

АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ МЕНЕДЖЕРОВ

ENGLISH
FOR MANAGERS



АНГЛИЙСКИЙ ЯЗЫК ДЛЯ МЕНЕДЖЕРОВ

СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

Н.Н. Колесникова, Г.В. Данилова,
Л.Н. Девяткина

АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ МЕНЕДЖЕРОВ

ENGLISH
FOR MANAGERS

2-е издание

ГУМАНИТАРНЫЕ И СОЦИАЛЬНО-
ЭКОНОМИЧЕСКИЕ ДИСЦИПЛИНЫ



ISBN 978-5-7695-4357-9



9 785769 543579

Издательский центр
«Академия»
www.academia-moscow.ru

УЧЕБНИК

УЧЕБНИК

СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

Н. Н. КОЛЕСНИКОВА, Г. В. ДАНИЛОВА,
Л. Н. ДЕВЯТКИНА

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ МЕНЕДЖЕРОВ

ENGLISH FOR MANAGERS

Допущено
Министерством образования Российской Федерации
в качестве учебника для студентов образовательных учреждений
среднего профессионального образования, обучающихся
по специальности 0602 — Менеджмент (по отраслям)

2-е издание, исправленное



Москва

Издательский центр «Академия»

2007

ГОУ СПО «СОТКУПС»
БИБЛИОТЕКА

Инв. № 22564-Н

УДК 802.0:65(075.32)
ББК 81.2 Англ:65.290-2я723
К603

Рецензенты:

кандидат филологических наук, доцент кафедры иностранных языков
Российской академии государственной службы
при Президенте Российской Федерации *Л. А. Жаворонкова*;
преподаватель Московского политехнического колледжа *С. Е. Киселева*

Колесникова Н. Н.

К603 Английский язык для менеджеров = English for Managers :
учебник для студ. сред. проф. учеб. заведений / Н. Н. Колесникова,
Г. В. Данилова, Л. Н. Девяткина. — 2-е изд., испр. —
М. : Издательский центр «Академия», 2007. — 304 с.
ISBN 978-5-7695-4357-9

Учебник призван научить студентов читать и переводить тексты по специальности, воспринимать английскую речь на слух, делать краткие сообщения по предложенной тематике, вести беседу и переписку на английском языке, кратко пересказывать тексты, а также ознакомить с основными правилами перевода и работы со словарем на примерах художественных и профессионально ориентированных текстов.

Предназначен для студентов образовательных учреждений среднего профессионального образования, обучающихся по специальности 0602 — «Менеджмент (по отраслям)». Может быть рекомендован для учащихся педучилищ, курсов иностранных языков, абитуриентов и первокурсников неязыковых вузов.

УДК 802.0:65(075.32)
ББК 81.2 Англ:65.290-2я723

*Оригинал-макет данного издания является собственностью
Издательского центра «Академия», и его воспроизведение любым способом
без согласия правообладателя запрещается*

© Колесникова Н. Н., Данилова Г. В., Девяткина Л. Н., 2004
© Колесникова Н. Н., Данилова Г. В., Девяткина Л. Н.,
с исправлениями, 2007
© Образовательно-издательский центр «Академия», 2004
© Оформление. Издательский центр «Академия», 2004

ISBN 978-5-7695-4357-9

ПРЕДИСЛОВИЕ

Данный учебник предназначен для гуманитарных специальностей средних специальных учебных заведений.

Подготовка студентов, обучающихся по данным специальностям, согласно Государственным образовательным стандартам среднего образования, должна обеспечить овладение комплексом знаний по английскому языку в объеме 200 учебных часов с учетом разной подготовки студентов (на базе IX классов и, соответственно, XI классов).

Преимуществом в обучении обеспечивается следующим образом: средняя образовательная школа — средняя профессиональная школа — вуз.

Хотя данный учебник предназначен в основном для социально-экономических и юридических специальностей, он может быть использован при подготовке специалистов среднего звена сферы обслуживания, туризма, гостиничного бизнеса, секретарей-референтов, а также в педучилищах, на курсах иностранных языков, на подготовительном отделении и первом курсе неязыковых вузов.

Цель учебника — научить студентов читать и адекватно переводить (понимать) тексты разговорно-бытового характера и тексты по специальности среднего уровня сложности; воспринимать английскую речь на слух; делать краткие сообщения по предложенной тематике, вести беседу (включая телефонные переговоры) на английском языке с иностранцами на повседневные и профессиональные темы; вести переписку на английском языке; кратко излагать основное содержание текста на родном и английском языках в пределах тем, предусмотренных учебником.

Кроме того, учебник знакомит студентов с основными правилами перевода и работы со словарем на примерах оригинальных английских и американских художественных текстов и текстов по специальности.

Тематически материал учебника сгруппирован в восемь разделов (Units): “Social English”; “Career Choice”; “Vocational Training”; “Hotel Industry”; “Business Trip”; “Russia”; “Management”; “World of Law”.

Каждый раздел состоит из учебного текста А, диалога В с небольшим набором упражнений и комплекса лексико-грамматических и речевых упражнений по тематике данного раздела (Practice). Упражнения в большинстве своем носят коммуникативный характер. Весь программный грамматический материал

систематизирован и представлен в учебнике по нарастающей сложности. Задания по развитию навыков письма включены во все разделы. Грамматический справочник в таблицах поможет студентам выполнять грамматические упражнения.

В разделе Practice даны образцы разных форм общения: делового обсуждения, телефонных разговоров, рекламы, что позволит обеспечить коммуникативную направленность обучения. Информационно насыщенный материал учебника предусматривает организацию на занятиях парной работы студентов, проведение деловых игр и т.п. Активный терминологический словарь равен примерно 800 лексическим единицам из 2000 лексического минимума.

Пословицы, поговорки, идиомы и шутки рассчитаны на закрепление грамматического и лексического материала, а также на реализацию потребностей студентов в стремлении к самостоятельному чтению для удовольствия.

Каждый раздел завершается тестом, который включает проверку усвоения грамматического материала и тексты с заданиями, предназначенные для развития навыков работы со словарем (Vocabulary Notes), техники чтения и перевода иностранных текстов профессиональной направленности, пересказа, подготовки сообщения по теме и т.д. Часть текстов может быть использована для самостоятельной внеаудиторной работы по домашнему чтению наряду с текстами раздела "Supplementary Reading".

При представлении материала учебника соблюдается дифференциация при написании английских слов британского и американского вариантов английского языка, за исключением нескольких целенаправленных упражнений. Студенты смогут увидеть и узнать эти различия в текстах, диалогах, упражнениях. Задача преподавателя — помочь им в этом.

В качестве приложения даны следующие материалы: грамматический справочник в таблицах, краткий свод правил чтения, рекомендации по работе со словарем, методические рекомендации по практике перевода и реферирования текста, тексты для внеаудиторного чтения.

Материалы учебника апробированы в Академии труда и социальных отношений и в Уральском социально-экономическом институте и в Московской финансово-юридической Академии.

Мы надеемся, что содержание учебника будет способствовать профессиональному развитию личности студента. Думаем, что материалы учебника окажут практическую помощь тем, кто занимается профессиональной подготовкой, проблемами занятости, менеджментом, маркетингом и т.д.

Авторы

UNIT ONE

SOCIAL ENGLISH

Grammar: To be, to have (got), there is / are in the Present Simple Tense. Pronouns. Articles.

TEXT A

ENGLISH IN THE WORLD OF WORK

At the present time foreign languages are socially demanded. Foreign languages are needed as the main and the most efficient means of information exchange of the people of our planet. The question of learning foreign languages is very important today.

English is just one of 6,000 languages in the world. One billion people speak English. That's 20 per cent of the world population. It is also one of the leading languages in the world. About 350 million people speak English as their first language. About the same number use it as a second language. It is the language of aviation, international sport and pop music.

English is the official language in 44 countries, where it is used in education and administration. They are Great Britain, Canada, the United States of America, Australia, New Zealand and some other countries. In many countries it is the language of business, commerce and technology. English is the language of modern computing.

Nearly 50 per cent of all the companies in Europe communicate with each other in English. 75 per cent of the world's mail is in English, too. Standard English is not completely uniform. There are differences between the national standards in Britain, America and Australia.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. English is very popular in international business of Russia. It is studied at schools, colleges and universities.

Exercise 1. Answer the following questions:

1. What is the role of English among other foreign languages?
2. How many people speak English?

3. Why has English become a world language?
4. Where is English an official language?
5. Why are millions of people learning English today?
6. Why do young people want to learn English?
7. Why do you learn English?
8. What is the necessity of learning English for a specialist?
9. In what careers (jobs) can languages be a tremendous advantage?
10. What do we need foreign languages for?
11. What is the best way to learn a language?
12. What is the most important thing for you in learning a foreign language?
13. Is your written English better than your spoken English?
14. What is your mother tongue?

Exercise 2. a) Say what we call the natives of the following countries and continents.

Africa	England	Mexico
America	Europe	Norway
Asia	Finland	Poland
Australia	France	Romania
Austria	Greece	Spain
Belgium	Holland	Sweden
Brazil	Ireland	Switzerland
Canada	Italy	Turkey
China	Japan	Vietnam
Denmark	Korea	Wales

b) Make sentences according to the model:

Model: Tokyo is the capital of Japan.

Amsterdam, Havana, Dublin, Madrid, Paris, Rome, Kiev, Sofia, Warsaw, Budapest, Athens, Washington, Teheran, Bucharest, Baghdad, Copenhagen, Helsinki, Oslo, Stockholm.

c) Do you know that Canada has two official languages?

English is the mother tongue of about 59 per cent of Canadians; and French is the first language of 23 per cent of the population. A full 18 per cent have either more than one mother tongue or a mother tongue other than English or French, such as Chinese, Italian, German, Pol-

ish, Spanish, Portuguese, Punjabi, Ukrainian, Arabic, Dutch, Greek, Vietnamese or other languages.

Exercise 3. Choose the proper words from the list below.

New Zealand has two ... languages: English and Maori. English is the ... that you usually ... spoken. The Maori ..., long on the decline, is now making a comeback. You can use English to speak to anyone in ..., as Maori people speak English. There are some occasions, when knowing a little ... would be very useful. It's also ... to know it since many places in New Zealand have Maori names.

useful; New Zealand; hear; official; language (2); Maory

Exercise 4. Choose the correct answer.

1. How many words are there in English?
a) 10,000 b) 300,000 c) 500,000
2. How many words did Winston Churchill use in his writing?
a) 5,000 b) 60,000 c) 120,000
3. How many words does the average native speaker use in his everyday speech?
a) 5,000 b) 10,000 c) 2,000
4. How many words and expressions are you going to learn each week?
a) 5 b) 10 c) more than 15
5. Where and when are you going to learn them?
a) on your way to college b) before dinner c) other
6. How often are you going to revise your work?
a) once a week b) once a month c) once a year

Key: 1c; 2b; 3a; 4c; 5c; 6b.

Exercise 5. Think and answer.

1. What countries is English spoken in?
2. What is the native population of America?
3. What is the capital of the United States?
4. Who is the President of the USA?
5. Is English easy for you? What is your problem?
6. Is French a difficult language?
7. What country are you from?
8. What is the capital of Australia?
9. Do you use English in your work?
10. Is Russian your mother tongue?
11. What is the official language of Canada?

12. Are Laurence, Margaret, Arthur, Bernard, Brian, Edgar, Elisabeth, Grace, George, Harry, John, Keith, Mary, Paul, Oscar, Richard, Robert, Rosemary, Silvia, Susan, William real English names?
13. Are the names — Diego, Carmen, Maria, Pablo, Consuelo, Domingo, Laura, Teresa and Ricardo — German or Spanish?

TEXT B

- Manager:** Good morning, Mr Gordon.
Customer: Good morning.
Manager: Please sit down.
Customer: Thank you.
Manager: Now, one or two questions...
Customer: Yes, of course.
Manager: How old are you, Mr Gordon?
Customer: Twenty-nine.
Manager: And you're Scottish, aren't you?
Customer: Yes, that's right.
Manager: Are you married?
Customer: Yes, I am.
Manager: What is your wife's name?
Customer: Mary.
Manager: And your wife's age, Mr Gordon?
Customer: Pardon?
Manager: How old is Mrs Gordon?
Customer: Oh, she is twenty-seven.
Manager: And is she Scottish, too?
Customer: No, she is Canadian.
Manager: Canadian, yes. Have you got any children?
Customer: Yes, two. A boy and a girl.
Manager: And what are their names?
Customer: Sam and Alice.
Manager: And their age?
Customer: Seven and five.
Manager: I see. Now one more question, Mr Gordon. What is your job?
Customer: I'm a university teacher.

Exercise 1. Read and memorize the following speech patterns:

MEETING PEOPLE

- What's your name, please?
 — What's your occupation/job?

ЗНАКОМСТВО

- Как вас зовут?
 — Кем вы работаете?/Чем занимаетесь?

DIALOGUE

- Are you a student/teacher? — Вы студент/учитель?
 — How old are you? — Сколько вам лет?
 — Where are you from? — Откуда вы?
 — I'm twenty-one (years old). — Мне 21 год.
 — I am from Russia/Canada/the USA. — Я из России/Канады/США.
 — I'm on business/on holiday/vacation here. — Я здесь в деловой поездке/на каникулах/провожу отпуск.

GREETING

- How do you do?
 — Hello/Hallo/Hallo!
 — Hi!
 — Good morning/afternoon/evening.
 — How are you?
 — How are things with you?
 — Fine, thanks.
 — Everything is OK, thank you.
 — So-so.

ПРИВЕТСТВИЕ

- Здравствуй(те) (при знакомстве, первой встрече).
 — Здравствуй(те)./Привет.
 — Привет!
 — Доброе утро/день/вечер.
 — Как поживаешь?/Как дела?
 — Спасибо, прекрасно/хорошо.
 — Спасибо, все хорошо.
 — Неважно./Так себе.

Exercise 2. Memorize the following dialogues:

1

- A: Hi, meet my friend Ann. She is Russian.
 B: Hello, Ann!
 A: Ann is a student from the Academy of Labour and Social Relations.
 B: Nice to meet you.
 A: I'm glad to meet you, too.

2

- A: Hello, Mr Brown. This is Nick Black. He is a student of French.
 B: How do you do!
 A: How do you do!
 B: Nick is from London.
 A: Pleased to meet you.
 B: I'm glad to meet you, too.

3

- A: Hello! How are you?
 B: I'm fine, thank you, and you?
 A: Very well, too. Thanks. See you later.
 B: Bye.

- A: Where are you from?
 B: I am from England.
 A: What's the climate like in your country?
 B: It's mild, but it's not always pleasant. The weather is often cold in the North and windy in the East. It's often wet in the West and sometimes warm in the South.
 A: Which season is the best one?
 B: I like spring and summer. The days are long and the nights are short. Our climate is not very good, but it's certainly interesting. It's our favourite subject of conversation.

- A: Who are you?
 B: I am Jim Brown.
 A: And who is that boy?
 B: It's Tom Brown, my brother.
 A: And who is that girl reading a newspaper?
 B: The girl who is reading a newspaper is Mary Brown, my sister.

- A: Is James Brown any relation to you?
 B: Yes, he is my son.
 A: Is Alice Hall any relation to your wife?
 B: Yes, she is her niece.
 A: Are you any relation to Sam Brown?
 B: Oh, no! We are just namesakes! (однофамильцы).

Exercise 3. Match the questions on the left with the answers on the right.

- | | |
|--------------------------|--------------------------|
| 1. Where are you from? | a. How do you do? |
| 2. Where is my pen? | b. Fine, thank you. |
| 3. Who's your doctor? | c. 32 Green Street. |
| 4. What's your name? | d. Not bad, thanks. |
| 5. What do you do? | e. It's under your book. |
| 6. How do you do? | f. John Harris. |
| 7. How are you? | g. Spain. |
| 8. And you? | h. Doctor Wagner. |
| 9. What is your address? | i. I'm a student. |

Exercise 4. Read the text and ask as many questions as you can.

Biography

My first name is Ann. My last name is Nilova. I am seventeen. I was born in a small town near Moscow. Both my father and my mother are

employees. I went to school in my native town. After finishing school I entered the Teachers Training College in Moscow. Now I am a Muscovite.

We have a good three-room apartment in a new district. The rooms are large and sunny, we have a living room, a bedroom and a children's room. We like our district, there is a supermarket and a cinema across the street, and there are many shops around. There is a park there. Our house is not far from the metro station.

My brother's name is Pete. He is nineteen. He is also a student. He entered the Higher Militia School two years ago. Our family is not very large. We are four. Our mother has much work at home. She is a fine housekeeper and an excellent cook.

Sometimes we go to the country where my grandparents live. They are very glad to see their grandchildren. Their house is near the river. Behind the house there is a large garden.

Exercise 5. Make up your own story. These questions may help you:

1. Are you a student now?
2. Is your friend a worker?
3. Is your mother an economist?
4. Are your parents retired?
5. Where are your grandparents?
6. Who is your father's chief?
7. Who is your chief/teacher of English?
8. What is your sister's name?
9. How old is your brother?
10. Where is your friend now?
11. Are your parents old?
12. How many rooms are there in your flat?
13. Is your flat in the centre of Moscow?
14. Are you married?
15. Where are you from?
16. Are you fond of reading (music, sport)?
17. What are you good at?
18. What is your hobby?
19. How many people are there in your family?
20. Have you got a computer?

PRACTICE

Exercise 1. Train your pronunciation. Read the following sentences after the teacher:

- | | |
|----------------------------|----------------------------|
| This is the thing that... | Is this the thing that...? |
| This is the theory that... | Is this the same thing? |
| This is the story that... | Is this the same zone? |
| This is the song that... | Is this the Zoo? |

- | | |
|------------------------|------------------------|
| What's this? | What's the problem? |
| What's that? | What's the trouble? |
| What's the matter? | What's the reason? |
| What's the idea? | What's the difficulty? |
| What's the difference? | What's the objection? |

Exercise 2. a) Put in the verb *to be* in the correct form.

1. I ... a student. 2. He ... an economist. 3. We ... workers. 4. They ... doctors. 5. You ... a lawyer. 6. She ... a secretary. 7. You ... managers. 8. It ... a cat. 9. These girls ... very strange. Where ... they from? 10. I ... fond of sports. 11. Jane ... married, but Nick and John ... single. 12. You and Kate ... here for the first time. 13. We ... at the lesson now. 14. He ... a businessman and his wife ... a model. 15. They ... my friends, but who ... he? 16. Where ... your car? 17. I ... an artist, and what ... you? 18. Here ... all the money I've got on me. 19. Helen ... Russian. She ... twenty. She ... a good student. She ... not married. She ... single. Her eyes ... blue. She ... beautiful. She ... from the Urals. She ... fond of music. She ... interested in foreign languages. She ... good at swimming. Her favourite seasons ... spring and summer. Her friend's name ... Nick. He ... twenty. He ... not a student. He ... a singer. He ... tall and handsome. His hair and eyes ... black. His new car ... red. They ... good friends.

b) Answer the following questions:

1. Are we in London? 2. Is Mrs Smirnova a teacher of English? 3. Is he a student or a banker? 4. Is Helen a student? 5. Are you 18? 6. Are you a manager? 7. Who is this man? 8. Where is his car? 9. What colour is it? 10. Is your friend tall or short?

Exercise 3. Match the questions with the answers.

- | | |
|-----------------------|-----------------------------|
| 1. Are you Russian? | a. Fine, thank you. |
| 2. What's your name? | b. No, I'm single. |
| 3. How are you? | c. Yes, I am. I am Russian. |
| 4. Who is that girl? | d. My name is Alex. |
| 5. What do you do? | e. She is Helen. |
| 6. Are you married? | f. I'm an economist. |
| 7. What does she do? | g. I'm twenty. |
| 8. Where is she from? | h. That's a pen. |
| 9. How old are you? | i. She's a doctor. |
| 10. What's that? | j. She is from Minsk. |

Exercise 4. Complete the dialogues, translate the sentences into English where necessary.

1. — Добрый день! Как дела?
— Fine, thank you. And you?
— Все в порядке, благодарю вас.
2. — Let me introduce my friend to you. This is Mr Brown.
— Здравствуйте, господин Браун.
— I'm happy to meet you, too.
3. — It's a fine day today.
— Вы правы, сегодня прекрасный день.

Exercise 5. Make the following sentences interrogative and negative:

1. It is 10 o'clock now. 2. They have got five children. 3. You are late. 4. He is hard-working. 5. We have got a small cottage. 6. I have much time. 7. We are students. 8. She has got many English books. 9. There are 14 floors in their house. 10. I am from Kiev. 11. His name is Steve. 12. He is a first-year student. 13. He is twenty. 14. They are at home. 15. It is warm today. 16. There are 15 employees in his office. 17. The office is large. 18. They are lawyers. 19. Her eyes are green. 20. They are friends.

Exercise 6. Make up 10 questions beginning with: *what, how old, how many, where, what colour, who, what kind of.*

Exercise 7. a) Write down the following nouns in the plural:

mouse	box	roof	foot	dress
city	month	mountain	knife	country
man	pen	eye	house	ox
company	child	formula	match	bus
goose	leaf	crisis	potato	
star	tooth	woman	glass	
shelf	wife	story	waiter	

b) Use them in sentences of your own.

Exercise 8. Use the verb *to be* in the correct form. Translate the sentences into Russian.

1. Paper ... very expensive today.
2. How many pieces of furniture ... there?
3. His watch ... ten minutes slow.
4. No news ... good news.
5. These trousers ... too small.
6. The furniture ... very old.
7. There ... mice in my country house.
8. Where on earth ... the scissors?
9. My friend says that physics ... a very interesting subject.
10. Good wines ... the best buys before Christmas.
11. His staff ... very efficient.
12. Statistics ... the study of figures.
13. Clothes ... part of the image.
14. My knowledge of English ... very limited.
15. English money ... not accepted here.
16. Say how many members ... there in your family? — There ... five persons.

Exercise 9. Use *to be* or *to have/to have got* in the present simple tense.

1. How ... you? 2. What ... her name? 3. How old ... you? 4. There ... many mistakes in the text. 5. My friend ... bad habits. 6. You ... welcome. 7. Sam and John ... friends. 8. She ... a little child. 9. He ... out. 10. The metro station ... far from my house. 11. They ... a new flat. 12. Who ... at home? 13. What country ... you from? 14. He ... a big car. 15. We ... late. 16. Her name ... Mary. 17. Her eyes ... grey. 18. I ... happy. 19. She ... many aunts and uncles. 20. It ... a nice day.

Exercise 10. Use the right possessive pronoun.

1. What is this? — This is (*I*) bag.
2. Is Mr Bell (*he*) teacher or (*you*)?
3. These are our flowers and those are (*they*) apples.
4. These pictures are (*they*) and those are (*he*).
5. These are (*we*) coats and those are (*they*).
6. Whose books are these? — They are (*I*).
7. Is this (*you*) watch? — No, it isn't. This watch is (*she*).
8. This house is high. (*It*) windows are large.
9. These are (*he*) pencils and those are (*we*).
10. That is not (*I*) bag, that is (*she*) bag.
11. There is milk in (*I*) glass.
12. There is no salt on (*we*) table.
13. Is (*he*) textbook new or old? — It is new.
14. Are (*they*) dresses short or long? — They are short.
15. Whose things are these? — They are (*we*).

Exercise 11. Match the Russian sentences with their English equivalents.

- | | |
|--|--|
| 1. Он твой брат? — Да. | a. Is he a good lawyer? |
| 2. Она хорошая или плохая студентка? | b. I am a happy person. |
| 3. Я их знаю, они наши студенты. | c. He is my friend. |
| 4. Я из Сочи. | d. I know them. They are our students. |
| 5. Ее книга очень интересная. Прочти ее. | e. Which of them is our teacher? |
| 6. Где твоя книга? — Она на твоём столе. | f. I am from Sochi. |
| 7. Он хороший юрист? | g. Is she a good or a bad student? |
| 8. Где их дети? — Они в саду. | h. Is London a large city? |
| 9. Ты ученик? — Да, я ученик. | i. My father is a worker. |
| 10. Я счастливый человек. | j. Are you a pupil? — Yes, I am. I am a pupil. |

- | | |
|---------------------------------|--|
| 11. Мой папа — рабочий. | k. Is Ann a doctor? — No, she is a lawyer. |
| 12. Кто из них наш учитель? | l. Her book is very interesting. Read it. |
| 13. Лондон — большой город? | m. Is he your brother? — Yes, he is. |
| 14. Он мой друг. | n. Where is your book? — It is on your table. |
| 15. Аня врач? — Нет, она юрист. | o. Where are their children? — They are in the garden. |

Exercise 12. Put in the right form of the verb *to be*. Translate the sentences into Russian.

1. English ... an international language.
2. My family ... in Africa.
3. Russian ... my native language.
4. January ... the first month of the year.
5. Geography ... an easy subject.
6. London ... the capital of Great Britain.
7. New year ... my favourite holiday.
8. Washington ... the capital of the USA.
9. May and June ... beautiful months in Moscow.
10. History ... an interesting subject.
11. Cigarettes ... not good for your health.
12. Coffee ... expensive.
13. Moscow ... the capital of Russia.
14. A tiger and lion ... wild animals.
15. A dog ... a man's friend.
16. My friend ... from St. Petersburg.

Exercise 13. Put the verb *to be* in the plural and change the sentence accordingly:

1. I am always glad to see them. 2. When is he free? — He is free in the evenings. 3. She is so happy! 4. When is he at home? — He is at home in the morning. 5. Who is ill? — My mother is. 6. Are you hungry? — No, I am not. 7. Is your sister at school? — No, she isn't. She isn't at school. 8. Who is away? — Petrov is away. 9. Am I right? — Yes, you are. 10. How are you? — I'm quite well, thank you. 11. Are you tired? — Yes, I am. 12. There is a woman in the room. 13. Who is absent? — Ivanov is. 14. I am thirsty. 15. She is wrong.

Exercise 14. Translate these sentences into English:

1. Он студент. Его зовут Виктор.
2. Вы бизнесмен? — Нет, я преподаватель.
3. Она сейчас не в Лондоне. Она в Париже.
4. Меня зовут Петр. Я юрист.

5. Английский язык очень трудный. Это официальный язык Великобритании, США, Канады, Австралии и Новой Зеландии.
6. Кто вы по профессии? — Я юрист.
7. Английский — ваш родной язык?
8. Откуда вы родом?/Из какой вы страны?
9. На этой улице нет библиотеки.
10. Сколько комнат в вашей квартире? — Три.
11. У меня нет автомобиля.
12. Я никогда не опаздываю.
13. Я всегда рад их видеть.
14. Когда он свободен? — Он свободен по вечерам.
15. Она так счастлива!
16. Когда они бывают дома? — Они бывают дома по утрам.
17. Кто болен? — Моя мама больна.
18. Ты голоден? — Нет.
19. Твоя сестра в школе? — Нет, она не в школе.
20. Кто отсутствует? — Петров.
21. Я прав? — Да, ты прав.
22. Как вы себя чувствуете? — Хорошо, спасибо.
23. Вы устали? — Да.
24. Какая погода сегодня? — Холодно.
25. Кто отсутствует? — Все присутствуют.
26. Я хочу пить.
27. Ты не прав.

Exercise 15. Match the English sentences with their Russian equivalents.

- | | |
|---|--|
| 1. They have much old furniture in their new flat. | a. У меня есть компьютер на столе. |
| 2. There are few computers in the office. | b. На моем столе телефон. |
| 3. There are four employees in the accounts department. | c. Сколько сыра в холодильнике? |
| 4. We have a fridge in our office. | d. В вашей библиотеке есть английские книги? |
| 5. There are five markers on her desk. | e. В твоём новом офисе нет сканера. |
| 6. Are there any English books in your library? | f. У него на столе книги. |
| 7. There is a telephone on my desk. | g. В офисе мало компьютеров. |
| 8. Is there a fax machine in your office? | h. На её столе пять маркеров. |
| 9. How much cheese is there in the fridge? | i. У них много старой мебели в новой квартире. |

10. He has some books on the desk. j. У нас есть холодильник в офисе.
11. I have a computer on my desk. k. В вашем офисе есть факс?
12. There is no scanner in your new office. l. В бухгалтерии четыре сотрудника.

Exercise 16. a) Read the text and use the articles where necessary. Retell the text.

Paris

There are many ... big cities in ... France. They are Paris, Marseilles, Lyon and others. Paris is ... capital of ... country. It is ... large political, cultural and trade centre of France. There are a lot of historical buildings, monuments and ... museums there. They are in ... centre of ... city.

Paris is ... green city. There are beautiful parks, squares and wide streets in ... city. There is ... underground there, too. It is ... big industrial centre of France. There are many plants, banks and offices there.

There are many modern buildings, institutes and universities in ... Paris. There are some new and some old districts there. There are many interesting monuments in ... old districts, too.

b) Ask all types of questions according to the models:

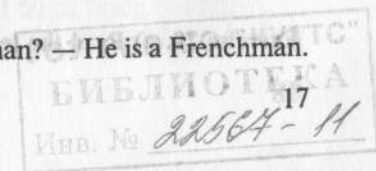
- Models:**
1. Are there many museums in Paris?
 2. Is Paris a green city?
 3. What is the capital of the country?
 4. Are there many new or old buildings in France?
 5. There are many monuments in the old districts, aren't there?
 6. What is there in France?
 7. Why is there an underground in Paris?

Exercise 17. Make sentences putting the words in the correct order.

1. got / you / brothers / any / have?
2. are / brother / in / my / London / and / friend / her
3. me / is / Ann / name / excuse / your / Smith?
4. from / where / Philip's / is / father?
5. Lucy / are / her / students / and / brother?
6. English / am / school / a / at / student / language / I / an
7. good-looking / and / are / very / they / tall

Exercise 18. Use the articles a, an, the where necessary. Translate the sentences into Russian.

1. Warsaw is ... capital of ... Poland.
2. Is this worker ... Englishman or ... German? — He is a Frenchman.



3. ... Urals are ... oldest mountains on the Earth.
4. ... English prefer to have their own houses.
5. My friend has ... black horse of his own whose name is "Star".
6. ... poor (pensioners and elderly people) are socially unprotected in this country.
7. In my opinion, ... unemployment is one of ... most serious social problems in ... Russia nowadays.
8. Have you got any English book in ... original in your library?
9. The dollar, which is ... monetary unit in ... USA, today has ... slang name "a buck".
10. There is ... very interesting museum of ancient and modern toys in ... town of Chester, which is situated in ... northwest of England.
11. The capital of ... Scotland is Edinburgh. It is ... ancient city which is famous for its wonderful castles.
12. Wales is ... small mountainous country in the east of ... Great Britain.
13. The people whose English is fluent can read ... works of ... greatest writers in the original.
14. There are practically no traffic jams on ... New Zealand's roads.
15. The deepest rivers in Russia are ... Yenisei and ... Lena in Siberia, but ... deepest river in the world is ... Amazon.
16. There are more than 80 Federation Subjects in ... Russian Federation.
17. Mary is afraid of ... dogs.
18. ... coffee is more expensive than ... tea.
19. ... great many persons speak English.
20. Out of ... sight, out of ... mind.
21. Hi there, ... friends! ... my name is Grace Gusto. I am ... actress. I'm from ... Paris. I've got ... flat in ... Paris and ... house in ... Hollywood with ... swimming pool. I've got ... new Rolls-Royce and ... lot of ... money in ... bank. I've got ... husband and ... three wonderful children in ... Hollywood.

Exercise 19. a) Memorize the following adjectives. Use a dictionary to find the meaning of the words you don't know.

active	clever	intelligent	punctual
calm	friendly	interesting	serious
capable	generous	kind	sincere
careful	good-humoured	nice	sympathetic
charming	hard-working	patient	wise
cheerful	helpful	practical	unselfish

b) Write out ten adjectives to describe a good teacher/manager.

Exercise 20. a) Read the text and make up questions.

Appearance

My friend's father is tall. He has large hands and his feet are size 44. He has short, dark hair. He is a cheerful person. He wears glasses. His eyes are steel grey. He is 45. His name is Ivan Ivanovich Ivanov. He is a book-keeper.

His mother is a very different person. She is good-looking. She's short and slim. She has small hands and feet. She has long straight fair hair. Her cheeks are rosy. She has long eyelashes which she darkens with mascara. Her favourite colours are red and light-blue. Her name is Ivanova Mariya Nikolayevna. She is 40. She is a teacher of English.

His 20-year-old sister is a secretary at a large business. She uses lots of make-up, and has fantastic hairstyles. She is tall and slim. Her full lips are always red. She's hard-working and nice.

Her boss is an elderly man, rather short and stout. His hair is grey and thin and he's bald on top. He's always clean-shaven. He dresses very well: a white shirt, a dark suit with a matching tie and black leather shoes. He is a serious and punctual man.

b) Describe the appearance of your boss, friend or relative. You may need the questions:

1. What does he/she look like?
2. What's his/her hair like?
3. What does he/she usually wear?
4. What's his/her favourite colour? etc.

Exercise 21. Read and reproduce the following dialogues. Work in pairs.

1

- A:** I'm very busy and haven't the time to meet my aunt. Could you meet her?
- B:** Well, I have time all right, but I've no idea what she looks like.
- A:** Oh, that's easy. She's the first person you see in a crowd. She likes loud colours and she wears wide-brimmed hats with a pile of flowers on top. It's impossible not to notice her. She usually has a big trunk and a number of small bags. She wears shoes with extremely high heels.
- B:** Oh, she isn't a nice person, is she?
- A:** Oh, no. That's only her appearance. She's really a wonderful person, with a good sense of humour. She is very interested in other people. My aunt is very generous and helpful. She has a lot of friends who would die for her. By the way, she may have a couple of them along with her.
- B:** Oh, Lord! Have mercy on me!
- A:** Mind you! Take a large car to meet her.

- A: What must he wear at the party?
 B: Formal dress: a white shirt, a dark suit and tie and black shoes.
 A: He doesn't like formal clothes. He prefers to dress in jeans, pull-overs, sweaters and trainers.
 B: Well, this time he has to dress up.

Exercise 22. a) Choose the proper words from the list below:

- Mr Hawk is not a very ... person. He is a clerk. He is a ... in an office in London. He is a man ... imagination. He is a dreamer.
- Mr Baxter is a very important He is a manager and believer in strict He is always ...-dressed and punctual. Mr Baxter is a ... of great energy and he is very successful, but he is not very happy. He is ... little too ambitious. He would like to become an ...
- Miss Clara Flight is a pretty ... with a good figure and an interesting face. She is ... well-dressed. Miss Flight is a secretary in an ... in London. ... is a hard-working girl. Clara is fond of ... and films. She would like to be a ... star, and to visit Paris and
- Mr Baxter ... very well-off. He has a big ... and a very nice house. The car is new and very The house is ... and comfortable, but it is not new. It is Victorian House with all the ... facilities installed: central heating, gas, electricity and air-conditioning. Mr Baxter has (got) a ... in the house.

girl; with; modern; ambassador; always; clerk; expensive; a; Hollywood; important; car; well; man; computer; film; she; large; office; person; music; discipline; is

b) Answer the questions:

- What sort of man is Mr Hawk?
- Is he an ordinary clerk?
- What sort of man is Mr Baxter?
- What would he like to become?
- What sort of girl is Clara?
- What is she fond of?

Exercise 23. Read the following proverbs and sayings and give their Russian equivalents. Learn the proverbs by heart.

- Nothing is impossible to a willing heart.
- A friend in need is a friend indeed.
- There is no smoke without fire.
- There is no place like home.
- If there is a will, there is a way.
- It's Greek to me.
- It's too good to be true.
- A cat has nine lives.

- Time is money.
- East or West, home is best.

Exercise 24. Read and reproduce the jokes and sayings.

1	Sign seen in a store window. "English spoken — American understood."
2	Where's Your Rifle?

- Where's your rifle, soldier?
 — I haven't got it.
 — Haven't got it? What's the good of you? What do you call a soldier without a rifle?
 — An officer, sir!

3	How Big?
4	The jack of all trades is master of none. The workman is known by his work.

- How big is an aircraft carrier?
 — What kind of aircraft carrier?
 — A big one.
 — How big?

TEST 1

Task 1. Choose the suitable word(s). Keep in mind that only one variant is correct.

- A: Hullo, Janet. 1 you today?
 B: 2 fine. And you?
 A: Very 3, thank you.
 B: 4 your mother today?
 A: 5 London.

1	A Who are	B How are	C Who is	D How is
2	A I'm	B Am	C I	D Am I
3	A good	B fine	C well	D best
4	A When is	B Where is	C When are	D Where are
5	A On	B At	C In	D Of

- 2) A: Is this 6 car?
 B: No, it's 7. He is 8 there.
 A: Is he 9?
 B: Yes, but his car 10 American.

6	A you're	B you	C your	D yours
7	A of Mr Brown	B to Mr Brown	C Mr Brown's	D a Mr Brown
8	A this man	B that man	C this men	D that men
9	A England	B English	C an English	D a English
10	A it	B it's	C is	D its

- 3) A: Where are Tony and Mary?
 B: They 11 the bus stop. They're going 12 school.
 A: Have they got 13 books?
 B: Yes, Mary is reading 14 book, and Tony 15 books in his bag.

11	A are at	B are	C is at	D is to
12	A in	B on	C at	D to
13	A there	B they're	C their	D they
14	A her	B she	C she's	D hers
15	A have her	B has her	C have his	D has his

- 4) A: There's an English book 16 the table. 17 it?
 B: It's 18. Have you got 19?
 A: No, I haven't got 20.

16	A in	B on	C into	D onto
17	A Who is	B Whose	C Who's	D Whose is
18	A of me	B me	C my	D mine
19	A dictionary	B some dictionary	C any dictionary	D a dictionary
20	A a	B one	C some	D any

Task 2. Translate the sentences into English:

- Английский язык — международный язык.
- Том и Мэри сейчас в Москве.
- Русский язык — мой родной язык.
- Январь — первый месяц года.
- Твой брат студент? — Да.
- Они ведь сейчас не в Лондоне, не так ли?
- Новый год — мой любимый праздник.
- Вашингтон — столица США.
- Май и июнь — прекрасные месяцы в Москве.

- История — интересный предмет.
- Сигареты вредны для вашего здоровья.
- Кофе дорогой.
- Он сейчас в Лондоне или в Париже?
- Собака — друг человека.
- Ее муж бухгалтер или инженер?
- Кто твой друг? — Он студент.
- Кто бизнесмен? — Я. И мои друзья тоже.
- Интересно, твой отец банкир? — Да.
- Они молоды и счастливы.
- У них есть компьютеры на столах.
- На моем столе телефон.
- В нашем офисе есть холодильник.
- Чем он увлекается?
- У них новая машина и старый дом в деревне.
- Кто этот джентльмен? И откуда он?
- Вы женаты/замужем?
- Чем он занимается? Кто он по профессии? — Он работает бухгалтером.
- Вы находитесь в родстве с Элис Холл? — Да, мы брат и сестра.
- Как их зовут?
- Они музыканты?

Task 3. a) Read and translate the text into Russian.

Wales (Уэльс) is one of the four countries that make up the United Kingdom of Great Britain and Northern Ireland. Cardiff is the capital of Wales. Its surface is mountainous. The main rivers are the Severn and the Wye. South Wales is a highly industrialized part of the country. Tourism industry is important in the North. But overseas visitors to Wales are fewer than they are to other parts of the British Isles.

In some ways, Wales is the most foreign of the four lands that make up the United Kingdom. The Welsh language is spoken by about two out of ten people in Wales. It is very difficult for English people to spell and pronounce some of Welsh place names such as Llwchwr or Pwllheli.

The survival of the Welsh language is helped and encouraged by local radio and television stations. Welsh is also used for official purposes, for example on government forums, is valid in the law courts, and is taught in most schools. All stations in Wales have their names in both Welsh and English. Many official documents are also in English and Welsh. There are special TV and radio programmes in Welsh.

b) Ask ten questions on the text.

Task 4. Translate the following text into Russian in writing using a dictionary.

The English used in different parts of the world differs in many ways. There are differences in pronunciation and spelling of the British and American terms. For example, Americans and Englishmen will pronounce differently the words **clerk**, **dance**, **necessary**, etc. Americans write **labor**, the British write **labour**, Americans write **center**, the British write **centre**. And in the many countries where English is used, the slang and idiomatic expressions are different, too.

The English language is interesting because it varies from place to place, and because it is a living, ever-changing language. Nevertheless, Americans, Englishmen, Canadians and people from many other parts of the far-spread English-speaking world have little or no difficulty in understanding one another.

Nowadays more and more agreements are made in English, for English is universal business language. Joint ventures, bank loans, and trademark licenses are frequently written in English.

Business letters may be divided into official and semi-official. The first kind of letters is characteristic of those people working in business: an executive, a department manager, a salesman, a secretary or a specialist in business and technology. But also many people want to buy something, to accept an invitation or to congratulate somebody — this is a kind of semi-official letters.

UNIT TWO

CAREER CHOICE

Grammar: The Possessive Case of Nouns.
The Plural of Nouns. Articles.
The Present Simple Tense.

TEXT A

MY FUTURE PROFESSION

Choosing your future profession or trade is a difficult choice, but an important one; nobody else can make it for you.

I want to tell you about my plans for the future. I would like to work with people rather than with figures and numbers. I want to travel much and see other places and meet different people. One of the opportunities for this is to work for a foreign enterprise in Russia or to work abroad for a big national company. You also travel much if you work for the travel agency. It is logical. And as far as I know, this kind of job is well paid!

Of course, it is quite difficult to qualify for such a job. You need a very good educational level and good command of spoken and written foreign language, computer skills and, finally, some experience.

My school gives a very good background knowledge. But we don't have many practical courses. The only opportunity to gain the practical knowledge of the subject is to work somewhere during the summer vacation.

I also think that it is quite impossible to have a sufficient level of English after finishing the secondary school. It is also necessary to have classes outside the University because two or four hours a week is not enough and the groups are so large as a rule.

One more factor which really helps to have a good command of English is the communication with native speakers. And, of course, reading books in English helps a lot. It is especially useful to read books on marketing, business, economics and management in the original. When one knows the special vocabulary of the subject, it will be much easier to communicate with your colleagues from other countries.

As you know, English is world recognized as an international business language. But, of course, English only is not enough. There are still countries and people who prefer to use their native languages.

Firms need specialists in management, law, accounting and marketing. Employers need young and energetic employees. There is no legal enterprise which wants to hire lazy employees who have no computer skills and have 10 tea, coffee or smoke breaks a day.

Vocabulary Notes

Под словом **profession** англичане понимают, как правило, *занятие*, требующее специальной длительной подготовки (высшего образования), как, например, **lawyer, teacher, architect, doctor, librarian, reporter, nurse, manager, social worker, accountant, sociologist**. **Profession** часто противопоставляется слову **trade** *занятие, ремесло, способ добывания средств существования*, например **carpenter, tailor, smith, shoemaker**. К слову **profession** близко по значению слово **career**.

to choose (chose, chosen)	- выбирать
to make a choice	- делать выбор
rather than	- нежели
figure	- цифра, сумма
opportunity	- возможность
enterprise	- предприятие
well-paid job/work	- высокооплачиваемая работа
to qualify for	- иметь право на; годиться для чего-либо
educational level (level of education)	- уровень образования
a good command of a foreign language	- хороший уровень владения иностранным языком
experience	- опыт
background knowledge	- основные знания
to gain	- приобретать
sufficient	- достаточный
native speakers	- носители языка
lazy	- ленивый
employer	- наймодатель, работодатель
accountant	- бухгалтер
manager	- управленец

Add to your active vocabulary:

PR specialist (PR = public relations)	- специалист по связям с общественностью
prestigious job/work	- престижная работа

entrepreneur, businessman	- предприниматель
state-employed	- государственный служащий
white-collar worker	- «белый воротничок», работник умственного труда
blue-collar worker	- работник физического труда
skilled worker	- квалифицированный рабочий
unskilled worker	- неквалифицированный рабочий
to look for a new job/work/position	- искать новую работу
to retire	- уходить на пенсию
to be unemployed	- быть безработным

Exercise 1. Guess the meaning of the following words, pay attention to the word-building suffixes *-er/-or, -ist, -cian*.

journalist, designer, sociologist, chemist, biologist, biochemist, dentist, doctor, businessman, farmer, physicist, physician, computer operator, electrician, mechanic, model, actor, ecologist, politician, lecturer, professor, conductor, pilot, geologist, architect, jockey, manager, director, producer, sportsman, footballer, specialist, policeman, musician, pianist, detective, economist, steward, captain, interpreter, engineer, archaeologist, secretary, cook, mathematician, composer

Exercise 2. a) Match the job titles on the left with their descriptions on the right.

1. chauffeur	a. A person who delivers letters.
2. dentist	b. A person who sells meat.
3. postman	c. A person who mends or makes things with wood.
4. surgeon	d. A person who drives a car.
5. butcher	e. A person who sells flowers.
6. carpenter	f. A person who operates on people.
7. baker	g. A person who rides horses in races.
8. florist	h. A person who looks after people's teeth.
9. greengrocer	i. A person who digs coal from the ground.
10. jockey	j. A person who sells fruit and vegetables.
11. miner	k. A person who looks after people's eyes.
12. optician	l. A person who makes and sells bread.

b) Match each job in list A with an appropriate place in list B. More than one answer may be possible.

A	cashier, farmer, mechanic, typist, cook, photographer, hairdresser, miner, pilot, vicar, dentist, librarian, musician, porter, waiter, doctor
B	hospital, bank, garage, studio, kitchen, coal-mine, cockpit, hotel, office, surgery, salon, field, concert hall, restaurant, church, library

Exercise 3. a) Read the following text and answer the questions below.

Very often hobbies help you to choose your future profession. A hobby is what you like to do in your spare time. If you have got a hobby according to your character and taste, you are lucky because your life becomes more interesting and exciting.

Hobbies differ like tastes. The most popular hobbies are philately, collecting coins, post-cards and books.

Some people are interested in photography. And others are keen on music. People living in cities are fond of spending their spare time in the country. For example, gardening and growing flowers, especially roses, are the most common hobbies among Englishmen. Many people are fond of hunting, fishing or playing different computer games.

1. What is your hobby?
2. Does your life become more interesting if you have a hobby? Why?
3. Are you interested in drawing, dancing or sports?
4. Do you like hiking?
5. Do you collect stamps, stones or shells?
6. What are the most popular hobbies among Russian people?
7. Does hobby help to choose profession?

b) Make up stories about your friends' and relatives' hobbies. Use the following words and word combinations:

- 1) an aquarium; different kinds of fish; a parrot, a hamster, a dog, a cat; to take care of; to feed; to clean cages; to watch and to study animals;
- 2) to make models of planes and ships; to sail boats; to fly a plane; to display the models;
- 3) to draw pictures; to colour pictures; to go to art museums;
- 4) to take photos; to go on excursions and exhibitions; to take pictures of old buildings, beautiful places of the city;
- 5) to make a bird-house; to feed birds in winter; to give corn/bread/nuts; to study birds

Exercise 4. a) Fill in the following questionnaire:

What are your hobbies and special interests?

A

B

C

Now list the jobs related to your hobbies and interests.

- A 1. _____ B 1. _____
2. _____ 2. _____

What are you good at?

List five things you would like to do.

1. _____
2. _____
3. _____
4. _____
5. _____

What don't you like about your present job/college?

List five jobs which you can see yourself doing now or in the future.

b) Show your questionnaire to your family and friends and discuss it with them. How well do you know yourself?

Exercise 5. Think and answer.

1. What is a hobby?
2. Do you have many different hobbies?
3. What do you usually do in your spare time?
4. Do you know what your mother's hobby is?
5. Do you learn more interesting things about the world, people, countries and nature if you have a hobby?
6. What are you fond of?
7. What subjects are you interested in?
8. What can you do well?
9. You want to follow in your father's footsteps, don't you?
10. Why do you want to become an accountant/a lawyer/a manager/an economist?
11. Which of the following are you most interested in?
 - numbers
 - languages
 - colours, forms
 - dance, athletics
 - computers
 - words, ideas
 - tools and materials
 - music
 - cars
 - animals
12. What kind of work do you prefer?
 - physically active work
 - work done alone
 - routine work
 - creative work
 - work done outdoors
 - work done for yourself

- George:** Where do you work in your spare time, Sallie?
Sallie: At the baker's shop at the corner of my street.
George: How did you get the job?
Sallie: Oh, it was very easy. I went to the shop and the lady who owns it told me how busy she is every Saturday. I offered to come and help her.
George: How much do you get?
Sallie: Oh, not much. She pays me two dollars an hour. So if I work for eight hours, I get 16 dollars.
George: Well, that's pretty good for one's day work. I only get 12 dollars a week for working every morning.
Sallie: I didn't know you work, too. What do you do?
George: I do newspapers round (разношу газеты).
Sallie: Don't you have to get up early, before school, to do that?
George: Yes, I get up at half past six every morning.
Sallie: That's why you nearly fell asleep in a German class yesterday!
George: I deliver newspapers to your house, too.
Sallie: But I've never seen you.
George: Of course, not! You are still fast asleep when I come around.
Sallie: I suppose you get up early on Sundays, too?
George: Yes, Sunday is the busiest day of all. Everyone has more papers on Sunday because they have more time to read them. But it's worth it (стоит того). I'm going to buy a new guitar next week.
Sallie: And I'm trying to save for vacation in Germany. I want to go with my friend Carol, who goes baby-sitting (сидеть с ребенком) two evenings a week. She gets three dollars a night for that and all she does is sit and watch television with the children!
George: I wish I could do that!

Exercise 1. Answer the questions.

1. Why do schoolchildren in Britain and America work in their spare time?
2. What jobs do they take?
3. How much money do they get for their work?
4. Do they work every day?
5. Where do you work in your spare time?
6. Have you got any summer work experience?
7. Do you combine work and studies? Is it difficult?
8. What is your job?
9. Can you use a computer?
10. How many hours a day do you work?

Exercise 2. Read and memorize the following speech patterns:

INTRODUCTION

ЗНАКОМСТВО

- Let me introduce Mr A to you. — Позвольте представить вам господина А.
 — I'd like you to meet Mr A. — Мне хотелось бы познакомиться вас с господином А.
 — Nick, meet my friend A. — Ник, познакомься с моим другом А.
 — Nice/glad/pleased to meet you. — Приятно/рад познакомиться с вами.
 — Where does Mr A come from? — Откуда приехал мистер А?
 — What town do you live in? — В каком городе вы живете?
 — What town are you from?

* * *

- May I introduce myself? — Разрешите представиться.
 — Excuse me, are you Professor Gordon? — Извините, вы профессор Гордон?
 — What's your occupation? — Чем вы занимаетесь?
 — What do you do (for a living)?
 — What company are you with? — Где вы работаете?
 — Where do you work?
 — Who do you work for?
 — What's your speciality? — Какая у вас специальность?

SAYING GOODBYE

ПРОЩАНИЕ

- Goodbye. — До свидания. / Прощайте.
 — Bye-bye.
 — Bye.
 — See you later. — До скорой встречи.
 — See you soon.
 — See you on Sunday. — До встречи в воскресенье.
 — Good luck. — Счастливо. / Желаю удачи.

Exercise 3. Read the dialogues and learn them. Make up your own dialogues.

1

- A:** Who are you?
B: I'm Jimmy.
A: What is your first name?
B: My first name is James.
A: What is your surname?

B: My surname is Brown.
A: What is your full name?
B: My full name is James C. Brown.
A: What does the letter C stand for?
B: It stands for "Clarke".

2

A: Excuse me.
B: Yes?
(What is it?)
A: I think we know each other.
B: Well, I don't know you. Who are you?
A: I'm Bob Miller and you are Robert Small.
B: I'm afraid you are mistaken. I'm Ted Pitkin.
A: Oh, awfully sorry. I beg your pardon.
B: That's all right (OK).

3

A: What is your name?
B: My name is Alec Spencer.
A: Say it again, please. Rather — spell it.
B: S-p-e-n-c-e-r.
A: Thank you, that's all right.

4

A: Have you (got) a sister or a brother, Tom?
B: I've (got) a sister. She is 12.
A: What's your sister's name?
B: Helen.
A: What is her hobby?
B: She is fond of collecting coins.
A: Does she speak Spanish?
B: No, I'm afraid not.

5

A: I'm tired. Let's have a break.
B: All right. Let's talk about you and your family. You are married, aren't you?
A: Yes, I am.
B: What's your husband's name?
A: Pete. He's a lawyer.
B: You have children, haven't you?
A: I have (got) a daughter.
B: What's her job?
(What does she do for a living?)
A: She's a programmer.

B: I see. Are you still tired?
A: No, let's continue our work.

6

A: Is your colleague's name Brown?
B: No, his name is Smith.
A: Is he an accountant?
B: No, he's not.
A: What's his job?
B: He's a banker. Shall I introduce you to him?
A: Yes, please.

Exercise 4. a) Choose the proper words from the list below.

The Family Album

Pete: There are many photos in your family ..., Kate. Could you ... me about the people in the pictures?
Kate: All right. Look here. This is our family ... on the first page. This is my father, mother, my ... sister and myself.
Pete: Oh, your parents look very young. How ... are they?
Kate: My father is 42 and my mother is She is a shop assistant.
Pete: And your father? He wears the uniform. Is he a ... man or a militiaman?
Kate: He is a military man and ... in the Far East.
Pete: Is this the picture of ... grandparents?
Kate: You are right. They are My granny is fond of gardening.
Pete: And ... photo is this?
Kate: My friend's. Her ... is Ann. She is pretty, isn't she?
Pete: She is very ... Is she your classmate?
Kate: Oh, no. Ann is a student. She lives next ... to me. I have many girl-friends at school, too.
Pete: I see. And who is ... smiling woman?
Kate: This is my father's elder sister. Aunt Olga is fifty She has a ... daughter Helen. Helen is my She is married and has children of her own. They are ... nephews. Look here! This is Helen's wedding photo.
Pete: Very beautiful!
Kate: And ... you recognize me in this baby?
Pete: It's hardly possible.

younger; serves; 39; military; your; tell; pensioners; album; my; old; door; can; beautiful; name; grown-up; this; photo; whose; cousin; already

b) Bring and describe the photo from your family album.

Exercise 5. Read the text and ask your groupmates 10 questions.

My Friend

I have a lot of friends, but the best one is Natasha. She is different from me in many ways. I think our differences help us get along so well. She is 16. Natasha's father is in business. Their firm deals in modern computers and calculations. Her mother is a designer by education. She works in a large construction company.

Natasha is a tall, slim girl with green eyes. She is serious, and goal oriented. And I like to dream. Natasha says that I take many important things too easy. But I think that Natasha makes problems out of nothing. May be, we just balance each other.

Besides, Natasha is a very punctual person. She always fulfils her promises and she is never late. I try to be that way, too, but I don't always manage.

In spite of our differences, we like to be together. Natasha is serious but she is never dull. We can talk for hours about everything. She is fond of music and foreign languages. Natasha speaks English very well. And my English needs brushing up.

PRACTICE

Exercise 1. Train your pronunciation. Read the following words after the teacher:

agency, figure, enterprise, different, opportunity, logical, qualify, foreign, language, experience, national, general, knowledge, subject, business, economics, original, colleague, energetic, employee, employer, cashier, entrepreneur, chauffeur, surgeon, mechanic, typist, studio, restaurant, church, sociologist, lawyer, buyer

Exercise 2. Form a noun (a doer of the action) with the help of the suffixes -er, -or. Memorize the terms.

Model: to sell — seller

to read	to sing	to manage	to design
to work	to train	to think	to distribute
to teach	to deal	to speak	to produce
to invest	to visit	to build	to supervise
to sail	to dance	to conduct	to conduct
to create	to fit	to wait (on)	to organize
to write	to drive	to run	to translate
to act	to buy	to play	to dream

Exercise 3. a) Match the job titles with their Russian equivalents:

- | | |
|--------------------|-----------------|
| 1. teacher | a. портной |
| 2. librarian | b. художник |
| 3. nurse | c. инженер |
| 4. tailor | d. строитель |
| 5. accountant | e. машинистка |
| 6. shoemaker | f. социолог |
| 7. sociologist | g. охранник |
| 8. lawyer | h. переводчик |
| 9. buyer | i. учитель |
| 10. seller | j. сапожник |
| 11. waiter | k. моряк |
| 12. builder | l. медсестра |
| 13. engineer | m. кассир |
| 14. farmer | n. фермер |
| 15. sailor | o. юрист |
| 16. typist | p. бухгалтер |
| 17. artist | q. библиотекарь |
| 18. interpreter | r. закупщик |
| 19. cashier | s. продавец |
| 20. security guard | t. официант |

b) Arrange the above occupations in two columns: PROFESSIONS and TRADES.

Exercise 4. Answer the following questions:

1. What do teachers do?
2. What does a driver do?
3. What does an interpreter do?
4. What do builders do?
5. What do farmers do?
6. What does a typist do?
7. What do shoemakers do?
8. What does a student do?
9. What does a painter do?
10. What do writers do?
11. What do singers do?
12. What does a doctor do?
13. What does a buyer do?
14. What do fitters of equipment do?
15. What does a conductor do?

Exercise 5. Use the present simple tense.

1. A lot of engineers (*to work*) on this project.
2. Like most people, he (*to love*) his home and his family.
3. It (*to rain*) every day.
4. They

seldom (*to go*) to the movies. 5. He (*to read*) books in three languages. 6. We (*to eat*) porridge every morning. 7. It (*to take*) us half an hour to get to school. 8. Today many high-school graduates (*to go*) on to college. 9. Most young people (*to choose*) their course of studies for themselves. 10. John's father (*to practise*) medicine and he (*to want*) his son also to become a doctor. 11. She (*to take*) private lessons from a college friend's mother. 12. In some countries parents often (*to decide*) what careers their children will follow — especially their sons. 13. Jack's parents (*to refuse*) to pay for his college education if he doesn't study accounting. 14. Jack (*to hate*) mathematics. He (*to want*) to become a commercial artist and to work in an advertising agency. 15. Judith (*to be*) a secretary. She (*to work*) in the office five days a week. 16. Her mother (*to eat*) nothing in the morning. But she usually (*to have*) porridge and a glass of milk for supper.

Exercise 6. a) Make these sentences negative.

I've got a friend. His name is Daniel. He is from Canada. He is a teacher of English. Daniel and me, we teach English at the university. He also knows French and German. He lives in a flat in the centre of the city. We are fond of music and often go to concerts. Daniel likes pets and he's got a dog. He likes living in Russia.

b) Ask general questions.

Jane and Nick are students. They are future financiers. They study at the Academy. English is one of their favourite subjects. Their classes begin at 9 o'clock in the morning. They are always in time for the classes. In class, Jane reads texts and learns grammar rules. But Nick doesn't read texts, he looks at Jane all the time. Nick is very fond of Jane. Nick and Jane speak English to each other.

Exercise 7. Ask questions according to the models. Use the words in brackets.

Model 1: He gets up at 7 every day (*you*).
Do you get up at 7 every day?

1. She takes a course in drawing (*her friend*).
2. Ann goes to college five days a week (*they*).
3. Mrs Brown works hard (*her husband*).
4. Nick studies hard (*Olga*).
5. Colin plays in a band (*John*).

Model 2: Mike is a successful businessman (*Steve*).
Is **Steve** a successful businessman?

1. They are busy (*she*).
2. I am a painter (*you*).

3. She is intelligent (*they*).
4. These boys are students (*those girls*).
5. He is strong and firm (*Tom*).

Exercise 8. a) Read the text. Pay attention to the use of the possessive pronouns.

The Personal Computer

At last we have our own personal computer, PC, at home. We have the Internet, too, and e-mail. My father's firm pays for it every month. Now I want to do all my work on the PC. My sister also loves our PC and wants to do all her homework on it. She doesn't want to write her home tasks in her exercise-books. She wants to write them on the computer and to print them on the printer. But best of all she likes to play computer games. It's her hobby. And they help her English, too. All her friends at school like computer games very much, too. They don't play football in the streets now, they sit at home in front of their PCs and "live" in virtual reality!

Our father doesn't want to use our computer at home. He sits in front of the computer all day in his office. At home he likes to watch TV or video or read his newspapers and journals.

b) Ask all kinds of questions on the text according to the model:

Model:

- | | |
|-----------------------------------|---|
| Does she speak English? | Where does she speak English? |
| Does she speak English or German? | Why does she speak English? |
| How does she speak English? | What language does she speak? |
| Who speaks English? | How many times a week does she speak English? |
| When does she speak English? | She speaks English, doesn't she? |

Exercise 9. Put in one word only, either *whose* or a possessive adjective or a pronoun, in each space:

1
A: ... are those books?
B: They are They've got my name in them.

2
A: ... shirt is this?
B: It's Peter's. It's got ... name in it, so it must be

3
A: ... are those records?
B: They're mine and Jane's. They've got ... names on them, so they must be

4

A: ... dog is that?

B: It's Mr and Mrs Smith's. It's got ... name on ... collar, so it must be

5

A: ... wallet is this?

B: It's Veronica's. It's got ... name inside, so it must be

6

A: All these caps are the same. ... is that one?

B: I think it belongs to you. Yes, it's got ... name in it, so it must be

Exercise 10. Put the following sentences in the plural. Pay attention to the changes of the verbs and to the changes of the demonstrative pronouns.

1. His child studies very well.
2. This man works at our office.
3. In the farmyard we can see a sheep, an ox, a goose and a cow.
4. Put this knife on the table.
5. Why don't you eat this potato?
6. Is this a mouse?
7. Is this lawyer a German or a Frenchman? — He is an Englishman.
8. Does this woman speak Spanish?
9. That ship is an Italian one.
10. This money doesn't make you happy.
11. When does this student play tennis?
12. What kind of texts does this girl print?
13. Does this man speak English or French?
14. Does this manager have dinner at home or at work?
15. I wonder if this teacher goes to work by bus.
16. This pupil doesn't get up at 6 o'clock, does he?

Exercise 11. Put in *this, that, these* or *those* according to the model:

Model: A: Are **those** books over there John's?
 B: No, **these** books here are his.

1. A: Is ... bike over there Betty's?
 B: No, ... bike here is hers.
2. A: Are ... shoes here yours?
 B: No, ... shoes over there are mine.
3. A: Are ... papers over there the teacher's?
 B: No, but ... papers here are hers.
4. A: Is ... pen here yours?
 B: No, ... pen over there is mine.

5. A: Is ... record here yours?
 B: No, but ... records over there are mine.
6. A: Are ... photos over there Tim's?
 B: No, but ... photo here is his.

Exercise 12. Use the articles wherever necessary.

1. She lives in ... centre of ... Moscow.
2. I'd like ... glass of ... water.
3. ... my sister is married to ... farmer.
4. ... man in ... next flat is ... French.
5. Who's ... girl by ... piano?
6. They've got ... boy and ... girl; ... boy is 10 and ... girl is 12.
7. Today is ... only day that I'm free.
8. There are lots of mice here, but where's ... cat?
9. She's got ... dark hair and ... blue eyes.
10. ... house where we live is very small.
11. My friend's family lives in ... private house in ... Vitebsk.
12. For ... week-end we sometimes go to ... village where my mother has ... house.

Exercise 13. Match the sentences with their Russian translations.

1. How do you pronounce this word? a. Почтальон приносит нам почту утром.
2. Their son plays the guitar. b. Илья хорошо говорит по-немецки.
3. Leonid never misses math classes. c. Я еду в центр города на метро.
4. What kind of books do you like to read? d. Я не понимаю, что вы имеете в виду.
5. Nurses take care of patients in hospitals. e. Какие книги ты любишь читать?
6. Anna learns two foreign languages. f. Как часто он ходит в кино?
7. Iliya speaks German well. g. Их сын играет на гитаре.
8. I go to the centre of the city by subway/by tube/by metro/by underground. h. Медсестры заботятся о пациентах в больницах.
9. I don't understand what you mean. i. Леонид никогда не пропускает занятий по математике.
10. The postman brings us mail in the morning. j. Как ты произносишь это слово?
11. My brother works at the library in the evenings. k. Анна изучает два иностранных языка.
12. How often does he go to the cinema? l. Мой брат работает по вечерам в библиотеке.

Exercise 14. Make up questions according to the models:

Model 1: My mother cooks well.
Who cooks well?

1. My friends study at the university. 2. They work at a firm. 3. She never eats chocolate. 4. He doesn't live with his parents. 5. I never miss classes. 6. Sometimes her father spends a whole night at work, preparing his reports. 7. Employers need young and energetic employees. 8. He knows several foreign languages. 9. My friend's children usually ask many questions. 10. I love to listen to the latest news on the radio.

Model 2: She likes coffee.
She **does not like** coffee.
Does she **like** coffee?

1. My friend likes to drive a car. 2. These students speak English fluently. 3. I like to write letters. 4. Her brother earns a lot of money. 5. They usually have lunch at the office. 6. Our cousin lives in Paris. 7. My granny watches TV every day. 8. We like classical music. 9. She likes to draw in her spare time. 10. Pete's sister hates her job.

Model 3: She speaks English.
She **speaks** English, **doesn't** she?
Yes, she **does**. **No**, she **doesn't**.
He **doesn't** work here.
He **doesn't** work here, **does** he?
Yes, he **does**. **No**, he **doesn't**.

1. She never smokes. 2. They don't live in the centre of the city. 3. Her husband drives a lorry. 4. His girl doesn't wear short dresses. 5. You speak Chinese. 6. His children don't like apples. 7. She starts her work at 9:00. 8. These boys don't play football. 9. Your aunt often walks in the park. 10. You translate texts regularly.

Exercise 15. Give responses using the model.

Model: He drives fast. — **So do I. So does my friend.**
He doesn't drive fast. — **Neither do I. Neither does she.**

1. She studies at the Academy of Labour and Social Relations.
2. My friends don't know French.
3. They don't often buy ready-made clothes.
4. He knows many Russian poems by heart.
5. She never gossips (сплетничает).

6. We have dinner at home.
7. They don't often go to the theatre.
8. I don't live with my parents.
9. My friends have five exams this term.
10. These women prefer expensive clothes to cheap ones.
11. We don't leave for the South in summer.
12. My aunt likes to knit when she has some spare time.
13. Their son doesn't work at a big electronics company.
14. He doesn't speak German.
15. They make friends easily.
16. I don't smoke.

Exercise 16. a) Make up sentences, paying attention to the correct usage/ place of adverbs.

I	always	tells a lie.
You	never	need specialists in accounting.
She	often	speak English at school.
They	sometimes	rains here in winter.
Our teacher	usually	misses classes.
My friend	seldom	are fond of gardening.
Our parents	regularly	works at a factory.
His sister	once a week	combine work and studies.
It	generally	gets up early.
My mother	every day	fulfils her promises.
Firms	frequently	collects coins and stamps.

b) Choose the sentences on the right which best answer the questions on the left.

- | | |
|---|---------------------------|
| 1. How often do you shave? | a. Twice a year. |
| 2. How fast can you run? | b. Eighty beats a minute. |
| 3. How often do you have examinations? | c. Three times a week. |
| 4. What is your pulse rate? | d. Twenty km an hour. |
| 5. How often do you have English classes? | e. Once a day. |

Exercise 17. Make up sentences putting the words in the correct order.

1. brothers / a / my / company / work / at / electronics / big
2. go / Academy / they / the / generally / to / bus / by
3. school / him / takes / minutes / to / five / it / get / to
4. hard / English / work / we / our / at
5. likes / she / time / spare / to / when / friend / my / dance / some / has
6. sisters / always / do / so / work / late / your / finish?
7. like / but / meat / vegetables / they / not / do / like
8. students / are / teacher-training / we / of / the / college
9. know / use / do / a / how / you / computer / to?

Exercise 18. a) Memorize the following speech patterns:

- 1
What is your occupation? — I'm a journalist.
What is Mr Wilson's profession? — He is a lawyer/architect.
What is Miss Hall's job? — She is a dancer.
- 2
What is his trade? — He is a carpenter.
What is she by trade? — She is a tailor.
What is your trade? — I'm a shoemaker/tailor.
- 3
What do you do? — I'm an economist.
What does your father do? — He's an engineer.
What do your friends do? — They are musicians.
- 4
What do you do? — I'm a mechanic.
What else can you do? — I can work as a driver.
What does your mother do? — She is a teacher.
What does Mr Hall's daughter do? — She is a student.
Does she often go shopping? — Rather. Every other day.
- 5
Where do you work? — I work at school.
Where does your friend's mother work? — She works at a hospital.
Where does Miss Fox work? — She works at Fords.
What does she do there? — She is a secretary.
- 6
Where do you live? — I live in Omsk.
Where does your son work? — He works at a factory.
What does the factory produce? — The factory produces all kinds of cars.

b) Find out what your new friend does for a living; what his trade or profession is; where he lives, works or studies.

Exercise 19. Use articles where necessary. Retell the text.

My father's name is Mikhail Yevgenyevich. He is ... mathematician by education but works at ... bank now. My mother's name is Nina Ivanovna. She works as ... chief accountant at ... Mir Hotel. She also has much work about ... house after she gets home from ... work. My grandmother, my mother's mother, lives with us. She is very kind and

helps us ... lot. In ... summer many relatives come to visit us. They use ... chance to spend ... time in ... Moscow.

As you know, my father works at ... bank. He makes ... good money. But I think it is so boring and unhealthy to sit all ... day at ... desk. It takes so much of ... nerves, because it is ... great responsibility to work with ... large amounts of money. Especially when this money is not yours and belongs to ... thousands of other people. Sometimes my father spends ... whole night at ... work, preparing his reports. I don't want to follow in my ... father's steps.

Exercise 20. Read the text and answer the questions below.

Jim Green works at a bank. He hates it. He has, however, one great compensation, and that is his garden. When he comes home from the bank, tired and very often angry, he puts on his old clothes and works in the garden. He really enjoys this and he always feels better afterwards. "It's good people have hobbies," he usually says.

1. What does Jim do?
2. Does he like his job?
3. What does he do when he comes home from the bank?
4. What's his problem?
5. How does he feel after his work in the garden?

Exercise 21. Answer the following questions in writing:

1. How old are you?
2. Are you married?
3. Have you (got) a family of your own?
4. Do you live together with your parents?
5. Is your family large or small?
6. What are your parents?
7. Are you the only child in the family?
8. Who helps your mother to keep the house?
9. Have you got grandparents?
10. Where do they live?
11. Have you got any other close relatives?
12. Where do they work?
13. Do you often see them?
14. Do you spend your weekends together with your parents?
15. Do you live in a private house or in a block of flats?
16. Where do you usually have meals?
17. Do you get along well with people?
18. Do you often ask for other people's help or advice?
19. Do you know people who are of high opinion of themselves? Who are they?
20. Who takes your things without your permission?

21. Who in your family leaves things all over the place? Do you?
22. What do you look for in a friend?
23. What do you do if you are ill?
24. Do you often quarrel with your parents?
25. Do you know a person who speaks Greek?
26. Do your parents help you with money?
27. Why does she want to marry him?
28. Why does your friend miss classes?
29. What time do all the shops close?

Exercise 22. Choose the proper words from the list below.

Nick is a first-year ... of the Economical Faculty of the University. His classes ... at 9.30. Nick lives with his Nick's mother wakes him up and his ... day begins. He usually does his morning ... before breakfast. Nick usually has a cup of ... and some sandwiches for breakfast. Sometimes his mother cooks ... for him. He leaves the ... at eight and walks to the metro It usually takes him about an ... to get there. He has lectures on different As a ..., he has 3 or 4 classes a day. Usually he doesn't ... his classes because he wants to pass his ... successfully. Nick comes home at about 6 ... in the evening. After supper he ... watches TV.

house; working; miss; student; coffee; rule; usually; exercises; begin; exams; o'clock; parents; porridge; hour; station; subjects

Exercise 23. a) Read the text.

My Working Day

My working day begins early. I always get up at 7 o'clock. Before I leave for the institute I have a lot of things to do. First of all I do my morning exercises. I like to do my morning exercises to music. Then I go to the bathroom where I wash, clean my teeth and dress. At a quarter to eight I have breakfast. It doesn't take me long to have breakfast. At a quarter past eight I leave home for the institute. As I live far from the institute, I go there by bus or by metro. It usually takes me half an hour to get there. I am never late. I always come to the institute in time. Between classes we have short breaks. At 12.20 we have a long break for dinner. I usually have dinner in the dining-room of our institute, which is always full of people at this time.

As a rule, we have three lectures or seminars a day. Classes are over at twenty minutes to four. Sometimes I stay at the institute if I have some social work to do. Sometimes I stay at the institute because I need a book or an article which I only can get in the reading room. Before and after classes in the reading room there are always a great many

and after classes in the reading room there are always a great many students who read different books and articles, work at their reports or do their lessons.

After classes I usually walk home. I like to walk after a busy day at the institute. It usually takes me about three hours to prepare my lessons.

In the evening I have supper and watch TV. Sometimes if I have time, I go to the cinema. I usually go to bed at 12 o'clock.

Every day I work at my English. I spend half an hour a day on it. Every evening I read a page or half a page of some English book or do my English homework. I like English very much and I do my best to master it. I never miss English classes and I work at it regularly, that's why English is not difficult for me. I can already read easy English books and even speak English a little.

Those who want to master it, i.e. (that is) to understand it without difficulty, to speak it well, to read books in the original without a dictionary and to write correctly, must study hard. I am fond of our English classes.

b) Tell about your typical day. The following questions will help you:

1. Do you work or study?
2. Is it easy for you to get up early?
3. Do you do your morning exercises?
4. What do you prefer: a hot or a cold shower in the morning?
5. What do you usually have for breakfast?
6. Do you work? If yes, where?
7. Who gets upset when students are late for a lesson?
8. How long does it take you to get to your college?
9. Do you go there by bus/metro or walk?
10. Where do you usually have dinner?
11. What time do you come home?
12. What do you do if you have spare time?
13. How long does it take you to do your homework?
14. How often do you use a computer in your work?
15. How do you usually spend your evenings? How many hours do you watch TV every day?
16. Do you have a lot of free time?
17. What are your hobbies?
18. What kind of music do you prefer?
19. Do you collect anything?

c) Tell about the working day of your father or mother.

d) Who has the job you'd like to have? Why? Write about it.

Exercise 24. Choose the proper words from the list below. Retell the text.

Learning foreign ... is especially important nowadays. Some people learn languages because they need them in their work, others travel ..., for the third, studying languages is a hobby. Every year thousands of people from Russia go to different countries as ... or to work. A modern engineer or even a worker cannot work successfully with an imported machine/instrument or a computer if he doesn't ... English. Diplomats, historians and scientists need ... languages in their work, too. If you want to be a stewardess, a pilot or an air traffic control officer, you must learn English, the language of ... communication. And how can a shop-assistant or a cashier in a big department ... understand a foreigner if she/he doesn't know a foreign language? So a modern and cultural person must ... foreign languages. There are ... who know more than one foreign language. We call them polyglots. My friend's ... is a teacher of foreign languages. She knows English, French, German, Spanish and, of course, Russian. Is she a polyglot?

store; foreign; mother; abroad; international; know; people; languages; tourists; learn

Exercise 25. Translate the following dialogue into English:

- A: Привет, Борис! Ты здесь работаешь или учишься?
B: Я здесь работаю утром и учусь вечером.
A: А где ты работаешь?
B: В лаборатории.
A: Ты работаешь каждый день?
B: Нет, в субботу и в воскресенье я не работаю.
A: А учишься каждый день?
B: Нет, четыре раза в неделю. Я учусь вечером.
A: Интересно, что ты изучаешь?
B: Экономику, менеджмент, компьютер и английский язык.
A: А разве ты не знаешь английский?
B: Знаю, но не хочу его забывать. Ты ведь тоже говоришь по-английски, не правда ли?
A: Да, я работаю с английским каждый день.
B: У вас английские партнеры?
A: Да, и они не говорят по-русски.
B: Как тебе нравится твоя работа?
A: Нравится. Я работаю с удовольствием.
B: Рад это слышать.
A: Всего хорошего.
B: Пока.

Exercise 26. a) Translate the following story into Russian. Do you believe it? Give your opinion.

Professor Paul Potter is a linguist, a historian, and a philosopher. He is a very unusual person in many ways. He dislikes modern civilization intensely. He disapproves of it on moral grounds and is very consistent in his condemnation of it. He does not read newspapers. He does not listen to the radio. He never goes to the cinema. He never watches television. At home he does not even use electric light. He uses candles. He spends a lot of time over old books and manuscripts. He knows Latin, Ancient Greek and Sanskrit very well but specializes in the philological analysis of Old English texts. Professor Paul Potter gives lectures on various subjects. His favourite topic is the origin and development of the Old English vowel "o".

b) Answer the following question in a few sentences:

How does Professor Potter show his dislike of modern civilization?

Exercise 27. Read the following quotations and proverbs and give their Russian equivalents:

Politics is the art of putting people under obligation to you.

(Jacob Arvey)

He who knows no foreign language, does not know his own one.

(Goethe)

Charity begins at home, and justice begins next door.

(Ch. Dickens)

All happy families resemble one another, every unhappy family is unhappy in its own way.

(L. Tolstoy)

Every man is the architect of his own fortune.

Don't trouble trouble till trouble troubles you.

Make hay while the sun shines.

An hour in the morning is worth two in the evening.

Exercise 28. Read and reproduce the joke.

- Daddy, do you think Mother knows how to raise (воспитывать) children?
- What makes you ask that?
- Well, she makes me go to bed when I'm wide awake and she makes me get up when I am awfully sleepy!

Exercise 29. Points to ponder on:

1. Some people live to work, others work to live.
2. One chooses one's career for life.
3. Only men can dream of making a career as President.

TEST 2

Task 1. Choose the suitable word(s). Keep in mind that only one variant is correct.

- 1) A: My big brother 1 football.
 B: Where 2 ?
 A: In the park. We can 3 this afternoon.
 B: I 4 go to the park this afternoon. I 5 help my mother.

1	A plays the	B play the	C plays	D play
2	A he plays	B he play	C does he play	D do he play
3	A to go here	B to go there	C go here	D go there
4	A not can	B can't	C don't	D not
5	A must	B must to	C go to	D going to

- 2) A: 6 hot today. 7 a cold drink in the house?
 B: I'll 8 my mother: "Mum, 9 any Coca-Cola?"
 C: No, but you can have milk.
 B: Oh, but we 10 milk.

6	A The sun's	B The sun	C A sun's	D A sun
7	A Are there	B Is there	C There are	D There is
8	A say to	B ask to	C say	D ask
9	A has we	B we has	C have we	D we have
10	A no like	B don't like	C do like not	D not like the

- 3) A: Do you know Jane Smith?
 B: Yes, but she 11 to school with me. She 12 a big shop.
 A: Where is it?
 B: It's 13 my house.
 A: Do you see Jane at the weekends?
 B: Yes. 14 Saturday we 15 play tennis.

11	A isn't go	B goes not	C doesn't go	D doesn't going
12	A walk on	B walks in	C works on	D works in
13	A between	B near	C at	D in front
14	A At	B In	C On	D This
15	A are	B go to	C are going to	D are going

- 4) A: Have you got 16 ?
 B: I've got one brother and one sister.
 A: What does your sister do?

- B: 17 English teacher. There are 40 pupils 18 her class.
 A: Does she 19 English people?
 B: Yes, she 20 .

16	A a big family	B the big family	C a family big	D the family big
17	A He's a	B He's an	C She's a	D She's an
18	A in	B into	C at	D on
19	A know much	B know many	C knows much	D knows many
20	A does	B doesn't	C knows them	D knows

Task 2. Translate the sentences into English.

- Вы не знаете, сколько сейчас времени?
- Сколько времени тебе нужно, чтобы выучить английский язык?
- В это время года здесь никогда не идет дождь. А у вас часто идут дожди?
- Кто приносит газеты по утрам?
- Моя тетя говорит по-английски очень бегло.
- Они обедают в ресторане раз в неделю.
- Друг моего брата никогда не ездит на работу на машине.
- Мой друг Сэм из Англии. Он учится в университете. Сэм обычно говорит по-английски, но мы хорошо понимаем друг друга.
- Она увлекается живописью и хотела бы стать художницей.
- Компьютерные игры — это относительно новое хобби. Оно становится все более популярным, потому что и взрослые и дети любят играть.
- Мама обычно готовит завтрак для нашей семьи.
- На каком иностранном языке говорит твоя сестра?
- Она увлекается музыкой и хорошо играет на пианино.
- Я не люблю кофе с молоком.
- Он не знает значения этого слова.
- Сколько часов в день работает ваш дядя?
- Семестр всегда начинается первого сентября.
- Ваш друг учится в академии или в университете?
- Вам нравится больше французский язык или английский?
- Знания одного иностранного языка недостаточно для успешной карьеры в туристическом бизнесе.
- Мы не пропускаем занятия в колледже.
- Иванов — известный в нашем городе архитектор.
- Кем работает Смирнов? — Он зубной врач.
- Боюсь, что я вас не понимаю.
- Что означает это слово?
- Вы живете в общегитии, дома или снимаете квартиру?

27. Здравствуйте, мистер Браун! Рад с вами познакомиться.
28. Где учится твоя сестра? На каком курсе?
29. Где работает брат вашего друга? Кто он по профессии?
30. Сколько рабочих работает на вашем заводе? — Я не знаю точного числа, но думаю, что более 3 тысяч человек.

Task 3. a) Read and translate the text into Russian.

Choosing a Profession

Not all young people make the right choice straight off. There are individuals, of course, who from the time they are six years old "know" that they want to be "doctors" or "pilots" or "fire fighters". And there are always some boys and girls who know very well what they are going to do after leaving school.

Because of the wide differences in jobs, you should find out all you can about any job which interests you. You also need to think about how well you can do what you would like to do.

Perhaps the best way to prepare for any job is to get a good education — to do well at school, and to learn all you can outside of school. Some people decide to work a few years before entering higher education to have time to think over their decision. As a rule, people who go on to higher education after working in industry or agriculture have a clear idea of their future profession.

Fortunately, there are a lot of people you can turn to for advice and help in making your decision. At most schools, there are teachers who can counsel you and give detailed information about job qualifications. And you can talk over your ideas with family members and friends who are always ready to listen and to help. There are so many different trades and professions today, that it is not easy to decide.

b) Ask as many questions as you can.

Task 4. Translate the following text into Russian in writing using a dictionary:

There are so many types of jobs to choose from. How do you know which careers and jobs are out there for you? You don't want to find yourself doing a job you don't like. You've got plenty of time to explore different options and to change your mind. Don't narrow your career scope too early. Instead, pick a general career field, such as office work, computers, or electronics. You can always make specific occupational choice later on.

Self-appraisal is a process of gathering information about yourself. Recognizing your goals, abilities, interests, skills, experience, and education will point you in the right direction. Satisfaction and success on the job will greatly depend on how well your skills and abilities match

the job. Some self-appraisal is important to anyone looking for a job, but to a student, a homemaker, or a retiree returning to the work force, or someone considering a careers change, self-appraisal is vital.

Everyone possesses hundreds of skills, whether or not we use them every day. Almost everything requires some abilities, at home, on the job, or even during leisure time. Although we rarely think about the skills we have, how we use them, or which ones we enjoy the most, all are important to how we plan our careers.

An occupation usually refers to a general area of employment and may include many specific jobs or tasks. You will most likely change jobs many times within an occupation, and you may change occupations during your lifetime. All jobs in the occupation are not alike. You should check further into the occupation — either through reading, talking to a counselor, or better still, talking to someone working at that job.

SCHOOLING IN BRITAIN

TEXT A

Compulsory schooling in Britain lasts 11 years, from the age of 5 to 16. Some general education subjects like Physical Education (PE), Home Economics for girls and technical subjects for boys, General Studies, Computers play an important part in education. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education in universities, polytechnics or colleges. Schools in Britain provide careers guidance. A specially trained person called careers advisor or careers officer (counsellor) helps school students to decide what job they want to do and how they can achieve it. British university courses are shorter, generally lasting for 3 years. The cost of education training depends on the college or university and specially which one chooses. But some pupils want to stay on at school after taking their GCSE (The General Certificate of Secondary Education) to prepare for a vocational course or for work. Then they have to take the CPV examination which means the Certificate of Pre-Vocational Education. One can hardly say that the higher secondary education is provided for all in Britain. If you are a working-class child at school today the chance of your reaching the second year of a six-year course is probably less than that for the child of a professional parent. Besides, government cuts on school spending caused many difficulties. Many children in Britain don't pocket money. But it is against the law for children in Britain to work more than two hours on a school day. Jobs such as delivering daily newspapers or working in shops and supermarkets. Not all students who can work longer hours are popular with teachers. Some 20,000 overseas students study at British universities for further education. Colleges of training in mining, law, banking or in industry.

UNIT THREE VOCATIONAL TRAINING

Grammar: The Past Simple Tense. Articles.
Pronouns **some, any, no, much, little, many, few.** Used to.

TEXT A SCHOOLING IN BRITAIN

Compulsory schooling in Britain lasts 11 years, from the age of 5 to 16. Some general education subjects like Physical Education (PE), Home Economics for girls, and Technical subjects for boys, General Science, Computers play an important part in education.

After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education in universities, Polytechnics or colleges. Schools in Britain provide careers guidance. A specially trained person called careers advisor, or careers officer (counselor), helps school students to decide what job they want to do and how they can achieve it. British university courses are rather short, generally lasting for 3 years. The cost of education/training depends on the college or university and speciality which one chooses.

But some pupils want to stay on at school after taking their GCSE (The General Certificate of Secondary Education), to prepare for a vocational course or for work. Then they have to take the CPV examination which means the Certificate of Pre-Vocational Education.

One can hardly say that high-quality secondary education is provided for all in Britain. If you are a working-class child at school today, the chance of your reaching the second year of a sixth-form course is probably less than that for the child of a professional parent. Besides, government cuts on school spending caused many difficulties.

Many children in Britain earn pocket money. But it is against the law for children in Britain to work more than two hours on a schoolday. Jobs such as delivering daily newspapers or working in shops and supermarkets on Saturdays (when they can work longer hours) are popular with children. Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

Vocabulary Notes

Polytechnics	- Политехнический институт (<i>готовит специалистов по техническим и гуманитарным специальностям</i>)
careers guidance/careers advice	- профессиональная ориентация
to train	- учить, обучать, готовить
trained (worker)	- подготовленный (работник)
training	- обучение, подготовка
GCSE (the General Certificate of Secondary Education)	- Общий аттестат о среднем образовании
further education (colleges)	- дальнейшее, послешкольное образование (<i>дневное или вечернее; не включает обучение в университете и рассчитано на подготовку к практической деятельности</i>)

Add to your active vocabulary:

Bachelor of Arts	- бакалавр искусств (<i>гуманитарных или математических наук в университетах</i>)
careers interviews	- консультации по профессиональной ориентации
doctor's degree	- ученая степень доктора
master's degree	- ученая степень магистра (<i>присуждается после успешного завершения по крайней мере года учебы и исследовательской работы после окончания университета</i>)
studies	- курсы
trainee (hairdresser)	- ученик (практикант-парикмахер)
trainers (sports shoes)	- кроссовки (спортивная обувь)
vocation	- призвание
vocational training	- профессиональная подготовка

Exercise 1. Choose the words from the list below. Discuss the text. Work in pairs.

Life at College and University

1. There are about ... hundred universities in Britain. 2. The academic year in Britain's universities, Colleges of Education, Polytechnics is divided into ... terms. 3. English universities greatly differ from ... other. 4. They ... in size, history, tradition, general organization, methods of instruction, way of student life. 5. After three ... of study university graduates leave with the Degree of Bachelor of Arts, Science, Engineer-

ing, Medicine, etc. 6. Later you may continue to take a Master's Degree and then a Doctor's 7. Research is an ... feature of university work. 8. During late sixties the Government set up ... Polytechnics. 9. The Polytechnics offer first and ... degrees. Some of them ... full-time and sandwich courses. 10. Colleges of Education provide two-year ... in teacher education. 11. Some of those who decide to leave ... at the age of 16 may go to a further ... college where they can follow a course in typing, engineering, town planning, cooking or hairdressing, ... or part-time. 12. Further education colleges have strong ties with commerce and 13. There is an interesting form of ... which is called the Open University. People study in their own free ... and "attend" lectures by watching TV and listening to the radio. 14. They keep in touch by phone and letter with their tutors and attend ... schools. 15. The Open ... students have no formal qualifications and would be unable to enter ordinary universities.

thirty; University; education; offer; years; industry; differ; summer; courses; one; time; school; each; Degree; studies; important; three; full-time; higher

Exercise 2. Choose the proper word from the list below.

occupation — profession — work — job — career — position — trade

1. She spent most of her ... as a teacher in Omsk.
2. Thousands of workers lost their ... when the factory closed.
3. As wages were low, there were few applicants for the
4. Many students have no practical skill for doing hard
5. The ... of the bank manager is still open.
6. He wasn't happy about his ..., he wanted to be President of the company.
7. Why is it important to find the right ...?
8. The construction of the factory in the town created a lot of
9. She tried many occupations but finally chose the ... of an accountant.
10. There are many ... open to our University graduates.
11. Looking for a ... is hard work.
12. What is your current ...?
13. Many job hunters send in their résumés and apply for the same
14. Is it possible to change ... at your factory?
15. She is a tailor and she enjoys her ... greatly.

Exercise 3. a) Match the two parts.

- | | |
|-----------------------------------|---|
| 1. Why did she go on the course? | a. ...because she was nearly 60. |
| 2. Why did they promote her? | b. ...because she was out of work. |
| 3. Why did she apply for the job? | c. ...because she didn't like her boss. |

- | | |
|---------------------------|--|
| 4. Why did she retire? | d. ...because she was late for work every day. |
| 5. Why did they sack her? | e. ...because she needed more training. |
| 6. Why did she resign? | f. ...because she was the best person in the department. |

b) Match a single word with a synonym phrase.

- | | |
|---------------------|---|
| 1. prospects | a. left the company |
| 2. promoted | b. workers in a company |
| 3. retired | c. future possibilities on a job |
| 4. sacked/dismissed | d. stopped working for ever |
| 5. resigned | e. out of work |
| 6. employees | f. given the sack |
| 7. unemployed | g. was given a better position in the company |

Exercise 4. Read the text and answer the questions below.

According to the Constitution, every boy and every girl in Russia must get a full secondary education. There are thousands of schools in our country. There are schools of general education where the pupils study mathematics (algebra and geometry), history, Russian (or a native language), literature, geography, biology, music, arts, foreign languages, chemistry, PE (Physical Education). There are also many specialized schools, lyceums and gymnasiums, where pupils get profound knowledge of maths, physics, foreign languages, music, art, ballet or sports.

Examinations are taken at the end of the 9th and the 11th year. After passing their school-leaving exams, young people receive a Certificate of Secondary Education.

After finishing nine classes of secondary school the young people can continue their education at different kinds of vocational or technical secondary schools or colleges. You can not only learn general subjects, but receive a speciality there. After finishing a secondary or vocational/technical school, the young people can start working or they may enter a university. Professional training makes it easier to get a higher education.

Education was free in the USSR and the students of institutes and universities got stipends. But there are many privately-run schools and universities in modern Russia. Education and training is paid there.

There are lots of institutes, universities and academies in Russia. Some of them train engineers, others train teachers, doctors, lawyers, architects, actors and so on. Many colleges and universities have evening and extra-mural departments. That gives the students an opportunity to study at an institute without leaving their jobs.

1. At what age does compulsory education begin in Russia?
2. What subjects are taught at the secondary school?

3. When do school-leavers receive a Certificate of Secondary Education?
4. What other secondary schools can children attend after they complete 9 years of their education?
5. Where can gifted children get their education?
6. How can young people enter higher educational institutions?

Exercise 5. a) Read the text.

School Education in Russia

Most schools in the Soviet Union were state schools. Only very few children or the most talented ones could choose a school to go to. Now in Russia most children also go to their local schools. But at the same time there is a choice of private schools. According to officials, Moscow has nearly one half of the private schools of the country.

According to the same officials, most of the private schools (lyceums and gymnasiums) offer more activities and courses than state schools. They include foreign languages training, computer courses, horse riding, dancing.

In 2000 there were approximately 14,000 children to 7,000 teachers in the private schools of Moscow. At the same time in the state sector the classes were large and there was a shortage of teachers there.

But the tuition fees in private schools are very high. As a result, most of the expensive private schools do not have enough pupils, and they cannot choose them on the basis of their knowledge and abilities, as it was in the USSR. And one more important problem for Russian private schools is in finding the right kind of teachers. Sometimes even the most qualified teachers have troubles with the new approach to teaching and cannot create the right relationship between a parent, a pupil and a teacher.

b) Make up a conversation about advantages and disadvantages of private schools in Russia. The following phrases may help you. Work in pairs.

As far as I know...	I'm afraid that's wrong...
I'm afraid you are not quite right...	By the way...
I wonder what you can say about...	For example...
According to...	If I'm not mistaken...
Let me see...	As a rule...

c) Answer the questions.

1. When and where were you born?
2. What school did you finish? When?
3. Did you pay for education at school? How much?
4. Did you study well at school? What marks did you get?
5. What was your favourite subject?
6. What did you want to be when you were ten?

7. Did your teacher of Russian (English, Mathematics, Geography, Chemistry) help you to choose your future profession?
8. What did you do after finishing school?
9. When did you start your career of a lawyer/manager/accountant/doctor?
10. Where did you work?
11. Do you think Russian schoolchildren have equal opportunities in getting high-quality education? Why?
12. Whom did you make friends at school with?
13. When did you first meet your friend?
14. When did you begin learning English?
15. Where did you study to get this profession (trade)?

TEXT B

- Mary:** What kind of work do you do?
Jane: I'm in training. I started out in computers... I was a programmer at first.
Mary: So you're in training now.
Jane: Ya.
Mary: What do you do exactly?
Jane: I'm in charge of training people in our company to use PCs.
Mary: PCs?
Jane: Personal computers. Everybody has a personal computer in their office. My job is to teach them how to put it to use most effectively for their particular job or function. I go from department to department, analyse their needs and then work out programs suitable to their kind of work.
Mary: So do you write the programs?
Jane: Not anymore. I have four people under me who do that. I spend most of my time doing the actual training, and, of course, doing all that goes with being head of a department ... meetings, hiring, all that sort of thing.
Mary: Do you ever travel?
Jane: No, I never travel.
Mary: How often do you go to meetings?
Jane: Much too often! We have department meetings every week and I meet informally with my staff at least twice a week.
Mary: Do you like this kind of work?
Jane: I like the contact with people, I never realized that I'd like teaching people so much But other than that, it's really frustrating work. I have to go to meetings every week. I don't like it when I always have to keep pushing my staff to do things. I'm also the only woman in the department.

DIALOGUE

Mary: Do you think you'll stay in this job much longer?
Jane: I don't know. If something better comes along, I'll probably take it.

1. How does Mary feel about her job?
2. How often does Mary have to go to departmental meetings?
3. Does Mary travel much?

Vocabulary Notes

to be in charge of	- отвечать за
Who's in charge here?	- Кто здесь главный?
I have four people under me.	- У меня в подчинении четыре человека.
All that goes with being head of a department.	- Все это входит в обязанности начальника отдела.
to hire	- нанимать на работу
to keep pushing	- постоянно подталкивать

Exercise 1. a) Memorize the following forms of address:

Excuse me, please.	- to address a stranger
First name	" friends
Mr Brown	" a man
Mrs Brown	" a married woman
Miss Brown	" a girl or an unmarried woman
Sir	" a man who is clearly older/more senior
	" an officer in armed forces
	- used by schoolchildren to address their men teachers
Madam	- used by shop assistants, waiters
Miss (Miss/Mrs plus surname is used)	- to address a woman teacher by primary schoolchildren
Doctor	- to address medical practitioners
Doctor Brown	" a person with a degree (PhD)
Professor (with/without name)	" a university professor
Ladies and gentlemen	" an audience
Officer	" a policeman
Waiter, Porter, Nurse	" a person of certain occupation

b) Memorize the following dialogues. Practise them in pairs changing the text.

1

Chief Engineer

Petrov: What do you do, Mr King?
Mr King: I work in the capacity of chief engineer.
Petrov: Have you a college diploma or university degree?
Mr King: I finished a college of advanced technology, I worked for the company for 15 years and was promoted to this post.
Petrov: What are your duties?
Mr King: Well, I do the usual things. I supervise the work in the shops, give instructions to the engineers and so on.

2

Schoolteacher

Glebov: What is your occupation, Mrs Hall?
Mrs Hall: I'm a teacher of English literature. I taught at school till last year. Now I'm an old-age pensioner, OAP as they sometimes say.
Glebov: So you retired a year ago, didn't you?
Mrs Hall: Yes, when I was sixty.
Glebov: Do you mean to say you are over sixty? You don't look your age!
Mrs Hall: Thank you, Mr Glebov. Anyway I'll be sixty-two next year.

3

A: Where are you from, Mrs B?
B: I'm from Coventry.
A: And I'm from Volgograd.
B: I was in Volgograd four years ago.
A: Did you like my town?
B: Very much. It's really a very beautiful city.

c) Discuss the problem.

Aleksei Kotov left the university with a degree in engineering and is still looking for a job. His father thinks Aleksei's hair is too long, that he should buy a business suit, that he doesn't try hard enough to find a job. They had a talk about all these things yesterday. What is Aleksei's problem? What does his father think about all this? Why do you think it's difficult for Aleksei to find a job?

d) Dramatize the talk between Aleksei and his father.

Exercise 2. a) Read the following text and retell it.

Paul Brooks is twenty years old. His father was a lorry-driver till last year when he retired. Paul's mother is a housewife. His younger sister Ann was born five years after he was.

Paul left school at the age of 16 and went to work. In search of work he crossed England from north to south, from east to west. At last he found work in Newcastle. There he rented a small room in an old street. First he went to night school as he wanted to get the certificate of education necessary for entering the university. But soon he had to abandon the school. His parents died and he had to support his sister. He got a job where he could work overtime.

Paul is a factory worker now. Every evening, at 5 o'clock the usual thing happens. A bell rings. The men stop work, turn off their machines, take their coats and run home. But Brooks stays at the factory. He is a night watchman.

- b) Make up a story about the job your parents did. Describe it in detail following this scheme: 1) name of the post; 2) nature of work; 3) name of the establishment; 4) its whereabouts; 5) business trips (if any) 6) wages/salary/bonuses; 7) other remarks.

Exercise 3. Read the text and answer the questions below.

M. V. Lomonosov

The great Russian scientist Mikhail Vasilyevich Lomonosov was born in 1711 in the north of Russia. His father was a fisherman. At an early age Lomonosov wanted to learn. He read every book he could find on any subject, for there were few books in the village at that time. He wanted to know all about everything he saw or heard or read.

When Mikhail was 19, he left his home and walked to Moscow to study. By concealing his peasant origin he managed to enter the Slavonic-Greek-Latin Academy in Moscow and studied there for five years. His life was hard at that time. He lived on three kopeks a day. But in spite of everything he continued with his studies and learned a lot in a short time.

The teachers saw how clever Lomonosov was and sent him to the Gymnasium of the Academy of Sciences in St Petersburg. And soon after that he was sent abroad to study chemistry and metallurgy. Lomonosov got an excellent education and returned to St Petersburg in 1741.

In 1742 Lomonosov began his work as a scientist at the Academy of Sciences. In 1745 he was elected to the Academy and appointed professor of chemistry. Lomonosov was interested in all the sciences of the day. He was interested also in the practical application of science, and he made a lot of important inventions.

Lomonosov was one of the most learned men in Europe in the 18th century. He reformed Russian grammar and wrote the book on the subject of Russian grammar. Besides that he wrote verses. He knew

many foreign languages, but unlike some of the other learned men of the time Lomonosov never forgot that he was a Russian. He was a great patriot with a deep love for his homeland and a great desire to make Russia an advanced prosperous (процветающий) country.

He died in 1765. His living memorial is the Moscow University, which he founded in 1755.

1. When and where was M. V. Lomonosov born?
2. At what age did he begin to learn?
3. How old was Lomonosov when he managed to enter a school?
4. How long did Lomonosov study at Slavonic-Greek-Latin Academy?
5. Was Lomonosov a good student?
6. Why was he sent to St Petersburg?
7. What did Lomonosov study while abroad?
8. When did Lomonosov begin his work as a scientist?
9. What was he interested in?
10. Did he make a number of inventions?
11. Was Lomonosov the first Russian grammarian?
12. He reformed Russian grammar, didn't he?
13. How many languages did he know?
14. Lomonosov founded the Moscow University in 1755, didn't he?

Exercise 4. a) Make up a story about your college/institute/university/technical school with the help of the following outline and vocabulary notes given below.

My name is I was born in I'm a first-year student at the ... faculty of the ... college. I study the following subjects: After I graduate from the college, I'll be ... (a teacher, an accountant, a lawyer, etc.).

My college was founded in It's one of the ... (oldest, newest, largest) higher educational establishments in Russia.

The university campus consists of a number of big buildings, including the teaching blocks, administrative block, libraries, sports centre and hostels.

There are... faculties at the university, including the faculty of ... and The overall number of students studying at the university in the daytime, evening and extra-mural departments is about ... thousand. Most of them live in the hostel, the others live either with their families or else they rent flats/rooms.

Vocabulary Notes

- institute/college/university/higher educational establishment** - институт, высшее учебное заведение
- pedagogical institute/college of education/teacher training college** - педагогический институт
- technological institute/college of (advanced) technology** - технологический институт

medical institute/medical school	- медицинский институт
institute of architecture/college of architecture	- архитектурный институт
agricultural institute/agricultural college	- сельскохозяйственный институт
institute of building/college of building	- строительный институт
institute of economics/college of economics	- экономический институт
pedagogical school	- педагогическое училище
art school	- художественное училище
drama school	- театральное училище
vocational (technical) school	- профессионально-техническое училище (ПТУ)
technical college/polytechnic	- техникум
The courses of foreign languages/ language school/school of languages	- курсы иностранных языков
He's at university.	- Он учится в университете.
She is/studies at college.	- Она учится в колледже.
I left college in 2001.	- Я окончил колледж в 2001 г.

b) Write a short essay on one of the following topics:

1. Requirements for Entry to Our College/Academy.
2. The College/University.
3. My Studies at College.

Exercise 5. Think and answer the questions in writing.

1. What college/university did you enter? When?
2. What faculty/department did you enter?
3. How many faculties are there at your university?
4. Is the college you study at a state or a private establishment?
5. Who is the dean of your faculty?
6. Are you a part-time or a full-time student?
7. Do you live at a hostel or at home with your parents?
8. What's the total number of students at the faculties, including evening and extra-mural departments?
9. Where do you study?
10. How many lectures have you got a week?
11. Do you always attend your lectures?
12. How many students are there in your group?
13. Do students in Russia have to pay tuition at colleges?
14. Is your college in Moscow?
15. Do you do well at college?
16. When did you last play volleyball?
17. What did you do after classes?

PRACTICE

Exercise 1. a) Read the following tongue-twisters paying attention to the sounds [p], [s] and [r].

1

Peter Piper picked a peck of pickled pepper.
A peck of pickled pepper Peter Piper picked.
If Peter Piper picked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper picked?

2

There was a young student of Bresser
Whose knowledge grew lesser and lesser.
At the end of the fall
He knew nothing at all
And now he's a college professor.

3

Robert Roley rolled a round roll round.
A round roll Robert Roley rolled round.
Where is the round roll Robert Roley rolled round?

b) Train your pronunciation. Read the following words after the teacher:

[d]	[ɪd]	[t]
lived	wanted	worked
stayed	needed	watched
called	visited	liked
played	ended	walked
cleaned	decided	placed
married	studied	cooked
smiled	waited	washed
trained	lasted	finished
used	included	helped
opened	depended	talked
occupied	founded	passed
organized	translated	missed
answered	graduated	introduced
enjoyed	instructed	developed

Exercise 2. Give three forms of the following irregular verbs:

understand, know, begin, buy, pay, speak, see, take, steal, think, teach, win, write, lead, eat, come, choose, build, cost, drink, fight, fall, forget, go, grow, hear, hold, learn, leave, let, meet, say, sell, send, stand, tell, mean, break, give, read

Exercise 3. Use the correct form of the verb *to be* in the past simple tense.

1. I was not at school yesterday. I ... ill. 2. She ... at the hospital last month. 3. There ... a few people in the street at night. 4. When I received her letter, I ... very happy. 5. Some of the articles ... not interesting. 6. ... it cold last week? — Yes, it 7. The weather ... fine in May. 8. Who ... absent yesterday? — Petrov 9. He ... not well. 10. Where ... you yesterday? — I ... at the library. 11. ... you busy yesterday? — No, I ... not. 12. ... your birthday last Saturday? — No, it ... on Sunday. 13. ... he glad to see his friends? — Yes, he 14. ... they happy? — No, they ... not. 15. ... she an actress? — Yes, she

Exercise 4. Use the verbs in the past simple tense. Pay attention to the underlined words.

1. We (*to sign*) a contract in Finland last week.
2. He (*to speak*) about the terms of the contract with his partners yesterday.
3. When he was a manager, he (*to work*) twelve hours a day.
4. Last summer Tim (*to work*) as a representative of "GML" in Finland.
5. I (*to read*) a lot about your company in papers last year.
6. The agency (*to hire*) some more employees two weeks ago.
7. He (*to postpone*) the meetings until next Monday.
8. In 2001 Mike (*to apply*) for a job as a sales representative.
9. From 1996 to 1997 Tim (*to work*) as a customs officer.
10. The secretary (*to type*) a letter two days ago.
11. They (*to purchase*) a lot of machinery in Finland last year.
12. I (*to see*) her in the office ten minutes ago.
13. There (*to be*) no snow in the streets yesterday.
14. It (*to take*) me three hours to translate the text last Sunday.
15. Last Saturday we (*not to go*) to the restaurant and (*to have*) dinner at home.

Exercise 5. Ask general questions according to the model. Use the words in brackets. Give short answers.

Model: He got up at 6 yesterday (*you*).
Did you get up at 6 yesterday?

1. She took a course in drawing (*her friend*).
2. Collin went to college five days a week (*Barbara*).
3. Susan studied hard last month (*Mary*).
4. They went to the theatre last night (*you*).
5. We visited our friends two weeks ago (*Mrs Brown*).
6. My parents went to a restaurant on Sunday (*you*).
7. He was at the University in the morning (*they*).
8. The aunt was ready to help us with English (*your sister*).
9. They chose their careers at school (*she*).
10. I wanted to be an accountant (*your brother*).

11. His sister had a talent for music (*you*).
12. Her husband bought an expensive car two days ago (*your father*).
13. Mr Brown took Steve to his firm (*nobody*).
14. She wanted to follow her mother's advice (*you*).
15. There were computers on their desks (*her desk*).

Exercise 6. Make up the following sentences negative and interrogative according to the models:

Model 1: We exported food to Korea.
Where did we export food to?
We did not export food to Korea.

Model 2: Canada's climate was good for wheat.
What was Canada's climate good for?
Canada's climate wasn't good for wheat.

1. Argentina sold a lot of meat to Canada last year.
2. We profited by this transaction.
3. They discussed possible prices yesterday.
4. I changed my money from roubles to dollars.
5. There were two ways of doing this.
6. The rate of exchange was 0.530 last week.
7. I spoke to New York over telephone yesterday.
8. He was in the office.
9. They read our advertisement last week.
10. My sister went on several training courses two years ago.
11. My grandfather was an office worker many years ago.
12. There were many apple trees in their garden.
13. His daughter left school two months ago.
14. He spent his childhood at his grandfather's farm.
15. The Personnel Manager advised Tina to send him a letter of application.
16. She wanted to show her good knowledge of German.
17. Ann was happy about her employment.
18. There were many young people at the meeting.

Exercise 7. Ask questions for these answers according to the model:

Model: She found the key in its usual place (*Where?*).
Where did she find the key?

1. His daughter studied at a ten-year secondary specialized English school (*What?*).
2. He tried to steal a car and landed in prison (*Why?*).
3. Yuri Dolgoruky founded Moscow in the 12th century (*When?*).
4. Lectures lasted for two hours (*How long?*).
5. We passed our examination in mathematics on the twelfth of January (*When?*).

6. Many students gave up their studies at the university as the cost of studies was much too high (*Why?*).
7. Last month she had a few English classes in the afternoon (*How many?*).
8. Last year they knew English not so well (*When?*).
9. Last week she put her money in the bank (*Where?*).
10. Last Sunday we saw a new film (*What film?*).
11. They were very kind to her (*Who?*).
12. He needed only a few dollars (*How many?*).
13. My friend understood that being a model wasn't all wine and roses (*Who?*).

Exercise 8. Make up questions and answer them according to the model using the words in brackets.

Model: Who / to fight / against the Spanish in South America? (*Bolivar*)
Who fought against the Spanish in South America? — Bolivar did.

1. Who / to build / the Pyramids? (*The Ancient Egyptians*)
2. Who / to write / *A Tale of Two Cities*? (*Charles Dickens*)
3. Who / to write / *Romeo and Juliet*? (*Shakespeare*)
4. Who / to paint / *La Gioconda*? (*Leonardo da Vinci*)
5. Who / to go / to America in 1492? (*Columbus*)
6. Who / to build / The Great Wall? (*The Ancient Chinese*)
7. Who / to sing / *Yesterday*? (*The Beatles*)
8. Who / to make / the record album *Thriller*? (*Michael Jackson*)
9. Who / to win / the 1986 World Cup? (*Argentina*)
10. Who / to invent / the telephone? (*Alexander Bell*)
11. Who / to invent / the radio? (*Alexander Popov*)

Exercise 9. a) Read the text and ask tag questions.

When John left school, he applied (wrote an official request) for a job in the accounts department of a local construction company. They gave him a job as a trainee. He didn't earn very much but they gave him a lot of training and sent him on training courses. John worked hard at the company and his future possibilities in the job looked good. After his first year he got a good pay rise, and after two years he was promoted. They gave him a higher position with more money and responsibility. After six years he was in charge of the accounts department with five other employees under him.

b) Describe the career ladder of your parents, friends or relatives.

Exercise 10. a) Complete the joke using the Past Simple if the verbs in brackets.

A businessman (1) (*want*) to interview applicants for the position of divisional manager. These (2) (*be*) several strong candidates, so he (3) (*decide*) to devise a simple test to select the most suitable person for the job. He (4) (*ask*) each applicant the simple question, "What is two and two?"

The first applicant (5) (*be*) a journalist. He (6) (*light*) a cigarette, (7) (*think*) for a moment and then he (8) (*say*) "twenty two".

The second applicant (9) (*have*) a degree in engineering. He (10) (*take*) out his calculator, (11) (*press*) a few buttons, and (12) (*show*) the answer to be between 3,999 and 4,000.

The next applicant (13) (*work*) as a corporate lawyer. He (14) (*state*) that two and two (15) (*can*) only be four, and (16) (*prove*) it by referring to the well-known case of Gates v Monopolies Commission.

The last applicant (17) (*turn*) out to be an accountant. The businessman again (18) (*put*) his question, "What is two and two?"

The accountant (19) (*get*) up from his chair, (20) (*go*) over to the door, (21) (*close*) it, then (22) (*come*) back, and (23) (*sit*) down. Finally, he (24) (*lean*) across the desk, and (25) (*whisper*) in a low voice, "How much do you want it to be?"

b) Read the conversation and answer the questions.

Cleo: Who did you tell?

Eric: Just Ann.

Cleo: And who told you?

Eric: Stefan.

Cleo: And nobody else knows?

Eric: Only you.

Cleo: Well, of course, I told Stefan.

1. Who knew first?

a Cleo b Eric c Ann d Stefan

2. How did Eric find out?

3. Who was the last to know?

a Cleo b Eric c Ann d Stefan

c) Read these two questions and underline the subject in each:

a) Who did you tell? b) Who told you?

Exercise 11. Read the text and ask questions. The words in brackets may help you.

Mr Green had a terrible dream last night (*who*). He was in Alaska (*where*). He was very cold, very tired, and very frightened (*who*). He was the only human being in the white desert of snow and ice (*where*). And the place was full of white bears (*what colour*). One of the bears had the face of his boss Mr Smith (*who*). Mr Green had a gun with him but he had no ammunition (*what*). He could only aim at the bear, but he could not shoot it (*what*). And the bear had big white teeth and the terrible half-smile of Mr Smith. Mr Green had no way out. He had to say: "Yes, sir. Very well, sir" (*what*). And he had to pretend that he was not frightened.

Exercise 12. a) Rewrite the following text in the past simple tense.

Every Friday afternoon Mr Frank Morris gives a press conference. He allows art critics to call on him and tells them what he thinks about art. However, he refuses to talk about his technique. He says that a painter's technique is an inseparable part of his personality and as such it is simply indescribable. In Mr Morris's opinion, speaking about technical aspects of painting is unpardonable. To do so is to reduce art to the status of handicraft. And nothing can be more humiliating to a true artist than being compared to.

b) Answer in a few sentences: Why didn't Mr Morris allow anyone into his studio?

Exercise 13. Match the sentences.

- | | |
|--|--|
| 1. В классе не было света. | a. There were some boys in the yard. |
| 2. На улице было много деревьев. | b. There was some bread on the plate. |
| 3. Во дворе было несколько мальчиков. | c. There were not any notebooks there. |
| 4. Там не было тетрадей. | d. Was there any chalk on the table? |
| 5. В вашей комнате были картины? — Да, было несколько. | e. There were some girls in the park. |
| 6. На этом столе был мел? | f. — Were there any pictures in your room? — Yes, there were some. |
| 7. В парке было несколько девочек. | g. There was no milk in the glass. |
| 8. На тарелке было немного хлеба. | h. There was no light in the classroom. |
| 9. В стакане не было молока. | i. There were many trees in the street. |
| 10. В холодильнике было мало масла. | j. There were few lamps in the room. |
| 11. В стакане было немного воды. | k. She had a few friends in Moscow. |
| 12. Сколько студентов было в зале? | l. Betty had few toys. |
| 13. В комнате было мало ламп. | m. There was a little water in the glass. |
| 14. У нее было несколько друзей в Москве. | n. How many students were there in the hall? |
| 15. В банке было немного кофе. | o. There was little butter in the refrigerator. |
| 16. У Бетти было мало игрушек. | p. There was a little coffee in the box. |

Exercise 14. Translate the sentences into English.

1. Прошлым летом мы жили в деревне.
2. Вчера она ездила в школу на автобусе.
3. У них не было урока истории вчера.
4. Она не пришла домой вовремя.
5. Ты завтракал в 8 часов? — Да.
6. Ты шел пешком или ехал на автобусе? — Я ехал на автобусе.
7. В нашей школе не было компьютеров.
8. Когда начался урок музыки? — Он начался в 10 часов.
9. Что вы делали в воскресенье? — Мы остались дома.
10. Кто пел песни вчера? — Девочки.
11. Вчера шел дождь? — Да.
12. Она не взяла свою дочь на концерт.
13. В его речи было мало ошибок.
14. Кому учитель поставил хорошую оценку? — Он поставил хорошую оценку Ане.

Exercise 15. Use *many, much, few, little, a few, a little*.

1. How many sausages were there in the fridge? — There were very
2. How ... juice was there in the fridge? — There was very
3. There were so ... people in the room that we couldn't move.
4. Her mother had ... beautiful dresses.
5. Did you know ... or ... about the Celts last year?
6. It cost me ... money to furnish the room.
7. She was so lonely. She had ... friends.
8. The exams were over and they had ... free time.
9. She was a quiet person. And she didn't say ... when she saw them.
10. There were ... books in the library.

Exercise 16. Choose the correct word in brackets.

1. She wasn't ready to get (*some, any*) job.
2. Did he know (*some, any*) foreign languages?
3. There was (*any, no*) money in the purse.
4. There was (*some, any*) news on the radio.
5. There were (*any, no*) computers in the office last year.
6. Did you have (*any, some*) work to do yesterday?
7. There was (*some, any*) money for you to spend.
8. There was hardly (*some, any*) furniture in his room.
9. Unfortunately there were (*some, any, no*) means of achieving his aim.
10. I was thirsty, but there was (*no, any*) juice in the fridge.

Exercise 17. a) Rewrite the following text in the past simple tense.

Alice Elliott is an undergraduate at Cambridge. She studies sociology. Sociology is not only her subject but also her great passion. And yet the

professors and tutors are not very pleased with Alice's work. They are right to a certain extent when they say that Alice does not read a sufficient number of books. It is also true that she does not attend all her tutorials. It is a fact that she does not always write her essays. But Alice works very hard. Her only fault is originality. She has her own original conception of sociological studies. She favours practical research and she does much field work. She often goes to parties. She goes to many dances. She meets and talks to many interesting people. Alice is sometimes very tired, but she never misses a single party. She drinks much coffee to keep awake. She knows the real value of careful observation, and careful observation requires concentration. It means hard work. Alice does not object to hard work. She knows that her parents pay the university fees — she has no scholarship. She wants to get an honour's degree to please her parents. She knows that the traditionally-minded dons (преподаватели) are against her methods of sociological research but she is prepared to defend her point of view.

b) Ask ten questions.

Exercise 18. Use the articles wherever necessary. Retell the text.

The Life of a Country Girl

Susan Morrison lives in ... small Welsh town. It's ... lovely place to live in. But it's not ... best place if you want to find ... job. Some young people leave home and look for ... work in ... big cities of England.

Susan wanted to be ... hairdresser. She left school when she was 16, and learned hairdressing at ... college for two years. But she couldn't find ... job. She went to London, but there was nothing there. She tried ... farm work, but she didn't like it.

Now she's working at ... Laura Ashley factory in ... Newtown, ... beautiful Welsh hill town. There she makes ... pretty dresses that she loves to wear herself. Susan has ... industrial job, but she still lives ... life of ... country girl. Her hours are long: she leaves home at six fifty-five on ... factory bus to start work at eight, and she does not finish until five in ... evening. But when she is free, she spends her time with ... horses. She's lucky. Her uncle is ... farmer. He keeps ... horses.

Exercise 19. Translate the following text into Russian paying attention to the use of *used to*.

No, things aren't the same. They're much better. The work used to be all the same — no variety. I used to come here in the morning, do the job, and then go home. I couldn't wait to get home. I tell you, I was always walking around just looking at the clock. Not now. I'm more involved with what I'm doing. I used to use only my hands. Now I use

my brain as well. Look, I work here. I can see what's happening. I've got my ideas. I know when things go wrong. The thing is now, when we have these meetings, I can talk about it. I'm part of the team, and I can contribute. In the past all the orders, all the suggestions always came down from the top, from the management. Well, now it's different. Things go up from the bottom. Information. Ideas. Suggestions. Our suggestions. My suggestions. It didn't use to be like this.

Exercise 20. a) Look at the list of Helen's past and present habits. Write sentences. The first one has been done for you as a model.

	young Helen	Helen now
1. Cheese (to like)	×	✓
2. Cartoons (to watch)	✓	×
3. Comics (to read)	✓	×
4. Chess (to play)	×	✓
5. Coffee (to drink)	×	✓
6. English (to speak)	×	✓

1. She didn't use to like cheese, but now she does.
2. She used to _____
3. _____
4. _____
5. _____
6. _____

b) Write sentences about your own life (talk about hobbies, school, family, music, sport, holidays) like this:

- I used to like school, but now I don't _____
- I used to hate maths, but now it's my favourite subject.
- I used to walk to school _____

Exercise 21. Read the report from 1842. Does *used to* refer to past or present habits?

Hard Times

When I was ten years old, I went to work in a cotton mill. The mill owner used to like children as workers. We were cheap — he paid us very little. We were useful because we could climb under the machines and clean them. At our factory we used to start work at five o'clock in the morning. We never stopped work or sat down until nine or ten at night. Once, when I lost part of my finger in a machine, I bandaged it and went on working.

1. How many hours a day did children work in cotton mills?
2. Why did mill owners like children workers?
3. Why did so many children go to work?
4. How did you feel when you read the report?

Exercise 22. Read the text. Answer the questions below.

Athlete of the Century

Edson Arantes do Nascimento was born in 1940 in the small Brazilian town of Tres Corações.

Young Edson was like many Brazilian boys and he could kick a football almost before he could walk. He grew up spending hours playing football in the street with his friends.

It was when he was playing for the local youth teams that people noticed that there was something very special about young Edson. At 16 the first division club Santos took him on a professional and young Edson's incredible career had begun.

As a professional, he became known as Pele and the name Pele was soon famous throughout the world. When he was seventeen, he played for the Brazilian national team and with several brilliant goals he helped his team to win the World Cup in Sweden, in 1958. In 1974 he retired, but came back the next year to play for the New York Cosmos for a record \$7,000,000.

During his career Pele scored 1,217 goals in 1,254 games. He became a hero not only in Brazil but all over the world.

1. When did Pele learn football?
2. What was his last club?

Exercise 23. Make sentences putting the words in the correct order.

1. was / in / Charles / in / poor / Dickens / clerk / a / born / the / of / family / 1812
2. yesterday / your / I / letter / received
3. business / in / year / worked / aunt / last / my / clothes
4. bitter / the / that / coffee / you / very / bought / is
5. worked / her / encouragement / she / boss / much / give / although / didn't / hard / very
6. people / him / not / voted / many / for
7. months / knew / here / people / she / ago / three / few
8. many / yesterday / he / mistakes / made
9. was / money / off / she / short
10. write / when / young / Dickens / to / began / was / he
11. USSR / of / part / used / a / the / be / Russia / to
12. family / to / used / together / our / have / lunch

Exercise 24. Read the text and write the essay about your last weekend.

How I Spent the Weekend

People spend their days off in different ways. As for me, I prefer to spend them in the country. Two weeks ago I took part in the skiing competition of our Institute.

This is how I spent my last weekend. I went to see my sister. Last week I got a letter from my sister inviting me to spend the weekend in the country. I accepted her invitation with pleasure. My sister and her husband live in the country.

Last Saturday, as soon as the classes at the institute were over, I hurried to the station to catch the four o'clock train. My sister lives about 50 kilometres from Moscow. It took me a little more than an hour to get there. My sister met me at the station. We were very glad to see each other. On the way home we asked each other a lot of questions about our life and studies. When we came home, we had tea and then went for a walk as the weather was fine.

It was pleasant to walk in the country in the evening. It was not very cold and it was snowing a little. Everything around was white with snow. The air was so fresh and the moon was shining brightly in the sky. We had a very good time.

On Sunday we got up later than usual. After breakfast we started on a skiing trip. It was snowing when we left the house. There was a lot of snow on the ground. We went skiing in the forest for some hours enjoying the fresh air and the beautiful scenery around us. When we came back home, we were hungry and a little tired. After dinner we had a rest.

I came back to Moscow by the seven o'clock train. After supper I read a little, watched TV and went to bed at 11 o'clock as usual.

1. Did you go to the country for the last weekend or did you stay in town?
2. What was the weather like last weekend?
3. When did you last go to the theatre? What did you see? Did you sit in the stalls or circle? Which row were you in? Were you next to an aisle? Did you have a good view of the stage?

Exercise 25. a) Read the text.

Ruth Evans began her career with disappointment. She did not do well in her end-of-school exams. So her first job was that of the office "dogsbody" (ишак). She did all the small, boring jobs that no one else wanted to do. She booked rooms for meetings, showed people the way to the right office, helped with the photocopying, checked the letters and ran round with messages. Like most office workers in Britain, Ruth worked from 9 to 5 with an hour off for lunch. She liked doing a lot of different things, and she liked friendly atmosphere. But nobody wants to be the

office "dogsbody" forever. Ruth soon saw a chance. She applied for a job in a new community scheme (программа) and she got it.

Ruth was lucky to get a safe job and training. Every week she had a day off to go to college. So far, she had done courses in accounting, business organization and social services (социальная служба). And she started to work in the social services department. She dealt directly with the people whose problems brought them in to ask for help: the unemployed, the old, the sick and homeless.

b) Find the English equivalents in the text for the following:

мелкие поручения; профессиональное обучение; подавать заявление на работу; посещать колледж; выпускные экзамены; карьера; плохо сдать экзамены; прослушать курсы по бухгалтерскому учету; иметь дело с кем-либо/чем-либо; регистрировать письма; заказывать помещения; социальная служба; скучная работа; разочарование

c) True or false? Give reasons for your answers based on the text.

1. Ruth failed in her final exams.
2. She started to work as a secretary.
3. Office "dogsbody" is a person doing all the small jobs in the office.
4. Ruth worked nine hours a day.
5. She hated doing all those boring things.
6. Ruth held meetings and wrote letters.
7. She wanted to be office "dogsbody" forever.
8. Ruth went to college in daytime and worked in the evening.
9. She went to the social services department to get some help.
10. She liked to work with people.

Exercise 26. Here are two more stories about planning a career. Read them and answer the questions below.

Timothy Lloyd

The favourite subject at school for Timothy was geography, because he wanted to travel. He studied various parts of the world so that he could feel as if he knew them a little. Timothy liked children and was always ready to have a joke with them. So after finishing school he decided to be a teacher. He finished training college and became a teacher of geography in a primary school.

Ted Hughes

Ted Hughes had to wear glasses ever since he was a small boy. His parents suggested that he might train to be an optician (окулист) and to help other people with their eyes. Ted didn't have any strong feel-

ings about what he wanted to do, so he agreed and started a course of training with the intention of becoming an optician. He found the work interesting and did not have any trouble in qualifying at the end of the course. The next problem was to find a steady job. He looked at the advertisements in suitable journals, applied for a number of jobs offered and managed to get one in the town where he lived.

1. Find in the texts the sentences explaining how/why the young men decided on their professions.
2. What should one do to become a teacher or an optician?
3. Did the young men know what profession to choose from the time they were schoolchildren?
4. What did they do to qualify for the job they wanted to do?

Exercise 27. Read and reproduce the jokes.

1

Grandpa came for a visit and all the kids tried to impress him. Bill boasted, "I'm first in arithmetic, Grandpa."

Mary said she was first in the spelling bee (конкурс на знание орфографии). Grandpa asked little Timmy: "What are *you* first in, Timmy?"
"Well, I'm the first one out of the door when the bell rings."

2

During an examination before Christmas, one of the students did not know how to answer the question "What causes a depression?"—so he wrote: "God knows! I don't. Merry Christmas!"

When the examination papers came back, the student saw that the professor had written on his paper: "God gets 5, you get zero. Happy New Year!"

Exercise 28. Discuss the following story:

Oxford as I See It

As I was interested in the system of education in England, I went to Oxford. Oxford is a noble university. It has a great past. It has a great future. Its methods are old. It has professors who never teach and students who never learn. In the colleges of other countries the lectures are a useful part of the student's training. At Oxford it is not so. The lectures are given and may even be taken.

"Nobody takes them," said a student, "you can take them if you like, they do you no harm."

The professor's feelings are not hurt if the students do not attend his lectures. He waits and rests, hoping that in some later years the students will attend his lectures.

But whether we like it or not, Oxford gives something to its students. I understand that the explanation of this mystery is found in the operation of the person called the tutor. It is from him, or rather with him, that the students learn all that they know.

The whole system at Oxford is such as to encourage a gifted student and let dullness (посредственность) go its way. On the dull student Oxford, after some time, grants a degree which means nothing more than that he lived and breathed at Oxford. A gifted student needn't wait for anybody. He moves as fast as he likes.

(After *S. Leacock*)

Exercise 29. Write a short essay on one of the following topics:

- Why do many companies take care of arranging training programmes for their personnel?
- Should everybody try hard to improve his skills?
- It is never late to learn.

TEST 3

Task 1. Choose the suitable words. Keep in mind that only one variant is correct.

- 1) **A:** When 1 your homework?
B: I usually go 2 early and do it there.
A: I 3 in bed but I 4 the radio. I do my homework in the morning. I 5 six o'clock and do it then.

1	A you do	B do you	C to do	D do you do
2	A to bed	B to the bed	C in bed	D in the bed
3	A am never reading	B never read	C read never	D never am reading
4	A hear on	B hear to	C listen to	D listen on
5	A get up on	B get up at	C go up on	D go up at

- 2) **A:** Where's Brighton?
B: It's 6 the south coast of England.
A: How many kilometres 7 from London?
B: About 80 kilometres. You can go 8 train.
A: How 9 does it take?
B: About 55 minutes.
A: And 10 many trains?
B: Yes, a lot.

6	A by	B beside	C on	D in
7	A is there	B are there	C is it	D are they
8	A by	B on	C in	D with
9	A much	B many times	C long	D far
10	A there are	B are there	C they are	D are they

- 3) **A:** Did you see the film on television 11 ?
B: No, we went to see some friends of 12. We 13 very late.
A: Why? What 14 ?
B: There weren't 15, so we walked and it took two hours.

11	A at night	B in the night	C last night	D tonight
12	A we	B us	C our	D ours
13	A get home	B got home	C get to home	D got to home
14	A did happen	B have happened	C happened	D has happened
15	A some bus	B some buses	C any bus	D any buses

- 4) **A:** Have you 16 to the shops?
B: No, I went this morning.
A: 17 many things?
B: Yes, but everything 18 expensive. I didn't buy 19 fruit but I got 20 apples.

16	A just gone	B just been	C gone just	D been just
17	A Bought you	B You bought	C Did you buy	D You did buy
18	A was very	B were very	C was much	D were much
19	A much	B many	C some	D any
20	A any big red	B some big red	C any red big	D some red big

Task 2. Translate the sentences into English.

- У меня не было определенного (definite) призвания или таланта, когда я закончила школу.
- Моя сестра начала работать неполный рабочий день, а вечером она занималась на курсах бухучета.
- Его отец работал на стройке, и он также решил получить профессию строителя.
- Нина окончила школу с отличием и поступила в университет в прошлом году.
- После окончания академии мой друг начал работать в банке своего отца.
- Я прочла рекламу в газете о работе в торговой фирме. Они берут учеников.

7. Чтобы получить профессию юриста, надо очень хорошо и много заниматься в школе и институте.
8. У них в школе были компьютерные курсы и их также учили делопроизводству. Поэтому она легко нашла работу секретаря в небольшой фирме.
9. Меня привлекает работа медсестры. Я хочу поступить в медицинский колледж.
10. Мы с подругой не хотели жить в общежитии и решили снять комнату.
11. В прошлом году у меня уходил час, чтобы добраться до академии.
12. Я изучала немецкий язык в школе несколько лет тому назад.
13. Они не были в Париже в 2002 году, не так ли?
14. В прошлом году мы открыли новый офис в Аргентине.
15. В нашей группе было мало студентов в прошлом году.
16. Мы купили доллары в банке.
17. Кто включил компьютер?
18. Секретарь написала письмо вчера.
19. Мы обсуждали эти вопросы в пятницу.
20. Вчера я встретил г-на Блэка в министерстве.
21. Мы закончили нашу работу на прошлой неделе.
22. Два года назад она не работала в академии. Она работала в офисе.
23. В прошлом году мы прочитали несколько интересных книг.
24. Где вы были вчера? Я не видел вас в офисе.
25. После окончания школы я поступила в Академию труда и социальных отношений.
26. В кошельке было мало денег.
27. Месяц назад они подписали контракт в Финляндии.
28. В школе у меня было мало друзей.
29. Она работала переводчиком в посольстве и много путешествовала.
30. Никто ничего не сказал ему об этом.

Task 3. a) Read and translate the text into Russian.

There are a great number of high schools, large universities, as well as a variety of institutions for adult education and vocational training in America. America's first college, Harvard, was founded in Massachusetts in 1636, and the second, William and Mary, was established in Virginia in 1693.

The most noteworthy feature about American education is the absence of a national administration or structure. Each of the 50 states controls and directs its own schools. Most states require that children attend school from the time they reach six or seven years old until they are 16 or 17.

Elementary and secondary schools together consist of 12 years of classes which meet for about 10 months a year, five days a week and five hours a day. Most secondary schools have a "core curriculum" of English, mathematics, science, social studies and physical education as well as a variety of elective subjects. Most include classes teaching basic computer skills.

About 86 per cent of American students attend public schools. The other 15 per cent attend private schools, for which their families choose to pay special attendance fees.

After graduating from secondary school, a growing number of Americans go on to higher education. American institutions of higher education include technical training schools, which offer programs in fields ranging from hairstyling to computer programming; community colleges, which provide two years of semiprofessional training for their students; colleges, offering four-year bachelor degree programs; and universities, which contain one or more colleges and graduate schools offering master's or doctoral degree programs with high quality of research facilities.

b) Translate the text into English.

Система образования в США включает как государственный, так и частный сектор. Более половины всех высших учебных заведений составляют частные учебные заведения.

В период после Второй мировой войны система образования, как государственная, так и частная, характеризовалась быстрыми темпами развития.

Происшедшее в 70-е годы расширение государственного сектора в высшем образовании связано с быстрым увеличением сети двухгодичных колледжей. Их распространение было рассчитано на то, чтобы отвести поток абитуриентов от университетов и четырехгодичных колледжей. Большинство вновь созданных учебных заведений являлось средними специальными учебными заведениями, дающими образование в рамках профессионально-технического профиля.

Task 4. Translate the following text into Russian in writing using a dictionary:

Choosing a Vocational School

Five technical colleges in the State of Washington provide training and education for people of 16 and older to prepare for entry into the workforce, upgrade the skills needed to maintain present employment, improve their skills to prepare for advancement. Program length varies from a few weeks to two years.

Individuals may pursue a bachelor's degree at several public and independent four-year colleges and universities, located within Wash-

ington State. The bachelor's degree may prepare graduates for entry-level positions in occupations (e.g., computer science, business administration).

Most four-year colleges and universities require high school completion or community college coursework for admission. All of Washington's public four-year institutions offer post-baccalaureate educational opportunities in various professional fields leading to the master's degree. Of the public institutions, only the University of Washington and Washington State University may offer doctoral degrees in any field and professional degrees (e.g., medicine, dentistry, law, and veterinary medicine). The time required to complete a post-baccalaureate degree differs according to the level (master's, doctorate, professional) of the program and the field of study.

Specific career training is available through a community college, a technical college, or a private vocational school. A post-secondary education can be an excellent investment. However, before enrolling, you should analyse your skills and talents, gather information about present and future job markets.

Vocational education training opportunities in the State of Washington are practically unlimited. Public education offers nearly 1,250 vocational education programs leading to employment in more than 300 different occupations. In addition, many of these programs offer a variety of options.

There are also 220 private vocational schools that offer vocational training in about 150 occupations. Community-based organizations provide training opportunities too, and so do the military and apprenticeship programs.

UNIT FOUR

HOTEL INDUSTRY

Grammar: The Future Simple Tense. Tense Forms in the Subordinate Clauses of Time and Condition. Adjectives and Adverbs. Degrees of Comparison.

TEXT A

AT A HOTEL

As soon as you are through with the customs, you'll most probably take a taxi to a hotel. It's best to book a room in advance. In this case you'll be sure to stay at a hotel without any problems. You can book a room by telephone or telegram.

In many hotels a porter takes your luggage and shows you the way to the receptionist's desk. The receptionist will most probably ask you for how many days (nights) you are going to stay at the hotel. He may offer you a room (a single or a double room, a suite, etc.) with all modern conveniences (bath, telephone, TV). Then he will ask you to sign in. In this case you have to sign your name in a hotel register (book). In the USA you have to put down your name, nationality and address in a special registration form (fill in a form).

When this formality is over, the receptionist gives you your key and the porter shows you up to your room. Now you are referred to as a "guest". When going out you are supposed to leave your key at the desk. All the keys are hung on a special key-rack.

The room charge (price) usually includes your breakfast. Sometimes it includes the service paid additionally.

The guests are requested to warn the receptionist in advance about the day and hour of signing out so that he could have the bill ready for them in time. Make sure that the bill is ready one day before leaving.

Vocabulary Notes

to book a room/to make a reservation (AE) – заказать (забронировать) номер

in advance	- заранее
to stay	- остановиться
receptionist	- администратор
single room	- одноместный номер
double room	- двухместный номер
suite	- номер люкс
to sign in/register/check in	- зарегистрироваться
registration form	- бланк регистрации
fill in/out (AE)	- заполнять (<i>бланк</i>)
formality	- формальность
porter/bell-boy (AE)	- коридорный, посыльный
show up (to)	- проводить (в)
guest	- гость
charge	- плата
to sign out/to check out	- выписаться, зарегистрировать отъезд, освободить номер
bill	- счет (<i>за проживание</i>)

Add to your active vocabulary:

I'd like to stay at the hotel.	- Я хочу остановиться в гостинице.
What's the price a day?	- Сколько стоит номер в сутки?
How much is it a night?	- Сколько стоит номер в сутки?
This room will suit me.	- Эта комната мне подойдет.
Shall I pay in advance?	- Мне уплатить вперед?

Exercise 1. Find in the text the English equivalents for the following:

забронировать номер; остановиться в гостинице; коридорный; администратор; одноместный номер; двухместный номер; регистрироваться; бланк регистрации; ключ; вешалка для ключей; современные удобства; обслуживание; плата; просить; предупреждать; приготовить счет; выезжать (выписываться)

Exercise 2. a) Answer the questions:

1. Why is it best to book a room/make a reservation?
2. How can you book a room at a hotel?
3. Who usually helps you with your luggage when you come to a hotel?
4. Whom will you address for a room when you come to a hotel?
5. What will the receptionist most probably ask you about?
6. What do you call the formality of putting down your name in a hotel register?
7. Who usually shows a traveller to his/her room?

8. Why are you requested to warn the receptionist in advance about the day and hour of signing out/checking out?

b) Retell the text.

Exercise 3. a) Read the text and learn the new words and word combinations.

The Bell Captain and Bellhops

In America, the bell captain, a position found in most medium to large hotels, is an individual of great importance to the reputation of a lodging establishment. The bell captain or one of his or her staff is often the first individual a guest meets upon arrival. The bell captain trains and supervises all bellhops, all those who usher arriving guests to their rooms and carry their luggage.

Bell captains supervise the hotel's attendants and valet parking crew. Bell captains, bellhops, and door and valet parking attendants depend on tips for a large portion of their income. It is considered customary to tip a bellhop about \$1 for each bag carried. A hotel door attendant can expect on average a \$1 to \$2 tip for hailing a taxi.

Vocabulary Notes

bell captain	- старший портье
bellhop	- посыльный, коридорный
to usher	- проводить, вводить
usher	- швейцар
valet parking attendant	- служащий гостиницы, ставящий автомобиль гостя на стоянку и подающий его к подъезду
crew	- бригада
to hail a taxi	- остановить такси

b) Find the answers to these questions in the text:

1. Are there usually any bell captains in small hotels?
2. Is the post of bell captain of any importance?
3. What are his duties?
4. What hotel employees does the bell captain usually train and supervise?
5. What tips do guests usually pay to the bell captain, bellhops, doormen and valet parking attendants?

Exercise 4. a) Match the English terms with their Russian equivalents.

1. usher	a. администратор
2. in advance	b. швейцар

- | | |
|---------------------------|--------------------------|
| 3. tips | c. одноместный номер |
| 4. registration form | d. жилье |
| 5. attendant | e. номер люкс |
| 6. single room | f. плата |
| 7. crew | g. коридорный, посыльный |
| 8. porter/bellboy/bellhop | h. гость |
| 9. bill | i. старший портье |
| 10. guest | j. регистрационный бланк |
| 11. accommodation | k. меблированные комнаты |
| 12. bell captain | l. служащий гостиницы |
| 13. charge | m. заранее |
| 14. receptionist | n. команда, бригада |
| 15. suite | o. чаевые |
| 16. lodging house | p. счет |

b) Read the following words denoting the places where you can spend the night:

guest-house	youth hostel
caravan park	campsite
self-catering flat	hotel
B&B (bed and breakfast accommodation)	

- Find among them the places where: a) they serve you breakfast; b) you can get an evening meal; c) you can cook your own meals; d) you do not sleep in a building.
- Which of these places do you think are: a) expensive? b) medium-priced? c) cheap?
- Can you think of any more unusual places to spend a night?

Exercise 5. Choose the correct word(s) from the list below.

The Astoria Hotel

St Petersburg is a world-famous ... and the second largest in our country. The Astoria Hotel is located in the very ... of the city. The ... has 430 guest-rooms for a total of 800 beds. They include ... apartments, suites, double and single rooms. Most of the guest-rooms are double There is a sauna, a swimming pool, a fitness centre, a laundry, repairs and dry cleaning and a souvenir ... at the hotel. The hotel also runs a "Rent-a-Car" service.

At the hotel you have at your service three ...: "Winter Garden" seating 140, "Astoria" — 150 seats, "Angleterre" for 154 guests; a banquet hall for 130 seats, a grill-restaurant seating 60, two cabinets for ... seats, several bars, cafés and buffets.

The Astoria Hotel has a business centre which is equipped with all kinds of ... facilities and a conference hall for 200 seats. At the service ...

you can get the necessary travel information. The clerks will ... you in ordering any kind of public services and tickets. The Astoria Hotel is the ... hotel in Russia. Many well-known ... leaders, actors, singers, artists and poets stayed at this hotel.

help; kiosk; political; city; restaurants; hotel; 28; best; rooms; modern; several; heart; bureau

Exercise 6. Choose the proper word from the list below. Dramatize the dialogue. Work in pairs.

At the Reception Desk

Mr Smith is checking in and speaking with the receptionist.

Receptionist: Good morning, sir. Can I ... you?

Smith: Good morning. You have a ... in my name.

Receptionist: What's your ..., please?

Smith: Smith.

Receptionist: How do you spell it, ...?

Smith: S-M-I-T-H.

Receptionist: Have you got ... letter of confirmation?

Smith: Yes, I've got it here. Here ... is.

Receptionist: Thank you, Mr Smith. A single ... with bath. Have you ... your passport, please?

Smith: Yes, of course. Here you are.

Receptionist: That's all right. Now you should ... in this form:

Surname (full name) _____
Profession _____
Nationality _____
Passport No. _____
Date of birth/place of birth _____

Smith: Certainly. Can I fill ... this form in Russian?

Receptionist: No, you should fill it in

Smith: Here it is.

Receptionist: Many thanks, sir. Your room ... No. 21.

in; name; our; room; it; help; reservation; is; sir; fill; English; got

TEXT B

DIALOGUE

A: Morning. Central Hotel.

B: Good morning. This is Susan Stevens from Daxia. I'd like to find out a little about the facilities offered by your hotel.

- A:** One moment, please. I'll just put you onto booking inquiries.
- C:** Booking inquiries.
- B:** Good morning. This is Stevens from Daxia. Could you tell me a little about the facilities offered by your hotel?
- C:** Yes, certainly. The Central is right in the middle of town, next to the railway station, and is very convenient for people arriving or leaving by train.
- B:** Does that mean that the hotel is quite noisy?
- C:** Well, I wouldn't say that we are exactly a country hotel. Yes, I suppose it is quite noisy.
- B:** How about restaurant facilities?
- C:** No, I'm afraid we haven't got a restaurant here. Of course, there are plenty in the vicinity. All we have is a snack-bar which serves light refreshments.
- B:** Do you have a bar?
- C:** Yes, we do.
- B:** And what about evening entertainment?
- C:** Well, we have a dance in the bar every Saturday evening. And that's open to both residents and non-residents.
- B:** Uh-huh, good. Anything else in the way of facilities?
- C:** Yes, we also have a sauna — that's only for residents. And next year we shall have our own swimming pool.
- B:** Well, thanks for the information. Bye.

Exercise 1. a) Give Russian equivalents for:

accommodation; facilities; in the vicinity; booking inquiries; snack-bar; reception clerk; light refreshments; entertainment; non-residents; swimming pool

b) Study the following speech patterns:

1. — Can you recommend a good hotel?
— I think you can stay at the Astoria. It's one of the best hotels in town with well-trained personnel.
2. — What hotel can you recommend?
— I think the Bristol is the best for you. It's one of the cheapest hotels I know and there's a very good restaurant there.
3. — The hotel has a car parking lot for forty cars.
4. — The Europe Hotel has two restaurants, a bar, and a dancing hall.
5. — I'd like a quiet double room on the third floor overlooking the Thames.
6. — We can give you a very good single room with a bath overlooking the street. Will it suit you, sir?
— I think, it will. By the way, what's the rate per night?
— Bed and breakfast is three pounds fifty.

7. — A hotel worker who stands by the door and helps visitors to get out of the car is called a porter or a doorman.
8. — A hotel worker who receives new guests and gives them accommodation (a room) doing all the formalities is called a reception clerk.
9. — A hotel worker who keeps bedrooms in order and does some laundry for the guests is called a maid or a chambermaid.
10. — A hotel worker who gives and receives the keys is called a desk-clerk.

Exercise 2. a) Read and translate these conversations into Russian:

1

**Booking into a Hotel
(in Britain)**

Mr Sansom has just arrived at the reception desk of his hotel.

Sansom: Good afternoon. My name's Sansom. I believe you've got a room booked for me.

Receptionist: What was the name again, sir?

Sansom: Sansom. S-A-N-S-O-M.

Receptionist: If you wait a moment, sir, I'll check. Yes, that's right, sir. One single, sir, with private bath — from today for 3 days. If you'd just sign the book here, I'll get you key and have your things sent up. By the way, it's Room 108.

Sansom: I see. What time's breakfast?

Receptionist: Well, it's any time between 7 and 10 in the dining-room or you could have it sent up.

Sansom: Oh, that's nice. I'd prefer it in my room. If you send it up round about 8.30, that would be fine.

Receptionist: Very good, sir. Would you like a newspaper sent up with your breakfast?

Sansom: Mm—yes. I'd like the *Financial Times* and *The Guardian*, if you'd be so kind.

Receptionist: Certainly, sir.

2

**Hotel Reservations
(in the USA)**

The Embassy Hotel, Boston. Conversation by telephone.

(Doris Morgan — D, Pavel Rodionov — P)

D: Embassy Hotel. Good morning. My name is Doris Morgan. Can I help you?

- P:** Good morning. I'm calling from New York. I'd like to have a reservation for next Monday. My name is Pavel Rodionov.
- D:** We have several hotels in Boston. Which area are you interested in?
- P:** I prefer downtown.
- D:** All right. Do you want a single or a double room?
- P:** A single room, please.
- D:** Okay, Mr Rodionov.
- P:** Is it a front room or a back room?
- D:** It's a front room. But our hotel is located on a quiet street.
- P:** What's the price of this room per night?
- D:** Seventy dollars a night. How long do you expect to stay?
- P:** I'll be staying for a week. Will the room be reserved for me? Okay?
- D:** You are all set. Could I have your telephone number?
- P:** (212) 431-2211. I'll pay by credit card.
- D:** See you next week, Mr Rodionov. Thank you for calling us.

3

The taxi with Pavel Rodionov stopped at the entrance of the Green Davidson Hotel. The doorman opened the door and helped him out. The bellboy came up, took his luggage, and then he led him through the lobby straight up to the receptionist.

(Receptionist — R, Pavel Rodionov — P)

- R:** Good afternoon. What can I do for you?
- P:** I'd like to have a single room with a bath for the night.
- R:** Have you made reservations?
- P:** Yes, I called from New York. My name is Rodionov.
- R:** Ah, yes, sir. To be sure. Here you are, room 205. Second floor, front.
- P:** What's the price?
- R:** 48 dollars a day, sir. How long will you stay here?
- P:** I expect I'll check out at about noon the day after tomorrow. Shall I pay in advance?
- R:** Yes, please. You can pay at the cashier's desk to your left. Will you please check-in?

The receptionist hands over a registration form and Pavel Rodionov fills it in, giving all the information required. The receptionist gives the key to Pavel Rodionov's room to the bellboy.

b) Translate this dialogue into English:

- Traveller:** Здравствуйте, я хотел бы получить одноместный номер.
- Receptionist:** Вы сделали предварительный заказ?
- Traveller:** Да, моя фамилия Родионов. Я заказал одноместный номер телеграммой.

- Receptionist:** О, г-н Родионов. Да, сэр. Сорок пятый номер.
- Traveller:** Окна этого номера выходят на улицу или во двор?
- Receptionist:** На улицу.
- Traveller:** Я предпочел бы с окнами во двор.
- Receptionist:** О, сэр. Окнами гостиница выходит на (it looks out on) тихую улицу.
- Traveller:** Хорошо. Сколько платить в сутки за этот номер?
- Receptionist:** 25 фунтов, включая завтрак... Можно узнать (may I ask you), на сколько дней вы собираетесь остановиться у нас?
- Traveller:** Я думаю пробыть здесь (expect to stay) неделю.
- Receptionist:** Очень хорошо, сэр. Известите нас, пожалуйста, за день до вашего отъезда (the day before leaving). Тогда мы сможем приготовить ваш счет.

c) Compose a dialogue on the following topics. Work in pairs.

1. Booking a Room.
2. At the Hotel.

d) Act out the conversations given above.

Exercise 3. a) Read and dramatize the following dialogue:

At the Restaurant

- Waiter:** Good morning, sir. For one?
- Oleg:** Yes, please.
- Waiter:** Would you like this table by the window?
- Oleg:** Thank you.
- Waiter:** Here's the menu, sir.
- Oleg:** Well, now, what do you recommend?
- Waiter:** Well, the roast lamb's very good. Or if you prefer fish, there's nice fresh cod today.
- Oleg:** I think I'll have the roast lamb, please.
- Waiter:** What vegetables would you like with it?
- Oleg:** Some baked potatoes. And what green vegetables have you got?
- Waiter:** Peas, spinach, French beans.
- Oleg:** I think I'll have peas. They're nice with lamb.
- Waiter:** Very well, sir. And what will you have first? Soup, hors d'oeuvres (закуска) or grapefruit?
- Oleg:** I'll have grapefruit to start with.
- Waiter:** Grapefruit.
- Oleg:** Could I order my sweet now? I'm in rather a hurry.
- Waiter:** Yes, certainly. What would you like?

Oleg: I think I'd like an apple tart and coffee.

Waiter: Very well, sir.

Add to your active vocabulary:

orange juice	- апельсиновый сок
porridge	- овсяная каша
cornflakes	- кукурузные хлопья
bacon and eggs	- яичница с беконом
ham and egg	- яичница с ветчиной
boiled egg	- вареное яйцо
scrambled eggs	- яичница-болтунья
clear soup	- бульон
the main course	- основное блюдо (<i>второе</i>)
roast beef/lamb	- жареная говядина/баранина
mutton/pork chop	- баранья/свиная отбивная
fish and chips	- рыба с жареным картофелем
mashed potatoes	- пюре
beans/peas	- горошек/горох
lettuce	- зеленый салат
dessert/sweet	- десерт, сладкое
apple pie/tart	- яблочный пирог
claret	- красное вино
snack-bar	- закусочная
sour	- кислый
table d'hôte dishes	- дежурные блюда
à la carte dishes	- порционные блюда

b) Complete the dialogue using the words given above.

At the Hotel Restaurant

Waiter: Good morning, sir. Here's your table.

Petrov: ...

Waiter: What would you like to have, an American or English breakfast?

Petrov: ...

Waiter: We have eggs and bacon, bacon and sausage, boiled eggs or scrambled eggs. Orange juice and grapefruit juice.

Petrov: ...

Waiter: Yes, sir, one orange juice, bacon and eggs and coffee or tea, sir?

Petrov: ...

Waiter: We have marmalade or strawberry jam with toast this morning, sir.

Petrov: ...

Waiter: Thank you, sir.

Exercise 4. a) Match the sentences.

Paying the Bill

- | | |
|--|---|
| 1. Waiter: Will you pay now? | a. Официант: Вам выписать общий счет или каждый будет платить в отдельности? |
| 2. Guest: All right. | b. Гость: Пожалуйста. |
| 3. Waiter: Will you have one or separate bills? | c. Официант: Большое спасибо. |
| 4. Guest: One bill. | d. Гость: Вы желаете расплатиться сейчас? |
| 5. Waiter: Here is your bill. You'd pay six hundred and fifty roubles in all. | e. Официант: Вот ваш счет. С вас 650 рублей за все. |
| 6. Guest: Here you are. | f. Гость: Да. |
| 7. Waiter: Here is your change. Come to our restaurant again. | g. Официант: Сдачи не надо. |
| 8. Guest: Keep the change. | h. Гость: Общий. |
| 9. Waiter: Thank you ever so much. | i. Официант: Вот ваша сдача. Приходите в наш ресторан опять. |

b) Read and discuss the following dialogue. Answer the questions below.

Man: Waiter! I saw you drop this knife on the floor.

Christian: I'm sorry, sir. I'll bring you another one.

Second man: Waiter! This soup is cold, and there's too much salt in it.

Christian: I'll take it back to the kitchen, sir. Would you mind —

Third man: Waiter! This water is warm. Bring me some ice.

Christian: Yes, sir, but —

Third man: I've waited long enough! Get me the manager!

Christian (to the manager): Excuse me, sir. This gentleman —

Manager: Don't worry me now, boy. I'm busy. Serve those ladies over there. They're in a hurry.

Christian (to waitress): What shall I do? I can't serve everybody at the same time.

Waitress: Leave it to me. You serve the ladies. I'll look after the men.

Christian: You're very kind. Are you free tomorrow evening?

Waitress: Yes. Why?

Christian: Will you come out with me?

Waitress: I'd love to. Where?

Christian: Well, you know the town, and I don't. So you'd better choose.

Waitress: All right. We'll go to Antonio's. It's a coffee bar, and they don't have waiters there.

1. Who works as a waiter?
2. How many tables does he serve?
3. Does Christian serve guests quickly?
4. Is Christian a head waiter?
5. Who helps him to serve guests?
6. Why will they go to Antonio's?
7. Does Christian like his work?
8. Would you like to be a waiter/waitress?

Exercise 5. Think and answer.

1. Where do people usually stay when they arrive at a town in which they don't live?
2. Have you ever stayed at a hotel?
3. What hotel in your town would you recommend to a friend?
4. Why is it good to reserve rooms in advance?
5. In what ways do people usually reserve rooms with hotels?
6. What are guests required to do first when they arrive at a hotel?
7. What information is required from those who are signing in at a hotel?
8. On what floors are the best rooms usually found?
9. What services does a guest get at a modern hotel?
10. Can meals be served in one's room?
11. What is meant by the term "bed and breakfast"?
12. What is the usual rate for a single/double room with a bath in Russia today?
13. What rules for hotel guests do you know?
14. What are the duties of the reception clerk (desk-clerk, chambermaid, bellboy, porter, steward)?
15. What will the receptionist do as soon as you come up to the reception desk?
16. Will you have a black coffee or a white one for breakfast tomorrow?
17. What is there on the menu today?
18. Will you invite your close friend to the restaurant on Sunday? What restaurant will you go to? Will you drink a lot of wine? Why? What'll you have after your steak? Would you like your bills separately?

PRACTICE

Exercise 1. a) Train your pronunciation. Read the following words after the teacher:

restaurant, delicious, worst, least, special, champagne, dessert, caviar, guest, suite, tourist, reception, key, sign, double, luggage, clerk

b) Read the following tongue-twisters paying attention to the sound [w]:

We wonder whether the weather
Will weather the weather,
Or whether the weather
The weather will kill.

The more we study, the more we know,
The more we know, the more we forget;
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
Why study?

c) Recite the following poems:

"I'll Try" and "I Can't"

by R. L. Stevenson

The little boy who says "I'll try"
Will climb to the hill-top;
The little boy who says "I can't",
Will at the bottom stop

Toast

Here's a health to all these that we lose,
Here's a health to all those that lose us,
Here's a health to all those that love them
That love those that love us!

Exercise 2. 1) Write down comparative and superlative degrees of the following adjectives and adverbs:

- a) nice, quick, big, hot, cold, fat, cheap, few, small, short, long, late, fine, early, easy
- b) comfortable, difficult, interesting, expensive, delicious, beautiful
- c) good, bad, many, much, little, well, badly

2) Use the correct forms of the adjectives given in brackets.

1. Vienna is one of the (*beautiful*) cities of the world.
2. London is one of the (*large*) seaports in Europe.
3. New York is one of the (*noisy*) cities in the world.
4. Park Avenue in New York has the (*large*), (*expensive*) apartment houses.
5. Is New York (*old*) than Moscow?

6. San Marino is one of the (*small*) countries in the world.
7. Modern Paris is (*big*) than Paris of the past centuries.
8. The (*large*) mountain chain, the Urals, separates Europe from Asia.
9. Moscow is the (*big*) city of Russia with the population of about nine million people.
10. The Volga runs into the Caspian Sea, which is in fact the (*large*) lake in the world.
11. The world's (*deep*) lake (1,600 metres) is Lake Baikal.
12. The Kremlin is the (*old*) historical and architectural centre of Moscow.
13. The Universal Hotel is (*old*) than the Neva.
14. The Metropol is the (*old*) restaurant in our city.
15. I speak English (*well*) than German.
16. Who is the (*quick*) waitress here? — Kate is.
17. The Oka is (*long*) than the Tsna.
18. The bar "Central" is the (*comfortable*) of all.
19. The goods in this shop are (*cheap*) than in that one.
20. Which meat is the (*fat*) — pork, beef, or veal?
21. Which town is (*small*): Kursk or Rzhnev?
22. Whose room is the (*small*): mine, his, or yours?

Exercise 3. Open the brackets and answer the questions.

1. Which is (*wide*): the English Channel or the Straits of Gibraltar?
2. Which is (*large*): China or India? 3. Which is (*long*): the Nile or the Volga? 4. Which is (*small*): Greenland or Cyprus? 5. Which is (*light*): oil or water? 6. Which language is (*difficult*): English or Chinese? 7. Which watch is (*expensive*): Rolex or Chaika?

Exercise 4. Put in the correct comparative.

1. Going by train is ... than flying. (*cheap*)
2. In which museum is ... diamond in the world? (*big*)
3. Who is ... person in your class? (*interesting*)
4. I have to start work ... than you do. (*early*)
5. This model is as ... as the one offered by our competitors. (*reliable*)
6. Having no money is ... problem he has at the moment. (*bad*)
7. My English is as ... as his. (*good*)
8. He was ... after the holiday than he was before. (*tired*)
9. She is ... person I know. (*intelligent*)
10. He comes here ... than I do. (*often*)

Exercise 5. Complete the sentences with the suitable words.

1. Helen West writes (*well/good*).
2. She can write (*best/better*) than Alex.
3. Your driving is (*worse/worst*) than mine.
4. Have you

heard the (*last/latest*) news? 5. His (*last/latest*) words were: "The end."
 6. My flat is (*smaller/smallest*) than yours. 7. There are no shops here. The (*nearer/nearest*) one is two miles away. 8. Lisbon is (*less/least*) expensive than Moscow. 9. For me Tuesday is (*more/most*) convenient than Monday. 10. I think Venice is the (*more/most*) beautiful city in the world.

Exercise 6. Choose the correct answer.

1. Which is the largest continent?
 a) *Africa* b) *Asia* c) *America*
2. Which is the world's busiest international airport?
 a) *Frankfurt* b) *Chicago* c) *London*
3. The people of which nationality drink the most coffee?
 a) *Brazilians* b) *Finns* c) *the British*
4. Which is more addictive (вызывающий привыкание)?
 a) *coffee* b) *alcohol* c) *tobacco*
5. Which is the most popular spectator sport in the world?
 a) *golf* b) *football* c) *basketball*
6. Which country has the largest population in the world?
 a) *India* b) *China* c) *Russia*
7. Which is the longest river in the world?
 a) *the Nile* b) *the Volga* c) *the Mississippi*
8. Which is the largest country in the world?
 a) *China* b) *Russia* c) *Canada*

Exercise 7. Use the comparative or superlative form of the adjectives in brackets to complete the texts.

One of my friends has bought a new bike. She says that it is (*good*) than her old one because it is (*fast*) than the one she had before and not (*small*) as the old one. In fact, her new bike is (*fast*) and (*expensive*) one in the village. I liked her old bike because it was (*cheap*) than this one. It also looked (*beautiful*) than the new one, even though it was (*slow*) bike in the village.

I come from a big family. I am fifteen years old and I am (*old*) child in the family. I have two sisters and one brother, who are (*young*) than me. Tanya is (*young*) of all. She's only ten. John is fourteen but he is (*tall*) as I am. My other sister is Mary. She is twelve. We all go to the same school. John is (*good*) student in his class, but Mary isn't (*good*) as John. Her teacher says that she is (*bad*) in the class. Tanya is a good student and she is (*clever*) in the class. We all love our school and I think it is (*good*) one in our town.

Exercise 8. Think and answer.

1. What is the largest city in the world?
2. What is the largest city in Europe?
3. What is the largest city in Russia?
4. What is the longest street in your town/city?
5. What is the most interesting place in your city?
6. What is the best season of the year?
7. What is the coldest season of the year?
8. What is the shortest month of the year?
9. Which holiday do you like best?
10. The summer holiday is the longest, isn't it? Where are you going to spend your winter/summer holiday?
11. What is the best thing to do to master your English?
12. Is it more difficult for you to read or to speak English?
13. What is the most difficult subject?

Exercise 9. Fill in the blanks with *shall* or *will*.

1. My granny ... be at home next Sunday. 2. They ... leave Moscow on Monday. 3. I ... be with you in a month. 4. He ... be very busy on weekdays. 5. We ... have lunch at home tomorrow. 6. How long ... it take us to get to the airport? 7. At this time tomorrow she ... be far from here. 8. The plane ... land on time. 9. I ... be a student next year. 10. We ... have our exams in a week. 11. There ... be a meeting here in fifteen minutes. 12. They ... make a reservation in advance.

Exercise 10. Make up disjunctive questions according to the model:

Model: They will book tickets for us in advance.
They will book tickets for us in advance, **won't they?**

1. Susie will not waste money on sweets.
2. You'll buy some bread on your way home.
3. They will go to the Art Museum on Sunday.
4. We'll take a taxi to a hotel.
5. She will recognize you.
6. We'll go sightseeing after breakfast.
7. The porter will show you to your room.
8. You will warn the receptionist in advance about the day and hour of signing out.
9. This week will not be very good for you.
10. On Saturday she will meet a very interesting person.
11. He won't be home for lunch.
12. The waiter will bring us the menu and recommend some appetizers and dishes.

Exercise 11. a) Translate the sentences into Russian paying attention to the use of the present and future simple tenses.

1. If it rains, we'll get wet.
2. She will forget to come to the party if he doesn't call her.
3. Will you be angry with me if I don't come?
4. He will know all when he comes.
5. It'll take us just ten minutes if we go there by car.
6. If he tries hard, he will finally learn English.
7. When his wife is ready, they'll join us.
8. When I make some money, I'll buy a new car.
9. I'll remember it as long as I live.
10. We'll lie in the sun and swim in the sea unless the weather changes for the worse.
11. You won't lose weight unless you eat less.
12. She'll feel better after she takes the tablet.
13. They'll work till it gets absolutely dark.
14. I'll visit you as soon as I feel better.
15. You'll phone me before you go away, won't you?
16. We'll practise spoken English while they stay with us.

b) Use the correct tense form of the verbs in brackets.

1. She (*to work*) at a foreign company after she (*to graduate*) from the Academy.
2. You (*not to achieve*) much unless you (*to work*) hard.
3. Students (*not to get*) financial rewards unless they (*to get*) high grades.
4. I (*to talk*) to the dean if I (*to see*) him.
5. They (*to finish*) the work before we (*to return*).
6. We (*to go*) to the restaurant if we (*to get*) hungry.
7. I (*to stay*) here as long as our money (*to last*).
8. We (*to discuss*) this film when you (*to see*) it.
9. When the summer season (*to come*), there (*to be*) a lot of tourists here.
10. She (*to buy*) a new dress after mother (*to get*) her salary.
11. As soon as he (*to write*) to me, I (*to let*) you know.
12. We (*to speak*) about it when the lecture (*to be*) over.
13. I never (*to give up*) my job until I find a better one.
14. We never (*to know*) English well if we (*not to work*) hard.

Exercise 12. Imagine that you are not quite sure of the following. Agree or disagree with the statement according to the models:

Model 1: A: You'll see him tonight, won't you?

B: Yes, I shall. (No, I shan't.)

Model 2: A: You won't see him tonight, will you?

B: No, I shan't. (Yes, I shall.)

1. They'll come back soon, won't they? 2. They won't come back soon, will they? 3. You'll go to the country for the weekend, won't you? 4. You won't go to the country for the weekend, will you? 5. He'll be able to fix everything himself, won't he? 6. He won't be able to fix everything himself, will he? 7. She'll have to rise early tomorrow, won't she? 8. She won't rise early tomorrow, will she?

Exercise 13. a) Suppose you have the chance of a very good job in Paris. If you take this job, you'll have to move from your home town. Discuss with your family all the advantages and disadvantages and make a decision: to move or not to move. Use the comparative or superlative degree of the adjectives in brackets.

FOR:

1. You'll get a (*high*) salary than you do now.
2. You'll have a (*good*) standard of living.
3. It's probably the (*big*) chance you'll ever get.
4. You've never liked your present job. And things have gone (*bad*) recently.
5. The company in Paris is of the (*good*) ones in the business.

AGAINST:

1. Paris is the (*expensive*) place you could possibly go to.
2. House prices are the (*high*) in the country.
3. It will be (*difficult*) to find a house in Paris.
4. Your life will be (*busy*).

b) Compare town life and country life. Where do you think life is better: in a big city, in a small town, or in the country? Write a few sentences.

c) Can you predict what the world will be like in 50 years' time?

Exercise 14. Use the verbs in the following texts in the future simple tense where possible.

Breakfast

Kate is a waitress. She works at the restaurant in a new hotel. Kate serves foreign guests. She comes to work early. They serve breakfast from eight to nine. For breakfast they usually serve some cereal, butter, omelettes, cottage cheese, some jam, buns, cheese, and ham sandwiches, hard-smoked sausage, white coffee or tea with lemon. Kate serves her guests very quickly. She likes her work very much.

Dinner

Yesterday was my day out. My friend Nick and I had dinner at the restaurant. At one o'clock we were at the Metropol. The waiter showed

us in and we took a table by the window. The waiter brought us the menu and recommended some appetizers and dishes. For a snack we had soft caviar, jellied tongue and mixed green salad. The snacks looked very appetizing. Then Nick had chicken rice soup. I ordered beef-tea and a meat patty. Our dinner was delicious. For a drink we ordered special lemon beverage and for dessert pears, oranges and ice-cream. The waiter served us very well. We paid the bill, thanked the waiter and left the restaurant hall. I think the meals at the Metropol are very good. Then we went to the bar for coffee. Some guests ordered rich sweets, nuts and cocktails.

Exercise 15. a) Render the following text in the past simple tense:

Supper

Next Sunday is my birthday. I'll be twenty-five. I'm going to invite my close friends to the restaurant. I hope we'll have a nice supper party. I'll reserve a table in advance. We'll have à la carte and specialties: soft and red caviar, salmon, stuffed pike, jellied tongue and vegetable salads. Roast duck with apples and sturgeon on a spit will follow the appetizers. For a drink we are going to have champagne, Russian vodka and special cranberry beverage. Strawberry ice-cream, black coffee, melon and peaches — for dessert. The young waiter Mikhailov will serve our table. We'll dance, talk and have a good time. I'm sure our supper-party will be a success and my guests will be pleased.

b) Suggested topics for conversation and discussion:

1. Restaurant Service.
2. National Dishes.

Exercise 16. Translate the following dialogues into Russian. Learn them by heart.

1

A: What shall we do tonight?

B: I suggest going to the theatre.

A: What's on at the Bolshoi?

B: I don't know. But we'll book the tickets in advance.

A: Let us book the tickets for tomorrow then.

2

A: I'd like to book two seats for tomorrow performance.

B: We have several seats in the stalls and two seats in the dress-circle.

A: I'll have two seats in the stalls.

B: We have seats in the tenth row.

A: Isn't there anything better?

B: There is a better choice for the second row of the stalls.

A: I'll have two seats.

B: Here you are.

Exercise 17. a) Translate the following words and word combinations into Russian:

dress-circle, the stalls, circle, box, upper circle, parquet, orchestra pit, stall, conductor, sets, cast, direction

b) Are you a theatre-goer? Describe your last visit to a theatre. The following questions may help you:

- Do you like to read a play before seeing it on the stage?
- Who is your favourite actor?
- Did you see *The Cherry Orchard* by Chekhov?
- What are the best seats in the theatre?
- Do you like to seat in the dress-circle?
- Are you going to the Bolshoi Theatre?
- Will you book tickets beforehand?
- Were the tickets expensive?
- Did you buy the programme from the usher?
- What was the cast?
- How did the actors play?
- Did you like the performance?

Exercise 18. Disagree with the statements avoiding a simple negation.

Model: — There's a rule at hotels requiring that guests pay in advance.
— No, I don't think that is correct/exact/logical/always true.
Of course, a guest may pay in advance if he wants. But a guest may pay in a different way, say, per day, per week or when leaving the hotel, etc.

1. The porter is the person who keeps the rooms in order.
2. It isn't good to reserve a room by telegram.
3. The rates for those who stay at a hotel longer are higher than for those who stop for a night or two.
4. If the guest wants his breakfast in his room, the desk-clerk or manager will bring it to him.
5. Suites are usually the cheapest rooms in hotels.
6. When a national or an international congress takes place in the town, it is usually very easy to get hotel accommodations.
7. The hotels at seaside resorts are usually full in winter.
8. Hotel guests cannot receive letters or post-cards.

9. TV sets and tape-recorders are usually found in every room of a hotel.

Exercise 19. Read the following advertisement and ask 10 questions:

Where to Stay

**HOTEL
EUROPE**
131 Cromwell Road
Tel: 01-370-2336
Special Reductions
for Groups

Situated in the best part of the city, close to Parks, Museums, Shops and minutes away from the centre. The Europe is one of the best Tourist Class Hotels with 100 rooms, 70 with shower or bath, w. c., lift, restaurant, bar, large comfortable TV lounge, central heating, telephone and radio in all rooms; 24-hour snack service. Sightseeing tours arranged; multi-lingual reception personnel; night porters; laundry service; telegraph. Prices in winter are lower than in summer. Reduction of 10% if a guest stays for more than two weeks.

Exercise 20. Translate these sentences into English:

1. Добрый день! Я хотел бы остановиться в вашем отеле. Мне нужна комната на одного с ванной и телефоном.
2. Вы заказывали у нас номер? — Да. Я послал вам телеграмму из Москвы десять дней тому назад. — Ваша фамилия? — Григорьев. — Все в порядке. Заполните карточку прибытия.
3. Я предполагаю пробыть в этом городе дней восемь и оплачу счет при выписке из гостиницы.
4. Какой отель в вашем городе вы можете рекомендовать?
5. Заполняя бланк карточки прибытия, вы пропустили (не записали) дату своего рождения.
6. В душе только холодная вода.
7. Смените, пожалуйста, постельное белье.
8. Покажите мне, пожалуйста, мою комнату.
9. Я могу позвонить в город из своего номера?
10. Я прошу отнести мой багаж в холл и вызвать такси. Я уезжаю через четверть часа.
11. Приготовьте мне, пожалуйста, счет.

Exercise 21. a) Read and translate the following text into Russian:

Meals

Breakfast in a British hotel is a large meal. It usually begins with a choice of fruit juice, porridge or cereal. Then comes the main course with a choice of bacon and egg, bacon and sausage, boiled egg, scram-

bled egg, or fish. Finally there is toast and marmalade. You may choose tea or coffee to drink, though in cheaper hotels you may be offered only tea. In more expensive hotels there is more choice at each stage.

Lunch in a simple hotel begins with soup, though in a more expensive one you usually have a choice of soup, fruit juice, or hors d'oeuvres. For the main course, there are three main choices: cold meat and salad, fish, or roast meat and two vegetables. Then, there is a choice of sweets, such as hot apple tart, a hot milk pudding, cold fruit salad, or ice-cream. If you wish to finish the meal with coffee, you must pay for it as an extra.

At about five o'clock, there is a very light meal called tea. This consists of a cup of tea and a cake. Finally, in the city offices, as if by ritual, twice a day, about eleven o'clock and at four — steaming cups of tea.

Dinner in a hotel is very similar to lunch, except that there is usually more choice and it is nearly always dearer. In an expensive hotel, there is also often an extra fish course before the main course.

b) Give a summary of the text "Meals" and comment on it.

c) Compose dialogues on the following topics. Work in pairs.

1. Staying at a Hotel. 2. Having Breakfast at a Hotel. 3. Having Lunch or Dinner at a Restaurant.

Exercise 22. a) Read the following CV. Answer the questions.

CURRICULUM VITAE

NAME: Anna Ivanova

DATE OF BIRTH: 25 October 1986

ADDRESS: 13/10, Pushkinskaya street

TELEPHONE NUMBER: 111-22-33

MARITAL STATUS: single

HEALTH: excellent

EDUCATION:

1993-2003 — secondary school No. 102

1999 — secretarial courses (typing, computer literacy, business correspondence). Now I am a student at the Financial Department at the University

WORKING EXPERIENCE:

2002-2003 — private teacher (English)

2003-2004 — ABC company, secretary

OTHER QUALIFICATIONS: communicative English; computer skills.

HOBBIES: dancing, figure skating

REFERENCES: the following people have offered to write reference for me:

Olga B. Petrova, teacher of English, school No. 102, tel. 222-11-33
Nikolai V. Kotov, manager, ABC company, tel. 444-33-22
Sergei T. Sidorov, principal, secretarial courses, tel. 333-22-44.

1. What job will you apply for?
2. If you get this job, how long will you work here?
3. Why are you better suited for this job than other applicants?
4. What are your career plans?
5. Are you ready to work overtime?
6. What pay do you expect?
7. Do you work better in a team or alone?

b) Write down your own CV.

Exercise 23. Read and dramatize the following dialogue. Work in pairs.

Good Luck, Betty

Betty: Isn't Jane a brick, Mother? It was really kind of her to talk to Mr Small about me.

Mrs D: Your interview is today, isn't it?

Betty: Yes, Mr Small will see me at his office in Aldwych at twelve.

Mrs D: At twelve! It's ten to eleven now. You must hurry up. It'll take you at least forty minutes to get there.

Betty: Oh, dear. What shall I wear, Mother? Will my new grey suit look all right?

Mrs D: Of course, it will. You'll look very nice in it. Wait. I'll get it for you.

Betty: Thanks, Mother. I'm rather nervous about that interview. What shall I tell him?

Mrs D: Don't worry. You'll just answer his questions. Don't forget your college diploma. He'll probably want to see it.

Betty: Will he want to test my typing and shorthand speeds?

Mrs D: I really don't know. Now here's your suit. Put it on, quick.

Betty: I think I'll take a bus to King's Cross and go by tube from there.

Mrs D: A good idea. From King's Cross you'll get to Aldwych in 15 minutes.

Betty: Will you lend me your new scarf, Mother? It's so nice.

Mrs D: Are you sure you won't lose it?

Betty: I'll be very careful.

Mrs D: All right. Take it. Will you be back for lunch, do you think?

Betty: Oh, no. I won't be home for lunch. Jane will meet me at half past one. We'll have lunch together. Good heavens! It's a quarter past eleven! Bye, Mother!

Mrs D: Good luck, darling.

Exercise 24. a) Translate the sentences into English in writing.

Проблемы молодежи

1. Все говорят, что юность, возможно, лучшее время в жизни. Но это также и самое трудное время, потому что вам надо принять некоторые очень важные решения, которые повлияют на всю вашу жизнь.

2. Наше время не самое легкое даже для взрослых, но для подростков, которые должны найти свое место в обществе, оно особенно трудное.

3. Для будущего необходимо иметь хорошую работу, а чтобы ее получить, надо иметь образование. Но если вы не хотите больше учиться, сразу выбирайте работу.

4. Но даже если вы будете учиться, вам потребуются собственные деньги. Ваши родители, скорее всего, обеспечат вас жильем, едой и необходимой одеждой, но у вас будут появляться новые вкусы и запросы и ваши родители вряд ли будут оплачивать их.

5. Чтобы платить за модную одежду, диски, книги, ваши увлечения, у вас должна быть работа, а найти ее подростку без специальности очень сложно. Вам повезет, если сможете делать что-то, чего другие не смогут. Например, если вам хорошо дается математика или английский, можете давать уроки.

6. Эмоциональные проблемы для молодежи могут быть куда сложнее финансовых. Типичная проблема подростка — «никто меня не понимает».

7. Как видите, сегодня быть молодым очень трудно, как, впрочем, и всегда, но многие самые прекрасные вещи могут произойти с тобой только в юности. Так что лучше наслаждаться молодостью, пока ты молодой.

b) Put the following passages in the correct order. Discuss the text.

1. Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that "nobody understands me".

2. But even if you study, you'll need some money of your own. Your parents probably will provide you with home, food and necessary clothes, but you will have your own tastes, and your parents won't pay for them.

3. Everybody says your youth is probably the best time of your life. But it is also the most difficult time because you have to make some very important decisions which will influence all your future life.

4. So, as you see, it is very difficult to be young nowadays, as, indeed, it always was. But the most wonderful things can happen only when you're young. So, it is better to enjoy youth, while it lasts.

5. Things are not easy nowadays even for adults, but for teenagers who have to find their own places in society, it's much more difficult.

6. To pay for extra clothes, tapes, books, things necessary for your hobbies, you have to work and it is very difficult for a teenager to find a job without any qualification. You'll be lucky if you can do something that others can't; for example, if you're good at Maths or English, you can give lessons.

7. For your future it is essential to have a good job. And to get a really good job you have to be well educated. But if you don't want to study any more, choose a job straight away.

c) Match the sentences of a) and b).

Exercise 25. a) Perhaps stars influence our lives. Look at the stars. Which is your sign of the zodiac?

Aquarius — Водолей	Sagittarius — Стрелец	Gemini — Близнецы
Capricorn — Козерог	Libra — Весы	Taurus — Телец
Virgo — Дева	Cancer — Рак	Aries — Овен
Pisces — Рыбы	Leo — Лев	Scorpio — Скорпион

b) Write horoscopes for any two signs of the zodiac, like this:

TAURUS 21 April–20 May

This week will not be very good for you. Besides having problems with one of your family, you will have an argument with one of your friends. As well as this, a teacher will get angry with you at school. Try to stay calm! The week will not be a good time for travelling, so do not go on any long journeys. On Thursday, you must be careful with your money or you must lose some.

However, it isn't all bad. On Saturday, you will meet a very interesting person who might change your life!

c) Read your horoscope in class. When you hear your sign, agree or disagree with your groupmate according to the model:

Model: Yes, that may happen.
I am sure I won't do that!

Exercise 26. a) Comment on the following quotations and sayings:

My way of joking is to tell the truth. It's the funniest joke in the world.

(B. Shaw)

Life is a tragedy for those who feel and a comedy for those who think.

(B. Shaw)

Health is better than wealth.

The more you read, the more you know.

The less people think, the more they talk.

Custom is a second nature.

Better late than never.

b) Memorize the following proverbs and sayings and illustrate them with situations:

Every country has its customs.

East or West, home is best.

Better late than never.

Experience is the best teacher.

Better an ugly face than an ugly mind. (Which is more important — how a person looks or what he does?)

Exercise 27. Read and reproduce the following funny story:

A traveller, on arriving at a small railway station, asked the station master:

"Can you tell me how many hotels you have here?"

"We have two," he answered.

"Well, which of the two will you recommend?"

"Frankly speaking, whichever one you go to, you'll be sorry you didn't go to the other," was the answer.

Exercise 28. Write an amusing report about the best/worst English student of your group.

TEST 4

Task 1. Choose the suitable words. Keep in mind that only one variant is correct.

1) A: Where do people 1 English?

B: 2 countries.

A: Yes, but where do they speak 3 English?

B: In this book it 4 in Canada.

A: Who 5 the book?

B: A Canadian, of course.

1	A talk	B talk the	C speak	D speak the
2	A In much	B In many	C On much	D On many
3	A better	B best	C the better	D the best
4	A say	B says	C tell	D tells
5	A wrote	B did write	C have written	D was writing

2) A: In 1960 6 more trees in this town.

B: 7 here then?

A: No, but I 8 my cousins. They lived in a house 9 a big park.

B: Is the park there now?

A: Yes, but now it's 10.

6	A there were	B they were	C were there	D were they
7	A Was you living	B Have you lived	C Did you live	D Were you live
8	A often visited to	B visited often to	C often visited	D visited often
9	A buy	B at	C beside	D on
10	A more smaller	B much more small	C much smaller	D more small

3) A: My brother is bigger 11.

B: 12 is he?

A: He's 25. He has 13 job.

B: My brother 14 taxi. Sometimes he works 15 night.

11	A that yours	B that your	C than yours	D than your
12	A What old	B How old	C What age	D How age
13	A very well	B very good	C a very well	D a very good
14	A drives	B drive	C drives a	D drive a
15	A on	B at	C during	D in

4) Buying a Hotel

The price of hotel in Britain is going up 16 at any time since the war. There are a number of reasons for this but the 17 all is the Government's economic policy. Managers in factories see 18 so they are attracted to the idea of owning 19 business. 20 Britain's weather is often disappointing, the tourist industry is growing. Many people 21 like to combine a 22 holiday with the opportunity of improving their English. It is, therefore, not surprising that businessmen are buying hotels. The only thing 23 worries me is the kind of treatment their guests are 24 to receive since 25 of them know anything about hotel management.

16	A more fast than	B more fast that	C faster than	D faster that
17	A most important of	B more important of	C most important from	D more important from
18	A to fall their standard of living	B falling their standard of living	C their standard of living to fall	D their standard of living falling

19	A his proper	B his own	C their proper	D their own
20	A In spite of	B Although	C Even	D However
21	A in the Continent	B in the overseas	C abroad	D foreign
22	A fortnight	B fortnight's	C two weeks	D two week's
23	A that	B what	C as	D who
24	A like	B probable	C probably	D likely
25	A little	B a little	C few	D a few

- 5) A: Excuse me. I haven't anywhere 26. Can you tell me 27 anybody's seat?
 B: I 28. There was a woman sitting there but she 29 the last station.
 A: I suppose it'll be all right if I sit there then. I think 30 hot in here but perhaps it's because 31 this thick coat.
 B: Why don't you 32? You'll be quite warm enough without it.
 A: Good idea. How long does it take this train 33 to London?
 B: About one and 34, I think.
 A: Perhaps, I'll be able to finish the book 35. Would you like to have a look at my newspaper?
 B: Thank you very much.

26	A for sitting	B that I sit	C to sit	D that I'm sitting
27	A that this is	B if this is	C is this	D whether is this
28	A don't believe	B don't believe it	C don't think	D don't think so
29	A went out in	B went out at	C got out in	D got out at
30	A it's very much	B it's very	C there is very much	D there is very
31	A I wear	B I'm wearing	C I carry	D I'm carrying
32	A put it off	B put off it	C take it off	D take off it
33	A to get	B to arrive	C coming	D going
34	A half an hour	B a half hour	C a half hours	D half hour
35	A I'm reading	B that I'm reading it	C that I read it	D which I read

Task 2. Translate the sentences into English.

1. В следующем семестре в нашей группе будет на два студента больше.

- Мы будем сдавать четыре экзамена в сессию.
- Сколько времени вам потребуется для перевода этого текста?
- Если у меня будет время, я начну изучать второй иностранный язык.
- Если ему забронируют номер, он остановится в гостинице.
- Я буду ждать, пока ты не позвонишь.
- Когда он закончит институт, он будет работать бухгалтером в фирме своего отца.
- Она не будет работать в этой фирме, пока не выучит немецкий язык.
- Они всегда останавливаются в самой дорогой гостинице в центре города.
- Он придет, как только сдаст экзамены.
- Она ничего вам не скажет, если только вы ее не попросите.
- Роман намного интереснее фильма.
- Боюсь, что дела у вас пойдут еще хуже.
- Я заплачу наличными.
- Поезд прибудет в пять часов.
- Он встретится с вами завтра, если у него будет время.
- Российская Федерация — самая большая страна в мире.
- Волга впадает в Каспийское море, которое в действительности является крупнейшим в мире озером.
- В Москве находится старейший российский университет, основанный Ломоносовым в 1755 году.
- В выходные дни у меня больше свободного времени. У меня хорошо идет английский. Я не знаю точно, что я буду делать после окончания университета, но я уверена, что найду хорошую работу.
- У меня много друзей, но мой лучший друг — Ник. Всем известно, что чем больше мы любим наших друзей, тем меньше им льстим (flatter).
- Где находится администратор?
- У вас есть свободные номера?
- На какой период вы собираетесь остановиться? — Я хочу остановиться в гостинице на (for) три дня.
- Зарегистрируйтесь, пожалуйста.
- Когда вы собираетесь освободить номер (выписаться)? — Я освобожу номер завтра около полудня.
- Мне платить вперед?
- Эта комната мне подойдет.
- После окончания курсов они будут работать официантами в ресторане «Метрополь».
- На ужин мы закажем только порционные и фирменные блюда в лучшем ресторане города.

Task 3. Read and translate the article into Russian using a dictionary. Answer the questions below.

Cold Comfort

Are you the kind of person who likes staying in unusual places? If the answer is "yes", then try the world's coldest hotel in Jukkasjarvi in the north of Sweden. But go in winter or all you'll find is a pool of water, because the hotel melts every spring!

The man who runs the ARTic Hall Hotel is Nils Yngve Bergqvist. He is also the man whose idea it was. He built his first igloo for an art exhibition in 1991 and he designed the present hotel — over 200 metres square — himself. It took workmen about two months to pile 1,000 tons of snow onto a wooden base. As the weather got colder, the snow froze and then they removed the base. The whole building and everything in it is made of snow — except for the wooden front door. There's a theatre which Nils uses for slide shows, a jazz club, a radio station and a large ice bar. As you can imagine, hot drinks are popular with the guests! The rooms have no doors, there's no furniture, no heating and everyone sleeps on ... yes, that's right ... ice beds. But the 800 people who have stayed at the hotel this winter seem to like it. If you want to stay in one of the ten ice rooms, it will cost you about £30 a night. You won't be very comfortable, but you will receive a survival certificate from the manager!

When the winter's over, Nils holds his annual contest to predict the day that the igloo will fall. The person that guessed the day correctly last year received a large painting from an ARTic Hall exhibition. Bergqvist's ice hotels are becoming world-famous and he loves his work. He's already excited about his next project — an ice hotel that will have more complicated architectural features and, he says, will be bigger and better.

(From *Moscow News*, February 2001)

1. What is the article about?
2. Which part of the hotel is not made of snow?
3. What happens when winter ends?
4. What does every guest receive?
5. List all the unusual features of the hotel.
6. Why is the hotel called the ARTic Hall Hotel?
7. Describe a typical room.
8. Would you like to stay in the hotel? Why/why not?
9. How might Nils describe his occupation?

Task 4. Translate the following text into Russian in writing using a dictionary:

Hotel Industry

The hotel industry is selected as an example of the service sector. The primary importance of the sector stems from its potential for em-

ployment growth. With less than 100,000 workers, employment per capita in the Russian hotel industry stands at 27 per cent of the US levels. As a result, in spite of its potential for productivity improvements, this sector is likely to play an important role in the absorption of the labour force from other restructuring sectors. Unlike most Russian sectors that have been privatized, a large proportion of hotels still remains in the hands of local and Federal government.

Between 1990 and 1998, the occupancy rate plummeted by more than a half. During the same period, the market share of international chain operators increased from almost zero in 1990 to around 15 per cent by 1998. These hotels are almost entirely concentrated in Moscow and St Petersburg and are usually managed by international operators and owned by joint ventures between private investors and local governments.

Russian labour productivity in hotels is at 18 per cent of the US (including number of occupied rooms, room size and quality, room services, booking system and check-in procedures).

Chains (a group of six or more hotels) are about 50 per cent more productive than non-chains because they use standardized work procedures and enjoy economies of scale in branding, purchasing and staff development (through a wider range of career opportunities for their staff).

The 15-percent chain penetration in Russia is considerably lower than in the US, where chains account for 70 per cent of revenues and 40 per cent of industry employment. In Poland, chains account for around 40 per cent of industry revenues.

UNIT FIVE

BUSINESS TRIP

Grammar: Present, Past, Future Continuous Tenses.
To Be Going + Infinitive. Prepositions.

TEXT A

TRAVELLING

Modern life is impossible without travelling. The scientific and technological progress of the 20th century has allowed people to overcome time and distance. The whole world is open now. To begin with, most of us in big cities travel every day to our schools, offices and factories. They go by underground, they change to a bus or they take a taxi. From time to time we have to go to another city or country on business. Then after a year's work people go on holiday.

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places or just for a change of scene. It is always interesting to discover new things, to see different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

People who wish to travel either for pleasure or on business have at their disposal various means of transport. If you want to get somewhere as quickly as possible, the best way is to travel by plane. It is better to book tickets in advance. On the appointed day you go to the airport by car. Soon you'll be boarding the big airliner and it will carry you to new lands.

Travelling by train is slower than by plane but it has its advantages. When on the train, you can always see the country around you, so you are not simply travelling, but your holidays have already begun.

Travelling by sea is mostly for those who are going on holiday and want a pleasant voyage. On board a large cruise ship people traverse oceans and visit other countries.

Many people prefer travelling by car. The greatest advantage is that you can stop whenever you like and that you are not bound by any

schedule. You start from your own front door and take any road you like.

Coach tours are not expensive and very popular. They are planned as holidays and there is a chance to do a lot of sightseeing and have a good rest at the same time.

One of the cheapest and most popular ways of travelling is hiking. It is always a great experience for a lover of nature.

All means of travel have their advantages and disadvantages. People choose one according to their plans and destination. When travelling, we see and learn a lot of things that we can never see or learn at home.

Vocabulary Notes

to go on business	- ездить в командировку
all over the world	- во всем мире
change of scene	- перемена обстановки
to travel on business	- путешествовать по делу
to board a plane/airliner	- сесть на самолет
advantage	- преимущество, выгода
disadvantage	- недостаток, неудобство

Add to your active vocabulary:

booking-office	- билетная касса
second-class sleeper	- мягкая плацкарта
through train	- прямой поезд
express train	- скорый поезд
boarding card	- посадочный талон
business trip	- командировка
compartment	- купе
holiday-maker	- отдыхающий
tags	- багажные карточки
to depart	- уезжать, отбывать
to go abroad	- ездить за границу
to land	- приземляться
to take off	- взлетать
traveller's cheque	- дорожный чек
upper berth	- верхнее место

Exercise 1. Find in the text the English equivalents for the following:

преодолевать время и расстояние; весь мир; ездить на метро; брать такси; командировка; открывать/обнаруживать; делать пересадку; ради удовольствия; средства транспорта; располагать чем-нибудь; заказать билеты заранее; пересекать океаны; расписание/график; автобусные туры; ходить в поход; цель путешествия; преимущества

Exercise 2. Answer the following questions:

1. When do you usually travel?
2. Where do you go?
3. Do you collect information about the places you would like to visit?
4. Do you think that travel broadens one's mind?
5. Some people travel to faraway places not to see people, while others travel to meet people. What about you?
6. What places would you like to visit?
7. What do you like better, to travel alone or in a group? Why?
8. How are you going to spend your next vacation? Are you going to go anywhere? How long are you going to be on vacation? What are you going to do? Is anyone going to travel with you?
9. What do you hate doing on vacation?
10. When did you last travel by railroad?
11. From which railroad station do trains leave Moscow for the South (the North, the West, the East)?
12. Do you prefer a lower or an upper berth? Why?
13. Are you fond of travelling?
14. Why do people travel?
15. How many hours a day do you spend travelling?
16. Why do some people choose planes for travelling?
17. Do you like to travel by train? What are its advantages?
18. Would you like to go on a big ocean cruise?
19. Why can it be convenient to travel by car?
20. Have you ever been on a coach tour?
21. If you could spend a hiking holiday wherever you like, what place would you choose?

Exercise 3. Speak on the topic "Going on a Trip". Use the suggested words and word combinations.

to fix the time; to go/get by air/boat/train; to leave for; to find out; to learn; to get tickets; an entry/exit visa; to go through the customs; to get cold/warm; unfavourable weather conditions; to receive; to stay at a hotel; a comfortable room; a hotel; a manager; a receptionist; a reception desk; a meal; food; to manage to do smth; to make friends; to get acquainted; a custom; to take off; to go back/fly back; to get/come back; to enjoy the trip/stay/visit; it takes ... to find; to make a film; to take pictures; to travel about the country; wonderful; a special dish; a special occasion; especially/in particular; to find the trip interesting/pleasant/useful; to get tired

Exercise 4. Choose the proper words from the list below.

1. I don't like to go ..., I prefer ... by train. 2. Where are you going to spend your ...? 3. How do you ... to your office? — I drive my own ...

4. He is going on a ... trip on Monday. 5. It is safe ... the road only where the ... are. 6. It is a very busy street, there is always a lot of 7. When crossing the street, first look ..., then 8. It's always good to book tickets 9. Where's the nearest metro station? — It's ... the corner. 10. In Britain on the road the right side is the ... side and the ... side is the ... side.

business; by plane; to cross; summer holidays; to travel; traffic lights; get; traffic; car; round; left; in advance; right; wrong; to the left; to the right

Exercise 5. a) Read the text.

Business people travel a lot. They meet their business partners in other cities or countries and visit international trade shows. They may have their enterprises abroad. They often negotiate with partners about the terms and conditions of business contracts.

Mr Smith is an English businessman. He lives and works in Switzerland. His office is in Bern. He often goes abroad. When he goes abroad, he often flies. Mr Smith is flying to New York tomorrow. He has got his passport, ticket and traveller's cheques. His plane leaves at a quarter to five. The taxi is waiting in the street.

b) Think and answer.

1. Do Russian businessmen often go on business abroad?
2. Do they fly when they go on business?
3. Have they got traveller's cheques with them?
4. Do they do business with many foreign firms?
5. What airports are there in Moscow?
6. Do you often meet your foreign partners at the airport?
7. Do you often go on business?
8. Where do you usually stay when you are on business?
9. Who makes reservations for you at hotels?
10. What accommodation do you usually reserve?
11. What Moscow hotels do your business partners usually stay at?
12. What are the best Moscow hotels?
13. What facilities are there at Moscow hotels?
14. Are you going on business in the near future? What country are you going to visit?
15. Are you going there with some other people from your office?
16. How long are you going to stay there?
17. What points are you going to settle? (price, delivery days, terms of delivery, etc.)
18. Is it difficult to settle the price problem with buyers?

TEXT B

DIALOGUE

Ted Johner is a sales manager of the Hamburg engineering company. Ted has decided to visit Pittsburgh and is now discussing his trip with an American colleague in Hamburg, Jim Grey, who comes from New York.

- Jim:** So you're going to Pittsburgh?
Ted: That's right, I'm going to visit Pitt Steel.
Jim: When are you going?
Ted: I think I'm going to fly over at the end of next month, but I don't know when exactly.
Jim: Are you going direct to Pittsburgh?
Ted: Well, yes, I think so. Why?
Jim: Because I'm having a holiday next month and I'm spending a week or so with my folks in New York. If you fly via New York, I'll be able to show you around.
Ted: That sounds like a good idea. When are you going to be there?
Jim: Let's see. Well, I'm leaving Hamburg on 17th July, and I'm coming back on the 31st, so any time between those dates.
Ted: Well, I'd really like to see New York, so, yes, I'll do it! I'll book a flight to New York first, then I'll fly on to Pittsburgh.
Jim: Great, you can stay with my parents, too.
Ted: No, I can't do that!
Jim: Sure, you can!
Ted: No, really...
Jim: Look, you are staying with my parents, OK?
Ted: OK, if you're sure.
Jim: Of course! Look, if you come over on about 27th July, you can fly on to Pittsburgh on the 31st, and we'll go to the airport together.
Ted: Yes, that's a good idea.
Jim: I'll show you all the sights. I'm sure you'll have a fantastic time!
Ted: I'm sure, I will!
Jim: Where are you going to stay in Pittsburgh?
Ted: I don't know. Do you know any hotels?
Jim: Yes, I think the Grand is good.
Ted: OK, I'll stay at the Grand.
Jim: Are you going to rent a car? I think Pitt Steel is outside the centre of Pittsburgh.
Ted: Oh, well, in that case, I'll rent a car.

Exercise 1. Answer the following questions and then discuss your answers with the rest of your group:

1. How often do you have to travel on business?
2. Do you enjoy it?

3. Do you normally shake hands when you meet a business partner for the first time?
4. At an important business meeting, how long is it before you start to talk about the business itself? What subjects can you talk about before getting down to business?
5. When do you give a partner your business card?
6. What hospitality do you normally offer to a business partner?
7. How long is it before business partners call each other by first names — after one meeting, several meetings or never?
8. The invitation to the reception says eight pm. When do you arrive?
9. Do you pay a tip to a) taxi drivers? b) hotel staff? c) railway staff? d) waiters? e) hairdressers? If the answer is "yes", how much do you pay?

Exercise 2. Read the telephone dialogue. Choose the best answer for each blank.

- Curtis:** Webber Industries. May I help you?
Huxley: Yes, _____
 a) *This is Robert Huxley.* b) *This is Ms Huxley.*
- Curtis:** This is Sam Curtis speaking. How are you, Ms Huxley?
Huxley: _____
 a) *Fine and you?* b) *How are you?*
- Curtis:** Just fine, thank you.
Huxley: I'm calling to see if we can arrange a meeting, there are several matters I'd like to discuss with you.
Curtis: Okay, when would it be convenient?
Huxley: _____
 a) *I want to meet with you tomorrow.*
 b) *Could we meet tomorrow?*
- Curtis:** Yes, that's possible. What time would be convenient?
Huxley: _____
 a) *How about 4.30?* b) *I'd like to see you at 4.30.*
- Curtis:** Fine. I'm looking forward to seeing you.
Huxley: Me, too. Okay, in your office at 4.30 tomorrow, right?
Curtis: Right. See you then.
Huxley: See you tomorrow.

Exercise 3. a) Match the two parts of the phone conversation and the dialogue "Business Trip Abroad".

- | | |
|---|---|
| Tony Brown: | Ted Turner: |
| 1. Well, we just finished our meeting. They like our technology, and there are no serious prob- | a. Well, congratulations. Next time we get together, we'll have to celebrate. |

- lems. Some of their people are going to fly to Tokyo next week, and if things work out, I'm pretty sure we'll get our first big order in America.
2. Thanks for calling, and good luck with your new job.
3. Well, that's great news. I'll be looking forward to hearing from you.
4. Yes? This is Tony Brown speaking.
5. Sounds good, Ted. And maybe, we'll even get in a round of golf.
6. I'll certainly do that.
7. Oh, Ted, it's good to hear from you. What's up?
8. Well, congratulations.
- b. If you could keep me informed of my new developments, I'd really appreciate it.
- c. How did things go in New York?
- d. Thanks. But the reason I'm calling you is that I'll be working on a project very similar to the one I was working on before, and there's a good chance that we'll be interested in your machines.
- e. Well, to begin with, I'm going to leave Advanced Technologies and join another company. I was offered a position at Data Systems Inc.
- f. Good idea. Well, have a good trip back to Tokyo, Tony.
- g. Hello, Tony! This is Ted Turner calling.
- h. Thanks.

Business Trips Abroad

1. **Peter:** Do you often go on business abroad? a. **Nick:** This time I'm going to Canada. We do a lot of business with Canadian firms.
2. **Peter:** Are you going on business anywhere soon? b. **Nick:** Yes, I do, though Canada, as you know, is a bilingual country with two official languages — English and French.
3. **Peter:** And where are you going to, if you excuse my curiosity? c. **Nick:** Yes, I am. I'm leaving next week.
4. **Peter:** Do you speak English with your Canadian partners? d. **Nick:** Well, you see, I sometimes go on business to Europe and North America.

b) Translate the dialogue into English.

- 1
- Вы часто ездите в командировки?
— Да.
— И часто ездите за границу?
— Нет, не очень. Но завтра уезжаю в Германию.
— Вы знаете немецкий язык?

- Да. Я понимаю и говорю по-немецки.
— И это деловая поездка?
— Да. Я лечу (на самолете) вместе с г-ном Брауном.

2

- Я вылетаю в два часа. Который сейчас час?
— Девять часов. Вот ваш билет.
— Большое спасибо. Я выезжаю.
— До свидания.
— До свидания.

Exercise 4. a) Learn the following dialogues by heart:

1

- A:** Hello, where is the customs office?
B: It's right here.
A: Can I check in here for the flight to Paris?
B: Certainly, sir. Your ticket and passport, please.
A: Here they are.

2

- A:** Excuse me, where's the nearest metro station?
B: It's about 200 metres down the road.
A: And how do I get to Trafalgar Square?
B: I'm sorry. I don't know, I'm a stranger here, too. Ask the policeman.
A: Thank you, anyway.

3

- A:** How do you get to your University?
B: Usually I go by metro.
A: How long does it take you?
B: About forty minutes.
A: As for me, I don't like the metro. It is so overcrowded, especially during the rush hour when people travel from one end of Moscow to another.
B: What transport do you like?
A: I drive my own car.
B: Oh, I see.

4

- A:** Excuse me, sir, I'm a stranger here. Will you tell me how to get to the centre of Moscow?
B: There is an express bus that will take you to the nearest metro station.
A: How long will it take me?

- B:** About half an hour or so.
A: Can I take a taxi?
B: Certainly, you can. The taxi stop is over there, in the square.
A: Oh, thank you very much.
B: You are welcome.

5

- A:** Excuse me, do you know where the nearest bank is, please?
B: Go straight down to the traffic lights, then turn left and it's the second street on your right.
A: Thank you.

6

- A:** Does the bus go to the centre?
B: No, it doesn't. You'll have to change for No. 32. It'll take you right to the centre.
A: Where is the bus stop?
B: It's right in front of you, across the street.
A: Thanks a lot.

- b) Explain how to get to Red Square/the Bolshoi Theatre/Arbat from where you are (if you are in Tverskaya Street).
 c) Act as a guide showing tourists around. Begin with *We are in ..., On your right/left you see ..., In front of you there is/are ..., Across the square ...*

Exercise 5. a) Read and dramatize the following dialogue. Work in pairs.

Job Hunting

- A:** Good morning, sir.
B: Good morning. Come in, come right in. Mr Sidorov, isn't it? Please take a seat. You will have to excuse me a moment while I finish signing these letters. Meanwhile, please, fill in the application form, Mr Sidorov. Tell me how long were you in your last job with Alpha?
A: Five years. I am only leaving because the firm is moving to Sevastopol, but I think a change will do me good.
B: What do you know about our company?
A: I know that this is a very promising company.
B: And we are going to expand our activity on English-speaking countries, mainly on England, to buy equipment and technologies from them and run training programs here. We need a team of creative persons to make our company competitive in the world market.
A: What responsibilities and obligations do you suggest during first year?

- B:** Well, first of all you'll be responsible for our contacts with English partners. You will have to travel very much. Besides, we are expecting a new fair in London soon and maybe you will have a chance to go there.

- A:** Yes, I see.
B: So tell me what are your three main strengths?
A: I think they are: reliability, loyalty, energy.
B: All right. Now, Mr Sidorov, I am quite prepared to offer you a job with us. You have excellent references from your previous job. What do you find a fair salary?
A: Equivalent to \$1000.
B: I think we'll start from \$800 for a trial period and if you do well, we'll review it by the end of three months. Working hours are from nine to five thirty, with an hour for lunch and a fortnight's holiday. Does that suit you? Any questions?
A: What about travelling on business?
B: Mostly to England for not longer than a month.
A: All right. When do you want me to start, sir?
B: In a week, if possible.
A: Yes, certainly. Thank you very much. Goodbye.
B: Goodbye.

- b) Give the English equivalents for the following words and word combinations:

заявление, претендент, должность, вакансия, оборудование, ярмарка, перспективный, творческий, конкурентоспособный, усилие, ответственность, опытный, испытательный срок, обязательства, рекомендации, зарплата, командировка, надежность

- c) Suppose you are looking for a job. You are a university graduate. Decide which job you would choose, considering what each of them would involve in terms of time, money, convenience:

- a) a barman at a night club;
 b) a university lecturer;
 c) a secretary ready to accompany her boss in his business trips abroad.

PRACTICE

Exercise 1. Train your pronunciation. Read the following words after the teacher paying attention to the sound [ŋ]:

- | | | |
|--------|----------|----------|
| ring | singing | thing |
| finger | language | bringing |
| song | long | angry |
| wrong | hungry | stronger |

along nothing spring
going raining doing
playing drinking shopping

Bring them along. Nothing's wrong.
Thanks for calling. Everything's going wrong.

There is nothing like listening to birds singing spring songs.

As I was getting along, along, along
And singing a comical song, song, song,
The lane that I went
Was so long, long, long,
And the song that I sang
Was so long, long, long
And so I went singing a song.

Exercise 2. Write the -ing form of the following verbs:

eat, dance, get, laugh, stay, shop, come, write, drink, talk, plan, ask, make, rain, go, take, stop, sit, wash, do, watch, play, sing, try, study, answer, read, translate, cook, lie, fly, travel, begin

Exercise 3. Use the correct form of the verb to be.

1. What ... you looking for? — I ... trying to find a present for my mother.
2. Where ... you going? — I ... going to the supermarket.
3. We ... driving too fast and didn't see the traffic lights.
4. We ... going to be late. The shop will be closed.
5. My sister ... choosing an umbrella too long but didn't buy any.
6. ... you going to the baker's? Buy a loaf of bread for me, please.
7. While his mother ... paying for the things, he bought a bar of chocolate for himself.
8. His friend ... celebrating her birthday tomorrow. Let's go and buy her some present.
9. I hope it ... not ... raining on Sunday. We ... going to the country.
10. Her daughter ... thinking about the dress she saw in the shop window yesterday.
11. We ... playing chess in half an hour.
12. Mary ... trying to improve her English.
13. It was beautiful yesterday when we went out for a walk, it ... not raining, the sun ... shining.

14. Nick and Kate ... talking on the phone.
15. I couldn't get you on the phone last night, who ... you talking to so long?

Exercise 4. Give short answers to these questions:

1. Are you studying English now? 2. Am I speaking to Boris? 3. Is she going shopping now? 4. Are they buying anything? 5. Is he washing up in the kitchen? 6. Is it snowing now? 7. Are they moving to a new house? 8. Was it raining hard last night? 9. Were you watching TV last night? 10. Was he having breakfast at 8 o'clock yesterday? 11. Will she be waiting for you? 12. Shall I be carrying my heavy bags myself? 13. Will Sam be doing his homework tomorrow morning? 14. Will you be working tonight? 15. Will she be helping her mother to cook dinner on Saturday? 16. Am I reading your thoughts? 17. Were they quarrelling when you came in? 18. Will you be packing your things at 10 o'clock tomorrow? 19. Is the secretary typing our papers? 20. Was the bus going the wrong way?

Exercise 5. Use the verbs in brackets in the present continuous tense.

This is the London airport. Many people ... (*wait*) to go on holiday. The woman at the check-in desk ... (*take*) the passengers' tickets and ... (*ask*) them some questions. At "Passport Control" a man who ... (*wear*) a uniform ... (*look*) at everyone's passports. Some people ... (*sit*) on chairs and while they ... (*wait*), they ... (*read*) books or magazines. There is a café where a man ... (*serve*) tea and coffee. Outside a plane ... (*take off*) and another one ... (*come down*). Some men ... (*put*) the passengers' bags onto another plane. A man who ... (*leave*) ... (*say*) goodbye to his family.

Exercise 6. Suppose your friend Bill telephones you and asks you lots of questions. You are very busy but try to be nice to him. Write the dialogue according to the model:

Model: Bill: you / to watch TV
Are you watching TV?
You: No, / I / not to watch TV. I / to work, Bill
No, I'm not watching TV. I'm working, Bill.

Bill: you / to read a magazine
You: No, / I / not to read a magazine. I / to read a book about English grammar, Bill
Bill: you / to eat chocolate
You: No, / I / not to eat chocolate. I / to try to understand the present continuous, Bill
Bill: you / to listen to the radio

- You:** No, / I / not to listen to the radio. I / to do my homework, Bill
Bill: you / to play the piano
You: No, / I / not to play the piano. I / to write the answers to this exercise, Bill
Bill: you / to listen to me
You: No, / I / not to listen to you. I / to put down the phone, Bill. Goodbye!

Exercise 7. Choose the correct alternative.

1. My friends (*will start, are going to start*) their own business.
2. He (*will buy, is going to buy*) a computer for his son.
3. We (*will visit, are going to visit*) Venice, Milan, Florence and Rome, of course.
4. They (*will spend, are going to spend*) their honeymoon in a villa by the sea.
5. Are you going home? I (*will give, am going to give*) you a lift.
6. My parents (*will settle, are going to settle*) somewhere in the country after they are retired.
7. The suitcase is very heavy. Oleg (*will carry, is going to carry*) it for you.
8. Tony and Alice (*will buy, are going to buy*) a bigger flat.
9. On Sunday they (*will see, are going to see*) a new exhibition in the Hermitage.
10. He (*will buy, is going to buy*) a new car.

Exercise 8. Write questions and answers according to the model:

Model: what / you / to do	I / to clean / my shoes
What are you doing?	I am cleaning my shoes.

- | | |
|--|---|
| 1. what / you / to eat
I / to eat / a sandwich | 6. what / she / to do
she / to play / the piano |
| 2. what / she / to watch
she / to watch / a film | 7. what / you / to look for
I / to look for / my yellow socks |
| 3. what / you / to write
I / to write / the letter to Ann | 8. why / you / to laugh
the cat / to eat / your dinner! |
| 4. what / you / to drink
I / to drink / some lemonade | 9. where / he / to go
he / to go / to the library |
| 5. what / they / to read
they / to read / Grammar Book | 10. what / they / to listen to
they / to listen to / the radio |

Exercise 9. a) Choose the correct verb form (present simple or present continuous) from those given in brackets.

1. He can't see you now. He (*phones, is phoning*) someone.
2. I (*am leaving, leave*) for business trip tomorrow.

3. Mr Brieger and his son (*run, are running*) business together.
4. They (*are working, work*) hard for their exams now.
5. The plane (*arrives, is arriving*) in half an hour.
6. She (*works, is working*) for the travel agency "Holidays".
7. Look! Someone (*is trying, tries*) to open your car.
8. We (*know, are knowing*) a lot about show business.
9. I (*think, am thinking*) of starting my own business.
10. We (*are leaving, leave*) for Spain in a few days.
11. What time (*do, are*) Nick and Rosa (*come, coming*) for dinner tonight?
12. I (*don't drink, am not drinking*) coffee at all.
13. I'm sure you (*make, are making*) the right choice.
14. The sun (*goes, is going*) from East to West.
15. He (*runs, is running*) his own shop.
16. Our company (*is running, runs*) a great risk at the moment.
17. Nick often (*goes, is going*) on business to Germany.
18. Our firm (*produces, is producing*) office equipment.
19. It (*is raining, rains*) heavily. Let's wait a little bit.
20. The plane (*is taking, takes*) off at 2 p.m.
21. Who (*does, is*) she (*dance, dancing*) with? I don't know that boy.
22. Do you know when they (*go, are going*) on a trip?
23. At present she (*studies, is studying*) marketing. She is going to look for a job of a marketing manager.
24. My daughter (*specializes, is specializing*) in fashion design.
25. What (*do, are*) you (*mean, meaning*) by saying this?

b) Put one of the following auxiliaries into each gap of this dialogue:

am is are do does

- Rita:** Hello. 778954.
Gary: Hello. Is that Rita?
Rita: Yes. Who ... calling?
Gary: This is Gary, from New York. ... you remember me?
Rita: Of course, I do. What ... you doing in England?
Gary: I ... having a holiday.
Rita: Are you on your own?
Gary: No, I'm here with my wife. I'm married now.
Rita: Oh! What ... your wife do?
Gary: She's a dentist.
Rita: How interesting!
Gary: Anyway. How are you?
Rita: I'm fine. I ... still studying. Listen. Are you there? ...

Exercise 10. a) Retell the following text in the past.

We are at an English wedding. The bride, the groom, the relatives and the guests are standing outside the house. The bride is wearing a long white dress and is having some blue flowers in her left hand. They are all smiling, because they are very happy. Everybody is having a wonderful time. In a few minutes they are going to get into a Lincoln and drive to a restaurant for celebration.

At the restaurant they are going to eat a big cake and drink champagne. Then they will be opening their presents. Some people will be making speeches and both of the mothers will be crying. The guests will be dancing, telling jokes, singing songs and wishing the bride and the groom happiness. They are hoping to be happy for ever and ever and have a lot of children.

b) Describe what different members of your family are going to do this weekend.

Exercise 11. Complete the sentences of the following dialogue:

- | | |
|--------------------------------|------------------------------------|
| — Where ... Sam? | — ... is in the bedroom. |
| — What is ... doing? | — He ... sleeping. |
| — ... is Mike? | — He ... in the kitchen. |
| — ... is he ...? | — He ... dinner. |
| — Where ... Linda? | — She is in the living-room. |
| — And what is she ...? | — She ... watching TV. |
| — Where ... Jim and Nancy? | — They are ... home. |
| — What are ... doing? | — They ... studying English. |
| — Where ... the cat? | — ... is in the street. |
| — What is it ...? | — It ... playing. |
| — ... is your father? | — He is ... work. |
| — What is ... doing? | — He ... driving a bus. |
| — Where ... your grandparents? | — They are working ... the garden. |

Exercise 12. a) Put the verbs in brackets into the past simple or the past continuous tense.

Jack's father (*read*) a book last night when he (*hear*) a noise in the garden. He (*open*) the window and looked out. It (*be*) a dark night and at first he could see nothing. But just as he (*shut*) his window, he (*see*) a man. The man (*try*) to climb over the garden wall. He was a thief. When he saw Jack's father at the window, he (*jump*) off the wall and ran away. Jack's father (*run*) after him. There was a car at the end of the street. The thief reached the car but just as he (*get*) into it, Jack's father (*catch*) him.

b) Ask each other what you were doing ten minutes ago/three hours ago/at 8 o'clock, etc. Work in pairs.

Exercise 13. Read and discuss the dialogue. Ask six questions.

What Time Is It?

Tom (T) and Steve (S) are sharing a room on holidays. Ann (A) is Steve's sister.

- T: It's time to get up.
S: I'm so sleepy.... What time is it?
T: It's eight.
S: All right. I'll get up at twenty past eight.
T: It's half past eight, Steve, and you are still in bed.
S: All right. I'll get up in fifteen minutes. At a quarter to eight I'll be ready.
T: And when are you going to shave? Perhaps nine minutes to nine?
S: Now you're trying to be funny. I'll be ready at a quarter to nine and at ten to nine we'll begin breakfast.
T: We have very little time anyway. Ann's coming at nine o'clock.
S: Oh, I'm sure she isn't. She's too lazy to get up before nine. She'll be at least one hour late.
T: She won't be a minute late. She never is.
S: You'll see she will....
A (*coming in*): Good morning, boys! I'm sorry I'm a little too early. Oh, aren't you ready yet? I'm so sorry.... I'll wait in the garden.

Exercise 14. a) Study the ways of talking about future plans and intentions.

- A: What are you doing tonight/tomorrow/on Saturday?
What'll you be doing today?
What'll you do next year?
What are you going to do in the summer?
What do you plan/intend to do at the weekend? etc.
- B: I'm { staying at home.
going out.
I'll be { calling on friends.
doing some work.
I'll work hard.
I'm going to read a lot.
I plan to study Spanish.
I intend to finish my course paper.
- A: Are you getting married/going to get married?
B: Yes, (I am). No, (I'm not).

b) Speak about your plans for the coming holidays. Ask each other what you are going to do tonight/tomorrow/next week/next month/next year, etc. Work in pairs.

c) Build up sentences according to the model:

Model:

- What are your plans for the future, Robert?
- I'm going to take up a course in French at the university.

Ms Yong; Mr Glebov; Oleg; Mr Adams; Helen; to enter a Secretarial College; to become a professional driver; to work in industry/farming; to write an English textbook; to find a husband/a job

Exercise 15. a) Put in the missing prepositions from the list below.

Jobs

This month over three million students will graduate ... high school. Another million will graduate ... college. While over 25 per cent of the high school students will go on ... college in the fall, the majority ... these four million youths will be looking for jobs.

... addition, another six million or more youths are high school or college students. Many of these youths will be looking ... summer jobs to make it possible for them to return ... school in the fall and to help their families to meet the rising cost of food, clothing and other needs.

Will these millions ... youths be able to find work? The youths graduating from high school and college will have a difficult time finding any work ... all. Youth unemployment is much higher than that ... the general population.

That is why the Young Workers League is launching a campaign this summer to bring together unemployed youth, young workers and students in a movement ... jobs and better education.

for (2); of (3); at; to (2); from (2); in

b) Use the proper prepositions where necessary.

1) I am flying ... Paris today. My ticket is here ... the desk, together ... the passport and travellers' cheques. The plane leaves ... 12.10. Now it is 9.30. The taxi is waiting ... the street.

2) Mr Brown is British. He speaks ... English. He is ... the office now. Tomorrow he is going ... Italy. He is flying ... Rome. It is a business trip. He often goes ... business ... Italy and France. Mr Brown speaks ... Italian, but he doesn't speak ... French. He doesn't understand ... French.

Exercise 16. Translate the following into English:

Г-н Смит — бизнесмен. Он англичанин, но работает в Швейцарии. Ему нравится Берн. Он собирается поехать в Париж. Он часто

ездит во Францию. Он всегда летает самолетом во Францию. Он летит во Францию завтра. Г-н Смит не знает французского. Он знает только английский. Английский очень популярен в мире. Это официальный язык в Англии, США и в некоторых других странах.

Exercise 17. Insert the article where necessary:

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late.

"I am very sorry," said ... clerk of ... hotel, "but ... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "No, thank you. We don't want to sleep in ... hall. We shall walk up to our room."

Then he turned to his friends and said: "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier. On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs.

At last they came to ... thirty-sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," said Peter, "is sad enough. We left ... key to our room in ... hall."

Mr Dubois is ... Frenchman. He is ... businessman. He lives in ... France. He works in ... Paris. He often goes on ... business to ... England. He is flying to ... London tomorrow. ... plane leaves at 11.

Exercise 18. Put in the right words from the list below.

1. Though we all seem to agree that the future belongs to air transport, the railroads today still carry a lot of ... and 2. I called the information bureau and found out that there was no ... train to Tashkent. 3. We had to leave Moscow by a slow train because the express ... were booked up. 4. I prefer ... but my son prefers He likes to sleep on trains. 5. You can ... by phone. 6. In the summer there are a lot of travellers, so you have to book seats 7. Let's get in, our train leaves ... in 5 minutes. 8. The train stops only at larger stations because it is an 9. My grandfather ... travel a lot when he was young. 10. I'm going to take a nap (вздremнуть), wake me up when we ... in St Petersburg.

a lower berth; express; beforehand; an upper berth; goods; arrive; through; used to; passengers; trains; off; book seats

Exercise 19. Make up a story of your own, using the following words and expressions: *to book seats for, beforehand, to hurry to the railroad station, to miss a train, to pack things, to have enough time, to walk up and down the platform, to buy newspapers, to sit in a passenger car before the train starts, to be off.*

Exercise 20. a) Read and translate the following dialogue into Russian:

New Year Resolutions

Characters: Mr Frost, Mrs Frost, Henry (their son), Emily (their daughter), Grandma, Rocky (dog). It's January 1st.

Henry: We make our New Year resolutions today. What are you going to do, Emily?

Emily: I want to get up early every day and take Rocky for a walk before school starts. Have you made any resolutions, Henry?

Henry: Yes, I want to get up early, too, because I'm always late for school. I'll never be late again.

Mr Frost: I can think of a better resolution for you, Henry. Go to the barber's. Your hair's much too long.

Henry: Oh, you're always talking about my hair.

Mrs Frost: Well, I've made two resolutions. I want to have violin lessons, and I won't eat any more cakes because I'm getting too fat.

Mr Frost: Well, I like cakes! I certainly don't like the violin and I get up early every morning. Can you think of a resolution for me?

Grandma: Yes. Stop smoking that awful pipe.

Mr Frost: But I love my pipe! It helps me to think.... Oh, all right then.... I'll stop smoking it.

Grandma: You'll laugh at me when I tell you my resolution. I want to learn gymnastics. I've got my first lesson tomorrow.

Henry, Emily (together): Tomorrow? Gymnastics?!

Rocky: Woof, woof!

b) Discuss your New Year resolutions with your family and friends.

c) Suppose that it's January and you are making plans for the year. Write sentences to describe what you are doing in the next few months. Use the present continuous tense.

Model: February, I / to fly to Jamaica for a holiday.
In February I'm flying to Jamaica for a holiday.

1. March, I / to fish in Scotland.
2. April, I / to learn German in Berlin.
3. May, I / to take my boat down the Nile.
4. June, I / to get engaged.
5. July, I / to make a film in Hollywood.
6. August, I / to walk from South Africa to Morocco.
7. September, I / to get married.
8. October, we / to climb Mount Kilimanjaro together.
9. November, we / to buy a house.
10. December, I / to sell my boat!

Exercise 21. Open the brackets and use the verbs in the correct form of the present continuous tense.

Nora: What (*to do*) you next week?

Kate: Well, I (*to go*) to Paris; but Stan (*not to come*).

Nora: What (*to do*) he?

Kate: He (*to paint*) the kitchen and (*to teach*) at school.

Nora: (*To visit*) you any friends?

Kate: Yes. I (*to stay*) with some old school friends. They work in Paris. They work for an American company. But next year, they (*to start*) their own business.

Nora: (*To change*) Stan schools next term?

Kate: No. He (*to stop*) teaching.

Nora: What (*to do*) he next year?

Kate: He (*to study*) again. Business Studies.

Nora: Why?

Kate: He (*to go*) into business with my friends in Paris.

Nora: So, you (*to move*) to Paris.

Kate: Yes. You usually go to France. (*To go*) you this year?

Nora: No. Bill (*to work*) in Berlin all through the summer. He (*to design*) a new building for a small publishing company.

Kate: (*To build*) he it as well?

Nora: Oh no. A big German building company (*to do*) that.

Kate: Interesting work, though.

Nora: Yes. Well, enjoy Paris!

Exercise 22. Find the mistakes in the following text, then underline and correct them:

Today is Saturday and we is at the shopping centre. Every Saturday my mother is talking me shopping with her. She is wanting to buy a new skirt and she not like the one that the lady showing her. I am hating shopping with my mother. She never know what to buy. I look at some lovely trousers now and I want to buy them but I am not having enough money.

Exercise 23. Read the text once, say what it is about and give it a heading:

Some families are planning next year's holiday already. When on holiday, they may go to the seaside and swim in the sea. Or they may go and stay in the mountains where they can go walking and climbing and enjoying the view.

You can do many interesting things in the country, too, or even in a town.

England is an insular country, but lots of people in the past never had a holiday by the sea. Working men and women started to have holidays only in the last hundred years or so. A hundred years ago many employers even kept people on Sundays.

Things began to change only when the workers joined together in trade unions. They fought for fewer hours of work each week and paid holidays each year.

Exercise 24. Put in the missing prepositions from the list below. Retell the text.

Travelling by Train in Britain

One ... the first things a foreigner notices about British railways is the platforms. They are higher than in most parts ... the world. The platform is almost ... a level with the floor of the carriages. You do not, therefore, have to climb ... into the railway carriage in Britain. This makes it a little easier to get in and ... of the carriage with your luggage.

The trains that go to and from London are very crowded ... the times when people are travelling to work, since about a million people travel ... London to work each day. There are cheap tickets after a certain time ... the day, usually about 9.30 when everyone has gone to work. These are called cheap day return tickets. It is often nearly 50 per cent cheaper to travel ... London after 9.30 than before this time.

On many fast trains to London there is a dining-car ... which you can buy lunch, dinner or coffee. On others there is a buffet ... which it is possible to buy snacks and drinks. Sometimes a waiter ... the dining-car brings round cups of coffee to the passengers.

There are only two classes in Britain — first and second. A first-class ticket costs 50 per cent more than a second-class ticket. On long journeys, there is a ticket inspector, who visits every passenger to see if he has the right ticket and is not travelling ... the wrong class.

In England, train passengers seldom converse ... their fellow-travellers even on a long journey — this is more a national custom than a matter ... etiquette. When the passenger reaches the end ... his journey and leaves the train, he has to give his ticket to the ticket collector ... the exit before he can leave the station.

with; at (3); of (5); in(2); from; out; up; to (2); on

Exercise 25. Read, learn and act out the dialogues.

1

Mrs Brown: What do you do, Oleg?

Pavlov: I'm an engineer at a Design Institute.

Mrs Brown: What does your institute do?

Pavlov: We design hydro-electric power stations.

Mrs Brown: Have you any orders from abroad?

Pavlov: Yes, we have close business relations with many foreign countries, especially those in Asia and Africa. I have to travel a lot. That's why I'm learning English. By the way, it's my second visit to London.

Mrs Brown: Are you satisfied with your work?

Pavlov: Yes, I enjoy it greatly.

2

Bobrov: Mr Hall, are you here, in London, on vacation or on business?

Mr Hall: It's a kind of business trip.

Bobrov: Please tell me a few words about your business.

Mr Hall: Well, I'm in charge of the advertising department of the British branch of a big multinational corporation.

Bobrov: What does your firm produce?

Mr Hall: Oh, a lot of equipment. We produce all sorts of radio equipment, TV sets, video-cassette recorders and players, computers and so on.

Bobrov: In what countries does this corporation maintain its plants?

Mr Hall: We have branches in France, Germany, Holland, Italy and Spain.

Bobrov: Has your company a big staff?

Mr Hall: I'm not sure I know the exact number. Around six thousand employees in all the branches, I think.

3

Richard: How did you get into modelling, Stacy?

Stacy: Well, when I graduated from drama school, I moved to Los Angeles to look for work as an actress. I was going to auditions (прослушивание) every day, but I never got any parts. And I was running out of money.

Richard: So, what did you do?

Stacy: I got a job as a waitress in a seafood restaurant. While I was working there, a customer offered me some work as a model. Within a few weeks, I was modelling full time.

Richard: Wow, what a lucky break!

- Jim:** Hi, Jack. This is Jim. I'm calling from Miami.
Jack: From Miami? What are you doing in Miami?
Jim: I'm on vacation.
Jack: How's the weather in Miami? Is it sunny?
Jim: No, it isn't. It's cloudy.
Jack: Is it hot?
Jim: No, it isn't. It's cold.
Jack: Are you having a good time?
Jim: No, I'm having a terrible time. The weather is terrible here.
Jack: I'm sorry to hear that.

Exercise 26. What would a tourist visiting your city ask about? Think of six questions about transportation, accommodations, sightseeing, and other services in your city. Take turns asking and answering your questions.

Useful Expressions

Let me think. Oh, yes,...
 I'm not really sure, but I think...
 Sorry, I don't know.
 It's close to/near...
 It's on the corner of...
 It's next to...

- A:** Can you tell me where the Golden Pavilion is?
B: Let me think. Oh, yes, it's...

Exercise 27. a) Read the text and answer the questions below.

Absent-Minded Scientist

Once, a well-known scientist, who was very absent-minded, was travelling by train. When the ticket-collector came for the tickets, the scientist could not find his ticket anywhere.

"It doesn't matter," said the ticket-collector, who knew the scientist very well, "I'll come at the next station."

But at the next station there was the same difficulty, the scientist looked for his ticket everywhere, but he could not find it. "It really doesn't matter," said the ticket-collector kindly. "No, no," said the scientist, "I must find it. I want to know where I am going."

1. Was a well-known scientist travelling by train or going on foot?
2. What happened when the ticket-collector came for the tickets?
3. The ticket-collector knew the scientist very well, didn't he?
4. What did the ticket-collector tell the scientist?
5. What happened at the next station?

6. The scientist could not find his ticket anywhere, could he?
7. Why did the scientist want to find his ticket?

b) Put the following sentences in the right order. Translate them into English.

«Это не имеет значения», — сказал контролер, который хорошо знал ученого.

Эта история рассказывает нам об одном рассеянном ученом, который ехал куда-то на поезде.

«Мне необходимо найти его, так как я хочу знать, куда я сейчас еду», — сказал ученый.

Ученый искал свой билет повсюду, но нигде не мог его найти.

Когда контролер пришел проверять билеты, ученый нигде не мог найти свой билет.

«Я положил свой билет куда-то, но не помню, куда», — сказал ученый.

И снова начал везде искать свой билет.

«Это в самом деле не имеет никакого значения», — приветливо сказал контролер.

Exercise 28. Read and reproduce the jokes:

1

Kitty is a little girl. She is only five. She does not go to school, and, of course, she does not know how to read or write. Her sister Jane is a schoolgirl. She is ten. One day Jane sees her little sister at the table with a pen in her hand and a big sheet of paper in front of her. "What are you doing, Kitty?" she says. "I am writing a letter to my friend Bessie," says Kitty.

"But how can you?" says her sister. "You don't know how to write!"

"Well," says Kitty, "it doesn't matter, because Bessie doesn't know how to read."

2

Mother asked her small daughter who was reading a book:

"What are you reading, dear?"

"I don't know," answered the girl.

"You don't know? You were reading aloud, and you don't know?"

"I was reading aloud, Mammy, but I was not listening," the child explained.

TEST 5

Task 1. Choose the suitable words. Keep in mind that only one variant is correct.

- 1) **A:** What 1 the girls doing?
B: 2 playing.

- A: Where?
 B: 3 the garden. Can you see 4?
 A: Yes, they're 5 the big tree.

1	A is	B do	C are	D does
2	A She's	B They	C Them	D They're
3	A At	B On	C In	D Into
4	A they	B she	C her	D them
5	A between	B in front	C over	D near

- 2) A: What 6 doing?
 B: 7 a book. 8 many books?
 A: No, I 9 books, but I like good films.
 B: Yes, I like 10, too.

6	A are you	B you are	C you	D is you
7	A I reading	B Am reading	C I'm reading	D I read
8	A You read	B Are you read	C You reading	D Do you read
9	A no like	B don't like	C doesn't like	D like not
10	A them	B they	C it	D him

- 3) A: 11 my sister. She is writing a letter 12 new pen. She's writing 13 brother. He doesn't live here.
 B: Oh, where does he live?
 A: He 14 a big town. He 15 a good job.

11	A See	B See at	C Look	D Look at
12	A by his	B with his	C with her	D by her
13	A to our	B at she	C at her	D to us
14	A work on	B work in	C works on	D works in
15	A have	B has	C are having	D is having

- 4) A: What 16 is it?
 B: It's half 17 one.
 A: Good. Now we 18 to have lunch. You 19 on this chair.
 B: Thank you. Please, 20 any potatoes.

16	A clock	B hour	C time	D watch
17	A at	B to	C past	D on
18	A going	B are going	C are go	D goes
19	A can to sit	B can sit	C sitting	D are sit
20	A not give me	B give me	C don't give me	D not to give me

- 5) A: Are you going to the meeting tomorrow?
 B: Where 21 going to be?
 A: At the home of some friends 22.
 B: 23 is it going to start?
 A: If everyone 24 there on time, at about 8.30.
 B: What are we going to 25?
 A: Well, in this district a lot of parents have young children. They're not 26 school but there isn't 27 for them.
 B: So what can we do?
 A: We must find someone 28 a big garden. We also need someone who likes children and can 29.
 B: 30 of my friends have big gardens, but I'll still come to the meeting.
 A: Good.

21	A is it	B it is	C is there	D there is
22	A to us	B of us	C to ours	D of ours
23	A Which hour	B Which time	C What hour	D What time
24	A will get	B shall get	C get	D gets
25	A talk about	B speak on	C tell on	D say about
26	A old enough to	B old enough for	C enough old to	D enough old for
27	A somewhere other	B somewhere else	C anywhere other	D anywhere else
28	A which have	B which has	C who have	D who has
29	A look after it	B looks after it	C look after them	D looks after them
30	A Not any	B Nobody	C No one	D None

Task 2. Translate the sentences into English.

- Они больше не собираются здесь оставаться ни одной минуты.
- Я собираюсь закончить эту работу к концу года.
- В это время на следующей неделе я буду отдыхать у моря.
- Он собирается в зарубежную командировку.
- Самолет прибывает в аэропорт вовремя.
- Самый дешевый и один из самых популярных видов путешествия — пеший туризм.
- Поезд отходит. Зайдите в вагон.
- Мы ожидаем их приезд со дня на день.
- Они сейчас осматривают достопримечательности Лондона.
- Вас кто-нибудь провожает?
- Скорый поезд Москва—Берлин отправляется через пять минут.

12. Кто из вас ждет меня? — Я.
13. Я буду ждать тебя у входа в театр.
14. Мне кажется, мы едем не в ту сторону.
15. Мы встретились на улице, она ждала кого-то. Шел дождь, она стояла под зонтом и смотрела на часы.
16. Вот-вот пойдет дождь.
17. Он потратит все свои сбережения.
18. Они у нас недолго пробудут.
19. Иванов проходит таможенный досмотр в аэропорту Шереметьево.
20. Сейчас я отвезу вас в гостиницу, а завтра мы обсудим программу вашего пребывания в Москве.
21. Президент фирмы ожидает вас в 10.30.
22. Они сейчас обсуждают новый контракт.
23. Вчера в это время мы обсуждали культурную программу с японской делегацией.
24. Пожалуйста, позвоните на вокзал и узнайте, когда приходит поезд № 125 из Одессы.
25. Он сидел дома и читал газету, когда зазвонил телефон.
26. Что ты ищешь? — Я ищу рождественский подарок для сестры.
27. Что вы будете делать в 10 часов в следующий понедельник?
28. Кто писал письмо, когда вы пришли?
29. Сейчас два часа, интересно, почему они не обедают?
30. Обычно я еду на работу на метро, но сейчас я еду на автобусе.

Task 3. a) Read and translate the following texts into Russian.

Mr Cyril Cleaves is an abstract painter. He is spending a quiet weekend in his villa on the Riviera. He is relaxing. No guests are staying with him this weekend. Mr Cleaves is meditating in solitude. He is thinking about the vanity of all things, about the fragility and unreliability of human intellect, about the illusion of objective judgements in art, about the snobbish conceit of certain art critics. Mr Cleaves is in a very good mood. He is relaxed and ready for a new artistic offensive. He is flying to London on Monday morning. He is planning to buy a dozen Siamese cats and thus add a feline (кошачий) touch to his art.

* * *

Alice Elliot, Mr Baxter's fiancée, is going to Clara Flight's party next Wednesday evening. Clara is Alice's friend and Mr Baxter's secretary. She is giving the party to celebrate her twenty-ninth birthday. A lot of people are coming to the party. Mr Cyril Cleaves is flying in from the Riviera to attend. Clara is counting on Cyril to enliven the party. He is not only an abstract painter, but also a brilliant talker. Alice is

going to the party without Mr Baxter because he is very busy next Wednesday. He is having trade negotiations with representatives of an American space travel agency. They are planning to sign an agreement and start cooperation on a very large scale. Both sides are expecting to lower the costs and increase the sales of space travel reservations. It is understandable that Mr Baxter cannot go to Miss Flight's party. Business is business.

b) Answer the questions in a few sentences:

1. Why is Clara counting on Cyril?
2. How is Mr Cyril Cleaves spending the weekend?

Task 4. a) Read and translate the text into Russian.

Stuck in an Airport?

What do people usually do while they're waiting in an airport?

Many people are upset when their flight is delayed. Not only do they have to change their schedule but, even worse, they have to wait in an airport! There's no need to be upset, though. Airports are much better places these days than most people realize.

Belief: Airport food is bad — as bad as airplane food.

Reality: Airports have fine international cuisine — from fresh seafood in London to Korean barbecue in Honolulu. And you can stock up something to have for later — for example, cheese and caviar in Paris.

Belief: Shopping in airports is great, that is, if you need a T-shirt.

Reality: In Amsterdam, you can buy anything from perfume to diamonds. In El Paso, Texas, you can buy antique knives or regional art. The art is so interesting that some people fly to El Paso just to visit the airport gallery. And a Singapore's airport is known for some of the best shopping in the world.

Belief: Airports make people uncomfortable and tense.

Reality: The airport at Honolulu has peaceful gardens. Pittsburgh has a meditation room: when you walk in, relaxing music comes on and pictures of clouds are projected on the walls. If you prefer exercise, hotels at the airports in Los Angeles, Dallas, and many other cities have fitness centres that anyone can use.

So the next time you're stuck in an airport, have some fun!

b) Read the text more carefully. In which airport can you do the following? Choose the correct place on the right.

- | | |
|---|--------------|
| 1. to meditate surrounded by music and clouds | a. Amsterdam |
| 2. to eat Korean barbecue | b. Dallas |
| 3. to buy an interesting painting | c. Singapore |
| 4. to exercise in a fitness centre | d. Honolulu |

5. to buy a diamond e. Pittsburgh
 6. to visit one of the world's best shopping places f. El Paso

c) Answer these questions:

1. Which airport mentioned in the text would you prefer to wait in? Why?
2. Imagine your flight is delayed. What would you prefer to do: eat, shop, or relax? Anything else?

Task 5. Translate the following text into Russian in writing using a dictionary.

Getting More for Less When You Travel

On a recent flight, Laura was chatting happily with the woman in the next seat — until the conversation turned to fares. The woman, who bought her ticket two months in advance, paid \$109. Laura paid the full fare of \$457. She decided that next time she would find out how to travel for less.

Here are some ways to travel for less:

Cheap Airplane Tickets. To fly for less money, you can buy non-refundable plane tickets two or three months before your trip. The cheapest way to fly is as a courier. In return for delivering a package for a courier company, you get a plane ticket that costs as little as one-quarter of the regular fare — or even less if the company needs someone at the last minute. Recently, a courier flew round trip from Los Angeles to Tokyo for \$100; a regular ticket cost around \$1,800.

Train Passes. If you're going to do a lot of travelling by train, a train pass will save you money. Buying a single pass gives you unlimited travel for a period of time. Train passes can be especially useful in India, which has the world's largest rail system; in Japan, where trains are fast and convenient; and in Europe, where trains go to over 30,000 cities.

Hostels: Hostels used to provide cheap accommodations — in dormitories — for people under the age of 25. Nowadays, hostels don't have any age requirements. They're not only cheap (\$8–\$17 a night) but a great way to meet people. Hostels are often in interesting places — a castle in Germany, a lighthouse in California, a one-room schoolhouse in the wilderness of Australia. And sometimes hostels have luxuries like swimming pools.

UNIT SIX

RUSSIA

Grammar: Modal Verbs. Present Perfect and Past Simple Tenses.

TEXT A

THE RUSSIAN FEDERATION

Our country, the Russian Federation, is the largest state in the world. It occupies about one-seventh of the earth's surface. Its territory is over 17 million square kilometres, the population being about 150 million, 80 per cent of which are ethnic Russians. It borders on Norway, Finland, Poland, Estonia, Lithuania, Latvia, Byelarus, the Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia and Korea. It also has a sea border with the USA.

Russia was one of the fifteen republics of the former Soviet Union or the USSR. The Russian Federation is a member of what is called Commonwealth of Independent States (CIS). The Commonwealth consists of several states — former Union Republics of the USSR.

Russia is a multinational state. Over one hundred peoples inhabit it, each with its own language, culture and traditions.

Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation consists of 89 constituent entities (republics, krays, oblasts, cities of federal significance, autonomous oblasts and autonomous okrugs, which have equal rights). The head of the state is the President. The state symbols of Russia are the national emblem, the national hymn and a three-coloured flag. Russian is the official language of the state.

The capital of Russia is Moscow, its political, administrative, cultural and scientific centre.

Russia is rich in raw materials and energy and mineral resources, which enabled the country to develop different industries. Russia has all kinds of surface — mountains, hills, lowlands, downs, plains and deserts. There are vast areas of forests in Siberia and the European North. The Urals are the natural boundary separating the European and the Asian parts of the country. Other mountainous areas are the North Caucasus

and Karelia in the northwest. The most important rivers are the Volga with its tributaries, the Ob, the Yenisei, the Irtish and others.

At present, the country's economy is being transformed into a free market model. There are a lot of problems in the national economy of the Russian Federation. But in spite of the problems Russia is facing at present, there are a lot of opportunities for the country to become one of the leading countries in the world.

Russia is a unique country, it has a lot to be proud of, first of all — its people, famous scientists, musicians, artists, ballet school, its folk songs and dances.

Vocabulary Notes

to occupy	- занимать
surface	- поверхность
to border on	- граничить с
former	- бывший
the Commonwealth of Independent States (CIS)	- Содружество Независимых Государств (СНГ)
to inhabit	- населять
constituent entities of federal significance	- административные округа федерального значения
raw materials	- полезные ископаемые
lowland	- низменность
down	- безлесная возвышенность
desert	- пустыня
vast	- обширный
boundary	- граница
tributary	- приток
plain	- равнина

Exercise 1. Answer the questions.

1. What country do you live in?
2. What is the population of Russia?
3. Is Russia the largest country in the world? What is its territory? Is it larger than that of the USA?
4. What kind of economic reforms are under way in the country?
5. What countries does Russia border on?
6. What kind of state is the Russian Federation?
7. What is the capital of Russia?
8. What can you say about the Russian economy?
9. Is Russia a unitary state?
10. How many autonomous republics are united in the Russian Federation? Name some of them.

11. What kind of surface can you find in Russia?
12. What oceans wash the borders of the Russian Federation?
13. What can you say about the capital of Russia?

Exercise 2. a) Put in the missing words from the list below. Read the text and answer the questions below.

1. Moscow is the ... of Russia. 2. It's an ancient ... city. 3. It was founded in 1147 by Russian ... Yuri Dolgoruky. 4. Now Moscow is the fifth largest city in the ..., its population is about nine million people. 5. Moscow is situated on the ... river. 6. It is also one of the most ... cities in the world.

7. The heart of Moscow is ... Square. 8. The Moscow Kremlin and St Basil's Cathedral are the most beautiful masterpieces of ... architecture. 9. For heroism of the working people of our capital during the Great Patriotic War Moscow was awarded the ... of Hero-City. 10. Moscow is the ... of five seas. 11. Four airports connect Moscow with other parts of our country and many ... countries. 12. There are ... railway stations in Moscow.

13. There are lots of cinemas, ..., museums, concert halls and art galleries in Moscow. 14. There are over 50 institutes and universities in 15. Among the new ... that have appeared recently are the Monument in Poklonnaya Gora and the Cathedral of Christ the Saviour in the ... of Moscow. 16. Muscovites prefer to travel by the metro which is the fastest and the most ... means of transportation.

sights; prince; Moskva; Red; title; other; theatres; Russian; reliable; world; capital; beautiful; port; nine; historical; Moscow; centre

1. When was Moscow founded?
2. What kind of city is Moscow now?
3. What historical monuments are there inside the Kremlin?
4. What is Arbat Street famous for?
5. What are the most famous art galleries in Moscow?
6. Which theatre of Moscow is your favourite and why?
7. What places of interest would you recommend to see in Moscow?

b) Write a short story about your visit to Moscow. The following questions will be of help to you:

1. Have you ever been to Moscow?
2. If yes, when was it?
3. Was it a business trip or a pleasure tour?
4. Did you fly, take a bus or a train to Moscow?
5. What train-station/airport did you arrive at?
6. What were your expectations of Moscow?
7. What was your first impression of Moscow?

8. What places of interest have you visited?
9. Where did you stay at?
10. How long have you stayed in Moscow?
11. Did you enjoy your visit to Moscow?

c) Speak on the topic "My Native City/Town".

1. What is your native city/town? 2. Where is it situated? 3. When was it founded? 4. What do you know about its history? 5. What is its population now? 6. What can you say about your city/town as an industrial centre? 7. Is it possible to call your city/town a centre of education and science? Why? 8. Can you call your city/town a centre of culture? Why? 9. What museums can one visit in your city/town? 10. What monuments and places of interest can you show to the guests of your city/town? 11. Do you like your city/town? Why? 12. What is the city/town famous for? 13. Where do people usually spend their spare time? 14. What is your favourite place in the city/town?

Exercise 3. Read and discuss the following texts. Ask as many questions on the texts as you can.

1. I'm going to become a geologist. I think it's the most useful job, especially for such a large country as Russia. There are many places which are still unexplored. Our economy needs coal, oil, gold, and other metals and people in this profession find them. My uncle is a specialist in geology. He says the job is very interesting. You can travel a lot and see many new places. To my mind, it's also romantic.

2. The food problem in Russia and other states of the CIS can be solved on the basis of the intensification of agricultural production, the application of scientific methods and the development of different forms of property in farming. Agriculture nowadays needs highly-qualified specialists. That's why I decided to enter an agricultural institute. I think an agronomist is an important occupation. Besides, I like living in the country. What can be compared with the view of endless fields, green forests, flowers, rivers and hills!

3. I want to become a civil engineer. I think it's one of the most useful and popular jobs in this country and elsewhere. Russia nowadays is one large construction site where new life is being built. Look out of the windows and you'll see many cranes. We, students, owe the builders the new, modern multi-storeyed hostel we live in. Thanks to builders, people can buy more comfortable flats or houses and their living conditions are improving.

Exercise 4. a) Read the texts and answer the questions below.

1. Alan Cooper, a graduate student of Edinburgh University, studies sociology; his topic is economy and social life in Russia. He has read a

lot of books about the Russian Federation and the former USSR. He is interested in everything concerning the economic development and living standards in this country. Now Alan is in Moscow working in the libraries. Living in the Moscow University halls of residence he usually meets Russian students in the evening, talks with them on different topics, brushing up his Russian.

1. Who is Alan Cooper?
2. What is his topic?
3. What is his aim in coming to Moscow?
4. What does Alan do in the evening?

2. Peter Smith, a young American journalist is very pessimistic about the economic and social progress in Russia. He says Russians are difficult to cooperate with, they are careless and do not keep their word. The Russian trade unions are not constructive. He is biased against everything. Peter is not interested in facts, he prefers rumours and gossip. You do not agree with him on many items.

1. Who is Peter Smith?
2. What is his attitude towards Russian reality?
3. Do you agree with what he says?

b) Dramatize the texts given above.

Exercise 5. Think and answer.

1. What are the most important industries of Russia?
2. How many languages are spoken in the country?
3. Which part of the country is densely populated?
4. What oceans wash the borders of the Russian Federation?
5. How old is Russia as a state?
6. What can you say about public life in Russia today?
7. Have you heard anything about ethnic conflicts, military actions and refugees on the territory of the former USSR?
8. What is the national symbol of Russia?
9. Which party is in power at the moment?
10. When were they elected?
11. Who is the leader of this party?
12. Do you agree with most of their policies?
13. Would you describe yourself as left-wing, right-wing, or in the centre?
14. Do you think your political views have changed much during your lifetime?
15. Who did you vote for in the last elections?
16. Do you think this party will win the next elections? Will you vote for them again?
17. How well do you know your Homeland? What are:

- the biggest Russian lakes?
 - the longest Russian river?
 - the highest mountains in Russia?
 - a city with subtropical climate?
 - cities with arctic climate?
 - agricultural regions?
 - old historical cities?
 - places of recreation and tourism?
18. Are you optimistic about the future of Russia? Why or why not?

TEXT B

DIALOGUE

Foreigner: You represent the Centre of Market Research, Mr Gorin, don't you?

Gorin: Yes, I'm the head of our industrial research group. The poll confirmed that in spite of the ongoing economic reforms, the economic situation in Russia is still rather difficult.

Foreigner: It is not surprising.

Gorin: The poll showed that the industrial production is falling and that the standard of living is still worsening.

Foreigner: But judging by your official statistics available, you've checked the drop in industrial production, haven't you?

Gorin: Yes, more than that. The tough monetary policy made it possible to curb the inflation, to stabilize the rouble, and to restructure our external debt.

Foreigner: The most striking thing is that you restored and increased your hard currency reserves. So your enterprises seem to be adapting to the market conditions.

Gorin: Oh, yes. A graphic example would be the service sector, including catering, banking, insurance and transportation businesses, which is developing very fast.

Foreigner: The whole world recognizes the significant, I'd say, unprecedented progress Russia has made in implementing structural adjustment policies.

Gorin: It's nice to hear that. As the reforms continue, our society is undergoing drastic changes. The large-scale privatization has brought about private ownership which has caused the appearance of private property, the setting up of privately-owned businesses and development of the non-state sector. Businessmen welcome the changes.

Foreigner: Your emerging business needs support, I think. Are there any programmes to support business?

Gorin: Yes, we have quite a number of federal programmes to support small business and enterprises of different types

of ownership which provide tax benefits, information support and training of personnel.

Foreigner: It looks like your business is beginning to play the role it plays in a market economy.

Gorin: Let's hope it's so.

Vocabulary Notes

poll	- опрос, выборы
standard of living	- уровень жизни
to worsen	- ухудшаться
to judge	- судить
official statistics available	- имеющиеся официальные данные
to check	- приостановить
drop	- падение
tough	- жесткий
to curb the inflation	- сдерживать инфляцию
to restructure the external debt	- реструктурировать внешний долг
to restore	- восстанавливать
to increase	- увеличивать(ся)
hard currency reserves	- валютные резервы
to adapt (to smth)	- приспособляться (к чему-либо)
catering	- общественное питание
insurance	- страхование
significant	- значительный
unprecedented	- беспрецедентный
to implement	- осуществлять, проводить
structural adjustment policy	- политика структурных преобразований
to undergo drastic changes	- претерпевать серьезные изменения
large-scale privatization	- массовая (масштабная) приватизация
ownership	- собственность
to cause	- быть причиной, вызывать
private property	- частная собственность
privately-owned	- находящийся в частном владении
non-state sector (of economy)	- негосударственный сектор (экономики)
to emerge	- возникать, появляться
to provide (smth)	- предусматривать (что-либо)

- tax benefit – налоговая льгота
- information support – информационная поддержка
- training of personnel – подготовка кадров

Exercise 1. a) Answer the questions:

1. What poll was conducted by the Centre of Market Research?
2. What was the general conclusion of the poll?
3. What did the official statistics available prove?
4. What positive economic developments were confirmed by the poll?
5. Did the poll reveal any structural changes?
6. Do businessmen welcome the changes in the society?
7. Does business in Russia need federal support?

b) Sum up the content of the dialogue. Use the following phrases:

The dialogue is about....

According to the dialogue....

The experts make it clear that.../stress the point that.../draw the attention of... to the fact that.../suggest/remind/promise that...

Finally, the experts come to the conclusion that.../agree about....

Exercise 2. Find in the dialogue the English equivalents for the following Russian phrases:

опрос показал, что; происходящие экономические реформы; рыночная экономика; уровень жизни ухудшается; промышленное производство падает; судя по имеющимся статистическим данным; жесткая кредитно-денежная политика; сдерживать инфляцию; реструктурировать долг; восстановить резервы; претерпевать серьезные изменения; широкомасштабный; деловые люди приветствуют эти изменения; федеральные программы, предусматривающие налоговые льготы

Exercise 3. Read and dramatize the following dialogue. Answer the questions below.

A Talk on Education in Russia

Smith: We would be much obliged, Dr Smirnov, if you could possibly say a few words about educational facilities for young people in your country.

Smirnov: With pleasure. In our country there are several types of schools — secondary, technical and vocational — giving complete secondary education. School leavers can be enrolled in higher schools through a system of competitive examinations.

Recently there have appeared new types of schools which provide higher level of education, with many subjects being taught in foreign languages such as English, French, Spanish and some others.

Clark: There is another thing we'd like to ask you about. We are particularly interested in the training of researchers in various fields.

Smirnov: Am I to speak about the universities?

Clark: Do, please.

1. How can a school leaver of a secondary school be enrolled in higher school?
2. Do Russian students pay for tuition?
3. What is required in order to obtain a candidate's degree?
4. How is a doctor's degree awarded?

Exercise 4. Read the text and ask ten questions.

Moscow Finance and Law Academy

I study at the Moscow Finance and Law Academy. It was founded in 1991. The Academy takes the first place in popularity rating of non-state accredited higher education establishments of Russia. The prices for tuition are affordable at our Academy.

Now it is one of the leading Higher Schools which has more than 10 thousands students, trainees and post-graduated. The Academy has State Accreditation and is authorized to issue diplomas acknowledged as State diplomas.

The Academy has several departments: Finance and Law, Business and Information Technology, Humanitarian, Economics, Management with the specialities: Law, Accounting and Auditing, Finance and Credit, Management of Organization, Psychology, Advertising, Teacher of Law, An Applied Mathematics and Information Technology, Public Relations, Design, Word Economy, Customs, Marketing, Commerce and many others.

There are four forms of tuition: full-time: evening classes, tuition by correspondence, full-time postal tuition (сокращенная форма обучения). The majority are full-time students.

More than 350 highly-qualified teaching staff is working at 30 different chairs, among them many Doctors and Professors.

We study many interesting subjects. My future speciality is Management of Organization. A diploma in a given field of study is awarded after five years of study. Many students from my group want to do their own research work in the future.

The main way in which research workers get their scientific training in Russia is the post-graduate course (аспирантура). After three additional years and the completion of a thesis (диссертация), the candidate of science degree is awarded. The highest degree, the Doctor of Sciences, may be attained upon completion of a thesis based on independent research.

The teaching process in the Academy is accompanied by many interesting things. There are all necessary facilities: TV-equipped rooms and computer rooms with modern equipment. There are eleven educational buildings with libraries and reading halls, gyms, and cafes.

The Academy runs a complex of international programs. It organizes joint seminars on social-economic problems, visits to the industrial enterprises, offers special English language courses.

Now our country is in a period of global changes in its economy and we are badly in need of Highly-qualified specialists with the fundamental knowledge of the national economy and high professional level.

The main goal of the Academy is to train highly-qualified specialists and in fact it is the right place to acquire a real profession and excellent employment opportunities. Not a single graduated has ever been in doubt of the choice.

Exercise 5. a) Complete the sentences with suitable words.

My name is I'm a ... year student at the ... faculty of the ... university/institute/college. I study these subjects: ..., ..., ..., After I graduate from the university, I'll be ... a manager/an engineer/a lawyer, etc.

My university was founded in It's one of the ... oldest/newest/largest higher education establishments in Russia.

The university campus consists of a number of big buildings, including the teaching blocks, administrative block, libraries, sports centre, (students') union building and hostels.

There are ... faculties at the university, including the faculty of ..., ..., ... and The overall number of students studying at the university in the daytime, evening and extra-mural departments is (amounts to) about ... thousand. Most of them live in the hostel, the others live either with their families or else they rent rooms.

The students take an active part in social/community work. Most of us also go in for sports.

b) Answer the questions.

1. Where do you study?
2. What profession will you go into after you graduate from your university/institute/school?
3. When was your institute founded?
4. How many and what faculties are there at your university?
5. Do most of your classmates live in the hostel or rent a room in town?
6. How many people study at your university in the full-time, part-time and extra-mural departments?
7. How are grants paid to students?
8. What degree or document is given to those who graduate from Russian universities and institutes?
9. Who can take a postgraduate course?
10. What is the term of instruction in most of Russian higher education establishments?

c) Write an essay: "The Training of Specialists in Russia".

PRACTICE

Exercise 1. a) Train your pronunciation. Read the following tongue twister paying attention to the sound [w].

When the weather is wet,
We must not fret.
When the weather is cold,
We must not scold.
When the weather is warm,
We must not storm.
But be thankful together
Whatever the weather.

b) Repeat after the teacher. Memorize the poem you like best.

1

The Birthday Child

Everything's been different
All the day long,
Lovely things have happened,
Nothing has gone wrong.
Nobody has scolded me,
Everyone has smiled.
Isn't it delicious
To be a birthday child.

(Rose Fyleman)

2

The Negro

I am a Negro:
I've been a slave:
I've been a worker:
I've been a singer:
I've been a victim:
I am a Negro.

(Langston Hughes)

3

Limerick

There was a young maid who said, "Why
Can't I look in my ear with my eye?"

If I put my mind to it,
I'm sure I can do it.
You never can tell till you try."
(Edward Lear)

Exercise 2. Write three forms of the verbs:

to write, to wake, to win, to teach, to take, to think, to stand, to sit, to sleep, to see, to show, to send, to run, to read, to pay, to meet, to make, to lose, to understand, to leave, to know, to keep, to hear, to grow, to go, to give, to forget, to feel, to find, to fall, to eat, to drive, to drink, to do, to choose, to come, to catch, to buy, to bring, to break, to blow, to throw, to begin, to become, to be, to have

Exercise 3. Revise the present perfect tense. Read, translate into Russian and memorize the following:

1. He has travelled a lot.
2. He has never been to St Petersburg.
3. He has always wanted to have a computer.
4. We have already done our work.
5. They have just finished reading the text.
6. I haven't seen him this week/lately/for the last few days, etc.
7. I have known him since 1990.
8. **A:** Have you seen *Gone with the Wind*?
B: Yes, I have.
A: What's your opinion? Is it worth seeing?
B: It's one of the best movies I've ever seen. I was greatly impressed by it.
9. **A:** Hello! Haven't seen you for ages. How are you?
B: I'm fine, thank you! And what about you?
A: Fine, too! Has your dream come true?
B: Yes, I'm an actress at a drama theatre, besides I sometimes play small roles in films.
A: I'm happy for you.
B: Thank you!
10. **A:** I love tennis.
B: So do I. I've played for years.
A: So have I. I started in 1998.
B: So did I. I love watching tennis, too. This year I'm going to Wimbledon.
A: So am I. I've never been there before.
B: Neither have I. I want to see Steffi Graf.
A: So do I. I saw her on TV last night.
B: So did I. But I didn't see the end.

A: Neither did I. I had to go to bed.

B: So did I.

11. Brighton in the Rain

I've never been to Athens and I've never been to Rome,
I've only seen the Pyramids in picture books at home.
I've never sailed across the sea or been inside a plane,
I've always spent my holidays in Brighton in the rain.

I've never eaten foreign food or drunk in a foreign bar,
I've never kissed a foreign girl or driven a foreign car,
I've never had to find my way in a country I don't know,
I've always known just where I am and where I'll never go.
I've read travel books by writers who have been to Pakistan,
I've heard people telling stories of adventures in Iran,
I've watched TV documentaries about China and Brazil,
But I've never been abroad myself: It's making me feel ill.

I've studied several languages like Hindi and Malay,
I've learnt lots of useful sentences I've never been able to say,
The furthest place I've ever been was to the Isle of Man
And that was full of tourists from Jamaica and Japan.

Exercise 4. a) Match the sentences. Pay attention to the use of *already, still, yet, ever, just, recently, never, today, this week*.

- | | |
|--|--|
| 1. Я еще не был в Минске. | a. We have not seen him for three days already. |
| 2. Где молоко? — Она его уже выпила. | b. Who has come in? — My friend has. |
| 3. Сколько книг по истории ты уже прочитала? | c. I have not been to Minsk yet. |
| 4. Они только что оделись. | d. What have you just written? |
| 5. Извините, мы не сделали упражнение № 27. | e. Look! She is so tired. She hasn't slept all night. |
| 6. Ты уже пообедал, не так ли? | f. They haven't gone to school yet. |
| 7. Что ты только что написал? | g. How many books on History have you read? |
| 8. Мы не видели его уже в течение трех дней. | h. Where have you been? — I've been to Kiev. |
| 9. Спасибо, я уже вытерся вот этим полотенцем. | i. Where is the milk? — She has already drunk it. |
| 10. Он уже задал мне несколько вопросов. | j. What has she drawn? — She has drawn a cow. |
| 11. Где ты был? — Я был в Киве. | k. Thank you. I have already dried myself with this towel. |

12. Кто там вошел? — Мой друг.
 13. Что она нарисовала? — Она нарисовала корову.
 14. Посмотри! Она такая уставшая. Она не спала всю ночь.
 15. Они еще не ушли в школу.
- l. They have just dressed themselves.
 m. He has already asked me some questions.
 n. You have already had dinner, haven't you?
 o. Sorry, we have not done exercise 27.

b) Match the questions with the correct replies.

1. Would you like something to eat?
 2. Are your friends here?
 3. Where's your key?
 4. What's Jim's sister like?
 5. Will you post the letter to uncle Jim?
 6. Do you like caviar?
 7. Is London an interesting place?
- a. I don't know. I've lost it.
 b. I've already posted it.
 c. No, thanks. I've just had lunch.
 d. No, they've already gone out.
 e. I've no idea. I've never been there.
 f. I don't know. I've never seen her.
 g. I don't know. I've never eaten it.

Exercise 5. Fill in each blank with an appropriate verb from the box.

to lose, to be, to grow, to improve, to buy, to live,
 to smoke, to leave, to turn, to go

1. Ann's English wasn't very good. Now it is much better. She ... it.
 2. I'm looking for my bag. I can't find it. I'm afraid I ... it.
 3. Don't wait for David. He
 4. Alice is back from holidays now. She ... to Spain.
 5. Jim ... out. He'll be back in about an hour.
 6. The light was off. Now it is on. Somebody ... it on.
 7. The tree was only two metres high. Now it is three. The tree ... up.
 8. I ... a new car. Do you want to see it?
 9. John lives in Manchester. He ... there for ten years.
 10. Somebody ... all my cigarettes. The packet is empty.

Exercise 6. a) Give full answers.

1. Since what time haven't you heard from your friend?
 2. How long has she been married?
 3. How long have they worked here?
 4. How long has he known them?
 5. Since what age have you been able to walk?
 6. Since when have you lived in Moscow?
 7. What wrong has he done to you?
 8. What books have you read this year?
 9. What transport have you used today?

10. How long has she been a student?
 11. What birthday present have you bought?
 12. Since what time has the film been on?
 13. Have you ever been to Great Britain or the US?
 14. Have you had your leave this year? Where did you go?
 15. Have you seen the new film? Was it worth seeing?
 16. What films have you seen this month?
 17. Have you come by the metro or by car today?
 18. Have you had your lunch yet? What have you had for lunch?
 19. Have you been to the shop today? What have you bought? How much have you paid?
 20. Do you learn English? When did you begin to learn it? Did you know English when you were a child? How long have you learned English?
 21. Does your friend know English? How well does she/he know it? How long has she/he learned it?
 22. Have you ever spoken to English-speaking foreigners? When did you speak to them? Was it difficult for you to speak English?

b) Interview people. You may begin your interview with:

- a) Are you married? How long have you been married?
 b) Where do you work? How long have you worked?
 c) Do you speak English? How long have you spoken it?
 d) Where do you live? How long have you lived there?
 e) Have you been abroad? When did you go there?

Exercise 7. Put in *has/have been* or *has/have gone*.

1

Harry: I saw you in Annabel's Restaurant last night.
Diana: No, it wasn't me. I ... never ... there.

2

Sam: Sally and Tim are on holidays, aren't they? Where ... they ...?
Sue: To Florida, again.
Sam: How many times ... they ... there?
Sue: This is their third visit.

3

Joe: Can I have an apple, please?
Mary: We haven't got any. I ...n't ... to the shops today.

4

Alan: Where's Tony?
Mark: He's got a headache so he ... to bed.

Steve (on the phone): Can I speak to Jill, please?

Lynn: She's out, I'm afraid. She ... to the cinema this evening.

Steve: Again? She ... already ... to the cinema three times this week.

Exercise 8. Make questions and answers.

Model: you / ever / to be / to Bolivia?
no / I / never / to be / to Bolivia
but / I / to be / to Argentina
Have you ever been to Bolivia?
No, I've never been to Bolivia.
But I've been to Argentina.

1. you / ever / to play / cricket
no / I / never / to play / cricket
but / I / to play / baseball
2. she / ever / to eat / Indonesian food?
no / she / never / to eat / Indonesian food
but / she / to eat / Thai food
3. they / ever / to meet / your brother?
no / they / never / to meet / my brother
but / they / to meet / my sister
4. he / ever / to be / in an aeroplane?
no / he / never / to be / in an aeroplane
but / he / to be / in a helicopter
5. you / ever / to swim / in the sea?
no / I / never / to swim / in the sea
but / I / to swim / in a river
6. you / ever / to drive / a train?
no / I / never / to drive / a train
but / I / to drive / a car

Exercise 9. a) Use the past simple or present perfect tense.

1. I (to pass) my English exam last year.
2. Moscow (to change) greatly for the last few years.
3. He (to be) President of the company ever since its foundation.
4. She (to be) to London a lot of times.
5. They (to be) in London last month.
6. I never (to taste) Indian food.
7. I (to taste) Indian food when we were at the restaurant.
8. I (to have) my breakfast. I'm not hungry.
9. He (to have) his breakfast an hour ago.

10. Jane isn't at home. She (to go) shopping.
11. Look! There's an ambulance over there. There (to be) an accident.
12. Shakespeare (to write) many plays.
13. My friend is a writer. He (to write) many books.
14. I (to learn) French at school, but I (to forget) most of it.
15. I (not to read) a newspaper yesterday.
16. I (not to read) a newspaper today.
17. They (to leave) England when he (to be) still a child.
18. I (not to see) him since he (to leave) for London.
19. We (to travel) around Europe last year.
20. The rain (to stop). Let's go for a walk.

b) Match the two halves of these sentences.

- | | |
|-------------------------------------|-----------------------------------|
| 1. I caught a cold | a. all day. |
| 2. I started school | b. since May. |
| 3. The last bus left | c. when we went out in the rain. |
| 4. Mr Brown hasn't been abroad | d. ten minutes ago. |
| 5. My sister has been asleep in bed | e. last night. |
| 6. I have been interested in arts | f. for ages. |
| 7. We went to the theatre | g. when I was six. |
| 8. Hello, Ann! I haven't seen you | h. ever since I was a schoolgirl. |

Exercise 10. a) Write questions. Use the present perfect or the past simple tense. Look at the answers before you write the questions.

- | | |
|--|------------------|
| 1. How long / Sarah / to live / in France? | Since 1990. |
| 2. When / John / to lose his job? | Three weeks ago. |
| 3. When / the last time / you / to have / a holiday? | Last year. |
| 4. How long / Jill / to have a cat? | Since January. |
| 5. What time / you / to finish work? | At 9.00 p.m. |
| 6. How long / you / to watch TV / last night? | All evening. |
| 7. When / Chris / to go out? | Ten minutes ago. |
| 8. How long / your father / to stay / in hospital? | Since Monday. |

b) Fill in the blanks in the dialogues. Use the present perfect or the past simple tense of the verbs in brackets.

1

Clare: ... you ... (to see) John?

Colin: No, why?

Clare: He ... (to break) his leg.

Colin: Really? When ... he ... (to do) that?
Clare: Yesterday.

2

Adam: Oh no! I ... (to lose) my car keys.
Tony: When ... you last ... (to see) them?
Adam: This morning when I ... (to leave) the house.

3

Mary: Alan's going to sell his car.
Simon: Really? He only ... (to buy) it last month.
Mary: I know. He loves changing cars.
Simon: How many cars ... he ... (to have) in his life?
Mary: At least 20!

4

Ben: Can I look at the newspaper, please?
Val: In a minute. I ... (not to finish) with it yet.
Ben: You're very slow. You ... (to start) it this morning after breakfast!

5

Julia: There was a good programme on TV last night about elephants. ... you ... (to see) it?
Sarah: Yes, it was wonderful. ... you ever ... (to see) a live elephant?
Julia: Yes, and I ... (to touch) one, too.
Sarah: When ... (to be) that?
Julia: Two years ago when I ... (to be) on holidays in Kenya.

6

Patrick: Connie looks really fed up. What's the matter?
Josie: She ... (to fail) her driving test yesterday.
Patrick: Not again! How many times ... she ... (to fail)?
Josie: I think it's four.

Exercise 11. Determine the meaning of the modal verbs *must*, *have to*, *should*, *would*, *need*, *ought to*, *can*, *could*, *may*, *might* and translate the sentences into Russian.

1. What can I do for you?
2. It can't be true.
3. Could I use your car tonight?
4. They can speak French.
5. Could you help me with my translation?
6. She may take a day off whenever she likes.
7. It may be still snowing.

8. May I come in?
9. He might come, but I'm not sure.
10. Everybody must know at least one foreign language.
11. You must tell me the truth.
12. Must we go and see the dean now?
13. Somebody has to take the responsibility for the accident.
14. They don't have to change trains.
15. She'll have to take three entrance exams.
16. He didn't have to earn his living when he was 15.
17. I have to take my test a second time.
18. The parents had to work hard to pay for their son's education.
19. Teenagers shouldn't drink alcohol.
20. He should stop driving so fast.
21. Should I listen to her?
22. Parents ought to take care of their small children.
23. Who can answer my question?
24. Nobody could translate this text.
25. He ought to do this task at once.
26. Must I attend this meeting? — No, you needn't.
27. They should visit her, she is in the hospital.
28. Last summer we would often go to the country.
29. Your son can do this work himself.
30. Would you tell me the way to the station?
31. Your friend might have informed us.
32. May I leave for a while? — Yes, you may.
33. She should be more attentive at the lessons.
34. You needn't come so early.

Exercise 12. Scan the dialogue and write out all the modal verbs used in it.

Betty and Her Daddy

Betty: May I go to the pictures tonight, Dad?
Daddy: Yes, you may.
Betty: And may I stay out a little longer than usual?
Daddy: No, you may not. You must be back by nine.
Betty: But Robert will be seeing me home. You needn't worry.
Daddy: I don't want Robert to come here every day. You ought to be working harder. You oughtn't to go out so often. Besides, Robert hasn't graduated yet. He, too, ought to work harder than he does.
Betty: Robert is very clever. He doesn't have to work much to pass his exams. By the way, may I invite him to our party next week?
Daddy: No, I don't want too many strangers. It'll be a family party.

Exercise 13. a) Answer the questions.

1. Can you drive/swim/play the piano?
2. What can you do in the evening?
3. Where can you buy bread/sugar/meat?
4. What kind of dictionaries can you find in the library?
5. How many new words can you learn every day?
6. Must you attend all lectures on mathematics?
7. Who must we show the documents to?
8. Why shouldn't we miss the train?
9. May I use your telephone?
10. Who should accompany you to the party?
11. Where should butter be kept?
12. Need you work so much?
13. Do you have to stay in bed when you are ill?
14. Why do you have to hurry to the station?
15. Is the train to arrive at six?

b) Make the following sentences interrogative:

1. Nick can run long distances. 2. He can speak many foreign languages. 3. You can join our group. 4. I must excuse myself. 5. You mustn't park the car here. 6. The boy must see a doctor. 7. You may keep my book for a week. 8. Drivers may go at 60 kilometres an hour here. 9. You may stay at your friends' over the weekend. 10. It may be cold. Take your coat. 11. Jack shouldn't have laughed at John. 12. John ought to be more careful in the future. 13. You needn't buy bread. We have some at home. 14. You needn't have done this. It was useless. 15. I have to take a taxi in order not to be late. 16. We had to wait as the manager was out. 17. Robert is to take his exams next month. 18. We are to meet at 5 o'clock.

Exercise 14. Read and discuss the following text using modal verbs and their equivalents:

About six months have passed since I started learning English. I could not read a word, I could not write a word then. I cannot say that I know English well enough now, but I'm doing my best to master it. Now I can read some short letters in English. I can translate them into Russian. Besides that, I can read and translate some simple telexes which quite often come to our office. Still, I can't understand some letters, telexes and documents in English. I hope that one day I'll be able to read and understand various letters and documents, no matter how difficult they are.

My friend's been learning English for a few years. But he says he's still unable to read and understand all the documents. Very often he uses dictionaries and various reference books. He says that he'll never be able to do without them.

Exercise 15. a) Answer the questions using *will be able/shall be able*.

Model: Do you think you can go to England soon?
Yes, I hope/I believe/I suppose **I'll be able** to go there next year.

Use one of the time expressions of future if necessary: *next week, next fortnight, next year, next summer, in a week, in a month, in a year, some time in the future, etc.*

1. Do you think you can go to London through Paris? 2. Can you meet your Indian colleagues? They are coming next Tuesday. 3. Can you help me to have a room reserved at a hotel? My friend is coming here in a week. 4. A group of Polish businessmen is arriving here in a fortnight. Can you show them the city? 5. I hear you plan to go to France in three months. Can you learn to speak French a little before you go?

b) Give negative answers to the questions. Use *won't/shan't be able*.

Model: Can you do this work by yourself?
No, I **shan't be able** to do it myself, I am afraid.

1. Can you receive so many people? Your flat is not big. 2. Can Mary do all cooking alone? 3. Is Bobby free this afternoon? Can he do the shopping? 4. I need someone to help me. Could you help me read this Italian paper? 5. You will have only one month to learn French. Do you think you can learn to speak it in so short a time? 6. Can you come and see us next Friday? 7. Would you like to join us? We are going on a sightseeing tour.

Exercise 16. Suppose that a foreign businessman has come to your company. Tell him what he *will be able* to see and do in your city.

Model: In Moscow (St Petersburg, etc.) you **will be able** to see ...; to visit ...; to meet ...; to get acquainted with ...; to attend ...; to take part in ...; to walk around the city ...; to go to the theatres ...; to go to the museums ...; to go sightseeing ...; to take a walk to ...; etc.

Exercise 17. Complete the sentences using *may (might), can (could)* or *to be able*.

1. A fool ... ask more questions than a wise man ... answer.
2. The office building was silent: nothing ... be heard in the long dark corridors.
3. Be careful: you ... spill the water if you carry it like this.
4. What time is it? — It ... be about five o'clock, but I'm not sure.
5. I think Adam ... solve this problem tomorrow.

6. I ... sleep very well recently.
7. When I was 16, I ... run 100 metres in 11 seconds.
8. The fire spread through the building very quickly and nobody ... escape.
9. ... I use your pen?
10. ... you tell me the nearest way to the town hall?

Exercise 18. Read the text and answer the question below.

Mr Baxter has a fiancée. Her name is Alice Elliot. She is a university student. She is an undergraduate at Cambridge University. Her subject is sociology. Alice has a very interesting and original personality and she is a brilliant talker. She can talk about anything and everything. She can dance all the modern dances. She can play the electric guitar and is also good at bridge. She can mix cocktails and can sing very well. She can make friends and influence people without much difficulty.

Mr Baxter is very proud of his fiancée but he is a little worried. He cannot talk with ease about anything interesting, he cannot dance the modern dances, he cannot play the electric guitar ... He would like to catch up with Alice but he can't. He can't find the time and, besides, he is not very musical. What can he do? Who can help poor Mr Baxter?

Why can't Mr Baxter catch up with Alice?

Exercise 19. Match the two sentences.

1

- | | |
|--|---|
| 1. Он умеет говорить по-английски? | a. We must not come home late. |
| 2. Можно войти? — Да. | b. We need your help. |
| 3. Она умеет играть в теннис? — Нет. | c. Can you help me? — Certainly, I can. |
| 4. Вам следует говорить по-английски. | d. Shall I read or translate the text? |
| 5. Здесь можно курить? — Нет, нельзя. | e. Which of you can answer this question? |
| 6. Они должны делать упражнение № 11 дома. | f. You should not do such things in the future. |
| 7. Ему разрешат прийти сюда. | g. I could not send the letter yesterday. |
| 8. Можно я задам тебе вопрос? — Да. | h. I shall be able to do it tomorrow. |
| 9. Я совсем не могу петь. | i. They had to buy this book yesterday. |

- | | |
|--|--|
| 10. Она умеет хорошо танцевать. | j. We shall have to visit him in a week. |
| 11. Ты не можешь увидеть дом с этого места. | k. She can dance well. |
| 12. Ты должен будешь встать рано завтра? | l. You can't see the house from this place. |
| 13. Мы не можем сделать это. | m. Will you have to get up early tomorrow? |
| 14. Я не мог послать письмо вчера. | n. We cannot do it. |
| 15. Я смогу сделать это завтра. | o. Can he speak English? |
| 16. Они должны были купить эту книгу вчера. | p. May I come in? — Yes, you may. |
| 17. Мы должны будем навесить его через неделю. | q. Can she play tennis? — No, she can't. |
| 18. Мы не должны приходить домой поздно. | r. You should speak English. |
| 19. Нам нужна ваша помощь. | s. May I smoke here? — No, you shouldn't. |
| 20. Не можете ли вы помочь мне? — Конечно, могу. | t. They must do exercise 11 at home. |
| 21. Мне читать или переводить текст? | u. He will be allowed to come here. |
| 22. Кто из вас может ответить на этот вопрос? | v. May I ask you a question? — Yes, you may. |
| 23. Вам не следует делать это в будущем. | w. I can't sing at all. |

2

- | | |
|---|--------------------------------------|
| 1. Tom never walks. He drives everywhere. | a. You should take a taxi. |
| 2. I have a slight irritation in my throat. | b. You should go to bed now. |
| 3. Ann's salary is very low. | c. He shouldn't use his car so much. |
| 4. I wonder where Jack is. | d. You should take a photograph. |
| 5. You look tired. | e. They should resign. |
| 6. What a nice view! | f. He should be here by now. |
| 7. I'm afraid you'll miss your train. | g. She should look for another job. |
| 8. Our government has done too many mistakes. | h. I should smoke less. |

Exercise 20. a) Study the models for necessity and suggestions:

- | | |
|--|--|
| <i>Describing Necessity</i> | <i>Giving Suggestions</i> |
| You have to get a passport. | You'd better talk to your father. |
| You must get a visa for some countries. | You ought to go with someone. |

You **need to** take money. You **should** take warm clothes.
 For some countries, you **don't have to** get any vaccinations. You **shouldn't** go by yourself.

b) Read the dialogue and answer the questions.

Lucy: Hey, Mom. I want to backpack (участвовать в походе) around Europe this summer. What do you think?
Mom: Backpack around Europe? That sounds dangerous! You shouldn't go by yourself. You ought to go with someone.
Lucy: Yes, I've thought of that.
Mom: And you'd better talk to your father first.
Lucy: I already did. He thinks it's a great idea. He wants to come with me!

1. Would you like to backpack around Europe?
2. Which countries would you like to visit? Why?

c) Give advice to someone who is thinking of taking a vacation abroad.

Models: 1. ... get a passport.
You must get a passport.
 2. ... pack too many clothes.
You shouldn't pack too many clothes.

1. ... get a passport.
2. ... pack too many clothes.
3. ... buy a round-trip plane ticket.
4. ... make hotel reservations.
5. ... get a vaccination.
6. ... check the weather.
7. ... carry lots of cash.
8. ... get traveller's checks.
9. ... take a lot of luggage.
10. ... check on visas.
11. ... carry your wallet in your back pocket.
12. ... take an identification with you.

d) Give some more pieces of advice.

Exercise 21. Complete the sentences using *must*, *mustn't*, *have to*, *don't have to*, *needn't* or *shouldn't*.

1. In Jane's job a lot of work is done in the evening. She often ... stay late at the office.
2. Your staff keep forgetting to lock the door when they leave at night. You say: "You ... all remember to lock the door when you leave."

3. Last night Fred became ill suddenly. We ... call a doctor.
4. You can tell me if you want but you ... tell me.
5. I don't want anyone to know. You ... tell anyone.
6. When you come to London again, you ... come and see us.
7. She ... oversleep, or she'll miss her interview.
8. You ... go into the laboratory. There's a leak of radiation.
9. You ... say it to Peter. He'll be angry with you.
10. This is a valuable book. You ... lose it.
11. The car is clean. I ... wash it this week.
12. You ... try to lift that by yourself. It's heavy.
13. It isn't raining. You ... take an umbrella.
14. The baby is asleep. We ... make a noise.
15. You can come with me if you like but you ... come if you don't want to.
16. We've got plenty of time. We ... hurry.
17. Tom gave me a letter to post. I ... forget to post it.
18. You ... believe everything they write in the newspapers.

Exercise 22. a) Read and translate the following "Rules and Regulations".

For All Tenants at 16 Oxford Street

You must park your car only in your own space in back of the building.
 You must not hang laundry out the window to dry.
 Children must not play in the hallway or in front of the building.
 You must put all your garbage in plastic bags in front of the building.
 You must be quiet after 11 p.m.
 You must clean the hallway outside your door regularly.
 You must be sure to lock the door when you leave the building.

b) Suppose that you're going to hire a room for two months. Mrs Chapman is your landlady. Below you will find what she always says to her new tenants. Write down the house rules of Mrs Chapman.

<u>I don't allow people:</u>	<u>Please remember:</u>
to smoke in bedrooms	to pay your rent every Monday
to keep pets	to be at home before 10 o'clock in the evening
to stick pictures on the walls	to close the windows when you go out
to take food upstairs	to turn the shower off when you've used it
to invite guests	

You must	You have to	You mustn't

- c) You work for a large company. Write about working conditions at your company (working hours, dress code, smoking policy, lunch times, alcohol policy, etc.) using *can, must, mustn't, have to or don't have to*.

Exercise 23. Use the suitable modal verbs where necessary.

1. — I have a terrible headache.
— I think you ... see a doctor.
2. Her husband plays football, tennis and other games but he ... not cook and iron.
3. You ... always observe traffic rules on the road.
4. We think our team ... win the competition. We've trained so hard.
5. I'm sorry, I ... not come at 7 o'clock tomorrow.
6. In Japanese schools pupils ... question a teacher. It is considered rude.
7. They ... go out today. They are terribly busy at work.
8. Our company ... launch a new line of production. There are some problems with production department.
9. We ... not catch the train. When we arrived at the station, it has already gone.
10. You ... smoke here. It's a non-smoker.
11. Jane has bought a car, but she ... not drive yet. She is taking driving lessons at the moment.
12. They ... sell outdated milk products. It's dangerous.
13. You ... order a taxi by phone. There's no need to ask a receptionist.
14. They ... have gone for their honeymoon. They've just married.
15. Their company ... have suffered great losses. They aren't operating at the moment.
16. — I failed to pass my driving test.
— Don't worry. You ... try again.
17. Her husband ... travel a lot in his job.
18. We agreed that the next panel discussion ... be held in October.
19. You ... have cash with you. You can pay by credit card.
20. He works for an international company, so he often ... travel abroad.

Exercise 24. Rewrite the text choosing the correct alternative.

1. An ambitious woman (*must/should*) invest in a costume, which (*must/should*) be suitable for her business role.
2. A costume (*might/should*) be designed to have an impact and convey the message that you are competent, ambitious, self-confident, and authoritative.
3. When all men in an office are wearing jackets, it doesn't mean

that you (*have to/must*) wear a jacket, too, but you (*don't have to/mustn't*) dress in extravagant clothes of lace and frills.

4. In a business world a woman who hopes to be a success (*must/has to*) avoid any kind of dresses which portray her as a weak creature.

5. Buying a skirt, make sure you (*may/will be able*) to get into a car, mount a bus, or climb stairs without looking awkward.

6. A clumsy gait suggests that a person (*may/will be able*) be clumsy in other ways.

7. Once a woman starts wearing trousers, she finds it difficult to go back to skirts. Trousers give absolute freedom of motion. But they (*must/may*) fit perfectly so that you (*should/could*) feel as comfortable in them as a second skin.

8. When choosing a career costume, you (*should/could*) pay special attention to its colour.

9. Most businessmen choose dark blues and greys as symbols of authority and confidence. A businessman (*could/must*) hardly wear a red suit, but a businesswoman dressed in red, has a definite air of confidence.

Exercise 25. Think and answer.

1. What have you already been at all stages and times of your life?
2. What haven't you been yet? 3. What have you already done today?
4. What haven't you done today yet? 5. Imagine yourself in a parent's position. What are some of the questions you'd ask your son/daughter?
6. What kind of questions do you usually ask your parents? 7. What kind of person have you been since childhood? 8. What has happened for the past five years or so? 9. What have scientists done to make our lives easier and more comfortable? 10. What has civilization done to make our lives unbearable?

Exercise 26. Discuss these problems together with your groupmates using modal verbs.

1. How should a child behave?
2. What can't you do?
3. What can you do that makes you proud?
4. What are you permitted to do? (*I may...*)
5. What must you do? What mustn't you do?
6. What ought children/parents do?
7. What oughtn't children/parents do?
8. How should a decent person behave?
9. What would the world be like without television, newspapers, radio, films and computers?
10. Tell each other what you think desirable for him/her to do (*ought, should, must, etc.*).

Exercise 27. Ask as many questions on the following dialogues as you can:

1

Business Meeting

- Banks:** Good morning, Mr Stepanov.
Stepanov: Good morning, Mr Banks. I haven't seen you for ages. How are you?
Banks: I haven't been very well lately, you know. I've caught a cold.
Stepanov: I'm sorry to hear that. I do hope you get well again soon. How long have you been here, Mr Banks?
Banks: Since Monday.
Stepanov: Where are you staying?
Banks: We're staying at the Rossiya Hotel. We are very comfortable there.
Stepanov: How long are you going to stay here?
Banks: It will depend on our talks, Mr Stepanov. I think we can get down to business. We've received your offer and your draft contract for the delivery of complete equipment.
Stepanov: What do you think of it?
Banks: We've studied your specifications. The equipment suits us, we need it very much.
Stepanov: Glad to hear that, Mr Banks.
Banks: But we'd like to clear up several points now.
Stepanov: Well, what shall we take up first?
Banks: You know, Mr Stepanov, your prices are too high, I'm afraid. Can you reduce them?
Stepanov: I don't think we can. Our equipment is in great demand. We've sold the equipment at these prices to many customers this year.
Banks: We know that the world prices have gone up lately. But still your prices are too high.
Stepanov: Well, Mr Banks, we'll think it over and see what we can do.
Banks: Thank you, Mr Stepanov. We've done business with you for more than 10 years and I hope we'll settle the price problem.

2

At the Exhibition

- Green:** Good morning, Mr Bodrov.
Bodrov: Good morning, Mr Green. I'm glad to see you. Have you been to our pavilion?
Green: Yes, we've just seen your display. It's wonderful. Your latest model of a boiler is particularly good.
Bodrov: Have you seen it in operation?

- Green:** Yes, we have. Does it go for export?
Bodrov: Yes, we've sold it to many companies.
Green: The model meets our requirements and we would like to place an order for it.
Bodrov: Fine. Let's continue our talk in the director's office and discuss the matter in detail there.

Exercise 28. Choose an appropriate word from the list below.

1. One of our guests ... spoke about the Academy of National Economy and a new program: they are offering in business administration. 2. Our friend is planning to take it ... year. 3. Victor is thinking ... it, too. 4. He wants to have more ... about the program. 5. Could you phone the Academy ... and find out all the details? 6. The course costs ..., of course, like everything nowadays, but he says that his organization will be able to pay. 7. Of course, if he gets a certificate in business ..., he will be able to get a much better job and much more money. 8. And we ... need money, don't we? 9. Maybe they could e-mail all the necessary application ... to Victor's organization? 10. Then ... would be much easier. 11. I can send you his ... address.

all; please; administration; yesterday; about;
 e-mail; money; next; it; information; forms

Exercise 29. Match the English terms with their Russian equivalents.

- | | |
|-----------------------------------|-----------------------------------|
| 1. training of personnel | a. валютные резервы |
| 2. information support | b. внешний долг |
| 3. tax benefit | c. падение |
| 4. enterprise | d. жесткий |
| 5. small business | e. уровень жизни |
| 6. non-state sector | f. зарегистрированная безработица |
| 7. private property | g. застойный, вялый |
| 8. privatization | h. имеющиеся официальные данные |
| 9. reform | i. подготовка кадров |
| 10. unprecedented | j. информационная поддержка |
| 11. insurance | k. негосударственный сектор |
| 12. catering | l. налоговая льгота |
| 13. standard of living | m. частная собственность |
| 14. sluggish | n. беспрецедентный |
| 15. registered unemployment | o. страхование |
| 16. drop | p. приватизация |
| 17. tough | q. предприятие |
| 18. external debt | r. преобразование |
| 19. hard currency reserves | s. общественное питание |
| 20. official statistics available | t. малый бизнес |

Exercise 30. a) Read and reproduce the following jokes. Comment on the grammatical forms made use of.

1

Teacher: Has any of you read any plays by Shakespeare?

Pupil: I have. I've read two plays. They are *Romeo* and *Juliet*.

2

"Do you know the difference between English, Scottish, and Irish?"

"No, what is it?"

"Well, in leaving a train, an Irishman walks off without looking to see whether he has left anything behind; an Englishman looks back to see whether he has left anything; and Scotsman looks back to see whether anybody else has left anything."

3

First Clerk: Poor old Watkins has completely lost his hearing. I am afraid he may lose his job.

Second Clerk: Nonsense. He is to be transferred to the Complaint Department.

4

"Why has a woman never been President?"

"Don't you know the President has to be over 35?"

5

Father: How did Jimmy do in his history examination?

Mother: Oh, not at all well. But the poor boy is not to blame. He had to answer questions they oughtn't to have asked him. They asked him things that happened before he was born.

6

Billy: Why should I wash my face, Ma?

Mother: Because it's dirty.

Billy: But couldn't I just powder it like you do?

7

"My poor fellow," said a kind old lady giving a quarter to a beggar. "It must be terrible to be lame, but just think how much worse it would be if you were blind."

"You are right, madam," agreed the beggar, "when I was blind, I was always getting false coins."

8

Aunt: Harry, tomorrow will be the twenty-fifth anniversary of our wedding? I thought we ought to kill two chickens.

Uncle: How can you blame the chickens for what happened twenty-five years ago?

b) Comment on the following quotations:

One should eat to live, not live to eat. (Molière)

Peace cannot be kept by force. It can only be achieved by understanding. (A. Einstein)

If youth knew, if age could. (H. Estienne)

Everybody lives for something better to come. (M. Gorky)

Is there anyone so wise as to learn by the experience of others? (Voltaire)

TEST 6

Task 1. Choose the suitable word(s). Keep in mind that only one variant is correct.

- 1) A: Have you 1 this book before?
 B: Yes, Tom 2 it last week. He thought it 3. Have you read it?
 A: Not 4, but I want 5 it this weekend.

1	A seen	B saw	C see	D seed
2	A read	B reads	C red	D has read
3	A were very good	B was very good	C were very well	D was very well
4	A already	B yet	C still	D before
5	A read	B reading	C to read	D to reading

- 2) A: Where 6 yesterday?
 B: We went to that new restaurant. We 7 there at 8 o'clock and there wasn't 8 in the place.
 A: Did you 9?
 B: No, we stayed for half an hour, but we only 10 a drink.

6	A have you gone	B went you	C did you go	D you do go
7	A got	B came	C get	D come
8	A nobody	B anybody	C no persons	D any people
9	A leave	B live	C lived	D left
10	A were having	B were taking	C had	D took

- 3) A: Hullo, Tony. Where 11 you been?
 B: We've 12 back from a holiday 13 the country.
 A: When did you go?
 A: We went on the 14 of July.
 B: 15 a good time?
 A: Yes, it was very good.

11	A are	B do	C has	D have
12	A came just	B come just	C just came	D just come
13	A in	B at	C on	D to
14	A fifty	B fifteen	C fiftieth	D fifteenth
15	A Had you	B Did you have	C Have you got	D Were you having

- 4) A: 16 drive a car when you 17 16 years old?
 B: No, and I 18 can't drive a car. I go everywhere by bus.
 A: Doesn't that take 19 ?
 B: Not always. Sometimes it's 20 by car.

16	A Did you could	B Did you can	C Could you	D Can you
17	A had	B have got	C were	D was
18	A still	B yet	C now	D already
19	A many times	B much time	C long time	D a long time
20	A quickly as	B quicker as	C quicker than	D quickly than

Task 2. Translate the sentences into English.

- Мы еще не были в историческом музее.
- Он уже видел фильмы «Титаник» и «Унесенные ветром».
- Они еще не посетили выставку картин Ильи Глазунова.
- Были ли вы когда-нибудь в Париже?
- Билл Гейтс стал самым богатым человеком в мире.
- Ирина Роднина занимается фигурным катанием (to go figure-skating) с трех лет.
- Снег шел четыре часа. Я думаю, на улице сейчас много снега.
- Майкл изучает японский уже в течение года.
- Как долго ты изучаешь гражданское право? — Я этим занимаюсь с тех пор, как поступил в академию.
- Мы ждем консультацию с двух часов.
- Тед Тернер в начале своей карьеры был простым инженером. А сейчас он стал управляющим большой сетью телевизионных станций.
- Наташа выбрала лучшее оборудование для своей фирмы.
- Вы давно в Москве? — Около месяца.

- Декан нашего факультета может говорить на трех языках.
- Великий русский математик Н. И. Лобачевский (1792–1856) смог стать профессором уже в 23 года.
- Олег пытается перевести текст сегодня, так как понимает, что не сможет этим заняться завтра.
- Вы должны много работать, чтобы стать опытным адвокатом.
- Она не должна была менять свою квартиру на загородный дом.
- Весной детям следует употреблять больше витаминов.
- Они должны были ехать в Испанию в начале года, но не смогли.
- Детям не следует смотреть телевизор после десяти.
- Тебе следует научиться готовить самому.
- Собрание уже началось? — Оно началось полчаса тому назад.
- Ты уже сдал экзамен? Когда ты его сдавал?
- Французская делегация приехала в два часа.
- Я уже смотрела этот фильм.
- Общая площадь Российской Федерации составляет 17 миллионов квадратных километров.
- Озеро Байкал — самое глубокое озеро на земном шаре и россияне гордятся им.
- Россия, объединившая в ходе исторического развития много народов, — одна из старейших стран в Восточной Европе. Сегодня в Российской Федерации проживает около 150 миллионов граждан, она состоит из ряда автономных республик и областей.
- Столица Российской Федерации — Москва. Это крупнейший политический, научный и культурный центр страны.

Task 3. Read and translate the text into Russian and answer the questions below.

Russian Cuisine

Russian cuisine is rich and varied. In Russia there is a large variety of milk products: a sort of dry, granulated cream cheese called *tvorog*, thick sour cream called *smetana*, and several types of sour milk products of the yoghurt type. *Smetana* is an almost universal flavouring sauce, or if you like, it can be drunk by the glassful with or without sugar. *Smetana* is made of cream. Kefir is a pleasant, useful beverage made of cow's milk. It's a dietary product. *Ryazhenka* is a sour milk product made of baked milk, very pleasant to taste.

There is a big choice of appetizers, soups, hot and dessert dishes. You can recommend your guests soft, pressed and red caviar.

How about soups? There are plenty of them. Fresh cabbage meat soup (*shchee*), Moscow beetroot and cabbage soup (*borshch*), kidney

and cucumber soup (*rassolnik*), meat and fish *solianka*, *ookha* (special fisherman's soup), mushroom soup and soups in season — *okroshka* and cold beetroot soup are very popular with our guests.

For the hot dish, guests can order beef-Stroganoff and mashed potatoes, roast veal, special pot-roast stuffed cabbage-rolls (*golubtsy*), Siberian *pelmeni* and buckwheat *kasha*. Now a few words about buckwheat *kasha*, which may be eaten with meat like potatoes as well as cereal without, with butter or milk. It's very popular in our country because it's a very useful product. It's recommended for stout people, for people suffering from diabetes. Buckwheat *kasha* purifies our organism and makes us stronger.

How about dessert? For dessert you can have baked apples, fruit and berry *kissels* (made of fruit or berry juice and potato flour), *compote* (made of dried stewed fruit mixed), dessert fruits.

Russian cuisine is famous for its Russian pies which were baked in Russia in good old times and remain popular nowadays. They are: *kulebiaka* (a Russian pie with meat or cabbage filling), *rastegay* (a pie with special fish filling), open curd tarts (*vatrushki*), honey-cakes, twists of bread (*krendeli*), *boubliki* (thick ring-shaped rolls), *baranki* (ring-shaped rolls), *sooshki* (small ring-shaped crackers), Russian Easter cakes and various fancy-cakes.

As for drinks we should recommend fruit and berry beverages: *morse*, *kvass* and *zbiten* (an old Russian beverage made of *kvass*, cognac or vodka, honey, tea and spices). Welcome to our restaurants!

1. Is Russian cuisine rich and varied?
2. Is there a large variety of milk products in Russia? What are they?
3. What Russian appetizers do you know? Name Russian cold meat dishes.
4. What are popular Russian hot appetizers?
5. What popular Russian soups do you know? Are Russian soups popular with foreign guests?
6. What are the famous Russian baked items?
7. What Russian fruit and berry beverages do you know?
8. What is *zbiten* made of?
9. Do you like *khachapouri*? What filling can be used in making it?
10. What traditional New Year sweet dish do you know? What is it made of?

Task 4. Translate the article from the *Moscow Times* in writing using a dictionary.

Trade Minister Wants to Curb Import

By Astrid Wendlandt

Russia, having thrust open its markets in the early stages of economic reforms in order to meet consumers' needs, now must rethink its

liberal foreign trade policy and adopt increasing protection for domestic industries, the foreign trade minister said in an interview this week. But the minister was careful to stress the benefits increasing trade has brought to Russia and that any barriers to imports it erected would be temporary.

"It is necessary to defend the domestic producer in order to help him to restructure and modernize production and to increase the quality and competitiveness of goods he manufactures," he told Interfax on Friday.

Already the government has received dozens of requests from Russian firms in different industries to introduce protectionist legislation. In the short term he was planning to introduce curbs on several types of alcohol and textile products, contentious issues between Russia and the European Union in talks this year.

The minister also praised Russia's increasing ties with CIS countries and said it should increase exports to states like Iraq, Iran, Libya, the former Yugoslavia, and countries that are not developing better relations with Western industrialized countries.

"There is very little control and regulation over the goods which come in the country," Michael McFaul, an analyst at Moscow's Carnegie Endowment for International Peace, said. "All the countries of the world protect their markets."

Discrimination by Western countries against Russian products made it important for Russia to join the World Trade Organization (WTO) and improve the competitiveness of domestic firms. Any measures it adopted would be consistent with international norms and expire within two to three years.

"If there are no substantial improvements within this rather long period of time, then it will not be worth defending those producers who failed to take advantage of this chance," the minister told Interfax.

UNIT SEVEN

MANAGEMENT

Grammar: Past and Future Perfect Tenses. The Present Perfect Continuous Tense. Prepositions.

TEXT A

THE JOB OF MANAGEMENT

What is management? Are there certain functions that all managers perform regardless of whether they're company presidents, managers of departments, or supervisors of department sections?

If we watch managers at work, we might conclude that their jobs differ so widely in content and scope that no generalizations about management are possible.

One reason for this is that many managers, even top managers, do work that is not management at all. A simple example is the sales manager who actually sells and perhaps has a set of customers of his own, in addition to managing the sales force. Then there's the "working foreman" or leadman who works right along with the group he's supervising. In these cases the managers are actually spending only part of their time on management itself.

A second reason why it may be difficult to identify the functions common to all managers is that the scope of their activities differs widely.

Yet, if we look closely at managers at work, we can see that fundamentally they are all performing — or should be performing — the same functions during the time they are actually managing rather than doing the work similar to that done by those under them.

These functions are planning, organizing, directing, controlling, staffing, leading, representing and decision making. None of the management functions can be performed without communication.

There were good managers, of course, long before anyone ever studied management.

The field of management has drawn on sociology, psychology, economics, and other disciplines, and it is in these areas that the manager

can learn from study as well as from experience and by trial and error. He still needs plenty of intelligence, common sense, and business judgment — and even the inspired hunch may still take place. But the knowledge of what others have learned about the various aspects of management will help him use his native abilities more effectively.

Future managers will need more education than those of the past. A knowledge of the humanities will be needed for a balanced viewpoint. Scientific knowledge will be required to distinguish between good and bad expert advice, for the area of management is replete with disagreements between experts.

Vocabulary Notes

regardless of	- не считаясь с, невзирая на
scope	- охват; сфера
foreman	- мастер
decision making	- принятие решений
hunch	- предчувствие
replete	- изобилующий

Add to your active vocabulary:

day-in-day management	- оперативное управление
middle management	- среднее (административное) звено
top (executive) management	- высшее (исполнительное) звено
to report to somebody	- быть подотчетным кому-либо

Exercise 1. a) Find in the text the Russian equivalents for the following words and word combinations:

to perform functions; managers of departments; top managers; sales managers; a set of customers; sales force; the scope of activities; the working foreman; staffing; by trial and error; to learn from study and experience; native abilities; humanities

b) Find in the text the English equivalents for these words and word combinations:

управление; выполнять функции; президент компании; отдел; руководитель; эксперт; ум; планирование; сфера управления; здравый смысл; социология; психология; научные знания/охват; принятие решений

Exercise 2. Answer the questions.

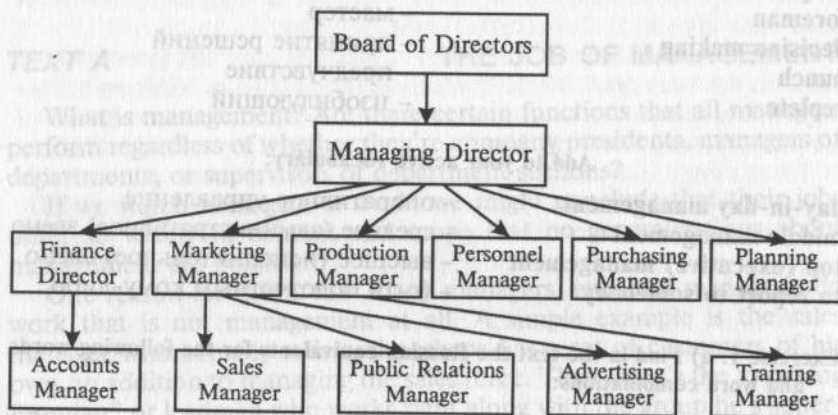
1. Why is it so difficult to define the functions managers perform?
2. What functions do managers carry out apart from management?

3. What are purely management functions?
4. What sciences is management connected with?
5. How can scientific knowledge help managers in their work?

Exercise 3. a) Read the text.

The Company Organization

Company is an association of persons officially formed for the purpose of some business. It is often headed by the board of directors. The board headed by the chairman usually consists of individuals elected by the shareholders to manage the business. The directors are active in the day-to-day operation as well as company policy and broad general direction. Look at the structure of a typical big company in the diagram:



Pay attention to the fact that American job titles differ from British ones. These are rough equivalents:

British	American
Chairman	President
Managing Director	Chief Executive Officer
Director	Vice President
Accountant	Financial Controller
Manager	Director

Companies belong to various areas of business, such as: engineering, microelectronics, chemicals, vehicle manufacturing, aerospace, shipping, transport, retailing, catering, insurance, banking, etc.

Vocabulary Notes

- | | |
|--------------------|---|
| board | - правление, совет |
| chairman | - председатель |
| shareholder | - акционер |
| to purchase | - покупать |
| engineering | - машиностроение, техника |
| vehicle | - средство перевозки (автомобиль, вагон и т.п.) |
| space | - космос |
| shipping | - грузовые перевозки |
| catering | - сфера общественного питания |
| insurance | - страхование |

b) Answer the following questions:

1. How is the company defined?
2. What body is usually at the head of the company?
3. Who elects it?
4. Is the Board of Directors responsible only for day-to-day operation of the company?
5. How many directors and managers compose the Board of Directors according to the diagram?
6. To whom does the Advertising Manager report?

c) Match the English words and word combinations with their Russian equivalents.

- | | |
|------------------------|--|
| 1. chairman | a. правление компании |
| 2. managing director | b. председатель |
| 3. marketing manager | c. менеджер по рекламе |
| 4. production manager | d. менеджер по маркетингу |
| 5. works manager | e. начальник производства |
| 6. purchasing manager | f. менеджер по работам |
| 7. sales manager | g. менеджер по закупкам |
| 8. chief accountant | h. менеджер по продажам |
| 9. advertising manager | i. главный бухгалтер |
| 10. training manager | j. менеджер по подготовке кадров |
| 11. board of directors | k. управляющий по административно-хозяйственной работе |

Exercise 4. Read the text. Complete the last sentence and retell the text.

What Is a Manager?

A number of different terms are used for "manager", including "director", "administrator" and "president". The term "manager" is used

more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as universities, hospitals and social work agencies.

What, then, is a manager?

When used collectively the term "management" refers to those people who are responsible for making and carrying out decisions within the system. An individual manager is a person who directly supervises people in an organization.

Some basic characteristics seem to apply to managers in all types of organizations; they include hard work on a variety of activities, preference for active tasks, direct personal relationships.

Almost everything a manager does involves decisions. The reason for making a decision is that a problem exists. In decision making there is always some uncertainty and risk.

Managing is a hard job. There is a lot to be done and relatively little time to do it. The engineer can finish a design on a particular day, and the lawyer can win or lose a case at a certain time. But....

Exercise 5. Think and answer.

1. How is management defined?
2. What is the main responsibility of managers?
3. What types of problems do they deal with?
4. How can managers obtain good results?
5. What are the main functions of management? (Decision making, planning, organizing, staffing, leading and controlling)
6. What is decision making?
7. How can managers enable people to perform their tasks effectively?
8. What is to be done to perform staffing effectively?
9. What does leadership imply?
10. What does it mean to be a competent manager?
11. Do you agree that it is important for the manager to have good relationship with his assistants? Why (not)? Give your reasons.
12. Do you think that most managers are good leaders?
13. What is your idea of an ideal manager?

TEXT B

IALOGUE

B: One hears over and over again that what a modern enterprise needs is a good manager. What do you think of the problem?

A: The importance of a good manager can't be overestimated.

B: What do you think makes a good manager?

A: First of all high standards of professional knowledge and personal conduct.

B: What personal traits must a good manager have?

A: A good manager must be flexible, must have confidence in himself and others, and keep a sense of proportion. Besides, he must have leading ability.

B: I see, and what professional skills should managers have?

A: Managers must know how to set up goals and how to achieve them, how to divide work and how to coordinate the activities of individuals.

B: Management is often called the art of getting things done through people. What's your point of view on the essence of management?

A: The essence of management is to create an environment where individuals, working together, can perform effectively and efficiently. Nowadays, managers must be more skilled in handling people.

B: Yes, managers must understand that human resources are a very important part of any business.

Vocabulary Notes

to overestimate	- переоценить, переоценивать
personal conduct	- самоуправление
personal traits	- личные качества
sense of proportion	- чувство меры
leading ability	- лидерские качества
to achieve goals	- достигать цели
the essence of management	- суть/основа управления
an environment	- рабочая обстановка
to handle people	- обращаться с людьми
human resources	- люди, работники

Exercise 1. a) Speak on the definition and essence of management as described in the dialogue. Sum up: what makes a good manager.

b) Describe any manager you know or an imaginary one using the following words and expressions:

to have competence/efficiency/an immense energy/a gift for organization/courage/determination; to be two/three years from retirement; to work with a precision of a computer; to occupy an important post; to have one's share of optimism/courage; to do one's job (in an office) without any fuss; to be accustomed to exercise authority; to be able to get along with others older than oneself; to get more irritable; to bring out objections for frank discussions

Exercise 2. a) What are the important qualities of a manager? Look at the list and decide which of them are important for a typical management job. Say why. Add ideas of your own.

QUALITIES	very important	important	not necessary
dynamic			
young			
well-qualified			
experienced			
self-motivated			
a natural leader			
a good communicator			
adventurous			
intelligent			
.....			

b) What is most important for a true manager from the list given below? Prove your choice.

age; diploma; good looks; authority; competence; adaptability to change; gift from the God; life experience

Exercise 3. a) Translate the following conversation:

Three interviewees — Peter Dawson, John Ellis and Samantha Merton are giving their opinions on what they consider to be the three most important qualities for a good manager.

— In this part of the interview I'd like to ask each of you in turn what you consider to be the three most important qualities for a good manager. Perhaps we could hear your ideas first, Mr Dawson.

— Well, I think that at present the most important quality is the ability to deal with other people. I know that we are a manufacturing industry but I feel very strongly that we also have a great responsibility towards our personnel. Secondly, well, let me see... yes, in my opinion, the second most important quality must be the ability to talk to our personnel about their jobs, their futures, their problems, etc., to be able to relate to them, you know. And, thirdly, well... I suppose I'd put adaptability as the third most important quality. I think that fits in with the other two points I mentioned to give my idea of a good manager.

— Well, thank you for your opinions, Mr Dawson. Perhaps, we could hear your views now, Mr Ellis.

— Well, I consider the present situation requires a rather different approach to the whole question of management and, therefore,

different qualities for managers. I believe that a good manager is one who can persuade people that his way is right. Isn't that why he is a manager? Getting people to accept his decisions and to follow his leadership that, in my view, is the mark of a good manager. Secondly, I feel that he should be firm with his people. That's how they'll come to respect him. And thirdly, I'm of the opinion that he should be physically fit. In this day and age the pressures and strains are so great that only the fittest can survive, and those are the ones that should be the managers. Mentally competent, of course, but physically competent also.

— Well, thanks, Mr Ellis. Could we hear what you think, Mrs Merton?

— Yes, certainly. I think my views, probably, represent a mixture, or synthesis, of my colleagues' opinions. The most important quality is, in my opinion, the ability to think flexibly, to find new answers and new solutions. Secondly, I feel that as managers we should be able to handle people, as I am sure that for the company good labour relations means a happy and secure future. But this doesn't mean that we should be too lenient, nor too dogmatic. Now, the third quality should be, in my view, the ability to direct and control people effectively.

— Well, thank you all for your opinions.

Vocabulary Notes

adaptability	- приспособляемость
to persuade	- убеждать
physically fit	- в хорошей форме
pressure	- нагрузка
strain	- напряжение
to survive	- уцелеть, выжить
competent	- компетентный
flexibly	- гибко
lenient	- снисходительный

b) Answer the question: What are the three most important qualities for a good manager named by: a) Mr Dawson; b) Mr Ellis; c) Mrs Merton?

c) Give your opinion on what you consider the most important qualities of a good manager. Use some of the expressions from the text:

I think that...	I believe that...
I feel very strongly that...	I feel that...
In my opinion...	I'm of the opinion that...
I suppose that...	I am sure that...
I consider...	In my view...

Exercise 4. Ask as many questions on the dialogue as you can.

That Woman Makes Me Sick!

- Manageress:** Diana, I saw you smiling at a young man through the window. Who was it?
- Diana:** I didn't smile at a young man. I didn't smile at anybody. I was too busy.
- Manageress:** Busy, were you? Well, you did a very bad job. I told you to put the nylon dresses on the right and the cotton dresses on the left.
- Diana:** Excuse me, Miss Spratt, but you didn't. You told me to put the nylon dresses on the left and the cotton dresses on the right. I wrote everything down in my notebook. Look.
- Manageress:** I don't want to see it. I'm not pleased with your work. You've broken an arm of one of the dummies.
- Diana:** It was broken already. I reported it — you know I did!
- Manageress:** Don't talk to me like that! Get back to your work. You're wasting my time. (*She goes away.*)
- Shop-girl:** That woman makes me sick. She's never pleased with anybody. She'll soon lose all her girls. How many left last week? Three, wasn't it?
- Diana:** Yes, and if she goes on like this, I'll give notice, too.

Exercise 5. In what situations would the manager say the following?

1. I was working hard to get the department equipped, but where did it get me?
2. Maybe it's a tough decision, but with your energy you'll manage it.
3. Sorry, but I'm just assistant general manager.
4. Let's hear the rest of it. Keep talking!
5. I'm sure there'll be a good deal of heated discussion.
6. We could find no flaw (недостаток) in your plan.
7. No, that's impossible. You're not fully qualified yet.
8. I can't make head or tail of it.
9. Your qualifications are excellent.
10. I don't care for administrative responsibility.
11. My demand is your immediate resignation.

PRACTICE

Exercise 1. a) Train your pronunciation. Read the following after the teacher:

- I've been thinking. What've you been doing?
 He's been sleeping. What've you been telling her?

- We've been wondering. Who has he been talking to?
 Have you been running? You said you'd been missing her.
 Has she been studying? She said she'd been helping him.
 Have they been waiting? They said they'd been planning it.

b) Are you sure that you pronounce these words correctly?

- | | | |
|--------------|----------------|--------------|
| genius | to exceed | deficient |
| psychology | sociology | knowledge |
| to supply | error | entire |
| discipline | generalization | organization |
| demand | staffing | research |
| finally | actually | trial |
| economics | judgement | scientific |
| intelligence | inspired | distinguish |

Exercise 2. a) Translate the sentences into Russian.

1. We had invested the money before the new interest rates were introduced.
2. I had received regular dividends before I changed my account.
3. They made a new loan before they had checked current accounts.
4. I had not seen the latest bank statement by the time I discovered this loss.
5. The total profit the bank had earned was published yesterday.

b) Use the correct verb form.

Model: They already (*to sign*) the contract before the telex (*to come*).
 They **had** already **signed** the contract before the telex **came**.

1. We already (*to buy*) 3,000 computers when the government (*to impose*) an import quota on them.
2. Our sales (*to reach*) an amount of 13,000 units a year before we (*to set up*) a joint venture with Apple Computer.
3. When the plane (*to land*), I already (*to arrive*) at the airport.
4. I (*to have breakfast*) when the porter (*to enter*) the room.
5. Mr Baker (*not to telephone*) yet when the boss (*to call*) me.

Exercise 3. a) Put the verbs in brackets in the past perfect tense.

1. He told her that he (*to buy a TV set the year before*).
2. The man at the station said the train (*already to leave*).
3. Mary told me that she (*not to get a letter from her son yet*). She said that she (*not to hear from him for some weeks*).
4. He understood that he (*to get off at the wrong station*).
5. He said that his parents (*always to live in the country*).

6. I did not know that she (*to change her address*).
7. He did not remember how it all (*to happen*).
8. We were sure that she (*to tell the truth*).
9. I saw that the child (*to catch (a) cold*).
10. She hoped that I (*already to pay for the tickets*).
11. When he woke up next morning and looked out of the window, he understood that it (*to rain heavily during the night*).
12. When we came back, the telegram (*already to arrive*).
13. When I got to the station, the train (*already to leave*).
14. The rain (*already to stop*) when we started.
15. When I finished school, my elder sister (*to be a teacher for two years*).

b) Complete the following sentences by putting the verbs either in the past simple or past perfect tense:

1. We (*to want*) not to see the accounts because we (*to see*) already them.
2. When the figures (*to arrive*), they (*to draft*) already twice.
3. The office (*to be*) very quiet when I (*to visit*) it. Everybody (*to go*) home.
4. The company (*to publish*) some excellent results last year. Later, it (*to go*) bust (обанкротиться).
5. The company (*to report*) an upturn in profits last month. Earlier in the year, it (*to announce*) declining sales.
6. There (*to be*) two major collapses last week. Both companies (*to try*) to avoid bankruptcy.

Exercise 4. Read the text and answer the questions below.

During a sleepless night last Monday, Mr Hawk suddenly realized that he was in love with Alice Elliott. He came to the conclusion that he had been in love with her for months if not for years. Only his extreme shyness and reserve had kept the feeling deep in his subconscious and prevented it from coming to the surface. The whole thing became obvious when Mr Hawk read a chapter in a textbook on modern psychology. He had taken the book from the local library by mistake the previous day. He knew he had made a mistake the moment he had opened the book at home, but it was too late to go back to the library. Out of curiosity he read a chapter in the evening. Then he started to psychoanalyse himself and he saw clearly that his whole life had been a series of self-deceptions, half-truths or lies. It came to light that he had always wanted to murder Mr Baxter and burgle his safe, to run away with Alice Elliott and become a cowboy. In the course of this relentless process of self-revelation, he came to the conclusion that all his life he had been a fool. The thought had a sobering effect on him. Had he been a fool or was the book wrong? Surely the book was wrong!

He returned it to the library the following morning and quickly forgot the whole thing.

1. To what conclusion did Mr Hawk come during a sleepless night in May?
2. When did the whole thing become clear?
3. Why did he take the book from the library?
4. What was the result of Mr Hawk's psychoanalysis?
5. What had a sobering effect on him?
6. What did he do in the end?

Exercise 5. Choose the correct verb form.

1. I will (*be working/have worked*) for my exam on Philosophy all day tomorrow.
2. By that time I'll (*be graduating/have graduated*) from the University and will (*be getting/have got*) a well-paid job, I hope.
3. — Will you (*be seeing/have seen*) Alex tomorrow?
— Of course I will. I'll (*be seeing/have seen*) him at the Board meeting.
4. We'll (*be reaching/have reached*) the camp by 10 o'clock, I believe.
5. I hope we'll (*be driving/have driven*) half of our way by tomorrow.
6. I wonder if that terrible wind will (*be blowing/have blown*) tomorrow.
7. Oh, yes. The weather forecast says it'll (*be blowing/have blown*) for another two days.
8. We'll (*be finishing/have finished*) decorating the room before you get back.
9. By the end of August they will (*be moving/have moved*) to a new house.

Exercise 6. Translate the sentences into Russian.

1. How long have you been learning English?
2. He says he has been subscribing to this paper for a long time.
3. He said he had been subscribing to this magazine for a long time.
4. I'm looking for my pass. I've been looking for it the whole day.
5. I was looking for my pass the whole day. I found it only in the evening.
6. He's been teaching Chinese since he came here.
7. They emigrated to Australia in 1980 and have been living there ever since.
8. George has travelled a lot for the last few years.
9. When I first met him, he had been playing football for five years. Is it true?
10. By 2005 he will have been playing hockey twelve years.
11. Baseball has always been popular in the United States.
12. Thank you, you've been most cooperative.

Exercise 7. Respond to the statements. Use present perfect and present perfect continuous.

Models:

1. You started reading these newspapers at five in the afternoon and it's almost dark now. How long have you been reading?
Let me see. Indeed, I started reading at five and it's almost seven now. **I've been reading** for almost two hours now.
2. And how many newspapers have you read?
I've read three or four, I think.

1. You started translating these documents right after lunch and it's almost six now. How long have you been translating them?
2. I know your son started collecting stamps at the age of seven and he's quite grown up now. How long has he been collecting them? How many stamps has he collected?
3. You came to work here right after you graduated from the University. How long have you been working here?
4. I know your brother is a ship-building engineer. He started building ships when he was twenty, to my knowledge. How long has he been building ships then?
5. You say your sister teaches English to little kids. How long has she been teaching kids?
6. You came to live here when you were twenty. How long have you been living here?

Exercise 8. a) Explain the use of articles.

1. The managing director is the director of a company with specific responsibility for management.
2. Apart from the chairman, the managing director is normally the senior person in the company.
3. Have you met the Managing Director of the Company?
4. Who is Managing Director of your company?
5. If I'm not mistaken, Mr Crab is Managing Director of that new company.
6. What's the name of the Managing Director of their company?
7. The Managing Director left for Paris last week.
8. He has been appointed Managing Director.

b) Insert the correct articles.

1. A few days ago he applied for ... post of ... Finance Director of Key & Co.
2. I haven't seen any job advertisement of ... Personnel Manager in any newspaper.
3. At last he was promoted and became ... Training Manager.
4. ... Accounts Manager usually reports to ... Finance Director.

5. He is ... skilled accountant.
6. ... Chairman and ... Finance Director are now discussing ... profit and loss statement.
7. Mr Young has been ... Purchasing Manager of the company for five years.

Exercise 9. a) Say how long something has been happening. Use the present perfect continuous tense and the prepositions for, since.

Models:

1. A young man is looking for a job. He began looking for it six months ago. **He has been looking** for a job **for** six months.
2. Alex is working in London. He started working there on October 20. **Alex has been working** there **since** October 20.

1. Charles is interviewing a young man. He started interviewing him at 11 o'clock.
2. Charles is acquainting his new colleague with his duties. He started it half an hour ago.
3. I'm waiting for my friend. I started waiting for him at 7 o'clock.
4. It's raining now. It began raining two hours ago and it is still raining.
5. I'm learning English. I started learning English three years ago.
6. Charles and Alex are discussing a new project. They started to discuss it two weeks ago.
7. Mary is baking an apple pie. She started baking it at 5.
8. Charles' colleague is expecting a promotion. He expected to be promoted in November.
9. Alex is writing a paper. He started writing it a week ago.
10. Bobby is reading for his exams. He started reading for his exams in April.

b) Put the verbs in brackets in the present perfect continuous tense.

1. Your eyes are red. You (*to cry*).
2. I'm tired. I (*to work*) hard all day.
3. I (*to sit*) here since 9 o'clock.
4. I'm out of breath. I (*to run*).
5. I (*to read*) this book all afternoon.
6. We (*to live*) here for ten years.
7. She (*to work*) for Orange Computers for fifteen years.
8. I (*to learn*) Chinese since April.
9. My hands are very dirty. I (*to repair*) the car.
10. Ann is still writing letters. She (*to write*) all day.

Exercise 10. a) Match the two halves of these sentences:

- | | |
|--------------------------------------|--|
| 1. Her phone was disconnected | a. as they hadn't brought any money with them. |
| 2. I didn't recognize that film star | b. because she hadn't paid her bills. |
| 3. They couldn't pay the bill | c. the film had already begun. |
| 4. Ann's father bought her a car | d. because I hadn't seen any of her films. |
| 5. When we arrived at the cinema, | e. as I hadn't seen him for a long time. |
| 6. I was nervous during the flight | f. because she had come top in the final exam. |
| 7. I was pleased to meet Jim again | g. because I had never flown before. |

b) Open the brackets and use the verbs in the correct form.

1. There was nobody in the room but there was a smell of cigarettes. Somebody (*to smoke*) in there.
2. Ann was sitting in an armchair watching television. She was tired because she (*to work*) very hard.
3. I was tired because I (*to wait*) in the airport for hours.
4. He (*to drive*) for two hours before they caught him.
5. As soon as they caught him, he told them everything. He (*to steal*) money from the company and using it to pay for his holidays.
6. By the time we arrived at the party, Jane (*to dance*) for an hour.
7. He was out of breath. He (*to run*).

Exercise 11. Complete the sentences using the verbs in brackets in the past simple, past perfect or past perfect continuous tense.

1. The children (*to do*) their homework and by 9 o'clock they still (*not to finish*).
2. She (*to study*) Chinese for three years before she (*to visit*) China.
3. I (*to know*) she (*to do*) the washing because the machine was still working when I (*to come*) in.
4. By the time we (*to arrive*), the party (*to finish*).
5. When we (*to arrive*) at the hotel, we (*to discover*) that the hotel manager (*to reserve*) the wrong room for us.
6. When I (*to come*) out of the bank, I (*to find*) that a thief (*to take*) my car radio.
7. When I (*to get*) back after lunch, Ann (*to tell*) me that somebody (*to phone*) when I (*to be*) out.
8. By the time I (*to get*) home, they (*to eat*) for two hours.
9. We were good friends. We (*to know*) each other for a long time.
10. We were extremely tired. We (*to travel*) for more than three months.

11. Jim (*to give up*) smoking two years ago. He (*to smoke*) for twenty years.
12. We (*to play*) tennis for about half an hour when it (*to start*) to rain very heavily.

Exercise 12. Read the following texts and comment on the grammatical forms made use of. Answer the questions below.

1

Professor Paul Potter has been very busy lately. He has been giving lectures, writing articles, working on his new book and learning to type. During the last two weeks he gave six lectures and wrote two articles and one chapter of the new book. Besides, he has made considerable progress in typing. The Professor has to learn to type because his handwriting has recently deteriorated so much that even Mrs Punch, his housekeeper and personal secretary, found it difficult to read it. Other people are simply unable to make out a single sentence. The Professor has been practising typing for five months now and is hoping to become proficient by next year. At present he is beginning to use a dictaphone. He has been using it on and off for the past two months, but the results have not been very satisfactory because the Professor has recently developed a halting way of speech. Spiteful critics have been trying to suggest that the Professor has developed a bad stammer and has been stammering ever since he got frightened by a library mouse two years ago. Others are trying to insinuate that he was frightened by Mrs Punch, his faithful housekeeper and secretary. All that is nothing but slander and the Professor's halting style is entirely due to the profundity of his thoughts.

1. What has Professor Potter been doing lately?
2. Why is he learning to type?
3. Why has the Professor been using a dictaphone?
4. Why isn't the use of a dictaphone a satisfactory solution?
5. What was the probable cause of the Professor's stammer?

2

Alice Elliott has been very busy lately. She has been doing a lot of sociological field work. She has been going to numerous parties, drinking large quantities of coffee and listening carefully to what she calls the average upper middle class conversation on indefinite topics. She has been trying to assess quantitatively the various expressions on the faces of the talkers. She has been trying to detect the general trend of random conversation at the average upper middle class party. One thing has been bothering her a little. Will the conservatively-minded professors accept her generalizations? Or will they reject them as they have done so many times before? Alice knows from experience that new ideas are usually objected to at first.

1. How has Alice been spending her time lately?
2. Why has she been going to parties?
3. What has she been trying to assess quantitatively?
4. What has she been trying to detect?
5. What are the professors likely to do?
6. What does Alice know from experience?

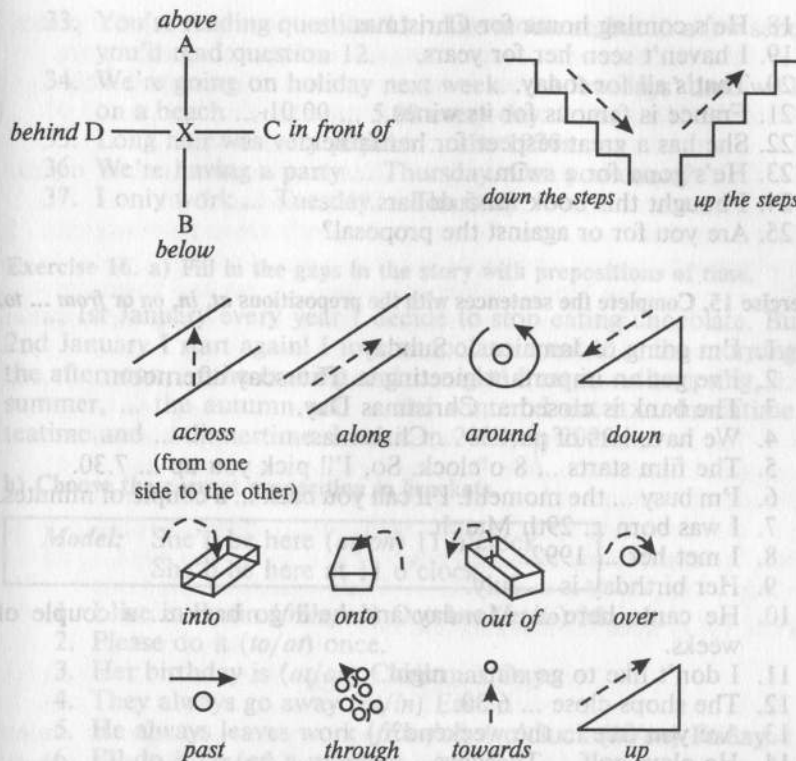
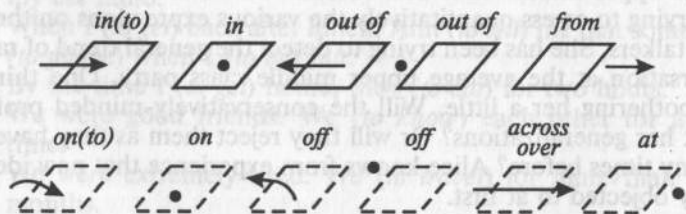
3

Mr Cyril Cleaves had a date with Alice Elliott last Tuesday evening, but she did not turn up. He telephoned her flat from a nearby telephone box to find out what had happened, but no one answered the phone.

Alice did not hear the telephone bell ring. She was sitting at her desk deep in thought. She had been sitting like that for hours. She had been trying to find appropriate words and expressions to convey her thoughts adequately. She had been composing an essay. Unaware of the passage of time and oblivious of her surroundings, she had been writing, biting her pen, tearing up sheets of paper, talking to herself and writing again. Abstract and academic sentences formed under her pen only to disappear in the waste-paper basket. There was a frown on her forehead and a tired expression on her face. She had been thinking too hard and smoking too much. There were tears in her eyes. That was not because she had been crying. She had not. Suddenly she stood up, went to the window and looked out. The air was cool and there were pools of water in the street. It had been raining hard, but the rain had now stopped. She looked at the street again and remembered the date which she had not kept. She hurried to the hall and dialled Mr Cleaves's number. No one answered. Apparently Cyril had not returned.

1. Why did Mr Cleaves telephone Alice's flat?
2. Why didn't Alice answer the phone?
3. What had she been doing?
4. In what conditions was she working?
5. What did she notice when she looked out of the window?
6. What did she remember?
7. Whom did she telephone?
8. Why did no one answer the phone?

Exercise 13. Review your knowledge of prepositions.



Exercise 14. Read and translate the sentences with the preposition for.

1. He is tall for his age.
2. Could you wait here for five minutes, please?
3. They have bought some new chairs for the office.
4. I've got a present for you.
5. I've sent my coat away for cleaning.
6. It's been raining for an hour.
7. She's been working here for six months.
8. I've been waiting for you for two hours.
9. What's that key for?
10. This box is for old papers.
11. He has gone to Italy for two weeks.
12. Is this train for San Antonio?
13. As for me, I'm going to bed.
14. Let me do it for you.
15. The doctors have given him some medicine for his cold.
16. He couldn't speak for laughing.
17. I've invited my guests for 8 o'clock.

18. He's coming home for Christmas.
19. I haven't seen her for years.
20. That's all for today.
21. France is famous for its wines.
22. She has a great respect for her father.
23. He's gone for a swim.
24. I bought this book for 5 dollars.
25. Are you for or against the proposal?

Exercise 15. Complete the sentences with the prepositions *at, in, on* or *from ... to*.

1. I'm going to Jamaica ... Sunday.
2. I've got an important meeting ... Thursday afternoon.
3. The bank is closed ... Christmas Day.
4. We have lots of parties ... Christmas.
5. The film starts ... 8 o'clock. So, I'll pick you up ... 7.30.
6. I'm busy ... the moment. I'll call you back ... a couple of minutes.
7. I was born ... 29th March.
8. I met her ... 1992.
9. Her birthday is ... July.
10. He came here ... Monday and he'll go back ... a couple of weeks.
11. I don't like to go out ... night.
12. The shops close ... 6.30.
13. Are you free ... the weekend?
14. He plays golf ... Tuesdays.
15. I'm in a hurry. Do it ... once!
16. He wants to be a film star but he's working in a hotel ... present.
17. Can you come to lunch ... Sunday?
18. These birds sleep ... the winter and wake up ... the spring.
19. I've got an appointment at the dentist's ... 12.30 tomorrow.
20. They're going to a concert ... 4th August.
21. I'm sorry, I can't see him ... the moment.
22. She'll be here ... 3 o'clock.
23. Tell him to wait, I'll talk to him ... a minute.
24. I work in a restaurant ... the afternoon.
25. I study ... night.
26. The train will arrive ... 1.30.
27. The plane will arrive ... 20 minutes' time.
28. I'm living in Zurich ... the moment.
29. The restaurant is open ... 3 o'clock ... the afternoon ... 11 o'clock ... night.
30. I work ... Monday ... Friday. But I'm free ... the weekend.
31. The hotel is open ... February ... October. It's closed ... the winter.
32. I've got an exam ... 9 o'clock ... Monday morning.

33. You're reading question 11 ... the moment, but ... a few seconds you'll read question 12.
34. We're going on holiday next week. ... a few days' time we'll be on a beach ... 10.00 ... 5.00 every day.
35. Long hair was very popular ... the 1970s.
36. We're having a party ... Thursday. Can you come?
37. I only work ... Tuesday ... Thursday.

Exercise 16. a) Fill in the gaps in the story with prepositions of time.

... 1st January every year I decide to stop eating chocolate. But ... 2nd January I start again! I love chocolate. I eat it ... the morning, ... the afternoon, ... the evening and ... night! I eat it ... the spring, ... the summer, ... the autumn and ... the winter. I eat it ... lunchtime, ... teatime and ... dinnertime. I ate it in 2004, in 2005 ...

b) Choose the correct preposition in brackets.

Model: She'll be here (*at/on*) 11 o'clock.
She'll be here **at** 11 o'clock.

1. I live in Spain (*from/on*) October (*at/to*) March.
2. Please do it (*to/at*) once.
3. Her birthday is (*at/on*) Christmas Day.
4. They always go away (*at/in*) Easter.
5. He always leaves work (*from/at*) 4 o'clock (*in/on*) Friday.
6. I'll do it (*in/at*) a moment.
7. Do you want to go to the cinema (*from/on*) Saturday?
8. Shall we go (*at/in*) the afternoon or in the evening?
9. I was on the beach (*to/from*) 9.00 in the morning (*to/in*) 5.00 in the evening.
10. I never go to work (*in/at*) the weekend.

Exercise 17. Put in the suitable prepositions if necessary.

1. If the local manager leaves ... the city, his assistant will look ... the daily business of the branch.
2. If they increase their exports ... the Third World countries, their net profits will be much higher.
3. A great deal ... this equipment is sold to the Common Market countries.
4. What do you think ... our enquiry?
5. If you need ... our catalogues and price-lists, we'll send them ... you.
6. Our goods are ... great demand ... the world market.
7. We can supply you ... all the necessary publicity materials.
8. Our latest catalogue is enclosed ... this letter.

9. We would like to draw your attention ... our competitive prices.
10. We look forward ... receiving your order ... the near future.
11. If you require ... these services, contact ... us immediately.
12. I think we should get down ... business.
13. I made an appointment ... 10 o'clock on Friday.
14. With regard ... discounts, we usually give them to our regular customers for orders of over 4,500 Canadian Dollars.
15. ... accordance ... the Contract the goods are to be delivered ... 5 equal lots.
16. The London Stock Exchange deals ... shares and securities.
17. Jim Filby looks ... the UK sales promotion. He is accountable ... the MD (Managing Director).
18. The Marketing Manager is responsible ... market research and reports ... the MD.
19. The Assistant Personnel Manager takes care ... recruitment and training and is ... the Personnel Manager.
20. Mr Norman is ... charge ... new product development.
21. Our company specializes ... high-quality clothes.
22. What company do you work ...?

Exercise 18. a) Read the following interview:

Applying for a Job

Bright Hanway was lucky to get his laboratory involved in a new project which provided him and his staff with some extra money. This gave him an opportunity to buy new modern computers and more up-to-date devices. The volume of the work naturally increased and so Bright needed another researcher to work on the new project.

He interviewed a few young people but was not quite satisfied with their skills and professional experience. Finally, his secretary brought another candidate into his office.

(Secretary — S, Hanway — H, Denning — D)

- S: Dr Hanway, this is Chris Denning, he has applied for the job.
 H: How do you do, Dr Denning? Do sit down.
 D: Thank you. How do you do?
 H: Here is your résumé and application form.
 D: Yes, and I have also brought a reference from my previous job.
 H: That's fine. May I see it?
 (After looking through the reference.)
 H: Your reference looks quite complementary. It says that you have been hard-working, loyal to your colleagues, able to take criticism and what is most important, have high professional qualifications and also a logical and creative mind.

- D: That's very kind of my former boss. He also said that he would always be ready to re-employ me if things get better in the laboratory.
 H: Well, he writes about it in the reference. But still I'd like to ask you a few questions.
 D: Yes, of course.
 H: Why have you decided to change your job?
 D: I've been working there for two years and expected to get a promotion. But the laboratory failed to get any new grants or new proposals and so my promotion failed, too.
 H: Tell me why are you interested in this sort of job?
 D: I have some experience in dealing with semiconductors, especially in studying new semiconductor materials.
 H: How long have you been working in this field?
 D: For the last two years.
 H: Have you had any other publications related to the proposed project within the last two years besides those mentioned in your résumé?
 D: I have one more written in collaboration with technologists. I also have two patents closely related to new semiconductor materials.
 H: I see. You seem to meet our requirements. You are just the person we need.
 D: You mean there is a chance I will get the job?
 H: Yes, I think there is. In fact, I wonder if you could start next month.
 D: Yes, of course. Thank you very much.
 H: As to your salary, I am sure we can come to a satisfactory agreement.
 D: I'm eager to start as soon as possible.
 (After the interview is over.)
 H: Before you start, Dr Denning, I'll also introduce you to your new colleagues and acquaint you with your duties in detail. I'll also show you our equipment. Goodbye. It was very nice to meet you.
 D: Goodbye. And thank you once again.

b) Suppose you would like to give a complementary reference to your former colleague. Use the following:

to be a hard-working man/woman; to be loyal to his/her colleagues; to be able to take criticism; to have high professional qualifications; to have logical and creative mind; to have experience in dealing with...; to have publications related to...; to have patents; to be a leader; to have new original ideas; to be honest; to be punctual; to be reliable; never let people down; to keep one's promises; to be interested in the job; to be acquainted with one's duties; to be intelligent; to have a good reputation in the field of...; to be suitable; to be responsible for...; to have self-control

Exercise 19. Suppose you want to apply for a job. Below are the questions your new employer may ask you. Try to answer them.

Model: Why have you decided to change your job?
I expected to get a promotion. But the laboratory failed to get any new grants and so my promotion failed, too. (Keep the conversation going.)

1. Where have you worked before? 2. Why have you decided to change your job? 3. Why are you interested in this sort of job? 4. How long have you been working in this field? 5. Have you had any publications related to the proposed project within the last two years? 6. You have brought your résumé and application form, haven't you? 7. How much experience do you have in this field? 8. What salary do you expect to get? 9. Have you any recommendation from your previous work? 10. Do you find problems dealing with people? 11. How do you accept criticism? 12. What about your own initiatives and ideas: do you always do just what told? 13. Why do you want to work in business rather than in science? 14. Have you got any experience in marketing? 15. When could you start to work? 16. Have you got experience of working in a firm as big as ours?

Exercise 20. a) Read the text and give the definition of a meeting in the management sense.

Holding Meetings

Much of any manager's time is taken up with meetings. Meetings are part of every manager's life. He should, therefore, know how to cope with them. He should know the techniques of communication in meetings.

It is sometimes suggested that when a manager can't think what to do, he holds a meeting. But meetings in themselves are not an end product. They are merely one of many means of management communication. It may well be that a problem can be solved by a one-to-one discussion, face-to-face, or even by telephone.

Let us, therefore, define a meeting, in the management sense, as the gathering of a group of people for a controlled discussion, with a specific purpose. It is often salutary to calculate the cost of a meeting. A simple meeting of a few people on middle-executive salaries can soon run into three-figure costs for wages alone. Do not, therefore, have unnecessary people sitting in at meetings and do ensure that all meetings are both efficient and effective.

The essentials of effective and efficient meetings are as follows:

1. *A purpose:* there are two basic purposes for all meetings — problem-solving or idea-generating.
2. *An agenda:* without this essential piece of paper (or a list on a blackboard) any meeting will soon become out of control.

3. *Participants:* participants can be categorized in three types: the chairman; the secretary; and the other members. The people in each of these three categories have their own functions and duties.

4. *A result:* a result will itself be inadequate until it is recorded in the final essential...

5. *A report:* usually those much-maligned minutes.

b) Read the sentences and say whether they are true or false.

1. Managers are not very often required to attend meetings.
2. Some people think that holding a meeting is an end in itself.
3. It is better to hold a meeting than to try to settle a problem by telephone.
4. A meeting is intended to be a controlled discussion with a definite purpose.
5. The cost of a meeting is not important.
6. Meetings are called either to solve problems or to generate ideas.
7. The purpose of an agenda is to keep a meeting under control.
8. The end product of a meeting is a written report.

Exercise 21. a) Translate the text into English.

Я занимался поиском новой работы в течение трех месяцев. Мне повезло. Я узнал, что соседняя фирма получила грант за новый проект. Это дало им возможность купить современное оборудование и современный компьютер. Поэтому им понадобился новый молодой сотрудник.

Я подал свои документы (apply for this job), и меня пригласили на интервью. Руководитель фирмы задал мне множество вопросов. Он хотел знать, почему я решил поменять работу, заинтересовал ли меня разрабатываемый фирмой проект. Он спросил, есть ли у меня публикации в этой области и имею ли я опыт работы с компьютером. Кроме того, ему интересно было знать, какие у меня отношения с коллегами. Похоже, он был удовлетворен моими ответами и сказал, что я как раз тот человек, который им нужен, так что у меня есть шанс получить эту работу.

Он предложил мне начать работу в следующем месяце. «Что касается зарплаты, я уверен, мы придем к соглашению», — сказал он. Он также обещал представить меня новым коллегам, познакомиться с моими обязанностями и показать оборудование. Я поблагодарил его, и мы попрощались.

Я очень счастлив. Я, кажется, удовлетворяю всем их требованиям. Я хочу начать работать как можно скорее.

b) Describe in a letter to your friend how you were interviewed to get a new, more interesting and better-paid job and whether you were lucky to get it.

Exercise 22. a) Read and translate the text into Russian, paying attention to the tenses.

Manager's Working Day

Mr Price stood at the window of his office. He had stopped working at last. The building was empty. Everyone has gone home by half past five. Now it was half past six and the street below had emptied.

What a busy day he had had! He had arrived at the office well before nine o'clock. Why, before nine o'clock he had made two telephone calls! The other offices were still empty when he had phoned, so, of course, nobody had answered the telephone. Poor Mr Price!

But then he had opened all the correspondence. By ten o'clock, he had dictated replies to nearly all the letters. When Miss King left the room, he had started to make telephone calls again. By the time the Acting Manager sent for him, he had talked to three of the buyers. When the Acting Manager had asked him for information about stocks, he had been able to give the information from memory. He was sure the Acting Manager had noticed that!

By one o'clock, he had examined the figures from the production sheets and he had signed a dozen letters for Miss King. By two o'clock, he had had his lunch and he had done a lot more work on those production figures. By three o'clock, he had found two mistakes! By four o'clock, he had seen both the Production Manager and the Foreman. He had asked them for an explanation. He had pointed out that the explanation was urgent. By ten o'clock tomorrow, the corrected figures must be on his desk. Mr Price sighed. What a load of responsibility he had!

Mr Price sighed again. Tomorrow he must make more telephone calls; he must dictate more letters; he must try again to speak to the Acting Assistant Manager. But now he must go home. He put on his coat and his hat. He picked up his attache case and his umbrella and went to the door. He locked the door and walked towards the lift. Then he stopped. He had turned off the electric fire near his desk. It was a quarter to seven. Really, he worked too hard!

b) Write down what Mr Price had done before 9 o'clock, by 10, 1, 2, 3, 4, 4.30, 6.45 that day.

Exercise 23. Answer the questions and speak about your daily routine.

1. What position do you hold?
2. What sort of work do you have to do?
3. What is your typical working day like?
4. What time do you leave for office?
5. What do you do first when you arrive at the office?
6. Do you have a secretary? If so, what does she do in the morning?
7. Do you stay in the office all day?

8. How often do you have to travel?
9. When do you have lunch? Where?
10. How often do you lunch out?
11. What sort of people do you meet during your working day?
12. How often do you have meetings?
13. How long do they last? Do you find them useful?
14. What time do you finish your work?

Exercise 24. a) Translate the text into Russian using a dictionary.

The Life of Executives from Three Countries

Olof van Velde, 53, is a deputy director at Heineken, the Dutch brewing company. His salary, including a fixed bonus and holiday allowance, is 180,000 guilders (=guldens), or \$63,000. "That puts me in the top 2.5 per cent in Holland," he says.

Van Velde and his wife live in a big brick house in the town of Bussum, 13 miles outside Amsterdam. In the US their house would cost \$300,000, he estimates. He has a five-week vacation and spends two weeks skiing in the winter and three weeks in the south of France in the summer.

Van Velde objects to Holland's social welfare system, saying that it consumes over 60 per cent of the nation's income and is destroying the work ethic. Marginal taxes are as high as 70 per cent. Despite such disadvantages, van Velde thinks that Holland is a good country for kids to grow up in. He says, "We're all grumbling, but no one's leaving." Van Velde's only perks (льготы) are a car — currently a Ford Granada — and four cases of Heineken beer a month.

Akio Otake, 42, is an executive at Toyo Kogyo, the Japanese auto firm that makes the Mazda. As head of a 12-man section in charge of the company's domestic advertising, he has the rank of *kacho*, or section chief, reporting to a *bucho*, or department chief. The two men have desks alongside each other in an open office.

Otake says his total cash compensation is 8.5 million yen a year, or \$35,780, low by American standards. He notes that it wouldn't make much difference whether he was good at his job or not, since Japanese firms don't pay according to results. "Executives are not paid much more than line workers," he says a bit ruefully.

Otake lives with his wife and two children in suburban Saitama and commutes 75 minutes to his Tokyo office by bus and subway. Their house, which they bought a few years ago for \$85,000 has three rooms downstairs and two rooms upstairs. Otake could have obtained a 4% to 5% housing loan from the company — available to all employees.

Otake entertains lavishly in Tokyo's Ginza district several times a week at peak entertainment seasons. His company picks up colossal tabs — sometimes to the tune of \$2,000 — for such evenings. On weekends he plays tennis with his wife at a neighbourhood court.

Erik Nilsson, 50, has been president of a Sweden's largest chemical company for 11 years. Last year his salary was about one million crowns, or \$130,000. He drives a company-furnished Volvo 760; his wife, who owns a fashion boutique, drives a Honda. They live in an eight-room apartment in the exclusive section of Stockholm. In addition to their main residence, the Nilssons own a summer cottage in an old fishing village, overlooking the waters of the Kattegat, which separates Sweden from Denmark. Nilsson prefers swimming in the sea to pools and is an avid golfer. He is entitled by law to five weeks of vacation but usually takes only three to four. He generally spends at least one week skiing in Austria with his wife.

Nilsson won't say how much tax he pays, but suggests that an investment in a building project helps reduce the bite. "We love living in Sweden," he says. "Taxes are a nuisance, but we live a decent life. You can only eat one steak a day anyway."

(Abridged from *Business Reading*.)

b) Read the text more carefully to find answers to these questions:

Of the three managers that are described:

1. Which one is the youngest?
2. Which one is the oldest?
3. Which one lives in the country?
4. Which one seems to earn the most money?
5. Which one seems to have the lowest income?
6. Which one does not have a company car?
7. Which one lives in a flat?
8. Which one has a wife who is a businesswoman?
9. Which two like skiing?
10. Which one plays tennis?

Exercise 25. Read and reproduce the jokes:

1

Good Reason

"Why does this manager seem so partial to young Saunders?"

"Because he's the only fellow on the staff who isn't taking correspondence lessons to become manager himself."

2

Honesty

A man went to an insurance office to have his life insured. The manager of the office asked him how old his parents were when they died. "Mother had a bad heart and died at the age of thirty. Father died of tuberculosis when he was thirty five."

"I am sorry," said the manager, "we cannot insure your life as your parents were not healthy."

As a man was leaving the office, he met a clerk who had overheard the conversation. "You must not be so frank and tell the truth," said the clerk, "no office will insure you if you speak like that. Use your imagination a little." The man went to another office and was shown into the manager's room. "Well, young man, how old were your parents when they died?" — "My mother died at the age of eighty-nine from a fall off her bicycle. Father was ninety-eight and he died while he was playing football." The manager immediately agreed to insure the man's life.

3

"Now, don't worry, Joe," says the manager, visiting the employee in the hospital. "Everybody in the office is going to pitch in (зд. помогать) and do your work — as soon as we find out just what you've been doing."

Exercise 26. Read and discuss the following rules for managers from Murphy's Law by Arthur Bloch. Answer the questions:

1. Try to look very important.
2. Try to be seen by important people.
3. Speak with authority.
4. Don't engage in arguments.
5. Always keep the office door closed. This makes it look as if you are always in an important conference.

Which of the rules should be observed, from your point of view? Which of them are senseless? Why?

Exercise 27. Comment on the ideas expressed in the following sayings:

1. Leaders lose their power by losing their willingness to change.
2. Managers do the right things — leaders do things right!
3. Managers focus on the bottom line — leaders focus on the horizon.
4. You cannot manage what you cannot measure.
5. No matter how much work a man can do, no matter how engaging his personality may be, he will not advance far in business if he cannot work through others.

TEST 7

Task 1. Choose the suitable word(s). Keep in mind that only one variant is correct.

A: Hullo, love. Have you had a good day at 1 ?

B: Yes, quite good, 2 that the manager was unpleasant 3 day. How about you?

A: Oh, it was a quiet day. There wasn't much work 4 so I got home early.

B: Good for you. What's for dinner?

A: Well, when 5 dinner at a restaurant? It was 6 time ago that I can't remember. Can't we go tonight?

B: Well, it's a good idea, but let's not 7 tonight because I want to watch the football on the television.

A: Oh, I forgot 8 you. There's something 9 the television. I wanted to watch a programme this afternoon but I 10 get a picture.

B: All right, I believe you. Which restaurant do you want to go?

1	A work	B job	C office	D factory
2	A but	B expect	C though	D except
3	A in the all	B the all	C in the whole	D the whole
4	A to me to do	B for doing	C that I did	D for me to do
5	A had we last	B did we last have	C last had we	D did we have last
6	A such a long	B a such long	C so long a	D a so long
7	A go away	B go out	C to go away	D to go out
8	A to say	B to tell	C saying	D telling
9	A wrong on	B bad on	C wrong with	D bad with
10	A can't	B couldn't	C may not	D might not

Task 2. Translate the sentences into English.

1. Она работала два года начальником (менеджером) отдела по связям с общественностью.
2. Я должен связаться с менеджером по продажам.
3. Это письмо подписано менеджером по подготовке кадров.
4. Менеджера по производству сейчас нет на месте.
5. Он должен будет встретиться с начальником планового отдела на следующей неделе.
6. Только что звонил председатель Совета директоров.
7. Что вы делаете? — Я перевожу статью. — Давно вы ее переводите? — Со вчерашнего дня.
8. Давно они обсуждают эту проблему? — Не знаю. Когда я пришел, они ее уже обсуждали.
9. Что вы делаете здесь? — Жду мистера Смита. — Давно вы его ждете? — Нет, я только что пришел.
10. Джейн сказала, что она играет в теннис только месяц. Это правда?

11. Бейсбол всегда пользовался и пользуется популярностью в Америке.
12. Вы знаете Мэри и Дэвида, не так ли? Сколько времени они женаты?
13. Последнее время погода очень плохая. Идет снег или дождь.
14. Сегодня очень холодно. — Да, холодно с воскресенья.
15. Генеральный директор фирмы и менеджер компании просмотрели последние каталоги, которые прислала фирма.
16. Студенты перевели статью о прецедентном праве (case law) к концу занятия.
17. Когда Кевин закончил работу в Интернете, его дети уже легли спать.
18. Мой друг проработал в Германии журналистом в течение 7 лет, перед тем как его послали в новую командировку.
19. Они ловили рыбу уже 30 минут, когда пошел дождь.
20. Я работаю в рекламном отделе и отвечаю за продвижение товара на рынке.
21. Начальник отдела планирования подчиняется начальнику производственного отдела.
22. Мистер Брайт руководит отделом снабжения.
23. Кто занимается исследованием рынка?
24. Начальник отдела кадров подчиняется генеральному директору.
25. Эта фирма выпускает персональные компьютеры.
26. Отдел исследований и развития отвечает за разработку новой продукции.
27. Набором персонала занимается отдел кадров.
28. Коммерческий директор руководит отделом сбыта.
29. Главный бухгалтер отчитывается перед начальником финансового отдела.
30. Какой отдел запускает в производство новые модели?

Task 3. a) Read and translate the article into Russian.

The Role of Personnel Management

(The personnel director describes the structure of the department.)

The department is headed by me as personnel director. I act as the main spokesman of the department and represent personnel issues in all our senior management discussions and also in policy-making meetings. Then there are four managers who report to me, though one of the positions is vacant at present. Let's take them individually.

First, there is our recruitment and selection manager. She is responsible for maintaining contact within the community — looking for manpower according to our needs. In fact, she now has to travel extensively

to search for qualified job applicants — that's a feature of the job market at present.

Next, we have the compensation and benefits manager. He handles the company's employee benefits programme that's primarily health insurance and pension plans.

Then, we have our training and development manager. This post is currently vacant but we are advertising in the national press as well as using other channels: so we hope to have someone installed pretty soon. We have a strong tradition of providing vocational training for our people and a sizeable team of specialists in charge of planning, organizing and directing a wide range of training activities.

Finally, there's our employee relations manager. She deals with the collective relationship between management and employees and advises us on all aspects of union management relations. So, those are the four managers who are accountable to me; and each manager takes care of a section.

So, moving on. Each of these managers is supported by an individual, or a small team. In recruitment and selection, the manager is assisted by what we call a recruitment officer. The compensation and benefits manager works with a benefits administrator and a job analyst in a small team. Our training and development manager is supported by two training officers, and they are in charge of a team of some seven instructors. And finally there is our employee relations manager who is supported by two employee relations officers.

Of course, I've forgotten to mention our health, safety and welfare people. They are, naturally, part of the management team, but not part of the personnel department. They provide staff or service functions to the whole organization. Firstly, there's the medical officer, who is, in fact, a trained doctor. Then, there is the safety officer, who has two broad activities — to make our work safe and to ensure safe working practices throughout the organization. So, that's the personnel department, the sections and the teams, together with the support of the health, safety and welfare people.

(Abridged from *Personnel*)

b) Have you read the article attentively? Answer the questions without looking into the text.

1. What functions does the personnel director perform?
2. What does the recruitment and selection manager do?
3. Whose work is connected with travel?
4. What post is currently vacant?
5. What are the functions of the compensation and benefits manager?
6. What does the employee relations manager deal with?
7. Who are the four managers accountable to?
8. Who are the four managers supported or assisted by?

Task 4. Translate the following texts into Russian in writing using a dictionary:

Create a Turned-on Team

For a business to survive in today's world, everyone in the company must have an action orientation. Many managers are good risktakers themselves. Often, that is the reason they have risen to the position they have. Yet, although they themselves are intelligent risktakers, they don't really know how to turn their employees into action-oriented players. Even the most cautious member of a team can become a turned-on worker ready for action.

Who Are the Action-Oriented People?

People who move into action demonstrate several characteristics that differentiate them from people who wait for instructions and then complain when they get them.

Action-oriented people are the individuals who go the extra mile: they solve the existing problems and look for new problems to solve because they believe they'll be successful. They're fun to be around, and others enjoy working with them. Action-oriented people have a feeling of control. They don't depend on luck, they create their own luck and their own opportunities.

They know how to set goals that will motivate them, and how to plan so that those goals get accomplished. They know how to make decisions. They feel the sense of power. They believe they have the opportunity for autonomy, self-expression, and personal commitment.

Where Do You Find These People?

At this point you may be sighing, "Great, but where do I find a staff with all these qualities?" You don't. You create one. The skills and techniques to accomplish this aren't difficult to master or particularly mysterious. To create the action team, your most important ingredient is a willingness to take the risk yourself. By your efforts you can mould a team that displays these characteristics.

Less than 25 per cent of American workers say they perform at their full potential. 25 per cent have reported that they could be a lot more effective than they are, and 60 per cent have reported that they don't work as hard as they used to. You, as manager, have the power to turn this around, but it requires a sharing of power.

What Is Your New Role?

The manager's job is to let the action-oriented people know when they are performing well and help them get back on track when they

aren't. You need to listen to their ideas and use them. You must support their risk taking. You also need the ability to teach your staff skills that are necessary for succeeding at this risk-taking business. When you teach them these skills, your employees will make and carry out decisions you can support.

UNIT EIGHT

WORLD OF LAW

Grammar: The Passive Voice. The Sequence of Tenses. The Reported Speech.

TEXT A

THE LEGAL HERITAGE

The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs. Before the Greeks, most civilizations attributed their laws to their gods. Instead, the Greeks believed that laws were made by the people for the people.

Draco drew up Greece's first written code of laws in the 7th century BC. Under this code, death was the punishment for most crimes. Thus, the term "draconian" usually applies to extremely severe measures.

The ancient Greek concept of "natural law" (the belief that certain basic principles are above the laws of a nation) and the development of the first true legal system had a profound effect on the modern world.

Every country tries to provide laws which will help its people to live safely and comfortably. But no country has been successful in producing laws which are entirely satisfactory.

The main aim of law is to consolidate and safeguard the social and state system and its economic foundation. Thus, law is a system of rules established by the state.

The laws made by the government of one country are often very different from the laws of another country. Law today is a complex of different and relatively independent national systems.

Laws gradually change over time to reflect the continual changes in society. During the 1600s people from many regions, such as Spain, France, Sweden, Norway and West Africa, settled in North America. Most colonists, however, came from England. They brought with them ideas about government that had been developing in England for centuries.

At the heart of the English system there were two principles of government: limited government and representative government. The idea first appeared in the Magna Carta, or Great Charter, that King John signed in 1215. The Magna Carta established the principle of limited

government, in which the power of the monarch was not absolute. This document provided for protection against unjust punishment and the loss of life, liberty, and property except according to law.

The legacy of self-government, inherited from the English colonists, enables Americans today to voice their opinions without fear of reprisal, to choose their leaders, and to take an active part in shaping the communities in which they live. Modern Americans believe that there are natural rights — life, liberty, and property — that governments are contracted to protect. The Bill of Rights includes the following fundamental rights of any American: the freedom of religion, speech, and the press, the right to petition the government to correct wrongs, and the right of trial by jury.

Vocabulary Notes

heritage	- наследие
law	- закон, право
Draco	- Дракон, афинский законодатель
code of laws	- свод законов
crime	- преступление
legal system	- правовая/юридическая система
to safeguard	- гарантировать
representative government	- представительное правительство
Magna Carta	- Великая хартия вольностей
protection	- защита
unjust punishment	- несправедливое наказание
according to law	- по закону
reprisal	- ответное действие
Bill of Rights	- законопроект «Билль о правах»
trial by jury	- суд присяжных

Add to your active vocabulary:

accused	- обвиняемый
Bar	- адвокатура
breach	- нарушение (<i>права, закона, договора</i>)
case	- судебное дело
charge	- обвинение
claim	- иск, притязания
counsel	- адвокат (<i>в деле</i>)
court	- суд
criminal proceeding	- уголовный процесс
defendant	- ответчик, подсудимый
elimination	- устранение
evidence	- доказательство, свидетельские показания
fine	- штраф
judge	- судья

judicial	- судебный
lay member	- неспециалист, непрофессионал
legislation	- законодательство
offence	- правонарушение
prosecution	- судебное преследование
right of appeal	- право обжалования
to defend	- защищать
to discharge	- прекращать уголовное преследование
to enforce	- проводить в жизнь, придавать (<i>исковую силу</i>)

Exercise 1. Match the English terms with their Russian equivalents.

- | | |
|----------------------|--------------------------|
| 1. human rights | a. выдвижение кандидата |
| 2. criminal law | b. завещание |
| 3. civil law | c. свидетель |
| 4. jury | d. адвокат |
| 5. lawyer | e. адвокатура |
| 6. legal | f. уголовный кодекс |
| 7. witness | g. судебное дело |
| 8. will | h. судебная система |
| 9. sentence | i. юридическая профессия |
| 10. bar | j. юрисконсульт |
| 11. case | k. судья |
| 12. court system | l. виновный |
| 13. legal profession | m. законодательство |
| 14. legal adviser | n. правовой |
| 15. judge | o. гражданский кодекс |
| 16. guilty | p. суд присяжных |
| 17. legislation | q. юрист, адвокат |
| 18. attorney | r. приговор |
| 19. nomination | s. права человека |
| 20. electoral law | t. избирательное право |

Exercise 2. Read the text and answer the questions below.

Two Types of Lawyers

The magistrates' court is the most common type of law court in the United Kingdom. The court system is dependent upon the legal profession to make it work. England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The two kinds of lawyers are solicitors and barristers. Each branch has its own characteristic functions and a separate governing body.

The traditional picture of the English lawyer is that the solicitor is the general practitioner, confined mainly to the office. The solicitor is the legal adviser of the public. Members of the public are able to call at a solicitor's office and seek his advice in a personal interview. The

barrister is the specialist adviser much of whose time is taken up with court-room appearance.

The ratio for barristers is about one per every 10,000. Taking the legal profession as a whole, there is one practising lawyer per 1,200 people. But a lot of work in English solicitors' offices is undertaken by managing clerks, now called "legal executives" who are a third type of lawyers.

Thus, solicitors make up the largest branch of the legal profession in England. They are found in every town, where they deal with all the day-to-day work of preparing legal documents for buying and selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher court, and may represent their client in a magistrates' court. Barristers defend or prosecute in the higher courts.

Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyers are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

A jury consists of twelve people ("jurors"), who are ordinary people chosen at random from the list of people who can vote in elections. The jury listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

Magistrates judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

1. What is the most common type of law court in the United Kingdom?
2. What is the court system dependent upon?
3. What are the two major kinds of lawyers in England?
4. What is a third type of lawyers?
5. What kind of problems does a solicitor deal with?
6. How can you become a solicitor?
7. Are judges themselves a separate profession?
8. Are magistrates paid salaries?
9. What cases are juries used in?

Vocabulary Notes

solicitor	– солиситор, поверенный, адвокат, юрист, консультирующий клиентов, организации и фирмы
barrister	– барристер, адвокат, имеющий право выступать в высших судах
legal executives	– законные исполнители, персонал, нанимаемый солиситорами

magistrate's court	– магистратура
to prosecute	– обвинять
jurors	– заседатели
at random	– наугад
guilty	– виновный
innocent	– невиновный
civil case	– гражданское дело
magistrate	– мировой судья
unpaid	– неоплачиваемый

Exercise 3. Read the extract and find in the text the English for:

гражданский кодекс; неадекватный; здание суда; обвинители; обвиняемые; зал судебных заседаний; обвинения; жалоба; муниципальный суд; муниципальный судья; избиратели; забаллотировать; выпуск облигаций; кабинет судьи

Civil Code Is Inadequate

In Los Angeles municipal courts, I did see judges and prosecutors carefully explaining to all defendants the charges against them, and informing them clearly of their rights. It was in keeping with the whole atmosphere of that city's municipal courts. Throughout the country there are good law courts, conscientiously run and decently conducted, and Los Angeles is an outstanding example. Here the courtrooms are clean and well kept.

There is little complaint that the judges do not spend enough time in court.

In Cleveland, a municipal judge who had been criticized for not spending enough time in court waved his arm around his chambers, almost touching the four walls as he did so, and said to me, "Would you spend time here if you were a judge?" The dingy cubicle contained a small desk and two extra chairs, one a rickety rocker, the sun spotlighted in through a single unshaded window. The voters of Cleveland had just defeated a bond issue for new courthouse facilities....

Exercise 4. Make up questions to which the underlined words are the answers.

1. The history of employment law really begins with the industrialization of western countries in the 19th century.
2. Before industrialization, many employees were in a very weak position because part of their wages was paid in the form of food and accommodation.
3. Towards the end of the century, Germany and other countries developed systems of insurance to protect workers during sickness, unemployment and retirement.
4. Most of the richer countries now have legislation which guarantees a minimum wage for all workers and prevents employees

from being dismissed without some reason, period of advanced notice or compensation.

5. The right to strike was one of the first employment rights to be recognized by law.
6. The industrial revolution saw the birth of trade unions as we know them today.
7. While international law protects against discrimination in a large number of areas, national law only protects against discrimination on the ground of sex, race or material status, and disability.

Exercise 5. Think and answer.

1. What is almost unique about the English legal system?
2. What is the ancient Greek concept of law?
3. What is the origin and the meaning of the word "draconian"?
4. How do you understand the concept "natural law"?
5. Why does any society need laws?
6. What political principles were brought by the colonists to North America?
7. What provisions did Magna Carta contain?
8. What are the sources of the US legal system?
9. What fundamental rights does the Bill of Rights contain?
10. What are the differences between an employee and independent contractor?
11. What do you consider to be the main deficiencies in our present laws on discrimination?
12. Is the problem of unemployment urgent in our country? What are the reasons for it?

TEXT B

DIALOGUE

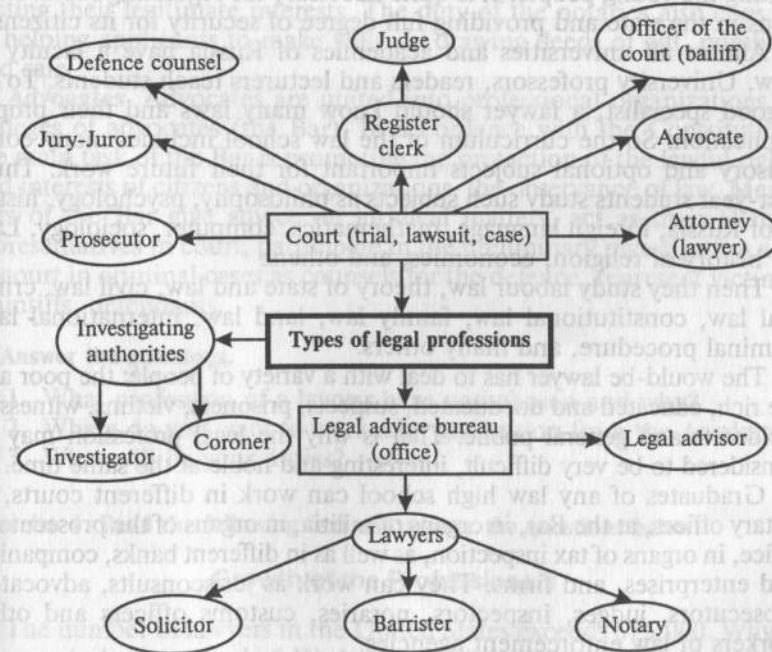
Ann: What are you going to do when you leave school?
Bob: Oh, I plan to go to the University. And you?
Ann: I hope to enter the University, too. Well ... providing I pass my exams, of course.
Bob: But I thought you said you were going to get a job?
Ann: Yes, I planned to, but I changed my mind.
Bob: Oh, why's that?
Ann: Because there aren't any jobs going at the moment — at least, unskilled ones.
Bob: Yes, it's a problem. But supposing you could have any job in the world, which one would you choose?
Ann: Well, if that were possible, I think I'd like to be a famous writer.
Bob: Oh, any particular reason you'd choose that?
Ann: Not really, except that it must be nice seeing your name in print.

Bob: Pete, have you already made up your mind what profession to choose?

Pete: Yes, I am going to apply to the Law Faculty of the State University in Belarus as I want to be a lawyer. I think that the profession of a lawyer is one of the most important in the law-governed state which we are creating now. Lawyers have to solve many problems that still exist in our society. The duty of the lawyers is not only to punish people for various crimes: hooliganism, stealing, traffic violation and so on but they must do their best to prevent crimes, to fight against evil in our society. They should help those people who committed an error to find the right road in their life. The lawyers protect the rights and legal interests of citizens, institutions and organizations. As for me, I want to be a defence counsel and to work at the People's Court. And where are you going to study?

Bob: I decided to apply to the Faculty of Journalism at the State University as I want to be a journalist. The press and journalists play a very important role in the process of democratization of our society.

Exercise 1. a) Study and memorize the types of legal professions.



b) Answer the questions.

1. Is there a great variety of jobs in our country?
2. Can our young people choose any profession they like?
3. Is higher education available to those who work?
4. Is it easy to choose a profession?
5. What profession can you get at the Institute (at the vocational school)?
6. When did you decide to become a lawyer?
7. Who helped you to make your choice?
8. What was your favourite subject at school?
9. Why have you chosen the lawyer's profession?
10. Do you know much about your future profession?
11. What quality must a good lawyer possess?
12. What must his attitude towards people be?
13. What is the lawyer's duty?
14. What other jobs do you know?
15. Which of them do you like? Why?

Exercise 2. a) Read the text and answer the questions below.

The Profession of a Lawyer

The profession of a lawyer is one of the most popular professions among the young people. It is quite necessary for regulating social relations in the state and providing full degree of security for its citizens.

Almost all universities and academies of Russia have a faculty of Law. University professors, readers and lecturers teach students. To be a good specialist, a lawyer should know many laws and their proper application. So the curriculum of the law school includes many compulsory and optional subjects important for their future work. Thus, first-year students study such subjects as philosophy, psychology, history of Russia, foreign language, mathematics, computer, sociology, Latin, history of religion, economics, and others.

Then they study labour law, theory of state and law, civil law, criminal law, constitutional law, family law, land law, international law, criminal procedure, and many others.

The would-be lawyer has to deal with a variety of people: the poor and the rich, educated and uneducated, suspects, prisoners, victims, witnesses, recidivists and general public. That is why the legal profession may be considered to be very difficult, interesting and noble at the same time.

Graduates of any law high school can work in different courts, in notary offices, at the Bar, in organs of militia, in organs of the prosecutor's office, in organs of tax inspection, as well as in different banks, companies, and enterprises, and firms. They can work as jurisconsults, advocates, prosecutors, judges, inspectors, notaries, customs officers and other workers of law enforcement agencies.

1. What higher schools train lawyers?
2. Why is it one of the most popular professions nowadays?
3. What professions of lawyers do you know?
4. Where can graduates of law schools work?
5. What compulsory and optional subjects do you study at the Law Faculty?
6. Why is it important to know human psychology?

b) Comment on the following quotation:

If there were no bad people, there would be no good lawyers.

(Charles Dickens)

Exercise 3. a) Read more about the most popular professions of lawyers.

Judges. Under the Constitution of Russia judges shall be citizens of the Russian Federation over 25 years of age with higher education in law, having five-year experience in law. Their duty consists: in examining all the case evidence, interrogating the defendants, interviewing victims and witnesses, hearing the experts' findings, examining the physical evidence and passing sentence which must be lawful, grounded and just.

Notaries. The main task of notarial offices is to check the legality of all documents they witness and to give legal advice and to render assistance to institutions, organizations, enterprises and individuals in protecting their legitimate interests. The duty of the notaries also consists in helping applicants to make wills, in drawing deeds of gift, purchase and sale.

Advocates. Advocates are united into professional organizations — colleges of advocates (the Bar). In accordance with the Constitution, the main task of the Bar is promoting the protection of the lawful rights and interests of citizens and organizations, the observance of law. Members of the Bar give advice on juridical matters, act as their clients' representatives in court, participate in the preliminary investigation and in court in criminal cases as counsels for the defence, represent victims, plaintiffs, defendants.

b) Answer the questions.

1. What profession of a lawyer have you chosen and why?
2. Where do you want to work after graduation from the Academy?
3. What will be your duties?

Exercise 4. Read the following text and answer the questions below:

Growth of the Professionals

The number of lawyers in the United States exceeds 675,000. Why is a career in law so popular? We know that in 1984 the average salary of

experienced lawyers was 88,000 dollars. And lawyers' salaries are still greater than those of many other professionals.

There are other reasons for the popularity of the legal profession and the demand for legal services. Federalism gives separate legal systems for each state plus the national government. Advertising can now create demand for legal services, too. Is it any wonder that America needs all the lawyers it can train?

The Justice Department is responsible for faithful execution of the laws under the president's authority. The main administrators of federal law enforcement are the ninety-four US attorneys, appointed by the president with the advice and consent of the Senate.

There is a US attorney in each federal judicial district. Their staffs of assistant attorneys vary in size with the amount of litigation (дело, тяжба) in the district. US attorneys have considerable discretion, which makes them powerful political figures in any community. Their decision to prosecute or not, affects the wealth, freedom, rights, and reputation of individuals and organizations in the district. US attorneys are political appointees who often harbour political ambitions. Their position commands media attention and can serve political goals. This kind of public exposure can help a US attorney launch a successful career in elected office.

1. Why is the number of lawyers in the US increasing?
2. What factors create demand for legal services?
3. What is the attorney in the US? How is he appointed?
4. What makes attorneys so important in American communities?
5. How do attorneys in the US realize their political ambitions?

Exercise 5. Read and dramatize the following conversation:

The Excessive Bill

Once a man received an exorbitant (зд. на большую сумму) bill for legal services. He considered the amount excessive, so he went right to the lawyer's office. The conversation went like this:

Client: Is this really my bill?

Lawyer: Isn't this your name on the bill?

Client: Yes.

Lawyer: Who handled it?

Client: One of your secretaries. The tall one with blonde hair.

Lawyer: Yes, yes. Miss Thompson. She's very accurate. There is no doubt that the bill is correct.

Client: But this is too much for the service I received from your office. I didn't even have the professional services of a real lawyer.

Lawyer: That doesn't have anything to do with it. Here the charge is the same, whether I do the work personally or a secretary takes care of a routine matter such as yours.

Client: But... but it's too much!

Lawyer: Sir, you take care of your business and I'll take care of mine!

Client: Obviously, you don't know who I am!

Lawyer: And who are you, sir?

Client: Now I understand this exorbitant bill.

Lawyer: What do you mean?

Client: Simply that I belong to the same profession as you do.

Lawyer: Oh, well. Then there was an oversight. My secretary didn't make a note of that fact. I'm very sorry about the mistake.

Client: Oh, that's all right. It could happen to anyone.

Lawyer: So you are a member of my profession, eh? Well, in that case, I'll give you a discount of seventy-five per cent.

Client: That's better! Now that bill is for a reasonable sum, I'll pay it right away. Here's the money.

Lawyer: Thank you very much. I'll hope that you'll forgive this mistake.

Client: Naturally.

After taking the money, the lawyer sees his client to the door with great respect and courtesy, and says:

Lawyer: But tell me, friend, where is your office?

Client: Oh, I don't have an office.

Lawyer: But you just told me that you had the same profession as I do.

Client: Yes, I did. I'm a thief, too!

PRACTICE

Exercise 1. Read the poems carefully and comment on the grammatical form made use of.

1

Children Should Be Seen and Not Heard

Speak when you are spoken to,

Do what you are bidden,

Come when you are called,

And you'll be no children.

(Scots Traditional)

2

Facts for Little Folks

Tea is prepared from the leaf of a tree;

Honey is gathered and made by the bee.

Butter is made from the milk of the cow;

Pork is the flesh of the pig or the sow.

Oil is obtained from fish and from flax.

Paper is made from straw and from rags.

Worsted is made from wool soft and warm;
Silk is prepared and spun by a worm.

(Edith Segal)

3

To Think of Time

(A fragment)

It is not to diffuse you that you were born of your mother
and father, it is to identify you,
It is not that you should be undecided, but that you should
be decided,
Something long preparing and formless is arrived and
formed in you,
You are henceforth secure, whatever comes or goes,
The threads that were spun are gathered, the weft crosses
the warp, the pattern is systematic.
The preparations have every one been justified,
The orchestra have sufficiently tuned their instruments,
the baton has given the signal.
The guest that was coming, he waited long, he is now housed,
He is one of those who are beautiful and happy, he is one of
those that to look upon and be with is enough.
The law of the past cannot be eluded,
The law of the present and future cannot be eluded,
The law of the living cannot be eluded, it is eternal,
The law of promotion and transformation cannot be eluded,
The law of heroes and good-doers cannot be eluded,
The law of drunkards, informers, mean persons, not one iota
thereof can be eluded.
(Walt Whitman)

Exercise 2. Review your knowledge of the passive voice. Answer the questions.

1. What are different articles of clothing we wear made of?
2. What are the things needed in a room/a house/an office made of?
3. What are the most popular foodstuffs made of?
4. Where are the best and most prestigious cars made?
5. What are books/houses/cities made of?
6. What's popularity made of?
7. What are the animals' houses called and what are they made of?

Exercise 3. a) Study the following definitions of *law* taken from different dictionaries:

Body of enacted or customary rules recognized by a community.
(The Concise Oxford Dictionary of Current English)

Rule of conduct or action, recognized by custom or decreed by formal enactment.

(Webster's Dictionary)

A rule that is supported by the power of government and that controls the behaviour of members of a society.

(Longman Dictionary of Contemporary English)

Нормативный правовой акт, издаваемый высшим органом государственной власти, регулирующий общественные отношения и обладающий высшей юридической силой.

(Толковый словарь терминов и понятий)

Vocabulary Notes

to enact – постановлять; принимать (*закон*); вводить (*закон*)
enactment – издание, принятие (*закона*); законодательный акт
enactor – законодатель

b) Memorize the following law terms:

abuse – wrong use
allegation – statement made without proof
culprit – a person who has done something wrong, offender
divorce – legal ending of marriage
ecclesiastic – clergyman (*in Christian Church*)
fine – sum of money which a person is ordered to pay as punishment for a crime
forgery – crime or act of forging a document, picture, signature, etc.
fraud – person who deceives others by pretending to have abilities and skills that he does not really have
jurisprudence – the science or philosophy of law (*in general*)
justice – the moral ideal of being right, just
lawyer – a general term for a member of the legal profession (a judge, barrister, law teacher)
legislation – all or part of a country's written law, statute law
LLB – short for "Bachelor of Law"
warrant – an official document which gives authority to do a specified action
blue-sky law – закон «синих небес» (*направленный на борьбу с мошенничеством на рынках ценных бумаг*)

c) Make your own list of words and expressions related to the world of law. Compare it with the other students' lists.

Exercise 4. Match the English law terms with their Russian equivalents.

- | | |
|------------------------------|---------------------------------------|
| 1. law enforcement | a. общее право |
| 2. law of honour | b. временное увольнение |
| 3. administrative law | c. законодательные ограничения |
| 4. business law | d. законы о праве на труд |
| 5. civil law | e. презумпция невиновности |
| 6. common law | f. члены суда, не являющиеся юристами |
| 7. criminal law | g. невыполнение денежных обязательств |
| 8. layoff | h. кодекс чести |
| 9. legal restrictions | i. уголовное право |
| 10. right-to-work law | j. условное наказание |
| 11. juvenile offender | k. налоговые трибуналы |
| 12. presumption of innocence | l. юристы-теоретики |
| 13. challenger | m. торговое право |
| 14. lay members | n. проведение закона в жизнь |
| 15. suspended sentence | o. административное право |
| 16. default | p. малолетний преступник |
| 17. public law | q. публичное право |
| 18. tax tribunals | r. автор законопроекта |
| 19. draftsman | s. претендент; оспаривающий что-либо |
| 20. academic lawyers | t. гражданское право |

Exercise 5. Choose the right words from the list below.

1. The case was sent for ... at the Crown Court. 2. He ... under oath that he had not been at the scene of the crime. 3. Under the terms of the ... the offeror is responsible for transport. 4. She appealed ... sentence. 5. The ... sentenced him to life imprisonment. 6. The committee's decision was in ... of the applicant. 7. Parliament is the main ... organ. 8. He mortgaged his ... in order to start a business. 9. In an absolute monarchy the ... rules the country personally. 10. He was fined £20 for a ... offence. 11. Scientists are conducting an ... into the causes of the accident. 12. He was found guilty of ... and sentenced to life imprisonment. 13. This woman is a ... — she has no medical qualifications at all. 14. The accused man was found not ... and discharged. 15. This famous ... was thought to be Van Gogh, but it is, in fact, a forgery. 16. Employers made concessions to the ... in negotiations. 17. A solicitor is a ... who prepares legal documents. 18. The job of a ... is to decide questions of law.

contract; against; favour; trial; judge; testified; house; investigation; murder; legislative; monarch; fraud; lawyer; painting; workers; guilty; judge; parking

Exercise 6. Translate the sentences into Russian.

a) 1. The delegation was headed by the Minister of Foreign Affairs. 2. She can be seen in the library every day. 3. Heat and light are given to us by the sun. 4. The child was often left home alone. 5. The children were brought up in the country. 6. He was educated at Oxford. 7. I wasn't told about your decision. 8. The guests were shown the places of interest in the city. 9. The house is destroyed by the fire. 10. She is invited to come to England next year. 11. This house was rebuilt after the war.

b) 1. The film is much spoken about. 2. My father will be operated on. 3. The letter is being looked for everywhere. 4. The boy was laughed at. 5. The book is often referred to. 6. My friend can be relied on. 7. I must go. I'm being waited for. 8. The children will be looked after. 9. Your parents are taken good care of. 10. Our teacher is always listened to attentively.

c) 1. Everything has been settled. 2. He's been offered a good job. 3. Has the question been settled yet? 4. The papers have been torn up and thrown away. 5. A lot of interesting English books had been translated by December. Some of them have already been published. 6. The material had been chosen by the time we came. 7. I was told that the doctor had been sent for. 8. We are sure that the club will have been built by the autumn. 9. Don't bother. The texts have been translated. 10. Rugby has always been played with an oval ball. Didn't you know it?

Exercise 7. Make the verbs in the following sentences passive:

1. He published the book last year.
2. We use these clothes only on special occasions.
3. Somebody switched on the light and opened the door.
4. They will give you an answer in some days.
5. Who wrote this novel?
6. They showed her the easiest way to do it.
7. We have looked for the telegram everywhere.
8. Nobody had visited him.
9. They will have finished the work by twelve.
10. We shall not admit children under sixteen.
11. The students can do this exercise without any difficulty.
12. You must not leave your bags in the hall.
13. They don't look after the children properly.

Exercise 8. Make the verbs in the following sentences active:

1. This article is often referred to. 2. Lewis Carroll is remembered not as mathematician but as the author of *Alice in Wonderland*. 3. My paintings will be exhibited at the picture gallery. 4. The first spaceship was constructed by the Soviet scientists. 5. The anniversary of the liber-

ation of Minsk is celebrated on July, 3. 6. A new system of work is being started by the librarians. 7. The doctor must be sent for at once. 8. This talk must have been started by our opponents. 9. The problem is being discussed now.

Exercise 9. Open the brackets using the verbs in the passive voice where possible.

1. This piece of music (*to know*) to me. But it never (*to play*) so wonderfully before.
2. When I came into the cinema, a new film (*to show*). I was sorry that I (*not to tell*) about the show before and was late for the beginning as the end impressed me greatly.
3. It is raining and football (*not to play*).
4. Nick was late for the party, so when he came into the room, all the guests (*to introduce*) to each other, some of them were dancing and some were singing in the next room.
5. The mother (*to tell*) not to worry about her sick boy. He (*to examine*) soon by the doctor.
6. The problem (*to discuss*) already when you came.
7. The weather changed for the worst. The windows (*to break*) by the strong wind.
8. When you come here in summer, their house (*to repair*).
9. It's a very good class. It (*to teach*) by Mr Smith.
10. I (*to give*) a kitten. It (*to call*) Pussy.
11. I (*to introduce*) to him last week but I am afraid I (*not to recognize*) by him if I meet him again.

Exercise 10. Complete the sentences with appropriate words from the column on the right.

- | | |
|--|-----------------|
| 1. Money is changed at ... | a hairdresser's |
| 2. Films are shown at ... | a studio |
| 3. Teeth are filled at ... | a grocery |
| 4. Hair is cut at ... | a cinema |
| 5. Vegetable and fruit are sold at ... | a launderette |
| 6. Photographs are taken at ... | a garage |
| 7. Newspapers are sold at ... | a bank |
| 8. Cars are repaired at ... | a dentist's |
| 9. Clothes are washed at ... | a newsagent's |

Exercise 11. Make the sentences interrogative.

1. The word "please" is used to express a polite request.
2. The business letter was written yesterday.
3. The request will be made tomorrow.

4. The text must be translated today.
5. English is spoken in many countries.
6. The model was shown to the guests.

Exercise 12. a) Translate the following sentences into Russian choosing the right form of the verb:

1. Статья была переведена вчера.
 - a) *is translated*
 - b) *was translated*
 - c) *had been translated*
2. Когда я пришел, статья переводилась студентами.
 - a) *was translated*
 - b) *was being translated*
 - c) *were being translated*
3. Статья уже была переведена, когда я пришел.
 - a) *had been translated*
 - b) *has been translated*
4. Статью будут переводить завтра на уроке.
 - a) *will be translated*
 - b) *will have been translated*
 - c) *is being translated*

b) Translate the sentences into English.

1. Книги должны быть возвращены в библиотеку.
2. Упражнение может быть сделано без труда.
3. Ему следует позаботиться о своих родителях.
4. Работа должна быть выполнена в срок.
5. Перевод не следовало делать письменно.
6. Обед должен быть готов в два.
7. Письмо нужно переписать еще раз.
8. Это стихотворение придется выучить наизусть.
9. Экзамены планируется сдать осенью.

Exercise 13. a) Read about some of the famous landmarks.

1. The Great Wall of China was begun in 214 BC. It is the largest structure ever built.
2. The Colosseum in Rome was opened in 80 AD. It was sometimes filled with water for ship battles.
3. The Taj Mahal in India was built between 1630 and 1652. It is a tomb for the wife of an Indian prince.
4. The Statue of Liberty in New York was opened in 1886. It was a gift to Americans from the people of France.
5. The Eiffel Tower in Paris was completed in 1889. It was built for the 100th anniversary of the French Revolution.

b) Answer these questions:

1. Have you ever seen any of these landmarks? Do you know anyone who has?

2. What else do you know about these places?
3. What are the three most famous landmarks in your country?

c) Read and discuss the dialogue.

Guide: We are now approaching the famous Statue of Liberty, which has welcomed visitors to New York Harbor since 1886.

Andrew: Wow! Look at it.

James: Incredible, isn't it?

Guide: The statue was given to the United States by the people of France. It was designed by the French sculptor Bartholdi.

Andrew: It's really huge. Do we get to go inside?

James: Of course. We can climb the stairs all the way up to the crown.

Andrew: Stairs? There's no elevator?

James: Not to the top. But it's just 142 steps!

d) Change the sentences from active into passive with the preposition by.

1. Thomas Edison invented the phonograph in 1877.
2. Marie Curie discovered radium in 1898.
3. Gabriel Garcia Marquez wrote *One Hundred Years of Solitude* in 1971.
4. Tim Berners-Lee developed the World Wide Web in 1989.
5. Woo Paik produced the first digital HDTV (high-definition television) in 1991.

Exercise 14. Dramatize the conversation asking and answering about a country other than Japan. Work in pairs.

Linda: Hello?

John: Oh, hello. I need some information. What currency is used in Japan?

Linda: Where?

John: In Japan.

Linda: I'm not sure. Isn't it the yen?

John: Oh, yes. And do they drive on the left or the right?

Linda: I think the left, but I'm not sure.

John: Oh. Well, is English spoken much there?

Linda: I really have no ideas.

John: Huh? Well, what about credit cards? Are American Express cards accepted there?

Linda: How would I know?

John: Well, you're a travel agent, aren't you?

Linda: What? A travel agent? This is Linda's Hair Salon.

John: Oh, sorry. Wrong number!

Exercise 15. a) Fill in the blanks in the sentences. Use the passive of the verbs in the box.

to eat; to grow; to make up; to manufacture;
to speak; to teach; to use; to wear

1. Both French and English ... in Canada.
2. English ... in elementary schools in Singapore.
3. A great deal of wheat ... in Russia.
4. Both cars and computers ... in South Korea.
5. Mexico ... of 31 states and a federal district.
6. Kimonos ... sometimes ... in Japan.
7. The baht is the currency that ... in Thailand.
8. A lot of beef ... in Argentina.

b) How many of these questions can you answer?

1. Where is Ecuador located?
2. What languages are spoken in Singapore?
3. Where is most of the world's wheat produced?
4. How many countries can you name where English is spoken as a second language?
5. Can you name four countries where French is spoken?
6. Can you name three countries that are governed by a prime minister?

Exercise 16. Put the verbs in brackets into the correct passive form.

1) There is an old castle in Norwich which (*to believe*) to (*to haunt*). It (*to call*) North Castle and it (*to say*) that ghosts can (*to see*) there at night. The castle (*to build*) 400 years ago and (*to own*) by two old ladies who (*to believe*) to be witches. One day, long ago, they both disappeared and they (*never, to see*) again. In 1985 the castle (*to buy*) by a businessman and (*to convert*) into luxurious hotel. The castle (*to visit*) by quite a few guests every year and special groups (*to organize*) to watch for ghosts. It has been a long time since any ghosts (*to see*), but one night a trick (*to play*) on some visitors by a local couple, who dressed up as the two "witches". They (*to see*) by a guest, who said she (*to frighten*) almost to death. The couple apologized the next day and (*to tell*) never to visit the castle again, certainly not in the middle of the night dressed up as witches.

2) Professor Higgins, who (*to award*) a major science prize last month (*to invite*) to take part in a conference which (*to hold*) in London last week. He (*to meet*) at the airport by a driver who, unfortunately, (*to give*) the name of the wrong hotel to take the professor to. A large reception (*to organize*) for the professor, and at least 200 eminent scientists (*to invite*) to meet him that evening. The poor professor, however, (*to leave*) at a small hotel in a rather bad area, and when he asked to

speak to the Head of the Conference Committee, he (*to tell*) to try somewhere else because he (*not, to hear of*) there. Luckily, later that evening, the driver (*to send*) to the hotel where the reception (*to hold*), and when he (*to ask*) what he had done with the professor, everyone realized that a mistake (*to make*). The professor says that if he (*ever, to send*) another invitation to a conference, he hopes it (*to organize*) more efficiently.

Exercise 17. Turn the sentences from active into passive.

1. An expert is restoring the antique car.
2. Steven Spielberg has directed a lot of successful films.
3. The judge has fined him £300.
4. A number of reporters will meet the professor at the airport.
5. A famous designer is going to redecorate the President's house.
6. The Romans founded Bath in the first century AD.
7. A nightmare woke Mary up.
8. The Muslims celebrate Ramadan.
9. Van Gogh painted the *Sunflowers*.
10. Astronauts are exploring space.
11. They kill elephants for ivory.
12. Homer wrote the *Iliad*.
13. People chop down a lot of trees every year.
14. The government will introduce new measures against crime.
15. Someone has burgled Ann's house.
16. She offered me a cup of tea.
17. They check passports at Passport Control.
18. A million people visit the cathedral every year.
19. Someone has stolen Mike's bicycle.
20. They might have arrested the escaped prisoner.
21. They should have provided more food at the reception.
22. They ought to warn the public about him.
23. They could have written the answers more clearly.
24. The ancient Greeks built the Acropolis.
25. They put fresh flowers in the hotel rooms every day.
26. The mechanic has repaired the car.
27. The bomb destroyed the building.

Exercise 18. Turn the sentences from passive into active.

1. He was hit by a falling brick.
2. She was employed by an international company.
3. This essay was written by Sandra.
4. The burglar might have been arrested.
5. He has been sent a parcel.
6. Roger was seen to leave.

7. The kidnapers are known to leave the country.
8. The exhibition will be opened by the mayor.
9. It was hoped that the economy would improve.

Exercise 19. Translate the text into Russian paying special attention to passive constructions.

Burglary

Mr Baxter's house was burgled last night while Mr Baxter was away on a short trip to Paris. The locks of the safe had been forced. All the valuable objects as well as a considerable sum of money had been stolen. The burglary was not discovered until the morning, when Mr Baxter's only servant Simms was found unconscious in the pantry. He had been tied up and gagged. When questioned by the police, he said that he had been hit on the head with a heavy object. It is believed that the burglary was committed by a single individual. No arrest has so far been made. Nor has any part of the stolen property been recovered. Energetic investigations by Scotland Yard are said to be in progress, but no details have been disclosed. The Home Office is believed to be particularly interested in a speedy capture of the burglar. The burglary is reported to have caused considerable alarm in business and industrial circles.

1. Where was Mr Baxter when his house was burgled?
2. What had been stolen?
3. When was the burglary discovered?
4. What did the burglary cause?

Exercise 20. Use the verbs in brackets in the required passive form.

1. The first contract for the sale of trucks (*to sign*) in 1999.
2. New joint ventures (*to set up*) next year.
3. Your draft contract must (*to study*) carefully before the final stage of the transaction.
4. The components from Spain just (*to deliver*).
5. The case (*to try*) in crown court three years ago.
6. Applicants for government posts always thoroughly (*to investigate*) before being appointed.
7. They (*to imprison*) for seven months.
8. He (*to find*) guilty of murder and sentenced to life imprisonment.
9. His claim (*to disallow*) on the ground that he had not paid his payment.
10. Thousands of frauds (*to commit*) every year.
11. A good job (*to promise*) to me yesterday.
12. The press (*to tell*) the news about this investigation.
13. The goods should (*to pay*) for in cash.
14. All the payments must (*to make*).

Exercise 21. Match the verb on the left with a suitable word or a phrase on the right. Write your answers in the boxes.

- | | |
|-----------------------|-----------------------------|
| 1. to accuse someone | a. in cold blood |
| 2. to arrest someone | b. into custody |
| 3. to ban | c. a witness |
| 4. to break | d. telephone boxes |
| 5. to charge someone | e. for armed robbery |
| 6. to commit | f. a prison sentence |
| 7. to cross-examine | g. a case |
| 8. to hijack | h. with murder |
| 9. to hold up | i. smoking in public places |
| 10. to murder someone | j. a shoplifting |
| 11. to pinch | k. the alarm |
| 12. to serve | l. a crime |
| 13. to sound | m. some money |
| 14. to take someone | n. a plane |
| 15. to try | o. the law |
| 16. to vandalize | p. a bank |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Exercise 22. Fill in the blanks in the sentences. Choose the suitable verbs from the list below and make any changes where necessary. Keep in mind that each verb should be used only once.

acquit	оправдывать	kidnap	похищать
assault	штурмовать	mug	ударить по лицу
blackmail	шантажировать	pilfer	воровать
burgle	совершать кражу со взломом	prosecute	преследовать
convict	осуждать	prove	доказывать
defraud	выманывать, обманывать	reprieve	отсрочивать
deport	высылать	rob	грабить
double-cross	надувать, обманывать друг друга	shoplift	красть из магазина
embezzle	присваивать	smuggle	заниматься контрабандой
imprison	заключать	sue	преследовать
interrogate	опрашивать	swindle	обманывать
		threaten	угрожать
		trespass	нарушать границы частных владений

- An armed gang ... the Kingsway Road branch of Barclays bank yesterday afternoon and got away with nearly £90,000.
- The salesman was very persuasive and managed to ... the elderly couple out of their life saving.
- Tourists have been advised to avoid going off into the mountains as six people have been ... in the past month. As yet, no one has been freed.
- The man was ... from Britain to Germany where he will face charges of terrorism and murder.
- The youths were fined £399 for ... on Government property and deliberately causing damage to expensive machinery.
- She had pleaded not guilty throughout the trial, so it was a relief when the jury finally ... her.
- The judge ... him for ten years for fraud.
- The prisoner was ... just hours before he was due to be executed.
- The robbers ... to shoot anyone who tried to sound the alarm.
- The politician was being ... by a man who claimed he had photographs of him accepting bribes.
- Blake ... the others in the gang and escaped to South America with most of the money from the robbery.
- The cleaner was caught ... towels and glasses from the hotel.
- He threatened to ... her for every penny she had if she tried to break her contract.
- It would be easy to ... my father's house as he always leaves his bedroom window open during the day.
- As the man left the shop, the store detective stopped him and accused him of He had been caught on camera stuffing three ties into his briefcase.
- He was disappointed that his team were losing, that he ran onto the pitch and ... the opposing team's goalkeeper, hitting him several times in the face.
- He made large sums of money ... refugees into Britain, Holland and Germany.
- The post office clerk ... nearly £5,000 over a period of two years.
- She was walking through the park in broad daylight when a man ... her, stealing her handbag containing nearly £200.
- Although the police knew he was guilty, they were unable to ... it — they just didn't have sufficient evidence.
- She was ... of manslaughter and sent to prison for five years.
- The detectives ... the suspect for nearly ten hours before letting him go.
- The two directors ... the company of nearly £2 million.
- There was a large sign on the outside of the building which said: "Trespassers will be"

Exercise 23. Read the extract. Fill in the blanks with the prepositions from the list below.

Legal Matters

All limited companies are required, ... British Company Law, to have a *Company Secretary*; in the case of private companies the directors are free to appoint any suitable person ... this position, but in the case of public companies — where the money of the public is concerned — the Company Secretary must be a properly qualified person, a member of a recognized Institute or Association.

In the case of small firms various matters are dealt ... by the Secretary on the instructions of, and after discussion with, the directors; in larger firms these matters would be concern of the Accounts Department, ... other words, of the Chief Accountant, or Accountant, also after discussion with the directors. Among such matters would be any legal action to be taken ... the case of non-payment of debt, default in carrying ... a contract, or a dispute ... any kind involving the firm.

The directors of a company do not act ... the advice of the company's solicitors, and all contracts and agreements entered into are first approved ... the lawyers.

It is sometimes necessary to ask solicitors in another country to act ... the firm's behalf. The name of the solicitors might be obtained ... the Embassy of the country in which the legal action will be brought, or from the Board of Trade in London, etc.

in (2); by; out; under; from; for; without; on; of; with

Exercise 24. Read and discuss the following texts:

1

Bribery Stopped

It happened in America not longer after its colonization by the Spaniards. A Spaniard stole an Indian's horse. The Indian, however, found the thief and demanded the horse to be returned to him, but Spaniard refused to do it. The Indian applied to the court and brought witnesses who could testify it was his horse. But the judge of the court was a bad man and used to take bribes from the parties who came to the court. The Indian knew this, and he invented a trick how to deceive the judge. Before going to the court on the day of the trial, he took a big stone and put it under his arm. The judge at once noticed that the Indian had something under his arm and decided the case in the Indian's favour. He ordered the horse to be returned to the Indian and punished the Spaniard for theft. After the trial, when the judge and the Indian were

left alone, the judge asked the former what it was under his arm and whom it was meant for. The Indian showed him the stone and told it was meant for the judge in case he would had decided in Spaniard's favour. It was a good lesson for the bad judge, and he gave up the habit of taking bribes.

1. What did the Spaniard do?
2. Where did the Indian apply?
3. What kind of a man was the judge of the court?
4. What did the Indian invent?
5. What did the Indian tell the judge?

2

Violence

Violence has become an accepted way of life in America. There are different explanations for this phenomenon. One of them is a possibility to buy any kind of weapons at gun shops everywhere in the US. The weapon is being bought not only by criminals but by law-abiding citizens, too, to protect themselves.

The growth of using drugs is more reason. To buy drugs teenagers need money, so they try to get it by robbing, committing burglary or even murdering people.

Another reason is the propaganda of violence by mass media and especially television and films. Watching TV, you are being fed with all kind of killings, beatings, gunfights and so on. Even the special programmes for children are full of scenes of violence. And it's not surprising that juvenile crime record is constantly growing.

Discuss the problems of corruption and violence in this country.

Exercise 25. Read the text and ask as many questions as you can. Work in pairs.

Licensing

Certain jobs in Washington require you to be licensed by a local state, or federal agency. By requiring a license, the agency is able to make sure that you have the proper education and experience to provide certain services and/or products to the public. A license also provides a way for the agency to make sure that workers in certain fields perform their work in an ethical and professional manner. Licensing is a means of protecting the public.

Licensing requirements differ from one occupation to another but may include certain levels of education, on-the-job experience, passing an examination, or a combination of the three. Workers in some occupations are only required to register with the specified agency.

A bond is an insurance contract by which a bonding agency guarantees payment of a special sum to an employer in the event of a financial loss caused by the act of an employee. Generally speaking, anyone handling other peoples' property or money must be bondable. The bonding agency reviews applicants' backgrounds.

If you are interested in an occupation that requires licensing or bonding, it is a good idea to check requirements before you enter any educational or training program. Licensing is regulated by a number of local, state and federal boards and agencies.

Occupations that are licensed are noted in the suggested Education and Training column of the Occupational Information Table. For additional information on the licensing of a specific occupation, contact:

Business License Service
Department of Licensing
Olympia, WA 98504
1-800-562-8203

Finding information on bonding may be more difficult. There is no single state agency that can provide such information. There are, however, three places to start. They are:

- 1) the instructor of the program in which you plan to enroll,
- 2) the agency listed above, or
- 3) any employer that hires individuals with skills you plan to acquire.

Occupations Requiring Licensing or Certification in Washington State

accountant	guard
airplane pilot	insurance adjuster
architect	licensed practical nurse
athlete agent	manicurist
barber	massage therapist
bill collector	metallurgical engineer
civil engineer	notary
construction inspector	pharmacist
cosmetologist	physician
court reporter	plumber
dentist	private detective
dietician	private security guard
electrician	psychologist
elementary school teacher	real estate salesperson
employment agency manager	social worker (marriage & family)
fire arms dealer	stockbroker
funeral director (mortician)	surveyor
general contacter	veterinarian/technician

Exercise 26. Read the text. Answer the questions below.

Democracy

Over the centuries, people have organized their governments in many different ways. A true democratic government has some characteristics that distinguish it from other forms of government. Abraham Lincoln described democracy as "government of the people, by the people, and for the people".

All genuine democracies have free and open elections. Free elections give people the chance to choose their leaders and to voice their opinions on various issues. Free elections also help ensure that public officials pay attention to the wishes of the people. Representative democracy means that laws enacted in the legislatures represent the will of the majority of lawmakers. Because these lawmakers are elected by the people, the laws are accepted by the people.

Democracy requires that all people be as free as possible to develop their own capacities. But, of course, no individual can be completely free to do anything he or she wants. That would result in chaos. Rather, it means that all people should have an equal opportunity to develop their talents, to the fullest extent possible. Government in a democracy works to promote that kind of equality.

Political parties are another important element of democratic government. A political party is a group of individuals with broad common interests who organize to win elections, and determine public policy.

Democracy seems to have a better chance in countries that do not have extremes of wealth and poverty and that have a large middle class. People who are out of work or unable to feed their families often become more concerned about security than about voting.

1. What is democracy?
2. What are the basic elements of democratic government?
3. Why does democracy have a better chance in stable societies with a large middle class?
4. What is the role of rival parties in elections?
5. How do you understand democracy?
6. What do you think is the difference between democracy and dictatorship?

Exercise 27. Read the text and answer the questions below.

The Russian State System

Under the Constitution, Russia is a Federative Republic. The Russian Federation consists of 89 constituent entities: republics, oblasts, krays, cities of federal significance, autonomous oblasts and autonomous okrugs, which have equal rights. The authorities of the constitu-

ent entities have the right to pass laws independently from the federal government.

The federal government consists of three branches: legislative, executive and judicial. The legislative power belongs to the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation. The Lower Chamber is the State Duma. Each chamber is headed by the Speaker.

Executive power belongs to the central and local governments. Judicial power is provided by appropriate judicial system and by civil, administrative and criminal legislation. The President is Head of State and determines the basic objectives of the internal and external policy of the state.

The President appoints the Chairman of the Government of the Russian Federation and nominates to the State Duma a candidate for appointment to the post of the Chairman of the Central Bank, presents to the Council of Federation candidates for the posts of the Constitutional and Supreme Courts of justice, Supreme Arbitrage Courts of justice, and a candidate for the post of Procurator General.

The president is the Commander-in-Chief of the Armed Forces, he signs treaties, appoints ministers to be approved by the Federal Assembly.

The Russian Federation is a member of what is called Commonwealth of Independent States (CIS). The Commonwealth consists of several states — former Union Republics of the USSR.

1. What type of state is Russia?
2. What are the Federal branches of power?
3. What is the main function of the Federal Assembly?
4. What can you say about the judicial branch of power?
5. Who determines the basic objectives of the internal and external policy?
6. How do bills become laws in Russia?

Exercise 28. Read the text and render it in Russian.

Rights and Liberties

A constitution is a political and ideological structure within which a system of laws operates. Most constitutions describe the fundamental rights of citizens. They usually include general declarations about freedom and equality (freedom of speech, freedom of religion).

It can be difficult to compare the legal freedoms of countries with different cultures and economic levels. But some comparison is possible since many countries have similar constitutional provisions and claim similar aims.

The Constitution of the United States guarantees basic rights in the Bill of Rights, the first ten amendments, and in several additional amend-

ments. But rights and responsibilities cannot be separated. As is often said, Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it. If people do not carry out their responsibilities as citizens, the whole society suffers.

Most of the law in the world is made by individual government for their own people. Morality and legality become connected when governments violate their own constitutions and when their policies cause citizens to flee over the border into other countries. Moreover, most countries of the world have signed international agreements concerning the treatment of individuals.

The European Convention on Human Rights was first adopted in 1950 and has now been signed by every country of Western Europe. Individual citizens of these countries have the right to bring a complaint before the European Commission if they think their government has broken the Convention.

Exercise 29. a) Think and answer.

1. Can the police search a private house without first obtaining a court warrant?
2. How long can the police hold a suspect before they must bring him before a court of law?
3. Is innocence presumed unless guilt can be proven?
4. Is a suspect entitled to free legal aid and choice of a lawyer if he has no money?
5. Are trials open to the public?
6. Is criticism of, and even intervention against, another country justified?
7. What is freedom of the press?

b) Prepare your own list of Students' Rights. They can be either serious or amusing. Write at least five rights and then read them in class.

Exercise 30. Comment on the following quotations. Memorize those you like most. Translate them into Russian.

Laws were made to be broken.

(Ch. North)

Beauty and Truth, though never to be found, are worthy to be sought.

(R. W. Buchanan)

Is there anyone so wise as to learn by the experience of others?

(Voltaire)

Everybody lives for something better to come.

(M. Gorky)

Necessity knows no law except to conquer.

(P. Syrus)

Even when laws have been written down, they ought not always to remain unaltered.

(Aristotle)

One man's word is no man's word; we should quietly hear both sides.

(J. W. Goethe)

One should eat to live, not live to eat.

(Molière)

Make yourself an honest man and then you may be sure there is one rascal less in the world.

(Th. Carlyle)

No law can be sacred to me but that of my nature.

(R. Emerson)

Peace cannot be kept by force. It can only be achieved by understanding.

(A. Einstein)

If youth knew, if age could.

(H. Estienne)

Caesar's wife must be above suspicion.

(Caesar)

He who commits injustice is ever made more wretched than he who suffers it.

(Plato)

Wisdom is only found in truth.

(J. W. Goethe)

Exercise 31. Read and reproduce the following jokes:

1

Working Hard

Magistrate: You've committed six burglaries in a week.

Prisoner: That's right. If every one worked as hard as I do, we'd be on the road to prosperity about which our presidents speak so much.

2

The neighbourhood butcher burst into the lawyer's office and demanded of the man behind the desk:

"If a dog steals a piece of meat from my shop, is the owner liable for the theft?"

"Of course, he is," replied the lawyer.

"That's what I wanted to know," exploded the butcher. "Your dog just took a dollar steak."

"I'm sorry," was the calm response. "Now if you'll just give me another dollar, it will cover the fee for my advice."

3

Lawyer: Well, if you want my honest opinion —

Client: No, no. I want your professional advice.

4

"Who is the best lawyer in town?"

"Henry Brown, when he's sober."

"And who is the second best lawyer in town?"

"Henry Brown, when he's drunk."

5

Man (in the middle of the street): Can you tell me the shortest way to the hospital?

Policeman: Yes, stand where you are!

6

A man had to go to court, and he asked his lawyer which judge would be hearing his case. His lawyer told him and then said, "Do you know him?"

The man answered, "No, but I wanted to know his name so that I could send him a dozen bottles of good wine."

The lawyer was terribly shocked. "You can't do that," he said. "You would be breaking the law very seriously, and you would be sure to lose the case."

Some weeks later the case was heard, and the man won it. As he was leaving the court, he said to his lawyer, "My present to the judge was quite successful, wasn't it?"

The lawyer was even more shocked than before, and said, "What? Did you really send him that wine after what I told you?"

"Yes, certainly," answered the man. "But I put my opponent's name on the card which I sent with the wine."

1. Why did the man ask his lawyer the name of the judge who would hear his case?
2. Why was the lawyer shocked?
3. What shocked the lawyer even more after the case had been heard?
4. What had the man done to win his case?

TEST 8

Task 1. Choose the correct answer. Keep in mind that only one variant is correct.

1)

At the Customs

A: Good afternoon, sir. Have you anything to declare?

B: No, I 1 a few days. That's why I came through the door where the notice 2 "Nothing to Declare".

- A: Then you 3 this case, will you, sir?
 B: Well, it's rather a nuisance. My wife 4 me outside and I'm in a hurry.
 A: It won't take long, sir.
 B: I see. Oh, dear. I can't find the key. I 5 it.
 A: What a pity, sir. Then we'll have to stay here until you 6 one. Perhaps, if you 7 through all your pockets, you'd find it.
 B: Ah, here it is. But before you open it, I 8 you that all the watches are presents for my family.
 A: Hm. 9 17 of them. You 10 a large family, sir.

1	A am only abroad for	B am only abroad since	C have only been abroad for	D have only been abroad since
2	A says	B tells	C is saying	D is telling
3	A don't mind opening	B don't mind to open	C won't mind opening	D won't mind to open
4	A waits for	B is waiting for	C waits	D is waiting
5	A must have lost	B must be lost	C had to lose	D have had to lose
6	A will get	B would get	C are getting	D get
7	A look	B looked	C had looked	D would have looked
8	A need tell	B need say	C must tell	D must say
9	A They exist	B They are	C There exist	D There are
10	A have to have	B must have	C must be having	D have to be having

2) **Hard Day and Night Travelling**

- A: Hello, Mr Fletcher. You look rather tired this morning.
 B: I expect I do. I 11 to bed until four o'clock.
 A: 12 a difficult journey back from Scotland yesterday?
 B: Yes. The business trip was successful but the train arrived four hours late and I 13 a taxi. In the end, I 14 home and found my wife 15 the door and she didn't hear me when I rang the bell.
 A: So what 16 then?
 B: I thought I 17 to get in by breaking the kitchen window but I cut 18 hand on the glass and fell on the dustbin. My wife woke up and rang the police, thinking I was a thief. When they came, they asked me 19 to the police station with them. But my wife explained what had happened. The next time I 20 in London late at night, I'll go to a hotel.

11	A didn't go	B wasn't	C haven't gone	D haven't been
12	A Had you	B Did you have	C Were you having	D Have you had
13	A must take	B must be taking	C must have taken	D had to take
14	A arrived in	B arrived to	C got	D got to
15	A has locked	B had locked	C locked	D was locked
16	A did you do	B did you	C you did	D have you done
17	A must	B have	C will have	D would have
18	A me the	B myself the	C my	D me my
19	A that I went	B that I would go	C to go	D for going
20	A shall arrive	B will arrive	C am arriving	D arrive

Task 2. Translate the sentences into English.

- В случае если произойдет ограбление, обращайтесь в милицию немедленно.
- Визит премьер-министра в США был отложен (to delay) в связи (due to) с осложнением международной обстановки.
- Если срок действия твоего паспорта не истек, тебе следует обратиться в консульство.
- Первые Юношеские Олимпийские игры были открыты в Москве в 1998 году.
- Этот магазин на Манежной площади был построен в основном на (from) иностранные инвестиции.
- Эти обои (wallpaper) в моей комнате будут наклеены (to paper) в субботу.
- Озоновая (ozone) дыра (hole) образовалась из-за непродуманной (unreasoned) деятельности (activities) человека.
- Природа в опасности. Ее надо защищать от непродуманных действий человека.
- Этот старинный замок был построен в XIV веке.
- Первый паровоз был изобретен Иваном Ползуновым.
- Строительство моста уже шло два месяца, когда мы приехали в этот город.
- Этот вопрос будет обсуждаться на следующем собрании.
- Украденная машина была найдена через две недели опытным полицейским.
- Эта книга по юриспруденции (on law) была написана его отцом.
- Москва была основана Юрием Долгоруким в 1147 году.
- Мне дали три дня, чтобы подготовиться к собеседованию.
- Г. К. Жуков, великий русский полководец, родился в 1895 году.
- Было собрано достаточно свидетельских показаний, чтобы предъявить обвинение (to convict) подозреваемому.

19. Никто не любит, когда его обвиняют в проступке, которого он не совершал.
 20. Говорят, что автобус № 5 больше не ходит по этой улице.

Task 3. a) Read and translate the text into Russian.

The Legal System

Canada is a young country, but it has a legal system rich in tradition. These traditions form the basis of Canada's legal heritage. Over time, they have been adapted to meet Canadian needs. The courts interpret the law in a way that reflects changing conditions and circumstances.

Canada's Constitution is the supreme law of the country, and it establishes the framework for the system of law and justice.

In 1982, the Canadian Charter of Rights and Freedoms became a fundamental part of the Canadian Constitution. The Charter sets out the basic rights and liberties of each person in Canada, which must be respected by all governments. Anyone who believes these rights have been violated may apply to the courts for redress.

The Charter protects rights and liberties in the following areas:

- *fundamental freedoms* — including freedom of expression, religion, association and peaceful assembly;
- *democratic rights* — the right to vote in elections and to be eligible to run for public office;
- *mobility rights* — the right to travel, live and work anywhere in Canada;
- *language rights* — for instance, the right to receive services from the federal government in either of Canada's two official languages, English and French;
- *equality rights* — guaranteeing protection against discrimination based on race, national or ethnic origin, religion, colour, sex, age, or mental or physical disability;
- *legal rights* — including the rights to life, liberty and security of the person; to consult a lawyer if arrested; to stand trial within a reasonable period of time; to be presumed innocent until proven guilty; and to be protected against unreasonable searches, arbitrary imprisonment and cruel or unusual punishment;
- *minority language education rights* — the right of Canadians who are part of the French or English minority of a province to have their children educated in their own language.

The Constitution also specifically recognizes and affirms the existing aboriginal and treaty rights of the aboriginal peoples of Canada.

The laws that deal with private matters between individuals, such as property ownership, family responsibilities and business transactions, vary from province to province.

Canada's laws are interpreted and applied by the courts, which are presided over by judges whose independence is guaranteed. Each province is responsible for establishing its own courts, which deal with matters arising under both federal and provincial law.

The court system of each province is generally divided into two levels. At the first level is the Provincial Court, which deals with most criminal offences.

At the second level is the provincial Superior Court, which deals with the trial of the most serious criminal and civil cases. Above this level of court is the provincial Court of Appeal, which hears appeals from the lower courts.

The Parliament of Canada established the Federal Court to deal with claims against the federal government.

The highest court in the country is the Supreme Court of Canada. This court hears appeals from the provincial and federal appeal courts. Its decision is always final.

The Royal Canadian Mounted Police (RCMP), maintained by the federal government, is Canada's national police force. The RCMP enforces many federal statutes, with particular emphasis on criminal and narcotics laws.

The provinces of Ontario and Quebec have their own police forces. Some municipalities employ a local police force. Where no municipal force exists, local services are provided by either the federal or the provincial force.

The legal profession is regulated by the provincial and territorial law societies, which determine standards for admission to practice in each province and territory.

All provinces and territories operate publicly-funded legal aid programs, providing legal advice at little or no cost to persons of limited means.

b) Answer the questions.

1. What traditions is the legal system of Canada based on?
2. What structures make laws in Canada?
3. What's the Canadian Charter of Rights and Freedoms?
4. What rights and liberties does the Charter protect?
5. May any Member of Parliament or legislature propose a new law in Canada?
6. What are common law and civil law?
7. What do you know about the courts in Canada?

c) Fill in the blanks with the correct words from the list below.

1. Canada is a young country, but it has a legal system rich in ...
2. These traditions form the basis of Canada's legal ...
3. Common law, which is used in all provinces except Quebec, is based on principles that were developed in ... England.

4. The principles of Quebec's civil law date back even further, to the Roman Empire, and reflect many of the ... of French law.
5. Over time, they have been adapted to meet Canadian
6. The courts interpret the law in a way that reflects changing ... and

medieval; conditions; heritage; tradition; needs; precepts; circumstances

Task 4. a) Translate the text into English in written form and render it in English.

Правовая система Великобритании

The Law System in Great Britain

Основными источниками английского права являются судебные прецеденты, т.е. решения высших судов, имеющие обязательную силу для них самих и нижестоящих судов, статуты — законодательные акты британского парламента и, наконец, издаваемые исполнительными органами акты так называемого делегированного законодательства. В свою очередь, в системе судебных прецедентов различаются нормы общего права и нормы так называемого права справедливости, складывающегося из решений Суда канцлера, который существовал с XV века до судебной реформы 1873—1875 гг.

На протяжении XX века среди источников английского права существенно возрастает роль делегированного законодательства, особенно в таких областях, как здравоохранение, образование, а также относительно некоторых правил судопроизводства.

К низшим судам в Англии относятся суды графств и магистратские суды. Суды графств (их насчитывается свыше 350) — основные органы гражданского правосудия, в которых по первой инстанции рассматривается около 90 % гражданских дел. Магистратские суды рассматривают в суммарном порядке (без присяжных) основную массу уголовных дел (до 98 % в год). Они могут приговаривать осужденных лишь к штрафу либо лишению свободы на срок, как правило, до шести месяцев. Если магистраты приходят к выводу, что обвиняемый заслуживает более сурового наказания, они передают дело на рассмотрение коронного суда. Магистраты, иногда по традиции называемые мировыми судьями, в большинстве своем не являются профессиональными юристами и не обязательно имеют высшее образование.

Наряду с названными судами общей юрисдикции в Англии имеются специализированные суды различной компетенции, некоторые из них носят название трибуналов, что подчеркивает, как правило, их второстепенное значение по сравнению с судами.

Основные элементы нынешней системы наказаний в Англии — лишение свободы, probation и штраф. В качестве дополнитель-

ных наказаний используются лишение прав на вождение автомобиля, на занятие определенной деятельностью и т.п., а также приказ о выполнении работы в общественных интересах в течение указанного времени, от 40 до 240 часов.

Верховный суд Англии и Уэльса включает три самостоятельных судебных учреждения — Апелляционный суд, Высокий суд правосудия и коронный суд.

Адвокаты в Англии издавна делятся на две категории — барристеров и солиситоров. Барристеры — это юристы, имеющие исключительное право выступать в высших судебных инстанциях. Для того чтобы стать барристером, необходимо пройти стажировку у опытного барристера. По традиции барристеры должны общаться с клиентами лишь через солиситоров, носить тогу и парик и т.д.

Солиситоры — значительно более многочисленная категория юристов. Они дают консультации своим клиентам, готовят к слушанию уголовные и гражданские дела в интересах своих клиентов, выступают от имени обвинения или защиты, а также в качестве представителей интересов сторон в судах низших инстанций.

b) Think and answer.

1. Is it necessary to preserve the practice of law precedents?
2. What is known to you about delegated legislation?
3. In what courts are the majority of civil cases tried in the first instance?
4. Are there any permanent judges working on a permanent professional base in the Lower Courts?
5. What cases do magistrates' courts deal with?
6. What punishment on the decision of the magistrates' court can convicts be subject to?
7. Which courts alongside with the existing courts of law are there in England?
8. What kinds of penalties in Great Britain are known to you?
9. What is the most common sentence in Britain?
10. Is there any limit to the fine?
11. What do you think of such kind of penalty as probation?
12. What rights do barristers have? What is to be done to become one?
13. What are the main functions of the most numerous categories of lawyer-solicitors?

АНГЛИЙСКИЙ АЛФАВИТ

Печатный шрифт	Рукописный шрифт	Название букв	Печатный шрифт	Рукописный шрифт	Название букв
A a	<i>Aa</i>	[ei]	N n	<i>Nn</i>	[en]
B b	<i>Bb</i>	[bi:]	O o	<i>Oo</i>	[ou]
C c	<i>Cc</i>	[si:]	P p	<i>Pp</i>	[pi:]
D d	<i>Dd</i>	[di:]	Q q	<i>Qq</i>	[kju:]
E e	<i>Ee</i>	[i:]	R r	<i>Rr</i>	[ɑ:]
F f	<i>Ff</i>	[ef]	S s	<i>Ss</i>	[es]
G g	<i>Gg</i>	[dʒi:]	T t	<i>Tt</i>	[ti:]
H h	<i>Hh</i>	[etʃ]	U u	<i>Uu</i>	[ju:]
I i	<i>Ii</i>	[ai]	V v	<i>Vv</i>	[vi:]
J j	<i>Jj</i>	[dʒei]	W w	<i>Ww</i>	[dʌblju:]
K k	<i>Kk</i>	[keɪ]	X x	<i>Xx</i>	[eks]
L l	<i>Ll</i>	[el]	Y y	<i>Yy</i>	[waɪ]
M m	<i>Mm</i>	[em]	Z z	<i>Zz</i>	[zed]

ПРАВИЛА ЧТЕНИЯ

Правила чтения гласных букв в открытом и закрытом слогах

Английские гласные в открытом слоге, т.е. в слоге, оканчивающемся на гласную букву или на непроизносимое **e**, которому предшествует одна согласная, читаются так, как они называются в алфавите:

- | | |
|-------------|----------------------------|
| Kate [keɪt] | no [nou] |
| he [hi:] | cube [kju:b] |
| fine [faɪn] | by [baɪ] (у читается [aɪ]) |

Гласные в закрытом слоге, т.е. в слоге, оканчивающемся на согласную букву, читаются следующим образом:

- | | |
|--------------|---------------|
| a [æ] — glad | e [e] — text |
| o [ɒ] — not | i [ɪ] — still |
| u [ʌ] — but | y [ɪ] — gym |

Правила чтения гласных букв и их сочетаний

- | | |
|--|---|
| o [ʌ] — перед <i>n, m, th, v</i> — son, mother, dove | ea [i:] — teacher |
| oa [ou] — coat | ee [i:] — see, meet, bee |
| ow [au] — brown, now | er, or [ɜ] — в конце слова — letter, doctor |
| oy [ɔɪ] — boy, toy | ir, er, ur, or [ɜ:] — girl, her, work, turn |
| ey [eɪ] — grey | oo [u] — перед <i>d, k</i> — book, good |
| ay [eɪ] — day | oo [u:] — в остальных случаях — too, moon |
| all [ɔ:l] — wall, tall, call | |
| al + согл. [ɔ:] — always | |

Правила чтения согласных букв и их сочетаний

- | | |
|---|--|
| c [s] — перед <i>e, i, y</i> — cinema, receive | s [z] — после гласной и звонкой согласной, между гласными — blouse, ties, pens |
| c [k] — в остальных случаях — contract | sh [ʃ] — she |
| ch [tʃ] — chair, children | th [θ] — thank, thing |
| ck [k] — black | th [ð] — this, that |
| g [dʒ] — перед <i>e, i, y</i> — gentleman, gym | ng [ŋ] — morning |
| g [g] — в остальных случаях — big | wor + согл. [ɜ] — word |
| s [s] — в начале и в конце слова перед и после глухой согласной — this, speak, maps | wo + согл. [ʌ] — wonder |

ТРУДНЫЕ СЛУЧАИ ТРАНСЛИТЕРАЦИИ

- ae → ае (Абдулаева – Abdulaeva)
- ай → аі (Николай – Nikolai)
- ая → ауа (Каджая – Kadzhaya)
- в (в том числе и в начале слова) → v (Васин – Vasin)
- е → уе (Егор – Yegor)
- ее → уе (Евсеев – Yevseyev)
- ей → еі (Сергей – Sergei)
- ё → уо, иногда е (в суффиксе -ёв) (Пётр – Pyotr, Плетнёв – Pletnev)
- ж → zh (Окуджава – Okudzhava)
- з (в том числе и в начале слова) → z (Зина – Zina, Кузин – Kuzin)
- ий → у, иногда і (Геннадий – Gennady, Юрий Долгорукий – Yuri Dolgoruky)
- ое → оуе (Доенин – Doyenin)
- ой → оі, иногда оу (Войков – Voikov, Толстой – Tolstoy)
- ф (в том числе и в начале слова) → f (Федор – Fyodor)
- х → kh (Пахмутова – Pakhmutova)
- ц → ts (Цветков – Tsvetkov)
- ч → ch (Сильченко – Silchenko)
- ш → sh (Мелишвили – Melishvili)
- щ → shch (Рощин – Roshchin)
- ье → уе (Васильев – Vasilyev)
- ья → уа (Ульянов – Ulyanov)
- ы → у (Быков – Bykov)
- э → е, иногда eh (Энтин – Entin, Эренбург – Ehrenburg)
- ю → уу (Юрий – Yuri)
- я → уа (Джигарханян – Dzhigarkhanyan)

ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА В ТАБЛИЦАХ

Глагол TO BE

в простом настоящем времени (Present Simple)

I am a student.	We are students.
You are a student.	You are students.
He is a student.	They are students.
She is a student.	
It is a book.	

Вопросительные предложения с глаголом TO BE и ответы на вопросы

Am I a teacher?	Yes, I am. No, I am not (I'm not).
Are you a student?	Yes, I am. I am a student.
	No, I am not. I'm a doctor.
Is he English?	Yes, he is. No, he is not (he isn't).
Is she from Canada?	Yes, she is. She's from Canada.
	No, she is not (isn't). She is from France.
Are we in England?	Yes, you are. You are in Bath.
	No, you are not (you aren't). You are in Scotland.

Глагол TO HAVE

в простом настоящем времени (Present Simple)

I have a brother.	We have a car.
You have a house.	You have a garden.
He has a dog.	
She has a cat.	They have three children.
It has a window.	
to have = to have got: You've got a house. We've got a car.	

**Вопросительные предложения с глаголом TO HAVE
и ответы на вопросы**

Have	I	time?	Yes, you have .
	you	money?	No, I have not (I haven't).
	we	a cousin?	Yes, you have .
	they	a dictionary?	No, they have not (they haven't).
Has	he	a family?	Yes, he has .
	she	a grandmother?	No, she has not (she hasn't).
	it	long ears?	Yes, it has .

Например:

Have you (got) a car? – Yes, I **have**. No, I **haven't**.

Have they (got) children? – Yes, they **have**. No, they **haven't**.

Has he (got) an umbrella? – Yes, he **has**. No, he **hasn't**.

How many daughters **has** he **got**? – He's **got** two.

Вводное слово THERE с глаголом TO BE

There is a table in the room.	В комнате (<i>есть</i>) стол.
There is a vase on the table.	На столе <i>стоит</i> ваза.
There are flowers in the vase.	В вазе (<i>стоят</i>) цветы.
There is some milk in the glass.	В стакане <i>есть</i> молоко.
There is little water in the cup.	В чашке мало воды.
There are no apples in the fridge.	В холодильнике нет яблок.

Вопросительные предложения и ответы на вопросы

Is there a table in the room?	Yes, there is . No, there isn't .
Are there plates on the table?	Yes, there are . No, there aren't .
Is there any tea in the cup?	Yes, there is some. No, there isn't any.
Are there any questions?	Yes, there are . No, there aren't .
Is there a telephone in the house?	Yes, there is . No, there isn't .
Is there any time?	Yes, there is some. No, there isn't .

Специальные вопросы

what?	<i>кто</i> (по профессии)? <i>что</i> ? <i>какой</i> ?
who?	<i>кто</i> ?
whom?	<i>кого</i> ? <i>кому</i> ?
where?	<i>где</i> ? <i>куда</i> ?
when?	<i>когда</i> ?
why?	<i>почему</i> ?
which?	<i>какой</i> (<i>из</i>)? <i>который</i> ?
how?	<i>как</i> ?
how much?	(time, money, water, etc.) <i>сколько</i> ?
how many?	(books, rooms, chairs, etc.) <i>сколько</i> ?
What time?	<i>когда</i> ?
At what time?	<i>в какое время</i> ?

Например: *What is she? What are you doing? Who can help me? Who are you waiting for? Whom does he love? Where do you come from? Where are you going? Why is she unhappy? Which of you can answer this question? How can I get to the bus stop? How much time does it take? How many students are there in your group? What time do you normally get up? What colour is your favourite?*

Существительное

Образование множественного числа существительных

a fact	facts		[s]
a cat	cats		[s]
a day	days	s	
a girl	girls		[z]
a plane	planes		
a dress	dresses		
a box	boxes	es	[ɪz]
a place	places		
a city	cities		
a family	families	ies	[ɪz]

a leaf	leaves	ves	[vz]
a shelf	shelves		

Особые случаи образования множественного числа существительных

a man	мужчина	men
a woman	женщина	women
a foot	нога	feet
a tooth	зуб	teeth
a mouse	мышь	mice
a child	ребенок	children
a postman	почтальон	postmen
a phenomenon	явление	phenomena
a sheep	овца	sheep

Существительные, употребляемые только в единственном числе

weather — погода	knowledge — знания
furniture — мебель	progress — успехи
information — сведения	hair — волосы
advice — совет(ы)	love — любовь
news — новости	work — работа
money — деньги	fish — рыба
watch — часы	fruit — фрукты

Существительные, употребляемые только во множественном числе

contents — содержание	slums — трущобы
wages — зарплата	trousers — брюки
clothes — одежда	spectacles — очки
goods — товар	tropics — тропики
politics — политика	memoirs — мемуары
suburbs — окраина	scales — весы

Притяжательный падеж существительных

Единственное число	cat's	— [s]
	Tom's	— [z]
	mother's	— [z]
	boss'(s)	— [ɪz]
Множественное число	Marx'(s)	— [ɪz]
	sisters'	— [z]
	children's	— [z]
	The Browns'(s)	— [z]

Артикль

Неопределенный артикль a (an) употребляется только с существительным в единственном числе, когда лицо или предмет не знакомы говорящему или упоминаются впервые. Например:

They live in **a** new house with **a** garden and **a** swimming pool.
 He has **a** sister and **a** brother.
 She was **a** young girl of 17.
 I want **an** apple.

Определенный артикль the употребляется с существительными как в единственном, так и во множественном числе, когда лицо или предмет знакомы или известны говорящему. Например:

The house is new and **the** garden is wonderful.
The sister and **the** brother are very much alike.
The young girl was only 17.

Хотя употребление того или иного артикля определяется контекстом, существуют случаи фиксированного употребления артикля. Например:

The Russians, **the** English, **the** Americans.
The Browns, **the** Martins, **the** Petrovs.
The United Kingdom of Great Britain and Northern Ireland, **the** USA, **the** Ukraine, **the** Netherlands.
The Pacific Ocean, **the** Black Sea, **the** English Channel, **the** Thames, **the** Volga.
The Urals, **the** Rocky Mountains, **the** Bermudas, **the** British Isles.

The first of September, the third place, the best novel, the most interesting book.

The North, the South, the East, the West.

The Sun, the Moon, the Earth, the Universe.

Артикль не употребляется:

Pushkin Square, house number 40, Downing Street, No. 10, page 15, room 105.

James Smith, Mary Larsen, Doctor Smith, Lord Byron, Queen Elizabeth.

Europe, Asia, Africa, South-East Asia, Latin America, France, Russia, Great Britain.

London, Washington, Moscow, Paris.

Числительные

Количественные	Порядковые	Количественные	Порядковые
1 — one	first	10 — ten	tenth
2 — two	second	11 — eleven	eleventh
3 — three	third	12 — twelve	twelfth
4 — four	forth	13 — thirteen	thirteenth
5 — five	fifth	14 — fourteen	fourteenth
6 — six	sixth	20 — twenty	twentieth
7 — seven	seventh	21 — twenty-one	twenty-first
8 — eight	eighth	32 — thirty-two	thirty-second
9 — nine	ninth

40 — forty, 50 — fifty

100 — a hundred, 300 — three hundred

1,000 — a thousand, 5,000 — five thousand

1,000,000 — a million, 10,000,000 — ten million

563 — five hundred and sixty-three

1,450 — fourteen hundred and fifty

Даты:

1147 — eleven forty-seven

1493 — fourteen ninety-three

1992 — nineteen ninety-two

1900 — nineteen hundred

1905 — nineteen "o" [ou] five

2000 — two thousand

Местоимения

Личные местоимения в именительном падеже	Личные местоимения в объектном падеже	Притяжательные местоимения	Абсолютная форма притяжательных местоимений	Возвратные местоимения
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Указательные местоимения

Единственное число	this — <i>этот</i>	that — <i>тот</i>
Множественное число	these — <i>эти</i>	those — <i>те</i>

Неопределенные местоимения

much	<i>много</i> — с неисчисляемыми существительными: much time, much money, much water, much sun, much snow, much milk, much food
many	<i>много</i> — с исчисляемыми существительными: many books, many students, many houses, many trees, many flowers, many rivers
little	<i>мало</i> — с неисчисляемыми существительными: little time, little money, little water, little sun, little snow, little milk, little food
few	<i>мало</i> — с исчисляемыми существительными: few books, few students, few houses, few trees
a little	<i>немного</i> : I have a little time. Wait a little . There is a little water.
a few	<i>несколько</i> : There are a few chairs in the room. I want to tell you a few words.

Much и **many** в современном английском языке употребляются чаще в вопросительных и отрицательных предложениях. В утвердительных предложениях употребляется **a lot of** как с исчисляемыми, так и с неисчисляемыми существительными. Например:

Have you got **many** relatives?

Do you have **much** work to do today?
 We don't have **much** time to stay here long.
 We have **a lot of** friends here.
 He earns **a lot of** money.
 They have **a lot of** children.
 They spend **a lot of** time at home.

Местоимения SOME, ANY, NO и их производные

В утвердительных предложениях		В вопросительных предложениях		В отрицательных предложениях	
some	какой-то, какой-нибудь, несколько	any*	какой-нибудь, сколько-нибудь	no**	никакой, нисколько
something	что-то, что-нибудь	anything	что-либо, что-нибудь	nothing	ничего
somebody, someone	кто-то, кто-нибудь	anybody, anyone	кто-либо, кто-нибудь	nobody, no one, none	ни один, никто
somewhere	где-нибудь, куда-нибудь	anywhere	где-либо, куда-либо	nowhere	нигде, нигде
somehow	как-нибудь, каким-нибудь образом	anyhow	как-нибудь		
somewhat	немного, в какой-то степени	anyway	в любом случае		

* **Any** в утвердительных предложениях означает любой; **anything** — что угодно, **anybody** — любой, кто угодно, **anywhere** — где угодно, куда угодно, **anyhow** — во всяком случае, **anyway** — в любом случае, все равно.

** Если в предложении есть другое отрицание, употребляется местоимение **any** и его производные.

Местоимение **every** (каждый) и его производные **everything** (всё), **everybody** (все), **everywhere** (везде) имеют те же формы в вопросительных и отрицательных предложениях. Например:

I want to ask you **some** questions. Have you got **any** relatives? There is **no** place like home. There aren't **any** chairs in the room. She told us **something** interesting. Did he tell you **anything**? **Nothing** will change the situation. We can't do **anything**. Ask **somebody** to help you. Is **anybody** at home? **Nobody** answers the phone. Her relatives are **some-where** in Australia. I couldn't find the book **anywhere**. We shall try and do it **somehow**. What time shall we meet? — **Any** time will do. It is so

simple, **anybody** will know it. I would do **anything** for you. You will have to tell the truth **anyway**. **Every** cloud has its silver lining. **Everybody** is here, we may begin. There were flowers **everywhere**, even on the floor.

Степени сравнения прилагательных

Прилагательные	Положительная степень	Сравнительная степень	Превосходная степень
Односложные и некоторые двусложные	big warm easy fast	bigger warmer easier faster	biggest warmest easiest fastest
Многосложные	beautiful	more beautiful	most beautiful
	interesting	more interesting	most interesting
	dangerous	more (less) dangerous	most (least) dangerous
	carefully	more carefully	most carefully

Прилагательные и наречия, образующие степени сравнения не по правилам

Положительная степень	Сравнительная степень	Превосходная степень
good	better	best
bad	worse	worst
old	older	oldest
	сравнение по возрасту	
	elder	eldest
старшинство в семье		
far	farther (дальше) further (далее)	farthest furthest
much, many*	more	most
little**	less	least
few	fewer	fewest

* В английском языке эти неопределенные местоимения имеют степени сравнения.

** Прилагательное **little** имеет степени сравнения: **smaller** — **smallest**.

as... as — такой же... как

The dog is **as big as** a horse. It's **as cold as** in winter.

not so... as — не такой... как

She was **not so young as** he thought.

the... the — чем... тем

The more we study, **the more** we know.

much + сравнительная степень — *намного* + сравнительная степень:

much better — *намного лучше*, **much younger** — *намного моложе*,
much more interesting — *намного интереснее*

still + сравнительная степень — *ещё* + сравнительная степень:

still easier — *ещё проще*, **still more difficult** — *ещё труднее*

Например:

Tom is **bigger than** Jane because he is two years **older than** she, but she is **more clever**.

This is the **most interesting** book I know.

Who is the **eldest** in the family?

Odessa is **farther than** Kiev.

Her husband is **as old as** her brother.

New York is **not so beautiful as** Washington.

The party was **much more exciting than** I thought.

Обозначение времени



a.m. — in the morning

p.m. — in the afternoon (in the evening)
(from 12 to 24)

What time is it?

It's: 9.00 (nine o'clock)	13.50 (ten minutes to two)
8.30 (half past eight)	14.05 (five minutes past two)
7.15 (a quarter past seven)	10.25 (twenty-five past ten)
6.45 (a quarter to seven)	9.35 (twenty-five to ten)

clock — часы (*настенные, настольные*)

alarm clock — будильник

watch — наручные часы

hour hand — часовая стрелка

minute hand — минутная стрелка

face of the clock (watch) — циферблат

My watch is right/wrong. — Мои часы идут правильно/неправильно.

My watch is fast/slow. — Мои часы спешат/отстают.

Употребление PRESENT PERFECT и PAST SIMPLE

Present Perfect	Past Simple
1. Говорящего интересует не время совершения действия, а только <i>факт его совершения</i> : I have bought the tickets.	1. Время действия <i>известно</i> говорящему или <i>подразумевается</i> : We didn't meet them at the station. I was in Kiev <i>last year</i> .
2. Действие завершено, но имеет связь с настоящим: а) <i>результативную</i> : He has left his notes behind. I have never met her. б) <i>временную</i> : We have met three times this week. So far she has done half the work.	2. Действие целиком относится к прошлому и ничем не связано с настоящим: When I was young , I was fond of dancing. It happened when we lived in Kiev. She returned the day before yesterday.
3. Употребляется с обстоятельствами времени, обозначающими неистекший промежуток времени, <i>this year, this month, today...</i> : I have been to the theatre twice <i>this week</i> . It has rained all day <i>today</i> .	3. Употребляется с обстоятельствами времени — сочетаниями с <i>last</i> и <i>ago</i> : It was long time ago . <i>Last year</i> he graduated from the college. <i>Last time</i> we spoke about the problems of big cities.
4. Употребляется с обстоятельствами неопределенного (неточного) времени: <i>recently, lately, of late, for the last two weeks...</i> : They haven't seen much of each other <i>lately</i> . The weather has been fine <i>for the last few days</i> .	4. Употребляется с обстоятельствами определенного (точного) времени: <i>yesterday, three days ago, in 1980...</i> : She was born in 1870 . When did you <i>last go</i> to the theatre? <i>Five years later</i> his next book appeared .
5. Употребляется с наречиями <i>just, ever, never, yet</i> : Have you had your breakfast <i>yet</i> ?* He has just come . I have never heard from her <i>since</i> we graduated from the institute (that time, 1970...)	Но: She came just now .

* В общих вопросах в Present Perfect в значении «уже» употребляется yet:
Have you finished your work *yet*? — Ты уже закончил работу?

Сводная таблица употребления времен

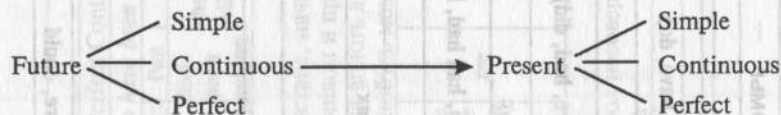
Изъявительное наклонение

Active Voice <i>to ask</i>											
Simple <i>to ask</i>			Continuous <i>to be asking</i>			Perfect <i>to have asked</i>			Perfect Continuous <i>to have been asking</i>		
Present	Past	Future	Present	Past	Future	Present	Past	Future	Present	Past	Future
asks	asked	shall } ask will }	am } asking is } are }	was } asking were }	shall } be asking will }	has asked	had asked	shall } have asked will }	has been asking	had been asking	shall } have been asking will }
Употребление											
действие как факт (обычное, постоянное, повторяющееся)			действие как процесс (незаконченное, длящееся)			действие, предшествующее какому-то моменту, связанное с ним			действие, начавшееся в прошлом и продолжающееся вплоть до какого-нибудь момента		
<i>usually every day</i> <i>often</i> <i>seldom</i> <i>sometimes</i>	<i>yesterday last week</i> <i>5 days ago</i>	<i>tomorrow next week</i>	<i>now</i>	1. <i>at 4 o'clock</i> <i>from 6 o'clock till 7 o'clock</i> 2. <i>другое действие</i>		<i>today this week</i> <i>already</i> <i>ever, never</i> <i>just</i> <i>not yet</i>	1. <i>by 4 o'clock</i> 2. <i>другое действие</i>		<i>for since</i> <i>since when</i>	<i>for</i>	<i>for</i>
Перевод на русский язык											
глагол несовершенного вида			глагол несовершенного вида			глагол совершенного вида прош. времени			глагол несовершенного вида		
Passive Voice <i>to be asked</i>											
<i>to be asked</i>			<i>to be being asked</i>			<i>to have been asked</i>			—		
am } asked is } are }	was } asked were }	shall } be asked will }	am } being asked is } are }	was } being asked were }	—	has been asked	had been asked	shall } have been asked will }	—		

Сослагательное наклонение

Аналитические формы		Синтетические формы	
		Present Subjunctive	
		I (we) he (you, they) }	ask (be, have, do)
		Past Subjunctive	
I (we) he (you, they) }	should } would }	I (we) he (you, they) }	ask (do)
		Past Perfect Subjunctive	
I (we) he (you, they) }	should } would }	I (we) he (you, they) }	asked (were, had, did)
		Past Perfect Subjunctive	
I (we) he (you, they) }	should } would }	I (we) he (you, they) }	have asked (have done)
		I (we) he (you, they) }	had asked (had been, had had, had done)
Употребление			
1. В простых предложениях и в главных		1. В условных придаточных предложениях	
I should do this work (today, tomorrow) I should have done this work (yesterday)		<i>if I had time.</i> <i>if I had had time.</i>	<i>if, unless,</i> <i>provided</i>
2. В 3-х типах придаточных предложений		2. После глагола <i>wish</i>	
1) подлежащих (<i>it is necessary, it is possible...</i>) <i>It is necessary that he (should) do this work.</i>		I wish I were stronger.	
2) дополнительных (<i>to order, to demand, to suggest...</i>) <i>The chief demanded that we (should) do this work in time.</i>			
3) цели (<i>so that, lest</i>) <i>She must hurry lest she (should) be late.</i>			
Had I time, I should do this work.		had, were, could	
Перевод на русский язык: глагол в прошедшем времени + «бы»			

Употребление времен в придаточных предложениях времени и условия



В придаточных предложениях времени и условия, относящихся к будущему времени, вместо времен Future употребляются соответствующие времена Present, если в главном предложении употребляется глагол в одном из будущих времен.

Союзы придаточных предложений времени и условия:

if — если
when — когда
before — до того как
after — после того как
while — пока, в то время как
till — до (вплоть до), пока не
until — до (до тех пор как)
as soon as — как только
as long as — пока
unless — если не, пока не

Например:

If I am free tomorrow, I shall call you.

When everybody comes, we shall start the discussion.

He will remember it as long as he lives.

You won't master a foreign language unless you work hard.

We'll discuss the book after you have read it.

I shall do it while you are talking to him.

They'll wait till you return.

Если я буду свободен завтра, я позвоню тебе.

Когда все придут, мы начнем обсуждение.

Он будет помнить это, пока будет жить.

Ты не овладеешь иностранным языком, если не будешь много работать.

Мы обсудим книгу после того, как вы ее прочтете.

Я сделаю это, пока вы будете разговаривать с ним.

Они подождут, пока вы не вернетесь.

Модальные глаголы

Модальный глагол	Модальное значение	Примеры
can (could) эквивалент* — to be able to	1. Способность, возможность, умение	He can speak English. Can you do it? She couldn't come. You will be able to come tomorrow.
	2. Сомнение, предположение	It can rain. Can they be home?
may (might) эквивалент* — to be allowed to	1. Возможность, разрешение	May I come in? — Yes, you may . She might go for a walk. The children will be allowed to swim if the weather is warm.
	2. Сомнение, предположение	It may rain. They may come soon.
must	1. Необходимость	You must know the subject. He must try to do the work.
	2. Предположение, уверенность	She must be still working. This must be your coat.
mustn't	3. Запрещение	You mustn't go out today.
have to	Необходимость, вызванная обстоятельствами	I have to get up very early. Do you have to work hard? We didn't have to wait.
should	Необходимость (совет)	You should follow my advice. You shouldn't miss classes.
to be	Необходимость, связанная с договоренностью или планом	He is to arrive on Monday. Am I to come at 5? The meeting is to last three hours.
ought	Необходимость, обязанность, долг	She ought to know how to behave. You ought to help her.
needn't = don't have to	Отсутствие необходимости	You needn't do it now. = You don't have to do it now. He needn't buy the tickets. = He doesn't have to buy them.

* Эквиваленты модальных глаголов **can** и **may** имеют только первое модальное значение.

Перевод модальных глаголов на русский язык

I can speak English.	Я <i>могу</i> говорить по-английски.
I couldn't speak English last year.	Я <i>не мог</i> говорить по-английски в прошлом году.
I hope I shall be able to speak good English next year.	Я надеюсь, что на будущий год <i>смогу</i> хорошо говорить по-английски.
They can come soon.	<i>Возможно</i> , они скоро придут.
May I ask a question?	<i>Можно</i> задать вопрос?
The weather may change.	Погода <i>может</i> измениться.
The children are not allowed to go in before the bell rings.	Детям <i>не разрешается</i> входить в класс до звонка.
The teacher must know her students well.	Учитель <i>должен</i> хорошо знать своих учеников.
It must be very interesting.	Это, <i>наверное</i> , очень интересно.
You mustn't eat too much ice-cream.	<i>Нельзя</i> есть слишком много мороженого.
We have to work hard now.	Сейчас нам <i>приходится</i> много работать.
Tomorrow is Saturday, we don't have to get up early.	Завтра суббота, <i>не надо</i> рано вставать (<i>можно не вставать</i> рано).
You shouldn't wear this dress every day.	<i>Не стоит (не следует)</i> надевать это платье каждый день.
He should follow the doctor's instruction.	Ему <i>следует</i> выполнять указания врача.
The delegation is to arrive in April.	Делегация <i>должна</i> приехать в апреле.
You ought to finish your work on time.	Тебе <i>необходимо</i> закончить работу вовремя.
She needn't come to the office today, the boss will be away.	Ей <i>не обязательно</i> приходить сегодня на работу, начальника не будет.

Разделительные вопросы

You are a journalist,	aren't you?
She knows French,	doesn't she?
We shall have lunch,	shan't we?
You have been to Japan,	haven't you?
I can do it myself,	can't I?
The students had to work hard,	didn't they?
There is a lot of time,	isn't there?
You are not a student,	are you?
He doesn't speak Spanish,	does he?
She is not going to join us,	is she?
You haven't met before,	have you?
I couldn't do it alone,	could I?
They didn't have to do it,	did they?
Your friends haven't arrived,	have they?
There wasn't much traffic,	was there?

Перевод разделительных вопросов на русский язык:

I told you about it, didn't I?	Я <i>ведь</i> вам об этом говорила.
She isn't English, is she?	Она <i>же</i> не англичанка.
You are coming with us, aren't you?	Ты идешь с нами, <i>да</i> ?

Времена в страдательном залоге
(Passive Voice = TO BE + 3-я форма глагола)

Present Simple	am/is/are	taken
Past Simple	was/were	built
Future Simple	shall/will be	asked
Present Perfect	have/has been	translated
Past Perfect	had been	brought
Future Perfect	shall/will have been	done
Present Continuous	am/is/are being	examined
Past Continuous	was/were being	discussed

Сказуемое в страдательном залоге переводится на русский язык:

1) глаголом с возвратными частицами «-сь», «-ся»:

Bread **is sold** at the baker's. Хлеб *продается* в булочной.
Coffee **is produced** in Brazil. Кофе *производится* в Бразилии.

2) глаголом «быть» + краткое причастие:

The first book **was printed** in Germany. Первая книга *была напечатана* в Германии.
The new school **will have been built** by the 1st of September. Новая школа *будет построена* к 1 сентября.

3) неопределенно-личным предложением:

Newspapers **are delivered** in the morning. Газеты *доставляют* утром.
Dinner **was served** at 6. Обед *подали* в 6 часов.

Перевод пассивных конструкций с предлогами:

The film **is much spoken about**. Об этом фильме много *говорят*.
Your house **will be taken care of**. За вашим домом *присмотрят*.
This book **is often referred to**. На эту книгу часто *ссылаются*.

Согласование времен

Времена по смыслу		
Present	Simple	He learns English.
	Continuous	She is playing tennis.
	Perfect	They have returned .
Past	Simple	You translated the text.
	Continuous	She was watching TV.
	Perfect	They had returned by 7.
Future	Simple	We shall call on him.
	Continuous	You will be wearing that hat.
	Perfect	She will have received your letter by Saturday.
Времена по согласованию		
Present	Simple	He learned English.
	Continuous	He said that she was playing tennis.
	Perfect	He said that they had returned .
Past	Simple	you had translated the text.
	Continuous	He said that she was watching TV.
	Perfect	He said that they had returned by 7.
Future	Simple	they would call on him.
	Continuous	He said that you would be wearing that hat.
	Perfect	He said that she would have received your letter by Saturday.

Перевод прямой речи в косвенную

Прямая речь	Косвенная речь
1. Утверждения	
She said : "We have moved into a new house." He thought , "It's going to rain ." The announcement said , "The plane landed a minute ago ."	She said (<i>that</i>) they had moved into a new house. He thought it was going to rain . The announcement said <i>that</i> the plane had landed a minute before .
2. Вопросы	
А. Общие	
"Is it true?" he wondered . I asked, "Have they got married ?" Mother asked, "Did you meet them?"	He wondered <i>if</i> it was true. I asked <i>if</i> they had got married . Mother asked <i>if</i> we had met them.
Б. Специальные	
"What time is it?" I inquired . "How many languages can you speak ?" the interviewer asked her. She wanted to ask him, "How many times have you visited Canada?"	I inquired what time it was . The interviewer asked her how many languages she could speak . She wanted to know how many times he had visited Canada.
3. Просьбы, приказания	
"Open your case," the officer ordered the passenger. "Leave my house immediately!" she shouted to him. "Wash up after dinner," Mother said to her daughter. "Don't tell anybody about the accident," her brother said . "Could you help me?" she asked . "Will you, please, speak louder," the teacher demande d.	The officer ordered the passenger to open his case. She ordered him to leave her house. Mother told her daughter to wash up after dinner. Her brother asked her not to tell anybody about the accident. She asked me to help her. The teacher asked me to speak louder .

Структура
английского простого повествовательного
распространенного предложения



TO BE + прилагательное
(причастие прошедшего времени),
соответствующее в русском языке глаголу

to be absent	отсутствовать	to be ill	болеть
to be afraid	бояться	to be interested in	интересоваться
to be angry	сердиться	to be late	опаздывать
to be anxious	беспокоиться	to be mistaken	ошибаться
to be aware	осознавать	to be nervous	нервничать
to be busy	заниматься	to be present	присутствовать
to be cold	мерзнуть	to be proud of	гордиться
to be confused	смущаться	to be sleepy	хотеть спать
to be content	довольствоваться	to be sorry	сожалеть
to be delighted	восхищаться	to be surprised	удивляться
to be disappointed	разочароваться	to be tired	устать
to be engaged in	заниматься	to be upset	огорчаться
to be fond of	увлекаться	to be used to	привыкнуть
to be frightened	испугаться	to be worried	беспокоиться
to be glad	радоваться	to be worth	стоить
to be hungry	хотеть есть		

Глаголы-связки

1. Глаголы-связки, выражающие наличие качества
или состояние:

to be	He is 20. Life is interesting.	Ему 20 лет. Жизнь интересна.
to feel	She feels well. It feels great.	Она <i>чувствует</i> себя хорошо. Это прекрасно.
to look	You look worried.	Вы чем-то озабочены?
to seem	It seems easy. He seems OK.	Это <i>кажется</i> легким. <i>Кажется</i> , с ним все в порядке.

2. Глаголы-связки, выражающие приобретение
нового качества или переход
в другое состояние:

to become	She has become an actress.	Она стала актрисой.
to get	I got tired of this work.	Я устал от этой работы.
to grow	It's growing dark.	Темнеет.
to turn	She turned pale.	Она побледнела.
to fall	He fell asleep in class.	Он заснул на занятии.
to go	She went mad.	Она сошла с ума.

Таблица неправильных глаголов

Infinitive	Past Simple	Past Participle (Participle II)	Translation
be	was, were	been	<i>быть, находиться</i>
bear	bore	born	<i>рожать</i>
become	became	become	<i>становиться</i>
begin	began	begun	<i>начинать(ся)</i>
blow	blew	blown	<i>дуть</i>
break	broke	broken	<i>разбивать(ся)</i>
bring	brought	brought	<i>приносить</i>
build	built	built	<i>строить</i>
buy	bought	bought	<i>покупать</i>
catch	caught	caught	<i>ловить; хватать</i>
choose	chose	chosen	<i>выбирать</i>
come	came	come	<i>приходить</i>
cost	cost	cost	<i>стоить</i>
cut	cut	cut	<i>резать; рубить</i>
do	did	done	<i>делать</i>
draw	drew	drawn	<i>рисовать</i>
drink	drank	drunk	<i>пить</i>
drive	drove	driven	<i>ехать; вести автомобиль</i>
eat	ate [et]	eaten	<i>есть</i>
fall	fell	fallen	<i>падать</i>
feed	fed	fed	<i>кормить</i>
feel	felt	felt	<i>чувствовать</i>
fight	fought	fought	<i>бороться; драться</i>
find	found	found	<i>находить</i>
fly	flew	flown	<i>летать</i>
forget	forgot	forgotten	<i>забывать</i>
freeze	froze	frozen	<i>замерзать</i>
get	got	got	<i>получать; добираться</i>
give	gave	given	<i>давать</i>
go	went	gone	<i>идти</i>
grow	grew	grown	<i>расти</i>
have	had	had	<i>иметь</i>
hear	heard	heard	<i>слышать</i>
hide	hid	hidden	<i>прятать(ся)</i>
hit	hit	hit	<i>ударять</i>
hold	held	held	<i>держать</i>
keep	kept	kept	<i>хранить</i>
know	knew	known	<i>знать</i>
lead	led	led	<i>вести</i>
learn	learnt/learned	learnt/learned	<i>учить; узнавать</i>
leave	left	left	<i>оставлять</i>
lend	lent	lent	<i>одолжить</i>
let	let	let	<i>позволять</i>
lie	lay	lain	<i>лежать</i>

Infinitive	Past Simple	Past Participle (Participle II)	Translation
lose	lost	lost	<i>терять</i>
make	made	made	<i>делать</i>
mean	meant	meant	<i>означать</i>
meet	met	met	<i>встречать(ся)</i>
pay	paid	paid	<i>платить</i>
put	put	put	<i>класть; ставить</i>
read	read [red]	read [red]	<i>читать</i>
ride	rode	ridden	<i>ехать верхом</i>
ring	rang	rung	<i>звонить</i>
rise	rose	risen	<i>подниматься</i>
run	ran	run	<i>бежать</i>
say	said [sed]	said [sed]	<i>сказать</i>
see	saw [sɔ:]	seen	<i>видеть</i>
sell	sold	sold	<i>продавать</i>
send	sent	sent	<i>посылать</i>
set	set	set	<i>ставить; заходить (о солнце)</i>
shake	shook	shaken	<i>трясти</i>
shine	shone	shone	<i>светить</i>
shoot	shot	shot	<i>стрелять</i>
show	showed	shown	<i>показывать</i>
sing	sang	sung	<i>петь</i>
sit	sat	sat	<i>сидеть</i>
sleep	slept	slept	<i>спать</i>
smell	smelt	smelt	<i>нюхать, пахнуть</i>
speak	spoke	spoken	<i>говорить</i>
spend	spent	spent	<i>проводить</i>
stand	stood	stood	<i>стоять</i>
steal	stole	stolen	<i>красть</i>
strike	struck	struck	<i>ударять</i>
swim	swam	swum	<i>плавать</i>
take	took	taken	<i>брать</i>
teach	taught [tɔ:t]	taught [tɔ:t]	<i>обучать</i>
tell	told	told	<i>сказать (кому-л.)</i>
think	thought	thought	<i>думать</i>
throw	threw	thrown	<i>бросать</i>
understand	understood	understood	<i>понимать</i>
upset	upset	upset	<i>опрокинуть, перевернуть</i>
wake	woke	woken	<i>просыпаться</i>
wear	wore	worn	<i>носить (об одежде)</i>
weep	wept	wept	<i>плакать</i>
win	won [wɒn]	won [wɒn]	<i>побеждать, выигрывать</i>
write	wrote	written	<i>писать</i>

Основные значения некоторых наиболее часто употребляемых предлогов

on	места (на поверхности)	on the table, on the roof
	времени (дни)	on Sunday, on the 2nd of August
	по (теме, вопросу)	Let's speak on this problem.
in	места (в, внутри)	in the house, in the pocket
	времени (месяц, год)	in spring, in 1980, in May
	через	in an hour, in 5 days, in a week
	по (предмету)	an exam in maths, a class in English
at	места (у, около)	at the table, at the window
	местопребывание	at school, at home, at work
	времени	at 3 o'clock, at that time, at what time
	а также:	look at, smile at, shout at, aim at
of	соответствует русскому родительному падежу	a textbook of English, the 23rd of August, a time of trouble
to	направления (к, в) кому?	to me, to her, to his friend
	куда?	to Kiev, to the theatre
by	места (у, около)	by the window, by the fire
	времени (к)	by 2 o'clock, by the evening
	соответствует русскому творительному падежу	The song is written by N, translated by M.
with	с (кем-л., чем-л.)	with us, with me, with milk
	соответствует русскому творительному падежу	We eat with a spoon, a fork and a knife and write with a pen.
without	без	You can't learn to speak English without speaking. I translated it without a dictionary.
for	времени	for 2 weeks, for a long time, for ever
	для	for you, for them, for whom
about	о (об)	We speak about films, actors and about the weather.
	по (без определенного направления)	They are walking about the garden. We were walking about the street.
from	от, из	from her, from Moscow, from here She ran from the house.
within	в, в пределах	You must do it within a week.

SUPPLEMENTARY READING

Text 1

WHILE THE AUTO WAITS

(After O. Henry)

Read the text and answer the questions below.

The girl in gray came again to that quiet corner of the small park. She sat down upon a bench and began to read a book.

Her dress was gray and simple. Her face was very beautiful. She came there at the same hour yesterday, and the day before yesterday and there was a young man who knew it.

The young man came near. At that moment her book fell on the ground. The young man picked up the book, returned it to the girl, said a few words about the weather, and stood waiting.

The girl looked at his simple coat, common face, and said, "Sit down, if you like, the light is too bad for reading, let's talk."

"Do you know," he said, "that you are very, very fine? A saw you yesterday..."

"Don't forget that I am a lady," said the girl in an icy tone.

"I beg your pardon," said the young man, "you know — there are girls in parks you know, — that is, of course, you don't know, but..."

"Let's change the subject. Of course, I know. Now tell me about these passing people. Where are they going? Why do they hurry so? Are they happy? I come here to sit because only here I am near the masses of people. I speak to you because I want to talk to a man not spoiled by money. Oh! You don't know how tired I am of money, money, money! And of the men who surround me! I am tired of pleasure, of jewels, of travel."

"I always had an idea," said the young man, "that money must be a very good thing."

"When you have so many millions! Drives, dinners, theaters, balls, suppers! I am tired of it," said the young girl.

The young man looked at her with interest.

"And I always liked," he said, "to read and to hear about the life of rich people."

"Sometimes I think," continued the girl, "that I would love only a simple man. What is your profession?"

"I am a very simple man. Did you really mean it (Вы действительно хотели сказать) that you would love a simple man?"

"I really did," she said.
"I work at a restaurant," said he.
The girl drew back (отодвинулась). "Not as a waiter?" she asked.
"I am a cashier (кассир) in the restaurant that you see on the opposite side of the street."

The girl looked at her watch and rose. "Why are you not at work?" she asked.

"I am on the night turn (в вечернюю смену)," said the young man, "my work begins in an hour. When shall I see you again?"

"I don't know. Now I must go. Oh, there is a dinner and a concert tonight. Did you notice a white automobile at the corner of the park when you came?"

"Yes, I did," said the young man.

"I always come in it. The driver waits for me there. Good night."

"But the park is full of rude men. May I accompany you (Разрешите проводить вас) to the car?"

"You will remain on this bench for ten minutes."

And she went away. The young man looked at her elegant figure while she was going to the entrance of the park. Then he rose and followed her. When the girl reached the park gate, she turned her head to look at the white car, then passed it, crossed the street and entered the restaurant. A red-haired girl left the cashier's desk and the girl in gray took her place.

The young man walked slowly down the street, then stepped into the white automobile and said to the driver: "To the club, Henry."

1. Where did the beautiful girl go?
2. How often did she come to the small park?
3. Who knew about her visits to the park?
4. What did the young man do?
5. What did he look like?
6. Which people did the girl want to talk with?
7. Why did she want to talk to people not spoiled by money?
8. Was she tired of money?
9. Did the girl ask the young man about his work?
10. What did he answer her?
11. Who was she?
12. Was he rich or poor?
13. Can you say that it is a typical story by O. Henry? Why?
14. As a rule, O. Henry devoted his stories to small people of common trades. Do you think the girl was satisfied with her job as a cashier? Why?
15. What was the young man's occupation?
16. Do you believe that the young girl was really tired of drives, dinners, balls or suppers? What life did she really dream of?

Text 2 ALFRED NOBEL

Read and translate the text.

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire, a scientist with a love of literature, an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in company he was often sad in private. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone on foreign soil. He invented a new explosive, dynamite, to improve the peaceful industries of mining and road building, but saw it used as a weapon of war to kill and injure his fellow-men. World-famous for his works, he was never personally well-known for throughout his life he avoided publicity.

Alfred Nobel was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, made a strong position for himself in the engineering industry. But soon he went bankrupt and returned to Sweden where Alfred began his study of explosives in his father's laboratory.

He had never been to school or University but had studied privately and by the time he was twenty was a skilful chemist and excellent linguist, speaking Swedish, Russian, German, French and English. Like his father, Alfred was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed, his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel's main concern was never with making money or even with making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his youth had taken a serious interest in literature and philosophy. He was always generous to the poor. His greatest wish was to see an end of wars, and thus peace between nations, and he spent much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left 3.5 million dollars to provide prizes for outstanding works in Physics, Chemistry, Physiology, Medicine, Literature and Peace, is a memorial to his interests and ideals.

The first prizes were given in 1901. The prizes are given on the recommendation of three Swedish scientific institutions, and a Norwegian one. Each prize consists of a diploma, a gold medal and money (from 20,000 to 40,000 dollars).

Five committees sit in secret to decide the winners of the prize. Only a peace prize can be won by a group of people. All the other prizes can be given only to individuals. The prizes are open to men and women

of any nationality. The peace prize is given in Oslo on December 10 (on that day in 1896 Nobel died).

The others are given in Stockholm.

Text 3

MARKETING STRATEGIES

Marketing people do not like to admit that they have anything to do with sales, but, obviously, the whole purpose of marketing is to create a situation in which a sale can be made.

Buying, selling, market research, transportation, storage, advertising — these are all parts of the complex area of business known as marketing. In simple terms, marketing means the movement of goods and services from manufacturer to customer in order to satisfy the customer and to achieve the company's objectives.

Marketing can be divided into four main elements that are known as the four P's (E. Jerome McCarthy. *Basic Marketing*): *product, price, placement and promotion*.

The marketing strategies of determining product, price, placement and promotion are not planned in isolation. Marketing analysts often look at a combination of these four factors. This combination of the four P's is known as the marketing mix. In order to develop a successful marketing mix researchers first ask two important questions: Who is going to buy the product? What is the potential to sell this product?

The product element of marketing refers to the goods or services that a company wants to sell. Next, a company considers the price to charge for its product. There are three pricing options the company may take: *above, with or below the prices* that its competitors are charging. Most companies sell their goods or services for average prices established by major producers in the industry.

The third element of the marketing process — placement — involves getting the product to the customer. This takes place through the channels of distribution. A common channel of distribution is: *manufacturer → wholesaler → retailer → customer*.

Wholesalers generally sell large quantities of a product to retailers, and retailers usually sell smaller quantities to customers.

Finally, communication about the product takes place between a buyer and a seller and is known as promotion. There are two major ways of promotion: 1) through personnel selling, as in a department store; 2) and through advertising, as in a newspaper or magazine, etc.

Vocabulary Notes

storage — хранение

manufacturer — производитель

customer — покупатель

placement — размещение

promotion — стимулирование сбыта

option — выбор

wholesale — оптовая торговля

retail — розничная торговля

Text 4

WHAT IS BUSINESS?

Read the text. Answer the questions below.

Business is a word which is commonly used in many different languages. But, exactly, what does it mean? The concepts and activities of business have increased in modern times. Traditionally, business simply meant exchange or trade for things people wanted or needed. Today it has a more technical definition. One definition of *business* is the *production, distribution, and sale of goods and services for a profit*. To examine this definition, we will look at its various parts.

First, *production* is a creation of services or the changing of materials into products. One example is the conversion of iron ore into metal car parts. Next, these products need to be moved from the factory to the marketplace. This is known as distribution. A car might be moved from a factory in Detroit to a car dealership in Miami.

Third is the sale of goods and services. Sale is the exchange of a product or service for money. A car is sold to someone in exchange for money. *Goods* are products which people either need or want; for example, cars can be classified as goods. *Services*, on the other hand, are activities which a person or group performs for another person or organization. For instance, an auto mechanic performs a service when he repairs a car. A doctor also performs a service by taking care of people when they are sick.

Business, then, is a combination of all these activities: production, distribution, and sale. However, there is one other important factor. This factor is the creation of profit or economic surplus. A major goal in the functioning of an American business company is making a profit. *Profit* is the money that remains after all the expenses are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

1. What is one of modern definitions of business?
2. How does this modern definition of business differ from the traditional one? What factors have brought about these changes?
3. What does production involve?
4. What example of distribution is given in the text? Can you think of another example?
5. How do goods differ from services?

6. In addition to production, distribution, and sale, what other factor is important in defining business?
7. What is profit? In general, what do companies do with their profits?

Text 5

GLOBAL MARKET LEADERSHIP

- a) Translate the text into Russian. Say, why in your opinion, the Japanese have been so successful in penetrating international markets.

The Japanese have performed an economic miracle since World War II. In a very short time, they have achieved global market leadership in many industries: cars, motorcycles, watches, cameras, optical instruments, steel, shipbuilding, computers and consumer electronics. They are now making strong inroads into rubber tyres, chemicals, machine tools and even design clothes and cosmetics. Some credit the global success of Japanese companies to their unique business and management practices. Others point to the help they get from Japanese government, powerful trading companies, and banks. Still others say Japan's success is based on low wage rates and unfair dumping policies.

But one of the main keys to Japan's success is its skilful use of marketing. They know how to select a market, enter it the right way, build market share, and protect their share against competitors.

The Japanese work hard to identify attractive global markets. They look for industries that require high skills and high labor intensity but few natural resources. These include consumer electronics, cameras and pharmaceuticals. They like markets where consumers around the world would be willing to buy the same product design. They look for industries where the market leaders are weak or complacent.

Japanese study teams spend several months evaluating the target market, searching for market niches that are not being satisfied. Sometimes they start with a product that is as good as the competitor's but priced lower, sometimes with a product with higher quality or new features. The Japanese provide quick service to their customers. They use advertising to bring their products to the customer's attention. Their entry strategy is to build market share rather than early profits.

Once Japanese firms gain a market foothold, they begin to expand their market share and pour money into product improvements and new models. They spot new opportunities through market segmentation, develop markets in new countries, and work to build a network of world markets and production locations.

Once the Japanese achieve market leadership, they become defenders rather than attackers. Their defense strategy is to continue product development and refine market segmentation.

Vocabulary Notes

unfair dumping	– демпинг, вывоз по бросовым ценам
complacent	– самодовольный
to gain a market foothold	– крепко обосноваться

- b) Now indicate whether the following statements are true or false:

1. The Japanese have performed an economic miracle.
2. The main reason for Japan's success is its unique business and management practices.
3. The Japanese look for industries where they don't need high labor intensity.
4. They look for industries where the competition is asleep.
5. They always enter the market by undercutting the competition prices.
6. They look for a fairly quick return on investment.
7. They concentrate on market growth rather than profitability.

- c) Make a summary of the text.

Text 6

MONEY

- Read and translate the text into Russian.

Buying, Selling and Paying. Almost every society now has a money economy based on coins and paper notes of one kind or another. Money is used for buying or selling goods, for measuring value and for storing wealth. However, this has not always been true. In primitive societies, a system of barter direct exchange of goods was used. Somebody could exchange a sheep, for example, for anything in the marketplace that they considered to be of equal value. Most governments now issue paper money in the form of notes. Paper money is easier to handle and much more convenient in the modern world. Cheques, bankers' cards, and credit cards are being used increasingly, too.

Sometimes in a shop they ask you: "How do you want to pay?" You can answer: "Cash/By cheque/By credit card." In a bank you usually have a current account, which is one where you are paid your salary and then withdraw money to pay your everyday bills. The bank sends you a regular bank statement telling you how much money is in your account. You may also have a savings account where you deposit any extra money that you have and only take money out when you want to spend it on something special. Sometimes, the bank may lend you money — this is called a bank loan. If the bank lends you money to buy a house, that money is called a mortgage.

When you buy (or, more formally, purchase) something in a shop, you usually pay for it outright but sometimes you buy on credit.

Sometimes, you may be offered a discount or a reduction on something you buy at a shop. It is not usual to haggle about prices in a British shop, as it is in a Turkish market. If you want to return something which you have bought to a shop, you may be given a refund, i.e. your money will be returned, provided you have a receipt. The money that you pay for services, e.g. to a school or a lawyer, is usually called a fee or fees; the money paid for a journey is a fare. If you buy something that you feel was very good value, it's a bargain.

Public Finance. The government collects money from citizens through taxes. Income tax is the tax collected on wages and salaries. Inheritance tax is collected on what people inherit from others. Customs duties have to be paid on goods imported from other countries. VAT, or value-added tax, is a tax paid on most goods and services when they are bought or purchased. Companies pay corporation tax on their profits.

The government also sometimes pays out money to people in need, e.g. unemployment benefit (also known informally as the dole), disability allowances and student grants (to help pay for studying). Recipients draw a pension/unemployment benefit or are on the dole or on social security.

Every country has its own special currency. Every day the rates of exchange are published and you can discover, for example, how many dollars there are currently to the pound sterling. A company may sell shares to members of the public who are then said to have invested in that company. They should be paid a regular dividend on their investment, depending on the profit or loss made by the company.

Vocabulary Notes

storing wealth	- накопление
barter	- бартер (взаимообмен)
equal value	- равная стоимость
cash	- наличные деньги
cheque	- чек
current account	- текущий банковский счет
to pay bills	- оплачивать счета
bank statement	- выписка с банковского счета
savings account	- сберегательный счет
to deposit money	- вносить денежные вклады
bank loan	- заём в банке
mortgage	- ипотечная ссуда
discount/reduction	- скидка
to haggle	- торговаться
refund	- возврат; возмещение
receipt	- квитанция
fee	- гонорар

fare	- стоимость проезда; тариф
bargain	- сделка; выгодная покупка
customs duties	- таможенная пошлина
value-added tax (VAT)	- налог на добавленную стоимость (НДС)
dole	- пособие по безработице
disability allowance	- пособие по инвалидности
share	- акция
investment	- вклад (инвестиция)
profit	- прибыль

Add to your active vocabulary:

deposit ticket	- приходный ордер
interest	- процент
pass book	- сберегательная книжка
rate of exchange	- обменный курс
service charge	- оплата банковских услуг
tax return	- налоговая декларация
to make a check	- выписать чек
to open a checking account	- открыть счет в банке
to withdraw	- снять (со счета)
transaction charge	- плата за банковскую операцию

Text 7

Read the text and give it a heading.

Bank-notes and coins are not the most important form of money in developed economies. In the UK about 90 per cent, by value, of all transactions are settled by means of cheques. But cheques themselves are not money, they are merely orders to bankers to transfer money from one person to another. The money so transferred consists of bank deposits. If there is no money in the form of a bank deposit, then any cheques drawn on that account will be worthless.

Cheques were used as early as the second half of the seventeenth century, but they did not come into general use until the second half of the nineteenth century. The Bank Charter Act of 1844 put strict limitations on the note issue at a time when the output of goods and services was expanding rapidly. The need for an expansion of the money supply to keep pace with increasing output greatly stimulated the use of bank deposits.

This most developed form of money (i.e. bank deposit) consists of entries in the banks' ledgers, or more likely nowadays, of records on computer tapes. The greater part, in value terms, of the payments made each day is carried out by adjustment made to the totals in different bank deposits. A payment from one person to another merely requires

that the banker reduces the amount in one deposit and increases it in another. Transferring money, therefore, has become little more than a kind of book-keeping exercise, the money itself does not consist of some physical tangible commodity.

Text 8

Read the text and answer the questions.

Like any business, a bank is interested in profit, above all. Money is the commodity it sells. To put it simply, a bank seeks to "buy" money cheaply (not necessarily from the Federal Reserve Bank), at an annual six-percent interest, for example, and to sell it dearly (as, say, credit to a building company) at an annual interest rate of 11 per cent. This is what the banks are busy doing. There are many variations within this pattern, of course.

Naturally, the banks put their money where it brings them the highest profit. That is why they always keep up to date with the market situation. By shifting money of various "costs" from sphere to sphere, from one geographical region to another, the banks activities stimulate progress in industry, construction and agriculture. Besides this, the bank promotes the growth – or causes the demise – of individual population centres or even whole regions.

Banks are interested in keeping most of their money in circulation so that it should bring them profit. They seek to reduce their lending rates in order to attract buyers. The cuts in interest rates are more than made up for by an increase in the amount of money in circulation.

In their pursuit of high profit, the banks sometimes get involved in risky operations fraught with bankruptcy. Therefore, the Federal government takes measures to minimize the danger of banks going broke. Every bank is obliged to take out insurance against robbery or bankruptcy lest the clients should lose their money in any case.

The banks cater to big and small companies and to individuals.

1. Why is a bank compared to any other business?
2. How does a bank buy and sell its commodity?
3. How can a bank promote the growth or cause the demise of whole region?

Text 9

UNIVERSITY DAYS

(From James Thurber)

I liked physics and chemistry when I was at the university, but I wasn't very good at economics. There was another student named Jim Green who was even worse. He was one of the star players of the

football team, but he couldn't continue to play if he didn't pass examinations. That was very difficult, for though Jim used his body very well on the football field, he couldn't make any goals in the classroom.

All his professors were very kind to Jim and helped him. The kindest of all was our economics professor, a quiet little man named Bassum. He used to ask Green the simplest questions, but they didn't seem easy to Jim.

One day, when we were discussing transportation, Professor Bassum called on Green. "Name one means of transportation," the professor said, but Green looked helpless. "Something that takes us from one place to another," the professor explained. Green opened his mouth, but nothing came out of it. "Perhaps, Mr Green," the professor continued, "you can name the means of transportation that we usually use when we go on long journeys across land." It was very, very quiet in the room, but his face became red. He looked at the class hopefully. All of us agreed with Professor Bassum that Jimmie Green must not fall behind because the Chicago game, one of the most important of the season, was not far away.

"Toot, toooooot, too-tooooooooot," came from a student in the back of the room. We all looked hopefully at Jimmie Green.

"Ding dong, ding dong," came from another part of the room. The professor finished the performance: "Chuffa-chuffa, chuffa-chuffa." But all these sounds did not help to give Jimmie any ideas. So the professor made another effort:

"How did you come to the University this year, Mr Green?" he asked.

"My father sent me," said the football-player.

"On what? On WHAT?" asked the professor.

"He gave me money," the champion answered slowly.

"No, no," said Bassum. "Name a means of transportation. What did you RIDE on?"

"Train," said Jimmie.

"Quite right! Very good, Mr Green," said the professor. "Now, another student. Mr Quincy, please tell us..."

Text 10

MR WOODHOUSE ADVERTISES

Translate the following text into Russian in writing.

Travel business is flourishing these days. A lot of people come to Russia from abroad to see its beauty.

A joint Russian-American venture "Tour East" was formed to take care of the travellers coming to Russia from the USA. The firm has its own motels and hotels, modern river boats and first-class restaurants.

To conduct business well you have to do much advertising, so that your potential customers might learn what products or services you provide.

John Woodhouse is the head of the "Tour East Advertising Department" in New York. It's his job to make "Tour East" popular with the American public. His department prepares various publicity materials: information leaflets, guidebooks, books of photographs. They publish advertisements in *New York Times* and other periodicals.

Americans are accustomed to see big bright posters along the roads. That's why Mr Woodhouse launched a new ad campaign and ordered many big posters to be put along the main roads. They say "Tourist, tour East!"

Problems:

1. How do travel agencies advertise tours a) in Russia; b) abroad?
2. Suppose you organize an ad campaign for Russian tourists in Russia. What advertising materials are you going to use? Let all of them have the common key phrase "East or West, home is best".

Text 11

TOYOTA – A FAMOUS AUTO MAKER

Toyota is a very successful Japanese company. They make new models of cars every year.

The company certainly faces a lot of difficulties. For example, Toyota is under pressure from the government and its trade union to reduce working hours. It must hire more people or keep investing in automation. It wants to cut the working hours to 38 hours a week. That's why the company must continually recruit and train new workers. And it must make assembly-line jobs simpler and easier without hurting productivity or quality.

All this calls for many innovations. For example, they introduced the new electronic system of communication among all factories and all parts necessary for production can be ordered in a moment. Noiseless electric carriers have replaced old conveyers. Now the workers can speak normally at the assembly line and they even play music in the workshop.

But the main innovation is, of course, the introduction of robots. Sometimes workers are hard to find, machines are everywhere. Video cameras help robots to carry car parts, to put them in right places and to make all necessary operations on them. No wonder all the jobs get done right and the quality of the cars is exceptional. There are only 10 defects per 100 Toyota cars, whereas there are 125 defects per 100 cars produced in other countries.

Problems:

1. What innovations are introduced at the manufacturing company you know?
2. What is the effect of these innovations on the products?
3. Do they improve the working conditions? How?
4. How long is the working week at the enterprise you are familiar with?

Text 12

FROM A WRITER'S NOTEBOOK

(From *S. Maugham*)

We were spending the night at a small town in Texas. The hotel was full. Everyone went to bed early. At ten o'clock a woman in one of the rooms put in a trunk-call to Washington, and we could hear plainly every word she said.

She wanted a Major Tompkins, but she didn't know his number. She told the operator that he was in the War Department. Presently, she got on to Washington. But then the operator told her she couldn't find him. That made the woman angry, she said that everyone in Washington knew Major Tompkins. It was very important, she had to speak to him. She was cut off and in a few minutes she tried again. She tried every quarter of an hour. She made more and more noise. Nobody could sleep.

Indignant guests rang down to the office and the night manager came up and tried to make her quiet. But she rang and rang. She shouted. Furious men and women banged on her door telling her to stop making so much noise as they couldn't sleep. She told them all to go to hell. The manager sent for the sheriff. The sheriff came, but he was no match for her (не справился с ней) and not knowing what else to do sent for a doctor.

She went on telephoning. At last she got Major Tompkins. It was four in the morning and no one in the hotel had shut an eye.

"Have you got Major Tompkins?" she asked the operator. "You're quite sure you've got him? Is he on the line?" Then she said:

"Tell Major Tompkins that I DON'T WANT TO SPEAK TO HIM." With that she banged the receiver down onto the cradle.

Text 13

SHOPS IN BRITAIN

Read the text and answer the questions below.

Most shops in Britain open at 9.00 a.m. and close at 5.00 or 5.30 in the evening. Small shops usually close for an hour at lunchtime. On one or two days a week – usually Thursdays/Fridays some large food shops stay open until about 8.00 p.m. for late night shopping.

Many shops are closed in the afternoon one day a week. The day is usually Wednesday or Thursday and it is a different day in different towns.

Nearly all shops are closed on Sundays. Newspaper shops are open in the morning and sell sweets and cigarettes as well. But there are legal restrictions on selling many things on Sunday.

In general, overseas visitors don't have much difficulty knowing where to buy things. Most shops sell the things that you would not expect them to. One problem is stamps. In Great Britain you can only buy these at post-offices.

Many large food shops (supermarkets) are self-service. When you go into one of these shops, you take a basket and you put the things you wish to buy into it. You queue up at a cash desk and pay for everything just before you leave.

If someone tries to take things from a shop without paying, they are almost certain to be caught. Most shops have store detectives who have the job catching shoplifters. Shoplifting is considered a serious crime by the police and the courts.

When you are waiting to be served in a shop, it is important to wait for your turn. It is important not to try to be served before people who arrived before you. Many people from overseas are astonished at the British habit of queuing.

Department Store

Where can I buy...?	Где можно купить...?
Would you tell me where the nearest department store is?	Скажите, пожалуйста, где ближайший магазин?
Is it far from here?	Это далеко?
Where is... the biggest department store; children's department store; a big toy shop?	Где находится... самый большой магазин; детский магазин; большой магазин игрушек?
Can I walk there?	Туда можно дойти пешком?
Which way do I go?	Как туда пройти?
How do I get there?	Как туда проехать?
When does the shop open?	Когда открывается магазин?
When do they have the lunch interval there?	Когда обеденный перерыв?
Is the shop open on Sunday?	В воскресенье магазин работает?

Text 14

THE UK ECONOMY

Read the article below quickly to pick out the main economic indicators. Say how they characterize the UK economy.

The UK economy has recently experienced economic growth combined with low inflation and falling unemployment. In 1997, it achieved the first surplus on the current account of the balance of payments since 1985. Nevertheless, the economy continues to face problems, such as low levels of investment and productivity, and income per head is below that of many other major industrialized nations. The Government's economic policies are directed towards the achievement of high and stable levels of growth and employment, enabling everyone to share in higher living standards and greater job opportunities. Extra resources are being allocated to priority concerns, notably health, education, public transport, and the regeneration of urban areas and housing.

Recent decades have generally seen the fastest growth in the services sector, which now accounts for around two-thirds of GDP, compared with about a half in 1950. Oil and gas production has had a major impact on the UK economy since substantial production of gas started in the late 1960s and oil began to be produced in significant quantities in 1976. Manufacturing now contributes less than a quarter of GDP, compared with over a third in 1950. The level of productivity in the UK has been lower than in many other industrialized countries.

Over the longer term, as incomes rise, people tend to spend increasing proportions of their disposable income on durable goods and certain services. Spending on leisure pursuits and tourism, communications, health and financial services have all shown significant growth in recent years. Declining proportions are being spent on food, alcoholic drink, and tobacco.

Unemployment in the UK has fallen in recent years and is lower than in many other European countries.

Text 15

WHO WATCHES WHAT?

One of the biggest changes in the way people in Britain have spent their leisure time in recent years has been the increase in the amount of time spent watching television. The average winter viewing figures are now about twenty-eight hours per week.

As you might expect, television viewing is less popular in summer than in winter and more popular with old people than with any other age group. Viewing also varies according to social class, with professional and managerial classes watching less than the unskilled and the unemployed. On average, women watch more than men.

British TV has an international reputation for producing programmes of a high quality such as documentaries, nature programmes, comedies and drama series and, according to the government, there should be a combination of "competition, quality and choice" in any plans for the future of TV. However, not everyone agrees that more TV means better TV and it has been argued that the standard of programmes may drop in the future with companies concentrating on making programmes with a mass appeal such as soap operas, quiz shows, and situation comedies.

Text 16

A CAREER IN BUSINESS

Many office workers dream of working their way up to the top from messenger to president of the corporation. The way lies through middle management positions. Middle management includes junior executives, who may recommend action to top management or see that the company's policies are being carried out. At the very top are senior executives, who establish the policies for their companies, especially

those that involve finances. The top managers of the large corporations have a great deal of power and influence.

It is still possible to start out at the bottom and go all the way to the top. Because the financial operation of business is so important, some accountants become top executives. In companies where technology is important, people with an engineering background can also rise to the top. Nowadays, however, education plays a central role in the selection of men and women for management jobs. Many US universities have courses in business administration. The graduates of these courses often start out in middle management jobs. From there, they can easily get promoted if they show the necessary personality and ability.

1. What may junior executives do?
2. What do senior executives do?
3. What courses do US universities offer?

Text 17

INDUSTRY

About 98 per cent of all manufacturing firms of Australia are small businesses. The main industries are chemicals, aerospace, electrical and electronics, information technology, engineering, food processing, motor vehicles, iron and steel, paper, woodchips and forestry.

Due to a sizeable resource base, Australia has developed an efficient and internationally competitive agricultural industry. Agricultural output contributes about 2.5 per cent to GDP (Gross Domestic Product). Australia leads the wool production and is a significant supplier of cereals, dairy produce, meat, sugar and fruit.

Australian wines are receiving increasing attention due to their high quality and distinctive flavour. Exports have grown rapidly in recent years.

Fisheries products are exported mainly to East Asia and the US.

The services industry, the largest segment of the economy is the fastest growing industry. It covers construction, trade, property, finance, communications, education, tourism, business services and it accounts for 70 per cent of GDP. Tourism is the largest and fastest growing sector of the services industry.

Australian scientists and researchers have been responsible for many advances in the manufacturing, mining and agricultural industries.

They have also made significant contributions to medical science and there are quite a number of inventions that earned Australian scientists the Nobel prize. Penicillin, for example was co-discovered by Lord (Howard) Florey, and it was first administered to civilians in Australia.

1. What are the main industries of Australia?
2. What is the world leading production of Australia?
3. What products does Australia supply to other countries?
4. What can you tell about the services industry of Australia?

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

ПЕРЕВОД НАУЧНЫХ ТЕКСТОВ

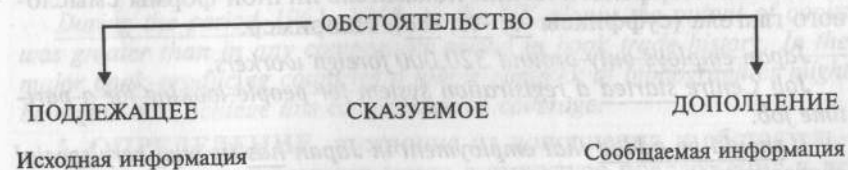
Чтение иностранного текста — сложный процесс, который предполагает не только владение техникой и приемами чтения, но и способность понимать мысль, выраженную на другом языке.

При переводе на другой язык потери неизбежны, то есть возможна неполная передача значений слов в тексте подлинника, поэтому текст перевода никогда не может считаться абсолютным эквивалентом текста подлинника; задача переводчика заключается в том, чтобы сводить потери до минимума и научиться передавать не только смысл отдельных слов или даже предложений, а всего текста в целом.

Научные тексты на английском языке отличаются большим количеством сложных предложений и конструкций; в них встречаются инфинитивные, причастные и герундиальные обороты, различные придаточные предложения — все это значительно затрудняет понимание таких текстов.

Основным приемом полного осмысления любого предложения является лексико-грамматический анализ текста. *Грамматическое чтение* предложения — это членение данного предложения на отдельные смысловые группы (группу подлежащего, сказуемого, обстоятельства и т. д.). При этом важно раскрыть связь как между отдельными смысловыми группами, так и между словами в пределах каждой из них.

В английском языке смысловая структура предложения тесно связана с его грамматической структурой и порядок слов является основным формальным организатором структуры предложения. Структуру распространенного предложения можно схематически представить следующим образом:



В английском утвердительном предложении надо постоянно помнить о порядке слов и учитывать особенности английского языка (в подавляющем своем большинстве слова не спрягаются и не изменяются по родам).

Английское утвердительное предложение имеет следующий порядок слов: первое место занимает подлежащее, второе — сказуемое, третье — дополнение, на нулевом (или четвертом) месте находится обстоятельство.

Следует отметить, что определение не имеет постоянного места в структуре предложения: оно обычно входит в состав смысловой группы определяемого слова и располагается перед ним или после него.

Рассмотрим характерные признаки отдельных смысловых групп в порядке их следования.

1. ПОДЛЕЖАЩЕЕ — обязательный член всех предложений в английском языке, кроме повелительных, в которых оно подразумевается. Даже в безличных предложениях типа «говорят», «известно», «можно сказать» и т.д. подлежащим является местоимение *it* или *one*. Например: *It is said; It is to be noted; One can say.*

В соответствии со структурой английского предложения *подлежащее*, как правило, *стоит перед сказуемым*. Формальным показателем подлежащего является наличие артиклей, указательного, притяжательного или неопределенного местоимения. Например:

The programmer has been welcomed...

These two external factors are of great significance...

This article summarizes...

An employment system has...

Подлежащее может быть выражено существительным, местоимением, числительным, инфинитивом, герундием, придаточным предложением. Например:

Achieving this requires work-based training...

They will continue to receive benefits...

2. СКАЗУЕМОЕ занимает второе место в предложении. Вместе с подлежащим оно дает законченное выражение мысли. Между подлежащим и сказуемым существует непосредственная синтаксическая связь, которая в английском языке выражается порядком членов предложения. Показателями начала группы сказуемого являются глагол-связка, вспомогательный глагол, модальный глагол или морфологический показатель личной формы смыслового глагола (суффиксы *-s*, *-es*, *-ed*). Например:

Japan employs only around 320,000 foreign workers.

Job Centre started a registration system for people looking for a part-time job.

It should be added that employment in Japan has its own very special characteristics.

A local structure can be characterized in several complementary ways.

We can give you whatever extra help you need.

Большую помощь в определении группы сказуемого оказывают вспомогательный и модальный глаголы. Следует помнить, что эти

глаголы всегда употребляются в сочетании с другими глаголами и образуют смысловую группу сказуемого, в которую кроме глагольных форм могут входить любые части речи. От сказуемого зависят другие члены предложения, без которых его смысл иногда бывает недостаточно полно выражен. В таких случаях сказуемое вместе с зависимыми от него членами предложения (дополнением, обстоятельством) составляет одну смысловую группу. Например:

The language barrier is a major obstacle to the speedy communication of new knowledge.

Modern man becomes increasingly dependent upon quick and easy access to information in all fields of knowledge.

В первом примере на начало группы сказуемого указывает вспомогательный глагол в личной форме *is*. Смысловая группа сказуемого включает совокупность слов *is a major obstacle to the speedy communication of new knowledge*. Во втором примере группа сказуемого начинается смысловым глаголом с окончанием *-s*.

3. ДОПОЛНЕНИЕ. В английском языке дополнение занимает третье место в предложении. Как и в русском языке, оно может быть прямым или косвенным. *Прямое дополнение* неразрывно связано со сказуемым и образует единую с ним смысловую группу. Например:

Each issue of a periodical usually contains articles by several contributors.

Косвенное дополнение бывает беспредложным и предложным. Группа предложного дополнения связана со сказуемым с помощью предлога и входит в смысловую группу сказуемого. Например:

The federal government sets the guidelines for economic and commercial policy, but it does not engage in national planning...

4. ОБСТОЯТЕЛЬСТВО обычно относится к сказуемому, но иногда может относиться и к другим членам предложения; в этих случаях оно не выделяется в отдельную смысловую группу.

Группа обстоятельства занимает в предложении четвертое (в конце предложения) или нулевое (перед подлежащим) место и начинается со служебного слова, в качестве которого выступает предлог, наречие или союз. Например:

During the period 1961–1965, in the UK alone, the output of books was greater than in any comparable period in book trade history. In the major book-producing countries a whole complex of bibliographies might be required to achieve this comprehensive coverage.

5. ОПРЕДЕЛЕНИЕ, в отличие от дополнения и обстоятельства, не имеет постоянного места в структуре предложения и не образует отдельной смысловой группы, а входит в группу определяемого члена предложения, составляя с ним одно целое.

Определение может располагаться до и после определяемого слова. Следующие за определяемыми словами определения образуют с этими словами предложные словосочетания. Определения, стоящие

перед определяемыми словами, составляют с ними беспредложные словосочетания, в которых определяемые слова являются главными. Обычно определение относится к существительному и может быть выражено любой частью речи. Например, в предложении *The field of computer science has...* группа подлежащего представляет собой предложное словосочетание, где главное слово — существительное *the field*; слова *of computer science* являются определением.

Зная отличительные признаки основных смысловых групп в предложении, можно свободно провести грамматическое чтение любого сложного предложения, то есть выделить в нем основные смысловые группы. При лексико-грамматическом анализе предложений, усложненных неличными глагольными формами, такими, как инфинитив, герундий или причастие, следует расчленить предложение по общему правилу, указанному выше, определить место и функции неличной глагольной формы в предложении, а затем приступить к переводу. Например:

Surprisingly, he also found that any one national library duplicated very few titles to be found in the other national libraries.

Before taking some secondary material you should apply to a librarian of a reference library.

On wishing to consult a book from a glass-fronted bookcase a reader must fill in a request slip and give it to an assistant.

Training in other departments before coming to reference work is of great importance.

Запомните алгоритм анализа предложения:

1. Определить, является ли данное предложение простым или сложным.
2. Разделить предложение на две части: на группу подлежащего и группу сказуемого. Если предложение сложное, произвести те же операции с каждым из составляющих его предложений.
3. Выделить глагол-сказуемое (установить наличие смысловых, вспомогательных и модальных глаголов, именной или глагольной части составного сказуемого).
4. Разделить группу сказуемого на глагол-сказуемое, дополнения и обстоятельства.
5. Определить подлежащее в группе подлежащего.
6. Выделить в группе подлежащего определения, стоящие до и после него.
7. Определить наличие оборотов (причастных, инфинитивных или герундиальных).
8. Соотнести подлежащее со сказуемым и определить главную мысль, выраженную в данном предложении.

Студентам необходимо завести специальную тетрадь (особенно при переводе контрольных текстов), где приводилась бы схема

записи, отражающая элементы перевода. На развороте тетради вычерчиваются четыре колонки:

Текст, подлежащий переводу	Новые слова и выражения, значение которых устанавливается по словарю самостоятельно	Первый вариант перевода (выполненный студентом самостоятельно)	Второй вариант перевода (выполненный студентом после анализа и отработки первого варианта на занятии)

Задание. Переведите следующий текст, используя словарь. Сверьте ваш вариант перевода с ключом.

The Professional Reinsurer

The professional or specialist reinsurer is an insurance company whose business is confined to reinsurance alone. In other words, such a company does not write direct insurance and, consequently, has no direct financial or commercial contracts with policyholders. In principle, a professional reinsurer may offer coverage in all classes of business written by direct insurers, both for the individual lines of property, liability, personal accident and motor insurance and for other classes such as life, health and credit insurance. The principle of specialization, under which different companies write different classes of business, is applicable only in a few exceptional cases, for example (but with certain qualifications) in the USA.

In terms of their corporate structure, professional reinsurance companies are usually joint-stock corporations.

Ключ

Профессиональный перестраховщик

Профессиональный перестраховщик — это страховое общество, специализирующееся только в области перестрахования. Иными словами, такое общество не проводит прямого страхования и, следовательно, у него нет прямых экономических контактов со страхователем. По общему правилу профессиональный перестраховщик может предлагать перестрахование в любой сфере бизнеса, с которым имеет дело страховщик. Это может касаться страхования имущества и ответственности, а также страхования жизни, здоровья, кредита и страхования от несчастного случая. Принцип разделения по отраслям страхования применяется только в исключительных случаях, например в США (правда, с ограничениями).

Как правило, профессиональные перестраховщики имеют юридическую форму в виде акционерного общества.

PRÉCIS WRITING

При реферировании происходит осмысление отдельных положений, представляющих суть оригинала, сокращение всех мало-значущих сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и фиксирование их в конспективной форме.

Содержание работы излагается в реферате объективно, без критической оценки материала с позиции референта.

Независимо от того, на каком языке пишется реферат иностранного источника, заголовочная часть составляется на языке оригинала. При написании реферата на другом языке после названия произведения в скобках дается перевод.

Объем реферата варьируется в зависимости от объема оригинала, его научной ценности, от того, на каком языке он опубликован (работы на иностранных языках могут быть прореферированы подробнее). Предельным объемом реферата принято считать 1200 слов при сокращении текста оригинала в 3, 8 и даже 10 раз.

В процессе реферирования происходит не просто сокращение текста, а существенная переработка содержания, композиции и языка оригинала: выделяются главные факты и излагаются в краткой форме. Второстепенные факты, детальные описания, примеры, исторические экскурсы опускаются, однотипные факты группируются, дается их общая характеристика, цифровые данные систематизируются и обобщаются. Язык и стиль оригинала претерпевает изменения в сторону нормативности, нейтральности, простоты и лаконичности.

Реферат — это не простой набор ключевых фрагментов текста, на базе которых он строится, а новый, самостоятельный текст.

Для связности изложения используются такие стереотипные выражения, как: «отмечено», «установили», «рассматриваются», «анализируются», «отмечается», «указывается», «показывает», «получило одобрение», «вызвало интерес» и т.д., а также специальные клише, которые можно сгруппировать следующим образом:

1) для выражения общей оценки источника, его темы, содержания: «статья посвящена...», «целью статьи является...», «статья представляет собой...» и т.д.;

2) для обозначения задач, поставленных и решаемых автором: «в первой (второй и т.д.) главе автор описывает (отмечает, анализирует и т.д.)...»;

3) для оценки полученных результатов исследования, для выводов: «результаты подтверждают...», «автор делает вывод, что...» и т.д.

Приводимые ниже клише помогут адекватно и без ошибок передать на английском языке содержание статьи из газеты, журнала, главы книги и т.п.

1. <i>The Moscow Times</i> dated the 10th of May carries an article headlined...	В газете ... от 10 мая помещена статья, озаглавленная...
2. The article deals with...	В статье говорится о...
3. Here is something about...	Вот некоторая информация о...
4. The article is devoted to the analysis of the situation in...	Статья посвящена анализу обстановки в...
5. The article discusses...	В статье обсуждается...
points out...	указывается на...
stresses on...	подчеркивается, что...
reveals...	разоблачается...
reviews...	рассматривается...
6. The article goes on to say...	Далее в статье говорится...
7. It should be noted that...	Следует отметить, что...
8. In conclusion the article says...	В заключение в статье говорится...
9. That's about all I wanted to say.	Это, кажется, все, о чем мне хотелось вам сообщить.

Список фраз для составления аннотаций и рефератов

1. The article is headlined...
2. The headline of the article I have read is...
3. The main idea of the article is...
4. The article is about/deals with/is concerned with...
5. The article opens with...
6. At the beginning of the article the author depicts/dwells on/touches upon/explains/introduces/mentions/comments on/underlines/criticizes/makes a few critical remarks on/gives a summary of...
7. The article/the author begins with the description of/the analysis of ...
8. Then/after that/next/further on/the author passes on to/goes on to say/gives a detailed analysis of...
9. In conclusion the author...
10. The author concludes with...
11. The article ends with...
12. At the end of the article the author draws the conclusion that...
13. At the end of the article the author sums it all up by saying...
14. I found the article interesting/informative/important/dull/of no value, etc.

Приступая к работе со словарем, необходимо прежде всего познакомиться с его структурой. Несмотря на то что существует множество различных типов словарей, большинство из них состоит из нескольких основных разделов:

- 1) Предисловие;
- 2) О пользовании словарем;
- 3) О фонетической транскрипции;
- 4) Список помет и условных сокращений;
- 5) Алфавит (например, английский в англо-русском словаре);
- 6) Собственно словарь;
- 7) Приложение.

В результате анализа структуры словаря студент должен:

- знать объем словаря (т.е. количество слов);
- знать, где находятся в словаре алфавит, краткий фонетический справочник, список помет и условных сокращений;
- ознакомиться с приложением к словарю (это может быть список географических названий, наиболее употребительных сокращений, таблица неправильных глаголов и т.д.).

Для успешной работы со словарем необходимы следующие знания и умения:

1. Твердое знание английского алфавита.

Слова в словаре расположены строго в алфавитном порядке, последовательность алфавита соблюдается также и внутри слова.

2. Умение поставить слово в исходную форму.

Слова в словаре даются в их исходной форме:

- существительное — в общем падеже, единственном числе: **country**;
- глагол — в неопределенной форме, т.е. в инфинитиве: **send**;
- прилагательное — в положительной степени: **good**;
- наречие — в положительной степени: **well**.

Однако в предложениях слова не всегда стоят в исходной форме, поэтому ее необходимо уметь образовывать.

Следует помнить:

- 1) у в конце слова и с предшествующей согласной меняется на **i** при образовании:
 - множественного числа имен существительных: **city — cities**;
 - степеней сравнения прилагательных и наречий: **easy — easier**;
 - 3-го лица единственного числа в Present Simple: **study — studies**, а также при образовании Past Simple и Past Participle;

2) в односложных прилагательных и глаголах с кратким гласным при образовании различных форм конечная согласная удваивается:

big — bigger — biggest;
to stop — stopped;

3) слова, оканчивающиеся на **-ing**, образованные от глаголов, следует искать в словаре, отбросив окончание **-ing**:

discovering — ing = discover;
reading — ing = read;

4) для неправильных глаголов формы Past Simple и Past Participle даются в словарях в круглых скобках: **take v (took; taken)**.

3. Знание правил словообразования.

Многие новые слова могут быть образованы с помощью префиксов и суффиксов, знание которых значительно облегчает самостоятельную работу над текстом с использованием словаря.

Необходимо помнить значения следующих префиксов:

Префиксы	Значение	Примеры
de-	отрицательное или противоположное значение	merit — заслуга demerit — недостаток
dis-	отрицательное значение	to appear — появляться to disappear — исчезать
in-	<i>не-, без-</i> В словах, начинающихся с букв l, r, m , согласная n в префиксе меняется на начальную букву слова. Если слово начинается с буквы p , то n меняется на m	convenient — удобный inconvenient — неудобный legal — законный illegal — незаконный moral — нравственный immoral — безнравственный resolute — решительный irresolute — нерешительный possible — возможный impossible — невозможный
mis-	неправильно, ложно	to understand — понимать to misunderstand — не понимать
over-	<i>сверх-, над-, пере-,</i> чрезмерно	to estimate — оценивать to overestimate — переоценивать
pre-	<i>до-, перед-,</i> впереди, заранее	historic — исторический prehistoric — доисторический
re-	снова, заново, еще раз, обратно	to write — писать to rewrite — переписывать
un-	противоположное значение (в глаголах) <i>не-, без- (бес-)</i>	to close — закрывать(ся) to unclose — открывать(ся) to expect — ожидать unexpected — неожиданный real — реальный unreal — нереальный

Наиболее употребительными суффиксами являются:

Суффиксы существительных	
-er, -or	speaker — оратор, translator — переводчик
-ment	agreement — соглашение
-ness	business — дело
-hood	brotherhood — братство
-dom	freedom — свобода
-ship	partnership — партнерство, товарищество
Суффиксы прилагательных, наречий	
-less	helpless — беспомощный
-ful	useful — полезный
-al	formal — формальный
-ic	economic — экономический
-able	understandable — понятный
-ive	active — активный
-ly	quickly — быстро

4. Умение понимать различные обозначения при словах в словаре.

1) Следует помнить, что каждое слово (в том числе и сложное слово, пишущееся через дефис или раздельно) со всем относящимся к нему материалом образует самостоятельную словарную статью.

2) При словах иностранного происхождения, сохранивших свое написание и иногда происхождение, дается указание на происхождение слова. Например: *vice versa* (лат.) *наоборот, напротив*.

3) Слова в словаре помечаются сокращениями.

a	adjective	прилагательное
adv	adverb	наречие
attr	attributive	атрибутивное употребление (в качестве определения)
cj	conjunction	союз
etc	et cetera	и так далее
n	noun	существительное
num	numeral	числительное
pl	plural	множественное число
p.p.	past participle	причастие прошедшего времени
prep	preposition	предлог
pron	pronoun	местоимение
sing	singular	единственное число
v	verb	глагол

5. Умение выбрать в словаре нужное для данного контекста значение слова.

Следует помнить, что поиску слова в словаре должен предшествовать анализ предложения. Чтобы уметь анализировать предложение, необходимо знать:

- структуру предложения в английском языке;
- формальные признаки различных частей речи.

Старайтесь избегать следующих ошибок:

1) студенты иногда выписывают из словаря значения слов, даже не прочитав до конца предложение. Такая работа часто оказывается безрезультатной, поскольку выписывается, как правило, лишь первое значение слова, которое может не соответствовать значению слова в данном контексте;

2) некоторые студенты сначала отыскивают значения всех слов, а затем пытаются их соединить. При отсутствии предварительного анализа предложения не получится правильного перевода.

При переводе текста с помощью словаря **ПОМНИТЕ:**

1. Перевод текста не является переводом всех слов в предложении подряд. Необходимо понять смысл данного предложения.

2. Поискам слова в словаре должно предшествовать определение его грамматической функции в предложении.

3. Не следует брать из словаря первое значение слова, не прочитав всю словарную статью.

4. Если в словаре нет значения слова, соответствующего контексту, следует выбрать наиболее близкий синоним или, исходя из общего содержания, самому подобрать наиболее подходящее значение.

5. Если в словаре нет нужного слова, его значение можно установить по строевым элементам на основе правил английского словообразования.

6. При переводе текстов по специальности старайтесь запоминать встречающиеся в них термины, что впоследствии значительно облегчит работу над текстом по экономической тематике.

Список использованной литературы

- Attwood M. and Dimmock S.* Personnel Management. — London, 1996.
- Brieger N., Comfort J., Hughes S., West C.* Business Contacts. — London, 1985.
- Cole L. A.* Management Theory and Practice. — London, 1996.
- Dale E., Michelin L. C.* Modern Management Methods. — New York, 1995.
- Land J.* Business Reading. — Harlow: Longman Group UK Limited, 1994.
- McCarthy M., O'Dell F.* English Vocabulary in Use. — Cambridge University Press, 1995.
- Professional English. Coursebook. — Harlow: Longman, 1987.
- Soars G.* Headway. — Oxford University Press, 1994.
- Streamline English. — Oxford University Press, 1992.
- Test and Practise Your English. Beginners to Intermediate. Book 1. — Edinburgh: Thomas Nelson and Sons Ltd., 1990.
- Англо-русский словарь по экономике и финансам / Под ред. А. В. Аникина. — СПб., 1993.
- Выборова Г. Е., Махмурия К. С.* Сборник упражнений по английской грамматике к базовому курсу Easy English: Учеб. пособие для учащихся средней школы и студентов неязыковых вузов. — М., 2000.
- Каминская Л. И.* What To Say and How To Behave in Great Britain (Что говорить и как себя вести в Великобритании). — М., 1998.
- Коваленко П. И.* Английский для экономистов: Учеб. пособие для высших учебных заведений — М., 2001.
- Колесникова Н. Н., Данилова Г. В., Гарузова Л. В., Девяткина Л. Н.* Мир труда (World of Work): — 2-е изд., доп., перераб. — М., 2000.
- Лебединская Б. Я.* Английская грамматика в стихах: Пособие по английскому языку. — 2-е изд., испр. — М., 2000.
- Любимцева С. Н.* и др. Деловой английский для начинающих. — М., 1995.
- Любимцева С. Н., Памухина Л. Г.* Читаем. Говорим. Слушаем. Деловой английский для начинающих: Учеб. издание. — М., 1998.
- О Британии кратко.* Книга для чтения на английском языке / Сост. В. В. Ощепкова, И. И. Шустилова. — М., 2000.
- Португалов В. Д.* Учебник по английскому языку. Economics. — М., 2001.
- Рыжков В. Д.* Разговорный английский язык в бытовых и деловых ситуациях / Под ред. Е. М. Емельяновой. — Калининград, 2000.
- Тимановская Н. А.* Взгляд на англоговорящие страны: Учеб. пособие. 4-е изд. — Тула, 2000.
- Толстоухова В. Ф.* Английский язык. Бизнес-курс (Business English): Учеб. пособие для студентов вузов. — 2-е изд. — Минск, 2001.
- Шевелева С. А., Скворцова М. В.* Английский в вашей будущей карьере (English for Your Career). — М., 2001.

Contents

Предисловие	3
UNIT ONE. SOCIAL ENGLISH	5
Text A. English in the World of Work	5
Text B. Dialogue	8
Practice	11
Test 1	21
UNIT TWO. CAREER CHOICE	25
Text A. My Future Profession	25
Text B. Dialogue	30
Practice	34
Test 2	48
UNIT THREE. VOCATIONAL TRAINING	52
Text A. Schooling in Britain	52
Text B. Dialogue	57
Practice	63
Test 3	76
UNIT FOUR. HOTEL INDUSTRY	81
Text A. At a Hotel	81
Text B. Dialogue	85
Practice	92
Test 4	106
UNIT FIVE. BUSINESS TRIP	112
Text A. Travelling	112
Text B. Dialogue	116
Practice	121
Test 5	135
UNIT SIX. RUSSIA	141
Text A. The Russian Federation	141
Text B. Dialogue	146
Practice	151
Test 6	171
UNIT SEVEN. MANAGEMENT	176
Text A. The Job of Management	176
Text B. Dialogue	180
Practice	184
Test 7	203
UNIT EIGHT. WORLD OF LAW	209
Text A. The Legal Heritage	209
Text B. Dialogue	214

Practice	219
Test 8	239
Приложения	246
Английский алфавит	246
Правила чтения	247
Трудные случаи транслитерации	248
Грамматика английского языка в таблицах	249
Supplementary Reading	273
Методические рекомендации	289
Перевод научных текстов	289
Составление реферата	294
Работа со словарем	296
Список использованной литературы	300

Издательский центр
«Академия»



Учебная литература
для профессионального
образования

Наша книга может помочь вам в обучении

Москва
125085, Москва, пр-т Мира, д. 101, к. 1
(в Академике)
Тел./факс: (495) 330-1092, 334-8337
E-mail: info@academia-moscow.ru

Учебное издание

**Kolesnikova Nadezhda Nikolayevna
Danilova Galina Vasilyevna
Devyatkina Lyubov Nikolayevna**

English for Managers

**Колесникова Надежда Николаевна,
Данилова Галина Васильевна,
Девяткина Любовь Николаевна**

**Английский язык для менеджеров
Учебник**

Редактор *А. И. Миронова*
Ответственный редактор *Н. П. Галкина*
Технический редактор *Е. Ф. Коржуева*
Компьютерная верстка: *А. А. Исаева*
Корректоры *Г. В. Лаврик, В. П. Миронов*

Изд. № 102105842. Подписано в печать 25.06.2007. Формат 60×90/16.
Гарнитура «Таймс». Бумага офсетная № 1. Печать офсетная. Усл. печ. л. 19,0.
Тираж 3000 экз. Заказ № 19374.

Издательский центр «Академия». www.academia-moscow.ru
Санитарно-эпидемиологическое заключение № 77.99.02.953.Д.004796.07.04 от 20.07.2004.
117342, Москва, ул. Бутлерова, 17-Б, к. 360. Тел./факс: (495) 330-1092, 334-8337.

Отпечатано в ОАО «Саратовский полиграфкомбинат».
410004, г. Саратов, ул. Чернышевского, 59.
Интернет/ Home page — www.sarpk.ru



Издательский центр «Академия»

Учебная литература
для профессионального
образования

Наши книги можно приобрести (оптом и в розницу)

Москва 129085, Москва, пр-т Мира, д. 101 в, стр. 1 300
(м. Алексеевская)
Тел./факс: (495) 648-0507, 330-1092, 334-1563
E-mail: sale@academia-moscow.ru

Филиалы: Северо-Западный
198020, Санкт-Петербург, наб. Обводного канала,
д. 211-213, литер «В»
Тел.: (812) 251-9253, 252-5789, 575-3229
Факс: (812) 251-9253, 252-5789
E-mail: fspbacad@peterstar.ru

Приволжский
603005, Нижний Новгород, ул. Алексеевская, д. 24г и 24д
Тел.: (8312) 18-1678
E-mail: pf-academia@bk.ru

Уральский
620144, Екатеринбург, ул. Щорса, д. 92а, корп. 4
Тел.: (343) 257-1006
Факс: (343) 257-3473
E-mail: academia-ural@mail.ru

Сибирский
630108, Новосибирск, ул. Станционная, д. 30
Тел. / факс: (383) 300-1005
E-mail: academia_sibir@mail.ru

Дальневосточный
680014, Хабаровск, Восточное шоссе, д. 2а
Тел. / факс: (4212) 27-6022,
E-mail: filialdv-academia@yandex.ru

Южный
344037, Ростов-на-Дону, ул. 22-я линия, д. 5/7
Тел. : (863) 253-8566
Факс: (863) 251-6690
E-mail: academia-rostov@skytc.ru

Представительство в Республике Татарстан
420094, Казань, Ново-Савиновский район,
ул. Голубятникова, д. 18
Тел. / факс: (843) 520-7258, 556-7258
E-mail: academia_kazan@mail.ru

www.academia-moscow.ru