

Intelligent Business

Course Packet

student's version

English I/2

Milan Boháček

spring 2011

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ENGLISH I/2

spring 2011

Introductory information

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Wednesday 1.45 – 2.30 p.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 19, 2011**)

➤ **Electronic sources:**

IS MU: BPJ_JI2A Jazyk I/2 – Angličtina (interactive syllabus + interactive syllabi for groups number **3** and **8**).

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 14**
- ♦ **Thursday, April 21**
- ♦ **Thursday, April 28**

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

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	<u>at</u> this part of the graph in more detail.
	us to focus our attention	<u>on</u> one particularly important feature.
	you to think	<u>about</u> the significance of this figure here.
	to point	<u>out</u> one or two interesting details.
	to draw your attention to	<u>to</u> 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. What metaphor is used in the text to show that Gucci is a high-fashion covering brand for other brands?

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

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

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

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

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

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



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. conducting interviews and (17) _____ of many corporate artifacts (e.g. letterheads, business cards, vehicles, (18) _____, (19) _____, ads, etc.). The visual materials should be reviewed year in, year out. The manager also argues that in many cases the brands and corporate name are (20) _____. It is also usual that many big (21) _____ with many brands try to (22) _____ a (23) _____ corporate (24) _____ while their brands are in the (25) _____. Nevertheless, in case of any (26) _____ or if their identity is (27) _____, it can even affect the brand itself. Finally, the corporate brand's reputation affects the product brand's reputation and (28) _____ (29) _____.



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

InterContinental operates internationally under its own name as well as through other famous brands. It used to be part of Six Continents, a British (1) _____, pub and hotel group. InterContinental was (2) _____ in April 2003. Many of its (3) _____ hotels were (4) _____, but those hotels the company owned were (5) _____ more than 6 billion dollars. Since the (6) _____ it has sold 28 and put 13 others on the market. The sales have been (7) _____ as it included various countries worldwide. The recently (8) _____ list of hotels includes InterContinentials in Chicago and Miami.

The question is why sell now when the trade is (9) _____ getting back on its feet after three (10) _____ years. The answer is that the bad times have taught (11) _____ a lesson, except in the (12) _____ late-1990s, their return on the billions (13) _____ (14) _____ in bricks and mortar was (15) _____. It is much more sensible to sell and return some money to shareholders quickly.

In 1993, American-owned Marriott International (16) _____ all its hotels, together with much of its large (17) _____, into a (18) _____ investment (19) _____, which allows public-market investors to invest their money in (20) _____. Hilton Group, the (21) _____ owner of the brand outside North America, is a better example. Since 2000 it has (22) _____ (23) _____ the four billion dollars value of hotels it used to own. It still owns about 70 hotels, but this is under close review.

Sale-and-(24) _____ is the obvious exit (25) _____ and can easily attract financial institutions too that are (26) _____ for (27) _____ that let them (28) _____ out of shares and bonds. Hilton sold several hotels to Royal Bank of Scotland and even more to a rival Scottish Bank. Royal Bank of Scotland had (29) _____ put a further 1.75 billion dollars into a deal with (30) _____ Le Meridien.

ADJECTIVES & ADVERBS – additional information

1. Adjectives ending in **-ing** and **-ed**

Adjectives ending **-ing** describe something we are reacting to (**outside us**).
Adjectives ending **-ed** describe our feelings and reactions (**inside us**).

interesting

Julia thinks that politics is very

interesting.

*Did you meet anyone **interesting** at the party?*

surprising

*It was quite **surprising** that he passed the examination.*

disappointing

*The film was **disappointing**. I expected it to be much better.*

shocking

*The news was **shocking**.*

interested

*Julia is very **interested** in politics.*
(not 'interesting in politics')

*Are you **interested** in buying a car? I'm trying to sell mine.*

surprised

*Everybody was **surprised** that he passed the examination.*

disappointed

*I was **disappointed** with the film. I expected it to be much better.*

shocked

*We were very **shocked** when we heard the news.*

2. Irregular forms of adverbs and adjectives

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

friendly

lively

elderly

lonely

silly

lovely

*Jane is a very **friendly**, **lovely** and **lively** person.*
*This is such a **lonely** place. I don't want to live here.*

On the other hand, some adverbs have irregular forms:

better

well

hard

fast

early

late

worse

worst

*Jack hit me **hard** with his baseball bat.*
*Anne can run really **fast**.*

However, it is always possible to make an adverb from an adjective by using the phrase "**in a ... way**":

*He spoke **in a very silly way**.*

*She discussed the topic **in an interesting way** / **interestingly**.*

*The fund manages my portfolio **in an effective way** / **effectively**.*

3. Comparison of adjectives and adverbs

Adjectives: a) so-called **short** adjectives use **-er** and **the ...-est**:

big – bigger – the biggest; small – smaller – the smallest

b) so-called **long** adjectives use **more** + adjective and **the most** + adjective:

comfortable – more comfortable – the most comfortable

Adverbs: except irregular adverbs, they all use **more** + adverb and **most** + adverb (**without the**) OR *in a more ... way* (*in a ...-er way*) and *in the most ... way* (*in the ...-est way*):

Tom spoke **more interestingly** than Jim. He spoke **the most interestingly** of all.
 This car goes **more slowly** than than one. It goes **most slowly** of all.
 Jane talked **in a more exciting way** than Susan. She talked **in the most exciting way**.
 She managed the test **in a quicker way**. She managed it **in the quickest way**.

Irregular verbs: She runs **faster/better** than him. She runs **fastest** of all.
 He works **harder** than anyone else. He works **hardest** of all.
 She came **later** than you. She came **latest** of all.

If you want to compare two adjectives/adverbs of the same intensity or level, you can use “**as ... as**” or “**not as/so ... as**”:

adjectives: Our dog is **as quick as** yours. / Tim is **as reliable, responsible and hard-working as** nobody else in this office.
 Your car is **not as/so fast as** mine. / Your information was **not as/so important and relevant for our future research as** Tom’s.

adverbs: I can’t walk **as quickly as** you. / You should be sitting **as comfortably as possible**.
 My children are **not playing as/so happily as** yours. / I can’t sit **as/so quietly and calmly as** Sarah.

Another way of comparing is by using “**the ...-er, the ...-er**” or “**the more ..., the more ...**”, i.e. ČÍM – TÍM in Czech:

The faster you run, **the sooner** you will be tired. / **The more** experienced you are, **the more** money you get. / **The more** distant our goal is, **the bigger** our expenses will be.

4. Adjectives and verbs of perception

Verbs of perception are not followed by adverbs but **adjectives** in a sentence:

look	feel	seem	sound	smell	taste
------	------	------	-------	-------	-------

The soup **smells good**. (NOT smells **well**)
 You **look bad** today, what’s happened? (NOT look **badly**)
 This idea **seems interesting** to me. (NOT seems **interestingly**)
 The pizza we ordered yesterday **tasted** really **awful**. (NOT tasted really **awfully**)

👉 **Adjectives** are also used after verbs “**be**” and “**become**”:

All of us **are** very **happy** and **satisfied**.
 Mary **has become** **famous** because of her books.

Grammar exercises

1. 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*

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

2. Complete the sentences using one of the words in the box.

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

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.

3. 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)	quick(ly)	special(ly)

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

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

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

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

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

6. Complete each sentence with a verb (in the correct form) and an adjective or adverb made from the adjectives in the box.

feel	look	seem
walk	sound	work
smell	sing	taste
play	become	do
sleep	learn	answer

awful	fine	quick
easy	interesting	prompt
nice	beautiful	long
upset	wet	hard
happy	violent	proper

- Ann **seemed upset** this morning. Do you know what was wrong?
- There's no point in doing a job if you don't _____ it _____.
- Did you hear Peter? He _____ really _____ and everyone loved it.
- I can't eat this. I've just tried it and it _____.
- Jim is able to _____ because he can remember almost anything he reads.
- Jane can _____ so it doesn't take her long to get to school.
- Yesterday, the children _____ in the garden for two hours.
- I wasn't very well yesterday but I _____ today.
- What beautiful flowers! They _____ too.
- Can you _____ the phone call _____? The customer needs our answer as soon as possible.
- You _____. Have you been out in the rain?
- I _____ very _____ recently so I think I deserve a break.
- The man _____ when the manager of the restaurant asked him to leave, therefore they called for the police.
- My brother _____ very _____ every day – he gets up at about 10 o'clock.
- Jim was telling me about his new job. It _____ quite _____, much better than his old job.

7. Rewrite each sentence so that it has the same meaning as the sentence above it.

1. Denmark is equally rich compared to Sweden.
Denmark _____ Sweden.
2. I can read very quickly and my sister can read comparably quickly.
My sister _____ me.
3. Tim is more intelligent than Jim.
Jim _____ Tim.
4. When people spend more money, then the economy grows even more.
The _____, the _____.
5. When people are becoming richer, they can also become less dissatisfied.
The _____, the _____.
6. Germany is richer and more powerful than Greece.
Greece _____ Germany.
7. If the professor is more sharply criticized, he looks less friendly.
The _____, the _____.

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. _____ = analytical and empirical data that are not dependent on subjective judgments of people; statistical data (*par 3*)
7. _____ = knowledge of a person acquired by a relationship less intimate than friendship (*par 4*)
8. _____ = a business project or activity, especially one that involves taking risks (*par 4*)
9. _____ = a price that somebody wants to sell something for (*par 4*)
10. _____ = land and buildings; real estate (*par 4*)
11. _____ = formal discussions between people who are trying to reach an agreement (*par 4*)
12. _____ = a number representing a particular amount, especially one given in official information (*par 4*)
13. to _____ = to use more of finances than is necessary or useful (*par 5*)
14. _____ = an adjective describing the fact that the value of something is fixed at a level that is too high (*par 6*)
15. _____ = 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*)
16. _____ = a set of investments owned by a particular person or organization (*par 6*)
17. _____ = a situation when your costs are higher than your returns (*par 7*)

18. to _____ = to change something slightly to make it more suitable or more accurate (*par 8*)
19. _____ = a situation in which different things exist in equal, correct or good amounts (*par 8*)
20. to _____ = to influence or affect something (*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 did surveys reveal as far as people's forecasts of stock market movements are concerned? How do they decide?

3. How do people generally react to the first offering price when buying a house and why can this price be problematic in some cases?

4. What generally excepted idea people don't want to abandon?

5. What does "home bias" mean and why is it a bad approach to investment?

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

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

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



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 success. Nevertheless, he cannot relax as he has to keep (8) _____ himself and hope to get noticed by the best (9) _____ (10) _____. His competitors are (11) _____ (12) _____ because the market is very (13) _____. In the future, he plans to (14) _____ their first (15) _____ product line – a T-shirt made from (16) _____ (17) _____ (18) _____ that has been 100% grown in the USA. Bradley thinks that the market for (19) _____ (20) _____ products is huge. However, he is thinking about becoming a (21) _____ (22) _____, or rather a (23) _____ (24) _____. What he wants is the (25) _____ at the beginning of a (26) _____, but he is also interested in the (27) _____ part.

EMPHASIS & DEVELOPING AN ARGUMENT

1. Emphasis

There are two basic types of emphasizing sentences:

1. The first type begins with **What** or **It** and it keeps the word order of an affirmative statement:

subject / subject clause + verb + other clause elements

What ... is/are that ... **What** the market survey revealed **is that** customers want a change.

It is ... that ... **It is** the market report **that** provided us with detailed information.

2. The second type begins with a negative adverbial (or an adverbial whose meaning is negative although its form is positive, such as **rarely** or **little**) and its **word order changes**; the word order is the same **as if it was a question**, i.e.:

auxiliary verbs (do/does/did) or modal verb + subject + other clause elements

Never ... **Never did** he **experience** such a terrible audit.

(Question: **Did he experience** such a terrible audit?)

No sooner ... than ... **No sooner will** we **sell** the firm **than** they give us a final offer.

(Question: **Will we sell** the firm...?)

On no account ... **On no account does** Mary **walk** outside alone in the dark.

(Question: **Does Mary walk** outside alone in the dark?)

Under no circumstances ... **Under no circumstances will** I **call** him and apologize.

(Question: **Will I call** him and apologize?)

Not only ... but also ... **Not only did** we **make** a loss **but also** lost our key accounts.

(Question: **Did we make** a loss but also lost our key accounts?)

Only ... **Only** in the private sector **can** people expect a payrise.

(Question: **Can people expect** a payrise?)

Rarely ... **Rarely did** investing in art **prove** to be loss-making.

(Question: **Did investing in art prove** to be loss-making?)

Little ... **Little had** Jack **expected** that the GDP would increase.

(Question: **Had Jack expected** that the GDP would increase?)

☞ **Be careful about negatives** – there may be only **one at most** in each clause:

You shouldn't apply for a job in that company **on any account**.

= **On no account should** you apply for a job in that company.

RIGHT

≠ **On no account shouldn't** you apply for a job in that company.

WRONG

The same is true for "... not ... under any circumstances" and "Under no circumstances...".

2. Developing an argument

• Words meaning *and*, *but* and *so*

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.

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

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

so: *Therefore, Consequently, As a result*

*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.

• **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.

• **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.

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.

• **Either ... or ..., instead of, except for, besides**

- ♦ 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)

In a negative sentence, we use *Neither ... nor*; the verb in a sentence must be **positive** to avoid double negatives:

We can *neither* visit Jane *nor* go to the cinema because I feel sick.

(NOT We **cannot neither** visit Jane **nor** go to the cinema...)

- ♦ 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. (= Margaret has **not** been contacted)

On the other hand, *besides* means 'including':

I have contacted everyone **besides** Margaret. (= I have contacted Margaret as well as others)

Except (for), apart from and *besides* are all translated as "kromě"; however, *except (for)* and *apart from* mean "excluding" whereas *besides* means "including".

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.
On 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. Fill the gaps with either, or, neither, nor, except (for), apart, instead or besides.

- I don't know Jack. Mary says she also knows all these people _____ Jack.
- I know the restaurant is open on Monday. Jane told me the restaurant is open even on the other days of a week. It means that the restaurant is open every day _____ Monday.
- We will visit you _____ on Friday, _____ on Saturday because we are both ill.
- I have passed all my exams _____ from public economics.
- I was going on Tuesday, but now I'm going on Monday _____.
- Jim plans to take _____ the swimming course _____ the diving course _____ of paragliding.
- Everyone came _____ the leader, so we're all here.
- We can't begin although everyone has come _____ from the boss.
- I'm sorry. _____ you accept this price, _____ we can't do business.
- All EU members have good relations with Turkey _____ Cyprus, which has problems with the Turkish invasion in 1970s.
- I want to relax. I will _____ clean the house, _____ walk the dog now.

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

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)

nespecializovat se na termínované 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. _____ = having been demonstrated or verified without any doubt (*par 2*)
6. _____ = 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*)
7. to _____ = to make something appear to be more important or impressive or bigger than it really is (*par 2*)
8. to _____ = to include, incorporate something (*par 2*)
9. _____ = dependent on something, relying on something (*par 3*)
10. _____ = any substances that are used as food (*par 3*)
11. to _____ = to cause to become; make (*par 3*)
12. _____ = being so expensive that people are generally unable to buy it (*par 3*)
13. to _____ = to draw or pull out, often with great force or effort (e.g. oil from the ground) (*par 3*)
14. to _____ = to come to an end; stop (*par 3*)
15. to _____ = to express doubt about; dispute; analyze; examine (*par 4*)
16. _____ = complicating, increasing, worsening e.g. a problem (*par 4*)
17. _____ = a deficiency in amount; an insufficiency; a lack (*par 4*)
18. to _____ = to make a guess; to estimate (*par 4*)

19. to _____ = to rise faster than something else (*par 4*)
20. _____ = out of date; no longer useful (*par 5*)
21. _____ = an increase in the average temperature of the Earth's atmosphere, sufficient to cause climatic change (*par 6*)
22. _____ = a large-scale disruption in electric power supply; loss of light, power, or communications due to electric power failure (*par 6*)
23. _____ = a special interest in protecting or promoting something which is to one's own personal advantage (*par 7*)
24. 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. Why do oil companies try to exaggerate their claimed petroleum reserves?

3. What is referred to as a "closely guarded secret"?

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

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

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

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

8. 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?

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



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 unlimited. It means that the same quantity of energy will always be available.

People nowadays see many wind (11) _____ or wind (12) _____ that use wind power that originates from – like many other renewable or (13) _____ energies – sunlight. The sun not only creates wind, but it also (14) _____ heat, which makes water (15) _____. Other renewable sources include (16) _____ power, water and (17) _____ power, and (18) _____ energy. Nevertheless, there are renewable energies that are not dependent on the sun, such as (19) _____ energy or (20) _____ energy which uses the (21) _____ effect of the moon.

Mia says that alternative energy sources will play an important role in the future because they are (22) _____, unlike the traditional sources, and they are non-polluting – you needn't burn anything to produce electricity. They produce no gases that (23) _____ the environment or cause health problems. Unfortunately, there is no simple way people can suddenly (24) _____ 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 (25) _____ all the time, you have to (26) _____ for (27) _____ in the amounts of energy that can be produced.

An example of the UK shows that the main uses of energy there are (28) _____ (29) _____ and transport. Then to a (30) _____ degree there is industry and services. If somebody wanted to replace the energy that the first two sectors (31) _____ with electricity from wind, they would have to build a huge number of wind turbines, which is not nowadays possible because of technical and environmental reasons. Therefore the UK government has set a fairly (32) _____ target – 25% of energy from clean sources by 2025. (33) _____ 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 (34) _____ (35) _____.

CONDITIONAL CLAUSES – additional information

1. Conditionals without *if*

We use *if* for something that might happen in the future, or something imaginary (i.e. **zero or first conditional**). We use *when* for something that we know will happen (**not a conditional clause**):

*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* (**second or third conditional**):

***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' (**first conditional**):

***As long as** there is new technology, consultants will continue to be in demand.*

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* in **zero or first conditionals**:

***If you don't meet** all the criteria, we won't hire you. = **Unless** you **meet** all the criteria, we...*

2. 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**:

***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 wouldn't let you go for the festival.*
(instead of: ***If you were** my daughter, I wouldn't let you go for the festival.*)

☞ If a conditional clause contains **no auxiliary verb**, *should* is used at the beginning of a sentence instead of an auxiliary:

***Should you need** my advice, you can reach me in my office.*
(instead of: ***If you need** my advice, you can reach me in my office.*)

***Should you possess** a car, you could get to work faster.*
(instead of: ***If you possessed** a car, you could get to work faster.*)

3. Wish clauses

We use *I wish* to express regret or dissatisfaction. For the **present** and **future**, use *I wish* followed by the **past simple or continuous** (like in the **second conditional**):

***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** (like in the **third conditional**):

***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* (like in the **first conditional**):

***I hope** your presentation **goes** well. OR **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. = ***I wish I hadn't eaten*** the oysters.
If only I could contact him. = ***I wish I could*** contact him.

4. Modal verbs in conditionals

The previous examples of the **zero or first conditional** 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 weekends.*
*If you don't carry out a market research, you **cannot** succeed.'*

The previous examples of the **second conditional** were with *would*. But other modal verbs like *could*, *might* and *should* are common in conditional sentences and have their normal meanings:


*If the euro were weak in the long term, companies **might** slow down their productivity.*
*If you had more time, we **could** go for dinner tonight.*
*If you found out when she was born, you **should** let me know.*

5. If I were you

We 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***.

6. Summary of conditionals

	reálná (uskutečnitelná) podmínka	nereálná (neuskutečnitelná) podmínka
budoucnost	<ul style="list-style-type: none"> podmínková věta: <i>If I see him, I will let you know.</i> = first conditional práci věta: <i>I hope you will like the concert tomorrow.</i> 	<ul style="list-style-type: none"> podmínková věta: <i>If I didn't have free time next week, I wouldn't be going out with you.</i> = second conditional práci věta: <i>I wish / If only John came for a visit tomorrow.</i>
přítomnost	<ul style="list-style-type: none"> podmínková věta: <i>If inflation rises, companies increase prices.</i> = zero conditional práci věta: <i>(I hope you have some money on you.)</i> 	<ul style="list-style-type: none"> podmínková věta: <i>If I were rich, I wouldn't work as a car seller.</i> = second conditional práci věta: <i>I wish / If only I was rich.</i>
minulost		<ul style="list-style-type: none"> podmínková věta: <i>If I had moved to China in 2008, I would have seen the Olympic games.</i> = third conditional práci věta: <i>I wish / If only I had moved to China in 2008.</i>

Grammar exercises I

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. 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.

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

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

6. Rewrite the following sentences so that they mean the same as the original ones.

1. You don't have any money on you so you cannot buy the tickets.
If _____, you _____.
2. Coca-Cola didn't buy Pepsi in the 1930s and therefore it didn't become the market leader.
If _____, it _____.
3. You will be given a pay rise as long as you pass the test.
Unless _____, you _____.
4. Mike has been living in Spain for 8 years so he is experiencing a different culture.
If _____, he _____.
5. I regret that my sister wasn't born a year later.
If only _____.
6. Our firm will go bankrupt or it will be bought by its biggest rival.
Unless _____, it _____ rival.
7. It's a pity that Jane doesn't have enough money to buy a new car.
I wish _____.
8. The employees are lazy and that's why they can't earn more money.
If _____, they _____.
9. My grandmother studied geology and that's why she met my grandfather.
If _____, she _____.
10. Everyone will be surprised in case you come to the party.
Should _____, everyone _____.

7. 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.
_____.

8. 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.

9. Translate the following sentences into English.

1. Jestli Jana neudělá zkoušku z makroekonomie, bude muset studovat déle.

2. Kdybys nevěděl jak vyřešit tento případ, měl by ses podívat do učebnice.

3. Kdyby druhá světová válka nikdy nezačala, mohli jsme žít v demokracii většinu 20. století.

4. Kéž bych se nikdy nenarodil!

5. Pokud se nezačneš pořádně učit, nikdy tu školu nedokončíš.

6. Kdybych tak měl milion korun a mohl cestovat po světě.

Mixed Conditionals

- ♦ jejich podstata spočívá v tom, že každá věta ze souvětí **odkazuje do jiného času**, např. hlavní věta do minulosti a vedlejší věta do přítomnosti či budoucnosti
- ♦ jedná se vždy o podmínky **nereálné**; to znamená, že z pohledu gramatiky se zde „míchají“ pouze tzv. **druhá podmínka** (**nereálná podmínka v přítomnosti** – *If I was there, I would know it.*) s tzv. **třetí podmínkou** (**nereálná podmínka v minulosti** – *If she had died a year later, she would have met the new people.*)
- ♦ vzhledem k tomu, že jde o **nereálné** podmínky, není v těchto větách možné použít pro vyjádření podmínky v budoucnosti tzv. **první podmínku** (*I will go outside if it doesn't rain.*), protože se jedná o podmínku **reálnou** (**uskutečnitelnou**); místo toho se využívá podmínka **druhá (přítomná)**, která často vyjadřuje budoucnost **průběhovým tvarem -ing** (poznámka: ne každý *-ing* tvar znamená budoucnost, může se samozřejmě jednat o pouhé trvání děje)
- ♦ z podstaty podmínkových vět vyplývá, že odkazuje-li sloveso **do minulosti** (k minulému ději), používá se tzv. **třetí podmínka**; pokud však sloveso v *mixed conditionals* odkazuje do **přítomnosti či budoucnosti** (viz výše), používá se tzv. **druhá podmínka**; odkazuje-li tedy každá část (věta) souvětí do jiného času **logicky** i **gramaticky** (tj. **každá z těchto vět používá jiný typ podmínkové věty** = jedna věta obsahuje druhou podmínku a druhá věta třetí podmínku), je možné nazvat takovéto *mixed conditionals* **pravými**:

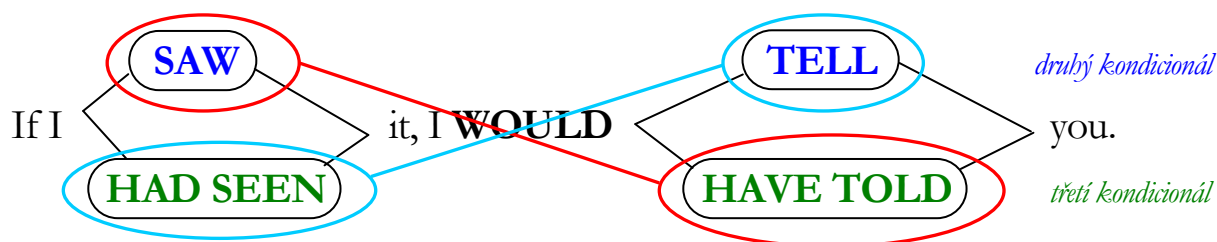
PAST PRESENT
If I **had won** the lottery last week, I **would be** rich.

PRESENT PAST
If I **were** rich, I **would have bought** that Ferrari we saw yesterday.

PAST FUTURE
If she **had signed** up for the ski trip last week, she **would be joining** us tomorrow.

FUTURE PAST
If I **weren't going** on a business trip next week, I **would have accepted** that new assignment at work.

- ♦ schematicky lze tyto **pravé mixed conditionals** znázornit takto:



- ♦ kromě **pravých mixed conditionals**, kde v jednom souvětí dochází ke kombinacím druhé a třetí podmínky, je možné vydělit i **nepravé mixed conditionals**, které jsou „mixed“ **pouze logicky**, **nikoliv však gramaticky**; jedná se o to, že jedna část věty odkazuje **do přítomnosti** a druhá

do budoucnosti, avšak jak již bylo řečeno výše, gramaticky se pro vyjádření **nereálné** přítomnosti i budoucnosti využívá **druhá podmínka**; tudíž se jedná o **čistou druhou podmínku** (tj. minulý čas po *If*, v hlavní větě pak *would* s přítomným infinitivem):

If I **PRESENT** **didn't have** so much vacation time, I **FUTURE** **wouldn't be going** with you on the cruise to Alaska next week.

If Sandy **FUTURE** **were giving** a speech tomorrow, she **PRESENT** **would be** very nervous.

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.

Grammar exercises II

1. Finish each sentence with the correct form of the verbs in brackets so that it means the same as the original sentence.

- 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.
- Tom is not going to come to dinner tomorrow because you insulted him yesterday.
➤ But, he **(come)** _____ if you **(insult, not)** _____ him.
- 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.
- 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.
- 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.

2. Rewrite the following sentences so that they mean the same as the original ones.

1. I didn't finish my studies five years ago and therefore I can't be working in a multinational company now..

If _____,
I _____.

2. The company isn't owned by Americans so we couldn't get the order from the American government last week.

If _____,
we _____.

3. The students didn't study harder and That's why they aren't going for a trip to England next month.

If _____,
they _____.

4. I was developing my language skills in the past year so I am eligible now for the study program in USA.

If _____,
I _____.

5. Mary isn't as clever as Jill so she was fooled by Jack last night.

If _____, she _____.

3. 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

Name:			
Teacher:		TOTAL	MARK
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:**
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*)
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*)
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*)
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 was the traditional (or pre-Google) procedure if a company wanted to go public?

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

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

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

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

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

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

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

Coursebook, page **96**, exercise **LISTENING 1**



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 work out that well. He also thinks that the (7) _____ (8) _____ made some mistakes, which is the reason why they didn't make their (9) _____. One of them was the (10) _____ of the IPO because summer is not the best time to get the financial (11) _____ (12) _____ (13) _____. Secondly, there was the (14) _____ concerning the (15) _____ of their plans – they were never published in (16) _____ detail and investors were left in some (17) _____. Lastly, the actual process of the (18) _____ was complicated and instead of (19) _____ things it made it more difficult to buy the (20) _____. Overall, the Google IPO was a great opportunity for investors.

FUTURE FORMS – review & additional information

1. Will

We use *will* to talk about future events that we see as **facts**; we also use *will* to talk about future **beliefs** or **predictions**:

*In June we **will bring** out two new models.*
Next year I'll be 45.
*I suppose the company **will go** bankrupt this year.*

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.*

2. Going to

We use *going to* for **plans** and **intentions**. These are things **we have already decided** to do:

*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)

3. Present continuous

We can use the present continuous tense to talk about **things we have arranged to do** in the future, which means that its use is basically the same as the use of *going to*. However, unlike with *going to*, **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.*

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)

4. Future continuous

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.*

5. Present simple (or 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.*

6. Future perfect

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

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

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. What we are saying is that “until some time in the future, something will happen”:

***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.*

7. 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.*

8. Other future forms

TO BE BOUND TO DO

Something that *is bound to happen* **will almost certainly happen**:

*If you have problems at home, it **is bound to affect** your work.*

*The kids are out late, so of course she **is bound to worry**.*

TO BE ABOUT TO DO

Be about to is a less common form of the future and means that **the speaker is on the point of doing (starting) something at that very moment**:

*I'm sorry sir, you can't come in now because **I'm about to close** my shop.*

TO BE TO DO

To be to is used to talk about **formal or official arrangements, formal instructions, and to give orders**:

*You **are to stay** here until I send for you.*

*The ceremony **is to take place** in the garden.*

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.
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.
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. Fill the gaps with the correct form of to be bound to, to be about to or to be to.

1. It's been decided that the students _____ take the exam at 3 p.m.
2. Look at the plane! It _____ take off.
3. We have to stop talking as the presentation _____ begin.
4. The boss is leaving for Canada. I think she _____ enjoy her stay there.
5. None of you _____ leave the room before the police come.
6. The performance _____ begin tomorrow at 7 p.m.
7. Mary is so forgetful! In my opinion, she _____ forget about the party tonight.
8. I'll come down in a minute. I _____ quit studying.
9. The teacher has told me that I _____ sit here for an hour.
10. If the students fail the exam, they _____ ask you for a re-take.

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. **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 |

7. **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.'

8. 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.

REVIEW TEST
BPJ_JI2A
Unit 11 – Going public

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)

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 – _____

znepřítelil 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 approach it: one of the (5) _____ (6) _____ is based on Michael Porter's theory. He claims there are five (7) _____ forces affecting a company's (8) _____ position. If we put this into the form of a (9) _____, we would mark several key concepts there: (10) _____ (11) _____', (12) '_____ of (13) _____' (i.e. the probability that others will (14) _____ to enter your sector), 'power of (15) _____', 'power of (16) _____' (this is quite (17) _____ and it just refers to the power both these groups can (18) _____ – e.g. if a company is selling to a major (19) _____ (20) _____, buyers can (21) _____ certain conditions on you while if a supplier depends on one source, they don't have much room for (22) _____), and (23) '_____ ' or (24) '_____ products'. In practice the theory is helpful as it suggests a number of ways that firms can build (25) _____ to prevent others from entering the market. Four of these ways are important: (26) _____ (making your product (27) _____), (28) _____ of (29) _____ (a cost advantage), distribution, and (30) _____ costs (making it (31) _____ expensive for customers to change to a rival 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. _____ = of a strikingly attractive appearance; impressive (*par 1*)
4. _____ = happening very easily or quickly and not able to be controlled (*par 2*)
5. to _____ = to accept something although it is not exactly what you want (*par 2*)
6. _____ = 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*)
7. to _____ = to give (something such as ownership) to someone else, especially unwillingly or because forced to do so (*par 2*)
8. _____ = possible although difficult to imagine (*par 3*)
9. 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*)
10. to _____ = to take a slight and not very serious interest in a subject; try a particular activity for a short period (*par 4*)
11. _____ = never having happened or existed in the past; unheard of (*par 4*)
12. to _____ = to be sold in greater quantities than something else (*par 5*)
13. to _____ = to persuade users to change from one product to another (*par 5*)
14. _____ = having a complete structure or quality; of a complete value (*par 6*)
15. _____ = 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*)
16. _____ = intelligent and making good judgments; characterized by sharp intelligence, and often a sense of the practical (*par 7*)
17. 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*)

18. _____ = 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*)
19. to _____ = to move someone swiftly and smartly out of something (*par 7*)
20. _____ = inactivity, apathy, passivity (*par 7*)
21. _____ = in a perfectly consistent and coherent way (*par 8*)
22. _____ = profoundly honored (*par 8*)
23. _____ = 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 does the new corporate strategy involve?

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

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

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

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

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

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

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

TIME CLAUSES – review & additional information

1. Future after time conjunctions

We don't use "will" in time clauses; instead the present tense is used after the following conjunctions:

when	while	before	after	as soon as	until (till)
-------------	--------------	---------------	--------------	-------------------	---------------------

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

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

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

The same applies to the following examples:

*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 the other conjunctions:

*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.*

2. Present perfect after time conjunctions

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 something to eat.* or *You'll feel better **after** you've had 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.)

3. Time clauses and *if*

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** but we use **if** (not 'when') for things that will **possibly happen** (in this case, it is **not a time clause** but the **first conditional** – see unit 10):

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

*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')

☞ Conditional (and time) clauses do not contain “will” and use the present tense instead; however, “if” can be also used in an **object clause** and in such a case “**will**” is possible to use:

*I will come **if I have** time.* (conditional clause, “will” is not possible)
*I don't know **if I will come** to the party.* (object clause, “will” is possible)
*We will see **if Jim will arrive** tonight.*

Grammar exercises

1. 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 _____.

2. 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 _____.

3. Put in when or if.

1. Don't worry _____ 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.

4. 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 _____ (phone) you when I _____ (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?

5. Finish these sentences with the correct form of the verbs in brackets:

1. Susan plans to go shopping if it _____ (stop) raining.
2. I have no idea if the teacher _____ (explain) the theory again next week.
3. Do you happen to know if next year _____ (be) as bad as this one?
4. They are both leaving for Paris if the boss _____ (not + have) any objections.
5. I want you to make it clear if we _____ (not + have to) take the test again.
6. Please, decide quickly if you _____ (take) a break next week.
7. Jim intends to visit Mary tomorrow if Jack _____ (not + be) there either.
8. If you _____ (not + send) the letters tomorrow, the boss might ask you if you _____ (not + deliver) them personally.

6. 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

Name:			
Teacher:		TOTAL	MARK
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. _____ = the practice of providing financial services, such as credit, savings or insurance to poor people (*par 1*)
2. _____ = money that an organization such as a bank lends and somebody borrows (*par 1*)
3. _____ = the money that you make in business or by selling things, especially after paying the costs involved (*par 1*)
4. _____ = 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*)
5. _____ = property or something valuable that you promise to give somebody if you cannot pay back money that you borrow (*par 2*)
6. _____ = a return to a normal condition; restoration to a former and better condition (*par 2*)
7. _____ = someone who provides credit in business matters (*par 2*)
8. _____ = someone who receives money or credit on the promise to return it or its equivalent (*par 2*)
9. _____ = 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*)
10. _____ = *here*: allocated; dedicated (*par 2*)
11. to _____ = to recognize or admit the truth of a statement (*par 3*)
12. _____ = a business project or activity, especially one that involves taking risks (*par 3*)
13. the _____ = being the second of two persons or things mentioned (*par 3*)
14. _____ = something that is of interest or importance to a person (*par 3*)
15. _____ = a survey done or performed at the concrete place (*par 4*)
16. _____ = a part or region that is on the inside; located on the inside; inner (*par 4*)

17. _____ = supplying dry land with water by means of canals, etc. (par 4)
18. to _____ = to require payment for goods or services; to ask (an amount of money) as a price (par 5)
19. _____ = 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)
20. _____ = the cost of borrowing money, usually expressed as a percentage of the amount borrowed (par 5)
21. _____ = 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. Do the borrowers of microcredits have to provide something in return, and is there any risk involved for the lender?

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

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

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

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

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

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

Coursebook, page 115, exercise LISTENING 2



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 capital and 70 of its (10) _____. According to the recent press comments, Cazenove is a (11) _____ wonderful bank that displays all (12) _____ of the City of old and (13) _____ of its (14) _____, and its client list is the (15) _____ of its competitors.

According to a (16) _____ for JP Morgan, all of Cazenove's clients are (17) _____ about it. It is a good deal for the bank's (18) _____ – and most of them are its employees, who will (19) _____ control of the business. They will also see the (20) _____ of another 230 million pounds of (21) _____ from the bank, with the (22) _____ of a lot more in the future. After five years, JP Morgan will be able to buy Cazenove out at a price they set independently. Even though there are some (23) _____ involved, it is clear that the American (24) _____ will benefit from it.

REFERENCE WORDS – additional information

1. 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, these, those, all, most, some, any, no, none, much, many, a little, a few, each, every, both, either, neither**, etc.

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 + plural noun

All/most/many/some/a few employees have 25 days' paid holiday.

They can be also used with the **of**-phrase; we can also use *my, your*, etc., in place of *the*, and we can use pronouns:

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

☞ Only “**all**” can be used without the *of*-phrase, followed by “**the**” or **no article**:

All the employees have 25 days' paid holiday. (NOT *Most the ... /Many the ...* etc.)

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**)

☞ 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

BOTH, EITHER, NEITHER

Both means ‘the one and the other’. It can be used in various structures; if it is in the subject of a sentence, the verb is always **plural** (because it refers to more than one thing):

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

Either means ‘the one or the other’. **Neither** means ‘not the one or the other’. They are followed by a **singular verb**; the verb after **neither** is not negative because **neither** is negative by itself:

Monday or Tuesday? Yes, either day is fine.
Yes, either of the days is fine.
I'm sorry but neither day is convenient.
Neither of the days is convenient. (NOT *Neither day is not...*)

NO, NONE

No is used 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!***

☞ If you want to use **none of**, it has to include **three or more** things; if you are talking only about **two** things, you have to use **neither of**:

*I like **none of the twelve** months of a year.*

(**twelve** is more than two)

*I want to talk about **neither of my parents**.*

(as I have only **two** parents)

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. (every single parcel should have a label)*

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. NOT **Every 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**.*

ANOTHER, OTHER, THE OTHER, OTHERS, THE OTHERS

Another = one more or an extra thing; it can also mean a different thing; it is always used with a **singular** noun:

*I'll have **another drink**. Let's not discuss it, it's **another issue**.*

Other = a different (thing or things); it is used with **plural** nouns when talking **generally**:

***Other people** are more stupid than you. Let's focus on **other things**.*

The other = the different (thing or things); it is used with **singular** or **plural** nouns when talking about something **concrete** or **particular**:

*That's Jane. **The other person** you see is Mike.*

*We should look at **the other matters** we wanted to discuss yesterday.*

Others = a pronoun used instead of nouns, meaning "other people" **in general**:

*Do what you want and don't bother with **others**. (= other people)*

The others = a pronoun used instead of nouns, meaning "other people" **concretely**:

*Half of you will take the test and **the others** can go home now. (= **the** other people)*

	Determiners used in front of nouns		Determiners used instead of nouns (only plural)
	<i>singular</i>	<i>plural</i>	
in a general sense	another	other	others
in a concrete sense	the other		the others

Grammar exercises

1. 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

- We sent letters to sixty customers, but **not one** replied!
- I can't go. There are only two flights, and there are _____ seats left on _____ of them.
- I can't go. There are only two flights, and _____ of them has any seats left.
- _____ I want is a bit of peace and quiet to finish writing this report.
- I've phoned _____ store in the Yellow Pages and they are _____ out of stock.
- We have three models, and _____ one has its own special features.
- I was nervous at the start of my talk, but after that I enjoyed _____ minute.
- I got three letters, but there were _____ for you, I'm afraid.
- I got three letters, but there weren't _____ for you, I'm afraid.
- The Trade Fair is important. We need _____ Sue and Mike on the stand.
- Both roads lead to the city centre. You can take _____ one.
- 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.

2. Underline the correct words.

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

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 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) _____ they 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. Fill the gaps in the sentences with another, other, the other, others or the others; if there are more possibilities, use them all.

1. Just answer these questions and don't care about _____ that are listed in the questionnaire.
2. Mary, please call _____ person for the job interview.
3. OK, that was Ann. _____ person to talk about product liability is Jack.
4. You must concentrate on you work. Don't care what _____ do.
5. Are there any _____ questions?
6. Peter is _____ student who has failed the exam.
7. We've hired three new people. This is Jane and _____ haven't come yet.
8. _____ thing we need to discuss is whether we want to compete with _____ companies in the industry or focus on improving our products because _____ don't deal with it very much.
9. _____ people from that village who have refused to move out because of the earthquake, may be dead by now.
10. Look at the results! Our team is much better compared to _____ who participated in the race.
11. I think it'll take me _____ year before I can speak English fluently because I am not like all _____ people in the course who are better than me.
12. This part of the group comes from China while _____ part is from Vietnam.

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

Name:			
Teacher:		TOTAL	MARK
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 who betrays friends, country, etc. (*par 1*)
2. _____ = _____ in a cold unemotional manner (*par 1*)
3. _____ = an opinion or position reached by a group as a whole; general agreement (*par 1*)
4. to _____ = to make a picture of; to depict or describe in words (*par 1*)
5. _____ = _____ 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*)
6. _____ = the purposes of an action that should bring some financial benefits (*par 2*)
7. _____ = 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*)
8. _____ = relating to the groundwork or source of something; fundamental (*par 3*)
9. _____ = a formal speech, given especially on a ceremonial occasion (*par 3*)
10. _____ = the factual content or reason of a matter, apart from emotional, contextual, or formal considerations (*par 3*)
11. _____ = causing one to believe the truth of something; convincing (*par 3*)
12. to _____ = to comply with accepted standards, rules, or customs (*par 4*)
13. to _____ = to address an earnest or urgent request to someone (*par 4*)
14. _____ = theatrical properties (*par 4*)
15. _____ = motivated or caused to do something (*par 4*)
16. to _____ = to take hold of forcibly or quickly; grab; to take immediate advantage of (*par 5*)
17. _____ = relating to the matter at hand; relevant (*par 6*)
18. _____ = a murder of a public figure by surprise attack (*par 6*)

19. to _____ = to bring about or provoke an enquiry about something; to lead to a situation when an enquiry emerges (*par 6*)
20. _____ = a consequence, especially of a disaster or misfortune; a period of time following a disastrous event (*par 7*)
21. to _____ = to remove from an office or position of power; to dethrone (*par 7*)
22. _____ = 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?

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

3. 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?

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

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

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

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

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

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



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 exclusive club. Indeed they are (8) _____ to be part of his team. They have been chosen while others have been (9) _____. And the people who really (10) _____ time and energy and make (11) _____ will be (12) _____. They will be remembered as (13) _____ and become gentlemen. If you put it in the (14) _____ of a manager today (15) _____ e.g. his (16) _____ team, you have all the necessary (17) _____. It's like saying 'We have a difficult mission to complete but I wouldn't ask you if I didn't think you could do it – and there are big (18) _____ and (19) _____ in it for us all if we (20) _____.'

CONCESSION & PURPOSE CLAUSES – additional information

1. Concession clauses

We usually use the following conjunctions in concession clauses:

although (though)	even though	despite	in spite of
-------------------	-------------	---------	-------------

After **although (though)** and **even though** 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.*
*Mary came to the meeting **even though her child is** ill.*

☞ However, 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)...**' but you can never use a regular sentence (verb) after these two conjunctions:

I didn't get the job	in spite of the fact (that) despite the fact (that)	I had all the necessary qualifications.
----------------------	--	---

NOT *I didn't get the job **in spite of (that) I had** all the necessary qualifications.*
 (here '**that**' is a conjunction and not a pronoun!)

NOT *I didn't get the job **despite (that) I had** all the necessary qualifications.*

2. Purpose clauses

When we want to say why somebody does something (= the purpose of an action), we use purpose clauses. We can choose from the following conjunctions or connectors:

to + infinitive	in order to + infinitive	so as + to + infinitive so as + clause	so that + clause
------------------------	---------------------------------	---	-------------------------

The table shows that some of the connectors are followed by an **infinitive** and some of them have to be followed by a **whole sentence**. The rules that govern their use is as follows:

A) when the **subjects** of both the clauses are **the same**, we use **infinitives**; however, if they are **different**, we have to use another **clause** with its own subject (i.e. the subject that is different from the original one):

*Jim came home (**in order / so as**) **to** rest for a while.*
*The company has acquired its rival (**in order / so as**) **to** become the market leader.*

*I gave her my address **so that / so as** she could contact me.*
*He wore glasses and a false beard **so that / so as** nobody would recognize him.*
*I went to the supermarket with my mother **so that / so as** she could buy some fruit.*

B) when the purpose clause contains a **modal verb**, it is impossible to use the infinitive; a **whole clause** has to be used instead (although if you use the "long form", you can use the infinitive):

*She's learning English **so that** she can study in Canada. (NOT *She's learning English **to can**...*)*
*We moved to London **so that** we could visit our friends more often. (NOT *...**to could**...*)*
*We moved to London **to be able to** visit our friends more often.*

C) when the purpose clause is **negative**, it is not possible to use only “not to”; in this case we have to use “**in order not to**”, “**so as not to**” or a **whole clause** (we have to use it if the subjects are not the same):

*I hurried **so that / so as** I wouldn't be late.
= I hurried **in order not to** be late.
= I hurried **so as not to** be late.*

*You should leave early **so that / so as** you **won't** (or **don't**) miss the bus.
= You should leave early **in order not to** miss the bus.
= You should leave early **so as not to** miss the bus.*

*Mary will help Jim with his homework **so that / so as** he **doesn't** fail the test.
NOT *Mary will help Jim with his homework **in order / so as not to** fail the test.*
(**different subjects** of the two clauses!)*

☞ **Be careful!** In negative purpose clauses it is not possible to use only “not to”; however, it is possible to use it with the following **verbs** that require to be **followed by an object and another verb in the infinitive** (see unit 6 of your textbook, page 160):

advise	allow	ask	cause	enable	expect
help	invite	lead	permit	persuade	remind
teach	tell	train	trust	urge	warn

Purpose clauses: *We hurried **in order / so as not to** be late. (NOT *We hurried **not to be** late.*)
*We hurried **so that / so as** we wouldn't be late.**

Verb + object + infinitive: *Jim has **advised** them **not to use** that bathroom.
We'll have to **urge** the students **not to delay** the exam.
The staff must **be trained** **not to get hurt**. ...*

3. Word order

English sentences (not questions) **usually** have the following order of clause elements:

(Adverb of time) + **Subject** + Frequency adverb + **Verb** + **Object(s)** + Adverb of manner + Adverb of place + Adverb of time

*On Mondays **we** regularly **discuss** latest issues passionately in John's house till 11 p.m.*

Sometimes the word order may vary; however, a general rule is that **the subject goes before the verb**:

***There are** many students in the class this week.
Neither of them can speak German.
I want to know when **he leaves**. (NOT ...when **does he leave**)
Being loyal to the company is what we **require**.*

Grammar exercises

1. Complete these sentences using a suitable verb.

- The President has a team of bodyguards **to protect** him.
- I didn't have enough time _____ the newspaper today.
- I came home by taxi. I didn't have the energy _____.
- We need a bag _____ these things in.
- There will be a meeting next week _____ the problem.
- I wish we had enough money _____ a new car.
- I saw Helen at the party but we didn't have a chance _____ to each other.
- I need some new clothes. I haven't got anything nice _____.

2. 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)
_____.

3. Join each pair of the sentences and use purpose clauses.

1. I hurried. I didn't want to be late.
I _____.
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.
She _____.
7. I slowed down. I wanted the car behind to be able to overtake.
I _____.
8. Jim tried to do his best. He wanted to pass the exam.
Jim _____.

4. Fill each gap with "not to" or "in order not to".

1. Mary has studied all day _____ fail the exam.
2. The coach has urged the team _____ forget about their team spirit.
3. I think we should ask the managers _____ overload us with too much work.
4. My boss asked me to study Italian _____ be fired during downsizing.
5. The children finished all their duties in time _____ miss their favorite film on TV.
6. I've decided to help you _____ fail the exam.
7. You have been taught _____ underestimate the risk of bad investment.
8. Sue left from work early _____ meet her superior.

5. Complete the sentences with although / in spite of / even though / despite.

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 couldn't go home early _____ I was feeling unwell.
b I went to work the next day _____ the fact I was still feeling unwell.
4. a She refused the job _____ the salary 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 went to sleep _____ being hungry.

Use your own ideas to complete the following sentences:

6. a He passed the exam although _____.
b He passed the exam despite _____.
7. a I didn't eat anything even though _____.
b I didn't eat anything in spite of _____.

6. Translate the following sentences into English and keep the correct word order.

1. Řekni mi, proč nikdo nepřišel na dnešní schůzi, když v práci dnes nikdo nechyběl.

2. Nejen v učebnicích, ale i v mnoha dalších materiálech je možné nalézt postup, jak vypočítat správný výsledek.

3. Pravděpodobně už nikdy nikde nikomu nic neukradne, protože je ve vězení.

4. Spoustu různých teorií můžeme nalézt v nejnovější knize profesora Frinka, kterou příští týden v Londýně představí jeho spolupracovník, profesor Barnes.

5. Nikoho není možné přinutit, aby se kvůli někomu jinému vzdal svých práv.

REVIEW TEST
BPJ_JI2A
Unit 14 – Training

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)

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. to _____ = to go with; to go or travel along with someone (*par 1*)
2. to _____ = to determine; to calculate; to estimate (*par 1*)
3. _____ = extremely exciting; thrilling; stimulating (*par 2*)
4. to _____ = to start international operations; to become an international company (*par 2*)
5. to _____ = to send off to a destination or to perform a task (*par 2*)
6. to _____ = to show to be reasonable or provide adequate ground for something (*par 2*)
7. _____ = a company whose work is checking the financial records, and providing accounting and auditing services for a fee (*par 2*)
8. _____ = a company that has expanded or intends to expand to the international level (*par 2*)
9. to _____ = to consider or describe as similar; to compare (*par 2*)
10. _____ = a store or office providing a comprehensive selection of goods or services at a single location (*par 2*)
11. _____ = organizing something such as a company, an industry, etc. in a different way in order to make it more efficient (*par 2*)
12. _____ = a situation when an individual or organization has a concern or involvement that might compromise their reliability (*par 3*)
13. the _____ = similar people (*par 3*)
14. _____ = the activity of supplying something (*par 3*)
15. _____ = without variation or change, in every case; constantly (*par 4*)
16. _____ = a person living away from his or her native country; an exile (*par 5*)
17. _____ = progressively; more and more (*par 6*)

18. _____ = an adjective describing shares of the best-known companies on the stock market, which are considered to be a safe investment (*par 6*)
19. _____ = the quality of being so good that others want it too; desirable (*par 6*)
20. _____ = the known facts about a person's achievements (*par 6*)
21. _____ = the state of making money; the situation when incomes exceed costs (*par 6*)
22. _____ = the act of convincing someone to do something or to believe something (*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. What are the four mentioned matters that consultancy firms are ready to advise on?

1. _____

2. _____

3. _____

4. _____

3. What did it involve when a consultancy company went global?

4. What changes did accounting firms make after having gone global, and what was their business attitude?

5. What concrete restrictions are listed in the American legislation, and what is the name of the relevant law?

6. Why is the global strategy a problem for professional-service firms?

7. What does it mean that managers of multinationals' foreign operations are less likely to be expatriates?

8. What is the "Charmed Circle", and what activities are the "Charmed Circle" companies engaged in?

Coursebook, page 132, exercise LISTENING 1



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. She knows she is partly to (3) _____ since she 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 satisfaction surveys recently. The director answers that they did – and it really was a (7) _____. Their policy of excellent customer service in their shops is expensive because they aimed to make shopping a pleasant (8) _____ but it turns out that customers prefer the huge choice and cheaper goods they find in the (9) _____. The director is thinking of two options: selling out to the hypermarket (they have made them an (10) _____) or possibly trying to (11) _____ with them. The company feels it needs a (12) _____ to (13) _____ them on the best course of action. The consultant says he will have to do a full (14) _____ before answering but his (15) _____ (16) _____ is: they should not sell. They will look at the (17) _____ (18) _____ a bit more and possibly even (19) _____ (20) _____ prices. The consultant's job is to turn what seems to be a (21) _____ on its head and make it an (22) _____. It is a (23) _____ and they may need to (24) _____ in a huge (25) _____ (26) _____ to (27) _____ buyers back – but it often (28) _____ (29) _____.

REPORTED SPEECH – review & additional information

1. Tense changes

When the verb tense changes it ‘moves back’ in time.

Actual words	Report (Indirect speech)
<i>‘I work for IBM.’</i>	<i>She said she worked for IBM.</i>
<i>‘I’m working for IBM.’</i>	<i>She said she was working for IBM.</i>
<i>‘I’ve worked for IBM.’</i>	<i>She said she had worked for IBM.</i>
<i>‘I’ve been working for IBM.’</i>	<i>She said she had been working for IBM.</i>
<i>‘I worked for IBM.’</i>	<i>She said she had worked for IBM.</i>
<i>‘I had worked for IBM.’</i>	<i>She said she had worked for IBM.</i>
<i>‘I’m going to work for IBM.’</i>	<i>She said she was going to work for IBM.</i>
<i>‘I can work for IBM.’</i>	<i>She said she could work for IBM.</i>
<i>‘I will work for IBM.’</i>	<i>She said she would work for IBM.</i>
<i>‘I may work for IBM.’</i>	<i>She said she might work for IBM.</i>

☞ There is no change for **must, might, could, should, would**. Note that there is no change for the past perfect (*had worked*).

2. No tense changes

A) 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.

B) 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.

3. Changes of people, places, times and pronouns

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>
Pronouns:	<i>this</i>	→ <i>that/the</i>
	<i>these</i>	→ <i>those</i>

4. Say or tell

We **say** something and we **tell** somebody:

Simon **said** (that) 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.

5. 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 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.*

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.

☞ This form of passive can be shortened by using the **infinitive structure** (remember unit 7 – the passive). If the reporting verb is in the past tense, even here the **tense shift applies**:

*It **is** said that Jim is ill. → Jim is said **to be** ill.*

*It **was** said that Mary was ill. → Mary was said **to have been** ill.*

6. 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 *wh*-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**.*

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.*

7. 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**.*

Since commands and requests contain infinitives required by 'ask' and 'tell', **no tense change occurs here**.

Grammar exercises

1. Write the actual words that each person says. Use contractions where possible.

- Anna said that she had already finished.
(Anna's actual words) 'I've already finished.'
- She said he would be back after lunch.
(Her actual words) '_____.'
- He said she was going to contact the printers.
(His actual words) '_____.'
- Paul said that he wanted to make a phone call.
(Paul's actual words) '_____.'
- She said she was meeting the bank manager at eleven.
(Her actual words) '_____.'
- Pierre said he had found out about the problem a long time before.
(Pierre's actual words) '_____.'
- David said he had to be back in the office by three thirty.
(David's actual words) '_____.'
- Jan said she would let me know.
(Jan's actual words) '_____.'

2. Rewrite the sentences in reported speech.

- '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.
- 'I've read the report and I don't understand section 4,' he said.
He said _____.
- 'When I finish my presentation, I'm going to have a drink,' he said.
He said that when _____.
- 'I'm preparing the figures but I won't be long,' she said.
She said _____.
- 'I like playing tennis, but I don't do it very often,' she said.
She said _____.
- 'I'm going to visit our Polish subsidiary, but I'm not sure when,' she said.
She said _____.
- 'Both of us may go shopping tonight if we have some time left.'
They told me _____.
- 'I would buy a new car if I had a bigger salary.'
Jack claimed _____.
- 'I wish my parents had never got divorced.'
Mary wished _____.
- 'The boss can cancel the order if it wasn't meant seriously.'
The boss 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. Rewrite the sentences in the way shown and shift the tense where necessary.

1. It is thought: Mary will move to London.
Mary is thought to move to London.
2. It was said: The football team doesn't play well.
The football team _____.
3. It is understood: The new secretary is satisfied with her job.
The new secretary _____.
4. It has been believed: The taxes will decrease this year.
The taxes _____.
5. It was alleged: The economic output is going up this year.
The economic output _____.
6. It was said: We are experiencing an economic boom now.
We _____.
7. It is believed: The magazine will publish the latest report soon.
The magazine _____.

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 _____.