НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ
«ВЫСШАЯ ШКОЛА ЭКОНОМИКИ»

Э.Б. Темяникова, Л.Ю. Рокотянская, Е.Ю. Петрова

УЧЕБНОЕ ПОСОБИЕ ПО ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ II КУРСА

с заданиями формата Academic IELTS

(Приложение к учебнику «English for Business Studies»
by Ian MacKenzie, 3rd edition)

Москва
2015

ББК 81.2 Анг-9

Кандидат филологических наук Э.Б. Темяникова
Магистр менеджмента Л.Ю. Рокотянская
Кандидат филологических наук Е.Ю. Петрова

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ISBN 978-5-904807-41-2

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Предисловие

Процесс глобализации и развитие информационно-коммуникативных технологий привели к увеличению мобильности людей и росту деловых контактов представителей разных культур. В связи с этим, построение понятийного аппарата и освоение принятой во всем мире терминологии экономической направленности, а также формирование профессиональных навыков деловой коммуникации становятся основополагающими в обучении будущих специалистов. Владение иностранным языком открывает доступ к иностранным носителям информации и дает возможность познания культурных специфик разных стран.

Цель пособия заключается: 1) в формировании у студента иноязычной профессионально-коммуникативной компетенции для реализации себя как специалиста в среде экономического дискурса; 2) в формировании навыков выполнения тестовых заданий, включенных в международный экзамен IELTS; 3) в формировании умения творческого решения поставленных профессиональных задач (например, подготовка мультимедийных презентаций); 4) в формировании навыков самостоятельной работы.

В результате освоения материала студент должен уметь:

- воспринимать и когнитивно обрабатывать в соответствии с поставленной целью деловую экономическую информацию на иностранном языке, полученную из печатных, аудиовизуальных и электронных источников;
- продуцировать устные и письменные высказывания на иностранном языке с учетом функциональных целей и задач социального и профессионального взаимодействия.

Материалы данного пособия, составленного в соответствии с программными требованиями по английскому языку для студентов II курса факультета МЭ и МП, можно использовать в аудиторной и внеаудиторной работе.

Пособие адресовано студентам и преподавателям факультетов экономического профиля высших учебных заведений.

Методическая записка

Настоящее учебное пособие предназначено для студентов, изучающих английский язык для специальных целей. Его задачи – способствовать освоению материала учебника «English for Business Studies» (Ian MacKenzie, 3rd edition), расширить активный словарный запас по экономической тематике, развить навыки делового общения, ознакомить студентов с форматом международного экзамена IELTS и способствовать успешной его сдаче. Студенты научатся читать, понимать, воспроизводить и обсуждать материал экономической направленности, а также смогут активно участвовать в деловых встречах, переговорах и презентациях на английском языке.

Отличительной особенностью данного пособия являются **задания формата Academic IELTS по всем видам речевой деятельности,** составленные в соответствии с рекомендациями для подготовки к IELTS на основе материала учебника «English for Business Studies». В формулировке заданий студенты найдут ссылки на страницы этого учебника. Все задания, нацеленные на подготовку к экзамену, отмечены заголовком Exam practice.

Структурно пособие состоит из **тринадцати разделов**, каждый из которых представлен **пятью частями**. Первая и вторая части нацелены на обобщение и расширение знаний студентов, а третья, четвертая и пятая части отражают коммуникативно-деятельностный подход к изучению делового английского языка, направленный на практическое применение полученных знаний и навыков в типичных ситуациях делового общения.

В первой части каждого раздела отрабатывается материал, включенный в программный минимум. Все задания этой части составлены к текстам и упражнениям базового учебника. В данной части представлены задания формата Academic IELTS из блоков **«Аудирование»** и **«Чтение»**.

В начале раздела вводится активная лексика (Vocabulary I и II) с эквивалентами на русском языке. «Vocabulary I» включает в себя слова и словосочетания, напрямую связанные с темой, заявленной в названии раздела. «Vocabulary II» представляет собой список слов и словосочетаний, относящихся к сфере General Business. Эти слова и

словосочетания составляют лексический минимум по теме. Они отрабатываются в ряде упражнений, среди которых: прямой и обратный перевод, подбор дефиниции к термину, заполнение пропусков в предложениях соответствующим по смыслу словосочетанием, установление логической связи между группами слов, ответы на вопросы с использованием активной лексики, поиск дополнительной информации по теме с последующей устной презентацией на занятии.

Особое внимание уделяется развитию навыков чтения и понимания текстов с выходом на краткое изложение основных идей текста (summary) и их обсуждение.

Вторая часть каждого раздела содержит дополнительный текст(ы) по теме раздела, с опорой на который осуществляется дальнейшая работа с лексическими единицами.

Текст выполняет три функции. Во-первых, он обогащает фоновые знания студентов в области экономики; во-вторых, иллюстрирует употребление активной лексики, представленной в первой части раздела и, в-третьих, он содержит дополнительный словарный запас экономической тематики. Таким образом, работа над текстом может идти по двум направлениям: работа над семантикой использованных в тексте лексических единиц и обсуждение содержания текста.

Работа над семантикой использованных в тексте лексических единиц предполагает выделение дополнительного вокабуляра по соответствующей теме. Увеличение единиц активного вокабуляра способствует не только обогащению словарного запаса студентов, но и помогает им лучше понять текст, оптимизируя работу по его интерпретации. Отработка тематического вокабуляра создает хорошую лингвистическую основу для дальнейшей дискуссии в рамках заданной проблематики.

Обсуждение содержания текста может проходить в разных формах, например: 1) определение правильности суждений с опорой на текст; 2) ответы на вопросы по тексту; 3) определение основных и второстепенных идей текста; 4) распределение идей и фактов текста по категориям; 5) определение позиции автора к излагаемым в тексте фактам.

Оба направления позволяют продолжать работу по подготовке студентов к сдаче экзамена Academic IELTS. Данная часть раздела

охватывает блоки **«Чтение»** и **«Говорение»** и включает соответствующие тестовые задания.

В третьей части раздела представлены речевые обороты и устойчивые выражения как средства реализации коммуникативных стратегий и тактик делового общения, закрепление которых достигается проведением практических занятий в форме дискуссий, разбора кейсов и ролевых игр.

Четвертая часть раздела содержит рекомендации для анализа и описания графиков, таблиц и диаграмм. Предлагаемые упражнения соответствуют заданию IELTS Writing Task 1 из блока **«Письмо»** и формируют у студентов необходимые навыки.

В пятой части даются правила, общепринятые речевые клише и тренировочные упражнения для правильного построения презентации и успешного выступления с ней.

В разделе **«References»** представлены рекомендуемые источники информации на бумажных и электронных носителях, включая интернет-ресурсы. Они могут использоваться для самостоятельной подготовки студентов к занятиям по деловому английскому языку.

Завершая работу над пособием, студенты выходят на более высокий уровень иноязычной коммуникативной компетенции и приобретают уверенность в деловых навыках, необходимых для профессиональной деятельности.

Э.Б. Темяникова,
Л.Ю. Рокотянская,
Е.Ю. Петрова

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ООО «Издательство Полипресс»
Россия, 170026, г. Тверь, Комсомольский пр-т, 7
Тел.: (4822) 551-676, 500-249
E-mail: polypress@yandex.ru, info@poly-press.ru
www.poly-press.ru

Подписано в печать 06.08.2015 г.
Тираж 226 экз.
Заказ №5511

ISBN 978-5-904807-41-2

Unit 3

COMPANY STRUCTURE

Part I

Vocabulary

authority [n]	власть, полномочие
to have direct authority over	иметь непосредственную власть над
to keep authority at lower levels	сохранять полномочия на более низких уровнях
line authority	линейное полномочие, право
public authorities	органы государственной власти
to push authority down the chain	передавать полномочия на более низкие уровни структуры подчинения
autonomous [adj]	автономный
be accountable to	быть подотчетным перед …
be concerned with	быть озабоченным, занятым чем-то
be in charge of	быть ответственным за что-л.
be part of a team	работать в команде
be responsible for	быть ответственным за что-л.
be responsible to	отвечать перед кем-л.
carry out functions	выполнять функции
chain of command/line of command	структура подчинения
Chief Executive Officer (CEO)/ Managing Director/General Manager	генеральный директор, главный исполнительный директор
collaborate [v]	сотрудничать, работать совместно
credit [v] smb with smth	приписывать кому-л. совершение чего-л.
delayering	сокращение уровней управления в структуре организации
department [n]	отдел
division [n]	подразделение
downsizing [n]	уменьшение размеров предприятия, сокращение штата
downturn [n]	экономический спад
empowerment [n]	расширение прав и возможностей
hierarchy [n]	иерархия
single hierarchy	простая иерархия
immediate boss	непосредственный начальник

immediate subordinate	непосредственный подчиненный
incompatible goals	несовместимые цели
matrix [n] *pl. matrices*	матрица
matrix management	матричное управление
merger [n]	слияние
report [v] to sb	отчитываться перед кем-л.
recession [n]	спад, кризис
span of control	норма управляемости/диапазон контроля (число сотрудников в подчинении)
narrow/wide span of control	небольшое/большое число подчиненных
structure [n]	структура
functional structure	функциональная структура
line/hierarchical/ pyramidal structure	линейная/иерархическая/ пирамидальная структура
matrix structure	матричная структура
tall and flat structures	высокие и плоские структуры
subsidiary [n]	дочернее предприятие
successive [adj]	следующий, последующий, очередной
at each successive level	на каждом последующем уровне
superior [n]	старший по должности
take/make a decision	принять решение
takeover [n]	поглощение
pass on responsibility to	передать ответственность кому-л.
productivity [n]	производительность
range of products	ассортимент продукции, изделий
wealth [n]	богатство, материальные ценности

Exam practice. Reading.

Follow the action plan for *Summary/note/table/flow-chart completion.*

Exercise 1a. Complete the sentences below. Choose no more than two words from the text "Wikinomics and the future of companies" (SB p. 21) for each answer.

1. The term 'wikinomics' is derived from the words wiki and …..... .
2. The word 'wiki' means …..... .
3. The 'wikinomics' principle implies …..... work in non-core areas of business to a global online community so that labour and other costs are reduced and best solutions are found.
4. Companies will no longer rely solely on their …..... resources.

5. In the world of wikinomics, ……. is accelerating and deepening across borders and walls of traditional business networks.

Exam practice. Reading.
Follow the tips for *Short-answer questions.*
Exercise 1b. Write short answers to the following questions using no more than two words and/or a number from the text (SB p.21) for each answer.

1. Which company was at risk of liquidation? _____
2. Who invented the open-source computer operating system Linux? _____
3. What secret information did the company have to reveal online to outside experts in search of gold? _____
4. How many targets for undiscovered gold were suggested? _____
5. How far did the company value rise? To $_____

Exercise 1c. Find the following words and word combinations in the text and translate them into Russian (SB p.21).
collaborating with people; an extension of the trend of outsourcing; to transfer some internal functions to outside suppliers; to perform jobs 'in-house'; full-time employees; to be in danger of closing down; to put secret data on the Internet; to turn out; a company's value; to come up with a solution.

Exercise 1d. Summarize the text in one sentence.

Exercise 1e. Discuss the advantages and disadvantages of applying the "wikinomics" principle.

Exam practice. Reading.
Action plan for *Diagram labelling.*
If a diagram is the first task for a text, read the text through very quickly before you follow this plan so that you have a general idea of the text's structure and argument.

1. Look at the instructions and see how many words you must write.
2. Look at the heading to the diagram. This will help you find the information you need in the text.

3. Read the questions, underline the important words and decide what kind of word(s) you need for the answer (e.g. noun, verb, adjective).
4. Find the part of the text which you need and read it carefully.

Tip! The answers are usually in one or two paragraphs but they may be in a different order in the text from the questions.

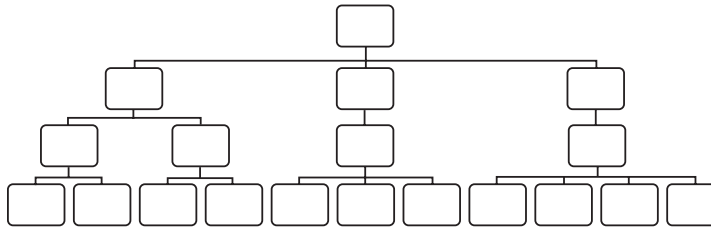
5. For each question, underline the word(s) in the text which fit(s) the gap and copy it/them.

Tip! You will always be able to find the exact word(s) you need in the text.

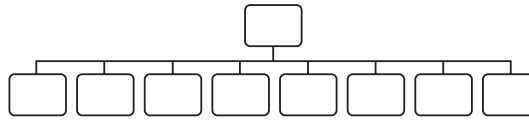
6. Read the labels again to make sure they make sense. [9]

Exercise 2a. Label the diagrams below. Write no more than one word from the text "Company Structure" (SB pp. 22-23) for each answer.

Tall vs. Flat Organizational Structure



The chain of **1**_____ uses long lines of **2**_____ and responsibility going down the **3**_____**.**



Taking out **4**_____ of management creates a **5**_____ organizational structure with a wider span of **6**_____.

Exam practice. Reading.

Action plan for *Matching sentence endings.*

1. Read the first incomplete sentence.
2. Find the part or parts of the text that you need. Make sure you read far enough to cover everything relevant to the question.

3. Read the options carefully and choose the one you believe to be correct.

Tip! There are two or three options which do not match any of the first halves of sentences, but they may seem very close in meaning until you read them carefully.

4. Read each of the other incomplete sentences and repeat Steps 2 and 3 above.

Tip! There may be more than one part of the text which mentions the subject of the sentence. It's important to find the right one. [9]

Exercise 2b. Complete each sentence about company structures (SB pp. 22-23) with the correct ending A-F below.

1. Companies use functional structures when they ___
2. In a matrix structure, employees ___
3. Team organization relies on people who ___

A have separate smaller organizations within the umbrella group to cover different types of products or market areas.
B divide their departments by geographic areas.
C float from project to project as dictated by their skills and the demands of those projects.
D organize their activities on the basis of a company's product lines.
E want to organize their operations into departments, grouping employees with shared skills and knowledge, such as marketing or sales, together.
F work with several superiors.

Exercise 2c. Find English equivalents for the following Russian words and phrases in the text "Company Structure" (SB pp. 22-23):

структура подчинения; иерархическая структура; пирамидальная структура; на каждом последующем уровне; линейный руководитель; непосредственный подчиненный; производственный отдел; финансовый отдел; отдел маркетинга; отдел продаж; отдел кадров/отдел по управлению персоналом; действующее подразделение; конфликт по поводу чего-л.; плоская иерархия; передать полномочия начальнику; убрать/удалить уровень управления; потребность в административном аппарате; сокращать и ликвидировать должности/виды работ; передавать право принятия решений; уйти от иерархий/решить проблему иерархий; матричное

управление; руководитель/начальник; менеджер по продукту; сегмент рынка; автономные временные группы; ответственный за весь проект

Exercise 2d. Make a summary of the text "Company Structure" (SB pp. 22-23). Speak about each structure according to the plan:

- Definition of the structure
- Advantages of the structure
- Disadvantages of the structure

Exam practice. Listening.

Tips for *Classifying ideas into categories*

1. *Remember that you can use each letter more than once.*
2. *Remember that both the numbered ideas and the lettered ideas might be expressed in different ways in the recording.*
3. *Remember that the lettered ideas are in random order but the numbered list is always in the same order as you hear it in the recording.*
4. *Remember that you shouldn't be influenced by what you think you know about the options. Rely on what you hear.* [9]

Exercise 3a. Listen to recording 1.6. According to the speakers, what are the advantages and disadvantages of different-sized companies? Write the correct letter, A, B, C or D next to Questions 1-9.

A. The advantages of a big company
B. The advantages of a small company
C. The disadvantages of a big company
D. The disadvantages of a small company

1. You gain your professional work experience. _____
2. You implement your own business ideas._____
3. You often get involved in office politics._____
4. You go into competition with other employees to be appreciated._____
5. You get a lot of practical experience._____
6. You gain some entrepreneurial experience._____
7. This company might have more difficulties in proving a success. _____

8. This company might not find it easy to change, create something new._____

Exercise 3b. Summarize what three students say about different-sized companies using the following words and phrases (Recording 1.6.):
to enjoy doing sth; to assure the basic security of supporting the family; to form sb; to learn the best practices; to find one's own way; a large pool of people; to differentiate; a hands-on approach; an entrepreneurial style; to have shared values with sb; to have a common vision; over the short term; over the long term; flexible; to adopt changes; to incorporate creativity and innovation

Part II
Exam practice. Reading.
Exercise 1. Read the text and do the tasks that follow.

Doing the Business

Roisin Ingle hears how efficient management structures are vital for success

The need for a solid structure within all business entities is 'absolutely fundamental', according to Ms Angela Tripoli, a lecturer in Business Administration at University College Dublin. 'Organizational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology.'

Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, 'many firms are opting for a kind of hybrid of all of them'.

The most recognizable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organizing themselves along product lines where companies have separate divisions according to the product

that is being worked on. 'In this case the focus is always on the product and how it can be improved.'

The importance for multinational companies of a good geographic structure, said Ms Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice − according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.

The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being

removed. This development was driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more 'customer centric' approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines.

Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge.

Ms Julia MacLauchlan, Director of Microsoft's European Product Development Centre in Dublin, said the leading software company had a very flat organizational structure. 'There would not be more than around seven levels between the average software tester and Bill Gates,' she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localization of the software for all Microsoft's markets, the company is split up into seven business units. Each unit controls the localization of their specific products

while working closely with the designers in Microsoft's Seattle Headquarters.

It works, said Ms Maclauchlan, because everyone who works in the unit is 'incredibly empowered'. 'Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company's objectives.' [14]

Exercise 1a. Answer these questions.

1. Four main kinds of organizational structure are described in the article. What are they?
2. Is one kind of organizational structure more common than the others?
3. When did 'delayering' take place?
4. What were the reasons for delayering and what were the results?
5. How does Julia MacLauchlan describe Microsoft's organizational structure?

Exam practice. Reading.

Follow the tips for *Matching features*

Exercise 1b. Match these definitions with the four organizational structures described in the text. Choose the letter, A-D.

A geographic structure
B product structure
C functional structure
D matrix structure

1. A cross-functional structure where people are organized into project teams. _____
2. A structure rather like the army, where each person has their place in a fixed hierarchy. _____
3. A structure that enables a company to operate internationally, country by country. _____
4. A structure organized around different products. _____

Exam practice. Reading.

Action plan for *Selecting two (three) answers from multiple choice*

1. Read the question carefully and make sure you understand what you have to look for. Underline the important words.

2. Scan the text quickly. Find a reference in the text to each option and check to see if it answers the question. You only have to find two (three) so don't keep checking if you are satisfied you have found the answers.

Tip! Some of the options may be close together and there may be some parts of the text you don't need to look at.

Tip! The options are in the order that they appear in the text.

3. When you have found the answers, write the letters. [9]

Exercise 1c. These words and expressions are used in the text to describe different aspects of organizational structure. Which two of the following aspects are negative? Choose two letters, A-E.

A clear lines of communication
B bureaucratic set up
C speedy decision-making
D traditional hierarchical structure
E customer centric approach
F freedom to innovate
G flat organizational structure

1_____ 2_____

Exercise 1d. Match these nouns as they occur together in the text.

1. product	a) teams
2. target	b) objectives
3. borrowing	c) lines
4. project	d) units
5. delayering	e) company
6. country	f) process
7. business	g) markets
8. software	h) needs
9. company	i) managers

Exercise 1e. Complete the sentences using an appropriate phrase from Ex. 1d.

1. Banks need to be fully aware of their customers' …….. .
2. Silicon Valley is full of …….. .
3. Many companies are now organized along ……., in which each division is responsible for a group of products.
4. A matrix organization groups people into ..... .

5. Some companies are divided into different …….., often also called profit centers.
6. A multinational company will often have a number of …….., in charge of activities in different parts of the world.

Exercise 1f. Match these terms with their definitions.

1. business entities	a) focusing on the customer rather than the product
2. set up	b) new, original
3. innovative	c) companies
4. flopped	d) something that makes you better than other companies
5. outsourcing	e) did not succeed, failed
6. customer centric	f) structure
7. competitive edge	g) getting external companies to do work for your company

Exercise 1g. Divide the text into logical parts and make a summary.

Exam practice. Speaking.
Exercise 2a. Give a talk about the following topic for two minutes.

Describe the 'wikinomics' principle.
You should say:
- what it is
- what its advantages are
- what its disadvantages are

and suggest what functions and operations can be outsourced in such a way.

Exercise 2b. Give a talk about the following topic for two minutes.

Describe organizational structures.
You should talk about:
- a number of management layers (small/large)
- a span of control (narrow/wide)
- relationship between organizational structure and employees' empowerment

and explain which structure is more effective at decision-making.

Exercise 2c. Give a talk about the following topic for two minutes.

Compare the advantages of working in a big and a small company.
You should talk about:
- organizational structures typical of big and small companies
- the amount of responsibility and autonomy given to employees
- job specialization
- career opportunities
- adaptation to economic changes

and explain your preferences for a company size.

Exam practice. Speaking.
Exercise 3. Answer the questions.

1. How have some companies in the early 21st century used mass collaboration and open-source technology to be successful?
2. Can you explain why an organizational structure is needed?
3. Would you prefer to work in a tall or flat structure?
4. What incompatible goals can become the reason for conflicts between finance and marketing departments in a functional structure?
5. Can you identify the causes of delayering?
6. How challenging is it to work in a matrix structure?
7. Why are teams temporary groups?

Part IV
Exam Practice. Writing.
Types of graphs

You are likely to meet the two types of graphs in IELTS – time and comparison graphs. (Sometimes you can get both in the same test!)

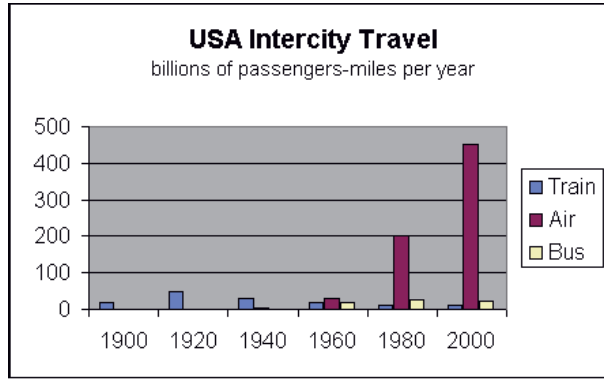
- In *time graphs* you have *to describe changes over time.*
- In *comparison graphs* you have *to compare different items* – countries, people, products, places, etc.

The vocabulary for each kind of graph is different:

- In *time graphs* you use time vocab to describe change: *rose, fell, declined, shot up, increased, remained steady, etc.*
- In *comparison graphs* you compare: *twice as much as, more than, less than, the same amount, both X and Y have the same figure, etc.*

Time graphs

Look at the time graph.



You have to describe different methods of transport used in the US over the last century – train, bus and air.

You could start with

- train (because it is the oldest method)
- by air (because it is the biggest method of public transport today.)

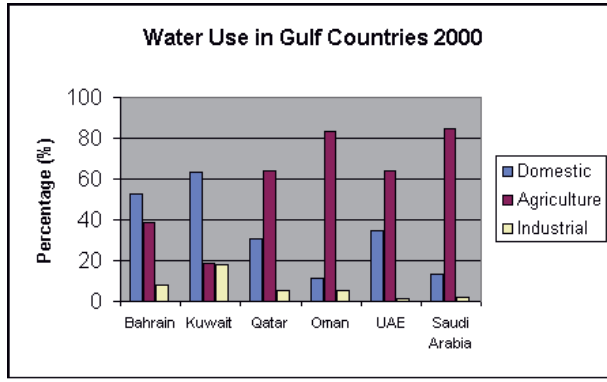
However, don't start with bus because it is very small and not the main idea.

The main trend with rail transport is that it rose to a peak in the 1920s and 1930s and then declined.

The main trend with air is that it started late, in the 1960s, but it has shot up to become by far the biggest carrier of passengers.

Comparison Graphs

Look at the comparison graph.



You have to compare the amount of water used for domestic, agricultural and industrial purposes.

There are two ways to write about this graph:

- by country (*make groups*, e.g. Saudi Arabia and Oman, which have mainly agricultural use, then Bahrain and Kuwait which have mainly domestic use, etc)
- by use (Agriculture, then Domestic, then Industrial.)

If you decide to write by describing use, you could start with Agriculture because it is the biggest user. *Group together* Saudi Arabia and Oman as the top users, and then group UAE and Qatar as the middle group of users, using 60% of water for agriculture. Finally mention Bahrain and Kuwait.

Your second paragraph should be about Domestic use, the use of water in the home, because it is the second biggest use. Start with Kuwait and Bahrain *(grouped together)* (more than 50%) and then write about Qatar and the UAE. [38]

Useful language for time graphs

Describing trends or movements in graphs/charts

Exercise 1. Put each word or phrase listed below into the correct category:

abrupt(ly) advance bottom out considerab*le*(ly) decline decrease dramatic(ally) downward trend drop fall gent*le*(ly) gradual(ly) grow/growth improve/improvement increase level off moderate(ly) quick(ly) rapid(ly) reach a high/low point rebound recover remain stable/constant/unchanged/steady/fixed/static retreat revive rise sharp(ly) significant(ly) slide slight(ly) slow(ly) stabilize stagnate stay at the same level steady(ily) sudden(ly) top out turn down/downturn turn up/upturn upward trend

Describing trends or movements in graphs/charts

Direction		Degree of change		Speed of change		No change	Change of direction
up	down	small	big	slow	quick		

Exercise 2. Match the following words in the box with the definitions given below. Mind the part of speech.

bottom out climb (higher)[1] crash collapse crumble dive edge higher/up firm dip drift (lower) ease edge lower/down fluctuate jump leap nosedive peak/reach a peak plummet plunge reach a trough roar up/ahead rocket shoot up sink skyrocket slump soar slip (lower) surge/upsurge take off top out tumble

1 Verbs with a word in brackets after them have two forms. For example: to climb and to climb higher. This is true only for verbs. There will be only one form for a noun: a climb.

to rise slightly –
to rise considerably –
a significant increase –
to fall slightly –
a moderate decrease –
to decrease significantly –
a considerable fall –
to fall dramatically and fast –
an abrupt and significant decrease –
to reach the highest point with a subsequent decrease –
to reach the lowest point followed by a rise –
to go up and down several times –

Useful time expressions
over the next... / for the following... (*for the following two months... over the next six months...*)
from ... to / between ... and (*from June to August... between June and August...*)
during (*during the first three months...*)

Useful language for describing trends
to experience a(n) increase/decrease/rise/fall/drop in/of
to increase/decrease/rise/fall/drop by/from … to
to fluctuate / undergo a change / remain stable/steady / stagnate / dip / peak / increase twofold/threefold / surge
a less/more marked increase/decrease, etc. occurred / took place
less/more significant / steady / especially strong growth
a parallel rise/fall
to expect / predict / forecast

Useful phrases to write about numbers
For example, you need to compare two figures in two years (2013 − 37% and 2015 − 21%).

In 2015 the number decreased **from** 37 per cent **to** 21 per cent between 2013 and 2015.
In 2015 the number decreased **by** 16 per cent. (37 **–** 16 = 21)
In 2015 there was **a decrease of** 16 %.
By 2015 the number had fallen **to** 21 per cent.

Exercise 3. Paraphrase the following sentences using expressions for describing trends:

1. From January to March the percentage of children using supplements remained fairly static at approximately 10%.
2. There was a slight decrease in the use of dietary supplements in March.
3. It went up and down widely over the next two months.
4. The period between June and August saw a dramatic growth in the use of dietary supplements.
5. The percentage of children taking dietary supplements was at its highest level in April.
6. From August to October, there was a drop of 14% in the percentage of children taking dietary supplements.
7. Between October and December, the decrease in the use of dietary supplements was at a much slower pace than in the previous two months.

Exercise 4. Write a description of the time graph "USA Intercity Travel" (see above) using appropriate expressions.

Useful language for comparison graphs

Expressing percentages, proportions and quantities

Look at the following tables which show a number in different years. There are some special words for numbers, fractions and percentages to make a comparison.

1990	1995
1200	1800

You could describe the above table using **numbers or percentages**:

- The number went up **by** 600, from 1200 to 1800. *(Number)*
- The figure went 50%, **from** 1200 **to** 1800. (*Percentage)*
- The figure went **up** 50%, **to** 1800. (*Percentage)*

1992	1994	1996	1998
1000	800	400	100

You could describe the above table using **fractions**:

- Between 1992 and 1994, the figure fell by **one-fifth**.
- Between 1994 and 1996, the number dropped by **a half**.
- The figure in 1998 was **one-tenth** the 1992 total.

1992	1994	1996	1998
500	1000	3000	12000

You could describe the above table using "**trebled**," "**-fold**," and "**times**":

- The number **doubled** between 1992 and 1994.
- The number **trebled** between 1994 and 1996.
- The figure **quadrupled** from 1996 to 1998
- There was a **twofold** increase between 1992 and 1994.
- The figure went up **sixfold** between 1992 and 1996.
- The figure in 1996 was **three time**s the 1992 figure.
- The figure in 1998 was **four times** the 1996 figure.

Points and commas

In English we use a point (.) and not a comma (,) for decimals. We only use commas when writing numbers greater than 999.

Percent and percentage

1. **Percent –** the word percent is used *with a number.* Examples:
   More than 25% of the students are from Brazil.
   More than 25 percent of the students come from Brazil.
2. **Percentage -** the word percentage is used *without a number* and comes after words like *the, a, this and that.* Often, it is preceded by an adjective.
   Examples:
   A small percentage of residents have lived in the building for more than 20 years.
   The percentage of students who live on campus has fallen sharply since the fire.

Exercise 5. Paraphrase the following sentences using the structure: adverb + fraction + of + plural noun.

Useful adverbs

almost	approximately	just under	just over	nearly	only	roughly

Fractions

One third = 1/3 = 33.33%

33% of students preferred studying English.

Example:

Almost one third of students preferred studying English.

1) *Two thirds* = 2/3 = 66.66 %

6o% of women said they went shopping once a month.

2) *One tenth* = 1/10 = 10%

9% of teenagers said they owned a laptop.

3) *A quarter* = 1/4 = 25%

Despite the recommendations of paediatricians ……. 25% of children have ever taken vitamin D.

4) *One fifth* = 1/5 = 20%

Tartu is the second largest city in Estonia and can be rightfully called a City of Youth – 20% of its citizens are university students.

5) *Two fifths* = 2/5 = 40%

The chart shows that 43% of doctors in England are male.

6) *Half* = 1/2 = 50%

It is clearly seen from the pie chart that 51% of women in Vietnam liked shopping.

Exercise 6. Try to vary the way you refer to quantities in your writing. Look at these expressions for 90% and write down ways you could refer to 10%.

90,00%	10,00%
ninety percent (of)	
a high percentage (of)	
nine-tenths (of)	
nine out of ten	
the vast majority of	
most (of)	
nearly all (of)	

Exercise 7. Be careful to use the appropriate nouns to report different kinds of number. Choose the correct word in these IELTS candidates' answers.

1. In 1997 the employment *figure/number* was two million.
2. The data shows the difference between the *percentage/percentages* of men and women doing full-time jobs.
3. In future the *size/number* of the population will increase sharply.
4. In Britain people spent the smallest *number/amount* of money on personal stereos.
5. Cinemas expect an increasing *level/number* of attendance in the future across all ages.
6. Going out to restaurants decreased dramatically to seven *percentage/per cent.*
7. The *number/quantity* of people who came to Australia started to drop after 1994.
8. The graph shows that the *percentage/per cent* of 14- to 24-year-olds who are cinema-goers is higher than other groups.
9. We can also see that the *rate/proportion* of males gaining diplomas was higher than that of females.
10. A small *part/proportion* of graduates are self-employed.
11. It can be seen that the majority of prisoners are male as the *percentage/share* of prisoners who are female is only 4 %.
12. The number of books published depends on the literacy *rate/figure.*

Useful language: contrasting facts and ideas

We contrast facts and ideas between sentences using expressions such as *However, By contrast, On the other hand,* etc. We contrast facts and ideas within a sentence using words such as *whereas* and *while*.

Exercise 8. Contrast the facts and ideas in five of these pairs of sentences, using a different word or expression from the box for each one.

One pair of sentences doesn't offer contrasting ideas. Suggest a way of combining the two sentences to emphasize this.

by contrast	however	on the other hand	whereas	while

1. For the workforce, working conditions have always been more important than wages. Profitability has been the main concern of the management.

2. In the United States, people tend to eat early in the evening. In Spain, few people eat before nine o'clock.
3. The students at the state university showed an improved performance in the tests. Attending a private college enabled students to increase their test scores.
4. Home computers were a rarity in the 1980s. The majority of families have at least one computer now.
5. Car ownership has risen sharply in rural areas. The provision of public transport has declined.
6. A sense of humor is rated as essential by 90% of women who are looking for a partner. Only 70% of women say they want to meet someone wealthy. [9]

Exercise 9. Write a description of the comparison graph "Water Use in Gulf Countries 2000" (see above) using appropriate expressions.

Part V
Making the Main Part of a Presentation. [8]
Remember to follow the rules:

1. Signal the beginning of each section in the main part.
2. Talk about your topic.
3. Signal the end of each section.
4. Outline the main ideas in bullet-point form.
5. Tell listeners you've reached the end of the main part.

Useful phrases and vocabulary
Saying what is coming
In this part/section of my presentation, I'd like to talk about ...
So, let me first give you a brief overview.

Indicating the end of a section
This brings me to the end of my first point.
So much for point two.
That's all I wanted to say about …

Summarizing a point
Before I move on, I'd like to recap the main points.
Let me briefly summarize the main issues.
I'd like to summarize what I've said so far ...

Moving to the next point
This leads directly to my next point.
This brings us to the next question.
Let's now move on/turn to ...
After examining this point, let's turn to ...
Let's now take a look at ...

Going back
As I said/mentioned earlier, ...
Let me come back to what I said before ...
As I've already explained, ...
As I pointed out in the first section, ...

Adding ideas
In addition to this, I'd like to say that our IT business is going very well.
Moreover/Furthermore, there are other interesting facts we should take a look at.
Apart from being too expensive, this model is too big.

Talking about (difficult) issues
I think we first need to identify the problem.
Of course we'll have to clarify a few points before we start.
We will have to deal with the problem of increasing prices.
How shall we cope with unfair business practices?
The question is: why don't we tackle the distribution problems?
If we don't solve this problem now, we'll get/run into serious trouble soon.
We will have to take care of this problem now.
We are currently having difficulties with ...

Rhetorical questions
What conclusion can we draw from this?
So, what does this mean?
So, just how good are the results?
So, how are we going to deal with this increase?
So, where do we go from here?
Why do I say that? Because ...
Do we really want to miss this opportunity to … ?

Exercise 1a. An expert is talking about the Traffic Support Centre (TSC) in her city. Listen to the talk and put the points below in the order she mentions them.

a. what the TSC does (main activities)
b. how traffic data is collected
c. why the TSC was started
d. how motorists benefit from the system
e. how traffic information is given to motorists

Exercise 1b. Now listen to the presentation again and complete the sentences.

OK,_____ [1] the background and the reason we developed the programme. Any questions? OK. So, _____[2] to the next point and take a closer look at the Traffic Support Centre itself. _____ [3], the TSC was set up in 2001 to help traffic flow more smoothly, and basically to make the lives of motorists easier. In this part of my presentation_____ [4] you about the centre's activities, how we work exactly and how motorists benefit from our services.

So,_____ [5] a brief overview of the TSC's activities. Our main activities are to collect, analyze, and communicate traffic information. After collecting traffic data from a number of different sources, we analyze them and then we inform the media, the police, or other authorities, and - last but not least - the motorists. (...)

This now leads us to_____ [6]. How does the TSC collect data? Traffic-monitoring equipment has been installed across the main traffic routes, which helps us gather real-time information on traffic speed and traffic flow. Additionally, we use variable traffic sensors and cameras. We also work together with other partners and authorities, for example the police, traffic officers, and the media. Let me show you a few examples of how this works. (...) _____ [7] collecting data.
_____ [8] to the next issue. How do we communicate information to motorists? We do this in a number of ways: by using electronic road signs, the Internet and radio, and state-of- the-art telephone technology. (...)

Let me now come back to_____ [9]. The TSC wants to make the lives of motorists easier. So, in what ways does the motorist benefit? Well, ... first: through real-time information about the traffic situation. Second, through better advice about alternative routes. Third, through safer roads and less driver stress.

Exercise 1c. 'Signposting' phrases are used to help guide the audience through a presentation. Complete this list of useful phrases with phrases from the presentation in exercise 1b.

Signposting

Saying what is coming

1. In this part of my presentation. I'd like to tell you about...
2. _____

Moving on to the next point

This leads directly to the next part of my talk.

1. _____
2. _____
3. _____

Indicating the end of a section

This brings me to the end of my second point.

1. _____
2. _____

Referring back

As I mentioned before....

1. _____

Let's go back to what we were discussing earlier.

1. _____

Summarizing a point

I'd like to sum up the main points.

Let me briefly summarize what I've said so far.