that could have negative consequences. Just as you may have felt annoyed when a foreign businessman did not shake your hands upon greeting you, imagine how your Chinese client must have felt when you wrote on his business card or your Indian colleague reacted when you flatly rejected an offer of a meal. Sometimes, not understanding the etiquette of another culture means you show a lack of manners and as Lawrence

Sterne said, a lack of deference. This can and does lead to soured relationships, lost deals and in the end poor business results. Anyone working on the international stage needs to understand international business etiquette.

International business etiquette manifests in many shapes and sizes. Throughout the world people from different cultures have varying etiquette rules around areas such as personal space, communication, gift giving, food, business meetings and much more. For those wanting to make a good impression and understanding of international business etiquette is crucial. By way of introducing some of the key areas within international business etiquette we shall look at the following common areas:

Business Card Etiquette

When you exchange business cards (even if you exchange them) do you simply pass it over and forget about it? In many countries the business card has certain etiquette rules. For example in the Arab world you would never give or receive a business card with your left hand. In China and Japan you should try and use both hands to give and receive. In addition it is always good etiquette to examine the card and make a positive comment on it. Whereas in the UK it may be OK to sling the business card into a pocket, in many countries you should always treat it with much more respect such as storing it in a business card holder.

The Etiquette of Personal Space

How close do you stand to people? Is it impolite to touch somebody? What about gender differences? In the Middle East you may get very touchy-feely with the men, yet one should never touch a woman. A slap on the back may be OK in Mexico but in China it is a serious no-no. Touch someone on the head in Thailand or Indonesia and you would have caused great insult. Without an appreciation of international business etiquette, these things would never be known.

The Etiquette of Gift Giving

Many countries such as China and Japan have many etiquette rules surrounding the exchange of business gifts. International business etiquette allows you an insight into what to buy, how to give a gift, how to receive, whether to open in front of the giver and what gifts not to buy. Great examples of gifts to avoid are anything alcoholic in Muslim countries, anything with four of anything in Japan and clocks in China.

The Etiquette of Communication

Some cultures like to talk loudly (US and Germany), some softly (India and China); some speak directly (Holland and Denmark) others indirectly (UK and Japan); some tolerate interrupting others while speaking (Brazil) others not (Canada); some are very blunt (Greece) and some very flowery (Middle East). All will believe the way they are communicating is fine, but when transferred into an international context this no longer applies. Without the right international business etiquette it is easy to offend.

I. Translate the words and word combinations:

- | | |
|--------------------------|------------------------------|
| a) Elderly person | f) To cause insult |
| b) A lack of etiquette | g) An appreciation |
| c) Negative consequences | h) To make a good impression |
| d) To annoy someone | i) Flatly |
| e) To manifest something | j) A card holder |

II. Give English equivalents:

- | | |
|------------------------|-------------------------|
| a) Культурные ценности | f) Обмен подарками |
| b) Международная арена | g) Обижать |
| c) Правила этикета | h) Избегать чего-либо |
| d) Выразить уважение | i) Ближний Восток |
| e) Придержаться дверь | j) Представить ситуацию |

III. Answer the questions according to text:

- 1) What are the basic rules of etiquette you know?
- 2) Why is it important to follow the rules of etiquette when communicating with other people?
- 3) What do you feel when communicating with a person who violates the simplest rules of etiquette?
- 4) Do you think the rules of etiquette are the same in all countries?
- 5) What differences do you know?
- 6) What do you know about respecting personal space in different cultures?
- 7) What manner of conversation would you choose when communicating with your Chinese partners?
- 8) What is forbidden to give to representatives of Muslim States?
- 9) How to accept a business card of a business partner from England?
- 10) Where would you be able to apply the acquired knowledge in practice?

Grammar

I. Use Zero and First Conditional Clauses to complete the sentences:

- 1) If he _____ (*have*) got a temperature, _____ (*call*) the doctor.
- 2) _____ (*take*) your umbrella if it _____ (*rain*).
- 3) If you _____ (*heat*) water to 100°C, it _____ (*boil*).
- 4) _____ (*take*) a taxi if you _____ (*be*) in a hurry.
- 5) If it _____ (*be*) too late when you get home, _____ (*not/wake*) me up.
- 6) If you _____ (*put*) butter near the fire, it _____ (*melt*).

II. Rewrite these sentences using *unless*:

- 1) If you don't go to the party, they'll be disappointed.

- 2) I can't help her if she doesn't want to talk to me.

- 3) If it doesn't stop raining, we'll stay at home.

- 4) If he doesn't go to the post office, he won't buy the stamps.

- 5) George won't come out of hospital if he doesn't feel better.

III. Complete the following sentences:

- 1) If we don't hurry, we _____ (*be*) late.
- 2) If I see her, I _____ (*give*) her your message.
- 3) If you're hungry, I _____ (*make*) you a sandwich.
- 4) If he _____ (*not/come*) to the party, I will be very upset.
- 5) If she _____ (*go*) to Paris, she'll send me a postcard.
- 6) If we _____ (*not/be*) busy, we'll come with you.
- 7) If he does that again, dad _____ (*be*) very angry.
- 8) If he _____ (*not/finish*) his homework, he won't go out.
- 9) If he _____ (*come*), I'll talk to him.
- 10) If she _____ (*hurry*), she won't be late.
- 11) If it rains, we _____ (*not/go*) out.

12) If they are late, they _____ (*miss*) the bus.

IV. Complete using the First Conditional:

- 1) If I _____ (*not/be*) busy, I _____ (*come*) with you.
- 2) If it _____ (*rain*), we _____ (*stay*) at home.
- 3) I _____ (*call*) you if I _____ (*have*) time.
- 4) If she _____ (*not/study*) hard, she _____ (*not/pass*) the test.
- 5) If the weather _____ (*be*) nice, we _____ (*go*) to the beach.
- 6) You _____ (*get*) fat if you _____ (*not/stop*) eating so much.
- 7) If I _____ (*see*) John, I _____ (*tell*) him about the party.

V. Complete the sentences:

- 1) If Liam _____ (*not/shave*) off his beard, Sharon won't go out with him.
- 2) Will you take me with you if you _____ (*go*) to the beach?
- 3) If Kelly invites me to the party, I _____ (*go*).
- 4) The man will hurt himself if he _____ (*jump*) from that height.
- 5) If you clear up this mess now, I _____ (*not/tell*) Mum.

VI. Read, choose and complete:

get a small part in a film

go to bed

meet Stanley and Peter

need your help

visit us

see this film

invite our friends for dinner

make some fresh lemonade

- 1) If Fiona is lucky, she _____ . (*may*)
- 2) If you're tired, you _____ . (*should*)
- 3) If we catch a lot of fish, we _____ . (*could*)
- 4) If you go to the park now, you _____ . (*might*)
- 5) If you are thirsty, I _____ . (*can*)
- 6) If you like comedies, you _____ . (*must*)
- 7) If Tricia is in our town, she _____ . (*may*)
- 8) If the work is difficult, I _____ . (*might*)

Speak out

Imagine the situation, you will hold business talks with your partners from Saudi Arabia. What things should be avoided when communicating with them?

UNIT 6. BUSINESS LETTER ETIQUETTE

- **Part 1. Reading: Business Letter Etiquette**
- **Part 2. Grammar: The Second Conditional**
- **Part 3. Business Letter Etiquette**

Read the text and do the following exercises:

Business etiquette is fundamentally concerned with building relationships founded upon courtesy and politeness between business personnel. Etiquette, and especially business etiquette, is a means of maximizing your potential by presenting yourself positively.

Writing a business letter is not simply a matter of expressing your ideas clearly. The way you write a letter and the etiquette you employ may have a significant impact on your success or failure in business.

Failure to observe correct business letter etiquette can result in your adopting an inappropriate tone, causing offense or misunderstandings, lack of clarity or purpose and hostility or soured relations.

The foundation of good business letter etiquette is 'Think before you write'. You should be considering to whom the letter is addressed, how and why? This will then influence style, content and structure.

Here we cover some of the main issues relating to good business letter etiquette:

Addressing the Letter

Always make sure you have spelt the recipient's name correctly. It may sound simple, but you would be surprised at how many people fail to do so. The recipient's name should include titles, honors or qualifications if deemed necessary.

Many people use the 'Dear Sir/Yours Faithfully' formula when addressing the receiver. Although this is acceptable for routine matters it is impersonal and should not be used when dealing with those you know, queries or complaints. With these the 'Dear Mr./Yours Sincerely' formula should be adopted.

Once a certain level of familiarity is reached it is not considered bad etiquette to use phrases such as 'Kind Regards' or 'All the best' at the end of the letter.

Confidentiality

If the content of the letter is sensitive, personal or confidential it must be marked appropriately. Marking the letter 'confidential' will suffice in highlighting this fact. If you only want the letter read by the receiver without the interception of a secretary or PA, mark it as 'Private', 'Personal' or 'Strictly Confidential'. If you have received such a business letter it is good etiquette to reciprocate and ensure that all future correspondence is kept at that level of confidentiality.

Style

Proper business letter etiquette requires that a consistent and clear approach, combined with courtesy, be employed. As a rule of thumb, aim to keep all business letters formal in style. Even when the receiver is familiar to you, it is advisable maintain a certain level of business etiquette as the letter may be seen by others or referred to by a third party in the future.

However, this does not mean you should use long or uncommon words to express yourself. This merely looks odd and makes the letter unreadable. It is best to read a letter first and consider whether you would speak to that person face to face in the same way. If not, then re-write it.

Formal letters contain:

formal greetings and endings;

formal language, i.e. complex sentences (Having spoken to the manager in person, I still feel my requests have not been satisfied.), non-colloquial English (Please keep me informed regarding any further developments. NOT: Please keep me posted about what's happening.), frequent use of the passive (A two-week package holiday to the picturesque village of St. Marti's is being offered by our agency for only £3,600.), and advanced vocabulary (I feel it is appropriate to explain to you some of the practices which are enforced throughout all of our branches.);

no abbreviated forms.

Semi-formal letters contain:

formal greetings (Dear Mr and Mrs Smith);

informal endings (Best wishes/Yours + full name);

a respectful tone, depending on the relationship you have with the recipient of the letter. Also, pronouns should not be omitted and idioms should be carefully used.

Informal letters contain:

informal greetings and endings;

informal language and style, i.e. idioms (It was a blessing in disguise that I didn't apply for the job, as that company is now in deep financial trouble.), phrasal verbs (I'll look you up next time I'm in Brussels.), colloquial English and omission of pronouns (Hope to see you soon!);

abbreviated forms.

Letters should be signed personally. It looks unprofessional, cold and somewhat lazy if a letter is left unsigned. However, having a secretary or PA sign on your behalf is not considered a breach of business etiquette.

Humor

Humor can be used in business letters but only when the writer is completely positive the recipient will understand the joke or pun. From a business etiquette perspective, it may be wise to avoid humor. This is because firstly, the letter may be read during a

crisis, after receiving bad news or on a somber occasion. Any other time the humor may have been appreciated but under these circumstances it may dramatically backfire. Secondly, the written word is open to misinterpretation. Your sarcastic or ironic remark may be taken the wrong way. Thirdly, it is possible that the letter may be read by a third party who may deem the humor inappropriate and pursue a complaint of some sort.

Responding

Good business letter etiquette calls for letters to be responded to promptly or within certain guidelines. This may normally be considered as 5 working days. If this is not possible then some sort of acknowledgement should be sent either by letter, fax, phone or e-mail.

Always use reference numbers or clearly state the purpose of the letter at the top, for example, 'Re: Business Letter Etiquette Enquiry'. This allows the receiver to trace correspondence and immediately set your letter within a context.

When replying to points or questions the proper etiquette is to respond in the same order as they were asked.

Managing Conflict

Letters are often an arena for conflicts or disputes. Even in these circumstances there are rules of business letter etiquette that should be adhered to.

If you initiate the dispute then,

Explain and set out your case simply and clearly to the most appropriate person,

Offer information that may be required by the other party to help answer questions,

Indicate a time scale by which you expect a reply or the matter to be resolved.

If you are receiving the dispute then,

Inform senior colleagues who may be affected or who may be able to offer assistance,

Submit all replies in draft form for a senior colleague to check,

Stick to the facts and the merits of the case and do not allow emotions to become involved,

Be polite, patient and courteous.

Using business etiquette in all matters and especially in business letters will ensure you communicate effectively, avoid misunderstandings and maximize your business potential.

I. Translate the words and word combinations:

- | | |
|--------------------------|----------------------------|
| a) A courtesy | f) Different circumstances |
| b) An inappropriate tone | g) To trace correspondence |
| c) To make sure | h) On a somber occasion |

- | | |
|--|-------------------------------|
| d) A pun | i) To avoid misunderstandings |
| e) To speak with a person face to face | j) Senior colleagues |

II. Give English equivalents:

- | | |
|-------------------------------|--------------------------|
| a) Отправить письмо в ответ | f) Деловая переписка |
| b) Вызывать жалобы | g) Подходящий тон письма |
| c) Предложить содействие | h) Имя получателя |
| d) Подтверждение | i) Деловой потенциал |
| e) Определить временные рамки | j) Возникновение споров |

III. Answer the questions according to text:

- 1) Have you ever had to write a business letter?
- 2) What rules do you know?
- 3) How to specify the addressee in a business letter in a proper way?
- 4) How to choose the suitable tone of the letter?
- 5) What are the standards for responding to a business letter?
- 6) How to resolve conflict with the help of a business letter?
- 7) Why is it important to have business correspondence skills?
- 8) In your opinion, is it necessary to teach the basics of business correspondence in 9) educational institutions?
- 10) What are the main points of the business correspondence which you have learned?

Grammar

I. Complete the sentences with the correct passive form of the verbs in brackets.

Use the Past Simple:

- 1) My car _____ (*repair*) last week.
- 2) This song _____ (*not write*) by John Lennon.
- 3) _____ (*the phone/answer*) by a young girl?
- 4) The film _____ (*make*) ten years ago.
- 5) When _____ (*tennis/invent*)?

II. Change the following sentences into passive sentences using the words in brackets:

1) We sell tickets for all shows at the Box Office. (*Tickets for all shows/sell/at the Box Office*)

2) Thomas Edison invented the electric light bulb. (*The electric light bulb/invent/by Thomas Edison*)

3) Someone painted the office last week. (*The office/paint/last week*)

4) Several people saw the accident. (*The accident/see/by several people*)

5) Where do they make these video recorders? (*Where/these video recorders/make*)

III. Rewrite these sentences in the passive voice:

1) Someone built this house 200 years ago.

2) A thief stole my purse.

3) The police will arrest the robbers.

4) They produce cars in this factory.

5) They serve breakfast at eight o'clock every day.

IV. Complete the following sentences using Past Simple:

- 1) The toothbrush _____ (*invent*) in the 15th century.
- 2) The first public basketball game _____ (*play*) in 1892.
- 3) The first eyeglasses _____ (*wear*) in the 1200's.
- 4) The first bicycle _____ (*ride*) in 1791.
- 5) The first hot dog _____ (*eat*) in the 1860's.

V. Complete the following sentences using Present Simple Passive:

- 1) This programme _____ (*watch*) by millions of people.
- b. Paper _____ (*make*) from wood.
- c. Hundreds of people _____ (*kill*) in accidents every year.
- d. London _____ (*visit*) by thousands of tourists every year.
- e. The biology class _____ (*teach*) by Mr Green.

VI. Rewrite the following passage in the Passive:

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

Speak out

Imagine a situation: you need an employee with business correspondence skills. How would you conduct an interview to find out how well he owns this skill?

UNIT 7. BUSINESS TELEPHONING ETIQUETTE

- **Part 1. Reading: Business Telephoning Etiquette**
- **Part 2. Grammar: Modal verbs of ability, permission and requests**
- **Part 3. Business Telephoning Etiquette**

Read the text and do the following exercises:

Proper Telephone Etiquette is more important than ever in today's business environment. Much of our business communications takes place on the phone: in the office, at home, in the car, virtually anywhere. In this area, proper phone technique can make or break deals or relationships. The following are some guidelines to help you use the phone as a power tool.

First is the greeting. When answering the phone for business, be sure to identify yourself (and your company, if applicable). If answering someone else's line, be sure to include their name in your greeting, so that the other party does not think they have reached a wrong number. For example, if answering Jim Smith's line, Bob Johnson would answer the phone "Jim Smith's line, Bob Johnson speaking" and then take a message or handle the call, depending on how your office works.

When you are the person making the call, be sure to use proper phone etiquette from the start. You want to be sure to be polite to the "gatekeepers" i.e. secretaries, receptionists etc. that answer the phone for your business contact, as they are the ones who have the power put you through, (or not) at 4:55 pm on Friday, when their boss is getting ready to leave the office. They may sit outside of the office, but they too have influence and power so a greeting such as "Good morning, this is Penny Jones, I'm returning a call from John Jones, is he available?" It would also be wise to learn the names of the top assistants, and use their names to make them feel noticed and important. Some business relationships, especially in fields like sales and marketing, start or stall right at the front desk.

When you have reached the party, if your call has been expected, remind them of the prior conversation and appointment. People get busy and can seem surprised until you remind them of where they should remember you from. If your call is not expected, unless it will be a short call, ask the party if they have the time for you. Calling unannounced is much like "dropping in" and you shouldn't overstay unless invited. If the other person does not have time, briefly state the purpose of your call and ask for an appointment to follow up at a later time.

The Business Etiquette of Transferring a Call

Proper business telephone etiquette can make a positive impression on your callers. Transferring a telephone call is more than just knowing what buttons to push on your

telephone system. The business telephone etiquette that you and your employees use directly reflects upon the image that your business portrays.

1. Explain Why

Explain to the caller why you need to transfer the call. Reasons may include: the caller reached the wrong department (or wrong number), the caller has questions that only another department can answer, or you do not have authority to make the decision the caller is seeking. Regardless, make sure the caller knows "why" and that you are not just passing-the-buck.

2. Give Your Info First

First give the caller your name and extension in case you get disconnected. This will give the caller a sense of importance and that you are personally concerned about the caller's situation. Secondly, tell the caller the name of the person (or department) and extension number that you need to transfer the call to. And, remember to always be pleasant.

3. Ask Permission

At this point, ask the caller for permission to initiate the transfer. This will give the caller a chance to ask any other questions and give them a feeling of control.

4. Wait for an Answer

Do not blindly transfer the call as soon as you hear the other phone ring. Wait for the other person to answer and explain to them the reason for the transferred call. This will give the other person a chance to prepare for the call and the caller will not have to explain the situation all over again.

5. Make an Introduction

Return to the caller and announce the name and/or department that you will be transferring the call to. Thank the caller for their patience and ask if there is anything else that you can do.

6. Complete the Transfer

At this point you can complete the transfer by connecting the caller and the other person or department. Remember to end your connection by hanging up the phone or disconnecting your head set.

The telephone sits unobtrusively on your desk but it can dominate you unless you tame it! To use your telephone effectively, you need to manage its use. Outward calls should be scheduled to suit your timetable and that of your respondent. Inward calls should be filtered, if possible, so that you are not interrupted in the middle of other work. Once you are using the telephone you need to develop some procedures that ensure you get the most out of each call and that you do not waste time.

Scheduling outward calls at the beginning of each day:

make a list of the calls you have to make

put them in order of priority (essential, desirable, those that can be rescheduled if necessary)

allocate times for each call trying, if possible, to bunch them and to bear in mind when each call is likely to be suitable for your respondent.

For inward calls, decide when you are able to take calls without having the flow of your other work interrupted. Then, either tell your switchboard or secretary that you are not available for calls outside that slot unless they are absolutely urgent, or, you may have a list of people from whom you are willing to accept calls. If you do not have a switchboard or a secretary, then put a suitable message on your answer phone or any other answering service you use.

By scheduling your calls in this way, you will be able to give your full attention to them.

I. Translate the words and word combinations:

- | | |
|--------------------------|-------------------------|
| a) Business environment | f) The switchboard |
| b) The guidelines | g) The appointment |
| c) To have the authority | h) The timetable |
| d) The headset | i) To transfer the call |
| e) The inward calls | j) To accept the call |

II. Give English equivalents:

- | | |
|---------------------------------|--------------------------------|
| a) Обрабатывать входящие вызовы | f) Быть вежливым |
| b) Ненавязчиво | g) Добавочный номер |
| c) Приветствие | h) Сообщить цель вашего звонка |
| d) Цель звонка | i) Выделить время для звонка |
| e) Автоответчик | j) Заключить сделку |

III. Answer the questions according to text:

- 1) What do you know about Telephone Etiquette?
- 2) What should you do first when you make a phone call?
- 3) What information do you need to know about the interlocutor?
- 4) How to explain the reason for your call in a proper way?
- 5) What are the main rules of the transferring calls?

- 6) How do you make official calls?
- 7) What key words do you use during a call?
- 8) How to interest the client / partner on the phone?
- 9) Did you have to resolve the conflict over the phone? What methods did you use?
- 10) How to say goodbye after a phone call?

Grammar

I. Complete this text about modern technology with “can”, “can’t”, “could” or “couldn’t”:

You can't deny that modern technology has changed our lives. With it, we can do things now that we _____ do at all only a few years ago. For example, 10 years ago you _____ only phone from a building or a telephone box but now we _____ make a call wherever we are, and previously you _____ only use telephones to make phone calls but you _____ also take photos with them. Of course, in the old days you _____ take photos with a camera, but you _____ take them without a film. Digital cameras _____ take hundreds of photos without a film, though you still _____ make copies of your photos without a printer.

II. Complete this text by putting in each of the expressions in the blanks

be able can can't could could couldn't
managed will be able were able

When my father was young, he didn't have much money so he could hardly afford any luxuries. I _____ remember exactly when he met my mother, but it was love at the first sight. They worked in the same factory but they _____ see each other during the week because they worked different shifts. One day my mother said, 'We _____ be young lovers for ever. If we don't save some money, I don't know when we'll _____ to get married.' My father _____ see that she was right: they had to do something. So he started working an extra shift at the weekend and my mother started to take evening classes to learn accountancy. She didn't have much time to study but at the end of the year _____ to pass the exam and get a job in the accounts department, which was better paid. After another six months they had enough savings and they _____ to get a flat of their own. Things are easier for my generation. My sister and I _____ buy almost anything we want. I hope my children _____ to say the same.

III. Make these requests polite by using modal verbs in brackets, “you” and “please”:

1) Invite Mr. Jones for an interview. (*can*)

2) Take a message. (*could*)

3) Ask Jim to email me. (*would*)

4) Collect the report from reception. (*would*)

IV. Look at the following phrases and write in which type you think it is. Then use one of the modal verbs in brackets to fill the gaps:

1) You (*may/could*) _____ leave now if you wish.

2) (*Could/May*) _____ you open the window a bit, please?

3) (*May/Can*) _____ you play the piano?

4) Listen, please. You (*may not/could not*) _____ speak during this exam.

5) You (*can't/might not*) _____ smoke on the bus.

6) (*Can't/May*) _____ I make a call on your mobile?

7) Do you know if Mark (*can/may*) _____ sing?

8) (*Can't/May*) _____ I sit here, please?

9) Caroline, your friends (*can/could*) _____ stay the night if they want to. They're perfectly welcome.

10) I'm sorry but you (*can't/may*) _____ use the computer until after I've finished.

11) (*May/Could*) _____ you lend me 40 Euros till Monday?

12) Listen, please. Students (*may/could*) _____ study in the library from five to nine in the evening.

V. Cross out the incorrect options:

Worker I *would like/want* to speak to you for a moment. *May/Do* I come in?

Boss I *can't/may not* see you at the moment because I'm busy. *Can/May* you come at about 10 o'clock?

Later

Worker *Could/Would* I have a word with you now?

Boss Yes, come in. What *can/may* I do for you?

Worker Well, today is my mother's birthday. Yesterday I finished work late. I *could/manage* to buy her a birthday card from the stationer's, but the big shops were closed so I *can't/couldn't* get her a present.

Boss So, you *want/would* to finish work early today so you *can/may* buy her a present. Is that it?

Worker Yes, that's it exactly.

Boss All right. But remember you won't *be able to/can* use the same excuse until the next year!

VI. Complete this email using the phrases from the box:

Be able *can* *can do* *could* *could organize* *Could you*
couldn't *I'll be* *able* *Managed to* *managed to book*
we can *weren't allowed* *you help* *you'll be able to help*

Hi Olivia,

I'm trying to organize the surprise party for my sister, but I don't think I can do everything myself. When I was a student I _____ huge events for my rowing club all by myself, but I must be out of practice! _____ help me, please? Last week, I _____ the community center for the party, but I _____ find anyone to help with the food. _____ to make a birthday cake on the day, but _____ you buy some drinks and crisps? I've booked the center until midnight and we _____ stay until 12.30 – that half an hour will be our cleaning-up time! At a party I went to last year, we _____ to play any music after 11.00 because of neighbors! We'll _____ to have a proper party this time, though, as the community's center's in the middle of a sports field, so no one will hear us! Anyway, could _____ me for an hour or so before the party so _____ get

with her all the time, but I _____ print out her email address book on Friday. I think that's everything! I hope _____ 13!

Sarah

Speak out

Imagine the situation: you need to sell the services of an advertising agency by phone. How do you build a conversation with a client?

UNIT 8. TECHNIQUES FOR RESOLVING CROSS-CULTURAL DISPUTES

- **Part 1. Reading: Techniques for Resolving Cross-Cultural Disputes**
- **Part 2. Grammar: Modal verbs of Possibility and probability**
- **Part 3. Techniques for Resolving Cross-Cultural Disputes**

Read the text and do the following exercises:

From a business perspective it's valuable to have a workforce that is representative of the communities in which you do business.

If you run a local business, and do most of your sales to a homogeneous client base, the need for cross-cultural representation in the workforce may be less than if you are a large international/ interstate company that sells its products across cultural lines. Though this may be true, it is important to understand the benefits of cultural representation.

The value of cross-cultural representation in your workforce is that it adds to your ability to understand the product and marketing needs of your potential customers. Just like Mel Gibson in *What Women Want*, it is very difficult for those outside a gender, or cultural group, to know the needs of others. Though it is always dangerous to generalize when discussing specifics, it is important to understand the potential for disputes to arise in our multi-cultural work environment. These disputes may involve the ordinary disputes that we as humans get ourselves into, and they may include those that are based on ignorance and a lack of understanding of other people. The major sources of disputes involve roles, emotions, misinformation (and misinterpretation) and values. These will all be present in the workforce, whether there is a degree of cultural integration or not. The presence of various cultures may increase the potential for the sources of conflict to come to the surface in a harmful way.

Culture can be a basis of our roles and values. A society that values the roles of women in the workforce will not see a contradiction between being a mother and a businessperson. This is an interpretation of values as applied to roles. Just as we as Americans have our value and role systems, so to do other cultures. Think in terms of biology and you will understand the importance of diversity. Why not try to leverage the available diversity to create a competitive advantage. After all that is our responsibility as managers.

Techniques:

1. Don't assume all disputes that involve people of different cultures, have a cultural component.

2. Provide a thorough explanation of the dispute resolution process. Never assume that what you are saying is being understood.
3. If feasible, draft documents in the language of all parties.
4. Provide for, or allow for, the use of interpreters.
5. Respect the other person's point of view.
6. Ask for frequent expansion on points that you are unfamiliar with, especially if they relate to cultural issues.
7. Investigate the cultural norms of the people that are involved in the dispute. It could be a matter of misunderstanding. This is also useful for validating cultural claims.
8. Confront cultural discrimination in the workplace and show no tolerance for it.
9. Highlight the presence of the various cultures at your work and foster understanding through cultural events. Tolerance is built on understanding.
10. Recognize and investigate the cultural differences in the use of body language, emotions and problem solving.
11. Create opportunities for the parties to validate the concerns of each other. This includes the recognition and constructive expression of differences. Likewise, cultural similarities should be creatively sought out and highlighted.
12. Educate those from other cultures on the values and norms of our society, so as to diminish the potential for culture clash.
13. Be patient, flexible and willing to learn.
14. Be creative in fashioning solutions. Think out of the box and encourage input on how things are done "over there".

I. Translate the words and word combinations:

- | | |
|------------------------------|----------------------|
| a) The workforce | f) The contradiction |
| b) The misinformation | g) To leverage |
| c) Someone's point of view | h) The diversity |
| d) To diminish the potential | i) To assume |
| e) The draft documents | j) To investigate |

II. Give English equivalents:

- | | |
|-----------------------------------|-------------------------------|
| a) Подробное объяснение | f) Культурные ценности |
| b) Дискриминация на рабочем месте | g) Интегрироваться в культуру |
| c) Язык телодвижений | h) С точки зрения |

- | | |
|-----------------------------|----------------|
| d) Источник спора | i) Переводчик |
| e) Способствовать чему-либо | j) БЫТЬ ГИБКИМ |

III. Answer the questions according to text:

- 1) Are you interested in the issue of conflict resolution? Why?
- 2) Why is it important for businessman to understand the benefits of cultural representation?
- 3) What are the main difficulties in communicating business partners from different cultures?
- 4) What are the main causes of conflicts?
- 5) Why is diversity of cultures important for our society?
- 6) What steps should be taken to avoid conflict or settle it?
- 7) Did you have experience in dealing with a person with other values? How did you solve the problem?
- 8) Why is it important to have a flexible mind in conflict resolution?
- 9) What do you know about body language? Do you follow your gestures?
- 10) Why does the modern world pay so much attention to tolerance?

Grammar

I. Fill in each gap using *must, can't, could, may or might*:

1) I'm sure he is here - I can see his car in front of the building.

He _____ be here. I can see his car in front of the building.

2) They're coming this week but I don't know which day.

They _____ be coming tomorrow.

3) I'm not sure I'm going to pass the exam. I don't feel very confident.

I _____ pass the exam. I don't feel very confident.

4) I've bought a lottery ticket. There's a chance I'll become a millionaire!

I _____ become a millionaire!

5) I'm sure she doesn't speak French very well - she's only lived in Paris for a few weeks.

She _____ speak French very well. She's only lived in Paris for a few weeks.

6) My key's not in my pocket or on my desk so I'm sure it's in the drawer.

My key's not in my pocket or on my desk so it _____ be in the drawer.

7) Someone told me that Mark was in Mexico but I saw him yesterday so I'm sure he's not abroad.

Mark _____ be abroad.

8) You got the job? That's great. I'm sure you're delighted.

You got the job? That's great. You _____ be delighted.

9) They told me to prepare the project by tomorrow but it's almost impossible to have it done so fast.

I _____ finish it by tomorrow if I stay at work all night, but I'm not sure.

10) I asked them to send the goods as soon as possible; we _____ receive them by the end of the week if the post is fast.

II. Choose the correct modal to complete the sentence:

1) Look! Our car isn't in the driveway! Somebody *must be stealing it / must have stolen it / might have stolen it / could have stolen it*.

2) My friend promised to pick me up at 7:00. It's now 7:25 and I don't see him. He *might have forgotten / might be forgetting / might forget / must have forgotten*.

3) The hockey player's injury kept him out of the Stanley Cup Playoffs. He *might have been disappointed / must have been disappointment / must have been disappointed / must have been disappointing*.

4. Our son promised to clean his room, but it is still messy. He *couldn't to have cleaned it / couldn't have cleaned it / cannot clean it / can't clean it*.

III. Rewrite these sentences using *must* or *can't*:

- 1) I'm sure she's at home.
- 2) I'm certain he's smart.
- 3) I know that isn't Janet – she's in the USA.
- 4) I'm sure she thinks globally.
- 5) I bet I look elegant in this coat.
- 6) They're always buying new cars – I'm certain they make a lot of money.

IV. Use *must*, *might*, *may*, *could* or *can't* plus the correct form of the verb:

- 1) Where is David? He _____ (*be*) at school. Classes begin at 8.
- 2) She _____ (*think*) that it is a good idea. It's crazy!
- 3) I'm absolutely sure! They _____ (*arrive*) yesterday, I saw their ticket.
- 4) Are you joking! David _____ (*go*) to Paris last week. He doesn't have enough money.
- 5) They _____ (*live*) in New York, but I'm not sure.
- 6) The concert _____ (*be*) wonderful last night. Fiore is a great conductor.
- 7) John _____ (*be*) at work, or perhaps he's at the gym – or even the pub!
- 8) Jane _____ (*leave*) the party with John last night, but I'm not sure.

V. Choose the correct modal to complete the sentence:

- 1) They _____ have been here by now. What's the time?
- 2) She _____ be at work. Today's her day off.
- 3) You haven't eaten today? You _____ be starving!
- 4) The weather forecast for tomorrow is excellent. Yes, it _____ be lovely.
- 5) Your son got a scholarship? You _____ be very proud.
- 6) She _____ have failed the exam, she knew all the answers.
- 7) He opened a business in the new mall. I know it _____ do well.
- 8) He _____ be home by now. He just left.
- 9) My coat isn't where I left it. Someone _____ have taken it.

VI. Translate the following sentences into English using suitable modal verbs:

1) Мне нужно пойти и узнать, сделал ли он работу, он, должно быть, сделал её вчера.

2) Тебе долго пришлось дожидаться его?

3) Зря я пришёл. Собрание отменили.

4) Ты должен был сказать нам об этом, а то теперь мы не знаем, что делать.

5) “Неужели она забыла заказать нам номера в гостинице?” – “Она, наверное, заказала их на ваше имя.”

6) Не может быть, чтобы она сделала такую глупость.

7) Он должен приехать пятичасовым поездом. Неужели он опоздал на него?

8) Он, наверное, не сказал им об этом, и они, наверное, не придут.

9) Он мог бы хотя бы что-нибудь сказать, чтобы поддержать меня.

10) Ты мог бы сказать, что опоздаешь.

Speak out

What do you think about tolerance? Name 10 reasons for using communication with representatives of other countries / cultures.

UNIT 9. THE BUSINESS LUNCH AND CULTURAL DIFFERENCES

- **Part 1. Reading: The Business Lunch and Cultural Differences**
- **Part 2. Grammar: Modal verbs of duty and obligation**
- **Part 3. Speak out: The Business Lunch and Cultural Differences**

Read the text and do the following exercises:

Business lunches are very common in many countries and cultures. Food itself is one of the most visible manifestations of a culture and is something people are proud of and like to share with guests to their country. However, just as the food changes from culture to culture so does the intention and etiquette surrounding the lunch. In some cultures, the business lunch is a time for chit-chat and building relationships, in others simply a fuel stops at which people continue to talk about business, known as the "working lunch".

For the international globe-trotter it is always beneficial to have an appreciation and understanding of a local culture and any etiquette or protocol. Traditionally this has concentrated on areas summed up in the title of a book named "Kiss, Bow or Shake hands." One area many people do not consider is the role of the business lunch and how different cultures approach them.

In order to introduce the idea of 'doing lunch' across the globe we have picked out a few examples from some countries to highlight cultural differences in the approach and etiquette surrounding the business lunch.

The UK

Lunch is not a big affair in the UK and a lot of office workers will happily eat a sandwich at their desk. Business lunches, however, will take place at a restaurant or pub. The British like to keep personal life and business separate unless a good relationship has formed so discussions may very well be centered on business. As and when conversation strays to other topics it is usually about sports, politics and, of course, the weather!

Table manners demand a certain demeanor; one should always use a knife and fork, napkins if provided should be placed on the lap, ask to be passed dishes or condiments rather than lean over people and avoid speaking loudly.

Japan

Lunch is the main meal of the day in Japan so when doing business in the country bear in mind this is when people like to eat. Lunch in Japan can therefore consist of several courses.

While the majority of restaurants in Japan are equipped exclusively with Western style tables and chairs, restaurants with low traditional tables and the customers

sitting on cushions on the floor are also common. Chopsticks have their own etiquette rules associated with them including: When you are not using your chopsticks and when you are finished eating, lay them down in front of you with the tip to left, do not stick chopsticks into your food and do not pass food with your chopsticks directly to somebody else's chopsticks. When drinking alcohol it is the correct etiquette to serve each other, rather than pouring the beverage into one's own glass.

Generally speaking conversation is quite subdued at Japanese lunches so do not feel as though it is incumbent on you to liven up the proceedings. Savor the food and follow the lead of your hosts.

The Middle East

Lunch is the time to enjoy good food and engage in some good conversation. Business should not generally be discussed as this is the time of day when people wind down due to the heat. The business lunch should be used as the time to forge good relationships so engage in plenty of chit-chat about current affairs, sports or ask questions about your host's country. Be sure not to ask political or religiously sensitive questions. Similarly asking in-depth questions about one's family is not done.

Traditionally meals are eaten on the floor. If this is the situation you find yourself in then try and sit with your legs crossed or leaning on one. Never sit with your feet stretched out. To eat the food simply scoop it into your right hand and pop it into the mouth. Never use your left hand for anything, whether eating or passing things to people.

I. Translate the words and word combinations:

- | | |
|------------------------------------|----------------------------------|
| a) The manifestations of a culture | f) The appreciation |
| b) To be proud of | g) To introduce something |
| c) The intention | h) To pick out something |
| d) The chit-chat | i) The table manners |
| e) The globetrotter | j) The topic of the conversation |

II. Give English equivalents:

- | | |
|------------------------|-------------|
| a) В мировом масштабе | f) Напиток |
| b) Вступать в разговор | g) Салфетка |
| c) Страна пребывания | h) Приправы |
| d) Палочки для еды | i) Выгодный |

е) Манера поведения

ж) Подушки

III. Answer the questions according to text:

- 1) What do you know about the phenomenon of a business lunch?
- 2) Have you had any experience participating in a business lunch?
- 3) Why do you need a business lunch?
- 4) How does this procedure work in different countries?
- 5) What are the differences between business lunch in different cultures?
- 6) What do people talk about during a business lunch?
- 7) Business lunch within what culture is most acceptable to you?
- 8) What do you think the rules of business lunch should be observed in Russia?
- 9) What skills do you need to have to keep a conversation during a business lunch?
- 10) What is the best place for a business lunch?

Grammar

I. Complete the dialogue by writing *should* or *shouldn't* and one of the verbs below:

Behave *choose* *dress* *leave*
look *show* *wash* *wear*

Mother If the interview's at 10 a.m., you should leave by about 9 a.m.

Sheila OK. And how _____ I _____?

Mother Well, you _____ jeans for a start. I think you _____ something simple but smart, like your blue suit. And I think _____ your hair before you go.

Sheila How _____ I _____ in the interview itself?

Mother Well, you _____ down at the floor all the time. Instead, you _____ interested by always looking at the person who is interviewing you.

II. Complete this advice for tourists by choosing the correct option:

- 1) You *should* / *have to* learn a few phrases in the local language.
- 2) You *shouldn't* / *should* always keep your money in a safe place; you *shouldn't* / *don't* have to carry it in your back pocket.
- 3) You *ought to* / *shouldn't* leave the main tourist areas; some districts area can be dangerous.
- 4) You *ought not to* / *don't have to* sunbathe much in the first few days, and you *have to* / *should* always use high-factor sun cream.
- 5) You *ought to* / *ought not to* avoid drinking tap water and eating unwashed fruit if you are in a remote area. You *ought not to* / *don't have to* drink bottled water everywhere, but you *should* / *shouldn't* find out if the tap water is safe to drink.
- 6) You *should* / *shouldn't* respect local customs and you *shouldn't* / *don't have to* visit holy places unless you are respectably dressed.

7) Make sure you know the local laws. For example, in some countries you *have to / shouldn't* carry your passport and driving license with you when you are driving.

III. Complete the dialogue by writing *should, shouldn't* or *(not) have to*:

Trainer Hello, Petra. So you want to join the hockey club.

Petra Yes, what do I have to do to join?

Trainer Well, you _____ tell reception your name and phone number. Otherwise we can't contact you.

Petra And _____ pay anything?

Trainer No, at first because it's a trial period, so you _____ pay anything for the first month, but you _____ attend all the practices and matches. That's the rule.

Petra And what do you think I _____ wear?

Trainer Well, members have no choice: they _____ wear the team colours. But for the trial period you _____ wear good trainers, a T-shirt and shorts.

Petra Anything else?

Trainer Yes, you _____ eat a lot just before a practice because it might give you indigestion, but you _____ bring a bottle of water with you because hockey is thirsty work.

IV. Complete the dialogue by writing *must, mustn't*, or *don't have to*:

Mum This morning you must go and see Grandma.

Lily Can I go on my bike?

Mum No, you _____ go on your bike because there are some eggs to take.

Lily What else do I have to take?

Mum Don't worry. You _____ carry anything else. But it's quite cold so you _____ wear your warm coat, the red one with the hood.

Lily Is it all right if I take a shortcut through the wood?

Mum No, you _____ go through the wood. You _____ stay on the footpath

Lily Oh, all right.

Mum And you _____ get to Grandma's by 11 o'clock because she needs the eggs. So you _____ stop to pick flowers or anything. And above all you _____ talk to any strangers.

Lily I hope I _____ have lunch at Grandma's. She doesn't cook as well as you do.

Mum No, you can come home for lunch, but you _____ say anything to Grandma about her cooking.

V. Read the weather warning, and complete it by crossing out one of the two options in each case:

Very heavy rains forecast for the next few days.

Recent experience of storms shows that everybody *needs/must* to play their part to avoid major problems. In general, if you *mustn't/don't have to* go out, then you *should/need* stay at home. As for school pupils, if public transport is not affected, then they *must/need* attend school as usual, but if the journey looks dangerous, they *mustn't/don't have to* take any risks to reach school. Working adults *ought/must*

decide on the best way to get to work, but anyone who is driving and comes to a flooded river, *must/has* not attempt to cross it. You *mustn't/don't have to* switch off your electricity and gas at the mains now, but if your house starts to flood, you *shouldn't/must* do this immediately. You *mustn't/should* listen to the radio the hear any flood warnings and houses that are at risk *ought to/don't have to* have sandbags ready to block doors.

VI. Complete the discussion with a Present Simple form of need and to where necessary:

Teacher Well, Mr Tomkins isn't here yet, but he's told me that we don't need to wait for him, so let's start. What _____ we _____ do before Saturday?

Pupil 1 We _____ mark out the playground so that each class has enough space for its exhibition. Most of the classes _____ much space but one of them _____ a bigger are because they've got a big display.

Pupil 2 We _____ decorations for the corridors. We _____ put them up before Friday, but we certainly _____ make them before then. We'll tell all the classes.

Pupil 1 And someone _____ order drinks and crisps and everything. I can do that if you like.

Teacher All right. And you have to choose someone to make a short speech. It _____ be someone with a strong voice.

Pupil 2 We _____ choose anyone because Isabella has already volunteered.

Teacher That sounds just like Isabella.

Speak out

Think about and name a few ways how a business lunch can help in solving issues with business partners.

UNIT 10. CROSS-CULTURAL ADVERTISING

- **Part 1. Reading: Cross-Cultural Advertising**
- **Part 2. Grammar: Modal verbs**
- **Part 3. Speak out: Cross-Cultural Advertising**

Read the text and do the following exercises:

*Culture is like dropping an Alka-seltzer into a glass –
you don't see it, but somehow it does something*
Hans Magnus Enzensberger

Culture affects everything we do. This applies to all areas of human life from personal relationships to conducting business abroad. When interacting within our native cultures, culture acts as a framework of understanding. However, when interacting with different cultures this framework no longer applies due to cross-cultural differences.

Cross-cultural communication aims to help minimize the negative impact of cross-cultural differences through building common frameworks for people of different cultures to interact within. In business, cross-cultural solutions are applied in areas such as HR, team building, foreign trade, negotiations and website design.

Cross-cultural communication solutions are also critical to effective cross-cultural advertising. Services and products are usually designed and marketed at a domestic audience. When a product is then marketed at an international audience the same domestic advertising campaign abroad will in most cases be ineffective.

The essence of successful advertising is convincing people that a product is meant for them. By purchasing it, they will receive some benefit, whether it be lifestyle, status, convenience or financial. However, when an advertising campaign is taken abroad different values and perceptions as to what enhances status or gives convenience exist. These differences make the original advertising campaign defunct.

It is therefore critical to any cross-cultural advertising campaign that an understanding of a particular culture is acquired. By way of highlighting areas of cross-cultural differences in advertising a few examples shall be examined.

Language in Cross-cultural Advertising

It may seem somewhat obvious to state that language is key to effective cross-cultural advertising. However, the fact that companies persistently fail to check linguistic implications of company or product names and slogans demonstrates that such issues are not being properly addressed.

The advertising world is littered with examples of linguistic cross-cultural blunders. Of the more comical was Ford's introduction of the 'Pinto' in Brazil. After seeing sales fail, they soon realized that this was due to the fact that Brazilians did not want to be seen driving a car meaning 'tiny male genitals'.

Language must also be analyzed for its cultural suitability. For example, the slogan employed by the computer games manufacturer, EA Sports, "Challenge Everything" raises grumbles of disapproval in religious or hierarchical societies where harmonious relationships are maintained through the values of respect and non-confrontation.

It is imperative therefore that language be examined carefully in any cross-cultural advertising campaign

Communication Style in Cross-cultural Advertising

Understanding the way in which other cultures communicate allows the advertising campaign to speak to the potential customer in a way they understand and appreciate. For example, communication styles can be explicit or implicit. An explicit communicator (e.g. USA) assumes the listener is unaware of background information or related issues to the topic of discussion and therefore provides it themselves. Implicit communicators (e.g. Japan) assume the listener is well informed on the subject and minimizes information relayed on the premise that the listener will understand from implication. An explicit communicator would find an implicit communication style vague, whereas an implicit communicator would find an explicit communication style exaggerated.

Colors, Numbers and Images in Cross-cultural Advertising

Even the simplest and most taken for granted aspects of advertising need to be inspected under a cross-cultural microscope. Colors, numbers, symbols and images do not all translate well across cultures.

In some cultures, there are lucky colors, such as red in China and unlucky colors, such as black in Japan. Some colors have certain significance; green is considered a special color in Islam and some colors have tribal associations in parts of Africa.

Many hotels in the USA or UK do not have a room 13 or a 13th floor. Similarly, Nippon Airways in Japan do not have the seat numbers 4 or 9. If there are numbers with negative connotations abroad, presenting or packaging products in those numbers when advertising should be avoided.

Images are also culturally sensitive. Whereas it is common to see pictures of women in bikinis on advertising posters on the streets of London, such images would cause outrage in the Middle East.

Cultural Values in Cross-cultural Advertising

When advertising abroad, the cultural values underpinning the society must be analyzed carefully. Is there a religion that is practiced by the majority of the people?

Is the society collectivist or individualist? Is it family orientated? Is it hierarchical? Is there a dominant political or economic ideology? All of these will impact an advertising campaign if left unexamined.

For example, advertising that focuses on individual success, independence and stressing the word "I" would be received negatively in countries where teamwork is considered a positive quality. Rebelliousness or lack of respect for authority should always be avoided in family orientated or hierarchical societies.

By way of conclusion, we can see that the principles of advertising run through to cross-cultural advertising too. That is - know your market, what is attractive to them and what their aspirations are. Cross-cultural advertising is simply about using common sense and analyzing how the different elements of an advertising campaign are impacted by culture and modifying them to best speak to the target audience.

I. Translate the words and word combinations:

- | | |
|-----------------------------------|-------------------------------|
| a) To interact with something | f) The lifestyle |
| b) The cross-cultural differences | g) The advertising campaign |
| c) To grumble | h) The communication style |
| d) The target audience | i) The cultural values |
| e) The negative impact | j) The background information |

II. Give English equivalents:

- | | |
|--------------------------------|------------------------------|
| a) Упаковочная продукция | f) Наименование продукции |
| b) Командная работа | g) Индивидуальные достижения |
| c) Гармоничные взаимоотношения | h) Рекламный плакат |
| d) Повышать статус | i) Реклама за рубежом |
| e) Большинство людей | j) Амбиции |

III. Answer the questions according to text:

- 1) What do you know about the advertising process?
- 2) What are the main goals of advertising?
- 3) Have you ever seen foreign advertising?
- 4) What are the difficulties in creating international advertising?

- 5) What cultural features should be considered by the founders of the international advertising?
- 6) What topics should be avoided when creating advertisements for another country?
- 7) Give an example of a successful international advertising.
- 8) In what style should advertising be carried out for Muslim states?
- 9) Which context of advertising will be successful for a European audience?
- 10) What product do you think is best sold in any country?

Grammar

I. Use one of the modal verbs in brackets to fill each gap:

- 1) They (*can/might*) _____ be away for the weekend but I'm not sure.
- 2) You (*may/might*) _____ leave now if you wish.
- 3) (*Could/May*) _____ you open the window a bit, please?
- 4) He (*can/could*) _____ be French, judging by his accent.
- 5) (*May/Can*) _____ you play the piano?
- 6) Listen, please. You (*may not/might not*) _____ speak during this exam.
- 7) They (*can't/may not*) _____ still be out!
- 8) You (*couldn't/might not*) _____ smoke on the bus.
- 9) With luck, tomorrow (*can/could*) _____ be a sunny day.
- 10) You (*can/might*) _____ be right but I'm going back to check anyway.
- 11) The exam (*can/might*) _____ be easy. You never know.
- 12) I (*can/might*) _____ go to the party but I'm not sure yet.
- 13) Students (*may/might*) _____ study in the library from five to nine in the evening.
- 14) (*May/Could*) _____ you lend me 40 Euros till Monday?

II. Decide which word is correct:

- 1) Everyone's asleep. We _____ make a noise.
a) *couldn't* b) *mustn't* c) *needn't* d) *wouldn't*
- 2) _____ you like to go for a ride with us?
a) *Do* b) *Should* c) *Will* d) *Would*
- 3) I wonder if this is the right way. It _____ not be.
a) *can* b) *could* c) *might* d) *must*
- 4) I don't think I want to see this film. Oh, I think you _____ enjoy it.
a) *can* b) *shall* c) *will* d) *would*
- 5) I'm quite happy to walk. You _____ drive me home.
a) *don't* b) *haven't* c) *mustn't* d) *needn't*

III. Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space:

- 1) Would you like to be in the team?
- 2) Did people have to bring their own sleeping-bags?
3. I could to ski when I was quite young.
- 4) Would you mind to checking these figures?
- 5) We may be go swimming tomorrow.
- 6) I knew that I would be sorry later.

IV. Write a second sentence so that it has a similar meaning to the first. Use the word in brackets:

1) We should be careful. (*ought*)

2) I managed to finish all my work. (*able*)

3) I realize that it was a terrible experience for you. (*must*)

4) It's against the rules for players to have a drink. (*allowed*)

5) The best thing for you to do is sit down. (*better*)

V. Say what the speaker is doing. After each sentence write one of the phrases below:

Asking for advice

giving an order

making a suggestion

Refusing permission

asking permission

inviting

expressing a wish

making a request

offering to help

1) May I sit down?

--

- 2) You must report to me every day.
- 3) What jobs should I apply for?
- 4) Would you like to spend a day with us?
- 5) Shall I do the washing-up?
- 6) Shall we sit outside?
- 7) I'm sorry. You can't park here.
- 8) Could you fill in this form, please?
- 9) We really must have a nice big party.

VI. Here is some information for visitors to New York City. Write the missing words:

Before you travel to the US, you must find out what documents you need. You'll probably _____ to get a visa, but there are different rules for different nationalities. For example, you _____ need to show that you have enough money with you. But there's one rule you can be sure about everyone _____ to show their passport. The roads in New York are very busy, but don't worry – you _____ get around cheaply and easily by subway. Remember that you are not _____ to smoke on public transport or in shops. And don't forget either that you are _____ to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really _____ walk along empty streets at night.

Speak out

Imagine the situation: you need to create an international advertisement for a new drink. What strategy would you choose?

UNIT 11. STEREOTYPES: AN INTERCULTURAL NO-NO

- **Part 1. Reading: Stereotypes: An Intercultural No-No.**
- **Part 2. Grammar: Passive voice: Present and Past**
- **Part 3. Speak out: Stereotypes: An Intercultural No-No.**

Read the text and do the following exercises:

As more or more people from different backgrounds, countries, cultures and religions immigrate to foreign lands, those countries become an intercultural melting pot. In order for the native people and the immigrant population to blend and create a thriving and successful atmosphere both sides need to develop some sort of intercultural tolerance and understanding of the differences that may exist between them. An example of poor intercultural understanding, or one based simply on stereotypes, is offered by the town of Herouxville in Quebec, Canada.

A declaration issued by the town in January 2007, which was designed to inform immigrants, "that the way of life which they abandoned when they left their countries of origin cannot be recreated here [i.e. Herouxville]". It then went on to state that the immigrant population would therefore have to refrain from their cultural norms and activities such as to "kill women by stoning them in public, burning them alive, burning them with acid, circumcising them, etc."

The declaration paints a rather sad picture of the officials that administer the town and highlights not only their rather insular outlook but a world view of "others" based on crass and frankly incorrect stereotypes. To simply consider that anyone from another country (in this case more than likely a Middle Eastern or Asian one) regards the stoning of women and burning them alive as part of daily life derives from crude, and media led, stereotypes of other peoples.

Stereotypes are at their most basic level a set of assumed characteristics about a certain group of people whose actual beliefs, habits and realities more often than not disagree with the imposed assumptions. Stereotypes are usually based on factors such as exaggeration, distortion, ignorance, racism, cultural factors or even historical experiences. Stereotyping is therefore rightly seen as a negative way of seeing people. This is even true of what are called "positive stereotypes". A positive stereotype is where we use a blanket expression for a whole people, i.e. all the Chinese are great at math, all Germans are well organized or all English people are well mannered. Although the intent behind the statement is positive, it still does not reflect the truth.

What we have witnessed in Herouxville should not be seen as an isolated incident. Such assumptions about foreigners exist all over the planet. However, this does not

make it right or excusable. The message it does give is that there is a lot of work to be done in order to educate people to become more culturally competent.

Cultural competency is a term used to describe the ability to work, communicate and live across cultures and cultural boundaries. One achieves this through an instilled understanding of cultures on a general level as well as an informed one about specific cultures on a more detailed level. As well as knowledge it has to work in tandem with behavioral and attitudinal changes.

Cultural competency is important in this day and age for exactly the reasons cited in this article. We, as citizens of planet earth, are no longer confined to our national and cultural borders. We mix with people from different cultures, ethnicities, religions and colors on a daily basis. In order to make this intercultural experience work on all levels from education to business to government, people have to develop basic skills in intercultural communication and understanding.

In order to assist the officials at Herouxville, five basic steps to cultural competence are presented below.

Break Assumptions

Everyone makes or has assumptions about others. Assumptions are beliefs rather than objective truth and are usually influenced by a number of subjective factors. People need to assess their assumptions and ask themselves why they hold those ideas or beliefs.

Empathise

In order to come to appreciate and understand people from different cultures, empathy is vital. Through putting yourself in someone else's shoes you come to see or appreciate their point of view.

I. Translate the words and word combinations:

- | | |
|--------------------------|---------------------------|
| a) The background | f) Crass |
| b) The exaggeration | g) The blanket expression |
| c) The cultural boundary | h) The statement |
| d) The assumption | i) The melting pot |
| e) On a daily basis | j) The outlook |

II. Give English equivalents:

- | | |
|--------------|-----------------------------|
| a) Покинутый | f) Развивать базовые навыки |
| b) Житель | g) Отражать истину |

- | | |
|---------------------------------|------------------|
| c) Межкультурная коммуникация | h) Сострадание |
| d) Искажение | i) Чиновники |
| e) Средства массовой информации | j) Толерантность |

III. Answer the questions according to text:

- 1) How many foreigners live in your city?
- 2) Have you ever thought about emigration?
- 3) Are you tolerant to other cultures?
- 4) What do you know about 'Melting pot'?
- 5) What is the guarantee of the successful coexistence of different nations?
- 6) What are the negative stereotypes you know about different countries?
- 7) What can you say about positive stereotypes?
- 8) Are you good in communicating with people from other cultures?
- 9) By what criteria do you make the impression of a person?
- 10) How often do you communicate with foreigners?

Grammar

I. Write complete sentences about food production using the verb in the Present Simple:

1) Grapes / grow / in many countries. About half / eat / as fruit and half / make / into wine.

2) Nowadays, most fruit / wash / before it / sell / to the public.

3) At sea, fish / freeze / as soon as they / catch.

4) Some fish / keep / in fish farms. They / feed / with food that / produce / in a factory.

5) Oranges / often / pick / when they are green because they / transport / thousands of miles.

6) Flour / make / from cereal grains such as wheat and rye. It / use / to make bread and cakes.

II. Rewrite the sentences using the passive:

1) A few minutes later, someone found a fire in the school kitchen.

2) The fire started because someone had left a cooker on.

3) They notified the fire brigade a few minutes ago.

4) They've evacuated the school.

5) Someone has counted all the students.

6) They're checking the school to make sure no one is still inside.

7) They're allowing the students to go home early.

III. Make questions and answers in the past simple passive using a verb from column and a person from the second column:

build	Usain Bolt, a Jamaican athlete
discover	Alexander Fleming, a Scottish scientist
invent	John Logie Baird, a Scottish inventor
paint	Leonardo do Vinci, an Italian artist
win	J.K. Rowling, a British author
write	The ancient Egyptians

1) the Mona Lisa

2) penicillin

3) the television

4) the Harry Potter books

5) the 100m sprint at the Beijing Olympics

6) the pyramids

IV. Make these sentences passive using Present Simple / Past Simple Tenses:

- 1) The company website (*update*) _____ every month.
- 2) Romeo and Juliet (*write*) _____ by W. Shakespeare.
- 3) This computer (*make*) _____ in the USA.
- 4) The little dog (*hit*) _____ by a red car yesterday.
- 5) The helpless children (*give*) _____ some clothes last weekend.
- 5) Bananas (*grow*) _____ in Anamur.
- 6) How many photos (*store*) _____ in your mobile phone?

V. Put the sentences into the past simple passive:

1) Etienne Lenoir made the first motor car in Belgium.

2) How many paintings did the police find?

3) I didn't paint Las Meninas.

4) Lennon and McCartney wrote the song "Yesterday?"

5) The government ordered them to build a new bridge.

VI. Put these sentences into the passive (present or past):

1) The airline sent our passage to Australia by mistake.

2) Farmers grow soy in Argentina.

3) People export Spanish tortilla to the US.

4) El Greco painted The Burial of the Count of Orgaz.

Speak out

Nowadays the level of migration is very high. Governments of large countries have to develop policies for adaptation of foreigners. What methods of adaptation would you use?

UNIT 12. STEREOTYPES: MORE RESULTS OF POOR CROSS-CULTURAL AWARENESS

- **Part 1. Reading: Stereotypes: More Results of Poor Cross-cultural Awareness**
- **Part 2. Grammar: Passive voice: Future Simple passive**
- **Part 3. Speak out: Stereotypes: More Results of Poor Cross-cultural Awareness**

Read the text and do the following exercises:

Having a poor understanding of the influence of cross-cultural differences in areas such as management, PR, advertising and negotiations can eventually lead to blunders that can have damaging consequences.

It is crucial for today's business personnel to understand the impact of cross-cultural differences on business, trade and internal company organization. The success or failure of a company, venture, merger or acquisition is essentially in the hands of people. If these people are not cross-culturally aware then misunderstandings, offence and a breakdown in communication can occur.

The need for greater cross-cultural awareness is heightened in our global economies. Cross-cultural differences in matters such as language, etiquette, non-verbal communication, norms and values can, do and will lead to cross-cultural blunders.

To illustrate this, we have provided a few examples of cross-cultural blunders that could have been avoided with appropriate cross-cultural awareness training:

An American oil rig supervisor in Indonesia shouted at an employee to take a boat to shore. Since it is no-one berates an Indonesian in public, a mob of outraged workers chased the supervisor with axes.

Pepsodent tried to sell its toothpaste in Southeast Asia by emphasizing that it "whitens your teeth." They found out that the local natives chew betel nuts to blacken their teeth which they find attractive.

A company advertised eyeglasses in Thailand by featuring a variety of cute animals wearing glasses. The ad was a poor choice since animals are considered to be a form of low life and no self-respecting Thai would wear anything worn by animals.

The soft drink Fresca was being promoted by a saleswoman in Mexico. She was surprised that her sales pitch was greeted with laughter, and later embarrassed when she learned that Fresca is slang for "lesbian."

When President George Bush went to Japan with Lee Iacocca and other American business magnates, and directly made explicit and direct demands on Japanese leaders, they violated Japanese etiquette. To the Japanese (who use high context

language) it is considered rude and a sign of ignorance or desperation to lower oneself to make direct demands. Some analysts believe it severely damaged the negotiations and confirmed to the Japanese that Americans are barbarians.

A soft drink was introduced into Arab countries with an attractive label that had stars on it--six-pointed stars. The Arabs interpreted this as pro-Israeli and refused to buy it. Another label was printed in ten languages, one of which was Hebrew--again the Arabs did not buy it.

U.S. and British negotiators found themselves at a standstill when the American company proposed that they "table" particular key points. In the U.S. "Tabling a motion" means to not discuss it, while the same phrase in Great Britain means to "bring it to the table for discussion."

In addition to interpersonal cross-cultural gaffes, the translation of documents, brochures, advertisements and signs also offers us some comical cross-cultural blunders:

Kellogg had to rename its Bran Buds cereal in Sweden when it discovered that the name roughly translated to "burned farmer."

When PepsiCo advertised Pepsi in Taiwan with the ad "Come Alive With Pepsi" they had no idea that it would be translated into Chinese as "Pepsi brings your ancestors back from the dead."

American medical containers were distributed in Great Britain and caused quite a stir. The instructions to "Take off top and push in bottom," innocuous to Americans, had very strong sexual connotations to the British.

In Italy, a campaign for Schweppes Tonic Water translated the name into "Schweppes Toilet Water."

In a Belgrade hotel elevator: To move the cabin, push the button for wishing floor. If the cabin should enter more persons, each one should press a number of wishing floor. Driving is then going alphabetically by national order.

In a Yugoslavian hotel: The flattening of underwear with pleasure is the job of the chambermaid.

In a Bangkok dry cleaner's: Drop your trousers here for best results.

In an East African newspaper: A new swimming pool is rapidly taking shape since the contractors have thrown in the bulk of their workers.

Detour sign in Kyushi, Japan: Stop--Drive sideways.

At a Budapest zoo: Please do not feed the animals. If you have any suitable food, give it to the guard on duty.

In conclusion, poor cross-cultural awareness has many consequences, some serious others comical. It is imperative that in the global economy cross-cultural awareness is seen a necessary investment to avoid such blunders as we have seen above.

I. Translate the words and word combinations:

- | | |
|------------------------------|---------------------------|
| a) Crucial | f) The blunder |
| b) The damaging consequences | g) The venture |
| c) The acquisition | h) The awareness training |
| d) To accure | i) The cultural gaffes |
| e) The saleswoman | j) The ancestor |

II. Give English equivalents:

- | | |
|------------------------------|-----------------------|
| a) Невербальная коммуникация | f) Ажиотаж |
| b) Инвестиция | g) Избегать чего-либо |
| c) Приводить пример | h) Нефтяная вышка |
| d) Горничная | i) Объединение людей |
| e) Скрытый смысл | j) Требования |

III. Answer the questions according to text:

- 1) Why is awareness of people's cultural differences important for business?
- 2) What do Southeast Asia local natives use to blacken their teeth?
- 3) Why the Mexicans laughed at the saleswoman?
- 4) What did President George Bush do to violate Japanese etiquette?
- 5) Why Arabs do not like six-pointed stars?
- 6) In which country do people believe in the necromantic power of Pepsi?
- 7) Why did the Thais refuse to wear advertised glasses?
- 8) What does the word "table" mean in British?
- 9) What does the word "table" mean in American?
- 10) What examples of cultural inconsistencies are familiar to you?

Grammar

I. Complete these sentences with the verbs in brackets. Use the Future Simple Passive:

- 1) Everything about you _____ . (*monitor*)
- 2) Your pulse _____ by mirror in your bathroom. (*take*)
- 3) Your weight _____ by bathroom scales built into the floor. (*check*)
- 4) Your kitchen robot _____ to make your tea when you get up. (*set up*)
- 5) Your daily menu _____ to match your activities. (*optimise*)
- 6) Your food _____ online by your fridge. (*order*)
- 7) Your pizza _____ by a 3D printer. (*make*)
- 8) Solar panels _____ into building materials to power your house. (*build*)
- 9) Your feelings _____ by sensors in your mobile phone. (*analyse*)
- 10) And everything _____ to your own needs. (*tailor*)

II. Use these words to make sentences in the future simple passive:

What will be done before the birthday party?

1) invitations | send

2) tidy up | the house

3) into the living room | a big table | bring

4) put | in a vase | flowers

5) buy | in a supermarket | drinks

6) make | sandwiches

7) in a restaurant | pizzas | order

8) choose | the greatest hits

9) for the party | walls and ceilings | decorate

10) ask | parents | to go far away

III. Use the Passive Voice to rewrite these sentences:

1) We will deliver your parcel as soon as possible.

2) They won't polish the wooden floor.

3) We'll cut the grass by a hand mower.

4) So many presents will surprise her.

5) I hope the wind will not blow away our tent.

6) Hunters will shoot more and more wolves.

IV. Choose the correct forms of words next to each sentence:

1) You *will ask* | *will be asked* someone if necessary.

2) The programme *will broadcast* | *will be broadcast* at 10.30.

3) A new university *will be founded* | *will be found* in this town.

4) This picture *will be hanged* | *will be hung* on the opposite wall.

5) You can't get lost, you *will be lead* | *will be led* by a guide.

V. Make questions in the Future Simple passive to complete the interview with John Talbot, the mayor of the town of Ripley:

Interviewer: I've read your investment plan for the town of Ripley. When _____ by the local council? (*the plan - adopt*)

John Talbot: I suppose that the local council will adopt it during our next meeting in March.

Interviewer: How much money _____ ? (*invest*)

John Talbot: Five million pounds in three years. We want to renovate the town centre and make it more attractive.

Interviewer: How _____ more attractive? (*the centre - make*)

John Talbot: We'll give the town a facelift. The old trees and benches will be removed.

Interviewer: _____ instead? (*new trees - plant*)

John Talbot: Yes, they will. But we will plant them in better locations.

Interviewer: And _____ ? (*new benches - buy*)

John Talbot: We will increase the number of benches, but they will be relocated, too.

Interviewer: You also want to make the town pedestrian friendly. _____ ? (*pavements - reconstruct*)

John Talbot: Definitely. By the end of next year. And we'll also build a new car park.

VI. Write passive sentences in Future Passive:

1) the exhibition / visit

2) the windows / clean

3) the message / read

4) the thief / arrest

5) the photo / take

6) these songs / sing

Speak out

Imagine the situation: your company began to cooperate with foreign partners. You need to train the staff to communicate with foreign colleagues. What aspects of foreign culture would you include in the training?

UNIT 13. INTERCULTURAL FACTORS WHEN MAKING INTERNATIONAL PRESENTATIONS

- **Part 1. Reading: Intercultural Factors When Making International Presentations**
- **Part 2. Grammar: Passive voice: Modal verbs and Conditionals I and II**
- **Part 3. Speak out: Intercultural Factors When Making International Presentations**

Read the text and do the following exercises:

Making a presentation in front of international audiences is not for the fainthearted. People from different cultural backgrounds with varying language skills are definitely more challenging than a homogenous local audience. Are international audiences any different from local audiences? From a biological point of view, there are almost no differences as all humans behave similarly in response to basic stimuli like hunger and heat. The differences become crucial when one considers cultural conditioning.

Let us take the classical example quoted in many places. If the world were a village of 1,000 people, it would include: 584 Asians, 124 Africans, 95 Europeans, 84 Latin Americans, 52 North Americans, six Australians and New Zealanders, and 55 people from the former Soviet republics. They would speak more than 200 languages and reflect a mix of different cultures. Fortunately, you would most likely never get such a mixed audience. Remember, what works in one culture doesn't always work in another. How can you make your presentation a success among people from different parts of the world?

Many factors influence audience behaviour e.g., culture, profession, gender, age, reason for being in the audience, state of mind, time of day and year and general mood. In fact every audience is unique. An audience of insurance salesmen in Germany is very different from an audience of German chemical engineers. So whenever a typical behaviour is associated with certain nation states, you have to be extremely careful with these stereotypes.

The language barrier plays a very important role, both for the speaker and the listeners. Many people in your international audience actually have jumped over large chasms of language and cultural divides in order to be there in that very audience listening to you. "Can I understand everything that is spoken there as they are speaking in English and my English is very bad?" or "What if someone asks me a question and I can't answer it in French in this seminar held in France?" These are typical fears that many people have overcome before they turned up in the international gathering.

In mixed audiences the language used is bound to be a foreign tongue for someone, if not for the speaker. Deficient language skills might considerably limit their ability to grasp much of the presentation and they have no way of dealing with that frustration with themselves. The fear of losing face in front of other people is very common, more so in Asian cultures. Many people think in their mother tongue and speak with the help of simultaneous translation. Many ideas are very challenging to be put into another language. So the task of the presenter is to make sure that central ideas come across easily and even to people who are not natives to the language of presentation. Culture influences how people in different countries prefer to receive information. How interactive a presentation is, depends much on the culture. Typically English speaking cultures like presentations to be lively and interactive. Paradoxically there are similarities among Far Eastern, Slavic and protestant cultures like Germany and Finland. Their presentations are formal and there are few interruptions. Questions are answered either when the presentation ends or quickly as they arise.

Many Europeans, particularly Scandinavians and Germans prefer to receive information in detail, with lots of supporting documentation. They want their presenters to be systematic and build to a clear point within their presentation. The Japanese business audiences, where senior managers are more likely to hold technical or management degrees are very similar. American and Canadian audiences, on the other hand, like a faster pace. Many Asian and Latin cultures prefer presentations with emotional appeal.

Different cultures gather and process information differently, in a way that is unique to that culture. We assume that speaking Spanish is a safe option in all countries where Spanish is spoken, but Hispanic employees from different countries even have different words for the same thing, and this can create conflict. Sometimes logic or reason can evade us. For example, there is no concept of guilt in some Eastern cultures. There is no Heaven or Hell, but there may be karma and shame. The Chinese are very strict about Mianxi, not losing face. When a Chinese person doesn't understand something due to language problems, he/she still says, "Yes, yes it is clear." People from a western background often have difficulties understanding this.

Presenters use humor skillfully to relax the atmosphere. Another very powerful tool is telling personal anecdotes which reveal humaneness connecting the speaker with members of the audience. There must be a relevance to the topic or theme, as speakers who talk very much about themselves are often considered self-centered and even tiresome.

The response to humor varies greatly across different cultures. Humor based on making fun of someone else is not understood in many areas of the world and is considered disrespectful. In some cultures like Japan, laughing aloud is a sign of nervousness and is not appreciated.

How audiences respond to presentations varies across cultures. In Japan, for example, it's common to show concentration and attentiveness by nodding the head up and down slightly-and even closing the eyes occasionally. Don't think that they are falling asleep. In Germany and Austria, for example, listeners seated around a table may show their approval by knocking on the table instead of applauding. Applause is accepted as a form of approval in most areas of the world but in the U.S, you might even get a few whistles if you have really made a great impression. If you hear whistles in many parts of Europe, you had better run because someone might start throwing tomatoes and eggs next. If you were finishing a speaking engagement in a Latin American country like Argentina and you waved goodbye, the audience might all turn around and come back to sit down. For them the waving gesture means, "Come back! Don't go away."

Ways of handling questions are very different across cultures. Brits or Americans almost always ask challenging questions. In Finland or in some Asian cultures, audiences are more likely to greet a presentation with silence or just a few polite questions. This is not always indifference but a show of respect.

I. Translate the words and word combinations:

- | | |
|-----------------------|------------------------|
| a) To accomplish | f) To be self-centered |
| b) The snow blizzards | g) The applause |
| c) To respond | h) The approval |
| d) The humaneness | i) The reference |
| e) To depend on | j) The frame |

II. Give English equivalents:

- | | |
|---------------------|---------------------|
| a) Бросать | f) Вместо чего-либо |
| b) Стучать по столу | g) Свисток |
| c) Страховка | h) Вина |
| d) Член аудитории | i) Сделать усилие |
| e) Успех | j) Влияние |

III. Answer the questions according to text:

- 1) Are international audiences any different from local audiences?

- 2) How can you make your presentation successful among people from different parts of the world?
- 3) In which part of the world do you risk being attacked by tomatoes for whistling?
- 4) In which country do people not readily laugh at the conversation?
- 5) In which country do people too often agree without understanding the meaning of what was said during the conversation?
- 6) Where can you hear the knocking on the table instead of the applause?
- 7) What is the difference between European and Asian speaking cultures and ways to receive information?
- 8) What unites people of all nationalities and cultures?
- 9) What are the typical fears that many people have overcome before they turned up in the international gathering?
- 10) What might significant limit of the people ability to grasp much of the conversation?

Grammar

I. Fill in the blank with the passive voice of the verb in brackets:

- 1) Traffic regulations _____ by drivers as well as pedestrians. (*must/obey*)
- 2) A driver _____ by the police. (*might/stop*)
- 3) A driver _____ to get out of the car. (*could/ask*)
- 4) A driver _____ to the police station. (*might/take*)
- 5) Drunk drivers _____ a sobriety test. (*may/give*)
- 6) Drivers _____ of their rights. (*must/inform*)
- 7) A traffic accident _____ to the police. (*must report*)

II. Change the following sentences to the passive voice:

1) You must put out all smoking materials.

2) You must fasten the seat belt.

3) They will demonstrate safety precautions.

4) You should read the safety instructions.

5) You can store small packages in the overhead compartment.

6) When the seatbelt light goes off, you may remove the seatbelt.

7) They may serve a meal.

8) They might show a movie.

9) They will serve coffee.

III. Fill in the blanks with the active or the passive voice of the verbs in brackets.

Use modals:

1) Safety precautions _____ . (*will/demonstrate*)

- 2) Flight attendants _____ meals. (*will/serve*)
- 3) Passengers _____ their seatbelts. (*must/fasten*)
- 4) Passengers _____ coffee. (*will/serve*)
- 5) Passengers _____ the safety precautions. (*should/read*)
- 6) Passengers _____ to put out smoking materials. (*will/tell*)
- 7) Passengers _____ the safety rules. (*should/obey*)
- 8) A movie _____ on some flights. (*might/show*)
- 9) Some movies _____ violence. (*may/contain*)
- 10) Some viewers _____ by bad language. (*might/offend*)

IV. Rewrite the sentences in passive voice using Conditional I:

1) We would pick you up.

2) She would order a pizza.

3) He would build a new house.

4) They would take the opportunity.

V. Rewrite the sentences in passive voice using Conditional II:

1) They would have told you.

2) We would have spoken English.

3) Mario would have bought a paper.

4) She would have called the police.

5) We would have painted the walls green.

Speak out

Imagine the situation: You need to make a presentation of your company's products to American colleagues. How will you build your performance?

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