

# Intelligent Business

Course Packet

*student's version*

*English I/2*

**Milan Boháček**

spring 2010

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# ENGLISH I/2

## spring 2010

### *Introductory information*

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office hours: **Monday 2 – 2.45 p.m.**  
**Wednesday 10.15 – 11 a.m.**

#### ➤ **Course requirements:**

- ✓ minimum **80% attendance** (maximum of **4** unexcused absences per semester);
- ✓ delivering a **powerpoint presentation** of a product or service or company in front of the class (for details, see below);
- ✓ **active participation** in seminars (systematic preparation for seminars and fulfillment of assignments);
- ✓ passing the **credit test** (minimum **60%** of the total number of points) in the last class of the semester, i.e., **Thursday, May 20, 2010**)

#### ➤ **Electronic sources:**

**IS MU:** BPJ\_JI2A Jazyk I/2 – Angličtina (interactive syllabus + interactive syllabi for groups number **3, 8 and 17**).

**web:** <http://www.econ.muni.cz/katedry/oddeleni-jazyku-na-esf/> or *ESF homepage* → *Katedry* → *Oddělení jazyků*

#### ➤ **Primary sources:**

- Trappe, T., Tullis, G.: ***Intelligent Business: Coursebook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84809-1
- Pile, L.: ***Intelligent Business: Workbook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84685-4
- Boháček, M., Brandejská, Z., Trumpešová – Rudolfová, E.: ***Intelligent Vocabulary. Glosář k učebnici Intelligent Business: Upper Intermediate***. Brno, MU, 2007. ISBN 978-80-210-4389-3

## ➤ **Powerpoint presentation:**

Your seminar work for this semester involves preparing a powerpoint presentation of a product or service or a company, and delivering this presentation in class on one of the scheduled dates:

- ♦ **Thursday, April 22**
- ♦ **Thursday, April 29**
- ♦ **Thursday, May 6**

When preparing and delivering your presentation, you should follow these **guidelines**:

- you should prepare a presentation of a **product, service or company** you like or know or own or are interested in,
- the presentation will be **seriously minded, well-prepared and well-delivered**,
- it will take between **5 - 7 minutes, not longer**,
- it will be **structured** (*introduction of the presenter and the topic, introduction of the service/product/company, body of the presentation, finally thanking for the audience's attention, offering them to ask questions*),
- it will have a form of **power-point presentation** which you will prepare at home and bring on a flash disc (*a data projector and a laptop **without** the internet access will be available*),
- it will be delivered in English and it **will not be read** (*tip: you can include points, dates or items that are difficult to remember directly into your ppt presentation*),
- please use the **guidelines** posted in the interactive syllabus in the IS or copied below in the **Tips & Examples** section,
- other students will be **evaluating the presentation** (*they will use the evaluation sheet available in the interactive syllabus in the IS*),
- each student will **upload his/her presentation to the IS** (*Odevzdávárny → Presentations – Seminar groups taught by Milan Boháček*) **no later than on his/her presentation day.**

**Tips & Examples** (available in the **interactive syllabus** in the **IS**):

### **HOW TO BECOME A GOOD PRESENTER**

#### **1. LEAVE NOTHING TO CHANCE**

*Check everything before you are due to speak – room, seating, visibility, acoustics and equipment.*

#### **2. KNOW EXACTLY HOW TO START**

*Plan the first minute of your presentation down to the last detail. Try to memorize your opening words. This will help you to sound confident and in control.*

#### **3. GET STRAIGHT TO THE POINT**

*Don't waste time on long boring introductions. Try to make at least one powerful statement in the first two minutes.*

#### **4. TALK TO YOUR AUDIENCE**

*Many of the best presentations sound more like conversations. So, keep referring back to your audience, ask them questions, respond to their reactions.*

#### **5. KNOW WHAT WORKS**

*Certain things are always popular with an audience: personal experiences, stories with a message, dramatic comparisons, amazing facts they didn't know. Use them to the full.*

## **6. BE CONCISE**

*Keep your sentences short and simple. Use deliberate pauses to punctuate your speech.*

## **7. SPEAK NATURALLY**

*Don't be afraid to hesitate when you speak, but make sure you pause in the right places. Remember, you are not an actor trying to remember lines. A certain amount of hesitation is actually quite natural.*

## **8. KNOW YOUR AUDIENCE**

*Speak for your audience, not yourself. Take every opportunity to show how much common ground you share with them. Address their goals, their needs, their concerns.*

## **9. TREAT YOUR AUDIENCE AS EQUALS**

*Never talk down (or up)-to-your audience. Treat them as equals, no matter who they are.*

## **10. BE YOURSELF**

*As far as possible, speak to five hundred people in much the same way you would speak to five. You will obviously need to project yourself more, but your personality shouldn't change.*

## **11. TAKE YOUR TIME**

*Whenever you make a really important point, pause and let the full significance of what you have said sink in ... before you move on.*

## **12. DON'T MAKE A SPECIAL EFFORT TO BE FUNNY**

*If you make a joke, don't stop and wait for laughs. Keep going and let the laughter (if it comes) interrupt you.*

## **13. LET YOUR VISUALS SPEAK FOR THEMSELVES**

*Good visuals are just that – visual. Don't put boring tables of figures and long lines of text on the overhead and read them out. Stick to the main points. Experiment with three-dimensional charts, cartoons, interesting typefaces – anything to catch your audience's attention.*

## **14. NEVER COMPETE WITH YOUR VISUALS**

*When showing a visual, keep quiet and give people time to take it in. Then make brief comments only. Point to the relevant parts of the visual as you speak. If you want to say more, switch off your projector to do so.*

## **15. DEVELOP YOUR OWN STYLE**

*Learn from other public speakers, but don't try to copy them. Be comfortable with your own abilities. Don't do anything that feels unnatural for you, just because it works for someone else.*

## **16. ENJOY THE EXPERIENCE**

*The secret of being an excellent speaker is to enjoy the experience of speaking – try to enjoy the experience!*

## **17. WELCOME QUESTIONS FROM YOUR AUDIENCE**

*When members of your audience ask you a question, it is usually because they have a genuine interest in what you are saying and want to know more. Treat questions as an opportunity to get your message across better.*

## **18. FINISH STRONGLY**

*When you are ready to finish your presentation, slow down, and lower your voice. Look at the audience and deliver your final words slowly and clearly. Pause, let your words hang in the air a moment longer, smile, say Thank you and then sit down.*

## PRESENTATION SKILLS – GUIDELINES

### 1. Stating your purpose:

- ◆ OK, let's get started. Good morning, everyone. Thanks for coming. I'm...
- ◆ This morning I'm going to be: talking to you about... / showing you how... / taking a look at... / reporting on... / telling you about...
- ◆ ...so, I'll begin by: filling you in on... / making a few observations about... / outlining *company policy*... / giving you an overview of... / bringing you up-to-date on...
- ◆ ...and then I'll go on to: highlight what I see as... / put the situation into some kind of perspective... / make detailed recommendations regarding... / discuss in more depth sth...

### 2. Signposting – telling what comes next in a presentation:

when you want to	make your next point	you say	<b>To move on to our next point</b>
	change direction		<b>To turn to <i>last year's figures</i></b>
	refer to an earlier point		<b>To go back to <i>what I said earlier</i></b>
	repeat the main points		<b>To recap on <i>the main figures</i></b>
	give a wider perspective		<b>To expand on <i>this a bit more</i></b>
	do a deeper analysis		<b>To elaborate on <i>this particular feature</i></b>
	give the basics		<b>To summarize <i>the points</i></b>
	depart from your plan		<b>To digress from</b>
	finish your talk		<b>To conclude</b>

*vocab.*

*digress from – odbočit od*

### 3. Commenting on visuals:

- ◆ To highlight important information in a visual, you can use the following:

I'd like	us to look	<b><u>at</u></b> this part of the graph in more detail.
	us to focus our attention	<b><u>on</u></b> one particularly important feature.
	you to think	<b><u>about</u></b> the significance of this figure here.
	to point	<b><u>out</u></b> one or two interesting details.
	to draw your attention to	<b><u>to</u></b> the upper half of the chart.

### 4. To conclude:

- ◆ Thank you for your attention and if you have any questions, I'll be happy to answer them.
- ◆ You can also ask the audience to ask questions during your speech by saying: If you have any questions during my talk, don't hesitate to interrupt me/feel free to ask.

### 5. To ask your colleague to carry on:

- ◆ Now I would like to hand over to Mark.

*Source: Powell, M.: Presenting in English – how to give successful presentation, Thomson Heinle.2002.*

# Unit 8 – BRANDS

**Coursebook**, page **69**, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = a person or company that supplies something to people, especially food, services or information (*paragraph 1*)
2. \_\_\_\_\_ = a shop/store or an organization that sells goods made by a particular company or of a particular type (*par 1*)
3. \_\_\_\_\_ = a group of twelve of the same thing (*par 1*)
4. to \_\_\_\_\_ = to produce or bring money for somebody (*par 1*)
5. \_\_\_\_\_ = something that a person has or owns that they think shows their high social position and wealth (*par 2*)
6. \_\_\_\_\_ = *here*: a position of a company that people admire and see as a symbol of a particular idea, style, way of doing things, etc. (*par 3*)
7. \_\_\_\_\_ = attractive, stylish, fascinating, appealing (*par 3*)
8. \_\_\_\_\_ = bringing something back, making it start being used again, becoming or making something become strong and active again (*par 4*)
9. \_\_\_\_\_ = a set of products of a particular type that are made or sold by a company (*par 4*)
10. \_\_\_\_\_ = what people think or feel about a particular company; the way that a company presents itself to the public (*par 4*)
11. \_\_\_\_\_ = praise or an award for an achievement that people admire (*par 4*)
12. to \_\_\_\_\_ = to make a system, an organization, etc. work better, especially in a way that saves money (*par 5*)
13. \_\_\_\_\_ = the part of a business that does not meet and deal directly with customers (*par 5*)
14. \_\_\_\_\_ = changes to the form of something in order to improve its appearance, how efficiently it works, etc. (*par 6*)
15. \_\_\_\_\_ = an uneven journey, a way full of obstacles (*par 6*)

**2. Answer these questions based on the information contained in the text:**

1. What is today's image of Gucci among people?

---

2. How is the Gucci Group described and what does the description mean?

---

3. What metaphor is used in the text to show that Gucci is a high-fashion covering brand for other brands?

---

4. When, where and how did the company start?

---

5. What did Guccio Gucci do to build awareness of his brand with people?

---

6. What two important things did Gucci's sons do for the development of their firm?

---

7. What exactly affected the reputation of the brand in the 1980s?

---

8. What metaphor is used to describe the fact that customers' interest in the brand decreased?

---

9. What change in the position of the Gucci brand took place thanks to Tom Ford?

---

10. How did Domenico de Sole contribute to the success of Gucci in the past years?

---

11. How was Gucci's successful transformation noticed on the European level?

---

12. What metaphor is used in paragraph 6 to express the fact that Gucci started to live again as a popular brand?

---

13. What do stockbrokers think about the future development of Gucci's shares?

---





**Fill in the missing words in their correct form in the interview summary:**

The manager talks about the way corporate identity and brand asset management are (1) \_\_\_\_\_. He points out that a good corporate image can (2) \_\_\_\_\_ and (3) \_\_\_\_\_ one company from another. Identity of a company and a brand is important as it serves as the company's (4) \_\_\_\_\_ (5) \_\_\_\_\_ to the world and it shows what its services and products (6) \_\_\_\_\_ (7) \_\_\_\_\_. There are many (8) \_\_\_\_\_ companies have to face in this area, so they stress the (9) \_\_\_\_\_ (10) \_\_\_\_\_ of identity – i.e. the right price. Are they (11) \_\_\_\_\_ products or expensive products? The price is a key (12) \_\_\_\_\_ (13) \_\_\_\_\_ in this case.

When a company wants to check the (14) \_\_\_\_\_ of its corporate brand, it does a (15) \_\_\_\_\_ (16) \_\_\_\_\_, i.e. (17) \_\_\_\_\_ interviews and (18) \_\_\_\_\_ of many corporate artifacts (e.g. (19) \_\_\_\_\_, (20) \_\_\_\_\_ (21) \_\_\_\_\_, vehicles, (22) \_\_\_\_\_, (23) \_\_\_\_\_, ads, etc.). The visual materials should be reviewed (24) \_\_\_\_\_ in, year (25) \_\_\_\_\_. The manager also argues that in many cases the brands and corporate name are (26) \_\_\_\_\_. It is also usual that many big (27) \_\_\_\_\_ with many brands try to (28) \_\_\_\_\_ a (29) \_\_\_\_\_ corporate (30) \_\_\_\_\_ while their brands are in the (31) \_\_\_\_\_. Nevertheless, in case of any (32) \_\_\_\_\_ or if their identity is (33) \_\_\_\_\_, it can even affect the brand itself. Finally, the corporate brand's reputation affects the product brand's reputation and (34) \_\_\_\_\_ (35) \_\_\_\_\_.

# Adjectives and adverbs

## Form of adverbs

- Many 'how' adverbs are formed by adding *-ly* to an adjective. A few add *-y*, *-ally*, or *-ily*, depending on the spelling of the original adjective.

*slow* – *slowly*      *slight* – *slightly*      *careful* – *carefully*  
*full* – *fully*      *dramatic* – *dramatically*      *steady* – *steadily*

- Some adverbs and adjectives have the same form. Examples include *fast*, *hard*, *early*, *late*, *high*, *low*, *right*, *wrong*, *daily/weekly/monthly/quarterly*.

*This is a **fast machine**.* (adj.)      *This machine **goes very fast**.* (adv.)  
*It's a **hard decision**.* (adj.)      *He's **working very hard** at the moment.* (adv.)

- Note that the adverb *hardly* is not related to the meaning of *hard*.

*It's so noisy I can **hardly** think.* ('hardly' = almost not)

- Note that *good* is an adjective and *well* is an adverb.

*She's a **good negotiator**.*      *She **negotiates well**.*

## Adjectives ending *-ing* and *-ed*

- Adjectives ending *-ing* describe something we are reacting to (outside us).

Adjectives ending *-ed* describe our feelings and reactions (inside us).

*The meeting was very **interesting**. I was **interested** in your idea about outsourcing.*

*Asia Online president Kevin Randolph says he does not concentrate on the number of customers because he is not really **interested** in mass marketing. 'I am **interested** in quality marketing,' Randolph says. 'We have 100,000 customers, which is an **interesting** number, but I am not managing the business based on that.'* (business review weekly website)

Other pairs like this are: *bored/boring*, *confused/confusing*, *excited/exciting*, *fascinated/fascinating*, *surprised/surprising*, *tired/tiring*

*I found her comments quite **surprising**. I was **surprised** by her comments.*

## Compare adjectives ending in *-ing* and *-ed*:

<p>You can say:</p> <ul style="list-style-type: none"> <li>My job is <b>boring</b>, <b>interesting</b>, <b>tiring</b>, <b>satisfying</b>, <b>depressing</b>. (etc.)</li> </ul> <p>The <b>-ing</b> adjective tells you about the job.</p> <p>Compare these examples:</p> <p><b>interesting</b></p> <ul style="list-style-type: none"> <li>Julia thinks politics is very <b>interesting</b>.</li> <li>Did you meet anyone <b>interesting</b> at the party?</li> </ul> <p><b>surprising</b></p> <ul style="list-style-type: none"> <li>It was quite surprising that he passed the examination.</li> </ul> <p><b>disappointing</b></p> <ul style="list-style-type: none"> <li>The film was disappointing. I expected it to be much better.</li> </ul> <p><b>shocking</b></p> <ul style="list-style-type: none"> <li>The news was shocking.</li> </ul>	<p>You can say:</p> <ul style="list-style-type: none"> <li>I'm <b>bored</b> with my job.</li> <li>I'm not <b>interested</b> in my job any more.</li> <li>I'm always <b>tired</b> when I finish work.</li> <li>I'm not <b>satisfied</b> with my job.</li> <li>My job makes me <b>depressed</b>. (etc.)</li> </ul> <p>The <b>-ed</b> adjective tells you how somebody feels (about the job).</p> <p><b>interested</b></p> <ul style="list-style-type: none"> <li>Julia is very interested in politics. (not 'interesting in politics')</li> <li>Are you <b>interested</b> in buying a car? I'm trying to sell mine.</li> </ul> <p><b>surprised</b></p> <ul style="list-style-type: none"> <li>Everybody was surprised that he passed the examination.</li> </ul> <p><b>disappointed</b></p> <ul style="list-style-type: none"> <li>I was disappointed with the film. I expected it to be much better.</li> </ul> <p><b>shocked</b></p> <ul style="list-style-type: none"> <li>We were very shocked when we heard the news.</li> </ul>
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**Look at these examples:**

- Our holiday was too short – the time went very **quickly**.
- The driver of the car was **seriously** injured in the accident.

**Quickly** and **seriously** are *adverbs*. Many adverbs are made from an adjective + **-ly**:

<i>adjective:</i>	quick	serious	careful	quiet	heavy	bad
<i>adverb:</i>	quickly	seriously	carefully	quietly	heavily	badly

Not all words ending in **-ly** are adverbs. Some adjectives end in **-ly** too, for example:

**friendly      lively      elderly      lonely      silly      lovely**

**Fast / hard / late**

These words are both adjectives and adverbs:

<i>adjective</i>	<i>adverb</i>
------------------	---------------

- |                                      |  |
|--------------------------------------|--|
| • Jack is a very <b>fast</b> runner. | Jack can <b>run</b> very <b>fast</b> .       |
| • Ann is a <b>hard</b> worker.       | Ann <b>works hard</b> . (not 'works hardly') |
| • The train was <b>late</b> .        | I <b>got up late</b> this morning.           |

**Lately** = 'recently'

- Have you seen Tom **lately**?

**We use adjectives after *be / get / become / seem*:**

- |   |  |
|---|--|
| • <b>Be careful!</b>  | • I'm <b>tired</b> and I'm <b>getting hungry</b> . |
| • As the film went on, it <b>became</b> more and more <b>boring</b> . |  |
| • Your friend <b>seems</b> very <b>nice</b> .                         |  |

We also use adjectives to say how somebody/something looks, feels, sounds, tastes or smells:

- |  |   |
|--|---|
| • You <b>look</b> tired. / I <b>feel</b> tired. / She <b>sounds</b> tired. |   |
| • The dinner <b>smells good</b> .  | • This tea <b>tastes</b> a bit <b>strange</b> . |

But to say how somebody does something you must use an *adverb*:

- Drive **carefully!** (*not* 'Drive careful')
- Susan plays the piano very **well**. (*not* 'plays ... very good')

## Grammar exercises

**1. Complete the sentences using one of the words in the box.**

<b>amusing / amused</b>	<b>confusing / confused</b>	<b>exhausting / exhausted</b>
<b>annoying / annoyed</b>	<b>disgusting / disgusted</b>	<b>interesting / interested</b>
<b>boring / bored</b>	<b>exciting / excited</b>	<b>surprising / surprised</b>

1. He works very hard. It's not **surprising** that he's always tired.
2. I've got nothing to do. I'm \_\_\_\_\_.
3. The teacher's explanation was \_\_\_\_\_. Most of the students didn't understand it.
4. The kitchen hadn't been cleaned for ages. It was really \_\_\_\_\_.
5. I seldom visit art galleries. I'm not particularly \_\_\_\_\_ in art.
6. There's no need to get \_\_\_\_\_ just because I'm a few minutes late.
7. The lecture was \_\_\_\_\_. I fell asleep.
8. I asked Emily if she wanted to come out with us but she wasn't \_\_\_\_\_.
9. I've been working very hard all day and now I'm \_\_\_\_\_.
10. I'm starting a new job next week. I'm quite \_\_\_\_\_ about it.
11. Tom is very good at telling funny stories. He can be very \_\_\_\_\_.
12. Liz is a very \_\_\_\_\_ person. She knows a lot, she's travelled a lot and she's done lots of different things.

**2. Complete each sentence with a verb (in the correct form) and an adjective from the boxes.**

feel	look	seem
smell	sound	taste

awful	fine	interesting
nice	upset	wet

- Ann seemed upset this morning. Do you know what was wrong?
- I can't eat this. I've just tried it and it \_\_\_\_\_.
- I wasn't very well yesterday but I \_\_\_\_\_ today.
- What beautiful flowers! They \_\_\_\_\_ too.
- You \_\_\_\_\_. Have you been out in the rain?
- Jim was telling me about his new job. It \_\_\_\_\_ quite \_\_\_\_\_, much better than his old job.

**3. Choose the correct word.**

- This tea tastes a bit strange. (strange/strangely)
- I always feel \_\_\_\_\_ when the sun is shining. (happy/happily)
- The children were playing \_\_\_\_\_ in the garden. (happy/happily)
- The man became \_\_\_\_\_ when the manager of the restaurant asked him to leave. (violent/violently)
- You look \_\_\_\_\_! Are you all right? (terrible/terribly)
- There's no point in doing a job if you don't do it \_\_\_\_\_. (proper/properly)

**4. Complete each sentence using a word from the list. Sometimes you need the adjective (careful etc.) and sometimes the adverb (carefully etc.).**

careful(ly)	complete(ly)	continuous(ly)	financial(ly)	fluent(ly)
happy/happily	nervous(ly)	perfect(ly)	<del>quick(ly)</del>	special(ly)

- Our holiday was too short. The time passed very quickly.
- Tom doesn't take risks when he's driving. He's always \_\_\_\_\_.
- Sue works \_\_\_\_\_. She never seems to stop.
- Alice and Stan are very \_\_\_\_\_ married.
- Monica's English is very \_\_\_\_\_ although she makes quite a lot of mistakes.
- I cooked this meal \_\_\_\_\_ for you, so I hope you like it.
- Everything was very quiet. There was \_\_\_\_\_ silence.
- I tried on the shoes and they fitted me \_\_\_\_\_.
- Do you usually feel \_\_\_\_\_ before examinations?
- I'd like to buy a car but it's \_\_\_\_\_ impossible for me at the moment.

**5. Are the underlined words right or wrong? Correct the ones that are wrong.**

- I'm tired because I've been working hard. **RIGHT**
- I tried hard to remember her name but I couldn't. \_\_\_\_\_
- This coat is practically unused. I've hardly worn it. \_\_\_\_\_
- She's a good tennis player. She hits the ball hardly. \_\_\_\_\_
- Don't walk so fast! I can't keep up with you. \_\_\_\_\_
- Why are you walking so slow? Are you tired? \_\_\_\_\_

**6. Complete the second sentence so it has a similar meaning to the first sentence.**

1. There was a slight fall in profits in April.  
In April profits **fell slightly**.
2. There was a dramatic improvement in our share price last month.  
Last month our share price \_\_\_\_\_.
3. There has been a significant drop in demand for oil over the last few months.  
Demand for oil \_\_\_\_\_ over the last few months.
4. Let's have a brief pause for coffee.  
Let's \_\_\_\_\_ for coffee.
5. There has been a steady improvement in the inflation figures.  
The inflation figures \_\_\_\_\_.
6. There was a slow recovery in consumer confidence last year.  
Consumer confidence \_\_\_\_\_ last year.
7. There has been a gradual rise in unemployment.  
Unemployment \_\_\_\_\_.
8. There has been considerable growth in Korean GDP over recent years.  
Over recent years Korean GDP \_\_\_\_\_.

**7. Complete the sentences with one word from list A and one word from list B.**

A: *badly completely easily extremely heavily quite unexpectedly well*  
B: *delayed designed helpful illegal late ~~made~~ promoted recognizable*

1. This suitcase is very **well made**. It will last for years and years.
2. The new product is being \_\_\_\_\_. You see the adverts everywhere.
3. This website is very \_\_\_\_\_. I can't find the information I need.
4. You've been \_\_\_\_\_. I really appreciate it.
5. Our offices are \_\_\_\_\_. Look out for the large flags at the front.
6. I'm sorry, my flight has been \_\_\_\_\_. I'll call you when I arrive.
7. Taking bribes is \_\_\_\_\_. You'll lose your job if they catch you.
8. I arrived at the presentation \_\_\_\_\_ and missed the first part.

**8. Read this report about the convergence of mobile phones and handheld computers. Underline either the adjective or adverb each time.**

It seems (1) strange/strangely, but some people are walking around with a mobile phone, a handheld computer like a Palm, a pager, and even a notebook computer with a (2) conventional/conventionally keyboard as well. These digital devices are converging (3) rapid/rapidly, but manufacturers are finding it difficult to get all the parts to integrate (4) proper/properly. Contemporary mobile phones look (5) good/well, are relatively (6) good/well at sending short text messages, but don't work (7) good/well as handheld computers. They lack memory, synchronize (8) bad/badly with desktop PCs, and aren't

## The Net: anywhere, anytime, in the palm of your hand

(9) easy/easily to use for writing emails. Searching for an address-book entry or scrolling through a contact list is (10) slow/slowly, although once you find the name you can call the person (11) direct/directly by just touching the phone number. Of course the big issue in the future is Internet access – it needs to be fast, (12) easy/easily and (13) cheap/cheaply, but still allow phone companies to make a profit. Things are moving very (14) quick/quickly in this area, and the manufacturers who succeed in getting everything (15) right/rightly are going to make (16) huge/hugely profits.

# REVIEW TEST

BPJ\_JI2A

Unit 8 – Brands

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)  points

**II. Vocabulary:** (max. 34 points)  points

**A. Translate the following expressions into English:** (2 points each)

padělané výrobky oslabující značku (*výrobku*) – \_\_\_\_\_

dosáhnout u zákazníků věrnost značce – \_\_\_\_\_

uvážlivě se vyhnout nadměrné publicitě (*výrobku*) – \_\_\_\_\_

čelit značně velkým výzvám v umění jednat s lidmi – \_\_\_\_\_

vybudovat si renomé za renovaci (*vylepšení*) zboží – \_\_\_\_\_

odlišit oděvy na zakázku od konfekce – \_\_\_\_\_

úspěšně na sebe neupozorňovat jako firma – \_\_\_\_\_

ztrátové středně velké firmy jdoucí ke dnu – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. using a successful brand name to sell new types of products; a new product that is sold using an existing brand name:

2. the act of making changes to the form of something in order to improve its appearance, how efficiently it works, etc.:

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**CLIENT BASE, PRICE, CUSTOMERS,  
LOLLIPOPS, PURVEYORS, ACCOLADE**

1. Guccio Gucci deserved at least one \_\_\_\_\_ for building his successful company.

*In Czech or Slovak:* \_\_\_\_\_

2. We have to fight against the diminishing of our \_\_\_\_\_.

*In Czech or Slovak:* \_\_\_\_\_

3. None of our \_\_\_\_\_ was accused of contractual failure.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**STREAMLINE, DETRACT, EXPAND, ANTICIPATE,  
REVIVE, REINFORCE, SUSTAIN, CONVEY**

1. IBM has decided \_\_\_\_\_ the idea of producing colorful laptops.

2. Lately, the message \_\_\_\_\_ to the public through mass media.

3. In my opinion, potential conflicts should always \_\_\_\_\_, if possible.

4. Celebrity endorsement should \_\_\_\_\_ our main message in the campaign.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. We came \_\_\_\_\_ to the theater – the performance had already started. (**LATE**)

2. The \_\_\_\_\_ of our products is accompanied with an identifier. (**SIGN**)

3. Retailers \_\_\_\_\_ prefer checking their brand effectiveness. (**INCREASE**)

4. The company wants to \_\_\_\_\_ its production overseas. (**SOURCE**)



# Unit 9 – INVESTMENT

**Coursebook**, page 77, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = the business of buying and selling shares in companies and the place where this happens; a stock exchange (*paragraph 1*)
2. \_\_\_\_\_ = the amount of profit or income that you get from a particular investment (*par 1*)
3. \_\_\_\_\_ = an award or amount of money that is given to a person who wins a competition, etc. or who does very good work (*par 2*)
4. \_\_\_\_\_ = the desire or need of customers for goods or services which they want to buy or use; a very firm request for something; something that somebody needs or asks for (*par 2*);  
the opposite = \_\_\_\_\_
5. \_\_\_\_\_ = a person or company that buys things and sells them at a profit (*par 2*)
6. \_\_\_\_\_ = a method of raising money by selling tickets by which a winner is selected at random (*par 3*)
7. \_\_\_\_\_ = analytical and empirical data that are not dependent on subjective judgments of people; statistical data (*par 3*)
8. \_\_\_\_\_ = knowledge of a person acquired by a relationship less intimate than friendship (*par 4*)
9. \_\_\_\_\_ = a business project or activity, especially one that involves taking risks (*par 4*)
10. \_\_\_\_\_ = a price that somebody wants to sell something for (*par 4*)
11. \_\_\_\_\_ = land and buildings; real estate (*par 4*)
12. \_\_\_\_\_ = formal discussions between people who are trying to reach an agreement (*par 4*)
13. \_\_\_\_\_ = a number representing a particular amount, especially one given in official information (*par 4*)
14. to \_\_\_\_\_ = to use more of finances than is necessary or useful (*par 5*)
15. \_\_\_\_\_ = something or someone that shows the way by leading, directing, or advising (*par 6*)
16. \_\_\_\_\_ = an adjective describing the fact that the value of something is fixed at a level that is too high (*par 6*)
17. \_\_\_\_\_ = if somebody or something has it, they are likely to prefer or dislike one thing, person or group rather than another, in an unfair way (*par 6*)



18. \_\_\_\_\_ = a set of investments owned by a particular person or organization (*par 6*)
19. \_\_\_\_\_ = a situation when your costs are higher than your returns (*par 7*)
20. to \_\_\_\_\_ = to change something slightly to make it more suitable or more accurate (*par 8*)
21. \_\_\_\_\_ = a situation in which different things exist in equal, correct or good amounts (*par 8*)
22. to \_\_\_\_\_ = to influence or affect something (*par 9*)
23. \_\_\_\_\_ = inconsistent; going against each other; in disagreement (*par 9*)
24. \_\_\_\_\_ = not based on logical reasoning (*par 9*)

**2. Answer these questions based on the information contained in the text:**

1. What symptoms of people's bad dealing with uncertainty are mentioned?
- 
2. What does behavioural finance deal with and what is professor Kahneman's relation to this field?
- 
3. What did surveys reveal as far as people's forecasts of stock market movements are concerned? How do they decide?
- 
4. How do people generally react to the first offering price when buying a house and why can this price be problematic in some cases?
- 
5. What generally excepted idea people don't want to abandon?
- 
6. What "human weakness" can cost companies a lot of money?
- 
7. What problem of investment is connected with people's experience? What example is used in the text?
- 
8. What does "home bias" mean and why is it a bad approach to investment?
-

9. What explanation and what metaphorical expression is used to describe the irrationality people show when investing?

---

10. What problem does professor Kahneman see with respect to spending time on major and minor decisions? What example is cited?

---

11. Why does regretting past decisions have also good sides? How is it shown on the example of investors and companies?

---

12. What is the position of governments, on the other hand?

---

**Coursebook**, page **80**, exercise **LISTENING 1**



**Fill in the missing words in their correct form in the interview summary:**

Bradley Hopper was interested in textiles and therefore he decided to invest his money in this business. At first, he wanted to get into the (1) \_\_\_\_\_ (2) \_\_\_\_\_ but later he abandoned this idea and became an investor. As the interviewer points out, this investment has (3) \_\_\_\_\_ (4) \_\_\_\_\_ since the (5) \_\_\_\_\_ accounts for approximately a hundred million dollars. As far as Bradley is concerned, his first (6) \_\_\_\_\_ is making money, and that is the (7) \_\_\_\_\_ to his (8) \_\_\_\_\_. Nevertheless, he cannot relax as he has to keep (9) \_\_\_\_\_ himself and hope to get (10) \_\_\_\_\_ by the best (11) \_\_\_\_\_ (12) \_\_\_\_\_. His competitors are (13) \_\_\_\_\_ (14) \_\_\_\_\_ because the market is very (15) \_\_\_\_\_. In the future, he plans to (16) \_\_\_\_\_ their first (17) \_\_\_\_\_ (18) \_\_\_\_\_ (19) \_\_\_\_\_ – a T-shirt made from (20) \_\_\_\_\_ (21) \_\_\_\_\_ (22) \_\_\_\_\_ that has been 100% grown in the USA. Bradley thinks that the market for (23) \_\_\_\_\_ (24) \_\_\_\_\_ products is (25) \_\_\_\_\_. However, he is thinking about becoming a (26) \_\_\_\_\_ (27) \_\_\_\_\_, or rather a (28) \_\_\_\_\_ (29) \_\_\_\_\_. What he wants is the (30) \_\_\_\_\_ at the beginning of a (31) \_\_\_\_\_, but he is also interested in the (32) \_\_\_\_\_ part.

### Words meaning *and*, *but* and *so*

- Words like *and*, *but* and *so* are usually used to join parts of sentences. We can use longer words and phrases with the same meaning to link both across sentences and within more complex sentences.

and: *In addition, Besides, Moreover, Furthermore*

but: *However, Nevertheless, On the other hand*

so: *Therefore, Consequently, As a result*

These words and phrases are typical of formal speech (for example presentations) and writing. They usually come at the start of a sentence and have a comma afterwards, but can come after a comma in the middle of a sentence.

*Supplier A is cheaper, and their delivery times are good. **However**, supplier B has better quality products and they have a good reputation in the market.*

*This new process produces less waste, and as **a result** it's much better for the environment.*

*Our stocks are moving in a downwards spiral, **therefore** the Fed must cut interest rates to boost our confidence. That, at least, is the theory among investors this week. (Forbes.com website)*

### Examples: *for example*, *for instance*, *such as*

- We can use *for example* or *for instance*. Note the possible positions.  
*Our costs have gone up. **For example**, the cost of steel has nearly doubled.*  
*Our costs have gone up. The cost of steel, **for example**, has nearly doubled.*
- We use *such as* in the middle of a sentence to give examples. It is the same as 'like'.  
*Such as* is followed by a noun phrase, not a whole clause.  
*Some delays, **such as** strikes or bad weather, are beyond our control.*  
*Some delays are beyond our control, **such as** strikes or bad weather.*

### Additional/real information: *in fact*, *actually*

- We use *In fact*, *Actually* or *As a matter of fact* to add a piece of information to what we just said. The second piece of information gives more details.

*We have plenty in stock. **In fact/As a matter of fact**, we could deliver tomorrow.*

We also use these words to emphasize what the real situation is. This is surprising or different to what people imagine.

*I thought we had some in stock, but **in fact/actually** we don't.*

### Sequence: *first of all*, *as well as this*, *finally*

- We can use *First*, *Firstly*, *First of all* to begin a series of points in a formal argument. For other numbered points we say *Second*, *Secondly*, etc.

To add a point without numbering we can say *As well as this*, *Besides this* or *In addition*. At the end we can say *Finally*.

*Why choose the Czech Republic? Well, **first of all**, it has lower labour costs than other neighbouring countries, and **secondly**, it has a stable currency. **As well as this**, it has a trained workforce with good labour relations, and **finally**, it has a strong local market.*

- To finish one point we can say *Overall* or *Taking everything into consideration*.

*Overall, a record 67% of the adult population is employed or looking for work, mainly because female participation in the labor force has jumped over the last two decades.*  
(Business Week website)

To finish a formal speech we can say *In conclusion*.

*In conclusion, I'd just like to thank you all very much for coming, and I look forward to seeing you again at our next meeting on 31 September.*

## Generalizing: *in general, on the whole*

- There are many words and phrases we can use to talk generally: *In general, On the whole, As a rule, Typically, All in all, Basically, Overall, Broadly speaking*.

*Organisations typically have five 'customer' relationships: customers, business partners, suppliers, employees, and shareholders.* (e-business advisor website)

- If we want to make a balanced argument we often use one of these phrases followed by a contrasting idea with a word like *but*.

*In general the Japanese economy has not been very dynamic over recent years.*

*However, some technology and telecom companies are growing very fast.*

*On the whole, I think you're right, **although** I disagree with you about the level of risk.*

## Summarizing: *so, to sum up, in summary*

- We can use *So, In short, To put it simply, To sum up* and *In summary* to summarize.

*So, to sum up the main points of my presentation so far, we are a truly international company offering a full range of services to corporate and private clients in the areas of finance, banking and insurance.*

*To put it simply, food processors will lose competitiveness as a direct result of EU membership.* (Business Central Europe website)

## *Either ... or ..., instead of, except for*

- We use *either* to begin a list of possibilities. We do not begin with *or*. The other possibilities are introduced with *or*.

*Either we could cancel the product launch, or postpone it.* (NOT ~~Or we could cancel~~)

But in speech we can begin with *or* to complete the other person's idea.

A: *'We could just cancel the launch.'*

B: *'Or perhaps postpone it.'*

- We use *instead (of)* to mean 'in the place of something else'. At the end of a sentence, *instead* is used without *of*.

*Can we have the meeting on Friday **instead** of Thursday?*

*Thursday is no good? OK, can we have it on Friday **instead**?*

- We use *except, except for* or *apart from* to mean 'not including'.

*I have contacted everyone **except (for)** Margaret.*

## Grammar exercises

### 1. Rewrite the following sentences using the words given (use emphasis).

- Several central banks became successful in their efforts in the past because of focusing on price stability.  
Only \_\_\_\_\_.
- Governments consider a stable and predictable economic environment as the most vital and significant factor for the economic growth.  
What \_\_\_\_\_.
- Equity funds are not about to invest in developers' shares on any account.  
Under no account \_\_\_\_\_.
- It's the first time the countries that have open economies have been experiencing such a deep economic crisis.  
Never \_\_\_\_\_.
- Our firm will spend a fortune on new technologies as well as on hiring new highly skilled personnel.  
Not only \_\_\_\_\_.
- We were not going to sell our branch for so little money under any circumstances.  
Under no circumstances \_\_\_\_\_.
- The investors almost didn't realize that their shares would be losing value so quickly.  
Little \_\_\_\_\_.
- The development in the third-world countries concerns the World Bank very much.  
It \_\_\_\_\_.
- Trading with commodities almost never represents a serious threat for price stability.  
Rarely \_\_\_\_\_.

### 2. Complete each sentence with a word or phrase from the list below.

*actually*      *as well as this*      *either*      *except*      *instead*  
*such as*      *therefore*      *nevertheless*      *so*      *in general*

- People think it's expensive, but **actually** over the long term it isn't.
- The restaurant is open every day \_\_\_\_\_ Monday.
- She's out of the country and \_\_\_\_\_ unable to attend the meeting.
- I was going on Tuesday, but now I'm going on Monday \_\_\_\_\_.
- \_\_\_\_\_ I think the meeting went very well, although we didn't manage to agree on the composition of the new team.
- Some areas, \_\_\_\_\_ recruitment, are outsourced to other companies.
- I'm sorry. \_\_\_\_\_ you accept this price, or we can't do business.
- It's reliable, safe and easy to use. \_\_\_\_\_, it's excellent value for money.
- It's reliable, safe and easy to use. \_\_\_\_\_, the maintenance costs can be quite high.
- \_\_\_\_\_, in short, it's reliable, safe and easy to use.

**3. Read this article about transport policy in city centres. Complete the article by choosing the correct alternative from A, B, C or D below.**

## Want to enter the city?

*Sorry, you'll have to pay.*

Traffic congestion in city centres is a big problem for both businesses and residents. Policy makers are being forced to think of solutions based on public transport, road pricing and restricted use of one kind or another (1) **C** unlimited access for cars at all times. What are the reasons for this? (2) \_\_\_\_\_, cars cause noise and pollution in areas where people walk, shop or go sightseeing, and (3) \_\_\_\_\_ this they are of course quite dangerous. (4) \_\_\_\_\_, cars cause traffic jams and (5) \_\_\_\_\_ many hours of work time are lost. (6) \_\_\_\_\_, people need incentives before they change their habits and alternatives to cars are often not available or of poor quality. The first thing is that public transport must become more reliable and more comfortable. (7) \_\_\_\_\_, bicycle use should be encouraged, (8) \_\_\_\_\_ by having more cycle lanes. Some large cities, (9) \_\_\_\_\_ Amsterdam, are already organised in this way. But the most radical measure is road pricing. Asking motorists to pay to enter city centres is controversial, but is an increasingly common solution. So, (10) \_\_\_\_\_, we can see that imaginative and sometimes unpopular measures will be needed to make the city centre a more pleasant place to work and live.

- |    |               |                 |               |                 |
|----|---------------|-----------------|---------------|-----------------|
| 1  | A but         | B except for    | C instead of  | D such as       |
| 2  | A As well     | B First of all  | C In fact     | D As a result   |
| 3  | A As well as  | B Also          | C For example | D Except        |
| 4  | A For example | B However       | C And         | D Secondly      |
| 5  | A either      | B both          | C as a result | D instead of    |
| 6  | A However     | B Therefore     | C So          | D In conclusion |
| 7  | A To sum up   | B In addition   | C Actually    | D For example   |
| 8  | A to sum up   | B in addition   | C actually    | D for example   |
| 9  | A such as     | B as well as    | C instead of  | D except        |
| 10 | A thirdly     | B in conclusion | C instead     | D also          |

**4. Complete this speech made by the leader of a Korean trade delegation at the end of a trip to Wales with the words and phrases from the list below.**

*first of all*      *in conclusion*      *in addition*      *therefore*  
*instead of*      *as a rule*      *however*      *in fact*

'Could I just say a few words? Thank you. Well, (1) **first of all** I'd like to thank everyone here at GNK for organizing today's visit. We have enjoyed meeting all the staff, seeing your new products and looking round your factory. (2) \_\_\_\_\_, I would like to thank the local Chamber of Commerce who made the whole trip possible. As you know, we see the European market as very important for our company. (3) \_\_\_\_\_, it is central to our future plans. (4) \_\_\_\_\_, I'm sure that we can look forward to even closer cooperation between our two companies in the future. (5) \_\_\_\_\_ I think it's better to keep the ceremonies short on occasions like this, (6) \_\_\_\_\_, I would just like to take this opportunity to leave you with something to remember our visit, and so I have great pleasure in presenting this book with photographs of Korea to your director, Chris Armstrong. (7) \_\_\_\_\_, I hope that we may soon have the pleasure of welcoming some of you to our country in the future. Perhaps the next time we meet it will be in Seoul (8) \_\_\_\_\_ Cardiff! Once again, thank you all very much.'

**REVIEW TEST**  
**BPJ\_JI2A**  
**Unit 9 – Investment**

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b> (60 points to pass)	<b>MARK</b>
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

nespecializovat se na terminované obchody a opce – \_\_\_\_\_

utrpět obrovské ztráty – \_\_\_\_\_

rozvážný investor nikdy nejednající ukvapeně – \_\_\_\_\_

čelit rozporuplným politickým tlakům – \_\_\_\_\_

právo, ale ne závazek uskutečnit transakci – \_\_\_\_\_

zaručený dluhopis vydaný vládou – \_\_\_\_\_

znovu investovat (1 word) zisk do jiných riskantních podniků (1 word) a méněcenných dluhopisů – \_\_\_\_\_

mít nejlepší šanci na úspěch mezi absolventy MBA – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. shares in a well-managed company with a record of paying profits to shareholders during good and bad economic conditions:

2. an investor who helps new companies develop by lending them their own money, which may involve a lot of risk:

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**FUTURES, OPTIONS, BOOM YEARS,  
 INSIGHTS, BANKRUPTCY, PORTFOLIO**

1. He is the infamous trader who caused the \_\_\_\_\_ of Barings Bank.

*In Czech or Slovak:* \_\_\_\_\_

2. During the \_\_\_\_\_, a period of wealth and success, companies tend to waste their energy and resources.

*In Czech or Slovak:* \_\_\_\_\_

3. Behavioral finance is a science that applies psychological \_\_\_\_\_ to economics.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**FORECAST, ASSESS, QUOTE, FALSIFY,  
 AFFECT, PAY, LET, INVEST**

1. He \_\_\_\_\_ accounts, i.e. deliberately put wrong data in them, and lost a staggering total of €208m.

2. The asking price \_\_\_\_\_ the seller tends to become accepted as the price around which negotiations take place.

3. Blue-chip shares will almost certainly \_\_\_\_\_ a minimum of 4% even in poor economic conditions.

4. How does regretting bad decisions \_\_\_\_\_ stock market investors' future decisions?

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. John has stopped all his \_\_\_\_\_ activities. (**ENTREPRENEUR**)

2. Have you \_\_\_\_\_ the tasks you are supposed to do this week? (**PRIORITY**)

3. Buying the shares now is \_\_\_\_\_: you can earn a lot of money but you won't have any money for the production expansion at the moment. (**PRODUCE**)

4. This banker is my \_\_\_\_\_ – we met at a conference two years ago. (**ACQUAINT**)





# Unit 10 – ENERGY

**Coursebook**, page **87**, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = the reduction of something by a large amount so that there is not enough left
2. to \_\_\_\_\_ = to reduce or cut drastically (*paragraph 1*)
3. \_\_\_\_\_ = an amount of a mineral, fossil fuel, or other resource known to exist in a particular location and to be exploitable (*par 1*)
4. \_\_\_\_\_ = an approximate evaluation or rough calculation, as of worth, quantity, or size (*par 1*)
5. \_\_\_\_\_ = represented as greater than is actually the case; overstated; enlarged or increased to an abnormal degree (*par 1*)
6. \_\_\_\_\_ = having been demonstrated or verified without any doubt (*par 2*)
7. \_\_\_\_\_ = something that encourages somebody to do something; something, such as the expectation of reward or the fear of punishment, that motivates effort or action (*par 2*)
8. to \_\_\_\_\_ = to make something appear to be more important or impressive or bigger than it really is (*par 2*)
9. to \_\_\_\_\_ = to include, incorporate something (*par 2*)
10. to \_\_\_\_\_ = to achieve a maximum of development, value, or intensity; to culminate (*par 3*)
11. \_\_\_\_\_ = dependent on something, relying on something (*par 3*)
12. \_\_\_\_\_ = any substances that are used as food (*par 3*)
13. to \_\_\_\_\_ = to cause to become; make (*par 3*)
14. \_\_\_\_\_ = being so expensive that people are generally unable to buy it (*par 3*)
15. to \_\_\_\_\_ = to draw or pull out, often with great force or effort (e.g. oil from the ground) (*par 3*)
16. to \_\_\_\_\_ = to come to an end; stop (*par 3*)
17. to \_\_\_\_\_ = to express doubt about; dispute; analyze; examine (*par 4*)

18. \_\_\_\_\_ = complicating, increasing, worsening e.g. a problem (*par 4*)
19. \_\_\_\_\_ = a deficiency in amount; an insufficiency; a lack (*par 4*)
20. to \_\_\_\_\_ = to make a guess; to estimate (*par 4*)
21. to \_\_\_\_\_ = to rise faster than something else (*par 4*)
22. \_\_\_\_\_ = out of date; no longer useful (*par 5*)
23. to \_\_\_\_\_ = to believe something or someone to be bigger, more important, or better than is the case (*par 6*)
24. \_\_\_\_\_ = an imagined or expected sequence of future events (*par 6*)
25. to \_\_\_\_\_ = to increase the speed of something; to cause to develop or progress more quickly (*par 6*)
26. \_\_\_\_\_ = an increase in the average temperature of the Earth's atmosphere, sufficient to cause climatic change (*par 6*)
27. \_\_\_\_\_ = a large-scale disruption in electric power supply; loss of light, power, or communications due to electric power failure (*par 6*)
28. \_\_\_\_\_ = an introductory or preliminary message, sample, or overview; a foretaste (*par 6*)
29. \_\_\_\_\_ = a special interest in protecting or promoting something which is to one's own personal advantage (*par 7*)
30. to \_\_\_\_\_ = to consider as true, real, unquestionable or forthcoming; anticipate correctly (*par 7*)

**2. Answer these questions based on the information contained in the text:**

1. How have oil companies changed their predictions connected with how much petroleum there is still left? What worries do people have due to rising oil prices?

---

2. What does geologists' warning tell us?

---

3. Why do oil companies try to exaggerate their claimed petroleum reserves?

---

4. What happened in the mid-1980s in the petroleum industry?

---

5. What is referred to as a “closely guarded secret”?

---

6. According to geologists, what is the consequence of boosting oil reserve estimates by individual countries?

---

7. What would happen if there was no oil left or if it was too expensive and difficult to extract from the ground?

---

8. Under what circumstance can oil cease to be an energy source?

---

9. What do the major players in the oil business predict?

---

10. When will the oil shortage occur, according to most governments and energy companies?

---

11. How does the text describe China’s oil imports and energy consumption in the past year(s) as well as their forecasts for the future? What comparison is used to show this?

---

12. What is the most optimistic prediction of a situation when the oil supply has been overestimated and there is no oil left?

---

13. What is the most pessimistic prediction of a situation when the oil supply has been overestimated and there is no oil left?

---

14. Why can’t we regard measurements of oil supplies performed by oil companies as true and unquestionable?

---



**Fill in the missing words in their correct form in the interview summary:**

Energy sources are usually divided into two types: (1) \_\_\_\_\_ and (2) \_\_\_\_\_. The first group refers to energies dependent on using (3) \_\_\_\_\_ or (4) \_\_\_\_\_ (5) \_\_\_\_\_. An example is given to illustrate that if you use a (6) \_\_\_\_\_ of oil for the production of electricity or (7) \_\_\_\_\_, it is clear that it'll never be replaced. However, the second type of energy sources is dependent on (8) \_\_\_\_\_ (9) \_\_\_\_\_, such as (10) \_\_\_\_\_, that are (11) \_\_\_\_\_. It means that the same (12) \_\_\_\_\_ of energy will always be available.

People nowadays see many wind (13) \_\_\_\_\_ or wind (14) \_\_\_\_\_ that use wind power that originates from – like many other renewable or (15) \_\_\_\_\_ energies – sunlight. The sun not only creates wind, but it also (16) \_\_\_\_\_ heat, which makes water (17) \_\_\_\_\_. Other renewable sources include (18) \_\_\_\_\_ power, water and (19) \_\_\_\_\_ power, and (20) \_\_\_\_\_ energy. Nevertheless, there are renewable energies that are not dependent on the sun, such as (21) \_\_\_\_\_ energy or (22) \_\_\_\_\_ energy which uses the (23) \_\_\_\_\_ effect of the moon.

Mia says that alternative energy sources will play an important role in the future because they are (24) \_\_\_\_\_, unlike the traditional sources, and they are non-polluting – you needn't burn anything to produce electricity. They produce no gases that (25) \_\_\_\_\_ the environment or cause health problems. Unfortunately, there is no simple way people can suddenly (26) \_\_\_\_\_ to using these sources.

The problems associated with these energies include high costs, the fact that many of these technologies are experimental, and the nature itself because for example if the wind doesn't (27) \_\_\_\_\_, you have to (28) \_\_\_\_\_ for (29) \_\_\_\_\_ in the amounts of energy that can be produced.

An example of the UK shows that the main uses of energy there are (30) \_\_\_\_\_ (31) \_\_\_\_\_ and transport. Then to a (32) \_\_\_\_\_ degree there is industry and services. If somebody wanted to replace the energy that the first two sectors (33) \_\_\_\_\_ with electricity from wind, they would have to build a huge number of wind turbines, which is not nowadays possible because of technical and (34) \_\_\_\_\_ reasons. Therefore the UK government has set a fairly (35) \_\_\_\_\_ target – 25% of energy from clean sources by 2025. (36) \_\_\_\_\_ energy can be a solution but nobody wants to live next to a nuclear power station. So it is obvious that alternative energy sources can help but they won't provide a (37) \_\_\_\_\_ (38) \_\_\_\_\_.

## Conditional clauses

### If we sold ... (possible past)

When we want to talk about past events which possibly happened, we use *If* + past simple in the condition clause, and any tense or modal in the result clause.

*If you went to the meeting yesterday, you probably **heard** the news.*

*If you missed the TV programme last night, you **can borrow** the recording I made.*

### If we had sold ... (imaginary past)

When we want to talk about past events that are different to what really happened, we use:

If + *past perfect*, would + have + *past participle*

(condition) (result)

*If the economic situation **had been** better, we **wouldn't have lost** so many customers.*

- A contracted 'd in speech can be *had* in the condition or *would* in the result.  
*If I'd done an MBA, I'd have had more opportunities.*
- The examples above are about two actions in the past. If the result clause refers to the present we use *would* + infinitive.  
*If I had done an MBA, I would be on a higher salary now.*

### Conditionals without *if*

- We use *if* for something that might happen in the future, or something imaginary. We use *when* for something that we know will happen.

*I'll call you **if** I get a chance.* (I'm not sure if I will phone you)

*I'll call you **when** I arrive.* (I will definitely phone you)

We can use either *if* or *when* where the meaning is 'every time'.

***If/When** anyone rings my mobile, I get a photograph of the person on the screen.*

- In informal speech we sometimes use *imagine* or *supposing* in place of *if*.  
***Imagine/Supposing** you had a million dollars, how **would** you invest it?*
- We can use *provided that*, *providing*, *on condition that*, *as long as* and *so long as* for emphasis. The meaning is 'if and only if'.  
***As long as** there is new technology, consultants will continue to be in demand.* (Sunday Times)
- We can use *in case* to talk about doing something to avoid a possible problem later. The result clause usually comes first and often uses *going to*.  
*I'm going to give you my mobile number **in case** you need to contact me.*
- We use *unless* to mean *If not*.

### Omitting *if*

In formal style, it is possible to leave out *if* in an *if*-clause; in this case, the word order changes – **the auxiliary verb comes before the subject** ⇒ this structure is used in conditional clauses with auxiliary verbs and/or first-type clauses (here *should* is used instead of an auxiliary):

- ***Had I known** this news, I would buy the car.* (instead of: *If I had known this news, I would buy the car.*)
- ***Were you** my daughter, I would...* (instead of: *If you were my daughter, I would...*)
- ***Should you need** my advice, you can...* (instead of: *If you need my advice, you can...*)

## Wish

- We use *I wish* to express regret or dissatisfaction.
- For the present and future, use *I wish* followed by the past simple or continuous.  
*I wish we **didn't** have so many meetings.*  
*I wish I **wasn't working** next weekend.*
- For the past, use *I wish* followed by the past perfect.  
*I wish we **had advertised** on television.*  
*I wish I **hadn't eaten** the oysters.*
- If the wish is a good one, use *I hope* followed by the present simple or *will*.  
*I hope your presentation **goes** well.*  
*I hope the merger **will be** a success.*
- If the wish is about doing something that is difficult or impossible, use *I wish I could*.  
*I wish I **could** contact him, but he hasn't got a mobile phone.*
- We can replace *I wish* with *If only* for emphasis. We stress *only* in speech.  
*If only I **hadn't** eaten the oysters.*  
*If only I **could** contact him.*

## Modal verbs in conditionals

- The examples in unit 17 were with *will*. But other modal verbs like *can*, *could*, *may*, *might*, *must* and *should* are common in conditional sentences and have their normal meanings.  
*If you deal with the Middle East you **must be** available to your customers on Saturdays and Sundays.* (Overseas Trade magazine)  
*If the euro **were** weak in the long term, companies **might** slow down their drive to increase productivity and governments **might** put the brake on their structural reforms.* (Le Monde diplomatique website)  
*Compaq CEO Michael Capellas commented on the recent decline of dot.com firms, which were so popular on the U.S. stock market a few months ago. 'If you **don't have** a sound business plan, you **cannot succeed**.'* (International Herald Tribune website)
- We often use present forms like *will* and *can* with likely futures, and past forms like *would* ('d) and *could* with imaginary futures.  
*If you **sign** now, we'll/**can** deliver by Friday.* (likely future)  
*If you **signed** now, we'd/**could** deliver by Friday.* (imaginary future)
- But it is also common to find mixed tense sequences because modals keep their normal meanings:  
*If Hungarian farmers **respond** to competition by improving productivity and becoming more efficient at marketing, they **could have** a bigger share of the market.* (Business Central Europe website)  
With a present form (*respond*) we might expect *can*. However *could* is used here with its normal meaning of uncertainty (*can* does not express uncertainty).

## If I were you, ...

- We can use *If I were* in place of *If I was* in imaginary futures, particularly when we give advice with the phrase *If I were you*.  
*If I **were** you, I'd wait until tomorrow.*  
*I'd be more careful, **if I were** you.*

## Grammar exercises

### 1. Underline the correct words.

1. If we're/we would be late, they'll start/they'd start without us.
2. If we will take/take a taxi, we'll arrive/we arrive sooner.
3. If we worked/would work for ADC, we'll get/we'd get a better salary.
4. When inflation will go/goes up, there would be/is usually pressure on salaries.
5. If we don't hurry/won't hurry, we would be/we'll be late.
6. If you change/are changing your mind, give me/you will give me a ring.
7. Unless you click/would click on that icon, it didn't/it won't print out.
8. If you ordered/order on the Net, we always will send/send an email confirmation.
9. If I lend/will lend you this book, when do you return/will you return it?
10. If you heard/hear anything in the next few days, let me/letting me know.

### 2. **Read these sentences and decide if the events are likely or imaginary. Complete the sentences by putting the verbs in brackets into the present simple + will or the past simple + would. Use contracted forms where possible.**

1. It's not far. If you follow (follow) this road, you 'll come (come) to the station.
2. If I was (be) on the Board of this company, I 'd argue (argue) against the merger.
3. If you \_\_\_\_\_ (have) any questions, I \_\_\_\_\_ (deal) with them at the end of my presentation.
4. If the council \_\_\_\_\_ (ban) all cars from the city centre, there \_\_\_\_\_ (not be) so much pollution.
5. A: I have no idea what the other side are going to propose in the negotiation tomorrow.  
B: Neither do I. If I \_\_\_\_\_ (know), I \_\_\_\_\_ (tell) you.
6. A: My train leaves in forty minutes.  
B: It only takes ten minutes to the station by taxi. If you \_\_\_\_\_ (leave) now, you \_\_\_\_\_ (catch) it.
7. A: Is that the time? I really should be going.  
B: If you \_\_\_\_\_ (wait) a moment, I \_\_\_\_\_ (give) you a lift.
8. A: Would you like to go to English evening classes with me?  
B: I'm sorry, but I can't. I'm really busy. If I \_\_\_\_\_ (have) more time, I \_\_\_\_\_ (love) to.

### 3. **Complete the sentences with the correct pair of possible forms, a) or b).**

1. If the bank lends us the money, a) it in new machinery.  
a) *we'll invest/we're going to invest*      b) *we'd invest/we were investing*
2. When \_\_\_\_\_ a lot of orders, we always employ extra staff in the factory.  
a) *we'll get/we got*      b) *we get/we've got*
3. If \_\_\_\_\_ this project again, I think I'd do it differently.  
a) *I was starting/I started*      b) *I'll start/I've started*
4. If the computer crashes, \_\_\_\_\_ someone from the IT department.  
a) *you'd call/you are calling*      b) *call/you'll have to call*

**4. Paula, a marketing manager of a car manufacturing company, is talking to her colleague Luis, a production manager. Complete their conversation with the words from the list below.**

will (x2) won't (x2) would (x2) wouldn't unless (x2) be is is going to be don't didn't

PAULA: Luis. Aren't you worried about the proposed strike?

LUIS: Well, sure ...

PAULA: You see, if the factory workers go on strike, we (1) will lose a lot of production. If we lose production, we (2) \_\_\_\_\_ be able to supply all our customers.

LUIS: Yes, I know, but ...

PAULA: And if we (3) \_\_\_\_\_ supply our customers, they'll probably buy other makes of car. If that happens, our market share (4) \_\_\_\_\_ go down. It's not looking good.

LUIS: Well, that's right, but ...

PAULA: And what's more, in my experience, when workers go on strike there (5) \_\_\_\_\_ a bad atmosphere for months afterwards.

LUIS: Yes.

PAULA: So, (6) \_\_\_\_\_ you can come to an agreement with the workers soon, there (7) \_\_\_\_\_ a lot of trouble ahead. If you want my advice, (8) \_\_\_\_\_ very careful.

LUIS: Look, don't worry.

PAULA: Don't worry?

LUIS: Yes. Look, the workers know that the success of the company depends on this new model. (9) \_\_\_\_\_ they're stupid, they (10) \_\_\_\_\_ go on strike.

PAULA: Oh?

LUIS: Now, just imagine – if it sold really well, we (11) \_\_\_\_\_ increase our market share and our profits. If that happened, we (12) \_\_\_\_\_ need to make so many job cuts. And if we (13) \_\_\_\_\_ have to cut jobs, the trade unions (14) \_\_\_\_\_ be much happier.

PAULA: Well, I suppose you've got a point.

**5. You are talking to a friend about your new job. Use your thoughts to complete the sentences you say. Put the verb in brackets into either the present simple, past simple, imperative, will + infinitive or would + infinitive.**

**You think:** People say that hard work usually results in promotion in this company.

**You say:** (1) They say that if you work (work) hard, you get (get) promoted.

**You think:** I want to show them that I'm good at my job so that I can have more job security.

**You say:** (2) I hope that if I \_\_\_\_\_ (do) my best, they \_\_\_\_\_ (give) me a permanent contract after a few months.

**You think:** I've been late in the morning a few times. I wish I could work at the Leiria site which is nearer my home.

**You say:** (3) I'm sometimes late for work. If I \_\_\_\_\_ (work) at the Leiria site, it \_\_\_\_\_ (not be) such a problem.

**You think:** One thing worries me. I had a health problem a few years ago, but it's very unlikely that it will reoccur.

**You say:** (4) I wonder what \_\_\_\_\_ (happen) if my health problem \_\_\_\_\_ (reoccur)?

**You think:** Maybe it's not a problem. In general they seem to be very reasonable about illness.

**You say:** (5) Actually, if you \_\_\_\_\_ (miss) one or two days because of illness, they \_\_\_\_\_ (not seem) to mind.

**You think:** Goodbye. I hope I'll see you soon.

**You say:** (6) If you \_\_\_\_\_ (fancy) a drink one evening, just \_\_\_\_\_ (give) me a ring.



**6. Underline the correct words. This exercise includes revision of imaginary futures.**

1. If you *phoned/had phoned* me yesterday, I *had told/would have told* you.
2. If you *took/would have taken* more exercise, you *might feel/had felt* better.
3. If Tim *would have listened/had listened* more carefully, he *wouldn't have made/didn't make* that mistake.
4. If *we'd found/we found* suitable premises, *we'd have moved/we had moved* earlier.
5. If people *kept/had kept* their offices more tidy, it *might present/presented* a better image to our visitors.
6. If *I'd known/I would know* about their financial problems, I *wouldn't do/wouldn't have done* business with them.
7. If our side *had been/was* better prepared, we *succeeded/could have succeeded* in the negotiations.
8. I *wouldn't/won't* worry if I *am/were* you.

**7. Rewrite the sentences as shown; keep the same meaning.**

1. I regret that I didn't start my studies a year later.  
I wish \_\_\_\_\_.
2. Tom and Lucy regret that they were living together for so long.  
If only \_\_\_\_\_.
3. It's a shame that I cannot be in your position as it would be good for me.  
I wish \_\_\_\_\_.
4. I regret that the new French movie everybody is talking about wasn't filmed in Slovakia.  
If only \_\_\_\_\_.
5. I regret that we have met Phillip because he is a very annoying person.  
I wish \_\_\_\_\_.
6. I want the new American president to come to Europe to settle all disputes.  
If only \_\_\_\_\_.
7. I regret that my sister cannot spend much money on holiday this year.  
I wish \_\_\_\_\_.
8. It's a shame that the university couldn't buy the new equipment.  
If only \_\_\_\_\_.

**8. Underline the correct words.**

1. I wish I *hadn't drunk/didn't drink* so many whiskies last night.
2. There's so little space in here. I wish I *have/had* a bigger office.
3. I don't feel well. I wish I *could stay/will stay* in bed this morning.
4. I hope you *enjoyed/enjoy* yourselves at the theatre tonight.
5. I've been waiting thirty minutes for the bus. I wish I *took/had taken* a taxi.
6. I must get in touch with Sue. If only I *know/knew* her number!
7. I'm not a good typist. I wish I *could type/would type* better.
8. I wish Jim *didn't interrupt/doesn't interrupt* so often in meetings.
9. I have to finish this report by tomorrow. If only I *would have/had* more time.
10. Enjoy your holiday. I hope you *have/could have* a good time.
11. That presentation was a disaster! I wish I *could do/would do* it all again!
12. I'm disappointed with this camera. I wish I *didn't buy/hadn't bought* it.

**9. Patrick and Jurgen are discussing a negotiation that went wrong. Complete the dialogue with words from the list below.**

*if*      *as long as*      *in case*      *unless (x2)*      *'ll*      *'d (x2)*  
*can*      *would have*      *'d have*      *wouldn't have*

PATRICK: Jurgen, (1) **if** you've got a moment, (2) \_\_\_\_\_ I have a word with you?  
 JURGEN: Sure. (3) \_\_\_\_\_ it doesn't take too long, I've got a meeting in five minutes. Is it about that contract that we lost?  
 PATRICK: Yes. What went wrong? Do you think we (4) \_\_\_\_\_ got the deal if we (5) \_\_\_\_\_ offered a better price? Maybe we (6) \_\_\_\_\_ lost the business.  
 JURGEN: No, I don't think the problem was the price.  
 PATRICK: No? Well, was it a problem with the delivery time? If we (7) \_\_\_\_\_ given a shorter delivery time, (8) \_\_\_\_\_ we \_\_\_\_\_ been more successful?  
 JURGEN: No, the delivery time was OK.  
 PATRICK: Hmm, this is strange. We really should find out what went wrong (9) \_\_\_\_\_ a situation like this happens in the future. You know, (10) \_\_\_\_\_ we learn from our mistakes, we (11) \_\_\_\_\_ lose more orders. Now, Jurgen, tell me what do you think could really have happened?  
 JURGEN: Well, nothing, (12) \_\_\_\_\_ they didn't like our sales rep.  
 PATRICK: Oh?  
 JURGEN: Do you know who it was?  
 PATRICK: Er, it was me.

**10. Rewrite the following sentences in the way shown (i.e. omit if) while keeping the same meaning.**

1. If I had seen the accident, I would have called police immediately.  
***Had I seen the accident, I would have called police immediately.***
2. If I were you, I wouldn't have invested the money in property.  
 \_\_\_\_\_.
3. If Thomas Dillon borrows any money from you, charge him no interest.  
 \_\_\_\_\_.
4. If Citi Group was about to go bankrupt, it would damage the whole US economy.  
 \_\_\_\_\_.
5. If the weather prohibits us from leaving the town, we will have to stay over night.  
 \_\_\_\_\_.
6. If Masaryk University had been founded later, it would have fewer students now.  
 \_\_\_\_\_.
7. If John and Mary were about to get married, they wouldn't be leaving for a vacation.  
 \_\_\_\_\_.
8. If the student whose study results had been worsening had been here, he would have failed.  
 \_\_\_\_\_.

# Mixed Conditionals

Sometimes Unreal Conditional sentences are mixed. This means that the time in the if-clause is not the same as the time in the result. Study the examples below to learn how to mix conditional verb forms like a native speaker.

Verbs in green are in the Present Unreal Conditional.

Verbs in red are in the Past Unreal Conditional.

Verbs in purple are in the Future Unreal Conditional.

## Mixed Conditional Patterns

PAST

PRESENT

Examples:

- If I **had won** the lottery, I **would be** rich.  
*BUT I DIDN'T WIN THE LOTTERY IN THE PAST AND I AM NOT RICH NOW.*
- If I **had taken** French in high school, I **would have** more job opportunities.  
*BUT I DIDN'T TAKE FRENCH IN HIGH SCHOOL AND I DON'T HAVE MANY JOB OPPORTUNITIES.*
- If she **had been born** in the United States, she **wouldn't need** a visa to work here.  
*BUT SHE WASN'T BORN IN THE UNITED STATES AND SHE DOES NEED A VISA NOW TO WORK HERE.*

PAST

FUTURE

Examples:

- If she **had signed** up for the ski trip last week, she **would be joining** us tomorrow.  
*BUT SHE DIDN'T SIGN UP FOR THE SKI TRIP LAST WEEK AND SHE ISN'T GOING TO JOIN US TOMORROW.*
- If Mark **had got** the job instead of Joe, he **would be moving** to Shanghai.  
*BUT MARK DIDN'T GET THE JOB AND MARK IS NOT GOING TO MOVE TO SHANGHAI.*
- If Darren **hadn't wasted** his Christmas bonus gambling in Las Vegas, he **would go** to Mexico with us next month.  
*BUT DARREN WASTED HIS CHRISTMAS BONUS GAMBLING IN LAS VEGAS AND HE WON'T GO TO MEXICO WITH US NEXT MONTH.*

PRESENT

PAST

Examples:

- If I **were** rich, I **would have bought** that Ferrari we saw yesterday.  
*BUT I AM NOT CURRENTLY RICH AND THAT IS WHY I DIDN'T BUY THE FERRARI YESTERDAY.*
- If Sam **spoke** Russian, he **would have translated** the letter for you.  
*BUT SAM DOESN'T SPEAK RUSSIAN AND THAT IS WHY HE DIDN'T TRANSLATE THE LETTER.*
- If I **didn't have** to work so much, I **would have gone** to the party last night.  
*BUT I HAVE TO WORK A LOT AND THAT IS WHY I DIDN'T GO TO THE PARTY LAST NIGHT.*

PRESENT

FUTURE

Examples:

- If I **didn't have** so much vacation time, I **wouldn't go** with you on the cruise to Alaska next week.  
*BUT I DO HAVE A LOT OF VACATION TIME AND I WILL GO ON THE TRIP NEXT WEEK.*
- If Cindy **were** more creative, the company **would send** her to New York to work on the new advertising campaign.  
*BUT CINDY IS NOT CREATIVE AND THE COMPANY WON'T SEND HER TO NEW YORK TO WORK ON THE NEW CAMPAIGN.*
- If Dan **weren't** so nice, he **wouldn't be tutoring** you in math tonight.  
*BUT DAN IS NICE AND HE IS GOING TO TUTOR YOU TONIGHT.*

FUTURE

PAST

Examples:

- If I **weren't going** on my business trip next week, I **would have accepted** that new assignment at work.  
*BUT I AM GOING TO GO ON A BUSINESS TRIP NEXT WEEK, AND THAT IS WHY I DIDN'T ACCEPT THAT NEW ASSIGNMENT AT WORK.*
- If my parents **weren't coming** this weekend, I **would have planned** a nice trip just for the two of us to Napa Valley.  
*BUT MY PARENTS ARE GOING TO COME THIS WEEKEND, AND THAT IS WHY I DIDN'T PLAN A TRIP FOR THE TWO OF US TO NAPA VALLEY.*
- If Donna **weren't making** us a big dinner tonight, I **would have suggested** that we go to that nice Italian restaurant.  
*BUT SHE IS GOING TO MAKE US A BIG DINNER TONIGHT, AND THAT IS WHY I DIDN'T SUGGEST THAT WE GO TO THAT NICE ITALIAN RESTAURANT.*

FUTURE

PRESENT

Examples:

- If I **were going** to that concert tonight, I **would be** very excited.  
*BUT I AM NOT GOING TO GO TO THAT CONCERT TONIGHT AND THAT IS WHY I AM NOT EXCITED.*
- If Sandy **were giving** a speech tomorrow, she **would be** very nervous.  
*BUT SANDY IS NOT GOING TO GIVE A SPEECH TOMORROW AND THAT IS WHY SHE IS NOT NERVOUS.*
- If Seb **didn't come** with us to the desert, everyone **would be** very disappointed.  
*BUT SEB WILL COME WITH US TO THE DESERT AND THAT IS WHY EVERYONE IS SO HAPPY.*

**Exercise:**

1. She will take care of the children for us next weekend because her business trip was canceled.
  - But, she **(take, not) would not be taking** care of the children for us next weekend if her business trip **(be, not) had not been** canceled.
2. Tom is not going to come to dinner tomorrow because you insulted him yesterday.
  - But, he **(come)** \_\_\_\_\_ if you **(insult, not)** \_\_\_\_\_ him.
3. Marie is unhappy because she gave up her career when she got married.
  - But, Marie **(be)** \_\_\_\_\_ happy if she **(give, not)** \_\_\_\_\_ up her career when she got married.
4. Dr. Mercer decided not to accept the research grant at Harvard because he is going to take six months off to spend more time with his family.
  - But, Dr. Mercer **(accept)** \_\_\_\_\_ the research grant at Harvard if he **(take, not)** \_\_\_\_\_ six months off to spend more time with his family.
5. Professor Schmitz talked so much about the Maasai tribe because she is an expert on African tribal groups.
  - But, Professor Schmitz **(talk, not)** \_\_\_\_\_ so much about the Maasai tribe if she **(be, not)** \_\_\_\_\_ an expert on African tribal groups.

6. I am unemployed because I had a disagreement with my boss and I was fired.  
 > But, I **(be, not)** \_\_\_\_\_ unemployed if I **(have, not)** \_\_\_\_\_  
 a disagreement with my boss and I **(be, not)** \_\_\_\_\_ fired.
7. Nicole speaks Chinese fluently because she lived in China for ten years.  
 > But, Nicole **(speak, not)** \_\_\_\_\_ Chinese fluently if she  
**(live, not)** \_\_\_\_\_ in China for ten years.
8. I will not help you study for your test because you have spent the last two weeks partying and wasting time.  
 > But, I **(help)** \_\_\_\_\_ you study for your test if you **(spend, not)** \_\_\_\_\_ the last two weeks partying and wasting time.
9. Eleanor and Ben are not going skiing with us this year because Eleanor just had a baby.  
 > But, Eleanor and Ben **(go)** \_\_\_\_\_ skiing with us this year if  
 Eleanor **(have, not, just)** \_\_\_\_\_ a baby.
10. I am completely exhausted, so I will not go with you to the movies tonight.  
 > But, if I **(be, not)** \_\_\_\_\_ completely exhausted,  
 I **(go)** \_\_\_\_\_ with you to the movies tonight.
11. She is not worried about the conference tomorrow because she is not giving a speech.  
 > But, she **(be)** \_\_\_\_\_ worried about the conference  
 tomorrow if she **(give)** \_\_\_\_\_ a speech.
12. Frank is not going to the graduation ceremony because he broke his leg snowboarding last week.  
 > But, Frank **(go)** \_\_\_\_\_ to the graduation ceremony if he  
**(break, not)** \_\_\_\_\_ his leg snowboarding last week.
13. They are not releasing the prisoner next month because there was so much public opposition to his release.  
 > But, they **(release)** \_\_\_\_\_ the prisoner next month if  
 there **(be, not)** \_\_\_\_\_ so much opposition to his release.
14. The hotels filled up months in advance because the festival is going to include jazz artists from around the globe.  
 > But, the hotels **(fill, not)** \_\_\_\_\_ up months in advance if  
 the festival **(include, not)** \_\_\_\_\_ jazz artists from  
 around the globe.

15. We are not worried about the recent string of robberies in the neighborhood because the police have started regularly patrolling the area.

➤ But, we **(be)** \_\_\_\_\_ worried about the recent string of robberies in the neighborhood if the police **(start, not)** \_\_\_\_\_ regularly patrolling the area.

### Translate the following sentences into English:

1. Kdybych začal studovat o rok dříve, mohl bych příští rok získat práci v zahraničí.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Všechny bych vás včera odvezl domů, kdybych vlastnil větší auto.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Kdyby generální ředitel zítra neodjížděl do Kanady, mohli jsme včera jít dřív domů.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. V současné době bychom mohli koupit našeho konkurenta, kdybychom loni neutrpěli ztrátu.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Dnes bych měl milióny, kdybych byl správně investoval ty vyhrané peníze!

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# REVIEW TEST

## BPJ\_J12A

### Unit 10 – Energy

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b>	<b>MARK</b>
Number of points (max. 100 points)		(60 points to pass)	
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

-----

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

odhady zmenšujících se zásob ropy – \_\_\_\_\_

průkazné provozní náklady jaderné elektrárny – \_\_\_\_\_

nedokonalý scénář udržitelného rozvoje – \_\_\_\_\_

odkázaný na spotřebu neobnovitelných zdrojů – \_\_\_\_\_

zastaralé nešetrné (agresivní) těžební techniky – \_\_\_\_\_

přejít na hojnou solární a příbojovou energii – \_\_\_\_\_

poptávka předstihující nabídku – \_\_\_\_\_

snížit emise skleníkových plynů – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. a large-scale disruption in electric power supply, loss of light, power, or communications:

2. a situation or state when people are able to buy a product because it does not cost too much money:

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**ENVIRONMENT, TIDAL ENERGY, LEGACY,  
RENTAL RETURNS, DEPLETION, TRANSMISSION**

1. The \_\_\_\_\_ of oil resources will bring our civilization close to a disaster.

*In Czech or Slovak:* \_\_\_\_\_

2. Boosting property values will result in higher \_\_\_\_\_.

*In Czech or Slovak:* \_\_\_\_\_

3. One day we'll be able to use methods such as satellite power \_\_\_\_\_ to the Earth.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**ABANDON, SHRINK, SOAR, USE UP,  
SURMISE, AFFECT, CEASE, INTERRUPT**

1. John was directly \_\_\_\_\_ by the construction of the new factory.

2. The EU has decided \_\_\_\_\_ the policy of penalizing member states.

3. Unfortunately, supplies of electricity were often \_\_\_\_\_ by power cuts.

4. Scientists in general \_\_\_\_\_ that the planet will become warmer soon.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. The judge was \_\_\_\_\_ when deciding the complicated case. (**PART**)

2. This architecture is very practical and also \_\_\_\_\_. (**ART**)

3. When prices of new products are \_\_\_\_\_ high, people can't buy them. (**PROHIBIT**)

4. The increasing petroleum consumption is very \_\_\_\_\_ worldwide. (**NOTICE**)





# Unit 11 – GOING PUBLIC

**Coursebook**, page 95, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = a group of separate companies that agree to increase profits by fixing prices and not competing with each other
2. to \_\_\_\_\_ = to ask somebody not to interfere with your business (*par 1*)
3. the \_\_\_\_\_  
\_\_\_\_\_ = *here*: a small group of investors that were given a special honor or advantage for some reason (*par 2*)
4. \_\_\_\_\_ = an amount of money that is paid to somebody for selling goods or services and which usually increases with the quantity they sell (*par 2*)
5. *BrE* \_\_\_\_\_ = *here*: a dishonest or illegal way of getting money; a dishonest business or practice, especially one that obtains money through fraud or extortion (*par 3 BrE + par 4 AmE*)  
*AmE* \_\_\_\_\_ =
6. \_\_\_\_\_ = someone who risks loss or injury in the hope of gain or excitement (*par 4*)
7. \_\_\_\_\_ = *here*: a company whose business is buying and selling things, for example, shares, etc., for other people (*par 4*)
8. \_\_\_\_\_ = *here*: a person that buys and sells things, for example shares, bonds, etc., for other people (*par 4*)
9. \_\_\_\_\_ = a general term for shares in companies, especially ordinary shares (*par 4*)
10. *AmE* \_\_\_\_\_ = a return of a percentage of a sum of money already received, typically as a result of pressure or a secret agreement;  
*BrE* \_\_\_\_\_ = money paid illegally to somebody who has helped you do something or gain an advantage (*par 4*)
11. to \_\_\_\_\_ = to include, especially among those profiting (*par 4*)
12. to \_\_\_\_\_ = to start or develop something new (*par 5*)
13. to \_\_\_\_\_ = to market or promote (a commodity) using intensive or exaggerated publicity (*par 5*)
14. \_\_\_\_\_ = false appearance; pretense; a statement that is different from reality and hides the truth about something (*par 5*)
15. to \_\_\_\_\_ = to go around or avoid (an obstacle) by using an alternative channel, passage, or route (*par 6*)

16. \_\_\_\_\_ = acting in secret to achieve a fraudulent, illegal, or deceitful goal (*par 6*)
17. \_\_\_\_\_ = marked by immorality; dishonest; open to or involving bribery or other dishonest practices (*par 6*)
18. \_\_\_\_\_ = an idiom expressing the act of believing or trusting in something intangible or incapable of being proved (*par 6*)
19. to \_\_\_\_\_ = to cause a friend to become unfriendly or hostile (*par 6*)
20. to \_\_\_\_\_ = to go after someone or to pursue them relentlessly so as to overcome or destroy them (*par 6*)
21. \_\_\_\_\_ = a country, person, or group with an agreement to help and support another one (*par 6*)
22. \_\_\_\_\_ = an idiom meaning that being clever and intelligent will prevail over (or win against) power or force (*par 7*)
23. to \_\_\_\_\_ = to take the place of something; to displace and substitute for something (*par 7*)
24. \_\_\_\_\_ = being able to face and deal with danger or fear without fear; fearless (*par 7*)
25. \_\_\_\_\_ = a kind; a sort; a type (*par 7*)
26. \_\_\_\_\_ = a technical expert, especially one in a managerial or administrative position (*par 7*)
27. to \_\_\_\_\_ = to bet on an uncertain outcome; to take a risk in the hope of gaining a benefit (*par 7*)
28. to \_\_\_\_\_ = to think deeper, faster, or more brightly than someone else (*par 7*)
29. to \_\_\_\_\_ = to gain a tactical advantage over (a competitor, for example); to do better than an opponent by gaining an advantage over them (*par 7*)

**2. Answer these questions based on the information contained in the text:**

1. What did the founders of Google tell Wall Street?

---

2. What was the traditional (or pre-Google) procedure if a company wanted to go public?

---

3. What is Page's and Brin's strategy for the IPO? Who are their potential buyers?

---

4. What will be the role of e.g. Morgan Stanley in the IPO? How high will the fee paid to them be (with respect to the traditional way of going public)?

---

5. Why was it impossible for Bill Gates or Steve Jobs to act like Page and Brin when they wanted to go public?

---

6. Who were the usual buyers of equities and what did they pay the brokerage firms for?

---

7. Why did the cartel start falling apart in the late 1990s and whose fault was it?

---

8. Why did many founders and CEOs decide not to choose an auction for their IPO?

---

9. What might be the outcome of the application of Page's and Brin's logic to the IPO industry?

---

10. Why is it possible for Google to avoid using Wall Street and what are Google's founders relying on?

---

11. What will happen in Wall Street when Google announces disappointing results?

---

12. Explain the two principles Google is based on in simple English.

---

13. What does the "new breed of technocrat kings" try to do?

---



**Fill in the missing words in their correct form in the speech summary:**

Jonathan thinks that the Google IPO wasn't very successful even if they did (1) \_\_\_\_\_ (2) \_\_\_\_\_ dollars from the (3) \_\_\_\_\_ of almost 20m (4) \_\_\_\_\_, because originally Google had thought the IPO would bring in almost (5) \_\_\_\_\_ dollars. If you compare the price they actually sold for with what the firm had (6) \_\_\_\_\_, then it's obvious that it didn't really (7) \_\_\_\_\_ (8) \_\_\_\_\_ that well. He also thinks that the (9) \_\_\_\_\_ (10) \_\_\_\_\_ made some mistakes, which is the reason why they didn't make their (11) \_\_\_\_\_. One of them was the (12) \_\_\_\_\_ of the IPO because summer is not the best time to get the (13) \_\_\_\_\_ (14) \_\_\_\_\_ (15) \_\_\_\_\_ (16) \_\_\_\_\_. Secondly, there was the (17) \_\_\_\_\_ concerning the (18) \_\_\_\_\_ of their plans – they were never published in (19) \_\_\_\_\_ detail and investors were left in some (20) \_\_\_\_\_. Lastly, the (21) \_\_\_\_\_ process of the (22) \_\_\_\_\_ was complicated and instead of (23) \_\_\_\_\_ things it made it more difficult to buy the (24) \_\_\_\_\_. Overall, the Google IPO was a great (25) \_\_\_\_\_ for investors.

## Future forms

### will

- We can use *will* + the infinitive (without *to*) to refer to the future. *Will* is usually shortened in speech and informal writing to *'ll*. The negative of *will* is *won't*.

- We use *will* to talk about future events that we see as facts:

*In June **we will** bring out two new models.  
Next year **I'll** be 45.*

*The government **will** soon **impose** an obligation on all electricity supply companies to buy a specified percentage of their power from renewable sources. (Guardian website)*

- We use *will* to talk about future beliefs:

*Lynch believes that globalization and consolidation in the technology sector **will create** a greater demand for large and powerful bourses. 'Stock markets **will have to** cover a lot more market capitalisation and smaller markets **will have** less of a role' says Lynch. (Observer website)*

- We can add *perhaps/maybe* or *probably* to make the belief less certain:

*The first wave of losses resulting from the mergers in German banking **will probably be** in the City of London. (BusinessWeek website)*

Notice that *probably* comes after *will* but before *won't*:

*He'll **probably** agree with you.  
He **probably won't** agree with you.*

- We can use *will* with an introductory phrase to give other meanings. For example, a personal opinion (*I think*) or a hope (*I hope*):

***I think** we'll **probably** open a subsidiary in Russia next year.  
**I hope** he'll agree with you.*

- *Will* can be used for instant decisions and thoughts that come into our head at the moment of speaking.

***I'll wait** for you outside.  
**I'll phone** you tomorrow.  
**I think I'll stop** now.*

### Going to

- We use the verb *be* + *going to* + the infinitive to make a connection between the present and the future.
- We use *going to* for plans and intentions. These are things we have already decided to do.

*I believe that Greenspan **is going to lower** rates. There are some signs of liquidity problems in the credit markets at this point in time, and a smart central bank responds by easing credit. (New York Times website)*

The time in the future can be near or distant:

***I'm going to call** Fiona Clarke this afternoon.  
**We're going to open** a factory in Hungary next year.*

- We use *going to* to make predictions when there is some evidence in the present situation:

*Be careful! **It's going to fall.** (I can see it)  
**I think we're going to lose** this deal. (I've just heard some news)*

## Present continuous

- We can use the present continuous tense to talk about things we have arranged to do in the future. There is nearly always a time expression.

*Ann **is leaving** tomorrow morning.*

*HSBC **are moving** to new premises next year.*

The arrangements are often social arrangements or appointments.

***What are you doing** on Tuesday afternoon?*

***I'm seeing** Jack at two, and after that **I'm meeting** my bank manager.*

## Will or going to?

- *Will* is used for instant decisions. *Going to* is used for plans and intentions.

Compare:

*OK, I know what to do. **I'll call** Jane. (an instant decision)*

*Do you have the information for Jane? **I'm going to call** her this afternoon. (an intention)*

- *Will* is used for general beliefs, opinions, hopes and things the speaker sees as facts.

*I'm sure **they'll like** the new design.*

*In the future, more people **will work** from home.*

- When *will* is used with a phrase like *I think* and/or words like *probably* then the belief/opinion becomes less certain, like a prediction.

***I think you'll like** this idea.*

*The world **will probably** end in about five billion years.*

But if there is strong evidence in the present situation then *going to* is usually used for predictions:

*I think it's **going to rain**. (I can see black clouds)*

***We're going to make** a loss on this project. (I have the figures in front of me)*

- There are occasions when we can use either form:

*In my presentation **I'll talk/I'm going to talk** about three main areas. First, ...*

Here the speaker could see it as a fact (*will*) or an intention (*going to*).

- *Will* is more usual in writing. *'ll* and *going to* are more usual in speech.

## Going to or present continuous?

- For future plans and arrangements there is often little difference between *going to* and the present continuous.

***I'm going to give/I'm giving** my presentation on Friday.*

- *Going to* can suggest that the details of the arrangement have not been finalized. The present continuous can suggest that the arrangement is more fixed, with a time and a place.

***I'm going to meet** him next week. (just a plan — time and place are still unknown)*

***I'm meeting** him at ten in my office. (a definite, fixed arrangement)*

## Time expressions

- Common time expressions for the future include: *tomorrow, the day after tomorrow, on Friday, at the weekend, next week, in a few days' time.*

## Future: time expressions

- We use the present simple or the present perfect (not *will*) to refer to the future after these words: *when, after, before, unless, in case, as soon as, until, by the time, the next time*:

**When I see** her, I'll tell her you called.

We'll discuss it again **after** you **get back**.

**As soon as I've finished** the report, I'll email it to you.

You can wait here **until** she **comes** back.

Notice that a future form (*will, can*) is used in the other part of the sentence.

## Present simple / continuous

- We often use the present simple (or present continuous) when we talk about events in the future based on a fixed timetable, programme or calendar:

Jim's plane **leaves (is leaving)** at 12.15.

Our boss **retires (is retiring)** next year.

## Future continuous

- The future continuous is formed with *will + be + the -ing* form of the verb:

*One thing that is clear is that more and larger Taiwanese companies **will be investing** in China and that the new government will allow them to. (Asiaweek website)*

- The future continuous describes an activity in progress in the future.

We often use it when we compare what we are doing now with what we will be doing in the future. There is nearly always a time expression.

*Next year **I'll be working** in our Sao Paulo office.*

*Where **will you be working** in six months' time?*

- The future continuous is often used to say that something will definitely happen:

***We'll be holding** a meeting soon, so we can make a decision then.*

## Future perfect

- The future perfect is formed with *will + have + past participle*:

*By the time I retire, **I'll have been** in banking for over thirty years.*

*By the year 2020 the volume of goods produced by traditional manufacturing worldwide will probably be at least twice what it is today. But in the US, the share of manufacturing in GDP, which is still around 15% or so, **will have shrunk** to 5%. (IndustryWeek website)*

- We use the future perfect to look back from one point in the future to an earlier event or period of time. We often use *by* or *by the time* with the future perfect:

***By the time** we prepare our proposal they'**ll have found** another supplier.*

***By the end of the year** we'**ll have sold** around 1,000 units.*

- It is common to use a simple *will* form in place of the future perfect, although some people think this is not grammatically correct:

*By the time we've prepared our proposal they'**ll find** another supplier.*

*By the end of the year we'**ll sell** around 1,000 units.*

- We use the continuous form of the future perfect to look back from one point in the future at an activity in progress:

*Next year we'**ll have been manufacturing** the same model for ten years.*

## Was going to

- *Was/were going to* is not a future form. We use it to refer to something that we planned in the past but did not do:

*I'm sorry, I **was going to phone you** this morning, but I had to see one of our clients.*

## Other ways to talk about the future

- We often use modals and related verbs like *should, be likely to, could, may, might* to refer to the future.
- We use the verbs *expect, hope, intend, would like, plan, want* followed by an infinitive (*to do*) to refer to the future:

*German automaker BMW is **planning to build** a production plant in Central or Eastern Europe by the middle of 2001 – and the Czech Republic is **hoping to get** the contract. (praguepost website)*

Notice the negative forms:

*I expect/hope I **won't** ...*

*We **don't** intend/plan/want to ...*

*I **wouldn't** like to ...*

- We can use the verb *think* followed by *'ll*:

*I **think/don't think** I'll change my Internet Service Provider.*

- We can use *be due to* for things that we expect to happen:

*Mr Welch, who hits GE's mandatory retirement age of 65 next month, has built GE into America's No. 1 company in stock market valuation. He is **due to name** the next chairman and chief executive of GE in the next few days. (Wall Street Journal Europe website)*

- We can use *be about to* for things that will (will not) happen very soon:

*A look at the stock-market valuations of big software houses such as Cisco and Oracle show that the pace of development in new technology is **not about to** slow. (Forbes.com website)*

- In modern English *Shall I/we ...?* are used to make suggestions, not to refer to the future.

***Shall I** open the window?*

***Shall we** meet again next week?*

*Shall* is still used for the future in formal situations, for example legal documents.

## Grammar exercises

### 1. Match sentences 1-6 with their uses a)–f).

a) a future fact

d) a future plan or intention

b) an opinion about the future

e) a prediction with evidence in the present situation

c) an instant decision

f) a future arrangement

1. I'm going to ask my boss for a pay rise next week.     **d**
2. I'm sorry to hear that. I'll find out what the problem is right now. \_\_\_\_\_
3. I'm sorry, but I won't be here tomorrow. I'll be in Paris. \_\_\_\_\_
4. I'm meeting Angela for lunch. Do you want to join us? \_\_\_\_\_
5. Their share price will probably rise when the market recovers. \_\_\_\_\_
6. With so much competition it's going to be difficult to increase sales. \_\_\_\_\_



**2. Underline the correct words in each mini-dialogue.**

1. A: Are you free next Tuesday morning?  
B: Sorry, *I'll have/I'm having* a meeting with Sue.  
A: Oh, right. Well, what about Thursday?
2. A: What are your plans for next year?  
B: *We'll open/We're going to open* a new factory in Hungary.  
A: That sounds interesting.
3. A: What do you think about their new marketing campaign?  
B: I think *it'll probably succeed/it's probably succeeding*.  
A: Do you really?
4. A: What about tomorrow at around five thirty?  
B: OK, *I'll see you then./I'm seeing you then*.  
A: Bye.
5. A: So as you can see, I've been thinking about this problem quite a lot.  
B: Yes, I see. So, *what are you going to do?/what are you doing?*  
A: Resign!
6. A: It would be nice to see you next week.  
B: Yes, it would. *Are you doing anything/Will you do anything* on Wednesday?  
A: No, I'm free.

**3. Underline the correct words.**

1. Tomorrow *I'll interview/I'll be interviewing* candidates all morning.
2. *We will have moved/will be moving* to our new premises in August.
3. *We will have moved/will be moving* to our new premises by August.
4. What time *does your train/will your train* leave?
5. Don't forget to turn off the lights before *you are leaving/you leave*.
6. We can't send the goods until *we've received/we will receive* a firm order.
7. *We will be repaying/will have repaid* the bank loan by December.
8. Unless *they're/they'll be* more reasonable, we'll have to break off negotiations.
9. *I was going to write/was writing* to them, but I forgot.
10. *I hope/I will hope* to be able to speak at the press conference myself.
11. Our visitors are *due to arrive/due arriving* at 10.30.
12. *I hope I won't/I don't hope I'll* be late for the meeting.
13. *I think I won't/I don't think I'll* be late for the meeting.
14. When the contract *is/will be* ready, I'll let you know.
15. *Will we/Shall we* break for coffee now?
16. Sorry, I can't speak now, *I'll just have/I'm just about to have* a meeting.

**4. Complete each sentence 1-8 with an ending a)–h).**

1.	Please take a seat until	<u>  <b>b</b>  </u>	a) you leave.
2.	They won't accept our order unless	_____	b) Dr Rihal is ready to see you.
3.	Helen wants to see you before	_____	c) you'll have left.
4.	You won't see Helen. By the time she arrives	_____	d) we give a bank guarantee.
5.	As soon as Helen arrives	_____	e) have finished and we can talk.
6.	I can't wait! This time next week I'll	_____	f) I'll ask her to phone you.
7.	I'll have a suntan next time we meet! I'll	_____	g) have just come back from Greece.
8.	Sorry about this. In a few moments I'll	_____	h) be lying on a beach in Greece.

**5. Complete this dialogue by putting each of the verbs in brackets into the future. Choose between will and going to. Sometimes either answer may be possible, but decide which form is the most natural. Use contractions where possible.**

JOANNA: Please, come in, have a seat. Would you like a drink? Coffee? Mineral water?

GREG: Oh, I (1) *ll have* (have) a coffee please.

JOANNA: Lucy ... could you make two coffees? (sighs) Well, thanks for coming this morning. I

(2) \_\_\_\_\_ (tell) you why I asked you here. Um, as you know, there

(3) \_\_\_\_\_ (be) some big changes in the company. In fact, we

(4) \_\_\_\_\_ (restructure) the whole department.

GREG: Yes, I know. When (5) \_\_\_\_\_ (it/happen)?

JOANNA: Everything (6) \_\_\_\_\_ (be) finished by the summer. Um, the thing is, under the new structure your job (7) \_\_\_\_\_ (probably/disappear).

GREG: Really? Is that certain?

JOANNA: Well, we (8) \_\_\_\_\_ (have) a meeting next week to finalize all the plans, and of course I (9) \_\_\_\_\_ (let) you know what we decide. Anyway, you don't have to worry.

GREG: Oh?

*(coffee arrives)*

JOANNA: Well, as I was saying, you don't have to worry. We (10) \_\_\_\_\_ (offer) you a new job. You (11) \_\_\_\_\_ (have) more responsibility, and the salary (12) \_\_\_\_\_ (be) much better.

GREG: That's wonderful, thank you very much. What exactly (13) \_\_\_\_\_ (the new job/involve)?

JOANNA: Well, we (14) \_\_\_\_\_ (expand) the whole customer services area. If you accept the job, you (15) \_\_\_\_\_ (be) responsible for the new team. Um, it (16) \_\_\_\_\_ (mean) a lot more work, of course. What do you think?

GREG: It sounds great, but I (17) \_\_\_\_\_ (need) a day or two to think about it.

JOANNA: Of course, no problem. Look, I (18) \_\_\_\_\_ (not/be) in the office for the next few days – I (19) \_\_\_\_\_ (visit) our subsidiary in Hungary. (20) \_\_\_\_\_ (you/have) an answer for me by next week?

GREG: Yes, I (21) \_\_\_\_\_ (give) you my decision on Monday.

**6. Complete the sentences by putting the verbs in brackets into the most appropriate future form. Choose between will, going to and the present continuous.**

1. Have you heard the news? Vivendi *is going to buy* (buy) Seagram.

2. I \_\_\_\_\_ (meet) Andrea at nine next Thursday morning outside the station.

3. I've just had a call from Richard – he \_\_\_\_\_ (be) late.

4. Next year \_\_\_\_\_ (be) the company's centenary year.

5. This taxi driver is terrible. He \_\_\_\_\_ (have) an accident.

6. In the future video-conferences \_\_\_\_\_ (probably replace) many international meetings.

7. We \_\_\_\_\_ (test) the new machine sometime next week.

8. I \_\_\_\_\_ (go) to Manchester on Friday.

9. Would you mind waiting for a moment? I \_\_\_\_\_ (not be) long.

7. **An economist has prepared a short report about his country next year. Read it, then choose the correct alternative from A, B, C or D below to complete the report.**

**12 month economic forecast**

The Central Bank (1)    keep interest rates low next year in order to stimulate economic growth, and so we (2)    the economy to continue growing at about 4%. This means that unemployment (3)    in most sectors of the economy next year. Exchange rates are very difficult to predict, but the currency (4)    remain stable.

Some important events are (5)    take place in the political field. The president (6)    call elections within the next twelve months, and so by the middle of next year the election campaign (7)   . The government (8)    on a platform of honesty and competence, and it (9)    introduce reforms to the legal system so that judges can investigate the misuse of public funds more easily. When that (10)    international investor confidence should increase rapidly.

- |    |                   |                     |                 |                   |
|----|-------------------|---------------------|-----------------|-------------------|
| 1  | A is wanting to   | B is liking to      | C would like to | D due to          |
| 2  | A predict         | B expect            | C believe       | D hope            |
| 3  | A will be fallen  | B will been falling | C will falling  | D will fall       |
| 4  | A probably will   | B will probably     | C probably is   | D is probably     |
| 5  | A about to        | B soon              | C being         | D expecting       |
| 6  | A dues to         | B due to            | C is due to     | D is duing to     |
| 7  | A will have begun | B will be begun     | C has begun     | D will begin      |
| 8  | A will be fought  | B will be fighting  | C will fighting | D will have fight |
| 9  | A is planning     | B planning to       | C is planned to | D is planning to  |
| 10 | A happening       | B will happen       | C happens       | D happen          |

8. **The Human Resources Manager of a large company is explaining the appraisal system to a group of new employees. Complete his talk by putting the verbs in brackets into the right tense. Choose between the present simple (I do), future continuous (I'll be doing), future perfect (I'll have done) and was going to.**

'Your appraisal interviews (1) are (be) in March. Er, I'm sorry, they (2) \_\_\_\_\_ (be) in February but we had to postpone them. Sorry about that. Um, during February your line managers (3) \_\_\_\_\_ (collect) all the information they need from you, and by the time you meet for the interview, they (4) \_\_\_\_\_ (produce) a checklist of points for discussion.

Right. Um, in the interview you (5) \_\_\_\_\_ (discuss) your performance during the past year and any issues relating to your future needs, er, such as training. By the end of the meeting I hope that you and your line managers (6) \_\_\_\_\_ (agree) on your personal objectives for next year, both in terms of sales targets and professional development. Is that clear? Yep, OK, good. Of course there is some flexibility in the targets, in case anything (7) \_\_\_\_\_ (happen) to the market that we cannot predict. We may also have a budget for you to do some training, after you (8) \_\_\_\_\_ (come) back from your summer holidays but before work (9) \_\_\_\_\_ (get) really busy in September. Is that OK? Yeah. Good.

After that, the next time that we all (10) \_\_\_\_\_ (meet) again will be in October, when I'd like some feedback on your training, as by then any courses that you do (11) \_\_\_\_\_ (finish). Is that OK? Yeah. I (12) \_\_\_\_\_ (send) you feedback forms nearer the time. Well, er, unless you (13) \_\_\_\_\_ (have) any questions, I think that's all. Oh, no. Er, yes — I (14) \_\_\_\_\_ (have) a word with you about your holiday plans, but you probably don't know them yet. Could you email me with your request as soon as you know them.'

**REVIEW TEST**  
**BPJ\_JI2A**  
*Unit 11 – Going public*

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b> (60 points to pass)	<b>MARK</b>
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

-----

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

jednoduše řečeno – \_\_\_\_\_

podat lepší výkon (1 word) než poradenská agentura – \_\_\_\_\_

troufalá a podvodná provize (legální) – \_\_\_\_\_

uplatnit opci na akcie a splatit dluhy – \_\_\_\_\_

mít zaručeny rychlé zisky – \_\_\_\_\_

znepřátelil si zkorumpovaného kupujícího – \_\_\_\_\_

mít monopol na upisování kmenových akcií – \_\_\_\_\_

poukázat na podobnosti mezi internetovými vyhledávači – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. the act of forming a new, independent company from part of an existing one; a company formed in this way:

2. an official financial record that gives details of all a company's income and expenses for a particular period and shows if it has made a profit or a loss:

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**CRACKS, PROSPECTUS, VALUATION,  
CASUALTIES, KICKBACK, DEMISE**

1. The accumulated debts resulted in the final \_\_\_\_\_ of our company.

*In Czech or Slovak:* \_\_\_\_\_

2. There were many \_\_\_\_\_ of the dotcom crash in late 1990s.

*In Czech or Slovak:* \_\_\_\_\_

3. It's illegal and unethical to accept a \_\_\_\_\_ for any service we provide.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**SLUMP, PEAK, HYPE, BYPASS,  
DISCLOSE, REVOLUTIONIZE, OUTBID, RUMOUR**

1. Prices of shares of internet companies have \_\_\_\_\_ to their minimum.

2. Auction participant number 17 finally \_\_\_\_\_ its biggest opponent yesterday.

3. Nokia's new impulses \_\_\_\_\_ the mobile phone market.

4. You can \_\_\_\_\_ paying a commission to a stockbroker by holding a public auction.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. Yahoo's shares were worth \$98 \_\_\_\_\_ last Friday. (**PIECE**)

2. It's absolutely \_\_\_\_\_ that Microsoft would go bankrupt. (**CONCEIVE**)

3. The \_\_\_\_\_ of confidential financial information can hurt our firm. (**DISCLOSE**)

4. The CEO has led the company through \_\_\_\_\_ crises. (**NUMBER**)



# Unit 12 – COMPETITION

**Coursebook**, page 102, exercise **PREVIEW**



*Fill in the missing words in their correct form in the speech summary:*

Competition is a (1) \_\_\_\_\_ factor for businesses as knowing your position in relation to your rivals is (2) \_\_\_\_\_. This has become a (3) \_\_\_\_\_ (4) \_\_\_\_\_ for many firms. To find it out, there are various ways you can (5) \_\_\_\_\_ it: one of the (6) \_\_\_\_\_ (7) \_\_\_\_\_ is based on Michael Porter's theory. He claims there are five (8) \_\_\_\_\_ forces affecting a company's (9) \_\_\_\_\_ position. If we put this into the form of a (10) \_\_\_\_\_, we would mark several key concepts there: (11) \_\_\_\_\_ (12) \_\_\_\_\_', (13) '\_\_\_\_\_ of (14) \_\_\_\_\_' (i.e. the probability that others will (15) \_\_\_\_\_ to enter your (16) \_\_\_\_\_), 'power of (17) \_\_\_\_\_', 'power of (18) \_\_\_\_\_' (this is quite (19) \_\_\_\_\_ and it just refers to the power both these groups can (20) \_\_\_\_\_ – e.g. if a company is selling to a major (21) \_\_\_\_\_ (22) \_\_\_\_\_, buyers can (23) \_\_\_\_\_ certain conditions on you while if a supplier depends on one source, they don't have much room for (24) \_\_\_\_\_), and (25) '\_\_\_\_\_', or (26) '\_\_\_\_\_ products'. In practice the theory is helpful as it suggests a number of ways that firms can build (27) \_\_\_\_\_ to prevent others from entering the market. Four of these ways are important: (28) \_\_\_\_\_ (making your product (29) \_\_\_\_\_), (30) \_\_\_\_\_ of (31) \_\_\_\_\_ (a cost advantage), distribution, and (32) \_\_\_\_\_ costs (making it (33) \_\_\_\_\_ expensive for customers to change to a (34) \_\_\_\_\_ product or service.



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = aware of or knowledgeable about the latest trends or developments (*paragraph 1*)
2. to \_\_\_\_\_ = get up on; to climb onto something (*par 1*)
3. to \_\_\_\_\_ = to disclose; reveal (*par 1*)
4. \_\_\_\_\_ = an adverb meaning that something is impossible to avoid or prevent (*par 1*)
5. \_\_\_\_\_ = of a strikingly attractive appearance; impressive (*par 1*)
6. \_\_\_\_\_ = happening very easily or quickly and not able to be controlled (*par 2*)
7. \_\_\_\_\_ = a fourth of a year; a period of three months (*par 2*)
8. to \_\_\_\_\_ = to accept something although it is not exactly what you want (*par 2*)
9. \_\_\_\_\_ = a market in which there is little or no competition for a particular type of product or service, for which there is limited demand (*par 2*)
10. to \_\_\_\_\_ = to give (something such as ownership) to someone else, especially unwillingly or because forced to do so (*par 2*)
11. \_\_\_\_\_ = possible although difficult to imagine (*par 3*)
12. to \_\_\_\_\_ = to mix a set of playing cards without seeing their values before beginning a game; to move things from one place to another, often without any particular reason (*par 4*)
13. to \_\_\_\_\_ = to take a slight and not very serious interest in a subject; try a particular activity for a short period (*par 4*)
14. \_\_\_\_\_ = never having happened or existed in the past; unheard of (*par 4*)
15. to \_\_\_\_\_ = to be sold in greater quantities than something else (*par 5*)
16. to \_\_\_\_\_ = to persuade users to change from one product to another (*par 5*)
17. \_\_\_\_\_ = having a complete structure or quality; of a complete value (*par 6*)
18. \_\_\_\_\_ = a change in direction; a turn (*par 6*)
19. \_\_\_\_\_ = computer devices, such as a printer or modem, distinct from a computer's central processing unit and working memory, and often connected externally (*par 6*)

20. \_\_\_\_\_ = a label attached to a piece of merchandise indicating how much it costs (*par 7*)
21. \_\_\_\_\_ = intelligent and making good judgments; characterized by sharp intelligence, and often a sense of the practical (*par 7*)
22. to \_\_\_\_\_ = to take parts of something and use them for something else; to draw revenues from one product in favor of another one (*par 7*)
23. \_\_\_\_\_ = the difference between the cost of buying or producing something and the price that it is sold for, calculated as a percentage of the selling price (*par 7*)
24. to \_\_\_\_\_ = to move someone swiftly and smartly out of something (*par 7*)
25. \_\_\_\_\_ = inactivity, apathy, passivity (*par 7*)
26. \_\_\_\_\_ = in a perfectly consistent and coherent way (*par 8*)
27. \_\_\_\_\_ = profoundly honored (*par 8*)
28. to \_\_\_\_\_ = to grow or flourish; to appear or expand suddenly (*par 8*)
29. \_\_\_\_\_ = a wheel turned by the driver of a vehicle in order to change direction (*par 8*)
30. \_\_\_\_\_ = cautious and careful not to take risks (*par 9*)

**2. Answer these questions based on the information contained in the text:**

1. What does Mr Jobs typically do every January?

---

2. What encouraged Mr Jobs so much that he announced a new corporate strategy?

---

3. What does the new corporate strategy involve?

---

4. What made the challenge possible? How has the market position of iPod developed?

---



5. What does Mr Jobs want to do to attack the remaining part of the market, and why is this step regarded as unprecedented?

---

6. What is the long-lasting problem of Apple and how can it be solved?

---

7. How is the Mac mini computer described?

---

8. What are users expected to do when they buy the Mac mini?

---

9. What are the two risks that are minimized by leaving out the peripherals?

---

10. What will be the consequence of the growth in the range of seamlessly integrated products, according to Mr Jobs?

---

11. What else will support the growth of Apple's products in the near future?

---

12. What is Pixar, what is Mr Jobs's relationship to this company, and what can you say about his understanding of entertainment?

---

13. What is the situation on the online music market with respect to Apple and Microsoft?

---

14. What other things did Mr Jobs do that he is described as "more circumspect this time around"?

---

## Time clauses

### *When I do / When I've done*      *When and if*

Study these examples:

A: *What time will you phone me tomorrow?*

B: *I'll phone you **when I get** home from work.*

'I'll phone you when I get home from work' is a sentence with two parts:

the main part:      *'I'll phone you'*  
and the *when*-part:      *'when I get home from work (tomorrow)'*

The time in the sentence is future ('tomorrow') but we use a *present* tense (*get*) in the *when*-part of the sentence.

We do *not* use *will* in the *when*-part of the sentence:

- *We'll go out **when it stops** raining. (not 'when it will stop')*
- ***When you are** in London again, you must come and see us. (not 'when you will be')*
- (said to a child) *What do you want to be **when you grow up?** (not 'will grow')*

The same thing happens after:      **while**      **before**      **after**      **as soon as**      **until**      or      **till**

- *I'm going to read a lot of books **while I'm** on holiday. (not 'while I will be')*
- *I'm going back home on Sunday. **Before I go,** I'd like to visit the museum.*
- *Wait here **until** (or **till**) I **come** back.*

You can also use the *present perfect* (*have done*) after **when**, **after**, **until**, **as soon as**:

- *Can I borrow that book **when you've finished** it?*
- *Don't say anything **while Ian is** here. Wait **until he has gone**.*

It is often possible to use the present simple or the present perfect:

- *I'll come **as soon as I finish**.                  or                  I'll come **as soon as I've finished**.*
- *You'll feel better **after you have**                  or                  You'll feel better **after you've had** something to eat.                  something to eat.*

But do not use the present perfect if two things *happen together*. The present perfect shows that one thing will be complete *before* the other (so the two things do *not* happen together). Compare:

- ***When I've phoned Kate,** we can have dinner.*  
(= First I'll phone Kate and after that we can have dinner.)
- ***When I phone** Kate this evening, I'll invite her to the party. (not 'when I've phoned')*  
(In this example, the two things happen together.)

After *if*, we normally use the present simple (*if I do / if I see* etc.) for the future:

- *It's raining hard. We'll get wet **if we go** out. (not 'if we will go')*
- *Hurry up! **If we don't hurry,** we'll be late.*

Compare **when** and **if**.

We use *when* for things which are *sure* to happen:

- *I'm going shopping this afternoon. (for sure) **When I go** shopping, I'll buy some food.*

We use *if* (not 'when') for things that will *possibly* happen:

- *I might go shopping this afternoon. (it's possible) **If I go** shopping, I'll buy some food.*
- ***If it is** raining this evening, I won't go out. (not 'when it is raining')*
- *Don't worry **if I'm** late tonight. (not 'when I'm late')*
- ***If they don't** come soon, I'm not going to wait. (not 'when they don't come')*

## Grammar exercises

### 1. Complete these sentences using the verbs in brackets. All the sentences are about the future. Use will/won't or the present simple (I see / he plays / it is etc.).

1. I'll **phone** (phone) you when I **get** (get) home from work.
2. I want to see Margaret before she \_\_\_\_\_ (go) out.
3. We're going on holiday tomorrow. I \_\_\_\_\_ (tell) you all about it when we \_\_\_\_\_ (come) back.
4. Brian looks very different now. When you \_\_\_\_\_ (see) him again, you \_\_\_\_\_ (not/recognize) him.
5. We must do something soon before it \_\_\_\_\_ (be) too late.
6. I don't want to go without you. I \_\_\_\_\_ (wait) until you \_\_\_\_\_ (be) ready.
7. Sue has applied for the job but she isn't very well qualified for it. I \_\_\_\_\_ (be) surprised if she \_\_\_\_\_ (get) it.
8. I'd like to play tennis tomorrow if the weather \_\_\_\_\_ (be) nice.
9. I'm going out now. If anybody \_\_\_\_\_ (phone) while I \_\_\_\_\_ (be) out, can you take a message?

### 2. Make one sentence from two.

1. You will be in London again. You must come and see us then.  
**You must come and see us** when **you are in London again**.
2. I'll find somewhere to live. Then I'll give you my address.  
I \_\_\_\_\_ when \_\_\_\_\_.
3. I'll do the shopping. Then I'll come straight back home.  
\_\_\_\_\_ after \_\_\_\_\_.
4. It's going to start raining. Let's go home before that.  
\_\_\_\_\_ before \_\_\_\_\_.
5. She must apologize to me first. I won't speak to her until then.  
\_\_\_\_\_ until \_\_\_\_\_.

### 3. Read the situations and complete the sentences.

1. A friend of yours is going to visit London. You want to know where she is going to stay.  
You ask: Where are you going to stay when **you are in London?**
2. A friend of yours is visiting you. She has to go soon but maybe there's time for a cup of tea.  
You ask: Would you like a cup of tea before \_\_\_\_\_?
3. Your friend is reading the newspaper. You'd like it after her.  
You ask: Can I have the newspaper when \_\_\_\_\_?
4. You want to sell your car. Jim is interested in buying it but he hasn't decided yet.  
You ask: Can you let me know as soon as \_\_\_\_\_?
5. There are serious traffic problems in your town but they are building a new road.  
You say: I think it will be better when \_\_\_\_\_.

**4. Put in when or if.**

1. Don't worry **if** I'm late tonight.
2. Tom might phone while I'm out this evening. \_\_\_\_\_ he does, can you take a message?
3. I'm going to Rome next week. \_\_\_\_\_ I'm there, I hope to visit a friend of mine.
4. I think Jill will get the job. I'll be very surprised \_\_\_\_\_ she doesn't get it.
5. I'm going shopping. \_\_\_\_\_ you want anything, I can get it for you.
6. I'm going away for a few days. I'll phone you \_\_\_\_\_ I get back.
7. I want you to come to the party but \_\_\_\_\_ you don't want to come, that's all right.
8. We can eat at home or, \_\_\_\_\_ you prefer, we can go to a restaurant.

**5. Translate the following sentences into English:**

1. Vedení firmy nepodpoří fúzi, dokud nebude jasné, jaké budou finanční náklady.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Budeme inzerovat naše služby v časopise *Week*, pokud bude jejich nabídka přijatelná.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Jakmile začneme investovat více peněz do vědy a výzkumu, bude to pro naše zákazníky a akcionáře pozitivní signál.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Zákazníci obvykle změní své chování předtím, než je změna daňového systému plně zasáhne.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Poté, co se centrální banka rozhodne, jestli sníží úrokové sazby, budou ratingové agentury vědět, jaké hodnocení mají dát České republice.

➤ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REVIEW TEST**  
**BPJ\_JI2A**  
**Unit 12 – Competition**

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b>	<b>MARK</b>
Number of points (max. 100 points)		(60 points to pass)	
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

neslýchaná a doslova ohromující kupní síla – \_\_\_\_\_

nevyhnutelně se vyvíjející překážky vstupu (*do odvětví*) – \_\_\_\_\_

neúnavné usilování o dokonalost – \_\_\_\_\_

úspory z rozsahu díky skulině na trhu – \_\_\_\_\_

neúnavné a neustávající kouzlo poselství – \_\_\_\_\_

představitelná úprava ziskových marží – \_\_\_\_\_

narazit na hlubokou oddanost a rivalitu – \_\_\_\_\_

postupně přepustit distribuční řetězec podřízeným prodejčům – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. the amount of money that a customer needs to spend when they change from one supplier, system, etc. to another:

2. a situation where a company is in a position to be more successful than its competitors; something that helps a company be in this position:

**C. Complete the sentence with one of the following phrases and translate the selected phrase:** (2 points each)

**TRIAL, PRICE TAG, ACCESSORIES,  
 SETBACKS, VOLUME, COURSE OF ACTION**

1. We'll have to overcome a number of \_\_\_\_\_ before we become profitable.

*In Czech or Slovak:* \_\_\_\_\_

2. The \_\_\_\_\_ of orders has exceeded 500 a month, which is an increase of 27%.

*In Czech or Slovak:* \_\_\_\_\_

3. I hope the firm is able to determine its further \_\_\_\_\_ in this difficult time.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**SET ASIDE, FIGHT OFF, CONFESS, ATTEMPT,  
 ENTITLE, WONDER, WANDER, UNVEIL**

1. None of our subordinates \_\_\_\_\_ to sign contracts on behalf of the firm.

2. Last week IBM finally \_\_\_\_\_ to negotiating a new deal with Apple.

3. Toyota is considering \_\_\_\_\_ its new model at the Frankfurt trade fair.

4. \_\_\_\_\_ competition is never easy but you can do it by cutting costs.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. We \_\_\_\_\_ welcome you at our today's presentation!  
 (**HEART**)

2. Your activities may have serious \_\_\_\_\_ for you, George.  
 (**IMPLY**)

3. We don't have enough people – we are seriously \_\_\_\_\_.  
 (**STAFF**)

4. I think Jack should be \_\_\_\_\_ to impose the critical decisions.  
 (**POWER**)



# Unit 13 – BANKING

**Coursebook**, page 113, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = someone who owns a business together with someone else (*par 1*)
2. \_\_\_\_\_ = the practice of providing financial services, such as credit, savings or insurance to poor people (*par 1*)
3. \_\_\_\_\_ = an amount of money that is saved or collected for a particular purpose, especially for investing in companies, projects, etc.; an organization that controls this money (*par 1*)
4. \_\_\_\_\_ = money that an organization such as a bank lends and somebody borrows (*par 1*)
5. \_\_\_\_\_ = the money that you make in business or by selling things, especially after paying the costs involved (*par 1*)
6. \_\_\_\_\_ = the extra money that you have to pay when you borrow money or the extra money that you receive when you invest money (*par 1*)
7. \_\_\_\_\_ = property or something valuable that you promise to give somebody if you cannot pay back money that you borrow (*par 2*)
8. \_\_\_\_\_ = a return to a normal condition; restoration to a former and better condition (*par 2*)
9. \_\_\_\_\_ = someone who provides credit in business matters (*par 2*)
10. \_\_\_\_\_ = someone who receives money or credit on the promise to return it or its equivalent (*par 2*)
11. \_\_\_\_\_ = a record of the loans and payments that somebody has received and whether they have paid back the amounts that they owe in the right way (*par 2*)
12. \_\_\_\_\_ = *here*: allocated; dedicated (*par 2*)
13. to \_\_\_\_\_ = to recognize or admit the truth of a statement (*par 3*)
14. \_\_\_\_\_ = a business project or activity, especially one that involves taking risks (*par 3*)
15. \_\_\_\_\_ = generous in assistance to the poor; organized to provide humanitarian or charitable assistance (*par 3*)

16. the \_\_\_\_\_ = being the second of two persons or things mentioned (*par 3*)
17. \_\_\_\_\_ = something that is of interest or importance to a person (*par 3*)
18. \_\_\_\_\_ = at some time in the past; former; once (*par 3*)
19. \_\_\_\_\_ = a survey done or performed at the concrete place (*par 4*)
20. \_\_\_\_\_ = a part or region that is on the inside; located on the inside; inner (*par 4*)
21. \_\_\_\_\_ = supplying dry land with water by means of canals, etc. (*par 4*)
22. \_\_\_\_\_ = the small hard part produced by a plant, from which a new plant can grow (*par 4*)
23. to \_\_\_\_\_ = to require payment for goods or services; to ask (an amount of money) as a price (*par 5*)
24. \_\_\_\_\_ = a standard, usually of quality or performance, that other things can be compared to; a set of rates that are used to judge the performance of other rates (*par 5*)
25. \_\_\_\_\_ = the cost of borrowing money, usually expressed as a percentage of the amount borrowed (*par 5*)
26. \_\_\_\_\_ = a sum of money borrowed from a bank, available for a person's use, that has to be later repaid (*par 5*)
27. \_\_\_\_\_ = not yet used or exploited (*par 6*)

**2. Answer these questions based on the information contained in the text:**

1. Why does Mr de Lesseps lend money to poor people in developing countries?

---

2. What is BlueOrchard, what are its activities, and where does its profit come from?

---

3. Do the borrowers of microcredits have to provide something in return, and is there any risk involved for the lender?

---



4. What are the statistical figures about loans that are not repaid in developing and developed countries?

---

5. What are the two real goals of Mr de Lesseps's microfinancing activities? Which of them should be more important for him?

---

6. How and when did Mr de Lesseps's engagement in microfinance start?

---

7. What does the team do after the arrival in a developing country, and what example is used to show the success of microfinancing?

---

8. What is the local people's attitude to repaying their microcredit loans?

---

9. How are the interest rates charged and what do they depend on?

---

10. Why don't local people use other locally available credit possibilities?

---

11. How much of the potential for microfinancing remains unused, and how much would the market be able to use up?

---



**Fill in the missing words in their correct form in the interview summary:**

The alliance has been very interesting for the media because Cazenove has been in London for 181 years and it is one of the few British (1) \_\_\_\_\_ banks. Therefore people are (2) \_\_\_\_\_ to be interested. The deal started when Chase bought Robert Fleming for (3) \_\_\_\_\_ pounds (i.e. (4) \_\_\_\_\_ dollars) and later bought JP Morgan for (5) \_\_\_\_\_ dollars. JP Morgan Chase is now paying (6) \_\_\_\_\_ pounds to Cazenove for a half (7) \_\_\_\_\_ of the investment-banking (8) \_\_\_\_\_ (9) \_\_\_\_\_ and putting in 50 million pounds of (10) \_\_\_\_\_ and 70 of its (11) \_\_\_\_\_. According to the recent press (12) \_\_\_\_\_, Cazenove is a (13) \_\_\_\_\_ wonderful bank that (14) \_\_\_\_\_ all (15) \_\_\_\_\_ of the City of old and (16) \_\_\_\_\_ of its (17) \_\_\_\_\_, and its client list is the (18) \_\_\_\_\_ of its competitors.

According to a (19) \_\_\_\_\_ for JP Morgan, all of Cazenove's clients are (20) \_\_\_\_\_ about it. It is a good deal for the bank's (21) \_\_\_\_\_ – and most of them are its (22) \_\_\_\_\_, who will (23) \_\_\_\_\_ control of the business. They will also see the (24) \_\_\_\_\_ of another 230 million pounds of (25) \_\_\_\_\_ from the bank, with the (26) \_\_\_\_\_ of a lot more in the future. After five years, JP Morgan will be able to buy Cazenove out at a price they (27) \_\_\_\_\_ independently. Even though there are some (28) \_\_\_\_\_ involved, it is clear that the American (29) \_\_\_\_\_ will benefit from it.

### Determiners

- A determiner is a word used in front of a noun to show which thing you mean, or to show the quantity of something. Determiners include: *a/the, my/your, this/that, all/most/some/any, no/none, much/many/a little/a few, each/every, both/either/neither*.
- We do not use a determiner if we are talking generally.

**Our/Those/Some computers** are expensive. (particular computers)  
**Computers** are a part of everyone's life. (computers in general)

### All, most, many, some, a few

- Before a plural noun we can use *all/most/many/some/a few*. Note the structures:  
*All/most/many/some/a few employees* have 25 days' paid holiday.  
*All/most/many/some/a few of the employees* have 25 days' paid holiday.  
*All the employees* have 25 days' paid holiday. (NOT ~~Most the ... / Many the ...~~ etc.)

We can use *my, your, etc.*, in place of *the*, and we can use pronouns:

*All/most/many/some/a few of our employees* have 25 days' paid holiday.  
*All/most/many/some/a few of them* have 25 days' paid holiday.

- Before an uncountable noun similar structures are possible. We use *much* in place of *many*, *a little* in place of *a few*, and *it* for the pronoun.

*All/most/much/some/a little of the information* in this report is useful.  
*All/most/much/some/a little of it* is useful.

- With singular nouns we do not use the words above, except for a few special expressions: *all day, all night*

### All meaning 'everything' or 'the only thing'

- We can use *all* + subject + verb to mean 'everything' or 'the only thing':

*That's all I know about it.* (all = everything)  
*All we need is a signature.* (all = the only thing)

- In modern English it is unusual to use *all* as a single-word subject or object. Instead we use *everything*.

*All the preparations are/Everything is going well.* (NOT ~~All is going well.~~)  
*I want to hear all your news/everything.* (NOT ~~I want to hear all.~~)

### Both, either, neither

- We use *both, either* and *neither* to refer to two things.

- *Both* means 'the one and the other'. Note the structures:

*Both emails/both the emails/both of the emails/both of them* are important.  
*The emails are both important. I've read them both.*

- *Either* means 'the one or the other'. *Neither* means 'not the one or the other'.

*Monday or Tuesday? Yes, either day/either of the days is fine.*  
*Monday or Tuesday? I'm sorry but neither day/neither of the days is convenient.*

*This is a hell of a gamble – one that may pay off for both, one, or neither of the two companies.* (Fortune website)

## No, none

- We can use *no* with a singular noun, plural noun or uncountable noun.

**No employee has** more than 25 days' paid holiday.

**No new ideas were** put forward at the meeting.

**There was no useful information** in the report.

- We do not use *no* if there is another negative word. In this case we use *any*.  
*We haven't dismissed **any** employees.* (NOT ~~We haven't dismissed no employees.~~)
- We do not use *no of*. Instead, we use *none of* or *none* on its own as a pronoun.

**None of the employees** have more than 25 days' paid holiday.

**None** have more than 25 days' paid holiday.

- To emphasize the idea of *none* we can use *None at all* or *Not one* or *Not a*:

A: *How many people came?*

B: **None at all! / Not one! / Not a single person!**

*Germany's Neuer Markt All Share index dropped below the 1,500 mark for the first time yesterday. **Not a single** stock in the top 20 stocks showed a gain.* (Yahoo Business News website)

## Each, every

- The meaning of *each* and *every* is similar and often either word is possible. They are both followed by a singular noun.
- We use *each* when we think of the members of a group as individuals, one by one. It is more usual with smaller groups and can mean only two.

*Make sure that **each parcel** has a label.*

*Samsung and Globetronics know they have to raise their brand profile. Management consultants will debate **each** firm's strategy, but in the end consumers will determine whether these companies are successful in a more globalized world.* (asiaweek website)

- We use *every* when we think of all the members together, and it is usual with a larger number.

*Sales have increased **every year** for the last five years.*

*I believe **every word** he says.*

- We can use *each of*, but we cannot use *every of*.

**Each of the parcels** needs a label.

- *Each* can be used after the subject, or at the end of a sentence.

**The parcels each** need a label.

*The parcels need a label **each**.*

## Grammar exercises

### 1. Match the phrases from the list below with an approximate value.

*none of them   most of them   a few of them   many of them   some of them   all of them*

1 0% \_\_\_\_\_

4 50-75% \_\_\_\_\_

2 5-25% \_\_\_\_\_

5 75-95% \_\_\_\_\_

3 25-50% \_\_\_\_\_

6 100% \_\_\_\_\_

**2. Complete the sentences with a word or phrase from the list below.**

all (x2) any no ~~not one~~ none each (x2) every (x2) both either (x2) neither

1. We sent letters to sixty customers, but **not one** replied!
2. I can't go. There are only two flights, and there are \_\_\_\_\_ seats left on \_\_\_\_\_ of them.
3. I can't go. There are only two flights, and \_\_\_\_\_ of them has any seats left.
4. \_\_\_\_\_ I want is a bit of peace and quiet to finish writing this report.
5. I've phoned \_\_\_\_\_ store in the Yellow Pages and they are \_\_\_\_\_ out of stock.
6. We have three models, and \_\_\_\_\_ one has its own special features.
7. I was nervous at the start of my talk, but after that I enjoyed \_\_\_\_\_ minute.
8. I got three letters, but there were \_\_\_\_\_ for you, I'm afraid.
9. I got three letters, but there weren't \_\_\_\_\_ for you, I'm afraid.
10. The Trade Fair is important. We need \_\_\_\_\_ Sue and Mike on the stand.
11. Both roads lead to the city centre. You can take \_\_\_\_\_ one.
12. You've been six of the best trainees that we've ever had on this course. The best of luck to \_\_\_\_\_ of you in your future careers.

**3. Complete this article by choosing the correct alternative A, B or C below.**

## TRANSLATION ON THE NET

<p>The world of online translation is dominated by Amsterdam-based Aquarius.net and California-based Proz.com (1) <b>B</b> maintain a list of translators who bid for jobs posted on the site, but (2) _____ has a different business plan. (3) _____ charges clients to post translation jobs on the site, but Aquarius has started charging</p>	<p>translators to register, and also charges transaction fees of up to 7.5% to the translator who gets the job. Meanwhile Proz is still a free site, and gets (4) _____ revenue from advertising. (5) _____ trying to deal with the problem of quality assurance, and (6) _____ translator has their diplomas and qualifications</p>	<p>online. And what about the Old Economy off-line translation agencies? They offer better guarantees of quality and (7) _____ them haven't looked to the Internet for a solution yet, but (8) _____ is changing very fast, and the Net offers significant cost benefits to clients. ■</p>
---	--	--

- |                    |                      |                   |
|--------------------|----------------------|-------------------|
| 1 A Both them      | B Both of them       | C Every of them   |
| 2 A each one       | B every one          | C all of them     |
| 3 A Either of them | B Neither of company | C Neither company |
| 4 A all its        | B most its           | C much its        |
| 5 A Each they are  | B Both they are      | C They are both   |
| 6 A all            | B all of             | C every           |
| 7 A most           | B most of            | C every of        |
| 8 A all            | B the only thing     | C everything      |

**4. Underline the correct words.**

1. There were *none/no* messages on the answering machine.
2. The key account managers *each/every* have their own list of clients.
3. *Not one/Not no* question has been answered.
4. *Some of/Some* the restaurants have service included in the price.
5. *Some of/Some* restaurants have service included in the price.
6. Sorry, but I can't hear *either/neither* of you properly.
7. *Each our customers/Our customers each* have a separate file on the database.
8. I can't come at the weekend. I'm busy *both days/every day*.
9. *All of/Every of* the files are corrupted by the virus.
10. I can't see *no/any* solution to the problem, I'm afraid.
11. The flight and hotel are booked. *All/Everything* is organized.
12. We gave the sales reps *each a mobile phone/a mobile phone each*.
13. *Every option has been/Every options have been* explored.
14. OK, I think that covers *all/everything* on that point. Shall we move on?

**5. Rewrite the second sentence so it has a similar meaning to the first sentence and contains the word/s in brackets. Some sentences have two possible answers.**

1. We only have a week left. (all)  
All we have left is a week.
2. All the participants will be sent an agenda. (every)  
\_\_\_\_\_ will be sent an agenda.
3. Nobody at all asked a question. (single person)  
\_\_\_\_\_ asked a question.
4. This idea won't work, and the other one also won't work. (neither)  
\_\_\_\_\_ will work.
5. Not all the audience understood his talk. (some)  
\_\_\_\_\_ understand his talk.
6. Not one of my colleagues speaks German. (none)  
\_\_\_\_\_ speak German.
7. We only want a weaker dollar. (all)  
\_\_\_\_\_ a weaker dollar.
8. No documents were inside this parcel. (any)  
There \_\_\_\_\_ inside this parcel.
9. The hotels were both unsuitable. (neither)  
\_\_\_\_\_ suitable.
10. The two proposals are interesting. (both)  
\_\_\_\_\_ interesting.
11. These items aren't expensive. (none)  
\_\_\_\_\_ expensive.
12. I'm sorry, we have absolutely none. (all)  
I'm sorry, we have \_\_\_\_\_.

**REVIEW TEST**  
**BPJ\_JI2A**  
**Unit 13 – Banking**

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b>	<b>MARK</b>
Number of points (max. 100 points)		(60 points to pass)	
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

mít pochyby o domnělém vžitém názoru – \_\_\_\_\_

úroková míra založená na ohodnocení rizika – \_\_\_\_\_

využít potenciál vysoce rizikové půjčky – \_\_\_\_\_

úvěrové zdroje jištěné zárukou – \_\_\_\_\_

být shovívavý k mikroúvěrům a zadluženosti podniků – \_\_\_\_\_

provést bankovní transakci na pobočce – \_\_\_\_\_

získat rozsáhlou kontrolu nad spravovaným fondem – \_\_\_\_\_

kótovaná banka pro drobné střadatele – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. money that is invested in a new company to help it develop or expand, which may involve a lot of risk but can also bring good profits:

2. the activity of controlling a group of investments with the aim of making the most profit with the least risk:

**C. Complete the sentence with one of the following phrases and translate the selected phrase:** (2 points each)

**SAVINGS, MONETARY POLICY, CHECKBOOK,  
 AFFILIATE, ASSET MANAGEMENT, COERCION**

1. The biggest investment bank had to close its \_\_\_\_\_ because of its insolvency.

*In Czech or Slovak:* \_\_\_\_\_

2. It is illegal to use \_\_\_\_\_ to make debtors repay their debts before they are due.

*In Czech or Slovak:* \_\_\_\_\_

3. We provide the service of \_\_\_\_\_ for investors and investment funds.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**MAKE A HABIT, CHARGE, EXERT, IMPLEMENT,  
 ISSUE, PUT FORWARD, SOAR, SEEK DAMAGES**

1. Monetary policy \_\_\_\_\_ by the central bank in this country.

2. If you borrow some money, the bank will definitely \_\_\_\_\_ interest.

3. The management \_\_\_\_\_ a proposal concerning hiring more staff.

4. Moneylenders frequently \_\_\_\_\_ their influence on the interest borrowers have to pay.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. Stability and prosperity help increase market \_\_\_\_\_. (**CREDIT**)

2. The bank \_\_\_\_\_ that it had made some loss-making loans. (**KNOW**)

3. The potential of the Chinese market is still rather \_\_\_\_\_. (**TAP**)

4. I think the \_\_\_\_\_ will soon be approved of. (**ACQUIRE**)





# Unit 14 – TRAINING

**Coursebook**, page 121, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = a person or group having administrative or managerial authority in an organization (*paragraph 1*)
2. \_\_\_\_\_ = a person who betrays friends, country, etc. (*par 1*)
3. \_\_\_\_\_ = \_\_\_\_\_ = in a cold unemotional manner (*par 1*)
4. \_\_\_\_\_ = an opinion or position reached by a group as a whole; general agreement (*par 1*)
5. to \_\_\_\_\_ = to make a picture of; to depict or describe in words (*par 1*)
6. \_\_\_\_\_ = \_\_\_\_\_ = a system where authority passes down from the top through a series of executive positions or military ranks in which each is responsible to the one directly superior (*par 1*)
7. \_\_\_\_\_ = \_\_\_\_\_ = the purposes of an action that should bring some financial benefits (*par 2*)
8. \_\_\_\_\_ = a specialist in a given branch of knowledge (*par 2*)
9. \_\_\_\_\_ = an amount of twelve (*par 2*)
10. \_\_\_\_\_ = \_\_\_\_\_ = a detailed intensive study of a unit, such as a corporation or a corporate division, that stresses factors contributing to its success or failure; an exemplary model (*par 3*)
11. \_\_\_\_\_ = \_\_\_\_\_ = relating to the groundwork or source of something; fundamental (*par 3*)
12. \_\_\_\_\_ = \_\_\_\_\_ = a formal speech, given especially on a ceremonial occasion (*par 3*)
13. \_\_\_\_\_ = \_\_\_\_\_ = the factual content or reason of a matter, apart from emotional, contextual, or formal considerations (*par 3*)
14. \_\_\_\_\_ = \_\_\_\_\_ = causing one to believe the truth of something; convincing (*par 3*)
15. to \_\_\_\_\_ = to comply with accepted standards, rules, or customs (*par 4*)
16. \_\_\_\_\_ = \_\_\_\_\_ = *here*: currently discussed; relevant; concerned (*par 4*)
17. to \_\_\_\_\_ = to address an earnest or urgent request to someone (*par 4*)
18. \_\_\_\_\_ = theatrical properties (*par 4*)

19. \_\_\_\_\_ = motivated or caused to do something (*par 4*)
20. \_\_\_\_\_ = a preference or an inclination, especially one that inhibits impartial judgment; mental tendency, esp. prejudice (*par 5*)
21. to \_\_\_\_\_ = to take hold of forcibly or quickly; grab; to take immediate advantage of (*par 5*)
22. \_\_\_\_\_ = relating to the matter at hand; relevant (*par 6*)
23. \_\_\_\_\_ = a murder of a public figure by surprise attack (*par 6*)
24. to \_\_\_\_\_ = to bring about or provoke an enquiry about something; to lead to a situation when an enquiry emerges (*par 6*)
25. \_\_\_\_\_ = extremely significant or important; decisive (*par 6*)
26. \_\_\_\_\_ = a consequence, especially of a disaster or misfortune; a period of time following a disastrous event (*par 7*)
27. \_\_\_\_\_ = exhaustively complete; very accurate or careful (*par 7*)
28. \_\_\_\_\_ = of the greatest concern or importance (*par 7*)
29. to \_\_\_\_\_ = to remove from an office or position of power; to dethrone (*par 7*)
30. \_\_\_\_\_ = a way of escaping one's current situation, typically an unfavorable situation (*par 7*)

**2. Answer these questions based on the information contained in the text:**

1. What did the executives do in the Aspen Institute and how much time did they spend there?

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2. How did the participants assess Brutus and what did they agree on with regard to Brutus?

---

3. What argument did one of the participants use to say that Brutus was not supposed to commit Caesar's murder?

---

4. How has Shakespeare's position within leadership courses developed in the recent years, and why did the coaches start to use Shakespeare as an example?

---

5. Who are Kenneth and Carol Adelman, and what are their activities in this field?

---

6. What is the format of the Adelmans' seminars?

---

7. What two debates did play *Julius Caesar* provoke?

---

8. What does the final exercise look like, and what other aids or instruments do they use?

---

9. What is the aim of the *Henry V* seminar?

---

10. What do the Adelmans minimize and emphasize in Henry V's behavior?

---

11. What part or aspect of the *Julius Caesar* play raised questions about serving in a hierarchy and resisting the boss?

---

12. What was the main problem of the conspirators' act in the play, and what conclusion did the seminar participants make for managing their subordinates?

---

**Coursebook**, page 122, exercise LISTENING 1



**Fill in the missing words in their correct form in the speech summary:**

Listeners should notice how the king uses 'we' (1) \_\_\_\_\_. This puts him in the position of a (2) \_\_\_\_\_ (3) \_\_\_\_\_. It is very (4) \_\_\_\_\_ for the team to feel the leader is working (5) \_\_\_\_\_ the same (6) \_\_\_\_\_. They are 'a (7) \_\_\_\_\_ of brothers'. He makes them feel part of an (8) \_\_\_\_\_ club. Indeed they are (9) \_\_\_\_\_ to be part of his team. They have been chosen while others have been (10) \_\_\_\_\_. And the people who really (11) \_\_\_\_\_ time and energy and make (12) \_\_\_\_\_ will be (13) \_\_\_\_\_. They will be (14) \_\_\_\_\_ as (15) \_\_\_\_\_ and become gentlemen. If you put it in the (16) \_\_\_\_\_ of a manager today (17) \_\_\_\_\_ e.g. his (18) \_\_\_\_\_ team, you have all the necessary (19) \_\_\_\_\_. It's like saying 'We have a difficult (20) \_\_\_\_\_ to complete but I wouldn't ask you if I didn't think you could do it – and there are big (21) \_\_\_\_\_ and (22) \_\_\_\_\_ in it for us all if we (23) \_\_\_\_\_.'

## Purpose & Concession clauses

### To..., for... and so that... (purpose)

We use **to...** to say why somebody does something (= the *purpose* of an action):

- 'Why did you go out?' '**To post** a letter.'
- A friend of mine phoned **to invite** me to a party.
- We shouted **to warn** everybody of the danger.

### So that

Sometimes you have to use **so that** for purpose. We use **so that** (*not to...*):

- |   |
|---|
| <p>i) when the purpose is <i>negative</i> (<b>so that ... won't/wouldn't</b>):</p> <ul style="list-style-type: none"><li>• I hurried <b>so that</b> I <b>wouldn't</b> be late. (= because I didn't want to be late)</li><li>• Leave early <b>so that</b> you <b>won't</b> (<i>or don't</i>) miss the bus.</li></ul> <p>ii) with <b>can</b> and <b>could</b> (<b>so that ... can/could</b>)</p> <ul style="list-style-type: none"><li>• She's learning English <b>so that</b> she <b>can</b> study in Canada.</li><li>• We moved to London <b>so that</b> we <b>could</b> visit our friends more often.</li></ul> <p>iii) when one person does something <b>so that</b> <i>another</i> person does something else:</p> <ul style="list-style-type: none"><li>• I gave her my address <b>so that</b> <b>she</b> could contact me.</li><li>• He wore glasses and a false beard <b>so that</b> <b>nobody</b> would recognize him.</li></ul> |
|---|

### Although / though / even though; In spite of / despite (concession)

After **although** we use a *subject + verb*:

- **Although it rained** a lot, we enjoyed our holiday.
- I didn't get the job **although I had** all the necessary qualifications.

Compare the meaning of **although** and **because**:

- We went out **although** it was raining.
- We didn't go out **because** it was raining.

After **in spite of** or **despite**, we use a *noun*, a *pronoun* (**this/that/what** etc.) or **-ing**:

- **In spite of the rain**, we enjoyed our holiday.
- I didn't get the job **in spite of having** all the necessary qualifications.
- She wasn't well, but **in spite of this** she went to work.
- **In spite of what** I said yesterday, I still love you.

**Despite** is the same as **in spite of**. Note that we say 'in spite of', but **despite** (without 'of'):

- She wasn't well, but **despite this** she went to work. (*not 'despite of this'*)

You can say '**in spite of the fact (that)...**' and '**despite the fact (that)...**':

- I didn't get the job **in spite of the fact (that)** I had all the necessary qualifications.  
**despite the fact (that)**

Compare **in spite of** and **because of**:

- We went out **in spite of the rain**. (*or ...despite the rain.*)
- We didn't go out **because of the rain**.

## Grammar exercises

### 1. Complete these sentences using a suitable verb.

1. The President has a team of bodyguards **to protect** him.
2. I didn't have enough time \_\_\_\_\_ the newspaper today.
3. I came home by taxi. I didn't have the energy \_\_\_\_\_.
4. 'Would you like something \_\_\_\_\_?' 'Yes, please. A cup of coffee.'
5. We need a bag \_\_\_\_\_ these things in.
6. There will be a meeting next week \_\_\_\_\_ the problem.
7. I wish we had enough money \_\_\_\_\_ a new car.
8. I saw Helen at the party but we didn't have a chance \_\_\_\_\_ to each other.
9. I need some new clothes. I haven't got anything nice \_\_\_\_\_.
10. They've just passed their exams. They're having a party \_\_\_\_\_.
11. I can't do all this work alone. I need somebody \_\_\_\_\_ me.

### 2. Write sentences with so that.

1. I hurried. I didn't want to be late.

**I hurried so that I wouldn't be late.**

2. We wore warm clothes. We didn't want to get cold.

We wore \_\_\_\_\_.

3. The man spoke very slowly. He wanted me to understand what he said.

The man \_\_\_\_\_.

4. I whispered. I didn't want anybody else to hear our conversation.

\_\_\_\_\_ nobody \_\_\_\_\_.

5. Please arrive early. We want to be able to start the meeting on time.

Please \_\_\_\_\_.

6. She locked the door. She didn't want to be disturbed.

\_\_\_\_\_.

7. I slowed down. I wanted the car behind to be able to overtake.

\_\_\_\_\_.

**3. Complete the sentences with although / in spite of / because / because of.**

1. **Although** it rained a lot, we enjoyed our holiday.
2. a \_\_\_\_\_ all our careful plans, a lot of things went wrong.  
b \_\_\_\_\_ we had planned everything carefully, a lot of things went wrong.
3. a I went home early \_\_\_\_\_ I was feeling unwell.  
b I went to work the next day \_\_\_\_\_ I was still feeling unwell.
4. a She only accepted the job \_\_\_\_\_ the salary, which was very high.  
b She accepted the job \_\_\_\_\_ the salary, which was rather low.
5. a I managed to get to sleep \_\_\_\_\_ there was a lot of noise.  
b I couldn't get to sleep \_\_\_\_\_ the noise.

**Use your own ideas to complete the following sentences:**

6. a He passed the exam although \_\_\_\_\_.  
b He passed the exam because \_\_\_\_\_.
7. a I didn't eat anything although \_\_\_\_\_.  
b I didn't eat anything in spite of \_\_\_\_\_.

**4. Make one sentence from two. Use the word(s) in brackets in your sentences.**

1. I couldn't sleep. I was tired. (despite)

**I couldn't sleep despite being tired.**

2. They have very little money. They are happy. (in spite of)

In spite of \_\_\_\_\_.

3. My foot was injured. I managed to walk to the nearest village. (although)

\_\_\_\_\_.

4. I enjoyed the film. The story was silly. (in spite of)

\_\_\_\_\_.

5. We live in the same street. We hardly ever see each other. (despite)

\_\_\_\_\_.

6. I got very wet in the rain. I had an umbrella. (even though)

\_\_\_\_\_.

**REVIEW TEST**  
**BPJ\_JI2A**  
**Unit 14 – Training**

<b>Name:</b>			
<b>Teacher:</b>		<b>TOTAL</b> (60 points to pass)	<b>MARK</b>
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

**I. Listening:** (max. 20 points)   points

-----

**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

specializované kurzy vyvinuté zkušenými školiteli – \_\_\_\_\_

mít úzké vazby na úsekové ředitele – \_\_\_\_\_

vzít si na starost problematiku špatné docházky – \_\_\_\_\_

vzbudit zájem účastníků kurzu (1 word) o případovou studii – \_\_\_\_\_

ryzí a všestranně rovnostářský přístup – \_\_\_\_\_

chopit se příležitosti a vznést otázku – \_\_\_\_\_

upravit kurzy vnitropodnikového školení na míru – \_\_\_\_\_

vydávat rozkazy shromážděným začátečníkům – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

1. a situation when employees are faithful to a particular company:

2. the process of training and preparing employees in a company or an organization so that there will always be somebody to replace a senior manager who leaves or retires:

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**PAYROLL, DOZEN, TUTOR,  
 PREMISES, VIRTUE, AFTERMATH**

1. The American economy has to deal with the \_\_\_\_\_ of the financial crisis.

*In Czech or Slovak:* \_\_\_\_\_

2. Students were assigned a \_\_\_\_\_ to consult their study matters with them.

*In Czech or Slovak:* \_\_\_\_\_

3. The \_\_\_\_\_ includes all the employees and others who get a salary from us.

*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**ASCERTAIN, UPDATE, GET ON TO, STICK TO,  
 ACT OUT, SCHEDULE, ENROL, OBEY**

1. The roles must \_\_\_\_\_ carefully and honestly.

2. I decided \_\_\_\_\_ for the course on the development of economic theories.

3. I'd like you \_\_\_\_\_ all your colleagues on the training course you attended.

4. The classes \_\_\_\_\_ for all members of junior management.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

1. Management issues include for instance crisis management or \_\_\_\_\_ planning. (**SUCCEED**)

2. It must be \_\_\_\_\_ that we are a successful company. (**KNOW**)

3. People will believe you if you speak \_\_\_\_\_. (**CONVINCE**)

4. You'll have to sell more to be given an \_\_\_\_\_ commission. (**ADD**)





# Unit 15 – CONSULTING

**Coursebook**, page 129, exercise **READING**



**1. In the text find words or expressions corresponding to the following definitions:**

1. \_\_\_\_\_ = a person who assists people or institutions (*paragraph 1*)
2. to \_\_\_\_\_ = to go with; to go or travel along with someone (*par 1*)
3. \_\_\_\_\_ = an organized walk by many people (e.g. soldiers) from one place to another (*par 1*)
4. to \_\_\_\_\_ = to determine; to calculate; to estimate (*par 1*)
5. \_\_\_\_\_ = extremely exciting; thrilling; stimulating (*par 2*)
6. to \_\_\_\_\_ = to start international operations; to become an international company (*par 2*)
7. to \_\_\_\_\_ = to send off to a destination or to perform a task (*par 2*)
8. to \_\_\_\_\_ = to show to be reasonable or provide adequate ground for something (*par 2*)
9. \_\_\_\_\_ = a company whose work is checking the financial records, and providing accounting and auditing services for a fee (*par 2*)
10. \_\_\_\_\_ = a company that has expanded or intends to expand to the international level (*par 2*)
11. to \_\_\_\_\_ = to consider or describe as similar; to compare (*par 2*)
12. \_\_\_\_\_ = a store or office providing a comprehensive selection of goods or services at a single location (*par 2*)
13. \_\_\_\_\_ = organizing something such as a company, an industry, etc. in a different way in order to make it more efficient (*par 2*)
14. \_\_\_\_\_ = *here:* a large amount of something (*par 3*)
15. \_\_\_\_\_ = a situation when an individual or organization has a concern or involvement that might compromise their reliability (*par 3*)
16. the \_\_\_\_\_ = similar people (*par 3*)
17. to \_\_\_\_\_ = to prohibit or forbid officially (*par 3*)
18. \_\_\_\_\_ = the activity of supplying something (*par 3*)

19. \_\_\_\_\_ = for the most part; generally; in general; on the whole; usually; as a rule (*par 4*)
20. \_\_\_\_\_ = without variation or change, in every case; constantly (*par 4*)
21. \_\_\_\_\_ = a person living away from his or her native country; an exile (*par 5*)
22. \_\_\_\_\_ = inhabitants of a specified locality (*par 5*)
23. \_\_\_\_\_ = progressively; more and more (*par 6*)
24. \_\_\_\_\_ = *here*: a metaphor referring to a relatively small group of privileged or outstanding companies (*par 6*)
25. \_\_\_\_\_ = an adjective describing shares of the best-known companies on the stock market, which are considered to be a safe investment (*par 6*)
26. \_\_\_\_\_ = the quality of being so good that others want it too; desirable (*par 6*)
27. \_\_\_\_\_ = the known facts about a person's achievements (*par 6*)
28. \_\_\_\_\_ = the state of making money; the situation when incomes exceed costs (*par 6*)
29. \_\_\_\_\_ = the act of convincing someone to do something or to believe something (*par 6*)
30. to \_\_\_\_\_ = to be shown or be found to be; to use facts, evidence, etc. to show that something is true (*par 6*)

**2. Answer these questions based on the information contained in the text:**

1. What are professional-service firms compared to in the beginning of the text?  
\_\_\_\_\_
2. Who followed western multinationals when they wanted to found a subsidiary abroad?  
\_\_\_\_\_
3. What are the four mentioned matters that consultancy firms are ready to advise on?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

4. What did it involve when a consultancy company went global?

---

5. What did the behavior of accounting firms look like when going global, and what did they want to be compared with?

---

6. What changes did accounting firms make after having gone global, and what was their business attitude?

---

7. What else did this strategy create – besides huge managerial problems?

---

8. What concrete restrictions are listed in the American legislation, and what is the name of the relevant law?

---

9. Why is the global strategy a problem for professional-service firms?

---

10. What does it mean that managers of multinationals' foreign operations are less likely to be expatriates?

---

11. What happened after the ancient battles were over?

---

12. What is the “Charmed Circle”, and what activities are the “Charmed Circle” companies engaged in?

---



**Fill in the missing words in their correct form in the interview summary:**

The managing director explains that their (1) \_\_\_\_\_ (2) \_\_\_\_\_ has been falling in the past years. He knows he is partly to (3) \_\_\_\_\_ since he failed to see the need to (4) \_\_\_\_\_ their (5) \_\_\_\_\_ (6) \_\_\_\_\_ according to the competition. The consultant then asks if the company has done any customer (7) \_\_\_\_\_ (8) \_\_\_\_\_ recently. The director answers that they did – and it really was a (9) \_\_\_\_\_. Their policy of excellent customer service in their shops is expensive because they aimed to make shopping a pleasant (10) \_\_\_\_\_ but it turns out that customers prefer the (11) \_\_\_\_\_ choice and cheaper (12) \_\_\_\_\_ they find in the (13) \_\_\_\_\_. The director is thinking of two options: selling out to the hypermarket (they have made them an (14) \_\_\_\_\_) or possibly trying to (15) \_\_\_\_\_ with them. The company feels it needs a (16) \_\_\_\_\_ to (17) \_\_\_\_\_ them on the best (18) \_\_\_\_\_ of action. The consultant says he will have to do a full (19) \_\_\_\_\_ before answering but his (20) \_\_\_\_\_ (21) \_\_\_\_\_ is: they should not sell. They will look at the (22) \_\_\_\_\_ (23) \_\_\_\_\_ a bit more and possibly even (24) \_\_\_\_\_ (25) \_\_\_\_\_ prices. The consultant's job is to turn what seems to be a (26) \_\_\_\_\_ on its head and make it an (27) \_\_\_\_\_. It is a (28) \_\_\_\_\_ and they may need to (29) \_\_\_\_\_ in a huge (30) \_\_\_\_\_ (31) \_\_\_\_\_ to (32) \_\_\_\_\_ buyers back – but it often (33) \_\_\_\_\_ (34) \_\_\_\_\_.

### Reported speech

- We often tell people what other people have said. This is called reported or indirect speech. We very rarely try to report the exact words that someone says. Usually we give the general meaning with a summary.

*'Look, I've been phoning all day and he's always in a meeting. Can you tell him that I'll give him a call sometime next week, please?'* (actual words)

→ *Sandra phoned. She said she'd call you next week.* (report)

*'From what I can see, the advertising campaign **is** a great success.'* (actual words)

→ *He said the campaign **was** a success.* (report)

- Note the change of tense in the above examples: *will* to *would* and *is* to *was*.

It is not always necessary to change tenses. If the statement is still true we can keep the same tense as the original. (See further for more details.)

*He said the campaign **was** a great success.* (the campaign is finished)

*He said the campaign **is/was** a great success.* (the campaign is still happening)

- In writing we can repeat the exact words using speech marks (' ... ').

*'I have no further comment to make at this stage,' said the company press officer when he spoke to our reporter yesterday.*

These examples use *said* as the reporting verb. See further for other reporting verbs.

### Tense changes

- When the verb tense changes it 'moves back' in time.

Actual words

*'I **work** for IBM.'*

*'I'm **working** for IBM.'*

*'I've **worked** for IBM.'*

*'I've **been working** for IBM.'*

*'I **worked** for IBM.'*

*'I **had worked** for IBM.'*

*'I'm **going to work** for IBM.'*

*'I **can/will/may work** for IBM.'*

Report (Indirect speech)

*She said she **worked** for IBM.*

*She said she **was working** for IBM.*

*She said she **had worked** for IBM.*

*She said she **had been working** for IBM.*

*She said she **had worked** for IBM.*

*She said she **had worked** for IBM.*

*She said she **was going to work** for IBM.*

*She said she **could/would/might work** for IBM.*

*Kiwwi, a Vienna-based telecoms company, said on Friday **it was entering** the Czech market by offering cheaper voice services through the Internet.* (czechtoday website)

*Earlier in the week, a labor union report said that 751 deaths **had occurred** 'on the job' in Italy during the first six months of this year, up from 621 for the same period last year.* (International Herald Tribune website)

*The Shading Aluminum Industry Co. said last week **it would issue** 160 million shares for listing on the Shanghai Stock Exchange.* (Shanghai Daily website)

- There is no change for *must*, *might*, *could*, *should*, *would*.
- Note that there is no change for the past perfect (*had worked*).

### No tense change

- We do not need to change tense if the information is still true.

*'The sales team **are doing** very well at the moment.'*

*He **says/said** the team **are doing** very well.*

- We do not need to change tense if we report something which is always true.

*'There **is** always a period of uncertainty after a merger.'*

*He **says/said** there **is** always a period of uncertainty after a merger.*

## People, places, times and things

- In reported speech references to people, places, times and things often change, because the point of view changes.

*'I'll see **you here tomorrow**,' said Sue. 'I've read **your** report about **this** project,' he said.*

*Sue said **she'd** see **me there the next day**. He said **he'd** read **my** report about **the** project.*

- The examples in the previous paragraph show some of these typical changes:

People:	<i>I</i>	→	<i>he/she</i>
	<i>you</i>	→	<i>me</i>
	<i>my</i>	→	<i>his/her</i>
	<i>your</i>	→	<i>my</i>
Place:	<i>here</i>	→	<i>there, at the office</i>
Times:	<i>now</i>	→	<i>then, at that time</i>
	<i>today</i>	→	<i>that day, on Monday</i>
	<i>yesterday</i>	→	<i>the day before, the previous day</i>
	<i>tomorrow</i>	→	<i>the next day, the following day, on Monday</i>
	<i>this afternoon</i>	→	<i>that afternoon</i>
	<i>last week</i>	→	<i>the week before, the previous week</i>
	<i>next week</i>	→	<i>the week after, the following week</i>
	<i>a few days ago</i>	→	<i>a few days before, a few days earlier</i>
Things:	<i>this project</i>	→	<i>that/the project</i>

## Say or tell

- We say something and we *tell* somebody.

*Simon **said** he was confident about the success of the Beta project.  
Simon **told me** the project was going well.*

- We never use *to* between *tell* and the object.

*He **told me** what happened in the meeting. (NOT ~~told to me~~)*

We can use *to* after *say*, especially when the actual words are not reported.

*What did he **say to** you?*

*I think the boss wanted to **say something to** Susan.*

## It + passive of a reporting verb

- We use *It + passive of a reporting verb + that* to report what people in general feel or believe. This is a formal use, for example in a newspaper story, a scientific report or a written summary of a meeting.

*It was announced at the conference that Argentina was losing Pesos \$3, 000 million per annum on grain prices compared with the average in the last ten years. It was pointed out that international prices had not improved in two years, but this stability had allowed an increase in production. (LatinTrade website)*

Verbs that are often used in this way are:

*be agreed, be announced, be believed, be claimed, be confirmed, be considered, be decided, be estimated, be expected, be feared, be felt, be found, be pointed out, be proposed, be reported, be rumoured, be said, be shown, be suggested, be thought.*

## Other reporting verbs

- There are many verbs to report what people say. Each verb has one or more possible patterns. Common reporting verbs include:

Verb + <i>-ing</i> form	<i>admit, deny, mention, propose, suggest</i>
Verb + <i>to</i> infinitive	<i>agree, ask, demand, decide, offer, promise, refuse, threaten</i>
Verb + object + <i>to</i> infinitive	<i>advise, ask, convince, encourage, invite, order, persuade, remind, tell, warn</i>
Verb + <i>that</i> clause	<i>admit, agree, announce, answer, claim, complain, confirm, deny, explain, mention, promise, propose, reply, say, suggest</i>
Verb + object + <i>that</i> clause	<i>advise, assure, convince, inform, notify, persuade, promise, reassure, remind, tell</i>

*They **denied doing** anything wrong.*

*I **suggested changing** our export agency.*

*She **promised to call me** tomorrow.*

*They **refused to lower** their price.*

*He **advised us to wait** until next year.*

*They **invited me to come** for lunch.*

*They **agreed (that)** they'd wait.*

*She **promised (that)** she'd call me tomorrow.*

*I **reminded them (that)** they had to pay a 25% deposit.*

*I **told him (that)** I couldn't make the meeting next week.*

- We use the same tense change rules as in the case of *said*.

*Greek telecom giant OTE won the privatisation contract with Rom Telecom. OTE **promised that 70 per cent of the telephone system would be digital within three years.** (Bucharest Business Week website)*

- We can also report what people think or know. Verbs include: *know, notice, think, realize, etc.*

*Sorry, I **didn't realize** you were busy. I **thought** you had finished.*

## Reporting questions

- The word order in reported questions is like a normal statement (this is the same rule as for indirect questions). Tense changes follow those given above.

*'Where **is it?**' → He asked me where **it was.** (NOT ~~where was it~~)*

- When we report question word questions (*when, what, why, where, how, etc.*) we use the question word.

*'When **will the goods arrive?**' → They asked me **when the goods would arrive.***

*'Why **have your sales gone down?**' → I was asked **why our sales had gone down.***

*A year ago, I was asked **how** this wonderful merger between Daimler and Chrysler **would work, and I said I was waiting for the interpersonal problems. They were bound to happen, as our experiences with Seat had shown.**' – CEO of Volkswagen (Der Spiegel website)*

- When we report yes/no questions (*Do you, Did you, Are you, etc.*) we use *if* or *whether*.

*'Do you **speak French?**' → She asked me **if I spoke French.***

*'Are you **going to pay in cash?**' → He asked me **whether I was going to pay in cash.***

- Notice in the examples that reported questions have no question mark in writing.

## Reporting commands and requests

- Commands are reported with *tell* and the infinitive.

'Take us to the airport.' → She **told** the driver **to take** us to the airport.

'Don't worry. I'll deal with it.' → She **told** me **not to worry**.

- Requests are reported with *ask* and the infinitive.

'Would you mind waiting for a moment?' He **asked** me **to wait**.

'Please don't wait for me, I'll come along later.' He **asked** us **not to wait**.

## Grammar exercises

### 1. Write the actual words that each person says. Use contractions where possible.

1. Anna said that she had already finished.

(Anna's actual words) '**I've already finished.**'

2. She said he would be back after lunch.

(Her actual words) '\_\_\_\_\_.'

3. He said she was going to contact the printers.

(His actual words) '\_\_\_\_\_.'

4. Paul said that he wanted to make a phone call.

(Paul's actual words) '\_\_\_\_\_.'

5. She said she was meeting the bank manager at eleven.

(Her actual words) '\_\_\_\_\_.'

6. Pierre said he had found out about the problem a long time before.

(Pierre's actual words) '\_\_\_\_\_.'

7. David said he had to be back in the office by three thirty.

(David's actual words) '\_\_\_\_\_.'

8. Jan said she would let me know.

(Jan's actual words) '\_\_\_\_\_.'

### 2. Rewrite the sentences in reported speech. Use contractions where possible.

1. 'I won't put it in the sales because it's selling very well,' she said.

She said **she wouldn't put it in the sales because it was selling very well.**

2. 'I've read the report and I don't understand section 4,' he said.

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

3. 'When I finish my presentation, I'm going to have a drink,' he said.

He said that when \_\_\_\_\_.

4. 'I'm preparing the figures but I won't be long,' she said.

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

5. 'I like playing tennis, but I don't do it very often,' she said.

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

6. 'I'm going to visit our Polish subsidiary, but I'm not sure when,' she said.

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



**3. Look at the actual words spoken. Underline the correct words in the reported version.**

1. (Helen's words) 'I won't do it until tomorrow.'  
Helen said I/she wouldn't do it until the previous/following day.
2. (Peter's words) 'It's very busy in here. I'll call you later.'  
Peter said it was very busy here/there, and he'd call me/him later.
3. (The sales manager's words) 'We received your order last week.'  
He said they'd/we'd received our/their order the week after/before.
4. (Mel Bowen's words) 'I'm sorry about the delay, I'll deal with this now.'  
She said she/I was sorry about the delay, and she'd deal with it right then/later.

**4. Read the words spoken in a conference presentation about the role of the Chief Executive Officer.**

*'Jack Welch, one of the most famous CEOs of all time, was head of General Electric for twenty years. But he was an exception. In fact, two-thirds of all major companies worldwide have replaced their CEO over the last five years. What's the reason? The reason is that expectations of CEO performance are far too high. Boards of companies look at their CEO as a kind of superhero who can solve all the company's problems. This process started in the 1980s, and the prototype was Lee Iaccoca, "the man who saved Chrysler Corp". Then in the 1990s, we had CEOs from the technology sector, like Microsoft's Bill Gates, or Cisco's John Chambers, who managed to produce constantly rising share prices. But the situation is very different now and economic growth is slowing down.'*

Now look at ways to report the words to a colleague. By each sentence write **P/TC** (if the sentence is Possible because of Tense Change rules), **P/ST** (if the sentence is Possible because it is Still True) or **I** (if the sentence is Incorrect).

The speaker said that ...

1. Jack Welch was CEO of General Electric for twenty years. **I**
2. Jack Welch had been CEO of General Electric for twenty years. \_\_\_\_\_
3. Boards of companies look at their CEOs as superheroes. \_\_\_\_\_
4. Boards of companies looked at their CEOs as superheroes. \_\_\_\_\_
5. Boards of companies had looked at their CEOs as superheroes. \_\_\_\_\_
6. Lee Iaccoca has started it all in the 1980s. \_\_\_\_\_
7. Lee Iaccoca had started it all in the 1980s. \_\_\_\_\_
8. Lee Iaccoca had been started it all in the 1980s. \_\_\_\_\_
9. The situation is different now. \_\_\_\_\_
10. The situation was different now. \_\_\_\_\_

**5. Underline the correct words.**

1. Sally told/told me that she had lost the catalogue.
2. This is confidential, please don't say/tell anything about it.
3. This is confidential, please don't say/tell anyone about it.
4. Chris said/said me he must leave early.
5. I said/told them about the meal, and they said/told they would come.
6. 'You see,' told/said Steve, 'I always told/said you'd get a promotion.'
7. 'You see,' told/said Steve, 'I always told/said you you'd get a promotion.'
8. 'Look,' I told to/said to her, 'why don't you tell/say me what you mean?'

**6. On Friday morning you had a meeting with someone from your advertising agency at his offices. The words he spoke are on the left. The next week you tell a colleague about the discussion. Underline the correct words on the right.**

The advertising person's words:

'Did you get my email I sent yesterday about this campaign we've been working on? I hope so. I'm sorry to ask you to come here at such short notice, but it's quite urgent. The situation is this: we use an outside printing company, and a few days ago the workers there went on strike. I'm having a meeting with a union representative this afternoon, but I thought I should talk to you first.'

What you say to your colleague:

'He said he (1) *hopes/hoped* I'd got (2) *his/my* email that (3) *he'd send/he'd sent* (4) *yesterday/the day before* about (5) *the/this* advertising campaign (6) *they've/we've* been working on. And he apologized for asking (7) *me/you* to go (8) *here/there* at such short notice – he said it (9) *is/was* urgent. Well, apparently a few days (10) *ago/before* the printers they use (11) *have gone/had gone* on strike, and he (12) *is/was* meeting them (13) *this/that* afternoon. He said he thought he should talk to (14) *me/you* about it first.'

**7. Read the extract from a meeting, chaired by Claudia. Then underline the most appropriate reporting verbs in the written summary below.**

- CLAUDIA: Oh, hi. Take a seat ... Um, I'd like to hear your views on the talks we're having with BCP about the possible merger. Do you think we should go ahead with the discussions?
- NIGEL: Well, no actually. I don't think we should. Our company cultures are totally different, and I can't see many opportunities to cut costs in a combined operation. I'm sorry, but I'm against it.
- TONY: But, Nigel, can't you see that we're too small to stand alone in the global economy. There's going to be rationalization in our market and now is the right time to act.
- CLAUDIA: Um, right. How long do you think it would take to integrate the two companies?
- TONY: Probably about six months, maybe more.
- NIGEL: That's six months of complete chaos and falling investor confidence. It's just too risky.
- CLAUDIA: Well, I don't think we have enough information at the moment. Perhaps we could set up a task force to look into the whole issue in more detail?
- TONY: Hmm.
- CLAUDIA: Tony – would you be willing to chair it?
- TONY: OK, I'll chair a task force, but I'll need representatives from the other departments as well.
- CLAUDIA: That shouldn't be a problem. When do you think you'll be able to get the report done?
- TONY: Um, in about six weeks.
- NIGEL: Six weeks! That's ridiculous.
- TONY: OK, we'll try to get all the information together in four weeks.
- CLAUDIA: Right, that's settled. We'll meet again a month from today, same time same place.

1. It was *estimated/announced* that it would take about six months to integrate the two companies in the event of a merger.
2. It was *rumoured/suggested* that we could set up a task force to produce a report on the implications of the merger.
3. It was *proposed/claimed* that the task force would be chaired by Tony, with representatives from other departments.
4. It was *shown/agreed* that the task force should produce its report in four weeks.
5. It was *claimed/decided* that the next meeting would be on July 28th at 9 am in the main conference room.

**8. Nigel (from Exercise 7) is talking to a colleague about the same meeting later in the week. Underline the correct words in his report.**

‘Claudia asked us (1) that we give/to give our opinions about the merger talks. I (2) told them/told to them that I thought the whole thing was a bad idea, but they refused (3) to listen/listening. Of course Tony disagreed, as usual. He (4) told/said that we were too small for the global market. Then Claudia asked how long (5) would it/it would take to integrate the two companies, and Tony claimed it would (6) take/to take six months. Claudia suggested (7) setting up/to set up a task force to look into the whole thing. I decided (8) not saying/not to say anything. Tony offered (9) to chair/that he would chair the task force. He proposed that the task force (10) reporting/should report back in six weeks, but I (11) reminded them that/reminded that we’d need the report much sooner. Anyway, we decided (12) to meet/meeting again in a month.’

**9. Match the actual words in sentences 1-12 with the reported statements a)–l).**

1. ‘Well done! You’ve done it!’	<u>    </u>	a) He advised me to do it.
2. ‘Who me? No, I never did it.’	<u>    </u>	b) He apologized for not doing it.
3. ‘I’m really sorry I didn’t do it – I just forgot.’	<u>    </u>	c) He congratulated me on doing it.
4. ‘If I were you, I’d do it.’	<u>    </u>	d) He invited me to do it.
5. ‘Would you like to do it?’	<u>    </u>	e) He denied doing it.
6. ‘Don’t forget to do it!’	<u>    </u>	f) He mentioned that he’d done it.
7. ‘Oh, I see that you’ve done it.’	<u>    </u>	g) He didn’t realize I’d done it.
8. ‘Oh, by the way, I’ve done it.’	<u>    </u>	h) He promised that he’d do it.
9. ‘Oh! I thought you hadn’t done it!’	<u>    </u>	i) He noticed that I’d done it.
10. ‘I really wouldn’t do it. It could be a disaster.’	<u>    </u>	j) He refused to do it.
11. ‘I’ll do it, you can count on me.’	<u>    </u>	k) He reminded me to do it.
12. ‘No, I won’t do it. It’s out of the question.’	<u>    </u>	l) He warned me not to do it.

**10. Rewrite each sentence in reported speech.**

- ‘Are you on holiday for the whole of August?’ she asked me.  
She asked me if/whether I was on holiday for the whole of August.
- ‘What do the letters ‘URL’ mean?’ I asked him.  
I asked him \_\_\_\_\_.
- ‘Have you prepared the figures?’ my boss asked me.  
My boss asked me \_\_\_\_\_.
- ‘When is your birthday?’ I asked Francesca.  
I asked Francesca \_\_\_\_\_.
- ‘Did you remember to back up the file?’ she asked him.  
She asked him \_\_\_\_\_.
- ‘Why have you turned off the air conditioning?’ Ellen asked me.  
Ellen asked me \_\_\_\_\_.
- ‘Do you speak Italian?’ they asked me at the interview.  
They asked me at the interview \_\_\_\_\_.
- ‘How much did you pay for your car?’ I asked Pablo.  
I asked Pablo \_\_\_\_\_.