

**МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ
УНІВЕРСИТЕТ**

ENGLISH FOR SPECIFIC PURPOSES

Методичні вказівки до практичних занять з англійської мови
для студентів II курсу денної форми навчання за напрямом
підготовки 6.030507 МАРКЕТИНГ
Частина II

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Укладачі: Гагіна Н. В., канд. пед. наук, доцент кафедри іноземних мов професійного спрямування,
Лашук Н. М., викладач кафедри іноземних мов професійного спрямування

Відповідальна за випуск: Литвин С. В., завідувач кафедри іноземних мов професійного спрямування, кандидат педагогічних наук, доцент

Рецензент: Литвин С. В., кандидат педагогічних наук, доцент, завідувач кафедри іноземних мов професійного спрямування Чернігівського національного технологічного університету

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ВСТУП

Навчально-методичне видання “English for Specific Purposes. Методичні вказівки до практичних занять з англійської мови для студентів II курсу денної форми навчання за напрямом підготовки 6.030507 МАРКЕТИНГ. У 2 частинах” укладено за вимогами модульно-рейтингової системи навчання й відповідно до навчальних програм і планів. Методичні вказівки складаються з двох частин, кожна з яких включає по три модулі, що містять різноманітні завдання для формування професійної комунікативної компетенції, вправи для розвитку та вдосконалення граматичних і лексичних навичок, ділові ігри, творчі завдання.

Матеріал кожного модуля містить тексти для читання, на основі яких студенти мають можливість поглибити свої професійні знання з таких тем, як „Маркетинговий мікс”, „Реклама”, „Попит і пропозиція”, „Промоушн і його види”, „Конкуренція”, „Типи монополій”. Післятекстові лексичні вправи дозволяють оволодіти професійною лексикою на рівні, необхідному для здійснення професійної іншомовної комунікації. Для розвитку мовленнєвих умінь студентів-маркетологів використовуються автентичні матеріали та спеціально розроблені завдання різного рівня складності (множинний вибір, вибір правильних і неправильних тверджень, заповнення пропусків, вибір заголовків до частин тексту із запропонованих, доповнення та завершення речень тощо).

Грамматичні вправи спрямовані на поглиблення знань та закріплення навичок уживання всіх часів активного та пасивного стану, умовних речень, модальних дієслів.

Метою письмових завдань є ознайомлення майбутніх маркетологів видами ділового листування, складанням звітів, прес-релізів, відгуків тощо.

4. Module 4. Promotion

4.1 READING

Reading 1

4.1.1 Can you answer the questions?

What is promotion?

What promotional tools do you know?

4.1.2 Read the text and name the four major promotional tools

PROMOTIONAL TOOLS

The basic idea behind the ‘marketing concept’ – that you make what you can sell rather than sell what you make -does not mean that your product will sell all by itself. Even a good, attractively-priced product that clearly satisfies a need has to be made known to its target customers. During the introduction and growth stages of the standard product life cycle¹, the producer (or importer, and so on) has to develop product or brand awareness, i.e. inform potential customers (and distributors, dealers and retailers) about the product’s existence, its features, its advantages, and so on.

According to the well-known ‘Four Ps’ formulation of the marketing mix (product, place, promotion and price), this is clearly a matter of promotion. Since budgets are always limited, marketers usually have to decide which tools – advertising, public relations, sales promotion, or personal selling – to use, and in what proportion.

Public relations (often abbreviated to PR) is concerned with maintaining, improving or protecting the image of a company or product. The most important element of PR is publicity which (as opposed to advertising) is any mention of a company’s products that is not paid for, in any medium read, viewed or heard by a company’s customers or potential customers, aimed at assisting sales. Many companies attempt to place stories or information in news media to attract attention to a product or service. Publicity can have a huge impact on public awareness that could not be achieved by advertising, or at least not without an enormous cost. A lot of research has shown that people are more likely to read and believe publicity than advertising.

Sales promotions such as free samples, coupons², price reductions, competitions, and so on, are temporary tactics designed to stimulate either earlier or stronger sales of a product. Free samples, for example, (combined with extensive advertising), may generate the initial trial of a new product. But the majority of products available at any given time are of course in the maturity stage of the life cycle. This may last many years, until the product begins to be replaced by new ones and enters the decline stage. During this time, marketers can try out a number of promotional strategies and tactics.

Reduced-price packs in supermarkets, for example, can be used to attract price conscious brand-switchers and also to counter a promotion by a competitor. Stores

also often reduce prices of specific items as loss leaders which bring customers into the shop where they will also buy other goods.

Sales promotions can also be aimed at distributors, dealers and retailers, to encourage them to stock new items or larger quantities, or to encourage off-season buying, or the stocking of items related to an existing product. They might equally be designed to strengthen brand loyalty³ among retailers, or to gain entry to new markets. Sales promotions can also be aimed at the sales force, encouraging them to increase their activities in selling a particular product.

Personal selling is the most expensive promotional tool, and is generally only used sparingly, e.g. as a complement to advertising. As well as prospecting for customers, spreading information about a company's products and services, selling these products and services, and assisting customers with possible technical problems, salespeople have another important function. Since they are often the only person from a company that customers see, they are an extremely important channel of information. It has been calculated that the majority of new product ideas come from customers via sales representatives.

¹ **Life cycle** – the length of time that people continue to buy a particular type of product.

² **Coupon** – a printed piece of paper given to customers by the seller of a product, allowing the customer to pay less than usual for the product when they next buy it, or to get a free gift.

³ **Brand loyalty** – the degree to which people regularly buy a particular brand of product and refuse to change to other brands.

VOCABULARY

introduction stage – стадія випуску товару для продажу

growth stage – стадія зростання

brand – торгівельна марка, бренд

awareness – поінформованість, обізнаність

advantage – перевага

tool – спосіб, інструмент

concern – стосуватися

public relations – зв'язки з громадськістю

maintain – підтримувати

improve – вдосконалювати

mention – згадування

assist – допомагати, сприяти

attract attention – привертати увагу

impact – вплив

protect – захищати

achieve – досягти

enormous – величезний

free sample – безкоштовний зразок продукції

temporary – тимчасовий
maturity stage – стадія зрілості
decline stage – стадія спаду
counter – протистояти
prospect (for) – шукати потенціального покупця
complement – доповнення
via (лат.) – через

4.1.3 Answer the questions

1. What does a producer have to develop during the introduction and growth stages of the standard product life cycle?
2. What is PR (public relations) concerned with?
3. What is the most important element of PR? Why?
4. What do companies use sales promotions for?
5. Who can sales promotions be aimed at?
6. What is the most expensive promotional tool?
7. What functions do salespeople have?

4.1.4 Complete the following sentences to summarize the text

1. When a new product is launched, the producer has to...
2. Promotion is one of the four...; sales promotions are one of four different...
3. The advantages of publicity include...
4. The four stages of the standard product life cycle are...
5. Reasons to offer temporary price reductions include...
6. Sales promotions need not only be aimed at customers;...
7. Apart from selling a company's products, sales representatives...

4.1.5 Translate the following words and phrases into English:

торгівельна марка; поінформованість; підтримувати, удосконалювати і захищати імідж компанії; зв'язки з громадськістю; сприяти продажу; привертати увагу до продукції; переваги продукції; стимулювати продаж товару; знижувати ціну; конкурент; перша проба продукції; безкоштовний зразок продукції; розповсюдження інформації; здобувати вихід на нові ринки; покупець, який охоче пробує нові товари.

4.1.6 Match the words in A with the words in B to make up word combinations and explain their meaning in English

A	B
Public	selling
Brand	buying
Personal	relations
off-season	promotion
Potential	loyalty
Sales	customer

4.1.7 Classify the following aspects of marketing according to which “P” (product, price, promotion, place) they belong to

advertising, brand name, credit terms, characteristics, discounts, distribution channel, guarantee, inventory, packaging, payment period, personal selling, points of sale, publicity, quality, sales promotion, style, transportation.

4.1.8 There is a logical connection among three of the four words in each of the following groups. Which is the odd one out, and why?

- 1) advertising – competitors – publicity – sales promotion;
- 2) advertising agency – advertising campaign – media plan – word-of-mouth advertising;
- 3) advertising manager – brand-switcher – marketing manager – sales representative;
- 4) after – sales service – guarantee – optional features – points of sale;
- 5) brand awareness – brand loyalty – brand name – brand preference;
- 6) competitions – coupons – free samples – line – stretching;
- 7) credit terms – discount – price list – packaging;
- 8) decline – growth – introduction – product improvement;
- 9) focus group interviews – internal research – media plan – questionnaire;
- 10) packaging – place – product – promotion.

4.1.9 Discussion

1. What makes an effective advertisement?
2. In what ways can producers try to persuade customers to try new products?
3. Advertising and publicity. What’s the difference?
4. How to organize an advertising campaign?
5. What kind of sales promotions are you receptive to?
 - coupons giving a price reduction?
 - free samples?
 - discounts for buying a large quantity?
 - prices reductions in shops?
 - packets offering “20% Extra”?
 - competitions?

Promotion Game

Imagine that you, in a team of three or four people, are responsible for promoting one of the following:

- a new taxi company in your town
- a new, up-market health and fitness club
- a new brand of jeans, manufactured by a new (and therefore unknown) company
- a new, fashionable but inexpensive range of quartz watches
- potatoes, to be sold in supermarkets

Decide exactly what your product is, what is special about it, and which tools you would use to promote it. Imagine that you have a generous budget, and are thus able to employ several different tactics.

Reading 2

4.1.10 Read the text

RAYMARINE TO LAUNCH 12 NEW PRODUCTS

Raymarine, the marine electronics group, is to launch 12 new products this year, including a device that uses the satellite positioning system to pinpoint anyone falling overboard.

The company also expects continuing strong sales of the E-series of navigation products, launched a year ago. These products use one screen to display information such as navigation charts, fish-finding equipment and engine performance.

Last year, the company moved most of its production from Portsmouth to Hungary, where all its printed circuit boards are now made. It expects to complete the transfer of all production facilities to Hungary by the end of this year.

The restructuring led to charges of £10.9m for the year to December 31, leaving pre-tax profit at £8.1m, compared with £5.3m for the previous year. However, adjusted operating profits rose 38 per cent to £19.4m (£14.1m) after a rise in sales from £106.3m to £121.9m.

FT Comment. This is both a restructuring story and one of the few successful consumer electronics stories. The fact that the company was still manufacturing anything in the UK shows how old-fashioned it was, and the outsourcing to Hungary should add at least £5m to profits next year and £10m the following year, it should also enable the company to lift its market share in a market that is expanding as more people retire and have money to spend on leisure. In the US, for example, many of those who move to Florida and take up boating love spending their money on such equipment. Profits this year are expected to be about £21m, rising to £28.5m next year.

4.1.11 Match the words (1-8) with their meanings (a-h)

- | | |
|-----------------|-------------------------------|
| a) marine | 1) stop working |
| b) pinpoint | 2) relocation |
| c) overboard | 3) free time |
| d) navigation | 4) make a slight change |
| e) transfer (n) | 5) locate |
| f) adjust | 6) connected to the sea |
| g) retire | 7) into the sea (from a boat) |
| h) leisure | 8) finding the direction |

4.1.12 Choose the correct word from the box to complete the summary

abroad expanding launch manufacturing operating outsourcing
overboard restructuring retire

Raymarine produces electronic devices for use on boats. One of its new products can signal when someone has gone **a)** _____. The company is now moving its **b)** _____ to Hungary. The **c)** _____ has been expensive, but a lot of money should be saved by **d)** _____ to Hungary. The market is **e)** _____ because more people in the USA are buying boats when they **f)** _____.

Reading 3

4.1.13 Read the text

KRAFT GIVES PRODUCTS HEALTHY MAKEOVER

Ever since it was invented by Kraft Foods in 1937 packaged macaroni and cheese has been the ultimate American comfort food. In the past six months, Kraft has been reinventing ‘Supermac’ with a version made with healthy ingredients.

Kraft believes that many of its famous products – like Ritz crackers, introduced in 1934, Kool-Aid powdered soft drinks and Jell-O instant pudding – must be brought up to date to take “advantage of the “health and wellness” trend in the food industry”. Food companies typically charge customers more for “healthy” products. And Kraft needs such customers more than most of its rivals.

Its products like ‘Supermac’, aimed at the middle-income consumer, are the most vulnerable to private-label competition. It has also struggled to maintain the right price gap between its brands and non-branded competition.

Kraft risks being left out as consumers buy more expensive products - a trend highlighted by Campbell Soup’s success with more expensive soups sold in cartons and marketed as “restaurant quality”.

Roger Deromedi, Kraft chief executive, admits Kraft could be doing better. However, Mr Deromedi says the launch of new products carrying premium prices – such as luxury Carte D’Or chocolate launched last quarter in the UK and Germany – has improved sales mix. Also, new product revenues jumped by 50 per cent in two years, driven by new items like DiGiorno microwaveable frozen pizzas.

Kraft also plans to target older consumers with higher spending and has been eliminating slower-selling product lines. “It’s reinventing the brands within the categories that exist. That is the power of our company – the strength of our brands.”

4.1.14 Decide whether the statements are true or false?

- a) Packaged macaroni cheese was first sold in 1937.
- b) Kraft is changing its products because of changes in the market.
- c) Healthy products are cheaper than less healthy products.
- d) One of Kraft's competitors is Campbells.
- e) Sales of Campbell's restaurant-quality soups were poor.
- f) Completely new products are doing less well than expected.
- g) Kraft plans to improve the slower-selling products.

4.1.15 Choose the correct meaning for the words in *italics*

- 1) If you give something a *makeover*, you
 - a) change its look or content;
 - b) promote the product in a different way.
- 2) "The *ultimate... comfort food* means
 - a) the best food to make you feel happy;
 - b) the highest-quality food possible.
- 3) "A *version* of something" means
 - a) an unusual design of something;
 - b) a different type of something,
- 4) if something is *vulnerable*, it is
 - a) likely to be in danger;
 - b) dangerous to people.
- 5) If you *struggle* to do something, you
 - a) find it hard to do it;
 - b) enjoy trying to do it.
- 6) *Premium* prices means
 - a) discounted prices;
 - b) more expensive prices.
- 7) If you *eliminate* something, you
 - a) sell it cheaply;
 - b) remove it.

4.2 LISTENING

PRESENTATION

Отформатировано: Шрифт: полужирный

4.2.1 Pamela Pickford trains business people to make presentations

Which of the points below does she make?

Listen and mark each one either T (true) or F (false).

- 1. When preparing a presentation, try to find out what your audience already knows.
- 2. Everyone in your audience should be at the same language level.
- 3. Visit the room in which you are presenting before you actually make the presentation.

4. The first stage of your presentation is when you should get the full attention of your audience.
5. If you memorise the introduction, you will be more confident when making a presentation.
6. The whole text of your presentation should be written on postcards.
7. If you use an overhead projector, you should remember to turn it off when you don't need it.
8. Remember that the content of the presentation is much more important than your presenting style.

4.2.2 Listen to a presentation to a company's sales team about the launch of their new chocolate bar. Tick the expressions in the Useful language box that you hear.

Useful language

Introducing yourself

Good morning everyone.

Let me introduce myself. My name is...

I'm a specialist in ...

Structuring the presentation

I'm going to divide my talk into four parts.

First I'll give you ...; after that...; finally...

Inviting questions

If you have any questions, don't hesitate to ask.

I'll be glad to answer any questions (at the end of my talk).

Giving background information

I'll give you some background

information. Let's start with the background.

Referring to the audience's knowledge

As you know...

As you are aware ...

Changing the topic

Right, let's now move on to ... OK, I'll now look at...

Concluding

To sum up...

So to summarise...

Referring to visuals

If you look at the graph ... Could I draw your attention to the chart? If you take a look at the first year, you'll see ...

Ending

Thanks very much. Any questions?

Well, that's all I have to say.

Thank you for listening

4.2.3 Use the following chart to make notes on the four Ps of one of your company's products or services. Then use your notes to give a short presentation of the product or service to the class

<p>Product What are the important aspects of your product? Why do people want to buy your product?</p>	
<p>Price What factors affect your price?</p>	
<p>Placement When and where is your product available to customers?</p>	
<p>Promotion List the ways in which you reach customers. What are your contact points?</p>	

4.3 WRITING

Writing press releases

1. Use a headline (in bold) that summarizes what the press release is about.
2. Here are some typical ways to start a press release.
[Company] *announced today that...*
[Company] *is proud to announce the launch of the new...* [Company] *is introducing...*
3. Remember to list contact information at the top of the release, and tell the readers in the body of the press release where they can go to get details:
For more information about..., contact...
More information about... can be found at www.company.com.
Businesses interested in more information on... should contact

4.3.1 Claudia has written a press release for the new lenses. Put the parts of the press release in the right order

A. Contact: Claudia Felber, claudia.felber@vadivision.com

Telephone: + 41 20 759 29 55

Fax: +41 20 759 29 60 www.vadivision.com

B. The Diamond Line ultra-hard lens is suitable for glasses wearers with single and bifocal vision problems. And not only are the lenses ultra-hard, but they're also extra- thin. This makes them especially attractive for those glasses wearers requiring high- prescription lenses.

- C. Eyecare professionals interested in information and samples should contact their Vadi Vision representative or send an email inquiry to diamondline@vadivision.com.
- D. Vadi Vision is one of the best known and most respected eyewear companies in Europe. As Chris Baker of Eye Care Central in London testifies: ‘Our customers often ask for Vadi Vision lenses by name.’
- E. Zurich, 12 March 20____
- F. Vadi Vision is pleased to announce the release of a new ultra-hard lens. This lens is more durable than any other product on the market.
- G. FOR IMMEDIATE RELEASE
- H. Vadi Vision releases a new ultra-hard lens

4.3.2 Does your company have a style guide for writing press releases in English? Work with a partner to write a press release for your own (or a fictitious) company. Try to use phrases from the box above. See also the article *Writing a killer press release*

4.3.3 Read the following article from a magazine on public relations

Writing a killer press release

You’ve all seen them: the press releases that would put any reader to sleep. You’ve barely glanced at the title before you’re ready to curl up in bed. Campbell Associates is moving into cutting-edge new headquarters! ‘But who cares about Campbell Associates? Who are Campbell Associates, anyway?’ you ask yourself.

It takes more than an exclamation mark to catch a reader’s attention. So read on for some tips on how to write a press release that will get read - and published!

1 Keep things real. Do not exaggerate when you write. Instead, make sure you deal with the facts. Journalists get dozens of press releases a day, and words like ‘revolutionary’ and ‘ground-breaking’ get old very quickly, especially when these words are describing very ordinary events.

2 See the Story from the reporter’s point of view.

Present your news as a story. The focus doesn’t have to be on your company. What you want is something that people will want to read about. So focus on the people who use your products and services, and that will make your story come to life.

1 Create a headline that will grab your readers’ attention.

Brainstorm four or five titles for an important press release, and then come back to them the next morning. See which one seems the most interesting to you.

2 Proofread carefully. A badly-written press release won’t get read. Get help if you need it: there are a number of good, professional PR agencies out there if you’re not able to write perfect copy in English, for example.

3 Keep it short. Ideally, give the press release to someone who doesn’t know anything about the topic, and have them look at it for fifteen seconds. When they give it back to you, can they tell you the most important points? If not, you need to revise what you’ve written.

4.3.4 What do you think of these tips? Can you think of any examples?

What tips can you add to this list?

Have you ever written press releases for your company? If so, what did you find easy/difficult?

4.4 GRAMMAR

PASSIVE VOICE

We form the passive with the verb to be and the past participle of the main verb.

	ACTIVE	PASSIVE
Present Simple Present	He delivers the parcels	The parcels are delivered.
Continuous	He is delivering the parcels.	The parcels are being delivered.
Past Simple	He delivered the parcels.	The parcels were delivered.
Past Continuous	He was delivering the parcels.	The parcels were being delivered.
Future Simple	He will deliver the parcels.	The parcels will be delivered.
Present Perfect	He has delivered the parcels.	The parcels have been delivered.
Past Perfect	He had delivered the parcels.	The parcels had been delivered.
Future Perfect	He will have delivered the parcels.	The parcels will have been delivered.
Modals + be + p.p.	He must deliver the parcels.	The parcels must be delivered.

Отформатировано: английский (США)

◆ The present perfect continuous, the future continuous, the past perfect continuous and the future perfect continuous are not normally used in the passive.

◆ We can use the verb to *get* instead of the verb to *be* in everyday speech when we talk about things that happen by accident or unexpectedly.

e.g. Four people *got hurt* in the car crash. (= Four people were hurt...)

EXERCISES

4.4.1 Rewrite the sentences in the passive, where possible

- 1 Her mother drives her to school every day.
- 2 Paul drives to work every day.
- 3 I woke up late on Sunday morning.
- 4 Her mother woke her up at seven o'clock.

- 5 Sue asked the waiter to bring some water.
- 6 David asked for some help.
- 7 Simon is moving house next month.
- 8 Michael moved the boxes out of the way.
- 9 Sandra walks on the beach regularly.
- 10 The boys walk the dog every day.
- 11 John opened the door.
- 12 They didn't come home late last night.
- 13 Their nanny takes them to the park every day.
- 14 I left very early yesterday afternoon.
- 15 Meg asked the policeman for directions.
- 16 The letter arrived two days ago.
- 17 Sam took these photographs.

4.4.2 Rewrite the sentences in the passive. Omit the agent where possible

- 1 Do they sell clothes in this shop?
- 2 Someone is cleaning the windows.
- 3 She tapped him on the hand with her pen.
- 4 People spend a lot of money on food.
- 5 Is Sue washing the car?
- 6 Who made this mess?
- 7 They will open the new hospital soon.
- 8 Liz showed me some holiday pictures.
- 9 Who broke this mug?
- 10 The jury will have reached a verdict by the morning.
- 11 The teacher will mark the essays.
- 12 People make jam from fruit.
- 13 They sent for the doctor.
- 14 Clive hasn't cut the grass yet.
- 15 They may not repair the car this week.
- 16 Is Tim cleaning the house?
- 17 She hit him on the head with a tennis racquet.
- 18 Did your next door neighbours see the thieves?
- 19 Who smashed the kitchen window?
- 20 He won't have written the book by the end of the month.
- 21 They haven't bought a new house yet.
- 22 I made this omelette with onions and cheese.
- 23 The detective had collected all the information before he handed in his report.
- 24 Frank doesn't like people telling him what to do.
- 25 Who will make the speech tomorrow?
- 26 What did they decorate the streets with?
- 27 Has Jane read a book yet?
- 28 Who is repairing John's car?

- 29 What stung her?
 30 Mother shouted at Claire.

4.4.3 Put the verbs in brackets into the correct passive tense

- A: Do you still work at Browns and Co?
 B: Yes, I do. I 1)(employ) by Mr Brown for five years now, you know.
 A: Oh. Do you still enjoy it?
 B: Oh yes! I 2)(give) a promotion last year and I'm very happy.
 A: A promotion? So, what is your job now?
 B: I 3).....(make) Head of European Sales.
 A: So, what do you do?
 B: Well, sometimes I 4).....(send) to other countries on business.
 A: I see. Do they pay you well?
 B: Well, I 5).....(pay) quite well and I expect 6).....(give) a pay rise soon.
 A: Good for you!

4.4.4 Put the verbs in brackets into the correct passive tense

- 1 A: Who looks after your garden for you?
 B: It(look after) by my brother.
 2 A: That's a beautiful dress. Where did you buy it?
 B: Actually, it.....(make) for me by my aunt.
 3 A: Have you typed that letter yet, Miss Brown?
 B: It.....(type) right now, sir.
 4 A: Did you make the coffee when you got to work this morning?
 B: No, it(already/make) by the time I got there.
 5 A: Are you going to pick up the children today?
 B: No, they.....(pick up) by Roger. I've already arranged it.
 6 A: Where is your watch?
 B: I broke it. It(repair) at the moment.
 7 A: Has the new furniture for my bedroom arrived?
 B: No, it.....(not/deliver) yet.
 8 A: They are building a new sports centre in town.
 B: I know. It.....(open) by the mayor next month.
 9 A: That's a lovely shirt. Is it new?
 B: Yes. It(buy) for me by my grandmother.
 10 A: When do you have to have this report ready?
 B: Well, it(must/hand in) by Tuesday.
 11 A: Did you read the newspaper this morning?
 B: No. It.....(not/deliver) by the time I left for work.

- 12 A: Where is your car?
B: At the garage. It(repair).
- 13 A: Do you know your exam results yet?
B: No. They.....(not/announce)yet.
- 14 A: Are you going to make dinner tonight?
B: No. It.....(make) by Simon. He promised to do it.
- 15 A: Have you finished your homework yet?
B: No, but it(finish) by eight o'clock.
- 16 A: Who waters your plants for you when you're away?
B: They(water) by my neighbour.

4.4.5 Make a passive sentence from the words in brackets

- 1 A: That's a beautiful picture.
B: Yes. (It / paint / my mother)
- 2 A: Have they caught the thieves yet?
B: Yes. (two men / arrest / yesterday)
- 3 A: Did you build the garage yourselves?
B: No. (the garage / build / before we moved in)
- 4 A: Why is Paul afraid of dogs?
B: (he / bite / a dog / when he was a little boy)
- 5 A: Sarah is very ill.
B: (she / take / to hospital last night)
- 6 A: This room is a disgrace.
B: (it / not clean / for weeks)
- 7 A: Did you know about your surprise party?
B: No. (it / arrange / in secret)
- 8 A: Are you going to drive to work today?
B: I can't, (the car / not fix / yet)
- 9 A: Has Tom got a job?
B: No. (he / make redundant / last month)

ACTIVE OR PASSIVE

4.4.6 Write the correct form of the verb in brackets

1. It was a hard match. At half-time, one of the footballers(take) to the hospital.
2. 'Have you heard about Lenny?' 'He(make) redundant.'
3. The robbers(catch) as they.....(leave) the bank.
4. Our dustbins(empty) on Mondays.
5. 'Where are my jeans?' 'They(wash) at the moment. Sorry.'
6. If no one offers to buy the house, it(sell) by next month.
7. The soldiers(teach) how to use grenades when unfortunately one blew up and injured them.
8. We were having a lovely picnic until my wife (sting) by a bee.

9. Mr Taylor was furious with the newsagent because his Sunday newspapers(not deliver).
10. We(drive) down a quiet country lane when suddenly we(overtake) by a police car.

4.4.7 Read these true stories and fill the gaps with a verb from the right in the correct narrative tense, active or passive

<p>Maudie Walker died of excitement! Maudie Walker was a 59-year-old contestant on a live American TV quiz show, called <i>Temptation</i>. She (a).....(just) in winning the game, and (b).....at the camera and (c).....to all her family in the audience, when she (d).....by the excitement of the moment and (e).....a massive heart attack. She (f).....in front of ten million viewers. <i>Temptation</i> has not been shown live since.</p>	<p>overcome smile succeed suffer die wave</p>
<p>Major Summerfield was struck by lightning three times! Major Summerfield was a victim of lightning three times, once even after he (a)..... The first time was 1918. He (b).....for the Canadian army in Flanders when he (c).....by lightning and he (d).....off his horse. However, he(e) (not, badly). Major Summerfield was a keen fisherman and six years later, back in his home town of Vancouver, he (f).....and he (g).....(just) a huge salmon, when lightning (h).....again. This time it was more serious and his legs (i)..... He eventually died in 1932. On the day of his funeral there was a terrible thunderstorm, and just as Major Summerfield (j)....., lightning hit the graveyard, and his tombstone (k).....into hundreds of tiny pieces.</p>	<p>bury catch die fall fight fish injure paralyse shatter strike (2)</p>
<p>Rueben Tice was killed by his own invention! Rueben Tice was an electrician from Monterey, California but in his spare time he was also an inventor. His first invention was an idea for chilling cocktail glasses but this (a).....(not) very successful. In the winter of 1977, he (b).....on his latest invention. This was an amazing device to take wrinkles out of prunes. He (c).....(not) for six nights, because he (d)..... the final touches to his great discovery. He was nearly ready to share it with the world. Unfortunately for mankind the machine (e).....with a loud bang and Rueben (f).....on the head by a large metalrod. He (g).....instantly. His dead body (h).....in thousands of prunes. Unfortunately they were still wrinkled!</p>	<p>be cover explode hit kill put sleep work</p>

4.4.8 Read the story and put the verb in brackets into the correct tense, active or passive

As fashion-conscious Gilly Woodward left Harrods last Friday, she felt proud of the £90 designer jeans that she a) just (buy). But when Gilly, 31, b)(return) to the store the next day to do some more shopping, she c)(bar) from entry because she d)(wear) the same jeans.

Gilly, now back home in Liverpool, e)(stay) with friends in London for a few days. She explained what f)(happen).

I g)(walk) through the swing doors, when suddenly I h)(stop) by a large, uniformed security guard. He i)(point) at my knees, and said that my jeans j)(tear) and I couldn't enter. I tried to tell him that I k)(buy) them in Harrods the day before, and that the torn bits were fashionable. But he l)(not listen). He told me to get out. By this time, a crowd of people m)(gather). I n)(leave) immediately because I o)never.....(feel) so embarrassed in my life.'

A spokesperson from Harrods said that the dress code p)(introduce) in 1989, and it states: no beachwear, no backpacks, no torn denims.

5. Module 5. Markets and competition

5.1 READING

Reading 1

5.1.1 Think of some durable consumer goods that your family possesses – perhaps a car, a television, a personal computer, a cooker, a fridge and so on. In each case, do you know whether the company that makes them is one of the following?

- the market leader (with the biggest market share).
- the market challenger (the second-biggest company in the industry).
- one of many smaller market followers.

If you have bought products that are not produced by the market leader or a well-know market challenger, what is the reason?

5.1.2 Read the text, divide it into parts and write a short heading for each part

MARKET LEADERS, CHALLENGERS AND FOLLOWERS

In most markets there is a definite market leader: the firm with the largest market share.¹ This is often the first company to have entered the field, or at least the first to have succeeded in it. The market leader is frequently able to lead other firms in the introduction of new products, in price changes, in the level or intensity of promotions, and so on. Market leaders usually want to increase their market share even further, or at least to protect their current market share. One way to do this is to try to find ways to increase the size of the entire market. Contrary to a common belief, wholly dominating a market, or having a monopoly, is seldom an advantage: competitors expand markets and find new uses and users for products, which enriches everyone in the field, but the market leader more than its competitors. A market can also be expanded by stimulating more usage: for example, many households no longer have only one radio or cassette player, but perhaps one in each room, one in the car, plus a Walkman or two. In many markets, there is often also a distinct market challenger, with the second-largest market share. In the car hire business, the challenger actually advertises this fact: for many years Avis used the slogan. We're number two. We try harder. Market challengers can either attempt to attack the leader, or to increase their market share by attacking various market followers. The majority of companies in any industry are merely market followers, which present no threat to the leader. Many market followers concentrate on market segmentation: finding a profitable niche in the market that is not satisfied by other goods or services, and that offers growth potential or gives the company a differential advantage because of its specific competencies. A market follower which does not establish its own niche is in a vulnerable position: if its product does not have a "unique selling proposition" there is no reason for anyone to buy it. In fact, in most established industries, there is only room for two or three major companies: think of

soft drinks, soap and washing powders, jeans, sports shoes, and so on. Although small companies are generally flexible, and can quickly respond to market conditions, their narrow range of customers causes problematic fluctuations in turnover and profit. Furthermore, they are vulnerable in a recession when, largely for psychological reasons, distributors, retailers and customers all prefer to buy from big, well-known suppliers.

¹ **market share** – the percentage of sales in a market that a company or product has.

VOCABULARY

succeed (in) – бути успішним

expand – розширювати, збільшувати

household – родина, домашнє господарство

threat – загроза

niche – ніша

vulnerable position – уразливе становище

flexible – гнучкий, який швидко реагує на зміни

respond – реагувати

cause – спричиняти

turnover – обіг

profit – прибуток

recession – спад, зниження цін, попиту на товар

prefer – надавати перевагу

homogeneous – однорідний

marginal production costs – найбільші витрати виробництва

economies of scale – економічність завдяки великому обсягу операцій

5.1.3 Which of the following three paragraphs most accurately summarizes the text, and what is wrong with the others?

First summary:

In most markets there is a definite market leader, with the largest market share, which frequently helps other firms to introduce new products. In many cases, there is also a market challenger, which wants to replace the leader, and various market followers, which seek out particular niches that do not interest the leader. Other followers merely imitate the products of larger companies, but this is a dangerous strategy during recessions.

Second summary:

In most markets there is a leader that strongly influences other firms in the introduction of new products, price changes, promotions, and so on. There is frequently also a market challenger, with the second-largest market share, which can attempt to increase its market share by attacking either the leader or some market

followers. Market followers often concentrate on profitable niche products that are in some way differentiated from the products of larger companies.

Third summary:

The first company in a particular market nearly always becomes the market leader, a position it will try to keep by regularly attacking distinct market challengers and followers. Most followers can either concentrate on small market segments or niches, or follow the safer strategy of imitating the leader's products.

5.1.4 Find words in the text which mean the following

- 1) a company's sales expressed as a percentage of the total market
- 2) short-term tactics designed to stimulate stronger sales of a product
- 3) the situation in which there is only one seller of a product
- 4) companies offering similar goods or services to the same set of customers
- 5) a short and easily memorized phrase used in advertising
- 6) the division of a market into submarkets according to the needs or buying habits of different groups of potential customers
- 7) a small and specific market segment
- 8) a factor which makes you superior to competitors in a certain respect
- 9) a business's total sales revenue
- 10) a period during which an economy is working below its potential

5.1.5 Translate the following words and phrases into English:

лідер на ринку; бути успішним на ринку; виходити на ринок; розширювати ринок; стимулювати вживання товарів; прибуткова ніша; характерна перевага; вразливе становище; швидко реагувати на ринкові умови; обіг; прибуток; зниження попиту на товар; конкурент; економічність завдяки великому обсягу виробництва.

5.1.6 Match up these words with the definitions below

<i>barriers to entry</i>	<i>cartel</i>	<i>economies of scale</i>
<i>monopsony</i>	<i>monopoly</i>	<i>oligopoly</i>
<i>monopolistic competition</i>	<i>perfect competition</i>	<i>natural monopoly</i>
<i>dominant-firm oligopoly</i>		

1. exists when products are homogeneous, and there are many firms too small to have any influence on the market price, and firms can easily enter and exit the industry.

2. A is a market in a particular product in which a single producer can fix an artificial price.

3. is the situation in which there is only one buyer.

4. A is an industry in which the efficient existence of more than one producer is impossible; examples include public utilities such as water,

gas and electricity, where it would be inefficient to have several competing companies laying their own networks of pipes or cables.

5. exists when many producers of slightly differentiated products are able to sell them at well above their marginal cost.

6. An is a concentrated market dominated by a few large suppliers. This is very frequent in manufacturing because of economies of scale and the cost barriers of entering an industry.

7. are factors which cause the average cost of producing something to fall as output increases.

8. are economic or technical factors that make it difficult or impossible for firms to enter a market or compete with existing suppliers.

9. A is one in which a market leader can indicate its preferred price to smaller competitors.

10. A is a group of producers or sellers who fix prices and quantities in order to avoid competition and increase profits. This is illegal in many countries, most notably the USA.

5.1.7 Classify the given markets according to whether you think they are examples of the following

a dominant-firm oligopoly	monopolistic competition	a monopoly
perfect competition	a monopsony	an oligopoly

1. Arms and weapons system market.
2. Cars (automobile) market.
3. Wheat market.
4. Confectionery (chocolate bars) market.
5. Mainframe computers market
6. Rail transport market.

5.1.8 Explain the meaning of the following words and phrases in English:

market leader, market challenger, market share, flexible, recession, monopoly, market segmentation, competitor.

5.1.9 Rearrange the following sentences and part-sentences to make up a short text about market concentration like this:

- Begin with a paragraph containing arguments both against and in favour of monopoly.
- Continue with a paragraph defending or justifying market concentration.
- End with a paragraph arguing that monopolies are always short-lived, and so not a problem.

A. According to this position, the government only needs to ensure that there is no monopoly over important inputs, because there will never be a monopoly of scientific or artistic genius or business ideas.

B. According to this view, market concentration arises naturally from a few successful firms growing larger as a result of increased efficiency, innovation, and economies of scale in production, distribution, R&D, capital financing, and so on.

C. a counter argument is that erecting barriers - for example, by process innovation, product differentiation, persuasive advertising, or pricing policy - in order to be successful and to make competitors less successful, is a normal part of rivalry and competition.

D. Although some people argue that any barrier to competition will inevitably lead to inefficiency.

E. An example here would be telecommunications.

F. and businesses facing no competition have no incentive to find ways to reduce costs.

G. Even the profits made by a natural monopoly will be temporary, because they are an incentive for entrepreneurs to discover and implement new low-cost technologies.

H. For example, although entrepreneurs introduce new products and techniques and open up new markets, their profits are soon competed away by rivals.

I. it is right that inventors should be granted a temporary monopoly as a reward for innovation or discovery.

J. monopolists are always able to make excessive profits.

K. Some people even argue that monopolies are always temporary and consequently not a problem.

L. The arguments against market concentration, or at least against monopoly, are obvious.

M. The only common argument in favour of monopoly concerns patents.

Reading 2

THREE STRATEGIES

5.1.10 The text below presents **three strategies** for firms to achieve above-average performance. Before you read it, discuss what strategies companies in the following sectors might use to compete with their rivals:

- a) supermarkets
- b) construction equipment
- c) luxury cars.

Read the *first sentence only* of each paragraph. What three strategies does the text mention? Do you think they are similar to any of the ideas you discussed?

5.1.11 Match the words below to the definitions. Then read paragraph one

broad scope	<i>saving money by producing goods in large quantities</i>
breadth	<i>wide range</i>
segment	<i>width</i>
economies of scale	<i>a section of a market or industry</i>

5.1.12 Match the words below to the definitions. Then read paragraphs two and three

attributes	<i>see, realise</i>
perceive	<i>ability to last a long time</i>
uniqueness	<i>something very unusual and special</i>
durability	<i>qualities</i>

5.1.13 Match the words below to the definitions. Then read paragraphs four and five

tailors	<i>making the best use of</i>
to the exclusion of	<i>adapts</i>
optimizing	<i>the opposite of wide</i>
narrow	<i>not including</i>

THREE STRATEGIES TO GAIN A COMPETITIVE ADVANTAGE

Cost leadership is perhaps the clearest of the three strategies. In it, a firm sets out to become the low-cost producer in its industry. The firm has a broad scope and serves many industry segments, and may even operate in related industries; the firm's breadth is often important to its cost advantage. The sources of cost advantage are varied and depend on the structure of the industry. They may include the pursuit of economies of scale, technology, preferential access to raw materials and other factors.

The second strategy is differentiation. In a differentiation strategy, a firm seeks to be unique in its industry along some dimensions that are widely valued by buyers. It selects one or more attributes that many buyers in an industry perceive as important, and uniquely positions itself to meet those needs. It is rewarded for its uniqueness with a premium price.

The means for differentiation are peculiar to each industry. Differentiation can be based on the product itself, the delivery system by which it is sold, the marketing approach, and a broad range of other factors. In construction equipment, for example, Caterpillar Tractor's differentiation is based on product durability, service, spare parts availability, and an excellent dealer network.

The third strategy is focus. This strategy is quite different from the others because it rests on the choice of a narrow competitive scope within an industry. The focuser selects a segment or group of segments in the industry and tailors its strategy to serving them to the exclusion of others. By optimizing its strategy for the target segments, the focuser seeks to achieve a competitive advantage in its target segments even though it does not possess a competitive advantage overall. A firm that engages in each strategy but fails to achieve any of them is '*stuck in the middle*'. It possesses no competitive advantage. This strategic position is usually a recipe for below-average performance. A firm that is stuck in the middle will compete at a disadvantage because the cost leader, differentiators, or focusers will be better positioned to compete in any segment. In most industries, quite a few competitors are stuck in the middle.

5.1.14 Answer these questions about the text

1. Which sentence best expresses the main idea in paragraph one? A firm can get a competitive advantage by:
 - a) selling goods in many markets.
 - b) making as wide a range of goods as possible.
 - c) producing goods more cheaply than its rivals.
2. Which sentence best expresses the main idea in paragraphs two and three? When a firm uses a *differentiation* strategy:
 - a) it tries to persuade consumers that its products have special qualities.
 - b) it tries to reach a small group of loyal customers.
 - c) it wants to attract as many buyers as possible.
3. Which of these sentences best expresses the main idea in paragraph four? If a firm chooses *focus* as its strategy, it tries to:
 - a) do better than its rivals in a small part of the market.
 - b) prevent other firms from entering the market.
 - c) do business in a large number of narrow markets.
4. In the final paragraph, does the writer say it is a good or bad thing for firms to be *stuck in the middle*? Why?

5.1.15 Discuss these questions

1. Can you think of companies which use one of the strategies in the text? What about your own company or a company you know well?
2. Can you think of any companies which are *stuck in the middle*?
3. What do you think they could do to improve their competitive position?

5.2 LISTENING

COMPETITION

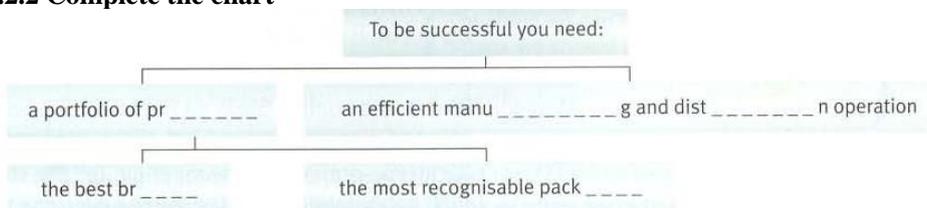
5.2.1 Kevin Warren, a Vice President at Coca-Cola and Schweppes Beverages (UK), is talking about competition.

Answer the questions below. Then listen to the first part of the interview and check your answers

How many servings of Coca-Cola are sold worldwide?

- a) one billion a day
- b) one billion a year
- c) 47 billion a day
- d) 47 billion a year

5.2.2 Complete the chart



5.2.3 Choose the correct answer. Kevin thinks the way to stay ahead is to focus on:

- a) the actions of your competitor.
- b) your own products and customers.

5.2.4 Listen to the second part of the interview.

Which of these statements more accurately reflects Kevin's views?

Price is the most important element when you are talking about value.

Value for money is not only about price. Cheaper is not always better.

Do you think competition always leads to better products and better value?

5.2.5 Listen to the third part of the interview. What changes in consumer habits does Kevin predict?

5.3 WRITING

Writing to the customer (direct mailing)

5.3.1 The Geldsburg marketing team have also decided to do a direct mailing for the scanner and have commissioned Direct Sales, a British direct marketing firm, to draw up a letter. Read the letter and summarize the benefits of the hand-held scanners

GELDSBURG

Heimplatz 101, 8001 Zurich

Dear Ms Christie

We are writing to introduce a faster and more effective way to let your customers pay for their purchases. Our new hand-held barcode scanners allow your customers to pay for their purchases where they are, without having to find a till.

Our scanners will connect remotely to verify credit or debit card payment. Customers can sign for their purchases on the scanner itself. And the scanners come with a handy adjustable belt, so your shop assistants can easily carry them at all times. The easy-to-read display is visible in all lighting conditions.

The machine automatically prints out a 'paid' sticker with the name of the product and the date, to ensure that only products which have been paid for are taken from the store. This is a feature that no other scanner on the market offers.

To learn more about the scanners, view our web presentation on our website (www.geldsburg.com) or call us on 0800 583 9910.

We look forward to doing business with you!

Best wishes

Your Geldsburg Team

5.3.2 Below are some tips on direct marketing. Work with a partner to rank the tips from most (1) to least (7) important. Which of these tips does the letter in exercise 5.3.1 follow?

a Emphasize what makes you different from the competition (such as price, delivery services, after-service sales).

b Use words that sell, such as *new* and *free*. (Trial periods and money-back guarantees can encourage customers to try a new product.)

c Use white space. (Keep the letter to the point and use short paragraphs and bulleted or numbered lists to make points. Make it easy for the reader to get through the whole letter.)

d Put yourself in your customers' shoes. (Focus on benefits, not product features, and build rapport by saying *you* and *your*.)

e Use product endorsements (quotes from satisfied customers).

f Call to action! Tell the reader what to do, e.g. *Call now to*

g Restate your USP in your P.S. (Response rate testing indicates that the typical reader's eye moves down the page to the P.S. before he or she reads the rest of the letter!)

5.3.3 The Geldsburg marketing team has called Direct Sales with some feedback on the letter. Use these notes and the tips above to write a second draft. (Or write a first draft of your own direct marketing letter.) Try to use phrases from the Useful Phrases box below

Telephone call

From: Geldsburg _____

To: _____

About: Feedback on letter _____

Date: _____ Time: _____

1. Highlight bulk discount offered to retailers ordering 7-0 or more scanners
2. Emphasize security features for the credit card check
3. Include a customer quote (two below, mere available): Jennifer Tierny, Floor Manager, Shopsave: 'I cant believe how easy it is to operate. The options are right in, front of yon..' Chris Creswell, Senior Manager, Handy DIY, says, 'Qeldsburjs scanners have all the features we need and are also simple to use. We definitely made the right decision.'

USEFUL PHRASES

Writing to the customer (direct mailing)

We are writing to introduce/tell you about/announce (a new product). *To learn more about (our product), visit www.geldsburg.com or call us on 0800 583 9910. When you receive your trial model, you'll quickly see the benefits of (our product). If you contact us before 10 March, you'll receive a free sample. We look forward to hearing from you soon!*

5.4 GRAMMAR

CONDITIONALS

Conditional sentences have two parts: the situation (condition) and the consequences (result).

Look at this example: If it rains, you will get wet.

The conditional half of the sentence is If it rains, and the result half is you will get wet. The result happens only if the condition happens.

	If clause	Main clause	Use
Type 0 (general truth)	If + present simple	present simple	Something which is always true
If the temperature falls below 0°C, water turns into ice.			
Type 1 (real present)	If + present simple, present continuous, present perfect, present perfect continuous	future/imperative can/may/might/must/should/ could + bare infinitive	Real – likely to happen in present or future
If you need help, come and see me. If he doesn't pay the fine, he will go to prison. If you have finished your work, we can have a break. If you are ever in the area, you should come and visit us.			

Type 2 (unreal present)	If + past simple or past continuous	would/could/might + bare infinitive	Imaginary situation contrary to facts in the present; also used to give advice
If I had time, I would take up a sport. (but I don't have time – untrue in the present) If I were you, I would talk to my parents about it. (giving advice)			
Type 3 (unreal past)	If + past perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to facts in the past; also used to express regrets or criticism
If she had studied harder, she would have passed the test. If he hadn't been acting so foolishly, he wouldn't have been punished.			

I wish... / If only...

a. If we want to express regret now about something in the present we use I wish/If only + past simple:

I wish | |

If only | I | **lived** in New York right now. (I live in LA.)

b. If we want to express regret now about something in the past we use I wish/If only + past perfect:

I wish | |

If only | I | **had lived** in New York last year. (I lived in LA.)

EXERCISES

5.4.1 Match the items in column A with those in column B in order to make correct Type 0 conditional sentences

A	B
1 Add sugar to a cup of coffee	A the apple floats.
2 Throw salt onto snow	B your skin turns red
3 Put an apple in a bowl of water	C the coffee tastes sweeter.
4 Water plants regularly	D you feel healthy
5 Lie in the sun too long	E the plants grow.
6 Take regular exercise	F the snow melts.

5.4.2 Look at the prompts and make Type 1 conditional sentences, as in the example

e. g. *If we cut down all the forests, the world's climate will change.*

- 1 cut down / all forests / world's climate / change
- 2 not stop / use / aerosols / world's climate / change
- 3 find / alternative sources of energy / solve / some of our environmental problems
- 4 temperatures / go up / by a few degrees / sea levels / rise
- 5 recycle / waste / save / natural resources
- 6 population / continue to increase / not be enough food for everyone

5.4.3 Study the situations, then make Type 2 conditional sentences, as in the example

e. g. *I don't have a car, so I have to wait for the bus every day.*

- 1 If I ...*had*... (have) a car, I ...*wouldn't have to*... (not/have to) wait for the bus every day.

I never do my homework, so my teacher always gets angry with me.

- 2 If I (do) my homework, my teacher.....(not/get) angry with me.

I live in a small house, so I can't invite friends over.

- 3 If I.....(live) in a bigger house, I..... (be able to) invite friends over.

I never get up early, so I am always late for work.

- 4 If I.....(get up) earlier, I..... (not/be) late for work.

5.4.4 Put the verbs in brackets into the correct tense to make correct type 2 conditional sentences

1. If I were (be) you, I would study (study) for the exams.
2. If we(have) a car, we(go) for a drive in the country.
3. Kim(buy) some new clothes if she(have) enough money.
4. If cameras(not/cost) so much, we.....(buy) one.
5. John(lend) you some money if you(ask) him.
6. He(open) the door if he(have) the key.
7. We(paint) the house if we(have) the time.
8. If she(get) good grades, she(go) to university.
9. If I(be) rich, I(never/work) again.
10. Helen(post) the letters if she(have) some stamps.

5.4.5 Complete the sentences to make Type 3 conditional sentences, as in the example

- 1 If he ...*hadn't noticed*... (not/notice) the mould in one of his glass dishes, Alexander Fleming ...*would never have discovered*... (never/discover) penicillin.
- 2 If he(sell) some of his paintings, Van Gogh(get) some recognition during his lifetime.
- 3 If Barbara Streisand(change) the shape of her nose, her career.....(never/be) the same.

- 4 If Anne Sullivan (not/teach) her, Helen Keller (not/be able to) communicate.
- 5 If Naomi Campbell (not/be) so beautiful, she(never become) a supermodel.

5.4.6 Put the verbs in brackets into the correct tense to make correct type 3 conditional sentences

1. If you hadn't been (not/be) in a hurry, you wouldn't have forgotten your keys.
2. If he(remember) earlier, he(send) her a birthday card.
3. If you(not/be) ill, you(go) to the party.
4. Jason(not/break) his arm if he(be) more careful.
5. Helen(get) wet if she(not/take) her umbrella.
6. If I(do) my homework, my teacher(not/shout) at me.
7. You(pass) the test if you(study) more.
8. If she(close) the gate, the rabbit(not/run away).
9. She(lose) her keys if I(not/pick) them up.
10. If he(save) some money, he(be able) to go on holiday.

5.4.7 Read the story below and make Type conditional sentences, as in the example

e.g. 1) *...If Sally hadn't been in a hurry, she wouldn't have left some important notes at home....*

Sally had a terrible day yesterday. She was in a hurry, so she left some important notes at home. She wasn't prepared for her meeting with a new client, so the meeting was a disaster. The client was disappointed, and as a result he refused to do business with the company. The boss shouted at Sally, so she got upset.

5.4.8 Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example

e.g. *I wish my room wasn't/weren't so small.*

My room is so small.

I have to share the bathroom.

The kitchen is such a mess.

My tutors are strict.

The classes are so hard to understand.

The people are not friendly.

I can't visit my family and friends because they are so away.

I don't have any friends.

5.4.9 Jason has been for an interview. He didn't get the job. Read what he says and make sentences, as in the example

e.g. *I wish I had known more about the company.*

I didn't know much about the company.
 I was nervous.
 I didn't shake hands with my interviewer.
 I forgot what I wanted to say.
 I didn't answer the interviewer's questions properly.
 My letter of application was badly typed.
 I spilt the cup of tea I was given.

5.4.10 Rewrite the sentences using the correct conditional type, as in the examples

- 1 I wish Jack were here, (he/help us)
 ...*If Jack were here, he would help us....*
- 2 I wish we hadn't got stuck in traffic, (we/be late for work)
- 3 I wish you paid more attention in class. (you/understand everything)
- 4 I wish they had called before they came. (I/cook something)
- 5 I wish Tim weren't so selfish, (he/make friends much more easily)
- 6 I wish Sandra hadn't got up late today, (we/go shopping together)
- 7 I wish you hadn't left the door unlocked. (thieves/ break in)

5.4.11 Put the verb into the correct form

- 1 If I found £100 in the street, I.....(keep) it.
- 2 I'm sure Tom will lend you some money. I would be very surprised if he(refuse).
- 3 I'd have sent you a postcard while I was on holiday if I..... (have) your address.
- 4 If she sold her car, she.....(not/get) much money for it.
- 5 If I.....(know) that you were ill last week, I'd have gone to see you.
- 6 Would George be angry if I.....(take) his bicycle without asking?
- 7 Come on! Hurry up! Ann(be) annoyed if we(be) late.
- 8 What would happen if you.....(not/go) to work tomorrow?
- 9 If I.....(know) her number, I would telephone her.
- 10 I.....(not/buy) that coat if I were you.
- 11 Don't worry if I(be)late tonight.
- 12 I.....(give) you a cigarette if I had one but I'm afraid I haven't.
- 13 This soup would taste better if it.....(have) more salt in it.
- 14 It's good that Ann reminded me about Tom's birthday. I.....(forget) if she hadn't reminded me.
- 15 If you.....(not/go) to bed so late last night, you wouldn't have been so tired.

- 16 If he(not come) soon, I'm not going to wait.
 17 I'd help you if I..... (can) but I'm afraid I can't.
 18 We would happily buy that house if it.....(not/be) so small.
 19 Tom got to the station in time. If he.....(miss) the train, he would have been late for his interview.
 20 Tom might phone this evening. If he(do), can you take a message.

5.4.12 Put the verbs in brackets into the correct tense

- 1 A: I wish I ...*could play*... (play) a musical instrument.
 B: You should take lessons.
 2 A: If only the wind (stop) blowing so hard.
 B: Yes, it's very windy today, isn't it?
 3 A: I wish John (come) with us.
 B: So do I. He would have really enjoyed it.
 4 A: Paul, I wish you (stop) making so much noise.
 B: Sorry, I'll try.
 5 A: I wish I (study) more when I was at school.
 B: It doesn't matter now. You've got a good job.
 6 A: I wish I (be) young again.
 B: So do I. We had some good times back then.
 7 A: I wish I (not/speak) to Jane like that.
 B: Don't worry. I'm sure she'll forgive you.
 8 A: If only Bob (call) me.
 B: Well, he promised to call today.
 9 A: I'm exhausted. I wish I (do) some of the housework yesterday.
 B: Sorry I wasn't here to help you.
 10 A: I wish you (make) less noise when you come in.
 B: It's not my fault. The door squeaks when you open it.
 11 A: Are you going to your school reunion party next week?
 B: No. I wish I(go) because I would like to see everyone again.

5.4.13 Put the verbs in brackets into the correct tense

- 1 A: What time will you be home tonight?
 B: I'm not sure. If I ...*have to*... (have to) work I ... *'ll call*... (call) you.
 2 A: I felt very tired at work today.
 B: Well, if you (not/watch) the late film, you.....(not/feel) so tired.
 3 A: Should I buy that car?
 B: Why not? If I (have) money, I.....(buy) it myself.
 4 A: If you.....(pass) a chemist's,..... (you/get) me some cough medicine?

B: Yes, certainly.

5 A: My sister seems very upset at the moment.
 B: Were I you, I.....(talk) to her about it.

6 A: Unless you(hurry), you(be) late again.
 B: No, I won't. There's plenty of time.

7 A: Oh! I forgot to ask Sarah over for dinner.
 B: If I.....(speak) to her today,.....(ask) her for you.

8 A: May I join the club, please?
 B: Provided you.....(be) over eighteen, you can join the club.

9 A: What a lovely restaurant! I'm glad we came here.
 B: If you (not/burn) the dinner, we.....(not/come) here!

10 A: Just think. If I (not/move) to York,
 I.....(never/meet) you.
 B: I know, wasn't it lucky?

11 A: Jo doesn't spend enough time with me.
 B: Well, if she..... (have) the time, I'm sure she.....(try), but she's very busy.

12 A: Did you give Bill the message?
 B: No, but when I(see) him, I.....(tell) him the news.

6. Module 6. Markets and monopolies

6.1 READING

Reading 1

6.1.1 Read the text and divide it into parts

The term 'market', as used by economists, is an extension of the ancient idea of a market as a place where people gather to buy and sell goods. In former days part of a town was kept as the market or marketplace, and people would travel many kilometres on special market-days in order to buy and sell various commodities. Today, however, markets such as the world sugar market, the gold market and the cotton market do not need to have any fixed geographical location. Such a market is simply a set of conditions permitting buyers and sellers to work together.

In a free market, competition takes place among sellers of the same commodity, and among those who wish to buy that commodity. Such competition influences the prices prevailing in the market. Prices inevitably fluctuate, and such fluctuations are also affected by current supply and demand.

Whenever people who are willing to sell a commodity contact people who are willing to buy it, a market for that commodity is created. Buyers and sellers may meet in person, or they may communicate in some other way: by letter, by telephone or through their agents. In a perfect market, communications are easy, buyers and sellers are numerous and competition is completely free. In a perfect market there can be only one price for any given commodity: the lowest price which sellers will accept and the highest which consumers will pay. There are, however, no really perfect markets, and each commodity market is subject to special conditions. It can be said however that the price ruling in a market indicates the point where supply and demand meet.

Although in a perfect market competition is unrestricted and sellers are numerous, free competition and large numbers of sellers are not always available in the real world. In some markets there may only be one seller or a very limited number of sellers. Such a situation is called a 'monopoly', and may arise from a variety of different causes. It is possible to distinguish in practice four kinds of monopoly.

State planning and central control of the economy often mean that a state government has the monopoly of important goods and services. Some countries have state monopolies in basic commodities like steel and transport, while other countries have monopolies in such comparatively unimportant commodities as matches. Most national authorities monopolize the postal services within their borders.

A different kind of monopoly arises when a country, through geographical and geological circumstances, has control over major natural resources or important services, as for example with Canadian nickel and the Egyptian ownership of the Suez Canal. Such monopolies can be called natural monopolies.

They are very different from legal monopolies, where the law of a country permits certain producers, authors and inventors a full monopoly over the sale of their own products.

These three types of monopoly are distinct from the sole trading opportunities which take place because certain companies have obtained complete control over particular commodities.

This action is often called 'cornering the market' and is illegal in many countries. In the USA anti-trust laws operate to restrict such activities, while in Britain the Monopolies Commission examines all special arrangements and mergers which might lead to undesirable monopolies.

VOCABULARY

extension – продовження, розвиток

permit – дозволяти

prevailing prices – пануючі ціни (на ринку)

inevitably – неминучий

fluctuate – коливатися (про ціни)

affect – впливати

accept – приймати, погоджуватися

consumer – споживач

indicate – показувати, позначати

distinguish – розрізняти

circumstances – обставини

inventor – винахідник

corner the market – оволодівати ринком, скуповуючи товари

anti-trust laws – антимонопольні закони

restrict – обмежувати

merger – злиття, поглинання.

6.1.2 Write a short heading for each part

6.1.3 Answer the questions

1. What was a market originally?
2. What is a modern market?
3. Among whom does competition take place?
4. What does competition influence?
5. What things cause prices to fluctuate?
6. When is a market created?
7. What means are mentioned by which buyers and sellers can communicate?
8. What price operates in a perfect market?
9. What does the ruling price indicate?
10. What is a monopoly?
11. What are the four kinds of monopoly?

12. What examples of monopolies are given?
13. What is 'cornering the market'?
14. How do anti-monopoly laws operate in different countries?

6.1.4 According to the text, are the following statements TRUE or FALSE?

Correct the false statements

1. The competition between buyers of a commodity influences the prevailing prices.
2. Supply and demand inevitably affect prevailing prices.
3. Competition in a perfect market is conducted in a completely free way.
4. The lowest price which buyers will offer is the only price in a perfect market.
5. Each commodity market is imperfect in some special way.
6. Monopoly is a situation in the market in which there is only one seller or a very limited number of sellers.
7. States always monopolize important basic commodities.
8. Cornering the market is quite legal in the USA.
9. The Monopolies Commission considers that it is undesirable to restrict business mergers.

6.1.5 Match the words in A with the words in B to make up word combinations and translate them into Ukrainian

A	B
various	conditions
free	monopolies
current	opportunities
special	location
state	competition
price	law
natural	supply and demand
trading	commodities
legal	resources
anti-trust	ruling
geographical	monopolies

6.1.6 Translate the following words and phrases into English:

купувати і продавати різноманітні товари; пануючі ціни на ринку; коливатися (про ціни); створювати ринок; вільна конкуренція; досконалий ринок; необмежена конкуренція; державна монополія; природна монополія; легальна монополія; антимонопольні заходи, оволодівати ринком (скуповуючи товари); отримувати повний контроль над виробництвом певних товарів.

6.1.7 Arrange these sentences in their proper sequence in order to obtain a paragraph on durable goods

A) Finally, it is interesting to note that many buyers and sellers on important markets, never see the commodities which they buy and sell.

B) Commodities like these can be bought and sold and stored without difficulty by people who live at great distances from each other and from the sources of supply.

C) Certain commodities have a wider market than others.

D) In addition, commodities which are easy to transport, safe to handle and simple to grade are generally in universal demand.

E) Durable foods, for example, have a far wider market than perishable goods.

F) For this reason such goods are a good commercial proposition simply because the risk of investing in them is relatively low.

Reading 2

6.1.8 Read the text and pay attention to the words in bold

LEADERSHIP

Some organisations *are* their leaders: Bill Gates is Microsoft, Richard Branson pilots Virgin, Michael Dell runs Dell. **Entrepreneurs** and founders of their organisations, they are perceived to have visionary leadership qualities. They are often asked to pronounce on the issues of the day. They are leaders not only of their companies but of public opinion. They are often held up as **role models**.

The mercurial leadership that is characteristic of many entrepreneurs means that they might found and then sell a series of start-ups, not guiding them to the next, more 'mature' stage themselves. In the trio above we have examples of leaders who have made that transition and gone beyond to create multibillion dollar corporations that operate on a global scale.

Companies may become large by being successful but they may also become **bureaucratic** and **conservative**. It is a cliché that, in successful companies, change is a precondition of continued success and the people who can lead that change are key. Formulating **strategy** is a question of making choices (often described as 'difficult'), of deciding to do x rather than y, with **resources** that are by definition limited. The people who can make the right choices about how to use those resources are highly rewarded. (The people who make the wrong choices are sometimes also highly rewarded with generous **severance packages**, but that is another story.)

Failing companies require yet another kind of leadership: the type of leader who can **turn** them **round** and this third species of leader may not be suited to managing other types of change, preferring to move on to another company in crisis.

Companies are increasingly thinking about how to nurture their leaders. In the US, **corporate governance**, the way that a company is run at the highest level, has become a key issue with shareholders. They have rejected the previous cozy

arrangements, where **directors** appointed people they knew to the **board** and now demand much greater scrutiny over who is chosen and how.

This is part of the process of recognition that companies are led by *teams* of key managers. The qualities of the **chief executive** cannot be seen in isolation. There must be the right chemistry between the chief executive and other top people and they must have the right mix of complementary skills.

Will it be someone from within the company, perhaps someone groomed to take over by the current boss? Or do you use **headhunters** (specialised, highly paid recruiters) to track down someone, perhaps from a completely different industry, and bring them in to shake up the existing order? If your new CEO leaves after six months in the job, perhaps after what the papers describe as 'irreconcilable differences' or as a **boardroom battle**, the company and perceptions of it will suffer and so, probably, will its share price.

There is debate about whether leadership can be taught, and about whether reading about the lives and methods of great leaders, business and non-business, can help to develop business leadership skills: see below for one example of this genre.

ACTIVE VOCABULARY

entrepreneur – підприємець; приватний власник, власник

role model – зразок для наслідування

bureaucratic – бюрократичний

conservative – консервативний, традиційний

strategy – стратегія

resources – ресурси

failing companies - фірми, які перебувають на межі банкрутства

turn round – змінювати, підійти з іншого боку, змінювати на краще

corporate governance – корпоративне управління (розподіл владних повноважень у корпорації, перш за все - між менеджерами і акціонерами)

board – правління, керівництво, рада, колегія

chief executive – виконавчий директор, голова корпорації, фірми

headhunter – мисливець за професіоналами (про агента чи агентство з найму)

boardroom – зал засідань ради директорів

6.1.9 Make up 10 true/false statements to the text

6.2 LISTENING

Marketing

6.2.1 Listen to Richard Turner, European marketing manager in pharmaceuticals and complete the table with words that Richard Turner uses

noun	adjective
clinic	
reason	
tradition	
emotion	
regulation	
pharmaceutical	
consistency	

6.2.2 Complete the answers to these questions with expressions from part two

In marketing pharmaceuticals, ...

1 what is the biggest challenge? - It's the _____.

2 are the laws weak? - No, they are quite _____.

3 what is your main aim? - We want to help patients _____.

4 how must you present your data? - In a _____.

5 can you say that the product benefits are bigger than they really are? - No, we mustn't _____.

6 do you use campaigns that say different things in different countries? - No, they are _____ many different countries.

7 is it easy to know what to say in advertising? - No, it's a _____.

6.2.3 Listen to part three and replace the seven mistakes in the transcript below with what Richard Turner actually says

Sadly, because of the regulatory laws that we need to obey, we're not able to promote directly to patients. We can only speak to the doctor, because the doctor makes the decision about the medicine. So, although we'd love to use all the advantages and opportunities that the Internet and the new communication methods offer, we're not able to use them as much as we'd like to do. That said, we are beginning ... I think many companies are beginning to look at the possibilities that new technologies such as the iPhone may offer to present the data when we're face to face with the doctor, because it's a clearer and more involving way of presenting the data to the doctor than the traditional paper.

6.2.4 Listen to part four. Are these statements about the words in italic that Richard Turner uses true or false?

- 1 Someone who works in science is a *scientific*.
- 2 Another word for 'doctor' is *physicist*.
- 3 Work to see if a drug is safe and effective is a *clinical trial*.
- 4 If you do a lot of work on something, you *spend a lot of effort* on it.
- 5 *Peak sales* is the time when a drug is just beginning to sell.
- 6 If there is a *patent* on a drug, other drug manufacturers cannot copy it

6.3 WRITING

PRODUCT LAUNCH PLANS

6.3.1 Read the example of the Product launch plans

Dreamland chocolate bar

Slogan

- The slogan for the product will be “Join us in Dreamland”.

Advertising

- We will have 30-second TV ads in prime-time slots, starting on September 18th.
- The advertisement will show a woman sitting at her desk eating a Dreamland bar. Suddenly she is on an exotic beach with a Hollywood star sitting next to her. He smiles and hands her another Dreamland chocolate bar.

Endorsement

- We will offer the actor Doug Miles the opportunity to endorse the product and appear in the advertisement. We are arranging a meeting with his agent.

Special events

- We will give out free Dreamland chocolate bars at major film festivals in Dubai, Asia and Europe.
- There will be competitions with free tickets to each of the film festivals and a chance to meet the film directors and stars.

Useful writing tips

- a) A plan can be written in list form with bullet points to make it easy to follow.
- b) Use headings to group your ideas together.

6.3.2 Read the information below about a product launch. Write a launch plan. Organise the information into headings and bullet points. Leave out any unnecessary words or phrases

Bubble Fun is a new shampoo for the children's market. Our slogan is “No more bathtime tears.” We will advertise the product on family websites and on TV during children's programmes. We will offer Hi-jump, a teenage dance act, sponsorship on their tour in return for product endorsement. The event will be launched with a party

at the London Aquarium. There will also be a Bubble Fun dance competition, and the winner will have the opportunity to appear in the company's ads.

6.3.3 Write an e-mail to the writer of the product launch plan in Exercise 6.3.2 Say which idea(s) you like and which idea(s) you disagree with. Give reasons for your comments

6.4 GRAMMAR

MODAL VERBS

Must

- obligation – necessity – duty

You **must** stop when the traffic light is red.

I **must** find a hotel to stay at tonight.

- prohibition

You **mustn't** park here.

- strong advice

You **must** talk to your brother about it.

- positive logical assumption

They **must** be the boy's parents. (I'm sure they are the boy's parents.)

- **Must** is used to talk about the present or near future. We use **have to** when we need to use other tenses.

He **had to** work late yesterday, so he didn't go to the party.

- **Have to = it is necessary to do smth** We use **have to** when somebody else other than the speaker has made the decision.

I **have to** wear a uniform at work.

- **Must** and **have to** have different meanings in questions.

Must I do my homework now? (The boy wants to know whether his mother insists on his doing his homework right away.)

Do I have to type these letters now? (The secretary wants to know whether it is necessary for her to type the letters right away.)

- **Mustn't = it is forbidden to do smth / you are not allowed to do smth**

They **mustn't** play on the railway track.

- **Needn't = it isn't necessary to do smth**

The farmer **needn't** buy any eggs.

- **Didn't need to = it was not necessary to do smth**

- **Needn't + perfect infinitive = it was not necessary to do smth, but it was done**

6.4.1 Fill in the gaps with **mustn't** or **needn't** / **don't have to**

A: Shall I help you with your shopping?

B: No, you ...*needn't/don't have to*. I can manage by myself.

A: Youplay football inside the house.

B: I'm sorry. I'll go outside.

A: Do you want anything from the supermarket?

B: No, you.....get me anything today, thank you.I'm going out myself later.

A: Yoube late for work tomorrow morning.

B: I know. I'll try to arrive early.

A: You.....take these books out of the library.

B: I know. It's forbidden.

A: Shall I make an appointment for you at the dentist's?

B: No, you.....I'll do it myself next week.

6.4.2 Rewrite the sentences using the word in bold

1 It isn't necessary for Mark to buy new clothes for the reception.

need ...Mark doesn't need to/needn't buy new clothes for the reception.....

2 You aren't allowed to pick these flowers.

must

3 Sarah is obliged to type her compositions at university.

has

4 It wasn't necessary for Paula to make the beds.

need

5 It is your duty to obey the law.

must

6 It wasn't necessary for Bob to wait for me, but he did.

need

7 It is forbidden to throw litter on the beach.

must

8 I'm sure Ronald is at home.

must

9 It wasn't necessary for Alice to bake a cake for the party.

need

10 It wasn't necessary for George to stay at work late last night, but he did.

have

Can / Could

- ability in the present

He **can** fly a helicopter.

- ability in the past

I **could** ski very well when I was young.

- asking permission

Can/Could/May/Might I ...?

We use these structures to ask permission to do something. Could and **may** are more polite than **can**. **Might** is formal.

Informal

Can I go swimming?

No, you can't.

More formal

Could/may/might I have a look at this report?

Certainly.

We normally reply with 'Certainly.' 'Of course.' 'Why not.' 'No, I'm afraid you can't.'

- giving/refusing permission

a) **can/may = you are allowed to do smth** May is more formal than can

b) **can't/mustn't may not = you are not allowed to do smth** May not is formal and is usually used in written notices.

You **can't** see Kim tonight, but you **can** see her tomorrow if you like.

You **may not** leave your luggage here.

- offers

Can/Could/Shall I ...?

We use these structures when we offer to do something.

Can/Could/Shall I get you anything from the supermarket?

- suggestions

We can/could...Shall we ...? = Let's ...How about ...? What about ...? Why don't we ...?

What shall we do tonight?

We **can/could** go to the cinema.

- requests

Can/could/will/would you ...?

We use these structures when we ask somebody to do something for us. **Would** and **could** are more polite than **can** and **will**.

Can/could/will/would you help me with my French homework please?

- negative logical assumption

can't = I'm sure/certain that smth isn't true

They can't be strangers. (I'm sure they are not strangers.)

- possibility

Could/may/might + present infinitive = it is possible/perhaps

'John is late.' 'He could be stuck in traffic.'

- Can is used in the present. Could is the past tense of can. We use able to to form all the other tenses.

I **will be able to** get a job when I finish the Institute.

- **Could + perfect infinitive** = it was possible, but it didn't happen

6.4.3 Fill in the gaps with an appropriate modal verb. Then, say what they express in each sentence

1 A: ...*May/Can/Could*... I borrow your pen, please?
The speaker is asking for permission.

B: No, you.....I'm using it

2 A: I'm bored. What shall we do?

B: Wego for a walk.

A: No, webecause it's raining.

B: Let's watch a video, then.

3 A: My parents told me Igo to the party tonight.

B: Never mind, I.....go either. We..... stay at home together, though.

4 A: Sir.....I speak to you for a moment please?

B: Certainly, but later today; I'm busy now.

5 A: Excuse me?

B: Yes?

A:you tell me where the post office is, please?

B: Certainly. It's on the main road, next to the school.

6 A: Is anyone sitting on that chair?

B: No, youtake it if you want to.

May / Might

- possibility (present/future)

May/might/could + present infinitive = it is possible /it is likely/ perhaps

'Where's Aunt Julia?' 'She **may/might/could** still **be** at work.'

- possibility (past)

may/might/could + perfect infinitive = it was possible, perhaps

'The lights are still on.' 'Helen **may/might/could have forgotten** to turn them off.'

- asking permission

May/Might I ...? = Would you mind if I ...?

May/Might I ask you another question?

- giving / refusing permission

a) **may/can** = you are allowed to do smth

You can sit here if you like.

b) **can't/may not** = you are not allowed to do smth

I'm sorry, but you can't park here.

- requests

May/Might/Can/Could I ...?

May/Can/could I have a pen and some paper, please?

6.4.4 Rephrase the following sentences in as many ways as possible

- 1 Perhaps Laura has left the phone off the hook. ...*Laura may/might/could have left the phone off the hook.*
- 2 Surgeons are obliged to scrub their hands before operating on patients.
- 3 Do you mind if I open the window.
- 4 It wasn't necessary for Peter to wash the dog, so he didn't.
- 5 Emily managed to reach the top shelf, even though she didn't have a ladder.
- 6 It's forbidden to copy files without the manager's permission.
- 7 Why don't we spend this evening at home?
- 8 I'm certain Patrick misunderstood my instructions.
- 9 I'm sure Helen didn't know about her surprise party.

6.4.5 Underline the correct word(s) in bold

A: Good morning. How 1) **can/must** I help you, sir?

B: I'd like to book a room for tonight, please.

A: Certainly sir.

B: How much does a single room cost for one night?

A: £35, sir. Payable in advance.

B: What! 2) **Do / have to/Could I** pay right now?

A: Yes, I'm afraid you 3) **need/must** pay in advance, sir.

B: Really. Well! 4) **Do I have to/Shall I** pay in cash?

A: No, you 5) **mustn't/needn't** pay in cash. You 6) **could/can't** pay by credit card if you prefer.

B: This is a bit unusual. I 7) **may/must** look in my wallet to see if I have enough cash with me.

A: You 8) **couldn't/don't have** to hurry, sir. Take your time.

A: Good morning. Here's the key. 9) **Could/Must** I leave my luggage here until twelve o'clock, please?

B: Of course. 10) **May/Need I** ask if you enjoyed your stay?

A: Oh yes. I 11) **can/must** write down the phone number, so that I can stay here again.

B: You 12) **mustn't/don't need to** do that, sir. I 13) **have to/can** give you our card.

A: Oh, thank you very much. Goodbye.

B: Goodbye.

Shall

- offers

‘**Shall/Can/Could** I help you choose Mary’s present?’ ‘That would be great.’

- Suggestions

Shall/Can/Could we ...? = Why don’t we ...? / How about ...? / What about ...? / Let’s

‘**Shall/Can/Could** we go to the market today?’ ‘I’d rather not.’

- asking for suggestions or instructions

‘Where **shall** we go tonight?’ ‘We can/could go to the theatre.’

Will / Would

- requests

Will/Would/Can/Could you ...?

‘**Will/Can** you hold the plate for me, please?’ ‘Of course.’

Should / Ought to

- advice

You **should/ought to be** more careful

6.4.6 Fill in *shall* or *will*

1 *Shall* I help you with the washing-up?

2 we have pizza for dinner tonight?

3 you carry this for me, please?

4 What we buy for Bob’s birthday?

5 you answer the phone, please?

6 Where we sit in the classroom?

7 you take the rubbish out for me, please?

8 we have a barbecue next weekend?

6.4.7 Underline the correct word

1 You *may/mustn’t* run in the corridors. It’s dangerous.

2 *Can/Should* I ask you a question?

3 *Will/Shall* we go out for lunch today?

4 You *must/shouldn’t* stay at home if you are ill.

5 Tommy *can’t/couldn’t* tell the time when he was a baby.

6 My book *can’t/mustn’t be* in the house. I’ve looked everywhere.

7 You *might/needn’t* clean the windows. I’ve already done them.

8 *Will/Shall* I help you?

9 You *needn’t/mustn’t* do the shopping. I’ll do it later.

10 Sam left late for the airport this morning. He *should/could* have missed his flight.

6.4.8 Fill in the gaps with an appropriate modal verb. Sometimes more than one answer is correct

1) Peter is eight years old. He _ read and write.

2) You are tired. ___ I do the cooking tonight?

- 3) She _____ swim when she was ten years old.
- 4) It's cold in here. _____ you close the window, please?
- 5) He _____ study hard for his exams.
- 6) Susan _____ to walk because she has broken her leg.
- 7) _____ you bring me a glass of water, please?
- 8) Wow! Look at that man in the beautiful car. He _____ be very rich.
- 9) _____ I show you something, sir?
- 10) You _____ go to the doctor. You'll be all right.
- 11) Policemen _____ wear a uniform.
- 12) You _____ throw litter in the street.
- 13) You _____ go until you finish eating.
- 14) I _____ phone Alan. I haven't spoken to him for a long time.
- 15) _____ I use your phone?

6.4.9 Choose the correct answer

- 1 'You ...C... be late for work.'
'I know. I'm leaving now.'
A needn't B must C mustn't
- 2 'Jim.....lose some weight. His doctor said so.'
'Then he must go on a diet.'
A mustn't B can C has to
- 3 'I.....go to the bank today. I have enough money.' 'Well, I'll go alone, then.'
A needn't B have to C must
- 4 'Did you deliver that parcel for me?'
'No, I.....find the house, so I've come back to get a map.'
A can B could C couldn't
- 5 'I.....clean the house today. It's dirty.'
'I'll help you.'
A needn't B must C mustn't
- 6 'I.....feed the dog at lunchtime. My brother did it in the morning.'
'You can do it this evening, then.'
A didn't need to B needn't have C need
- 7 'Do you need any help?'
'Yes. I.....open the window. It's stuck.'
A could B am able to C can't
- 8 'I.....swim until I was ten.'
'Well, I didn't learn until I was eleven.'
A can B can't C couldn't
- 9 'Can I talk to you, please?'
'Sorry, I.....go now. I'm late for a meeting.'
A mustn't B has to C must
- 10 'Is Tom good at languages?'
'Yes, he.....already speak French, German and Italian.'

- A can't B can C could
- 11 'The test was too difficult for me.'
'Oh dear, I.....do it quite easily.'
- A was able to B can't C can
- 12 'Where's Tom?'
'He's not at work, so he.....be at the library.'
- A must B can't C can
- 13 '.....we go shopping today?'
'No. I'd prefer to go tomorrow.'
- A Ought B Shall C Will
- 14 'Sorry Mum. I've broken a plate.'
'You.....be more careful.'
- A may B should C might
- 15 'Where's your father?'
He.....be in the garage.'
- A might B can C mustn't

6.4.10 Choose the correct answer

1. I C remember to go to the bank. I haven't got any money.
A don't have to B needn't C must
2. I take your order, please?
A Mustn't B Must C May
3. you ride a bicycle?
A Can B Should C May
4. Steven read and write until he was seven years old.
A must B could C couldn't
5. you make dinner tonight?
A Shall B Will C May
6. You go to bed late during the week.
A couldn't B shall C shouldn't
7. You visit your parents more often.
A should B were able to C shall
8. we go to the cinema at the weekend?
A Must B Should C Shall
9. 'Where we meet?' 'At my place.'
A must B shall C should
10. Peter go to the dentist before his toothache gets worse.
A should B shall C can
11. You do the ironing. I'll do it instead.
A needn't B must C mustn't
12. You cross the road without looking first. It's dangerous.
A needn't B mustn't C must

6.4.11 Study the functions of modal verbs and rewrite the sentences using modal verbs, as in the example

- 1) **It isn't necessary for her to** wear a suit to the office.
She needn't/doesn't have to wear a suit to the office.
- 2) **You aren't allowed to** take those books out of the library.
- 3) **It is possible that Mark will** be at home this evening.
- 4) **Would you like me to** make some sandwiches for you?
- 5) **I advise you to** leave early.
- 6) **Emily managed to** find a job after looking for six months.
- 7) **I'm sure Paul isn't** from Canada.
- 8) **We are obliged to** take exams every six months.
- 9) **I'm sure the children aren't** happy with your decision.
- 10) **Perhaps we will** go to Florida on holiday.

FUNCTIONS OF MODAL VERBS

FUNCTION	MODAL VERBS
obligation/ necessity	You must/have to study hard. (You are obliged to...)
advice	You must/should/ought to see a doctor. (I advise you to...)
prohibition	You mustn't talk in the library. (You aren't allowed to...)
lack of necessity	They needn't/don't have to call us tonight. (It isn't necessary.)
ability	Tony can run fast. (present) When he was young, he could climb trees. (past) She was able to get into the house. (single action in the past)
permission	Can/Could/May I use your phone? (asking for permission)

	You can take my car tonight. (giving permission) You can't take photographs inside the museum. (refusing permission)
request	Can you lend me your pen, please? Could you open the door, please? Will you post the letter?
suggestion	We can/could watch a film tonight. Shall we eat out tonight?
possibility	He may/might/could be ill. (It's possible)
offer	Shall I carry the shopping for you? (Would you like me to carry...)
logical assumption	He must be at work. (I'm sure she is...) She can't be at work. (I'm sure she isn't...)

TAPESCRIPTS

4.2 LISTENING

4.2.1 The key is preparation. So the first step is to find out who you're going to be presenting to. Now you need to do this on two levels. Firstly, how much does the audience know about the subject? Are they experts or do they know very little? Secondly, are you presenting to a group from the same or from different countries? And adjust your language so that everybody can understand. If possible, visit the room where you'll be giving the presentation beforehand and organise it precisely to your own requirements. Check you're familiar with the equipment, re-arrange the seating, and try to make yourself feel comfortable and relaxed in it. So once you know who you're presenting to and where, you're ready to start preparing what exactly you're going to say. OK? So stage one is the opening - that all-important first few moments that can make or break the presentation. Then stage two, a brief introduction about the subject of your talk. Then three, the main body of the presentation. And four, the conclusion, which should include a summary of your talk and your final opinion or recommendations. Finally, the question and answer session. Now the most important stage is the opening minute or so and I'd suggest that people memorise it exactly as if they were actors. Write down the opening with all the pauses and the stress clearly marked, and then record it, listen to it and practise it again and again. This is so important because if it's properly done, you not only get the audience's attention immediately, but you feel confident during what can be the most frightening part of the presentation. After that, you can start using your notes. So the first step is to write those notes. Write the whole presentation out just like an essay. Then select the key points. But read the full version over and over again until it's imprinted on your mind. The next step is to buy some small white postcards and write no more than one or two of the key points or key phrases onto each one.

Now visual aids, like overhead transparencies, are very important of course. But most people put far too much information on them. Don't - because it's difficult to read and it bores the audience. Limit yourself to a maximum of five points on each. Remember to turn off the projector when you're not actually using it. And don't talk to the machine, or the transparency, which again, lots of people do. Face the audience at all times. Finally, remember that it's not just what you say. How you say it is just as important. Quite unlike meetings and negotiations, a good presentation is very much a performance.

4.2.2 Good morning everyone, thanks for coming to my presentation. I know you're all very busy, so I'll be as brief as possible. OK then, I'm going to talk about the new chocolate bar we're pulling on the market, the St Trope premium bar. I'll tell you about the test launch we carried out in the south west of England a few weeks ago. My presentation is divided into three parts. First I'll give you some background about the launch.

After that, I'll tell you how we got on and assess its effectiveness. Finally, I'll outline our future plans for the product. If you have any questions, don't hesitate to ask.

Right, let's start with the background to the launch. As you know, St Tropez is a mint and nut bar with a distinctive taste. It's been thoroughly tested in focus groups and special attention was paid to packaging. It's wrapped in a metallic foil. The colours are rich, strong, to give high visual impact. OK, everyone? Yes, Johan, you have a question ...

So, that's the background. Right, let's now move on to the test launch. How successful was it? Well, in two words, very successful. If you look at the graph, you'll see the bar's actual sales compared with forecast sales. Quite a difference isn't there? The sales were over 20% higher than we predicted. In other words, a really good result. Well above our expectations. The sales show that the pricing of the product was correct. And they show that as a premium line, the St Tropez bar should be successful nationwide. To sum up, a very promising test launch. I believe the bar has great potential in the market.

Right, where do we go from here? Obviously, we'll move on to stage two and have a national advertising and marketing campaign. In a few months, you'll be visiting our sales outlets and taking orders. I hope, for the new product. Thanks very much. Any questions?

5.2 LISTENING

5.2.1 The soft drinks market is one of the most competitive in the world. How do you stay ahead of your competitors?

KW Well, the Coca-Cola company this year reached the point where, world-wide it sells a billion servings of its product every day. However, the world still consumes 47 billion servings of other beverages again, every day. The key point here is to understand what the opportunity actually is. Which in our case is to grow the whole soft drinks category. To be successful we believe you need a portfolio of products which include the best brands and the most recognisable packages, for example the icon bottle. It needs to be supported by excellent market place execution, in other words, attention to detail. We grow our business one bottle at a time. Now behind this you need an efficient manufacturing and distribution operation. All the glamorous TV advertising in the world won't sell your product if Tesco's has run out. And of course advertising, especially for a company like the Coca-Cola Company has a major part to play in ensuring the consumer is aware of the intrinsic values of our brands, a good example of which is refreshment. So, in summary, the way to stay ahead is to focus on delivering to the consumer a product that adds value to their lives rather than simply focusing upon the actions of your perceived competitor.

5.2.2 Does competition always lead to better products and better value for customers?

KW I think it does but it's important to remember that value is not just a function of price. Now a good example of this might be to look back at some of the history of the travel industry. I would guess this country enjoys some of the least expensive holiday flights and in the main I would think they offer excellent value for money. I'm

equally sure that on occasions the consumer's desire for low prices has led to compromises. Who hasn't suffered the 2am flight time, the delayed departure and so on? Dependent on your needs as a consumer, you will therefore have a different view on whether you think this is better value. So I guess the point is that better doesn't necessarily mean cheaper. Although price as an element of value is very important, and the key challenge is to maintain a balance.

5.2.3 How do you see competition affecting the way your business operates in the future?

KW Well firstly, we assume our competition will improve in everything they do. This focuses our team on the task ahead. However, we spend far more time preparing for shifts in consumer behaviour - in driving our programmes to increase overall soft drink consumption - than we do worrying about specific competitors. So, for example, I see major changes coming in terms of the purchase environments in which the consumer can access our product. Some examples of this would be: How will they do their shopping? Will frequency increase or decrease? Will they not even go to the store? Will they shop from home? There will definitely be continued increase in leisure time, so we need to be where the consumer is, whether that be the sports centre or the multiplex cinema, for example. Will the increase in out-of-home eating, especially snacking, for example, sandwich bars, continue? We think it will. So clearly, whilst it's important to keep improving our core offerings, our product portfolio, our packaging, our operational efficiency, and most importantly we have to prepare for the needs of our future consumer.

6.2 LISTENING

6.2.1 (I = INTERVIEWER, RT = RICHARD TURNER)

I: Which marketing methods work best when promoting your products?

RT: The core of all marketing to doctors is the need to spend quality time face to face with them. These are very busy people who have a busy day treating their patients, and we often find that we only have maybe five or 10 minutes within that busy day to sit down with them and take them through both the clinical, "rational" advantages of our products - why we think they should use this product compared to the ones they've been using in the past - as well as the more traditional, "emotional" advantages of the product. And by "emotional" advantages; I might mean how it would help their patients, help them understand the benefits for their patients, and how it will make them have easier lives. And so we're still very much focused on how we can best present quite complicated data in a short period of time, face to face to the doctor.

6.2.2 I : What problems can you face when marketing pharmaceuticals?

RT: I think the biggest challenge for us is the regulatory environment. The laws that we need to follow are quite strict - and quite rightly so. We in the pharmaceutical industry have the same interests as the doctor. We want to help patients lead better lives. We have to present the data in a fair and balanced way, not, not to overstate the advantages of our products. Because we're trying to develop campaigns which are consistent across many different countries across Europe, and because the laws are different across these countries, it's often a challenge to work out exactly what we can say and the best way of saying it.

6.2.3 (I = INTERVIEWER, RT = RICHARD TURNER)

I: Has the way you market your products changed much over the last few years?

RT: Unfortunately, urn, because of the regulatory laws that we need to follow, we're not able to promote directly to patients. We can only talk to the doctor, because the doctor makes the decision about the medicine. So, although we'd love to use all the benefits and opportunities that the Internet and the new communication methods offer, we're not able to use them as much as we'd like to do. Having said that, we are beginning ... I think many companies are beginning to look at the opportunities that new technologies such as the iPad may offer to present the data when we're face to face with the doctor, because it's a clearer and more involving way of presenting the data to the doctor than the traditional paper.

6.2.4 (I = INTERVIEWER, RT = RICHARD TURNER)

I: What is a typical lifecycle for your products?

RT: The lifecycle for a pharmaceutical product is often very long. It can take anything up to 20 years from the scientist first coming up with the idea to it finally being widely used by physicians to help patients' lives. The first 10 years of that life can be spent wholly on the clinical trials, to prove that it's safe and has effect and helps the patients. And then the next 10 years spending a lot of time and effort presenting this data to doctors, so they, they can begin to understand which patients, and in which situations, the drug can help them. And just as we're getting to those peak sales, we find the patent on the drug will go. Um, so there's a long, a long period from the first idea to finally getting it out there in doctors' and patients' hands.

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