

## **UNIT 1. Задания к блоку: Академический английский для письменной коммуникации**

### **Task 1. Choose from the possible definitions below a definition for the English word «essay»:**

- (-) *n.* 1. A story of events, experiences, or the like, the act or process of narrating (*Macquarie Dictionary 1183*).
- (-) *adj.* 1. Pertaining to or of the nature of books and writings, esp. those classed as literature: literary history (*Macquarie Dictionary 1035*).
- (+) *n.* 1. a short literary composition on a particular subject (*Macquarie Dictionary 595*).

### **Task 2. Choose the right word to complete the sentences:**

1. .... which are essential when taking up employment abroad.
  - (+) I think there are three things
  - (-) because that way
  - (-) Finally
  - (-) Firstly
2. .... , you have to be culturally sensitive
  - (?) I think there are three things
  - (-) because that way
  - (-) Finally
  - (+) Firstly
3. It's no good thinking that you are going to behave in exactly the same way at work as you did in your home country,.... you'll just irritate people and you won't work so effectively.
  - (?) I think there are three things
  - (+) because that way
  - (-) Finally
  - (-) Firstly
4. .... I come from Hungary where bosses and managers tend to make decisions and staff have to accept them.
  - (+) To take a personal example
  - (-) because that way
  - (-) Finally
  - (-) Firstly
5. .... if you're a manager, it's no use being autocratic in the United States, where there's a culture of discussing and consulting before making decisions.
  - (-) To take a personal example

(-) because that way

(+) However

(-) Firstly

6. .... it's worth learning the language well, both written and spoken. If you don't, you'll have problems doing your job, however skilled you are

(-) To take a personal example

(-) because that way

(+) Secondly

(-) Firstly

7. ...., people will misunderstand you and they'll get impatient with you.

(-) To take a personal example

(-) because that way

(+) You see

(-) Firstly

8. ... there's no point in telling people how you do things in your country all the time

(-) To take a personal example

(-) because that way

(+) Finally

(-) Firstly

9. You have to fit into their context and understand things from their point of view. .... you'll have much less difficulty in achieving success.

(+) If you bear those things in mind

(-) because that way

(+) Finally

(-) Firstly

10. After weeks of arguing, they managed to .... taking the job, although she didn't really want to relocate

(+) talk someone into

(-) catch on

(-) fall short of

(-) go about

11. He .... the offer of promotion because he didn't want to

(+) turned down

(-) catch on

(-) fall short of

(-) go about

12. How do you .... making sales forecasts? Do you just pull a number out of the air, or are you more methodical?

(-) turned down

(-) catch on

(-) fall short of

(+) go about

13. I'm afraid the meeting .... expectations, we expected to solve everything and we managed to solve almost nothing.

(-) turned down

(-) catch on

(+) fell short of

(-) go about

14. I'm quite confident our investment will .... as long as interest rates remain low.

(-) turned down

(-) catch on

(-) fall short of

(+) pay off

15. We had a visit from an... young executive from Boston, who suggested a joint venture to us.

(-) up-and-coming

(-) catch on

(-) fall short of

(+) pay off

16. Who would want to buy that design? It's so strange I doubt if it will ever....

(-) up-and-coming

(+) catch on

(-) fall short of

(-) pay off

**Task 3. Read the article and fill in the gaps with the appropriate words and phrases from the list:**

a. but b. Finally c. Firstly d. For example e. However

f. In conclusion g. Also h. What is more i. On the other hand

### The Pros and the Cons of Using the Internet

Advertisements for the Internet promise you a world of information, entertainment, on-line shopping and e-mail services. (1)...., the real world of the Internet may not be as perfect as those advertisements suggest.

Using the Internet offers many advantages. (2)...., all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net in search of information from all over the world than to

travel to libraries in dozens of countries. (3)...., on-line shopping makes it possible to search through catalogues to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or a chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4)...., e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

(5)...., the Internet has several disadvantages. (6)...., with so much information available, finding what you want can take you hours. Multimedia web pages with photographs, music and video are attractive, (7)...., they make downloading slow and boring. (8)...., there is too much advertising instead of real information. As for Internet friendship, sitting at home in front of a computer making “chat friends” is not the same as actually meeting people.

(9)...., the Internet obviously has both good and bad points. Fortunately, the system is improving all the time, and any problem which still exists can be solved. Whether we like it or not, the Internet is here to stay, so we have to make the best possible use of it.

1- e 2 – d 3 – g 4 – b 5 – i 6 – c 7 – a 8 – h 9 – f

**Task 4. Put the passages of the explanation essay titled *What is a tutorial?* in the correct order:**

#### **What is a tutorial?**

a. So, tutorial is an interesting phenomenon. Both students and teachers find it useful for successful educational process. You will learn more about it later on.

b. First, students attend lectures within their chosen fields of study. These lectures take place in large halls with seating for up to 300 or even 1000 students. Students must listen carefully and take notes while the lecturer is speaking. Students do not usually interrupt the lecturer in order to clarify something they do not understand or did not hear. After the lecture, students should review their notes and prepare for their Tutorial. It will be held in the same week as the lecture, but with fewer students. The tutor or instructor will not usually be the same person who gave the lecture in the hall. While students attend their tutorials, the tutor will point out important, relevant issues or points were made at the lecture. They may also ask for students' input in the form of a discussion or prepared paper. During the tutorial a student is allowed to ask questions, to speak and indeed, all times they are required to speak whether they are prepared or unprepared. Following the tutorial students will have time to prepare assignments that may have to be submitted to their lecturer or/and their tutor.

c. Tutorials occur in all Western university systems. The term tutorial derives from tutor which means instructor. A tutorial comprises an instructor and a group of students. It used to mean a small group of students, but today, there may be as many as 60 or 70 in a group or as few as eight or ten. So, what is a tutorial and what does it have to do with you, the student?

You will learn more about it later on.

(-) a, b, c

(-) b, a, c

(+) c, b, a

**Task 5. Choose the correct plan for paragraph organization:**

(+) 1. Introduction 2. Definition of a term 3. Sequenced explanation 4. Conclusion

(-) 1. Definition of a term 2. Sequenced explanation 3. Introduction 4. Conclusion

(-) 1. Sequenced explanation 2. Conclusion 3. Introduction 4. Definition of a term

**Task 6. Read the text about paragraph organization and chose the right order of the sentences used in any paragraph:**

A paragraph in English is like a little essay all on its own. It has an introduction, a body and a conclusion. The introduction is the topic or initial sentence, the body is made up of sentences which provide concrete, supporting evidence of the topic or about the topic and the conclusion is the last sentence of the paragraph. Other terminology that may be clearer is theme for sentence 1, support for other sentences and rheme for the last. The theme is all the information up to the first verb, the support is just what it says support (props up, verifies, holds up, gives meaning to the first sentence), and the rheme is where new information is allowed to be introduced.

(-) a. 1. Support sentences. 2. Theme / topic sentence. 3. Rheme / concluding sentence.

(+) b. 1. Theme / topic sentence. 2. Support sentences 3. Rheme / concluding sentence.

(-) c. 1. Rheme / concluding sentence. 2. Support sentences. 3. Theme / topic sentence.

**Task 7. The scientific texts also may vary according to their purpose. Read the following texts and choose the right type of them:**

Text 1. Breast cancer, or breast cancer, is one of the diseases that currently causes the most deaths in the world, mainly due to the scarce prevention prevailing in certain geographical areas and socioeconomic sectors, as well as the complete ignorance of the mechanisms of action of the disease, which makes it difficult to combat. "Recent studies give us a promising line of research to elucidate the mechanism of reproduction of cancer cells in breast cancer. This is research carried out by the Barcelona Biomedical Research Institute, in collaboration with the University of Rovira and several hospitals, who discovered that abnormal mammary cells (cancer cells) need a supply of external fats, that is, they need to collect fats from the outside to be transferred within themselves, in order to continue their proliferation, which gives doctors and scientists a new line of research to discover methods to combat this deadly disease.

(+) essay-type scientific text

(-) scientific report

(-) Sample math science text

Text 2.

Recent studies have revealed similar genetic mechanisms that correspond to the development and evolution of limbs in humans and other mammals, from analogous mechanisms in the evolution of body parts such as the gills of cartilaginous fish, such as sharks, rays and manta rays. stripes, from where the upper extremities that we now have as arms would evolve.

This is revealed by a study carried out by the University of Cambridge, which shows that our limbs possibly evolved from a structure in our ancestors, similar to the gill arches of cartilaginous fish.

(-) essay-type scientific text

(+) scientific report

(-) Sample math science text

Text 3.

Leonardo de Pisa, also known as Fibonacci, was an Italian mathematician who became famous by spreading in Europe the numbering system that uses positional notation of base ten, or decimal, and a digit of null value (zero) that we use in the present. He devised a sequence of numbers which bears his name (Fibonacci sequence or Fibonacci sequence). This consists of a very simple sequence, in it each term is the sum of the previous two.

It begins with the number 1, and continues as follows:

1, 2, 3, 5, 8, 13, 21, 34, 55, 89 ...

In these numbers, the quotient of two consecutive numbers in the series are close to what is called "golden ratio" or "divine proportion", that is, the number  $\phi$  of value  $(1 + \text{root of } 5) / 2 = 1.61803 \dots$

- (-) essay-type scientific text
- (-) scientific report
- (+) Sample math science text

**Task 8. Read the article from *The Economist* and define the features of scientific article characterizing it (there should be 7 of them):**

“The safety and stability of the capital has a direct impact on the overall work of the party and government.” So Xi Jinping, China’s leader, reminded officials in February, as he urged them to pay particular attention to keeping Beijing free of covid-19. For most of the past eight weeks, city officials have had reason to feel chuffed, with no new cases involving local transmission (and usually only a handful at most every day elsewhere in China). Indeed, life had returned almost to normal in the capital, except for the rarity of foreign faces - the country’s borders remain shut to most non-citizens. Then the mood in Beijing suddenly changed.

Officials confirmed an outbreak of new infections on June 11th, concentrated in Fengtai, a south-western district. The number of cases in the city climbed steeply each following day. By the time *The Economist* went to press, 158 people in Beijing had been confirmed to have the disease. Many of them had visited or worked in Xinfadi, a sprawling wholesale market that is the single largest source of the city’s fresh fruit, vegetables, meat and seafood. The discovery of the coronavirus on a board on which salmon had been chopped prompted speculation by officials that the imported fish was a possible source. Many scientists deem this unlikely.

Officials describe the situation as “grim” and say the city is now in “wartime mode”. Two officials in Fengtai have been sacked “for misconduct in office during epidemic prevention and control”. The manager of the market has also been dismissed. The surrounding neighbourhood and dozens of others have been designated “high” or “medium” risk, meaning their residents are not allowed to leave the city. Other Beijingers will only be allowed to go elsewhere after securing a negative test result for the coronavirus. A massive campaign has been launched to trace and test the 356,000 people who, officials say, have been to the market since May 30th, have had close contact with someone who has gone there, or live nearby.

Officials are trying to show that they are responding decisively, while not appearing to panic. On June 16th, at a press conference held to announce the government’s response, officials who attended did not wear face masks. They spoke of “restrictions” and avoided the word “lockdown”.

But it feels like one. Many flights to and from Beijing, as well as many train and bus services, have been cancelled. Schools and universities, which had only recently started to reopen, have been ordered to shut down again. Businesses, including shops and restaurants, may remain open, but must step up precautions. People have been urged to work from home.

Smaller clusters have emerged in other parts of the country and have been met with similarly decisive countermeasures. But the stakes are higher in Beijing, because of its symbolic importance. A failure to control an outbreak in the capital would undermine the government's efforts to portray its success in combating covid-19 as evidence of China's political superiority.

Many of Beijing's 21m people, like others elsewhere in China, appear confident in the government. "Dammit!" blurts a Mr. Li, a shopkeeper in Chaoyang, a district in eastern Beijing. "I really thought we had made it through. It's awful!" he says. But he says he accepts the need for new restrictions and that he believes they will succeed. If normal life is severely disrupted for long, however, patience may wear thin among those who have suffered blows to their livelihoods or education. That may have been on Mr. Xi's mind when he stressed stability. Officials will go all out in their efforts to crush this outbreak, not least to keep him happy.

(The Economist. Fighting the pandemic "It's Back: An Outbreak of Covid-19 in the Capital is causing Alarm", June 20th 2020 p. 24)

- (+) relevant
- (+) logical
- (-) formal in style
- (+) has evidence/statistics,
- (+) has references,
- (+) impersonal
- (-) in-depth analysis,
- (+) a lot of details
- (+) understandable

**Task 9. Answer the following questions on the basis of the previous text:**

1. Are any assumptions being made in this text?

- (+) Yes
- (-) No

2. Do these assumptions seem reasonable in this context?

- (+) Yes
- (-) No

3. Are any generalisations being made?

- (+) Yes
- (-) No

4. Are there any suitable examples?

- (+) Yes
- (-) No

5. Are there claims which are not based on authority for support?



(-) Yes

(+) No

6. Is anything being used out of context in the text?

(-) Yes

(+) No

7. Is there anything problematic in the text?

(+) Yes

(-) No

### **Task 10.**

**a. A review b. A report c. An essay d. A competition entry e. A proposal  
f. An annotated bibliography g. An article**

Text 1. It is usually written for a teacher and may be written as a follow-up to a class activity. It should be well organized, with an introduction, clear development and an appropriate conclusion. The main purpose of the task is the development of an argument and/or discussion of issues

surrounding a certain topic. Candidates will usually be expected to give reasons for their opinions.

Text 2.

It is usually written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to give some factual information and make suggestions or recommendations. A report should be clearly organized and may include headings. Students need to be taught a report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.

Text 3.

It is written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to make one or more suggestions, supported by some factual information, in order to persuade the reader of a course of action. A proposal should be clearly organized and may include headings. Proposals are often structured in a similar way to reports and should be clearly organized under headings.

Text 4.

It is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website, etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.

Text 5.

It is usually written for an English-language magazine or newspaper, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

Text 6.

It is written for a judge or panel of judges. Candidates will usually be expected to nominate somebody for something or propose themselves for selection for something (e.g. a grant to study). A competition entry will include some degree of persuasion and give reason(s) why the candidate's choice is best.

Text 7.

It is a short summary of several sources, usually books or articles. For each source, the writer begins with full publication information. Then the writer summarizes the source. The summary can be as long or as short as the prompt dictates.

1 – c 2 – b 3 – e 4 – a 5 – g 6 – d 7 – f

**UNIT 2. Задания к блоку: Академический английский для устной коммуникации**

## **Presentation. Graphs and charts.**

### ***Structure of a presentation***

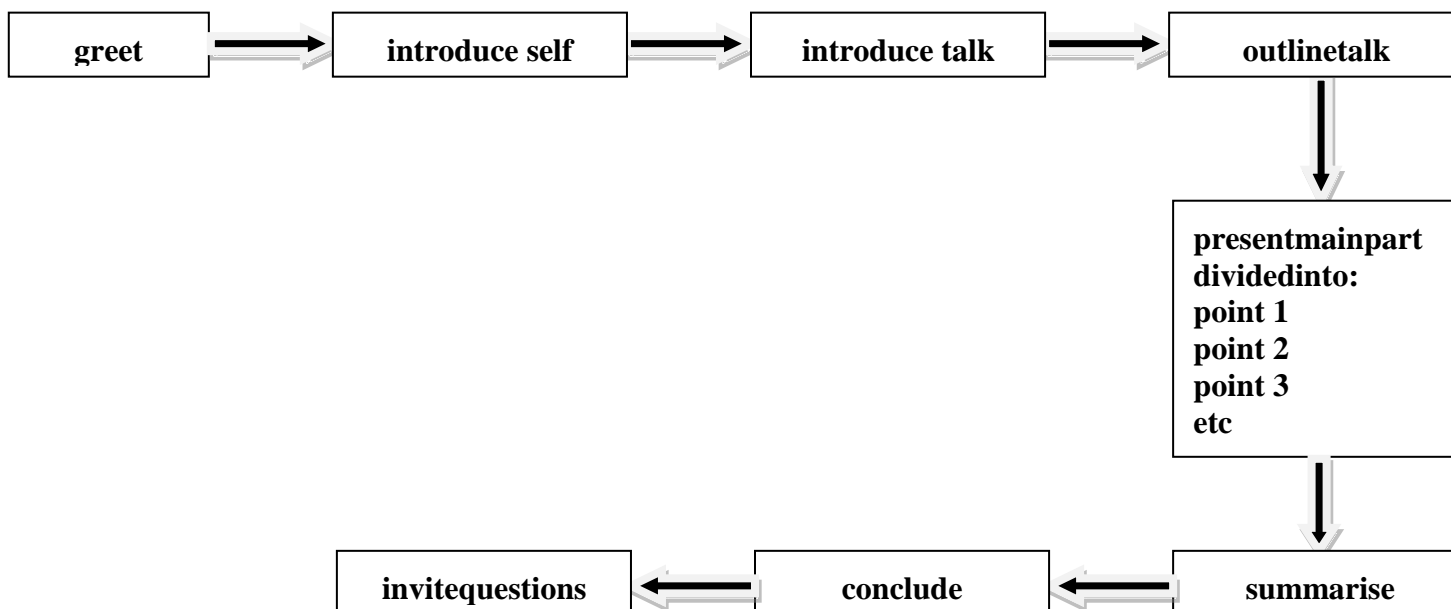
#### **Before the presentation**

1. define the audience (who are they? What do they expect from you?)
2. clarify the objectives (to inform, to persuade, to welcome, etc.)
3. plan the content
4. design suitable visual aids (not too many, make them attractive and clear)

#### **During the presentation**

1. follow a clear structure : introduction, main part, summary and conclusion
2. use natural spoken language
3. keep eye contact with audience
4. use visuals to support and summarize what you say

The presentation will be much clearer to an audience if the structure is clearly signaled. The following chart shows the classic presentation.



### *Useful language*

#### **Introducing yourself**

Good morning everyone.

Let me introduce myself. My name is...

I'm a specialist in ...

#### **Structuring the presentation**

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

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

#### **Inviting questions**

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

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

#### **Giving background information**

I'll give you some background information.

Let's start with the background.

### **Referring to the audience's knowledge**

As you know...

As you are aware ...

### **Changing the topic**

Right, let's now move on to ...

OK, I'll now look at...

### **Concluding**

To sum up...

So to summarize ...

### **Referring to visuals**

If you look at the graph ...

Could I draw your attention to

the chart? If you take a look at the first  
year, you'll see...

### **Ending**

Thanks very much. Any questions?

Well, that's all I have to say.

Thank you for listening.

## ***Linking ideas***

### **Sequencing**

firstly... secondly...

Then... next... finally

let's start with...

let's move/go on to...

now we come to...

that brings us to...

let's leave that...

that covers...

let's get back to...

### **Giving reasons/causes**

therefore

so

as a result

that's why

### **Contrasting**

but

however

### **Comparing**

similarly

in the same way

### **Contradicting**

in fact

actually

### **Summarizing**

to sum up

in brief

in short

### **Concluding**

in conclusion

to conclude

### **Highlighting**

in particular

especially

### **Digressing**

by the way

in passing

### **Giving examples**

for example

for instance

such as

### **Generalizing**

*Usually generally as a rule*

### ***Exercise 1. Read the article.***

The key is preparation. So the first step is to find out who you're going to be presenting to. Now you need to do this on two levels. Firstly, how much does the audience know about the subject? Are they experts or do they know very little? Secondly, are you presenting to a group from the same or from different countries? And adjust your language so that everybody can understand. If possible, visit the room where you'll be giving the presentation beforehand and organize it precisely to your own requirements. Check you're familiar with the equipment, re-arrange the seating, and try to make yourself feel comfortable and relaxed in it. So once you know who you're presenting to and where, you're ready to start preparing what exactly you're going to say. OK? So, stage 1 is the opening – that all-important first few moments that can make or break the presentation. Then stage 2, a brief introduction about the subject of your talk. Then stage 3, the main body of the presentation. And 4, the conclusion, which should include a summary of your talk and your final opinion or recommendations. Finally, the question and answer session. Now the most important stage is the opening minute or so and I'd suggest that people memorize it exactly as if they were actors. Write down the opening with all the pauses and the stress clearly marked and then record it, listen to it, and practice it again and again. This is so important because if it's properly done, you not only get the audience's attention immediately, but you feel confident during what can be the most frightening part of the presentation. After that, you can start using your notes. So the first step is to write those notes. Write the whole presentation out just like an essay. Then select the key points. But read full version over and over again until it's imprinted on your mind. The next step is to buy some small white postcards and write no more than one or two of the key points or key phrases onto each one. Now visual aids, like overhead transparencies, are very important of course. But most people put far too much information on them. Don't – because it's difficult to read and it bores the audience. Limit yourself to a maximum of five points on each. Remember to turn off the projector when you're not actually using it. And don't talk to the machine or the transparency, which again, lots of people do. Face the audience at all times. Finally, remember that it's not just what you say. How you say it is just as important. Quite unlike meetings and negotiations, a good presentation is very much a performance.

### **Exercise 2.**

**Below you will see extracts from a presentation. You must complete each blank with a word or phrase from the list below. Use each item from the list once only.**

- a) Purpose
- b) To sum up
- c) As you know
- d) Next
- e) Draw your attention
- i) First of all
- j) Priorities
- k) On the contrary
- i) At such short notice
- m) As a whole
- f) In other words
- g) As far as
- h) May I begin
- n) Finally
- o) Up to date
- p) On the other hand

(1) \_\_\_\_\_ by welcoming you all, especially as this meeting has had to be called  
(2) \_\_\_\_\_.

(3) \_\_\_\_\_ our latest project has been the target of intense speculation in the media during the last few days, and the (4) \_\_\_\_\_ of this presentation is to bring you (5) \_\_\_\_\_ on what has been happening.

(6) \_\_\_\_\_ I'd like to refresh your memories as to the background to the project. (7) \_\_\_\_\_ I'll give you a broad outline of what we've achieved so far. (8) \_\_\_\_\_ try to give an indication of what our (9) \_\_\_\_\_ will be over the next few moments. If I can (10) \_\_\_\_\_ the month of July, you will notice that here was an unexpected fall in overseas sales. (11) \_\_\_\_\_ domestic sales are concerned; you can see that growth has been sustained. If we look at the figures for Europe (12) \_\_\_\_\_ and Germany in particular, we can see some quite encouraging trends. We don't fear competition. (13) \_\_\_\_\_ we welcome it. We could open a branch there. (14) \_\_\_\_\_, we may be better advised to look for a good agent to represent us. This is a time when we must consider our options carefully. (15) \_\_\_\_\_ we should not rush into making any decisions. So, (16) \_\_\_\_\_ then, don't believe everything the media tells you. We've had a few problems but the future looks bright.

<i>Key:</i>					
<i>1-h</i>	<i>4-a</i>	<i>7-d</i>	<i>10-e</i>	<i>13-k</i>	
<i>2-l</i>	<i>5-o</i>	<i>8-n</i>	<i>11-g</i>	<i>14-f</i>	<i>16-b</i>
<i>3-c</i>	<i>6-i</i>	<i>9-j</i>	<i>12-m</i>	<i>15-p</i>	

### Exercise 3.

*Introductions can become repetitive. It's important to have a choice of words and expressions at your fingertips.*

*Use one of the following expressions to replace each of the expressions in italics in this introduction.*

- a) don't hesitate b) a chance c) I take care  
d) I'm delighted e) Sections f) go through  
g) in more depth h) my purpose is i) divide

Good morning, ladies and gentlemen.(1) *It's pleasure* to be with you today. My name's Gordon Matthews and (2) *I'm in charge* of corporate finance at our headquarters here in Brussels. (3) *We are here today* to (4) *review* some key figures and to outline financial strategy over the next five years. So what I intend to do is to (5) *break down* this presentation into three parts : first, the financial review; second, the options facing us; and finally, the strategy I propose. If you have any questions, please (6) *feel free* to interrupt me, but I should also say there'll bean (7) *opportunity* to discuss issues (8) *at greater length* after my talk.

Answers:
1. d
2. c
3. h
4. f
5. i
6. a
7. b
8. g

**Useful language**  
**Saying numbers**



## Years Currencies

1984 *nineteen eighty four* £3.15 *three pounds fifteen*  
2001 *two thousand and one* \$7.80 *seven dollars eighty*  
€250 *two hundred and fifty euros*

## Decimals

16.5 *sixteen point five*  
17.38% *seventeen point three eight percent*  
0.185 (*nought /zero*) *point one eight five*

## Bigger numbers

3560 *three thousand five hundred | **and** sixty (BrE)*  
*sixty (AmE)*

598.347 *five hundred |**and** ninety- eight thousand, three hundred **and** forty seven (BrE)*  
*ninety-eight thousand, three hundred forty-seven (AmE)*

1.300.402 *one ,illion three hundred thousand, four hundred | **and** two (BrE)*  
*Two (AmE)*

1m *one/ a million (1.000.000)*  
3bn *three billion (3000.000.000)*  
\$7.5 bn *seven point five billion dollars*

£478m *four hundred |**and** seventy eight million pounds (BrE)*  
*seventy eight million pounds (AmE)*

## Language review

**We can describe trends in English in different ways. For example:**

**1 Verbs of change** *Profits are **falling***

*Unemployment is **rising** in many areas.*

**2 Prepositions** *Our business grew **by** 10% last year*

*Sales grew **to** \$5.8 million.*

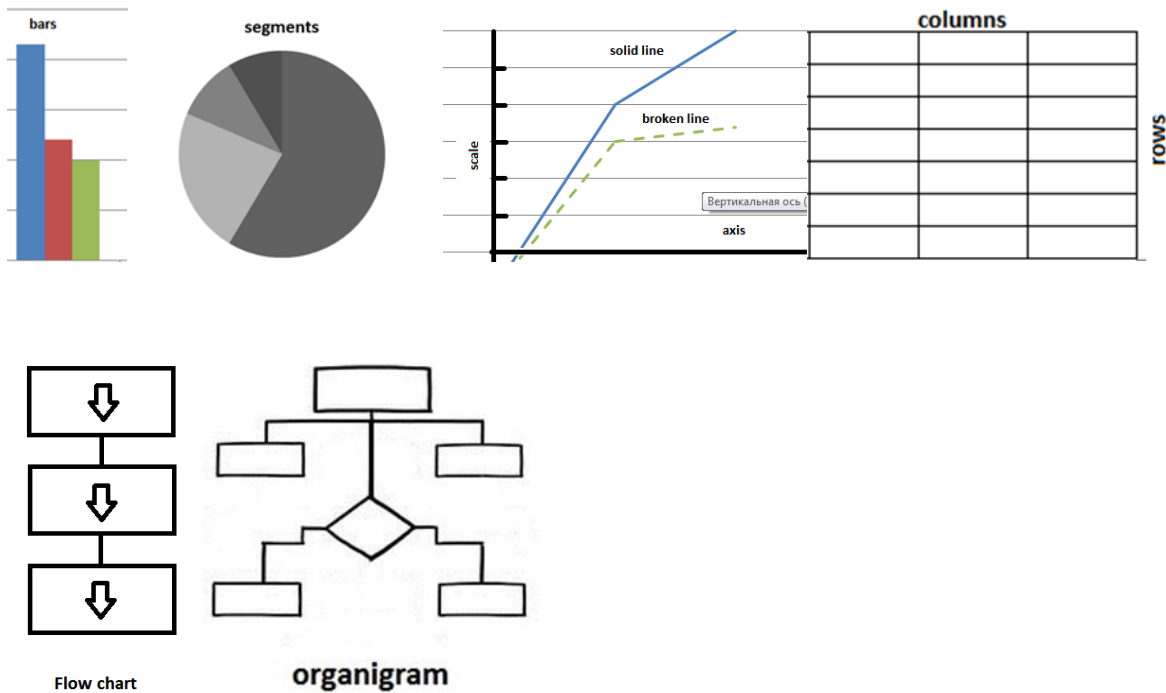
**3 Different tenses** *In recent months our profits **have risen** dramatically.*

*In January we **were making** a loss.*

*We' **ve been going through** a difficult period.*

## Using visual supports

It is very important to use different tables and graphs while the presentations. Here are some examples of them:



*Now pay attention to some recommendations on:*

### ❖ *Design*

Don't use visuals to repeat what you can say with words.

Don't overcrowd visuals with too much information.

Use visuals to support or summarize what you say.

Only use keywords, not lines of text.

Think about which kind of visual is right for you (graph/table/picture/words, etc.).

Use color (but not too much).

### ❖ *Use*

Don't use too many visuals.

Don't read from the visual.

Make sure the audience understands the visual.

Use a pointer and/or masking techniques where appropriate.

Face the audience as much as possible.

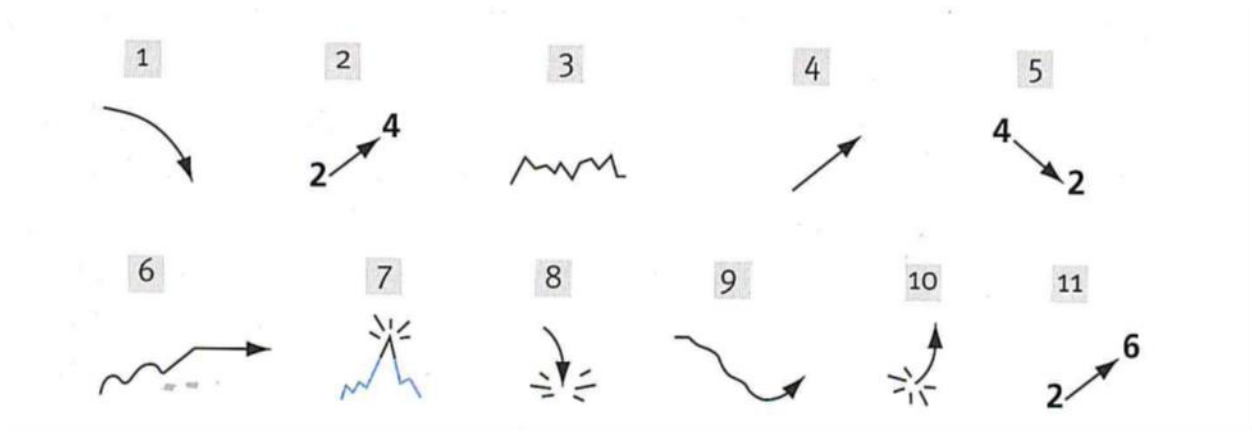
Don't block the audience's view.

Remember that your visuals should help you communicate your message.

They should not distract your audience's attention from what you say

### Exercise 4.

What kind of movement do the verbs below describe? Match them to the symbols. (Use some symbols more than once.)



a)decline

b)double

c)decrease

d)gain

e)fall

f)fluctuate

g)drop

h)halve

i)improve

j)increase

k)level off

l)peak

m)rocket

n)triple

o)rise

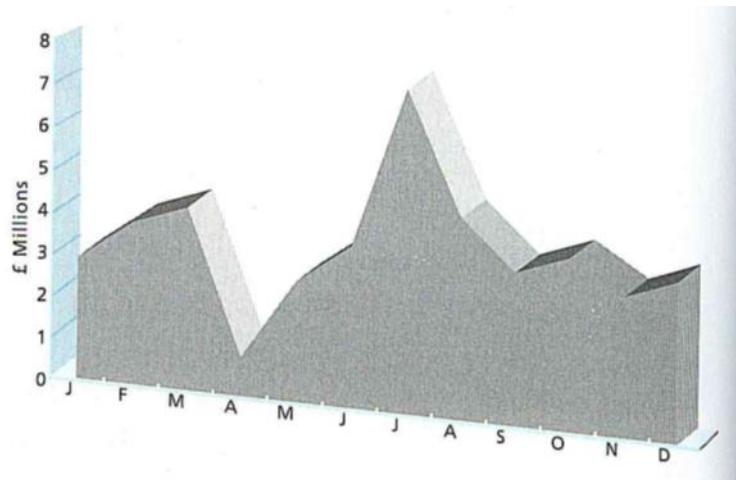
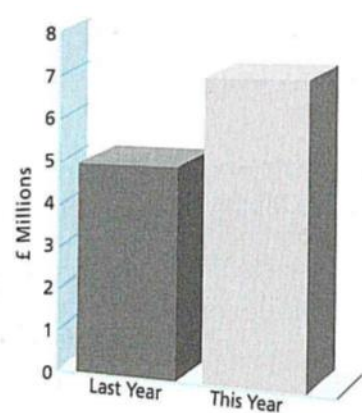
p)recover

<b>Key:</b>			
<b>1 a</b>	<b>4 j</b>	<b>7 l</b>	<b>10 m</b>
<b>2 b</b>	<b>5 h</b>	<b>8 g</b>	<b>11 n</b>
<b>3 f</b>	<b>6 q</b>	<b>9 i</b>	

### Exercise 5.

**Complete these sentences about the graphs below with appropriate prepositions: from, to, by, in, at, of**

1. Sales have increased \_\_\_\_\_<sup>1</sup> £5m \_\_\_\_\_<sup>2</sup> £7m. (A)
2. Sales have increased \_\_\_\_\_<sup>3</sup> £2m. (A)
3. There has been an increase \_\_\_\_\_<sup>4</sup> £2m in our sales. (A)
4. Sales now stand \_\_\_\_\_<sup>5</sup> £7 million. (B)
5. Sales reached a peak \_\_\_\_\_<sup>6</sup> £7 million in July. (B)



**Answers:**

<b>1-from</b>	<b>3-by</b>
<b>2-to</b>	<b>4 -in</b>
<b>5-at</b>	<b>6-of</b>

**Exercise 6.**

**Here is some advice for giving a presentation. Choose verbs from the box below to fill the gaps, as in the examples.**

a)use	c)look	e) Don't write	g)Don't	i)Don't answer
b)ask	d)Don't	f)check	speak	j)prepare
	read		h)pause	

### Secrets of a successful presentation

- .....<sup>1</sup>.....your presentation in advance. ... .....<sup>2</sup> everything you want to say – just the main points.
- .....<sup>3</sup> at your audience. ....<sup>4</sup> your notes all the time.
- .....<sup>5</sup> visual information to illustrate your presentation, and .....<sup>6</sup> that everybody can read it.
- .....<sup>7</sup> too quickly. ....<sup>8</sup> every two minutes to give people time to think about what you're saying.
- .....<sup>9</sup> your audience to wait until the end to ask questions. ....<sup>10</sup> questions immediately.

<b>Key:</b>	
<b>1 j</b>	<b>5 a</b>
<b>2 e</b>	<b>6 f</b>
<b>3 c</b>	<b>7 g</b>
<b>4 d</b>	<b>8 h</b>
<b>9 b</b>	<b>10 i</b>

#### *Exercise 7.*

**Match the diplomatic phrases on the left with their real, more direct, meanings on the right.**

<b>1 Of course, but we can come back to that later?</b>	<b>a It's not a wonderful idea, but it's a possibility.</b>
<b>2 Can we move on to point two?</b>	<b>b It's not a priority right now.</b>
<b>3 Well, Billie, it's been done before, but I guess we could do that. Why not?</b>	<b>c It's a bad idea.</b>
<b>4 I'm sorry?</b>	<b>d I don't want to waste more time on this.</b>
<b>5 I'm not sure that's a direction we really want to go in.</b>	<b>e I know we disagree about this.</b>
<b>6 That's more the kind of thing I had in mind.</b>	<b>f Big Jack's is old-fashioned.</b>
<b>7 I think you feel strongly about this?</b>	<b>g What are you talking about?</b>
<b>8 Things have changed since Big</b>	<b>h It's not exactly what I wanted, but</b>

Jack's time.

better than your previous ideas.

9. This is all very interesting, but...

I I've decided, whether you like it or not.

10. I trust you'll agree.

j This isn't relevant.

Key:				
1- b	3- a	5-c	7-e	9-j
2- d	4- g	6-h	8-f	10-i

**Exercise 8.**

*The items on the left are extracts from a presentation. Match each one with a sentence on the right which means the same.*

A. OK, let's start with the history.	1. In passing, let me tell you about a press report.
B. Anyway, I'll leave the history there.	2. So, we come to the last part of my introduction.
C. So, let's turn now to a brief overview of our main	3. To start with the history then.
D. By the way, you may have seen the story in the news.	4. That covers the history.
E. Anyway, let me get back to what I was saying about new markets.	5. To come back to the point I was making.
F. And that brings me to the final part of this short introduction.	6. Let's stop here and see if there are any questions.
G. So, before I go on, are there any questions?	7. So we can go on to a survey of our principal markets.

Answers:
1. d
2. f
3. a
4. b

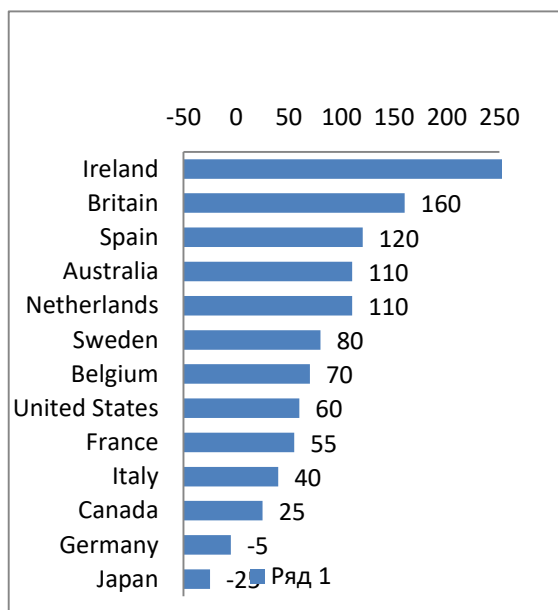
5. e
6. g
7. c

**Exercise 9.** Look at the chart and complete the text with the the following verbs. Use each verb once only.

a)have been	b)have dropped	c)have risen
d)have doubled	e)have grown	f)have fallen

### Celtic swing

House prices, % change 1995-2003 Q3



Sources: Bulwien; ESRI; Japan Real Estate Institute; Ministerio de Fomento; Nationwide Building Society; NVM; Nomisma; OFHEO; Stadim; government statistics

*In the last 20 years, house prices in many countries <sup>1</sup> \_\_\_\_\_ faster than ever before.*

*In Ireland, house prices <sup>2</sup> \_\_\_\_\_ by more than 250 per cent. In Australia, the Netherlands and Spain, prices <sup>3</sup> \_\_\_\_\_. However, in Germany and Japan,*

prices <sup>4</sup> \_\_\_\_\_. Japanese house prices <sup>5</sup> \_\_\_\_\_ the most changeable.  
After huge increases during the 1980s, they <sup>6</sup> \_\_\_\_\_ every year in the last 12  
years.

<b>Key:</b>	
<b>1-e</b>	<b>4-b</b>
<b>2-c</b>	<b>5-a</b>
<b>3-d</b>	<b>6-f</b>