

Министерство образования Республики Беларусь
Филиал БНТУ
«Минский государственный политехнический колледж»

Электронное учебно-методическое пособие по учебной дисциплине

«Иностранный язык делового общения»

для специальности 2-26 02 31

«Документоведение и документационное обеспечение управления»

Минск 2019

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Учебно-методическое пособие предназначено для самостоятельного и дистанционного изучения учебной дисциплины «Иностранный язык делового общения» учащимися специальности 2-26 02 31 «Документоведение и документационное обеспечение управления». В учебно-методическом пособии представлен теоретический и практический материал, а также материал, обеспечивающий контроль знаний для проведения текущей и итоговой аттестации.

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Пояснительная записка

Данное электронное учебно-методическое пособие, далее ЭУМП, может использоваться преподавателями, учащимися дневной и заочной формы получения средне-специального образования для самостоятельного и дистанционного изучения материала учебной дисциплины «Иностранный язык делового общения» 2 курса для специальности 2-260231 «Документоведение и документационное обеспечение управления».

Основная цель-формирование коммуникативной компетенции, обучение иностранному языку как средству общения и как инструменту в будущей профессиональной деятельности.

Для реализации вышеуказанной цели предусматривается решение следующих учебных задач:

- сформировать знания лексических единиц по теме;
- развить и закрепить умения употребления данной лексики в диалогах и монологах;
- научить решать нетипичные задачи, используя данную лексику, импровизировать на данную тему;
- совершенствовать употребление данных грамматических явлений в речи.

Языковой материал, подлежащий усвоению, представлен в двух минимумах: продуктивном- для использования в процессе общения и рецептивном-для чтения, восприятия и понимания речи на слух.

В результате использования данных методических рекомендаций учащиеся должны уметь:

- строить связное высказывание с предварительной подготовкой с опорой на образец;
- применять полученные знания и умения в нестандартных ситуациях;
- свободно владеть информацией по теме.

В пособии представлены следующие темы: знакомство, роль иностранного языка в профессиональной деятельности, устройство на работу, написание резюме, виды компаний, деловая встреча, профессия-секретарь-референт, телефонные разговоры, командировка, заказ билета и номера в гостинице, ведение деловых переговоров, приём и сопровождение делегации, национальное разнообразие.

При составлении пособия использован интересный познавательный материал. Тексты носят образовательно-развивающий характер и служат базой для совершенствования навыков говорения.

Речевые упражнения построены таким образом, чтобы в них обязательно присутствовала мыслительная задача, максимально стимулирующая развитие навыков говорения, диалогической речи, групповой активности.

Кроме того, данное пособие содержит аудио и видео приложения.

Выписка из учебного плана

2-26 02 -31 Документоведение и документационное обеспечение управления
утвержденного директором филиала __. __.201__ г.

Учебная дисциплина « Иностранный язык делового общения _____ » изучается
на протяжении 3 семестров
(дневная форма обучения).

Виды работ	Количество часов		
	3 семестр обучения	4 семестр обучения	5 семестр обучения
Всего часов	48	54	98
Из них: практических занятий	48	54	98
лабораторных работ	—	—	—
курсовое проектирование	—	—	—
Количество: тематических контрольных работ	—	—	—
обязательных контрольных работ	—	1	1
*домашних контрольных работ	—	—	—
Экзамен	—	1	1

Междисциплинарные связи

1. Секретарское дело
2. ДОУ
3. ТСО
4. Социально-гуманитарные дисциплины
5. Кадровое делопроизводство
6. Основы менеджмента
7. Архивоведение
8. Психология и этика ДО
9. Основы экономики
- 10.Международные коммуникации
- 11.Деловое администрирование на иностранном языке

Учебная программа

Министерство образования Республики Беларусь
Филиал БНТУ
«Минский государственный политехнический колледж»

УТВЕРЖДАЮ
Директор филиала БНТУ «МГПК»

(подпись) (расшифровка подписи)
«_____» _____ 20__ г

УЧЕБНАЯ ПРОГРАММА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК ДЕЛОВОГО ОБЩЕНИЯ»

Специальность 2 – 26 02 31 «Документоведение и документационное
обеспечение управления»

Минск
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Учебная программа разработана на основании примерного тематического плана по учебной дисциплине «Иностранный язык делового общения» для специальности 2-26 02 31 «Документоведение и документационное обеспечение управления», утвержденного постановлением Министерства образования Республики Беларусь от 12.08.2013 № 69РБ ст. №362 Д/тип

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данная учебная программа разработана на основании примерного тематического плана по учебной дисциплине «Иностранный язык делового общения» для специальности 2-26 02 31 «Документоведение и документационное обеспечение управления», утвержденного постановлением Министерства образования Республики Беларусь от 12.08.2013 №69РБ ст. №362 Д/тип

Обучение иностранным языкам в Республике Беларусь осуществляется на основе коммуникативно-когнитивного системно-деятельностного подхода в соответствии со следующими принципами:

- единство практической, развивающей, воспитательной и образовательной целей;
- сочетание практической направленности с систематизацией языкового и речевого материала в сознании обучающихся;
- системность в организации обучения;
- взаимосвязанное обучение всем видам речевой деятельности;
- формирование навыков и умений иноязычной речи на основе механизмов речепорождения, речевосприятия и коммуникативного взаимодействия;
- формирование навыков и умений самостоятельной работы с иностранным языком в процессе овладения им.

Языковой материал, подлежащий усвоению, представлен в двух минимумах: продуктивном – для использования в процессе общения и рецептивном – для чтения, восприятия и понимания речи на слух.

Практическая цель курса обучения английскому языку делового общения состоит в том, чтобы обеспечить достаточно свободное, нормативно правильное и функционально адекватное владение всеми видами речевой деятельности.

Целью обучения иностранному языку делового общения является овладение учащимися учреждений среднего специального образования иностранным языком как средством профессиональной деятельности; формирование представления об основных процессах регулирования деятельности человека в профессионально-деловой сфере средствами иностранного языка в условиях межкультурной коммуникации; ознакомление учащихся с системой понятий в данной сфере и специальными языковыми и речевыми средствами, раскрывающими эти понятия;

стимулирование их стремлений к совершенствованию владением иностранным языком.

Учитывая необходимость соответствия требованиям международных стандартов деловой корреспонденции, а также широкое внедрение в практику работы секретаря-референта компьютерных технологий, программа предусматривает межпредметные связи с дисциплинами «Иностранный язык», «Практика устной и письменной речи», «Информационные технологии», «Документационное обеспечение управления».

В результате изучения дисциплины специалист в области иностранного языка должен:

знать на уровне представления:

- основные фонетические и грамматические нормы, позволяющие использовать иностранный язык как средство общения;
- базовые речевые нормы, необходимые для делового общения;
- виды и формы деловой корреспонденции на иностранном языке;

знать на уровне понимания:

- минимальный объем слов, позволяющий вести общение на английском языке;
- структурные, лексические и стилистические особенности английского языка делового общения;
- основы делового языка по специальности 2-26 02 31

«Документоведение и документационное обеспечение управления»

- правила устного общения и письменной речи, позволяющие осуществлять языковую коммуникацию;
- технику перевода текстов по тематике профессиональной деятельности;
- конвенции составления документов различных типов;
- требования к оформлению корреспонденции и другой зарубежной документации по классификации международных партнерских контактов;

уметь:

- использовать этикетные формы общения на уровне социального и делового контакта;
- осуществлять профессиональное общение на иностранном языке;
- делать устные сообщения в монологической и диалогической форме по специальности и общественно-политическим вопросам;
- извлекать необходимую информацию из иностранных источников и оформлять ее в виде перевода, реферата, аннотации;

- воспринимать на слух информацию делового характера;
- оформлять корреспонденцию и другую зарубежную документацию на иностранном языке с использованием классификации международных партнерских контактов;
- пользоваться словарями разных типов, справочной литературой;

владеть:

- достаточным объемом лексических единиц для общения и ведения деловой переписки;
- основными грамматическими конструкциями, характерными для делового общения и переписки;
- способами перевода специальных и социально-политических текстов (со словарем);
- знаниями о ведении деловой документации и переписки.

В процессе достижения цели овладения иностранным языком как средством межкультурного, межличностного и профессионального общения в социальной и деловой сферах деятельности кроме коммуникативных задач реализуются также когнитивные и развивающие задачи.

Когнитивные (познавательные) задачи включают развитие рациональных способов мышления: умения производить различные логические операции (анализ, синтез, установление причинно-следственных связей, аргументирование, обобщение и вывод, комментирование).

Развивающие задачи включают развитие:

- способности четко и ясно излагать свою точку зрения по проблеме на английском языке;
- способности понимать и уважать чужую точку зрения по проблеме, стремиться к сотрудничеству и достижению согласия, выработке общей позиции в условиях различия взглядов и убеждений;
- готовности к различным формам и видам международного сотрудничества (совместный проект, конференция, совещание и др.);
- способности выявлять, сопоставлять и адекватно передавать социокультурные особенности в межкультурном общении с носителями английского языка и его пользователями.

В процессе изучения дисциплины предусматривается проведение двух обязательных контрольных работ и двух экзаменов. Тематика и содержание обязательных контрольных работ, форма их проведения определяются преподавателем, рассматриваются на заседании предметной (цикловой) комиссии. Тематика и форма проведения экзаменов рассматриваются на заседании предметной (цикловой) комиссии.

Тематический план

Раздел, тема	Количество часов
Раздел 1. Вводно-корректировочный курс.	8
1.1 Знакомство. Алфавит. Звуки.	1
1.2 Простое предложение с глаголом to be, to have.	1
1.3 Артикль. Вопросительное предложение. Местоимения.	2
1.4 Множественное число существительных. Притяжательный падеж существительных.	2
1.5 Имячислительное. Simple Tenses.	2
Раздел 2. Сфера профессионально-трудового общения	44
<i>2.1. Деловое общение</i>	<i>24</i>
2.1.1. Визитная карточка	6
2.1.2. Роль иностранного языка в профессиональной деятельности специалиста.	2
2.1.3. Устройство на работу: поиски вакансий, резюме, интервью	8
2.1.4. Современные компании: виды, структура, профили, должностные обязанности	8
<i>2.2. Профессия секретарь-референт</i>	<i>20</i>
2.2.1. Рабочее место секретаря. Оборудование. Канцтовары	6
2.2.2. Должностные обязанности секретаря, требования	6
2.2.3. Речевой и деловой этикет	4
2.2.4. Профессиональная этика секретаря	4
Раздел 3. Сфера межкультурного общения	12
3.1. Жизнь в многокультурном обществе	2
3.2. Национальное разнообразие	4
3.3. Национальные культуры и стереотипы	2
3.4. Обобщение. Проект «Добро пожаловать в Беларусь»	4
Раздел 4. Сфера международного сотрудничества. СМИ	22
4.1. Политическое устройство государства	6
4.2. Беларусь и мировое сообщество	4
4.3. Обобщение. Проект «Республика Беларусь на международной арене»	4
4.4. СМИ. Роль СМИ в современном мире	6
4.5. Обобщение. Проект «Сфера международного сотрудничества в СМИ»	2
Раздел 5. Сфера международных контактов.	112
<i>5.1. Деловая поездка. Деловое общение.</i>	<i>24</i>
5.1.1. Современные средства передачи информации (факс, электронная почта).	4

5.1.2. Контакты по телефону. Договорённость о встрече. Заказ билетов, резервирование мест в гостинице.	8
5.1.3. В аэропорту, на вокзале. Таможенный и паспортный контроль.	8
<i>Обязательная контрольная работа № 1</i>	1
5.1.4. Современные средства оплаты за рубежом.	4
5.2. <i>Приём и сопровождение делегации.</i>	17
5.2.1. Обеспечение встречи с иностранной фирмой. Гостиничный сервис. Питание. Прокат автомобиля. Вызов экстренной помощи.	9
5.2.2. Организация презентации, приёма.	8
5.3. <i>Деловая переписка.</i>	50
5.3.1. Структура делового письма. Аббревиатура в деловой корреспонденции.	4
5.3.2. Письмо-приглашение.	4
5.3.3. Письмо-поздравление	2
5.3.4. Письмо-запрос	4
5.3.5. Письмо-встречный запрос	4
5.3.6. Письмо-предложение	4
5.3.7. Письмо-заказ	4
5.3.8. Письмо-подтверждение заказа	4
5.3.9. Письмо-отклонение заказа	4
5.3.10. Письмо-изменение заказа	2
5.3.11. Письмо-отзыв заказа	2
5.3.12. Письмо-обсуждение цен и условий	4
5.3.13. Рекламное письмо	4
5.3.14. Письмо-напоминание	4
5.4. <i>Контракт</i>	21
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Содержание программы

Цели изучения темы	Содержание темы	Результат
РАЗДЕЛ 1. Вводно-корректировочный курс		
Сформировать и развить понятие о данных грамматических явлениях. Научить употреблять данные грамматические явления в речи.	1.1 Знакомство. Алфавит. Звуки. 1.2 Простое предложение с глаголом tobe, tohave. 1.3 Артикль. Вопросительное предложение. Местоимения. 1.4 Множественное число существительных. Притяжательный падеж существительных. 1.5 Имячислительное. ThePresentSimpleTense.	Объясняет основные случаи употребления артиклей, предлогов, местоимений. Умеет построить повествовательное и вопросительное предложение. Знает правило образования множественного числа и притяжательного падежа имён существительных. Оперировать данными грамматическими явлениями в речи.
РАЗДЕЛ 2. Сфера профессионально-трудового общения		

<p>Дать представление о базовых речевых нормах, необходимых для делового общения;</p> <p>Сформировать умения вести краткую деловую беседу с посетителями.</p> <p>Сформировать знания принципов организации успешного интервью.</p> <p>Выработать умения осуществлять профессиональное общение в пределах предлагаемой темы.</p> <p>Сформировать умения использовать в письменной и устной практике делового общения лексический материал темы.</p> <p>Научить применять знания и умения в практике делового общения.</p>	<p><i>2.1. Деловое общение</i></p> <p>2.1.1. Визитная карточка</p> <p>2.1.2. Профессиональные возможности студентов-лингвистов</p> <p>2.1.3. Устройство на работу: поиски вакансий, резюме, интервью</p> <p>2.1.4. Современные компании: виды, структура, профили, должностные обязанности</p> <p><i>2.2. Профессия секретарь-референт</i></p> <p>2.2.1. Рабочее место секретаря. Оборудование. Канцтовары</p> <p>2.2.2. Должностные обязанности секретаря, требования</p> <p>2.2.3. Речевой и деловой этикет</p> <p>2.2.4. Профессиональная этика секретаря</p>	<p>Руководствуется рамками предлагаемой ситуацией при выборе клише делового общения.</p> <p>Оперировать ими в учебных ситуациях.</p> <p>Переносит знания и умения в условия реального общения.</p> <p>Оперировать лексическим запасом в рамках предлагаемой темы.</p> <p>Характеризует типовой профиль компании. Анализирует, систематизирует информацию в соответствии с должностными обязанностями работников.</p> <p>Оперировать лексическими единицами в рамках темы.</p> <p>Характеризует обязанности секретаря.</p> <p>Демонстрирует решение коммуникативных задач по образцу.</p> <p>Моделирует речевое поведение в новых ситуациях, приближённых к реальным.</p>
<p>РАЗДЕЛ 3. Сфера межкультурного общения</p>		
<p>Сформировать знания о географическом положении, климатических условиях, экономике, культуре и этике стран изучаемого языка. Научить применять знания и</p>	<p>3.1. Жизнь в многокультурном обществе</p> <p>3.2. Национальное разнообразие</p> <p>3.3. Национальные культуры и стереотипы</p>	<p>Руководствуется полученными знаниями в решении стандартных коммуникативных задач.</p> <p>Оперировать в общении лексическими единицами и соответствующими</p>

<p>умения в решении коммуникативных задач.</p>	<p>3.4. Обобщение. Проект «Добро пожаловать в Беларусь»</p>	<p>грамматическими структурами в рамках тем. Использует справочную информацию, анализирует, обобщает, соотносит, комментирует.</p>
<p>РАЗДЕЛ 4. Сфера международного сотрудничества. СМИ.</p>		
<p>Сформировать умения использовать в письменной и устной практике делового общения лексический материал темы. Сформировать знания о политическом устройстве государства и о роли СМИ в современном мире. Научить применять знания и умения в решении коммуникативных задач</p>	<p>4.1. Политическое устройство государства 4.2. Беларусь и мировое сообщество 4.3. Обобщение. Проект «Республика Беларусь на международной арене» 4.4. СМИ. Роль СМИ в современном мире 4.5. Обобщение. Проект «Сфера международного сотрудничества в СМИ»</p>	<p>Руководствуется полученными знаниями в решении стандартных коммуникативных задач. Оперирует в общении лексическими единицами и соответствующими грамматическими структурами в рамках тем. Использует справочную информацию, анализирует, обобщает, соотносит, комментирует.</p>
<p>РАЗДЕЛ 5. Сфера международных контактов</p>		

<p>Сформировать знания лексико-грамматического материала в рамках изучаемой темы.</p> <p>Научить использовать базовые речевые нормы в письменной и устной практике делового общения.</p> <p>Выработать умения вести краткую деловую беседу и решать коммуникативные задачи в рамках изучаемой темы.</p> <p>Сформировать умения применять базовые речевые нормы для решения коммуникативных задач в рамках изучаемой темы.</p>	<p>5.1. <i>Деловая поездка. Деловое общение.</i></p> <p>5.1.1. Современные средства передачи информации (факс, электронная почта).</p> <p>5.1.2. Контакты по телефону. Договорённость о встрече. Заказ билетов, резервирование мест в гостинице.</p> <p>5.1.3. В аэропорту, на вокзале. Таможенный и паспортный контроль.</p> <p>5.1.4. Современные средства оплаты за рубежом.</p> <p>5.2. <i>Приём и сопровождение делегации.</i></p> <p>5.2.1. Обеспечение встречи с иностранной фирмой. Гостиничный сервис. Питание. Прокат автомобиля. Вызов экстренной помощи.</p> <p>5.2.2. Организация презентации, приёма.</p>	<p>Демонстрирует умение извлекать необходимую информацию из иностранных источников, умение пользоваться словарями разного типа, справочной литературой.</p> <p>Переводит специальные и социально-политические тексты (со словарем).</p> <p>Использует в письменной и устной практике делового общения лексико-грамматический материал темы.</p> <p>Осуществляет профессиональное общение на иностранном языке.</p> <p>Ведет краткую деловую беседу с посетителями, реализует коммуникативную задачу.</p> <p>Анализирует и оформляет деловую корреспонденцию по образцу.</p> <p>Комбинирует полученные знания при решении коммуникативных задач.</p> <p>Решает стандартные коммуникативные задачи с использованием основ делового языка.</p>
	<p>5.3. <i>Деловая переписка.</i></p> <p>5.3.1. Структура делового письма. Аббревиатура в деловой корреспонденции.</p> <p>5.3.2. Письмо-приглашение.</p> <p>5.3.3. Письмо-поздравление</p> <p>5.3.4. Письмо-запрос</p>	<p>Оперирует базовыми речевыми нормами, необходимыми для решения стандартных коммуникативных задач.</p> <p>Анализирует содержание, структуру и тип деловых писем.</p>

	<p>5.3.5. Письмо-встречный запрос 5.3.6. Письмо-предложение 5.3.7. Письмо-заказ 5.3.8. Письмо-подтверждение заказа 5.3.9. Письмо-отклонение заказа 5.3.10. Письмо-изменение заказа 5.3.11. Письмо-отзыв заказа 5.3.12. Письмо-обсуждение цен и условий 5.3.13. Рекламное письмо 5.3.14. Письмо-напоминание 5.4. <i>Контракт</i> 5.4.1. Письмо-рекламация/претензия 5.4.2. Письмо-урегулирование претензии 5.4.3. Условия поставки. Инкотермины. 5.4.4. Банковские документы 5.4.5. Транспортные документы 5.4.6. Коносаменты.</p>	<p>Соотносит содержание корреспонденции с различными группами деловой корреспонденции международного образца. Оперирует образцами в оформлении документации в соответствии с требованиями к структуре и правилам составления документов различных типов на иностранном языке. Читает текст по тематике профессиональной деятельности (со словарем). Выполняет требования к оформлению корреспонденции и другой зарубежной документации по классификации международных партнерских контактов. Демонстрирует умение использовать алгоритм для решения новых нестандартных коммуникативных задач.</p>
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Примерные критерии оценки говорения

(УСЛОВНО НЕПОДГОТОВЛЕННАЯ МОНОЛОГИЧЕСКАЯ РЕЧЬ)

Балл	Показатели оценки
10 (десять)	Свободное оперирование программным материалом. Применение знаний и умений в незнакомых ситуациях. Адекватная и полная реализация коммуникативной задачи. Связность, полнота, спонтанность, лексическое и грамматическое разнообразие с использованием идиом, выражений оценочного характера, средств речевого этикета, выражение собственного мнения при отсутствии ошибок.
9 (девять)	Полное, прочное, глубокое, системное знание учебного материала в частично измененной ситуации. Адекватная и полная реализация коммуникативной задачи. Связность, полнота, спонтанность, лексическое и грамматическое разнообразие и использование выражений оценочного характера, средств речевого этикета, выражение собственного мнения при отсутствии ошибок.
8 (восемь)	Уверенная реализация коммуникативного намерения в ситуациях, предусмотренных учебной программой. Связность, полнота, спонтанность, лексическое и грамматическое разнообразие и использование выражений оценочного характера, средств речевого этикета, выражение собственного мнения, наличие несущественных ошибок.
7 (семь)	Полное, прочное воспроизведение программного материала. Реализация коммуникативного намерения в ситуациях, предусмотренных учебной программой. Некоторые нарушения композиционной структуры высказывания, связность, полнота, выражение собственного мнения. Ограниченность в использовании лексических и грамматических структур. Нарушение норм произношения в отдельных случаях, затрудняющих понимание. Наличие единичных ошибок.
6 (шесть)	Осознанное воспроизведение программного учебного материала в знакомой ситуации. Недостаточно полная реализация коммуникативного намерения. Ограниченный объем высказывания. Недостаточная беглость речи с оговорками и немногочисленными ошибками в употреблении слов и грамматических структур.
5 (пять)	Осознанное воспроизведение большей части учебного материала в знакомой ситуации. Реализация коммуникативного намерения осложнена значительными затруднениями в выборе языковых средств и формулировании содержания речи. Нарушение логики и композиционной организации речи. Наличие некоторых лексических и грамматических ошибок.
4 (четыре)	Недостаточно полное воспроизведение большей части программного учебного материала. Неполная реализация коммуникативного намерения. Ограниченный объем высказывания. Наличие ошибок в употреблении словаря и грамматических структур. Значительное нарушение произносительных норм, затрудняющих понимание.
3 (три)	Ограниченный словарный запас и недостаточное владение грамматическими структурами затрудняют реализацию коммуникативного намерения. Ограниченный объем высказывания. Нарушение логики и композиционной организации речи. Наличие лексических, грамматических и фонетических ошибок сильно затрудняют понимание речи.

2 (два)	Несоответствие высказывания учащегося коммуникативной задаче, объём высказывания ограничен набором кратких предложений, нарушена связность речи. Наличие лексических, грамматических и фонетических ошибок сильно затрудняют понимание речи.
1 (один)	Полная неспособность реализовать коммуникативную задачу. Произнесение бессвязных фраз и большое количество ошибок.

**ПРИМЕРНЫЕ КРИТЕРИИ ОЦЕНКИ
ПОНИМАНИЯ ПРОЧИТАННОГО (ПИСЬМЕННЫЙ КОНТРОЛЬ)**

*Стандартный текст объемом 100-1200 слов
выполняется за 45 минут, 20 пунктов заданий*

Балл	Показатели оценки
10 (десять)	Все задания выполнены без ошибок, даны полные развёрнутые ответы.
9 (девять)	Все задания выполнены, допущена одна неточность, связанная с полнотой ответа.
8 (восемь)	Допущена одна неточность в понимании.
7 (семь)	Допущена одна фактическая ошибка или две неточности.
6 (шесть)	Допущены две фактические ошибки или одна фактическая и две неточности.
5 (пять)	Допущены три фактические ошибки или две фактические и две неточности.
4 (четыре)	Допущены три фактические ошибки и неточности.
3 (три)	Допущены четыре фактические ошибки.
2 (два)	Допущено более 4 фактических ошибок и неточностей.
1 (один)	Не понято содержание прочитанного.

Орфографические, грамматические и лексические ошибки не учитываются, если они не нарушают смысл высказывания.

За допущенные фактические ошибки снимается -1 балл.

За наличие несущественных ошибок в изложении событий, фактов и последовательности действий снимается - 0,5 балла.

**ПРИМЕРНЫЕ КРИТЕРИИ ОЦЕНИВАНИЯ
УЧЕБНЫХ ДОСТИЖЕНИЙ УЧАЩИХСЯ ПО АУДИРОВАНИЮ.
(ПИСЬМЕННЫЙ КОНТРОЛЬ)**

*Стандартный текст от 1200 до 1500 знаков, количество пунктов
до 20*

Отметка в баллах	Показатели оценки
10 (десять)	Все задания выполнены правильно, даны полные, развёрнутые ответы.
9 (девять)	Все задания выполнены правильно, допущена одна неточность, связанная с полнотой ответа.
8 (восемь)	Допущена одна фактическая ошибка или две неточности.
7 (семь)	Допущены две фактические ошибки или одна фактическая ошибка и две неточности.
6 (шесть)	Допущены две фактические ошибки и неточность.
5 (пять)	Допущены три фактические ошибки или две фактические ошибки и две неточности.
4 (четыре)	Допущены три фактические ошибки и две неточности.
3 (три)	Допущены четыре фактические ошибки и неточности.
2 (два)	Допущено более четырёх фактических ошибок.
1 (один)	Содержание не понято, наличие многочисленных смысловых ошибок.

Орфографические, грамматические и лексические ошибки не учитываются, если они не нарушают смысл излагаемых событий.

За допущение фактической ошибки снимается 1 балл.

За наличие несущественных ошибок в изложении событий, фактов и последовательности действий снимаются 0,5 балла.

Рекомендуемое содержание экзаменов.

Второй курс:

1. Чтение текста и ответы на вопросы по содержанию прочитанного.
2. Говорение по ситуации общения.
3. Перевод предложений с русского на английский.

Третий курс (письменная форма экзамена):

1. Прочитать текст и выполнить упражнения:
 - 1) true/false
 - 2) synonymmatch
 - 3) answerthequestions
2. Написать деловое письмо по ситуации.

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Перечень существенных и несущественных ошибок.

Вид речевой деятельности	Существенные ошибки	Несущественные ошибки
Говорение	<ol style="list-style-type: none"> 1. Использование языка на уровне отдельных слов и словосочетаний. 2. Ограниченный словарный запас для выражения мысли. 3. Фонетические, лексические и грамматические ошибки в изученном материале, затрудняющие понимание высказывания говорящего. 4. Структурно- стилистические ошибки в организации устного высказывания. 5. Ограниченный объём высказывания. 	<ol style="list-style-type: none"> 1. Неверное использов. идиоматических речевых оборотов, обусловленных интерференцией родного языка. 2. Пропуск или неверное употребление артиклей. 3. Неверное употребление предлогов, не искажающих смысл высказывания. 4. Неверный порядок слов в предложении. 5. Словообразовательные ошибки, не затрудняющие понимание высказывания.
Чтение Восприятие речи на слух	<ol style="list-style-type: none"> 1. Узнавание отдельных слов и фраз при чтении и слушании текста. 2. Замещение одного звука или слова другим, искажающим смысловое содержание предложения. 3. Незнание правил чтения. 4. Частичное воспроизведение материала на уровне отдельных слов и предложений. 	<ol style="list-style-type: none"> 1. Фонетические ошибки в произношении незнакомых буквосочетаний, слов и словосочетаний. 2. Воспроизведение интонации иноязычного предложения. 3. Перефразирование услышанного или прочитанного контекста по правилам родного языка с некоторым нарушением структурных норм изучаемого ин. языка.
Письмо	<ol style="list-style-type: none"> 1. Выражение мысли на уровне отдельных слов и словосочетаний. 2. Употребление слов в ненормативных значениях, нарушение лексической сочетаемости, повторы, тавтология. 3. Неверное употребление глагольных форм и несоблюдение согласования времён. 4. Оформление письменных высказываний по правилам родного языка с нарушением структурно- стилистических норм изучаемого иностранного языка. 	<ol style="list-style-type: none"> 1. Пунктуация и организация абзацев. 2. Согласование подлежащего и сказуемого. 3. Пропуск необходимых элементов, не существенно затрудняющих понимание написанного.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Если говорится о единственном в мире предмете	The sun is in the sky. <i>Солнце находится на небе.</i>
2	Когда говорится о предмете (или лице), единственном в данной обстановке	The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i>
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me the book," says Nick. <i>«У меня есть интересная книга», — говорит Майк.</i> <i>«Покажи мне пожалуйста эту книгу», — говорит Ник.</i>
4	С существительным, перед которым стоит порядковое числительное	We are on the fourth floor. <i>Мы на пятом этаже.</i>
5	С существительным, перед которым стоит прилагательное в превосходной степени	He is the best student in our group. <i>Он лучший студент в нашей группе.</i>
6	Если говорится об определенном (по контексту) количестве вещества, например tea чай, milk молоко, bread хлеб и т. п.	Is the milk on the table? <i>Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)</i>
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами country за городом, sea море, seaside у моря, mountains горы (и при обобщении)	I'm taking a trip to the mountains next week. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga? <i>Вы ездили на Черное море или на Волгу?</i>
8	Перед существительным в единственном числе, обозначающим целый класс	The whale is a mammal, not a fish. <i>Кит — это млекопитающее, а не</i>

	предметов, людей (т. е. при обобщении)	<i>рыба.</i>
9	После слов one of <i>один (из)</i> , some of <i>некоторые (из)</i> , many of <i>многие (из)</i> , each of <i>каждый (из)</i> , most of <i>большинство (из)</i> (часто после слов all <i>все</i> , both of <i>оба</i>)	Most of the stories are very interesting. <i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i>
10	Перед названиями четырех сторон света	the Northern part of our country — <i>севернашей страны</i>
11	Перед фамилией во множественном числе (при обозначении всех членов семьи)	The Petrovs are at home. <i>Петровы дома.</i>

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ А/AN

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	При упоминании чего-либо впервые	A man came up to a policeman. <i>Человек подошел к полицейскому.</i>

2	При обобщении	<p>A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i></p>
3	При обозначении неопределенного количества конкретного предмета	<p>Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i></p>
4	Перед названиями профессий или должностей	<p>He is a doctor. <i>Он врач.</i></p>
5	В значении один перед исчисляемыми <u>существительными</u> , обозначающими время	<p>Will you be back in an hour? <i>Вы вернетесь через час?</i></p>

6	<p>Перед исчисляемыми существительными в единственном числе, определяемыми словами such, quite, rather, most (в значении <i>очень</i>)</p>	<p>He is quite a young man. <i>Он совсем еще молодой человек.</i></p> <p>It is a most interesting book. <i>Это очень интересная книга.</i></p>
N.B.	<p>Артикль an употребляется тогда, когда следующее за ним слово начинается с <u>гласного звука</u>: an old woman <i>старуха</i>, an honest man <i>честный человек</i>.</p>	

ОТСУТСТВИЕ АРТИКЛЯ

№ п/п	СЛУЧАЙ	ПРИМЕР
1	Перед исчисляемыми <u>существительными</u> во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. <i>Мой отец и мой дядя врачи.</i>
2	При обобщении (обычно используется множественное число или неисчисляемое <u>существительное</u> без артикля)	Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ.</i>
3	В выражениях с собственным <u>существительным</u> в притяжательном падеже	John's coat <i>пальто Джона</i>
4	Перед <u>существительным</u> в функции определения	guitar lessons <i>уроки игры на гитаре</i>
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i>
6	Перед неисчисляемыми (абстрактными) <u>существительными</u>	This is important information. <i>Это важная информация.</i> I need advice. <i>Мне нужен совет.</i>
7	В некоторых сочетаниях <u>существительного</u> с <u>предлогом</u> , когда все сочетание имеет характер <u>наречия</u> . to / at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast ит. д.	You can get there in time if you go by train. <i>Вы можете добраться туда вовремя, если поедете поездом.</i>
8	Перед именами и фамилиями людей	My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс</i>

Упражнения артикли

1. Поставьте артикль “a” или “an”.



1. ... umbrella
2. ... idea
3. ... spider
4. ... extra cookie
5. ... toothbrush
6. ... earphone
7. ... amazing film
8. ... octopus
9. ... minute
10. ... question

2. Поставьте артикли с именами собственными там, где необходимо.

1. We climbed ... Mount Everest in ... Himalayas.
2. It is washed by ... Atlantic ocean in ... east.
3. She lives in ... Irkutsk, near ... Lake Baikal. It's ... deepest lake in ... world.
4. ... Canada is not in ... USA.
5. ... Great Britain is situated to ... west of ... Europe.
6. ... Paris is ... very beautiful city.
7. ... Germans drink much beer.
8. He is in ... Netherlands now.
9. I'd like to visit ... North Pole ... next year.
10. ... University of ... Oxford is very famous.

3. Поставьте артикль “a”, “an” или “the” там, где необходимо.



1. I like ... chocolate and ... sweets.
2. Does he listen to ... jazz music in ... evenings?
3. ... bus over there is moving too fast.
4. There is ... oval carpet on ... floor.
5. I had ... lunch in ... café. ... café was quite nice.
6. I'd like ... cup of ... coffee with ... sugar and ... milk.
7. ... David can play ... guitar but he can't play ... golf.
8. She bought ... new pair of shoes.
9. Is there ... bookstore near here?
10. Helen has got ... parrot. – What's ... parrot's name?
11. We are going to ... beach by ... car on ... Friday.
12. ... weather is nasty today and ... sky is gloomy.
13. On ... 14th of February ... lot of people celebrate ... St.Valentine's Day.
14. My ... teacher's name is ... Robert.
15. Do you remember ... woman we saw last week?
16. My son is ... schoolboy, he goes to ... school in ... Manchester.
17. Can you pass me ... mustard, please?
18. People can't live on ... moon.
19. I really enjoyed ... book you gave me.
20. What's ... longest river in ... Russia? – I don't know. I'm not good at ... geography.
21. Look! ... cheese costs 50 \$... kilo.
22. This is ... second day of our trip.
23. ... carrots are good for your ... eyes.
24. ... euro is stronger than ... dollar today.
25. Diana has ... sore throat. ... throat makes it hard to talk.
26. You should turn ... left and go straight.
27. ... Jacksons live next door to us.
28. We are meeting ... tomorrow at ... noon.
29. I saw ... elephant at ... zoo.
30. ... battery in ... my smartphone is dead.

Present Simple

Утверждение

Образуется Present Simple очень просто, мы убираем у глагола частицу to и ставим его на второе место в предложении, после подлежащего. Present Simple – одно из немногих времен, где не используется вспомогательный глагол в утверждении.

Подлежащим может быть местоимение или существительное. С местоимениями he, she, it и существительными в единственном числе (a boy – мальчик, a girl – девочка, a plant – растение) у глагола появляется окончание —s (-es).

I/We/You/They + глагол	He/She/It + глагол + —s (-es)
I think. – Я думаю. We smile. – Мы улыбаемся. You know. – Вы (ты) знаете (-ешь). Boys jump. – Мальчики прыгают.	He goes. – Он ходит. She speaks. – Она разговаривает. A boy jumps. – Мальчик прыгает.

Окончание —es добавляется к глаголам, которые заканчиваются на —o, —y, —s, —sh, —ch, —tch, —x, —z. Это делается для того, чтобы в слове не стояло рядом два труднопроизносимых звука.

- She **does** (она делает).
- He **teaches** (он обучает).
- She **watches** (она смотрит).
- He **mixes** (он смешивает).

Следует обратить внимание на глаголы, оканчивающиеся на —y. После —y используются 2 вида окончаний:

1. Если слово оканчивается на согласную и —y, используется окончание —es. В этом случае —y меняется на —i:
 - I **try** (я стараюсь). – He **tries** (он старается).
 - They **carry** (ониносят). – She **carries** (онаносит).
2. Если слово оканчивается на гласную и —y, используется —s. В этом случае никаких изменений с —y не происходит:
 - You **buy** (ты покупаешь). – He **buys** (он покупает).
 - We **play** (мы играем). – She **plays** (она играет).

Отрицание

Для того чтобы построить отрицательное предложение, мы обращаемся к вспомогательному глаголу do (does) и отрицательной частице not. Здесь снова отдельно от всех будут местоимения he, she, it и существительные в единственном числе – с ними используется форма does. С остальными местоимениями и существительными употребляется do. Частицу not мы ставим между вспомогательным глаголом и основным.

I/We/You/They + do not + глагол	He/She/It + does not + глагол
I do not think. – Янедумаю. We do not smile. – Мынеулыбаемся. You do not know. – Вы (ты) не знаете (-ешь). Boys do not jump. – Мальчики не прыгают.	He does not go. – Оннеходит. She does not speak. – Она не разговаривает. A boy does not jump. – Мальчикнепрыгает.

Don't и doesn't – это сокращенные формы от do not и does not, они используются в разговорной речи:

- We **don't** smile.
- A boy **doesn't** jump.

Обратите внимание, что при использовании does окончание —s у основного глагола исчезает. Вспомогательный глагол всегда «перетягивает» на себя —s (do + es = does), поэтому нам не надо использовать это окончание второй раз. Когда does уходит, у основного глагола снова появляется —s.

Вопрос

В вопросе также используется вспомогательный глагол do (does). Чтобы задать вопрос в Present Simple, мы ставим в начале предложения do (does), затем подлежащее и в конце основной глагол. Не забывайте, как только появляется does, окончание —s (-es) у основного глагола исчезает.

Do + I/we/you/they + глагол	Does + he/she/it + глагол
Do I think? – Ядумаю? Do we smile? – Мыулыбаемся? Do you know? – Вы (ты) знаете (-ешь)? Do boys jump? – Мальчики прыгают?	Does he go? – Онходит? Does she speak? – Онаразговаривает? Does a boy jump? – Мальчикпрыгает?

Глагол to be в Present Simple

В английском языке глагол to be (быть, есть) занимает особое место. У него есть несколько особенностей, которые отличают его от других глаголов:

- У этого глагола три формы: am (для местоимения I), is (для he, she, it) и are (для you, we, they). To be – единственный глагол в английском языке, который меняется по лицам и числам.
 - I am** a student. – Ястудент.
 - They are** drivers. – Ониводители.
 - Her **garden is** beautiful. – Еесадпрекрасен.
- С to be не используются вспомогательные глаголы. В отрицательных предложениях мы ставим частицу not сразу после to be. В вопросах мы переносим to be в начало предложения.
 - Am I** late? – Япоздно?
 - We are not** travelers. – Мы не путешественники.
 - Is he** your younger brother? – Онтвоймладшийбрат?

О других особенностях to be вы можете узнать из статьи «Употребление глагола to be: как, где и зачем».

Мы распределили все функции Present Simple на три группы, чтобы вам было удобнее знакомиться с этим временем. В зеленой рамке вы найдете то, что необходимо знать на начальном этапе обучения. В желтой рамке представлены функции, которые изучаются на среднем уровне, в красной – на высоком.

УПОТРЕБЛЕНИЕ PRESENT SIMPLE

НАЧАЛЬНЫЙ УРОВЕНЬ

- Present Simple используется, чтобы обозначить состояние, привычное или повторяющееся действие, ежедневную рутину. В этом случае в предложении могут присутствовать наречия always (всегда), usually (обычно), often(часто), seldom (редко), sometimes (иногда), never (никогда), every day / every week (каждый день / каждую неделю) и т. д.

*I **always close** the window in the evening. – Я **всегдазакрываю** окновечером. (привычка закрывать окно по вечерам)*

*I **take** a bus to work **every morning**. – Я **сажусь** в автобус и еду на работу **каждое утро**. (ежедневная рутина)*

*He **is** my cousin. – Он мой двоюродный брат. (он всегда мне брат, состояние)*

- Мы используем Present Simple, когда говорим о законах природы, научных фактах, общепринятых утверждениях или всем известной правде.

*The sun **rises** in the east. – Солнце **всходит** навостоке. (закон природы)*

*Boys **don't cry**. – Мальчики не плачут. (общепринятое утверждение)*

*– **Do koalas live** inAustralia? – Коалы **живут** вАвстралии?*

*– **Yes, they do**. They **live** in Australia. – Да, коалы **живут** в Австралии. (всем известный факт)*

- Present Simple используется в рецептах, инструкциях и руководствах вместо повелительного наклонения для перечисления нескольких действий, следующих друг за другом.

We mix flour and eggs. We add a pinch of sugar. We bake a cake at 200 degrees. –
Смешиваем муку и яйца, добавляем щепотку сахара. Выпекаем пирог при температуре 200
градусов.

Smartphone connects to the Internet using a Wi-Fi connection. You choose a network and your
smartphone connects to this network. – Смартфон подключается к Интернету при помощи Wi-
Fi соединения. Вы выбираете сеть, и ваш смартфон соединяется с этой сетью.

ГДЕ ЕЩЕ ВСТРЕЧАЕТСЯ PRESENT SIMPLE

СРЕДНИЙ УРОВЕНЬ

1. Present Simple используется в расписаниях автобусов, самолетов, поездов, сеансов в кинотеатре, занятий и т. д. В этом случае Present Simple показывает, что действие происходит регулярно: повторяется с какой-то периодичностью согласно расписанию.

The train leaves at 5 a.m. Don't miss it. – Поезд отходит в 5 утра. Смотри не
опоздай. (расписание поезда фиксированное, он регулярно отходит в 5 утра)
The school classes begin at 8.30. – Школьные занятия начинаются в 8:30. (действие
повторяется каждый день в 8:30)

2. Present Simple встречается в спортивных обзорах, комментариях, чтобы обозначить несколько действий, которые происходят одно за другим.

The forward takes the ball but he misses and hits the post. – Нападающий принимает мяч,
но промахивается и бьет в штангу.
The horse number 5 overtakes the favourite and enters the homestretch. – Лошадь под номером
5 обгоняет фаворита и выходит на финишную прямую.

3. Также Present Simple используют в новостных сводках и заголовках газет. В этом случае Present Simple используется для сокращения длинных заголовков.

Amazon receives Patent for Drone Delivery System. – Компания Amazon получила патент на
систему доставки товара с помощью дронов. (заголовок)
The Foreign Secretary of England meets the ambassador of France to start the negotiations. –
Министр иностранных дел Англии встретил посла Франции для переговоров. (новостная
сводка)

Как правило, Present Simple в заголовках и сводках показывает, что действие уже произошло или еще происходит. Так, в нашем примере министр с послом ведут переговоры сейчас либо уже их провели. Present Simple также употребляется для обозначения действия в будущем, но гораздо реже и обязательно с наречием, указывающим на время:

Next week the Foreign Secretary of England meets the ambassador of France to start the
negotiations. –
На следующей неделе министр иностранных дел Англии встретится с послом Франции для переговоров.

СЛОЖНЫЕ СЛУЧАИ УПОТРЕБЛЕНИЯ PRESENT SIMPLE

ВЫСОКИЙ УРОВЕНЬ

1. Present Simple используется в условных предложениях нулевого (Zero Conditional) и первого типа (First Conditional):

- Zero Conditional подразумевает условие, которое всегда верно. Это тот случай употребления Present Simple, когда мы говорим о законах природы, научных фактах, общепринятых утверждениях или всем известной правде.

Zero Conditional образуется по следующей схеме:

If + Present Simple (условие),	Present Simple (результат)
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If you freeze water, it becomes ice. – Если заморозить воду, она превращается в лед. (вода становится льдом при условии, что ее замораживают, – научный и всем известный факт)

If it rains, the roads are slippery. – Если идет дождь, дороги скользкие. (при условии, что идет дождь, дороги становятся скользкими – всем известная правда)

- First Conditional отвечает за «реальное» условие – то, что обязательно случится в ближайшем будущем, если будет выполнено условие.

Как образуется First Conditional:

If + Present Simple (условие),	Future Simple (результат)
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If you hear her singing, you will be impressed by her voice. – Если вы услышите, как она поет, ее голос произведет на вас большое впечатление. (при условии, что вы услышите, вы будете впечатлены)

If this museum is open, we will go on an excursion there. – Если музей будет открыт, мы пойдем туда на экскурсию. (только при условии, что музей откроется, мы сможем туда пойти)

В этих типах предложения после if стоит Present Simple, даже когда действие относится к будущему. На русский язык оно переводится глаголом в будущем времени.

The cat will scratch you if you pull her tail. – Кошка тебя поцарапает, если ты дернешь ее за хвост.

О других видах условных предложений вы можете почитать в статье [«Условные предложения в английском языке»](#).

2. Present Simple употребляется в придаточных предложениях после союзов when (когда), until (пока не) или as soon as (как только), если действие относится к будущему времени. Такое предложение называется придаточным времени (придаточное – то, которое начинается с when, until, as soon as), потому что оно указывает на время действия. На русский язык сказуемое в таком предложении будет переводиться глаголом в будущем времени.

Эти предложения образуются следующим образом:

When / until / as soon as + Present Simple,	Future Simple (результат)
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When I see Jim, I will say hi to him. – Когда я увижу Джима, я передам ему привет.

I will stay at home until he comes back. – Я буду дома, пока он не вернется.

As soon as I get to the airport, I'll call you. – Как только я доберусь до аэропорта, я позвоню тебе.

Упражнение 1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Present Simple.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

Упражнение 2. Раскройте скобки, употребляя глаголы в Present Simple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Упражнение 3. Раскройте скобки, употребляя глаголы в Present Simple.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

Упражнение 4. Используйте слова в скобках для образования предложений в Present Simple.

Обратите внимание, в какой форме должно стоять предложение (утвердительной, вопросительной или отрицательной).

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

Упражнение 5. Вставьте глагол "to be" в требуемой форме Present Simple.

1. I ... a student.
2. My father ... not a shop-assistant, he ... a scientist.
3. ... your aunt a nurse? - Yes, she
4. ... they at home? - No, they ... not. They ... at school.
5. ... you an engineer? - Yes, I...
6. ... your friend a photographer? No, she ... not a photographer, she ... a student.
7. ... your brothers at school? - Yes, they
8. ... this her watch? - Yes, it
9. Max ... an office-worker.
10. We ... late, sorry!

Упражнение 6. Переведите на английский язык:

1. Она занята. (to be busy)
2. Я не занят.

3. Вызаныты?
4. Онидома? (to be at home)
5. Его нет дома.
6. Я не знаю.
7. Они знают?
8. Она не знает.
9. Кто знает?
10. Никто не знает.
11. Он читает английские книги? (to read English books)
12. Они никогда не читают. (never / to read)
13. У неё есть квартира? (to have a flat)
14. У него ничего нет.
15. Это кто?

Множественное число существительных в английском языке

Существительные в английском языке, как и в русском, могут стоять в форме единственного или множественного числа.

Единственное число (singular) обозначает один предмет:

cup – чашка

gun – пушка

bubble – пузырёк

Множественное число (plural) обозначает два и более предмета:

three cups – три чашки

two guns – две пушки

thousands of bubbles – тысячи пузырьков

Образование множественного числа английских существительных

Английское существительное можно поставить во множественное число, прибавив к нему окончание **-s**. Оно читается как [z] после гласных и звонких согласных:

shoe – **shoes**

hen – **hens**

или как [s] после глухих согласных:

bat – **bats**

Если существительное оканчивается на свистящий или шипящий звук, то есть на буквы **s, ss, x, sh, ch**, то для него форма множественного числа образуется при помощи окончания **-es** [iz]:

bass – **basses**

match – **matches**

leash – **leashes**

box – **boxes**

Если существительное оканчивается на букву **-y**, перед которой стоит согласная, то во множественном числе **-y** меняется на **i** и к слову прибавляется окончание **-es**:

lobby – **lobbies**

sky – **skies**

Исключения: имена собственные (**the two Germanys, the Gatsbys**) и составные существительные (**stand-bys**).

Если перед буквой **-y** стоит гласная, то множественное число образуется по общему правилу при помощи окончания **-s**, а буква **y** остается без изменений:

bay – **bays**

day – **days**

way – ways

К существительным заканчивающимся на **-o** прибавляется окончание **-es**:

potato – potatoes

tomato – tomatoes

hero – heroes

Исключения: bamboos, embryos, folios, kangaroos, radios, studios, zoos, Eskimos, Filipines, kilos, photos, pros, pianos, concertos, dynamos, solos, tangos, tobaccos.

Если же существительное оканчивается на буквы **-f** или **-fe**, то во множественном числе они меняются на **-v-** и прибавляется окончание **-es**:

thief – thieves

wolf – wolves

half – halves

wife – wives

Исключения: proofs, chiefs, safes, cliffs, gulfs, reefs

Исключения при образовании множественного числа английских существительных

Некоторые существительные по историческим причинам имеют свои собственные способы построения множественного числа:

man – men

woman – women

tooth – teeth

foot – feet

goose – geese

mouse – mice

louse – lice

child – children

ox – oxen

Для некоторых слов форма единственного числа совпадает с формой множественного:

sheep – овца, овцы

swine – свинья, свиньи

deer – олень, олени

grouse – куропатка, куропатки

series – серия, серии

species – вид, виды

corps – корпус, корпуса (воен.)

Также это характерно для названий некоторых национальностей – Chinese, Japanese, Portuguese, Swiss:

a **Chinese** – (один) китаец

a group of seven **Chinese** – группа из семи китайцев

Довольно большая часть заимствованных слов сохранила за собой окончания множественного числа, образованные по правилам «своего» языка (как правило, греческого и латинского):

basis – bases

crisis – crises

phenomenon – phenomena

stimulus – stimuli

formula – formulae

datum – data

index – indices
bureau – bureaux

Для некоторых из таких заимствований допустимо образование множественного числа по правилам английской грамматики:

formula – formulas / formulae
focus – focuses / foci

Обычно английская форма используется в повседневной речи и художественной литературе, а исходная – в научных трудах.

Множественное число в составных существительных

В составных существительных форму множественного числа обычно принимает только второй элемент:

housewives – домохозяйки
schoolchildren – школьники

В составных существительных с первым элементом **man** / **woman** во множественном числе изменяются обе части:

women-writers – писательницы
gentlemen-farmers – фермеры-джентльмены

В словах с составляющей **-man** она изменяется на **-men**:

policeman – policemen

Если части составного слова пишутся через дефис, то в форму множественного числа ставится ключевой по смыслу компонент:

man-of-war – men-of-war
mother-in-law – mothers-in-law
hotel-keeper – hotel-keepers
gas-mask – gas-masks

Если в составном слове нет элемента-существительного, то для образования множественного числа нужно прибавить **-s** к последнему элементу:

forget-me-nots – незабудки
drop-outs – выпавшие
go-betweens – посредники

Существительные, используемые только в единственном числе

Некоторые [английские существительные](#), например, неисчисляемые, используются только в форме единственного числа:

gold – золото
silver – серебро
oil – нефть
music – музыка

В этом они могут отличаться от русского языка, где могут иметь форму множественного числа:

information – информация, сведения
progress – успех, достижения
knowledge – знание, познания

Такие слова, как **dozen** (дюжина), **score** (десяток), **couple, pair** (пара), **stone** (мера веса стоун), **head** (голова скота) имеют обе формы числа, но, если они употребляются вместе с конкретным числительным, то остаются в единственном числе:

four dozen eggs – четыре дюжины яиц

threepair of pants – три пары брюк

Если же они использованы в значении «много», то принимают форму множественного числа:

scores of people – множество людей

dozens of boxes – дюжины коробок

Слово **news, works** (завод), **barracks** и названия некоторых наук на **-ics** имеют форму множественного числа, но используются в значении единственного:

This news is horrible.

Ужасная новость.

Physics studies matter and motion.

Физика изучает материю и движение.

Слова **money** и **hair** (кроме значения «волосок») в английском языке, в отличие от русского, употребляются только в единственном числе:

her soft hair – ее мягкие волосы

this money – эти деньги

Существительные, используемые только во множественном числе

Как и в русском языке, к этой категории относятся многие парные предметы, некоторые географические названия и другие слова:

scissors – ножницы

scales – весы

spectacles – очки

trousers – брюки, штаны

the Netherlands – Нидерланды

the East Indies – Ост-Индия

customs – таможня

outskirts – окраина

annals – анналы, летописи

и др.

Также сюда можно отнести некоторые слова, которые в русском языке имеют форму единственного числа. Например:

goods – товар, товары

contents – содержание

clothes – одежда

proceeds – доход, доходы

wages – зарплата

riches – богатство, богатства

Существительное **people** в значении «люди» имеет значение множественного лица:

People are so mean here.

Люди здесь такие злые.

Однако в значении «народ» оно может использоваться и в единственном, и в множественном числе.

Упражнение 1. Образуйте форму множественного числа нижеприведенных существительных.

month, horse, flower, potato, book, plan, bridge, match, nose, bus, box, army, carrot, watch, onion, shop, address, day, fly, hotel, lady, key, gate, clock, office, city.

Упражнение 2. Образуйте множественное число следующих существительных и аббревиатур.

Mouse, deer, foot, woman, sheep, goose, Norman, ox, swine, aircraft, M.P., tooth, child, man, German, grouse.

Упражнение 3. Образуйте множественное число следующих заимствованных существительных.

Phenomenon, crisis, stimulus, index, antenna, formula, datum, nucleus, criterion, analysis, apparatus, basis, appendix, tableau, radius, miasma, hypothesis, axis, genus, vertebra.

Упражнение 4. Образуйте множественное число следующих сложных существительных.

Boy-messenger, sister-in-law, text-book, pocket-knife, statesman, fellow-worker, merry-go-round, man-servant, hotel-keeper, forget-me-not, lady-bird, woman-doctor, looker-on, editor-in-chief, passer-by, commander-in-chief, handful.

Упражнение 5. Напишите перевод слов в скобках, используйте единственное или множественное число.

1. (Дети) should not forget to brush their (зубы) twice a day.
2. How many (вулканов) are still active in Japan?
3. (Моясвекровь) always got along with her three (невестками).
4. Look! How beautiful the (ландыши) are!
5. On your way home buy some (картофеля) and (помидоров) and pick up the (фотографии) from the photographer's.
6. The job of (пожарных) is quite dangerous.
7. (Почтальоны) deliver mail early in the morning.
8. They sailed from India with (грузами) of (шелка, чаяитабакаразныхсортов).
9. Laura has always given me good (советы).

Упражнение 6. Раскройте скобки, употребите в нужном числе и согласуйте предложение при помощи глагола to be (где необходимо).

1. All the dirty (одежда)... in the washing machine.
2. These two (перекрестка) ... dangerous places for (водителей) and (пешеходов)...
3. Both the (средства)... of transport save energy.
4. (Этиденьги)... not mine. I can't take it.
5. The bad (новость)... that the train is delayed by an hour.
6. Many (видов)... of aquatic plants need very little light.
7. She got some (советов) ... from the tourist agency. (Они) ... very useful.
8. Several (пешеходов)... injured during the accident.
9. There (многополезныхсоветов) ... in the book on baby care.
10. (Этивиды)... of birds are very rare.
11. The (полиция) ... investigating a series of attacks in the area.

12. We found with a sense of relief that there ... no (комаров) ... at the campsite.
13. (Физика) ... her favourite subject.
14. (Фонетика)... a branch of linguistics.
15. In summer (скот) ... mainly fed on green grass.

Притяжательный падеж

Притяжательный падеж (possessive/genitive case) чаще всего выражает принадлежность (отсюда название possessive).

Притяжательный падеж образуется при помощи знака апострофа и буквы s ('s) или просто апострофа ('). Последний способ используется для существительных во множественном числе (pupils' work, cars' colour) и греческих заимствований, оканчивающихся на [-iz] (Xerxes' army, Socrates' wife).

Однако если форма множественного числа образована не по обычному правилу (men, children), то в притяжательном падеже к ней прибавляется 's:

men's work – мужская работа
children's toys – детские игрушки

Если существительное – составное, то 's прибавляется к последнему его элементу:

mother-in-law's advice – советтёщи
passer-by's surprise – удивлениепрохожих

Иногда 's может относиться к нескольким существительным или целой фразе:

Peter and Sally's kids – дети Питера и Сэлли
the girl I helped yesterday's face. – лицо девушки, которой я помог вчера

Нужно учесть, что **притяжательный падеж** одушевленных существительных в английском языке строится при помощи окончания 's, а для неодушевленных – при помощи предлога **of**:

Kevin's hat – шляпкаКевина
income of the company – доходкомпании

Однако среди неодушевленных существительных есть исключения, которые можно поставить в форму притяжательного падежа через 's:

- Существительные, обозначающие время и расстояние:
today's newspaper – сегодняшняя газета
a mile's distance – расстояние в (одну) милю
- Названия стран и городов:
Germany's industry – промышленность Германии
New York's streets – улицыНью-Йорка
- Названия газет и организаций:
the Guardian's article – статьяГардиан (газета)
Red Cross's volunteers – волонтеры Красного Креста
- Слова **nation, country, city, town**:
country's treasures – сокровищастраны
city's streets – улицыгорода
- Слова **ship, car, boat**:
ship's name – название корабля
car's speed – скорость автомобиля
- Слова **nature, water, ocean**:
ocean's temperature – температура (воды) океана
nature's beauty – красота природы

- Названия месяцев и времени года:
January's frosts – январские морозы
summer's days – летние дни
- Названия планет:
Saturn's rings – кольца Сатурна
- Некоторые устойчивые выражения:
at death's door – на пороге смерти
at arm's length – на расстоянии вытянутой руки
by a hair's breadth – на волосок от чего-либо
at a snail's pace – черепашьим шагом
и др.

Выражение падежей английских существительных при помощи предлогов

Хотя в английском языке и насчитывается только два падежа, при помощи некоторых предлогов можно передать значение и других падежей.

Родительный падеж передается при помощи предлога **of**:

The beginning **of the summer** was cold.

Начало (чего?) лета было холодным.

The behavior **of this new breed of mice** is rather unusual.

Поведение (кого?) этой новой породы мышей довольно необычно.

Дательный падеж соответствует предлогу **to**:

I am going **to John**.

Я иду к (кому?) Джону.

We sold our house **to a family from Canada**.

Мы продали свой дом (кому?) семье из Канады.

Творительный падеж соответствует предлогу **with**, когда имеется в виду инструмент или предмет, которым выполняется действие:

I've killed two flies **with a newspaper**.

Я убил (чем?) газетой двух мух.

My sister can write **with both her hands**.

Моя сестра умеет писать (чем?) обеими руками.

Если в виду имеется действующее лицо или сила, то используется предлог **by**:

This machine can be operated only **by a professional**.

Это устройство может управляться только (кем?) профессионалом.

We suddenly saw a hat carried **by the wind**.

Вдруг мы увидели шляпку, несомую (чем?) ветром.

Упражнение 1. Укажите единственно верный вариант употребления притяжательного падежа.

1. My ... parents have recently decided to move to the country.

1) sister's-in-law

2) sister-in-law's

3) sister-in-laws'

4) sister's-in-laws

2. Next Tuesday we'll mark my ... wedding anniversary.

1) sister's and brother's-in law

- 2) sister and brother-in-law's
- 3) sister and brother's-in-law
- 4) sister's and brother-in-law's

3. It was ... idea to celebrate Christmas together with our classmates.

- 1) Nick's and Andy
- 2) Nick and Andy's
- 3) Nick and Andy
- 4) Nick's and Andy's

4. I send you many thanks and the very best wishes on this ... Day.

- 1) Mother
- 2) Mother's
- 3) Mothers'
- 4) Mothers's

5. The ... shouts of excitement started dying down as the other team scored the winning goal.

- 1) supporter's
- 2) supporters
- 3) supporter
- 4) supporters'

6. My ... jokes always make us cry with laughter.

- 1) father-in-law
- 2) father's-in-law
- 3) father's-in-law's
- 4) father-in-law's

7. Where are ... schoolbags? Have you seen them by any chance?

- 1) Jane and Claire
- 2) Jane's and Claire's
- 3) Jane's and Claire
- 4) Jane and Claire's

8. They say that... milk is very useful.

- 1) goats
- 2) goat's
- 3) goats'
- 4) goat

9. The painting disappeared from the ... house yesterday evening.

- 1) owner

- 2) owners
- 3) owner's
- 4) owners's

10. All my ... bicycles are better than mine.

- 1) friends
- 2) friends'
- 3) friend's
- 4) friend

11. These are ... cameras. They are expensive, aren't they?

- 1) Pete and Tim's
- 2) Pete's and Tim
- 3) Pete and Tim
- 4) Pete's and Tim's

12. The ... department is upstairs, on the third floor.

- 1) mens'
- 2) men
- 3) men's
- 4) man's

13. The ... area is run by experienced stuff.

- 1) child's
- 2) children's
- 3) childrens'
- 4) children

14. It is the ... fault, not the children's.

- 1) grows-up
- 2) grows-up's
- 3) grows'-up
- 4) grown-ups

Упражнение 2. Transform the following sentences using possessive case of nouns where possible.

- 1. I'm a great lover of the music of Mozart and Chopin.
- 2. The house of my Aunt Mary was surrounded by a beautiful old garden.
- 3. Manchester United Club spends millions of pounds on the wages of its players.
- 4. What do you think of the recent article on the problems of education?

5. The bedroom of Paul and Helen was spacious and comfortably furnished.
6. The favorite opera of my father was the Marriage of Figaro by Mozart.
7. I asked her for a glass of juice.
8. We were celebrating the victory of our football team.
9. I'll always remember the apple-pies of my mother-in-law.
10. According to the recipe you must add a spoonful of honey to the dough.
11. The essays of Kate and Ann were the best in the class.
12. He gave me a bar of chocolate for a snack.
13. Isn't it strange that he enjoys spending money of other people?
14. When burglars broke into Simon's house, they stole all the jewellery of his mother.
15. The house you are looking for is at the end of the road.

Ответы к упражнениям на притяжательный падеж.

Упражнение 1.

1 – 2, 2 – 2, 3 – 2, 4 – 2, 5 – 4, 6 – 4, 7 – 2, 8 – 2, 9 – 3, 10 – 2, 11 – 4, 12- 3, 13 – 2, 14 – 2

Упражнение 2.

1. I'm a great lover of **Mozart's and Chopin's music**.
2. **My Aunt Mary's house** was surrounded by a beautiful old garden.
3. Manchester United Club spends millions of pounds on **its players' wages**.
4. What do you think of the recent article on the problems of education?
5. **5. Paul and Helen's bedroom** was spacious and comfortably furnished.
6. **My father's favorite opera** was **Mozart's Marriage of Figaro**.
7. I asked her for a glass of juice.
8. We were celebrating the **our football team's victory**.
9. I'll always remember **my mother-in-law's apple-pies**.
10. According to the recipe you must add a spoonful of honey to the dough.
11. **Kate's and Ann's essays** were the best in the class.
12. He gave me a bar of chocolate for a snack.
13. Isn't it strange that he enjoys spending **other people's money**?
14. When burglars broke into Simon's house, they stole all his mother's jewellery.
15. The house you are looking for is at the end of the road.

Местоимение - это часть речи, употребляемая в предложении вместо существительного или прилагательного, реже - наречия. Местоимение не называет лицо, признак или предмет, а лишь адресует нас к нему (уже упомянутому ранее): Ann asked Peter a question. **He** answered **her**. Анна задала Пете вопрос. **Он** ответил **ей**.

<u>ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ И ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНИЯ</u>						
ЧИСЛО	ЛИЦО	ЛИЧНЫЕ МЕСТОИМЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ		ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНИЯ**
		ИМЕНИТЕЛЬНЫЙ ПАДЕЖ	ОБЪЕКТНЫЙ ПАДЕЖ	ОСНОВНАЯ ФОРМА	АБСОЛЮТНАЯ ФОРМА*	
Ед. ч.	1-е	I я	me <i>меня, мне</i>	my <i>мой</i>	mine	myself
	2-е	you <i>ты, вы</i>	you <i>тебя, тебе</i>	your <i>твой, ваши</i>	yours	yourself
	3-е (м. р.)	he <i>он</i>	him <i>его, ему</i>	his <i>его</i>	his	himself
	3-е (ж. р.)	she <i>она</i>	her <i>ее, ей</i>	her <i>ее</i>	hers	herself
	3-е (неодуш.)	it <i>оно, он, она</i>	it <i>его, ему, ее, ей</i>	its <i>его, ее</i>	its	itself
Мн. ч.	1-е	we <i>мы</i>	us <i>нас, нам</i>	our <i>наш</i>	ours	ourselves
	2-е	you <i>вы</i>	you <i>вас, вам</i>	your <i>ваши</i>	yours	yourselves
	3-е	they <i>они</i>	them <i>их, им</i>	their <i>их</i>	theirs	themselves

* **Абсолютная форма** притяжательных местоимений переводится так же, как и основная, и употребляется вместо определяемого существительного во избежание повторения: This is her pen and this is **mine**. Это ее ручка, а это моя.

** **Возвратно-усилительные местоимения** в зависимости от числа и рода переводятся: **сам, сама, само** (единственное число), **сами, самих** (множественное число), **себя, себе** (единственное и множественное число) и т. п.

МЕСТОИМЕНИЯ SOME, ANY

Неопределенные местоимения **some** и **any** служат для обозначения неопределенного (небольшого) количества предметов или вещества.

Some употребляется, как правило, в утвердительных предложениях перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными, имея значение *несколько, некоторые*:
I've got **some** interesting books to read.
У меня есть интересные книги (=несколько интересных книг) для чтения.

Any употребляется, как правило, в вопросительных и отрицательных предложениях:
Have you got **any** interesting books?
У вас есть интересные книги?

Some и **any** часто не переводятся на русский язык (опускаются при переводе).

МЕСТОИМЕНА И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY				
ОСНОВНЫЕ МЕСТОИМЕНА	ПРОИЗВОДНЫЕ МЕСТОИМЕНА			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+thing	+body	+one	+where
Some	something <i>что-то, что-нибудь, что-либо, нечто</i>	somebody <i>кто-то, кто-нибудь, кто-либо, кое-кто, некто</i>	someone <i>кто-то, кто-нибудь, кто-либо, кое-кто, некто</i>	somewhere <i>где-то, где-нибудь, куда-то, куда-нибудь, куда-либо, куда угодно</i>
Any	anything <i>что-нибудь, все, что угодно</i>	anybody <i>кто-то, кто-либо, кто-нибудь, всякий, любой</i>	anyone <i>кто-то, кто-либо, кто-нибудь, всякий, любой</i>	anywhere <i>где-нибудь, куда-нибудь, где угодно, куда угодно</i>
No	nothing <i>ничто, ничего</i>	nobody <i>никто, никого</i>	no one <i>никто, никого</i>	nowhere <i>нигде, никуда</i>
Every	everything <i>всё</i>	everybody <i>все</i>	everyone <i>все, каждый</i>	everywhere <i>езде, повсюду, всюду</i>

МЕСТОИМЕНА LITTLE, FEW, MUCH, MANY

Местоимения **little** и **few** могут выступать в качестве как местоимений-прилагательных, так и местоимений-существительных.

Little и few в качестве местоимений-прилагательных имеют значение "мало". Little, как и much, употребляется перед неисчисляемыми существительными, а few, подобно many, — перед исчисляемыми:

I have very little time.	<i>У меня очень мало времени.</i>
There is very little ink in the inkpot.	<i>В чернильнице очень мало чернил.</i>
He has few friends.	<i>У него мало друзей.</i>
There were very few people there.	<i>Там было очень мало народу.</i>

В утвердительных предложениях little и few часто заменяются not much и not many, если только они не определяются одним из следующих слов: very, rather, too, so, as, how.

I haven't got much time. (вместо: I've got little time)	<i>У меня мало времени.</i>
There aren't many French books in our library. (вместо: There are few French books in our library.)	<i>В нашей библиотеке мало французских книг.</i>

N. B.	Little употребляется также в качестве прилагательного со значением "маленький, небольшой" и наречия со значением "мало":	
	I want the little box, not the big one. (прилагательное)	<i>Мне нужна маленькая коробка, а не большая.</i>
	You rest too little . (наречие)	<i>Вы отдыхаете слишком мало.</i>
	Little в качестве местоимения-существительного употребляется со значением "мало, немного", а местоимение few — со значением "немногие":	
	Little has been said about it.	<i>Об этом сказано мало.</i>
	Many people were invited but few came.	<i>Много народу было приглашено, но немногие пришли.</i>

Little и few могут употребляться с неопределенным артиклем: a little - немного и a few - немного, несколько:

Please give me a little water.	<i>Дайте мне, пожалуйста, немного воды.</i>
I have a few books on this subject.	<i>У меня есть несколько (не много) книг по этому вопросу.</i>

A little - немного и a few - немного, несколько передают значение некоторое, хотя и небольшое количество, в то время как little и few - мало (недостаточно, почти нет):

I've got little time.	<i>У меня мало (недостаточно) времени.</i>
I've got a little time.	<i>У меня есть немного времени.</i>
He has few friends.	<i>У него мало (почти нет) друзей.</i>
He has a few friends.	<i>У него есть несколько друзей.</i>

N. B.	Неопределенный <u>артикл</u> перед little и few относится не к <u>существительному</u> , определяемому этими местоимениями, а к самим местоимениям, с которыми он составляет смысловое целое: a little - <i>немного</i> , a few - <i>немного, несколько</i> .
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Little и few могут употребляться с определенным артиклем — the little со значением "то небольшое количество", а the few — со значением "те несколько, те немногие":

Nearly the whole cargo of wheat has been unloaded today. **The little** that remains will be unloaded tomorrow morning.

*Почти весь груз пшеницы был разгружен сегодня. **То небольшое количество**, которое остается, будет выгружено завтра утром. Он прочел **те несколько** английских книг, которые у него имеются.*

He has read **the few** English books he has.

УПОТРЕБЛЕНИЕ МЕСТОИМЕНИЙ С СУЩЕСТВИТЕЛЬНЫМИ		
С НЕИСЧИСЛЯЕМЫМИ	С ИСЧИСЛЯЕМЫМИ	ПЕРЕВОД
much	many	<i>много</i>
little	few	<i>мало</i>
a little	a few	<i>немного</i>

МЕСТОИМЕНИЕ ALL

Местоимение all выступает в качестве как местоимения-прилагательного, так и местоимения-существительного.

В качестве местоимения-прилагательного all употребляется со значением "все" с исчисляемыми существительными во множественном числе и со значением "весь, вся, все" с неисчисляемыми существительными. Артикль the, притяжательные и указательные местоимения ставятся после all:

All the students have passed the examination.
He spends **all** his free time playing computer games.

*Все студенты сдали экзамен.
Он проводит всё свое свободное время играя в компьютерные игры.*

N. B.	<p>Перед исчисляемыми <u>существительными</u> в единственном числе all обычно заменяется the whole:</p> <p>The whole house was destroyed by fire. <i>Весь дом был разрушен пожаром.</i></p>
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Сословами morning, day, night и другими обозначениями времени употребляется как all, так и the whole. all (the) morning, the whole morning; all (the) day, the whole day ит. д.

All может определять существительное как с артиклем the, так и без артикля. Этот вопрос решается на основании общих правил употребления артикля, независимо от наличия all:

I have read **all** the books you gave me.
I have got **all** the information I want.

*Я прочел все книги, которые вы мне дали.
Я получил все сведения, которые мне нужны.*

All plants require water.
All financial documents must be signed by the Chief Accountant.

*Все растения нуждаются в воде.
Все финансовые документы должны быть подписаны главным бухгалтером.*

В качестве местоимения-существительного **all** употребляется со значением "все, всё":

All said the same thing.
I know **all**.

*Все сказали одно и то же.
Я знаю всё.*

All (все) часто используется в сочетании с местоимениями **we, you, they**: **We all** - мы все, **you all** - вы все, **they all** - они все:

We **all** know it.
They **all** went there.

*Мы все знаем это.
Они все пошли туда.*

Когда сказуемое выражено сложной глагольной формой или сочетанием модального глагола с инфинитивом, **all** ставится после вспомогательного или модального глагола, а не после местоимений **we, you, they**:

We have **all** read this article.
You must **all** go there.

*Мы все читали эту статью.
Вы все должны пойти туда.*

Если имеется два вспомогательных глагола, **all** стоит после первого из них:

We have **all** been informed about it.

Нас всех известили об этом.

All следует за глаголом **to be**, когда он стоит в простой форме:

They are **all** here.
We are **all** glad to see you.

*Они все здесь.
Мы все рады видеть вас.*

Сочетания **we all, you all, they all** равнозначны сочетаниям **all of us, all of you, all of them**: **We all** know it. = **All of us** know it. **They all** went there. = **All of them** went there.

Вместо **all** в значении "все" чаще употребляется **everybody** или **everyone**, а вместо **all** (всё) — **everything**.

Когда **all** в значении "все" выступает в роли подлежащего, глагол ставится во множественном числе, в то время как после **everybody** (все) глагол стоит в единственном числе:

All were of the same opinion on this question.

Все были одного мнения по этому вопросу.

Everybody was of the same opinion on this question.

После **all** и **everything** в значении "всё" глагол стоит в единственном числе:

All is ready.

Everything is ready.

Всё готово.

N. B.	Русскому всё, что соответствует в английском языке all that или everything that , а не all (everything) what (распространенная ошибка):	
	That's all that I want.	<i>Это все, что мне нужно.</i>
	I told him everything that I knew.	<i>Я рассказал ему всё, что я знал.</i>
Причём, that обычно опускается: That's all I want. I told him everything I knew.		

МЕСТОИМЕНИЕ BOTH

Местоимение **both (оба)** употребляется в качестве местоимения-прилагательного и местоимения-существительного.

В первом случае определяемое существительное может быть как без артикля, так и с артиклем **the**, который ставится после **both**. Притяжательное или указательное местоимение также следует за **both**:

Both (the) brothers live in Moscow.

Оба брата живут в Москве.

Both my daughters are married.

*Мои **обе** дочери замужем.*

Both these factories were built in 1976.

Оба эти завода были построены в 1976 году.

Во втором случае **both** выступает в качестве местоимения-существительного:

He gave me two magazines yesterday; I have read **both**.

*Он мне дал вчера два журнала; я прочел **оба**.*

both часто употребляется в сочетании с местоимениями **we, you, they**: **we both** мы **оба**, **you both** вы **оба**, **they both** они **оба**:

We **both** participated in this work.

*Мы **оба** участвовали в этой работе.*

They **both** graduated from the University last year.

*Они **оба** окончили университет в прошлом году.*

Когда сказуемое выражено сложной глагольной формой или сочетанием модального глагола с инфинитивом, **both** стоит после вспомогательного или модального глагола, а не после местоимений **we, you, they**:

They have **both** gone to the Caucasus.

*Они **оба** уехали на Кавказ.*

We must **both** go there.

Мы оба должны пойти туда.

Если имеется два вспомогательных глагола, **both** ставится после первого из них:

We have **both** been informed about it.

*Нас **обоих** известили об этом.*

Both стоит после глагола **to be**, когда этот глагол употреблен и в простой форме множественного числа (**are, were**):

You are **both** right.
They were **both** there.

*Вы **оба** правы.
Они **оба** были там.*

Сочетания **we both, you both, they both** равнозначны сочетаниям **both of us, both of you, both of them**:

We both participated in this work. =
Both of us participated in this work.
They both graduated from the University last year. = **Both of them** graduated from the University last year.

*Мы **оба** участвовали в этой работе.
Они **оба** окончили университет
в прошлом году.*

Когда **both** является подлежащим предложения, глагол ставится во множественном числе:

You have given me two examples; **both** are correct.

*Вы дали мне два примера; **оба** правильны.*

В отрицательных предложениях вместо **both** употребляется местоимение **neither**:

Neither of them recognized me.

*Они **оба** меня не узнали.*

N. B.	Следует обратить внимание на перевод союза both... and (<i>как... так и, и... и</i>):	
	both Peter and Mary were there. The coat is both good and cheap.	<i>Как Петр, так и Мария были там. Пальто и хорошее, и дешевое.</i>

МЕСТОИМЕНИЯ EITHER И NEITHER

Местоимение **either** относится к двум лицам или предметам и употребляется со значением *тот или другой, один из двух, любой из двух*.

Either выступает в качестве как местоимения-прилагательного, так и местоимения-существительного.

В качестве местоимения-прилагательного **either** ставится перед исчисляемым существительным в единственном числе. Являясь определителем существительного, **either** исключает употребление артикля перед существительным, к которому относится:

You may go by **either** road.

Можете идти по той или другой дороге (любой из двух).

Take **either** book. I don't mind which.

Возьмите одну из этих (двух) книг. Мне безразлично какую.

Когда **either** выступает в качестве местоимения-существительного, за ним часто следует предлог **of**:

Here are two dictionaries; you may take **either** (of them).

Вот два словаря; вы можете взять любой (из них).

Either употребляется также со значением *и тот и другой, оба, каждый (из двух)*:

There were chairs on **either** side of the table.
There were many fine houses on **either** bank of the river.

*С той и другой (с каждой) стороны стола стояли стулья.
На том и другом берегу реки было много красивых домов.*

Когда **either** является подлежащим предложения, глагол ставится в единственном числе:

Either of the examples is correct.

И тот и другой пример верен (оба примера верны).

Местоимение **neither** (ни тот, ни другой) является отрицательной формой местоимения **either**:

We accepted **neither** offer.

Мы не приняли ни того, ни другого предложения.

Neither of the statements is true.

Ни то, ни другое заявление не является правильным.

ПРИМЕЧАНИЯ		
№ п/п	ПРИМЕЧАНИЕ	ПРИМЕР
1	Either употребляется в отрицательных предложениях в качестве наречия со значением " <i>также</i> ".	I haven't seen him either . <i>Я его также не видел.</i>
2	Neither выступает в качестве наречия в обороте типа:	He hasn't seen this film yet. Neither have I.

	Neither do I. <i>Я тоже.</i>	<i>Он еще не видел этот фильм. — Я тоже.</i>
3	Either... or (или... или) и neither... nor (ни... ни) являются союзами.	He is either in Kiev or in Odessa now. <i>Он находится теперь или в Киеве или в Одессе.</i> Neither my wife nor I liked this story. <i>Этот рассказ не понравился ни мне, ни моей жене.</i>

МЕСТОИМЕНЕНИЯ EACH И EVERY

Местоимение each ("каждый") употребляется по отношению к ограниченному числу лиц или предметов и может выступать в качестве местоимения-прилагательного, так и в качестве местоимения-существительного.

В качестве местоимения-прилагательного each ставится перед исчисляемым существительным в единственном числе. Являясь определителем существительного, each исключает употребление артикля перед существительным, к которому относится:

There are new houses on **each** side of the street. *На каждой стороне улицы есть новые дома.*
Each student in our group has a Russian-English dictionary. *У каждого студента нашей группы есть русско-английский словарь.*

Когда each употребляется в качестве местоимения-существительного, за ним часто следует предлог of:

There were four students in the room, and I gave a ticket to **each** (of them). *В комнате было четыре студента, и я дал билет каждому (из них).*
Each of us received a ticket to the concert. *Каждый из нас получил билет на концерт.*

N. B.	Each в сочетании с местоимением other образует взаимное местоимение each other - "друг друга". They see each other very often. <i>Они часто видятся (видят друг друга).</i>
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Местоимение every ("каждый, всякий"), в отличие от each употребляется в том случае, когда не имеется в виду ограниченное количество лиц или предметов. В качестве местоимения-прилагательного every ставится перед исчисляемым существительным в единственном числе. Являясь определителем существительного, every исключает употребление артикля перед существительным, к которому относится:

Every big plant in Russia has its polyclinic. *У каждого большого завода в России есть своя поликлиника.*
I see him **every** day. *Я вижу его каждый день.*

Русское выражение *каждый из нас (вас, них)* не может быть переведено на английский язык посредством "every". В этом случае употребляется местоимение **each** или **everyone**: **each of us (you, them), everyone of us (you, them)**. **Every** в сочетании с **body, one** и **thing** образует местоимения **everybody, everyone** - "*каждый, всякий, все*" и **everything** - "*всё*".

Everybody, everyone и **everything** выступают только в качестве местоимения-существительного и служат в предложении подлежащим или дополнением. Когда **everybody, everyone** и **everything** служат в предложении подлежащим, глагол ставится в единственном числе:

Everybody (everyone) is here.	<i>Все здесь.</i>
Everything is ready.	<i>Всё готово.</i>
I saw everybody (everyone) there.	<i>Я видел всех там.</i>
He told me everything about it.	<i>Он рассказал мне всё об этом.</i>

N. В.	Every в сочетании с where образует наречие everywhere - " <i>езде</i> ". You can get this book everywhere . <i>Вы можете достать эту книгу где.</i>
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	+thing	+body	+one	+where
Every	everything <i>всё</i>	everybody <i>все</i>	everyone <i>все, каждый</i>	everywhere <i>езде, повсюду, всюду</i>

МЕСТОИМЕНИЕ OTHER

Местоимение **other** ("*другой, другие*") может выступать в качестве как местоимения-прилагательного, так и местоимения-существительного.

В качестве местоимения-прилагательного **other** ставится перед существительными в единственном или во множественном числе. Перед **other**, как перед всяким прилагательным, определяющим существительное, может стоять неопределенный или определенный артикль. Артикль может и отсутствовать, в соответствии с правилами употребления артиклей. Неопределенный артикль **an** пишется слитно с **other**, образуя местоимение **another**:

Give me another example.	<i>Дайте мне другой пример.</i>
The house is on <u>the</u> other side of the street.	<i>Дом находится на другой стороне улицы.</i>
Where are <u>the</u> other books that I gave you?	<i>Где другие книги, которые я дал вам?</i>
He has other intentions.	<i>У него другие намерения.</i>

После **other** может стоять неопределенное местоимение **one** во избежание повторения ранее упомянутого существительного:

This is not a very good example; I want another one .	<i>Это не очень хороший пример; мне нужен другой.</i>
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В качестве местоимения-существительного вместо существительного в единственном числе с неопределенным артиклем используется **another**, а вместо существительного с определенным артиклем — **the other**. При замене существительного во множественном числе, **other** принимает окончание **-s** — **others** и употребляется с определенным артиклем или вовсе без артикля:

I have given you one example; now I will give you **another**.

*Я вам дал один пример, теперь я дам вам **другой**.*

There is only one glove on the table. Where is **the other**?

*На столе только одна перчатка. Где **другая**?*

I took this book because there were no **others** on this subject.

*Я взял эту книгу, так как не было **других** по этому вопросу.*

N. B.

Other входит в состав взаимных местоимений **each other** и **one another** - "**друг друга**".

МЕСТОИМЕНИЕ ONE

Местоимение **one** употребляется в качестве местоимения-существительного для обозначения неопределенного лица в предложениях, соответствующих неопределенно-личным предложениям в русском языке. **One** в этом случае служит подлежащим:

One never knows what his answer may be.

Никогда не знаешь, что он ответит.

One should be careful when crossing the street.

Следует быть осторожным при переходе через улицу.

One в роли подлежащего часто сочетается с модальными глаголами **must, should, ought, can, may**. В русском языке таким сочетаниям соответствуют слова **надо, нужно, следует, можно**:

One must observe...

Нужно соблюдать...

One should take into consideration...

Следует принять во внимание...

One can find...

Можно найти...

One имеет также форму притяжательного падежа — **one's**:

One must always keep **one's** word.

*Нужно всегда держать **свое** слово.*

One употребляется во избежание повторения ранее упомянутого исчисляемого существительного в единственном числе, когда его следовало бы повторить с неопределенным артиклем:

I haven't got a dictionary. I must buy **one** (= a dictionary).

*У меня нет словаря. Я должен **его** купить (словарь).*

One заменяет собой существительное в единственном числе, когда его следовало бы повторить с определенным артиклем, при наличии индивидуализирующего определения. В этом случае перед **one** стоит артикль **the**. **The one** имеет значение "*тот, та, то*":

This book is more interesting than **the one** we read last week.

Эта книга интереснее той, которую мы читали на прошлой неделе.

One употребляется после прилагательных для замены ранее упомянутого исчисляемого существительного, во избежание повторения. При этом для замены исчисляемого существительного в единственном числе служит **one**, а для замены существительного во множественном числе — **ones**:

This is a black pencil and that is a red **one**.
These cases are too small; we need some bigger **ones**.

*Это черный карандаш, а это красный.
Эти ящики слишком малы; нам нужны большие (ящики).*

Н. В.	One не употребляется для замены предшествующего неисчисляемого <u>существительного</u> . Неисчисляемые существительные после прилагательных ничем не заменяются I prefer cold milk to hot. <i>Я предпочитаю холодное молоко горячему.</i>
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One ставится после местоимений **this, that, which, another, the other** для замены ранее упомянутого исчисляемого существительного в единственном числе:

This player is better than that one.
I don't like this pen. Give me another one.

*Этот проигрыватель лучше того.
Мне не нравится эта ручка. Дайте мне другую.*

Here are two books. Which one would you like?

Вот две книги. Которую Вы бы хотели?

После этих местоимений one, однако, может и опускаться:

This player is better than that.
I don't like this pen. Give me another.

*Этот проигрыватель лучше того.
Мне не нравится эта ручка. Дайте мне другую.*

Существительное во множественном числе заменяется местоимением ones, которое ставится после which:

Here are some books. Which ones would you like?

Вот несколько книг. Какие Вы хотите?

После these и those местоимение ones опускается:

These players are better than **those**.

Эти проигрыватели лучше тех.

Ones не употребляется также после other; существительное во множественном числе заменяет форма others:

I like this pen, but I don't like **the others**.

Мне нравится эта ручка, но мне не нравятся другие.

One иногда следует за the first, the next, the last:

January is the first month of the year, and December is the last one.

Январь — первый месяц года, а декабрь — последний.

One не употребляется после притяжательных местоимений my, his, her, our, your, their, за которыми всегда должно следовать существительное. Если же существительное не упоминается, то притяжательное местоимение имеет абсолютную форму - mine, his, hers, ours, yours, theirs:

This isn't my pencil, mine is blue.

Это не мой карандаш, мой — синий.

One не употребляется после существительных в притяжательном падеже:

My pen isn't very good. Kate's is much better.

Моя ручка не очень хорошая. Катина гораздо лучше.

<u>ДРУГИЕ ТИПЫ МЕСТОИМЕНИЙ</u>		
ТИП МЕСТОИМЕНИЙ	ПРИМЕР	ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ
УКАЗАТЕЛЬНЫЕ	this этот, эта, это, these эти, that тот, та, то, those те, it это, same , such такой, такой же	НЕТ
ВОПРОСИТЕЛЬНЫЕ	who кто, whom кого, кому, whose чей, which который, what что, какой, какая, какие, какое	В вопросительных предложениях
ОТРИЦАТЕЛЬНЫЕ	no ни один, никакой, nobody никто, никого, no one никто, никого, none ни один, nothing ничто, ничего	В отрицательных предложениях
ОТНОСИТЕЛЬНЫЕ	who кто, whom кому, кого, whose чей, which который, that который	Для связи определительных придаточных предложений с главным

СОЮЗНЫЕ	who <i>кто</i> , whom <i>кому</i> , <i>кого</i> , whose <i>чей</i> , which <i>который</i> , what <i>что</i>	В дополнительных и других именных придаточных
ВЗАИМНЫЕ	each other, one another <i>друг друга</i>	НЕТ
НЕОПРЕДЕЛЕННЫЕ	some, any, every и их производные, all <i>все</i> , both <i>оба</i> , each <i>каждый</i> , other <i>другой, еще</i> , another <i>другой, еще один</i> , one <i>любой</i>	НЕТ

1. Fill the gaps with personal or reflexive pronouns.

- 1 . He is quit right, I agree with ... completely.
 - 2 . I looked at ... in the mirror and left the house in a very good mood.
 - 3 . “Who is it?” — “It’s ... may I come in?”
 - 4 . Mr. Lloyds is very fat ... weighs over a hundred kilos?
 - 5 introduced his wife to the quests.
 - 6 . Where shall ... meet, Bob?
 - 7 . James took the book and opened
 - 8 . We don’t dress ... for dinner here.
 - 9 . I taught ... to play the quitar.
 - 10 . Selfish people only care about ...
2. Put “some”, “any” or “no” .

- 1 . He does his homework without ... difficulty.
 - 2 . This yeas all the apples are red, we are going out this morning to pick ...
 - 3 . I’d like ... water, please.
 - 4 . There weren’t ... tomatoes left.
 - 5 . I won’t go with you. I have ... free time.
 - 6 . There aren’t ... students at the moment.
 - 7 . Sorry, I have ... matches.
 - 8 . Do you have ... money?
 - 9 . The box was empty. There was apples in it.
 - 10 . Pour me ... milk, please.
3. Translate the sentences into English.

- 1 . Она ничего не сказала.
 - 2 . Он посмотрел на нее с удивлением.
 - 3 . Она не захотела пойти с ним.
 - 4 . Я попросил его налить немного молока.
 - 5 . Когда ему было 3 года, он мог сам одеваться.
 - 6 . Простите, но у меня нет времени.
 - 7 . Какая красивая картина! Она твоя?
 - 8 . Возьми свою чашку. Эта чашка — моя.
 - 9 . Его мнение отличается от моего.
 - 10 . Сегодня вечером придет кто-нибудь?
4. Complete the sentences using possessive pronouns (my, your, his, her, our, their).

- 1 . I left ... car in the garage.
- 2 . Mary hung ... coat on the peg.
- 3 . Jack had ... hair cut.
- 4 . Neil and David ate ... supper.
- 5 . I hope you enjoy ... holiday.

- 6 . We'll invite you round to ... house sometime and complete these by addig a possessive with own.
- 7 . You must make up ... own mind.
- 8 . The children had to cook ... own supper.
- 9 . Bill borrowed Jenny's car ... own can was being repaired.
- 10 . I'll bring ... own sheets and towels.
- 11 . Every dog had ... own special basket to sleep in.
- 12 . You should do ... own washing up.

Числительные

В английском языке, так же как и в русском числительные делятся на количественные числительные (Cardinal Numerals) и порядковые числительные (Ordinal Numerals).

	Количественные	Порядковые
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth

40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	a (one) hundred	a (one) hundredth
101	a (one) hundred and one	a (one) hundred and first
102	a (one) hundred and two	a (one) hundred and second
200	two hundred	two hundredth
253	two hundred and fifty-three	two hundred and fifty-third
1,000	a (one) thousand	a (one) thousandth
1,001	a (one) thousand and one	a (one) thousand and first
2,250	two thousand two hundred and fifty	two thousand two hundred and fiftieth
3,000	three thousand	three thousandth
100,000	a (one) hundred thousand	a (one) hundred thousandth
1,000,000	a (one) million	a (one) millionth
2,000,000	two million	two millionth

Образование количественных числительных

1. Количественные числительные от 13 до 19 включительно образуются прибавлением суффикса *-teen* к соответствующим названиям единиц первого десятка: *four - fourteen, seven - seventeen*.

Примечание. Числительные с суффиксом *-teen* имеют два ударения ('*four'teen, 'fif'teen* и т.д.), причём ударение на последнем слоге сильнее, чем на первом. Когда эти числительные употребляются с существительными, ударение падает на первый слог, а второй слог становится неударным: '*fourteen 'pens, 'fifteen 'pencils*.

2. Названия количественных числительных, обозначающих десятки, образуются добавлением суффикса *-ty* к названиям единиц: *six - sixty, seven - seventy*.

Некоторые числительные образуются со следующими отклонениями от общего правила:

two - twelve - twenty
three - thirteen - thirty
five - fifteen - fifty
eight - eighteen - eighty

Числительное *forty* отличается в написании от *four - fourteen*.

3. Десятки с единицами образуются таким же способом, как и в русском языке:

21 - twenty-one; 48 - forty-eight

4. При обозначении количественных числительных разряды многозначных чисел разделяются запятой: 7,000; 5,550,000.

5. Между сотнями (или тысячами и миллионами) и следующими за ними десятками (или единицами, если нет десятков) в любом разряде всегда ставится союз and:

246 - two hundred and forty-six; 206 - two hundred and six

5,050 - five thousand and fifty; 5,005 - five thousand and five

3,525,250 - three million five hundred and twenty-five thousand two hundred and fifty

6. Числительные 100; 1,000; 1,000,000 употребляются с неопределенным артиклем a или числительным one

100 - a hundred / one hundred

1,002 - a thousand and two / one thousand and two

7. Числительные hundred, thousand, million не принимают окончания -s во множественном числе:

three hundred

four thousand

five million

3,005,240 - three million five thousand two hundred and forty

Примечание. Числительные hundred, thousand и million переходят в разряд существительных и принимают окончание если они употребляются для обозначения неопределенного количества сотен, тысяч или миллионов. В этом случае за ними следует существительное с предлогом of.

Thousands of workers were streaming out of the plants. -
Тысячи рабочих потоками выходили с заводов.

8. Существительное, которое следует за числительным употребляется без предлога и соответствует в русском языке существительному в родительном падеже:

three thousand books - три тысячи книг

ten students - десять студентов

Образование порядковых числительных:

1. Порядковые числительные образуются прибавлением суффикса -th к количественным числительным:

four - fourth

thirteen - thirteenth

seven - seventh

fifteen - fifteenth

Образование трех первых числительных составляет исключение из этого правила:

one - first

two - second

three - third

При образовании порядковых числительных fifth - пятый и twelfth - двенадцатый буква v в названиях количественных числительных (five, twelve) меняется на f и опускается буква e; в числительном eight выпадает буква t, а в числительном nine опускается буква e:

five - fifth
twelve - twelfth
eight - eighth
nine - ninth

При образовании порядковых числительных, обозначающих десятки, начиная с 20, конечная буква u меняется на i и добавляется e перед суффиксом -th для обозначения дополнительного звука [i]:

twenty - twentieth
thirty - thirtieth

2. При образовании составных порядковых числительных, состоящих из двух или более чисел, только последнее число приобретает форму порядкового числительного, а предшествующие числа выражаются количественными числительными, так же как и в русском языке:

twenty-third - двадцать третий
five hundredth - пятисотый
eighty-seventh - восемьдесят седьмой

Имена существительные, определяемые порядковым числительным, употребляются с определенным артиклем. Артикль сохраняется перед порядковым числительным, если даже существительное не выражено, а лицо подразумевается.

The first law of motion has the idea of motion and the idea of force. - Первый закон движения содержит понятие движения и понятие силы.

The second basket was the same size as the first. - Вторая корзина была такого же размера, как и первая.

Примечание. Употребление неопределенного артикля с порядковым именем числительным придает порядковому числительному дополнительное значение, соответствующее русскому еще один:

Under certain circumstances, a second electron may enter the outer orbit. - При некоторых обстоятельствах второй (еще один) электрон может войти во внешнюю орбиту.

НЕКОТОРЫЕ ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ ЧИСЛИТЕЛЬНЫХ В АНГЛИЙСКОМ ЯЗЫКЕ ПО СРАВНЕНИЮ С РУССКИМ ЯЗЫКОМ

В английском языке при обозначении номера страниц, глав, частей книг, аудиторий, домов, трамваев и т.п. обычно употребляются количественные числительные. В этом случае количественное числительное следует за определяемым им существительным, причем существительное употребляется без артикля: chapter one - глава первая; part two - часть вторая; lesson three - урок третий; page fifteen - страница пятнадцатая.

Open your books at page 23 (twenty three). - Откройте книги на 23 странице (на странице 23).
Read paragraph 5 (five). - Читайте пятый параграф.

Figure 6 (six) shows an apparatus for counting the number of alpha-particles. - Шестой рисунок (рисунок 6) показывает аппарат для подсчета числа альфа-частиц.

При употреблении порядкового числительного в аналогичных случаях оно ставится перед

существительными с определенным артиклем: the first chapter the second part - первая глава, вторая часть; the third lesson - третий урок.

Года обозначаются количественными числительными. При чтении обозначений года хронологическая дата делится пополам, причем каждая половина читается как отдельное число: 1917 - nineteen seventeen (букв.: девятнадцать семнадцать); 1848 - eighteen forty-eight.

A.S. Pushkin was born in 1799 (seventeen ninety-nine) and died in 1837 (eighteen thirty-seven). - А.С. Пушкин родился в 1799 году и умер в 1837 году.

Примечание. Обозначение года читается так же следующим образом:

1917 - nineteen hundred and seventeen
1848 - eighteen hundred and forty-eight

Даты обозначаются порядковыми числительными:

7th November, 1917 (the seventh of November, nineteen seventeen)
November 7th, 1917 / November 7, 1917 - November the seventh, nineteen seventeen

При обозначении арифметических действий глагол, выражающий результат действия, может стоять как в единственном, так и во множественном числе;

Five and four is (are) nine.
Nine minus five is (are) four.
Three times four is (are) twelve.

Количественные числительные свыше единицы употребляются с существительными в форме множественного числа:

There are three classes of reactors: slow, intermediate and fast. - Имеются три вида реакторов: реакторы на медленных, промежуточных и быстрых нейтронах.

В английском языке двузначные и многозначные числа, оканчивающиеся на единицу, употребляются с существительными в форме множественного числа:

There are thirty-one days in January. - В январе тридцать один день.

ДРОБНЫЕ И СМЕШАННЫЕ ВЕЛИЧИНЫ

Простые дроби выражаются посредством количественных числительных в числителе и порядковых в знаменателе:

1/3 - a (one) third
1/5 - a (one) fifth
1/6 - a (one) sixth
1/100 - a (one) hundredth

Дробные величины 1/2 и 1/4 передаются особыми словами: a (one) half (1/2); a (one) quarter (1/4).

Примечание. Если имени существительному предшествует слово half, то артикль ставится непосредственно перед существительным:

half a kilometre - полкилометра
half an hour - полчаса

half the distance - половина расстояния

Но:

a kilometre and a half - полтора километра

an hour and a half - полтора часа

Если в числителе стоит число более единицы, то к слову, обозначающему знаменатель, прибавляется окончание -s:

$2/3$ - two thirds

$4/9$ - four ninths

$3/5$ - three fifths

$9/10$ - nine tenths

Существительное, которое следует за дробным числительным, стоит в единственном числе:

$5/8$ inch - $5/8$ дюйма (читается: five eighths of an inch)

$3/5$ foot - $3/5$ фута (читается: three fifths of a foot)

Существительное, которое следует за смешанным числом, стоит во множественном числе:

$2\ 1/4$ metres - $2\ 1/4$ метра (читается: two and a quarter metres или two metres and a quarter).

Десятичные дроби отделяются от целого числа точкой, а не запятой, как в русском языке:
1.34; 0.8 (или .8).

Десятичные дроби читаются следующим образом:

0.8 или .8 - point eight (точка восемь) или nought point eight (ноль точка восемь) или o [ou] point eight (ноль точка восемь)

0.006 - point nought nought six или nought point two oes [ouz] six или o [ou] point two oes six

1.02 - one point nought two или one point o [ou] two

4.25 - four point twenty-five или four point two five

Существительное, которое следует за десятичной дробью, стоит в единственном числе, если в дробном количестве нет целых единиц, и во множественном числе, если в дробном количестве есть целые единицы:

0.5 centimetre - читается: nought point five of a centimetre

5.2 centimetres - читается: five point two centimetres

Примечание. При чтении десятичных дробей между числительным, обозначающим целое число, и словом point делается короткая пауза.

ФУНКЦИИ ЧИСЛИТЕЛЬНЫХ В ПРЕДЛОЖЕНИИ

Числительные могут выполнять в предложении следующие функции:

1) Подлежащего:

238 is the total number of protons and neutrons in uranium-238. - 238 - общее число протонов и нейтронов в уране-238.

2) Дополнения:

Subtract 92 from 238 and the remainder is the number of neutrons in uranium-238. - Вычтите 92 из 238, остаток будет числом нейтронов в уране-238.

3) Определения:

There are three classes of reactors. - Имеются три типа реакторов.

The first class is the slow fission reactor. - Первый тип - это реактор на медленных нейтронах.

4) Именной части составного сказуемого:

Five times five is (или makes) twenty-five. - Пять умноженное на пять равняется двадцати пяти.

An "oxygen unit" is 1/16 of the weight of an atom of oxygen. - "Кислородная единица" равна 1/16 веса атома кислорода.

Упражнение 1

Прочитайте следующие словосочетания:

1. 150 magazines; 1800 students; 2000 dollars; 12000 specialists; 5640000 books;
2. on page 546; by bus 287; in room 819; 7 o'clock train;
3. hundreds of students; dozens of shops; millions of peoples; thousands of dollars.

Упражнение 2

Переведите на английский язык

1. 25 км; 163 тысячи долларов; 90 картин; 200 миллионов людей; 3500 автомобилей; 4 тысячи машин;
2. сотни автомобилей; десятки журналов; тысячи студентов; миллионы людей.

Упражнение 3

Прочитайте даты:

1. in 1965; in 1907; in 1945; in 1998; in 2000; in 2008;
2. at the beginning of 2000; at the end of 1729; by the beginning of 2005; by the end of 2004.
3. 1/2 kilometer; 1/8 ton; 0.5; 4.26; 1.234.

Упражнение 4

Найдите 14 числительных в представленном кроссворде.

t	h	o	u	s	a	n	d		t	
m	w	n	h			e	i	g	h	t
i		e	u		e			s	i	x
l	n	i	n	e		l			r	
l		t	d	d	h	r	e	e	t	
i	w		r		y	v		v	y	
o		t	e	n	i				e	
n			d	f	i	f	t	e	e	n

Упражнение 5

Назовите и напишите номера по порядку.

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____

- 9 - _____
- 10 - _____
- 11 - _____
- 12 - _____
- 13 - _____
- 14 - _____
- 15 - _____
- 16 - _____
- 17 - _____
- 18 - _____
- 19 - _____
- 20 - _____

Упражнение 6

Напишите следующие цифры порядковыми числительными.

- 10 - _____
- 20 - _____
- 30 - _____
- 40 - _____
- 50 - _____
- 60 - _____
- 70 - _____
- 80 - _____
- 90 - _____
- 100 - _____
- 11 - _____
- 21 - _____
- 32 - _____
- 43 - _____
- 54 - _____
- 65 - _____
- 76 - _____

No.	Greetings. Приветствия	
1	Good morning.	Доброе утро.
2	Good afternoon.	Добрый день.
3	Good evening.	Добрый вечер.
4	How do you do?	Как Вы поживаете?(при первой встрече, знакомстве)
5	Pleased to meet you.	Приятно познакомиться.
6	Nice to meet you.	Приятно познакомиться.
7	Good to see you again.	Приятно снова видеть Вас.
8	It's been a long time since I last saw you.	Прошло много времени с тех пор, как я видел Вас в последний раз.
9	How's business?	Как дела? (как работа?)
10	Not bad, thanks for asking.	Неплохо. Спасибо, что интересуетесь.
11	Fine/it's okay/OK.	Все хорошо.
12	We're doing quite well.	У нас все довольно хорошо (о своей компании).
13	And what about you?	А как насчет Вас?
No.	Meeting. Знакомство	
1	Hello, my name is....Nice to meet you!	Здравствуйте, меня зовут...Приятно познакомиться!
2	And you!	И мне с Вами.
3	And what's your name?	А как зовут Вас?
4	Nice to meet you too!	Мне тоже приятно познакомиться с Вами!
5	Where are you from?	Вы откуда?
6	I'm from...	Я из...
7	I'm on business.	Я (приехал) по работе.
8	I don't think we've met.	Я не думаю, что мы встречались.
9	What company are you from? / What company are you with?	На какую компанию Вы работаете?/ Какую компанию Вы представляете?
10	Who do you work for?	На кого Вы работаете?
11	I work for...(название компании)	Я работаю на...
12	What do you do?	Чем Вы занимаетесь? (сфера деятельности)
13	I'm a/an...	Я (после этого следует название профессии)...

14	I'm with...		Я (работаю в...название компании)
15	I'm in sales.		Я «в продажах».(работаю, отвечаю за)
16	What are your job responsibilities?		Каковы Ваши служебные обязанности?
No.	Negotiations. Переговоры		
1	Let's get started.	Давайте начнем.	Let's get our meeting started.
2	Let's get down to business.	Давайте приступим к делу.	We have little time so let's get down to business!
3	How is the project coming along?	Как обстоят дела с проектом?	You've been working on this project for three weeks. How is it coming along?
4	Let's get to the point.	Давайте перейдем к сути.	We're running out of time. Let's get to the point.
5	Go ahead!	Продолжайте!	There's no need to explain. I understand you very well.
6	Go ahead! Here you are!	Вот, пожалуйста!; Вот то, что Вам нужно!	You required the report on carrying out of that survey. Here you are!
7	24/7 (twenty-four seven).	Семь дней в неделю.	I'm ready to provide you with answer to any question twenty-four seven.
8	The first item on the agenda is...	Первый пункт повестки дня.	The first item on the agenda is modernization of our equipment.
9	We can then move to the less pressing matter.	Тогда мы можем перейти к менее неотложному вопросу.	Have we finished discussing the issue? We can then move to the less pressing matter.
10	This is out of the question!	Об этом не может быть и речи!	We can't afford to donate money to this hospital. This is out of the question!
11	ASAP (as soon as possible)	Как можно скорее.	They're demanding our decision ASAP.
12	This question is off the point.	Этот вопрос не по существу.	I can't answer the question because it's off the point.
13	Could you clarify that?	Не могли бы Вы прояснить (объяснить) это?	Could you clarify that item to avoid misunderstanding?
14	What are your feelings about this project?	Каковы твои чувства по поводу этого проекта? (речь идет о предчувствии, интуиции).	I'm concerned about profitability of this project. What are your feelings about it?
15	I'm afraid this is not sufficient reason for us.	Я боюсь, что это не является достаточным основанием для нас.	I'm afraid your arguments are not sufficient for us to bring the idea into life.
16	Glad to hear that.	Рад слышать.	So you've made a profitable

			investment.
17	Glad to hear that. That's a good idea!	Это хорошая идея!	I agree that buying this company is a good idea because it would give us the opportunity to get a long-term profit.
18	You have a good point.	У Вас хорошая (правильная) точка зрения!	After all is said and done you have a good point! Nothing left to say.
19	Do we all agree?	Все ли согласны?	Let's have a vote on it. Do we all agree?
20	I have no objection to that.	У меня нет возражений против этого.	Since we don't have any protesters I have no objection to that either.
21	Easy come easy go.	Что легко достается, легко тратится.	Easy come easy go. That statement doesn't agree with our company policy.
22	Fifty-fifty.	Пятьдесят на пятьдесят.	We came to an agreement to go fifty-fifty on the expenses.
23	In this situation is quite natural ...	В этой ситуации, вполне естественно...	In this situation is quite natural to admit a claim.
24	The conclusion is...	Вывод таков...	The conclusion is we should buy this company at a specified price.
25	In summary,...	В итоге...	In summary, don't freeze your assets.

No.	Gratitude and reaction to it. Благодарность и реакция на нее.	
1	Thank you very much indeed!	Очень Вам благодарен!
2	Thank you for coming!	Спасибо, что пришли!
3	Thank you in advance.	Спасибо заранее.
4	Very much obliged (to you).	Очень обязан (Вам).
5	Thanks, I appreciate it!	Спасибо, я ценю это!
6	No thanks needed.	Не стоит благодарности.
7	You're welcome!	Пожалуйста!
8	Not at all!	Не за что!
9	Don't mention it!	Не стоит благодарности!
10	That's quite all right!	Не стоит благодарности!

При ведении деловых переговоров на английском помните также о проявлении уважения к коллегам и партнерам, используя вежливые слова и словосочетания, например, please (пожалуйста), excuse me (прошу прощения) и другие.

No.	Polite Forms. Вежливые формы.
-----	----------------------------------

1	Could you..., Would you...	Могли бы Вы...
2	Could you call me later, please?	Могли бы Вы позвонить мне позже, пожалуйста?
3	Excuse me, could you take a look at my report?	Прошу прощения, могли бы Вы взглянуть на мой отчет?
4	Who would you like to talk to?	С кем бы Вы хотели поговорить?
5	Would you like a cup of coffee?	Хотите чашечку кофе?
6	Can I help you?	Могу ли я Вам помочь?
7	Shall I help you with carrying these documents?	Могу ли я Вам помочь понести эти документы?
8	May I turn on the lights?	Могу ли я включить свет?
9	Would you mind changing your seat?	Могли бы Вы (Вы не возражаете) пересесть?
10	Let me start by explaining the reason of this meeting.	Позвольте начать с объяснения причины этой встречи.
11	I'm very sorry about that.	Мне очень жаль, сожалею.
12	I'm sorry to hear that.	Мне жаль слышать это.
13	Sorry, could you repeat that?	Прошу прощения, могли бы Вы повторить это?
No.	Saying goodbye. Прощание.	
1	See you later.	Увидимся позже.
2	See you soon.	Скоро увидимся.
3	It was nice talking to you.	Было приятно поговорить с Вами.
4	It has been a great pleasure to meet you!	Было очень приятно встретиться с Вами!
5	I've enjoyed meeting you too!	Я тоже получил удовольствие от общения с Вами!
6	It has been great!	Это (встреча) было прекрасно!
7	What a pity you have to leave!	Как жаль, что Вам нужно уйти!
8	Well, all good things must come to an end. But I'm sure we'll meet again!	Ну, все хорошее должно заканчиваться. Но я уверен, мы увидимся вновь.
9	Good luck with your business! I'm sure it'll will go well!	Удачи Вам в Вашем бизнесе! Уверен, у Вас все будет хорошо!
10	We should keep in touch.	Нам необходимо поддерживать связь.
11	Here is my card.	Вот моя (визитная) карточка.
12	Well, I'd better get going.	Что ж, я лучше пойду.

*First Meetings***Topical Vocabulary**

To exchange business cards	Обмениваться визитными карточками
Translation services	Переводческие услуги
To introduce smb to smb	Представлять кого-либо кому-либо
To arrange a meeting	Организовывать (договариваться) встречу (собрание, заседание)
To attend smth	Посещать, присутствовать
A wine producer	Производитель вина
To be in the wine (translation...) business	Быть занятым в сфере производства вина (заниматься переводческой деятельностью)
To work for a company / a person	Работать на компанию / человека
To meet smb	Познакомиться с кем-либо
To specialize in smth/in doing smth	Специализироваться в чём-либо
A wine-producing country	Страна-производитель вина
A key person	Важный человек, ключевая фигура (персона)
Russian cuisine	Русская кухня (кулинарное искусство)
A business trip	Командировка
To run a company (a project...)	Возглавлять компанию (руководить проектом)
To come from	Быть родом из
To commute from...to...	Ездить из пригорода в город на работу
To compete with smb	1. Соревноваться с кем-либо. 2. Конкурировать с кем-либо
To travel on business	Ездить по работе куда-либо
To go out with smb	Гулять с кем-либо
A visitor profile	Информация о посетителе
An employer / an employee	Работодатель / работник, сотрудник
To make a phone call	Сделать звонок
To make an arrangement	Договариваться
To do activities	Заниматься разными видами деятельности
To have a flexitime	Иметь гибкий (скользящий) график работы
To communicate with smb	Общаться с кем-либо
To make an appointment	Назначить (договориться о) встречу
To come to visit smb	Навещать кого-либо
To decrease a risk	Уменьшать(ся) риск
To increase costs	Увеличивать(ся) издержки
To look forward to doing smth	Ждать с нетерпением чего-либо
An experience in smth/doing smth	Опыт в чём-либо
To attract customers	Привлекать покупателей
To hold an exhibition	Проводить выставку
To take place (a conference, an action...)	Происходить, проходить

Exercise 1. Grammar time: use the Present Simple Tense for the words in brackets.

Linda and I (to work) for the company which (to produce) automobiles. We both (to work) at an office which (to be) just in front of the factory where cars (to be made). I (to start) work at 10 o'clock, and Linda (to come) to the office at 9. She (to be) good at typing. She (to write) letters and reports every day. She (not to know) French very well, so she often (to go) to the sixth floor where I (to work). I sometimes (to help) her translate letters, as I (to know) French rather well. Linda also (to answer) telephone calls, sometimes she (to show) visitors around the factory. She (to do) paperwork, she (to write) memos, (to file) reports and (to answer) letters. She always (to arrange) meetings for her boss and other managers of the company. You (to understand) what her job (to be)? Yes, she (to be) a secretary. But she (not to like) her job and she (to want) to be a manager.

Exercise 2. Match words 1-15 with their synonyms *italics*, translate and memorize them. Think of sentences with the words from the box.

1) to run (a company)	9) to produce	<i>to fall</i> ▪ <i>an occasion</i> ▪ <i>pricey</i> ▪ <i>to be fond of</i> ▪ <i>occupied</i> ▪ <i>a consumer</i> ▪ <i>to manufacture</i> ▪ <i>at the moment</i> ▪ <i>a buyer</i> ▪ <i>to come from</i> ▪ <i>to contain</i> ▪ <i>main</i> ▪ <i>employment</i> ▪ <i>to socialize</i> ▪ <i>important</i> ▪ <i>to go down</i> ▪ <i>to enjoy</i> ▪ <i>a purchaser</i> ▪ <i>to grow</i> ▪ <i>dear</i> ▪ <i>to manage</i> ▪ <i>to go up</i> ▪ <i>to adore</i> ▪ <i>a post</i> ▪ <i>nowadays</i> ▪ <i>to mix</i> ▪ <i>to retail</i> ▪ <i>to own</i> ▪ <i>to make</i> ▪ <i>to head</i> ▪ <i>to drop</i> ▪ <i>to rise</i> ▪ <i>to have</i> ▪ <i>a position</i> ▪ <i>today</i>
2) to decrease	10) to be from	
3) to increase	11) at present	
4) to include	12) a job	
5) key (people)	13) to sell	
6) to communicate	14) to like	
7) an event	15) expensive	
8) a customer	16) busy	

Exercise 3. a) match a word from the box with one of the definitions below:

a customer *an experience* *unemployment* *to export* *an exhibition*

- 1) the knowledge and skill that you have gained through doing smth for a period of time; the process of gaining this –
- 2) the fact of a number of people not having a job; the number of people without a job; the state of not having a job –
- 3) to sell and send goods to another country –
- 4) a collection of things, for example works of art, that are shown to the public –
- 5) a person or an organization that buys smth from a shop/store or business –

b) fill in the gaps with the words from the box in a) and translate these sentences into Russian.

1. of this supermarket are satisfied with the quality of the products they buy there.
2. Do you have any previous of this type of work?
3. Australia is a wool-growing country. It.....its wool and woolen things to different countries of the world.
4. It was a time of mass.....
5. She didn't get much money when she worked in the translation agency but it was all good.....
6. They know me –I'm a regular
7. This takes place twice a year in Italy and is devoted to modern art.
8. If you have any questions about the products and service, go to the service department.
9. What measures does the government take to reducein this area?
10. Have you seen the Picasso.....?

Exercise 4. Study the table and do the exercise below.

Country	Capital	Language /	People
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		<i>Nationality</i>	
Australia	Canberra	English	(an) Australian (Australians)
Germany	Berlin	German	(a) German (Germans)
China	Beijing/Peking	Chinese	Chinese (the Chinese)
France	Paris	French	a Frenchman (-woman), (the French)
Spain	Madrid	Spanish	a Spaniard (Spaniards, the Spanish)
Japan	Tokyo	Japanese	Japanese (the Japanese)
Sweden	Stockholm	Swedish	a Swede (Swedes, the Swedish)
Italy	Rome	Italian	(an) Italian (Italians)

Fill in the gaps using the proper word

- are famous for producing very comfortable cars.
- The national dish is pasta.
- IKEA is a..... company.
- andwines are popular all over the world.
- My business partner comes from Spain. He is
-,,,,, are the five of the six official languages of the United Nations Organization.
-and are known as sport-loving nations.
- People inare called and they speak German.
-are easy going.
- The Eiffel Tower is situated in, the capital of.....
- Many people enjoy spending their winter vacation at..... ski resorts.

Exercise 5 a) translate the dialogue into English; b) think of a similar situation and role play your dialogue.

Алекс встречается группу иностранных туристов

- АЛЕКС: Простите, из какой Вы страны?
ЭРИК: Из Швеции.
АЛЕКС: Вы живёте в Стокгольме?
ЭРИК: Нет, я живу в небольшом городке на севере Швеции. Позвольте мне представить Вам свою подругу Люси.
АЛЕКС: Рад познакомиться.
ЭРИК: Люси из Франции, из Парижа. Она француженка. Кстати, Вы говорите по-французски?
АЛЕКС: Боюсь, что нет. Я разговариваю на двух иностранных языках: английском и испанском. Однако я предпочитаю испанский, поскольку знаю его лучше.
ЭРИК: О! Прекрасно! Люси довольно хорошо говорит на испанском. Её мама из Южной Америки. Что касается меня, то я не умею говорить по-испански, но понимаю почти всё.
АЛЕКС: Вы не хотите присоединиться к остальным студентам?
ЭРИК: Судовольствием!

Exercise 6. Study the following use of “make” and “have” and do the exercise below.

<i>make</i>		<i>have</i>	
a change	вносить изменения	a break	сделать перерыв
a choice	сделать выбор	fun / a good time	повеселиться /хорошо провести время

a decision	принять решение	a look (a chat, a smoke, a drink, a try)	взглянуть, посмотреть (поболтать, покурить, выпить, сделать попытку)
friends / enemies	подружиться / стать врагами	an experience	иметь опыт
a law	издавать закон	a bath / shower	принимать ванну / душ
a list	составить список	a feeling	иметь/испытывать чувство (ощущение)
money	зарабатывать деньги	a problem	иметь проблему

Choose either “make” or “have” to complete the sentences. Translate the sentences from English into Russian.

1. Every time I a business trip, I meet important people.
2. We are tired. Let’s a break.
3. How much money do you..... a week?
4. Was it difficult for you to.....friends when you moved to Germany to live?
5. Heno experience in running a large company.
6. In her free time she usually goes out with her friends tosome drinks at a restaurant.
7. Please.....a list of our potential business partners with their contact information.
8. I hope toa talk with you when the conference finishes.
9. Ask your colleagues if you any problems with the task the manager gave you.
10. These are some of the exhibitions I recommend you to attend.your choice.
11. I need toa few phone calls before dinner.
12. The manager decided to.....changes to our working hours.

Exercise 7. Story time: Use the information below to make up a Visitor Profile. Use the Present Simple Tense. Think of as many sentences as possible.

NICK MARSHAL

to be a special guest at the international amusement forum • to come from the United States of America, New York • to live and work in Los Angeles • to be in a very successful entertainment business • to know a lot about the cartoon and movie world • to run his own company *Marshal Entertainment* • to produce cartoons and movies for children • to have a rich experience in working with *Walt Disney* company • to speak Spanish and Japanese • to have business partners in Japan • the Japanese to help Nick Marshal with new and unusual ideas on movie production • to always travel on business • to arrange shows of his amusement products twice a year in different capitals • to meet key people in the entertainment business all over the world • to enjoy mountain skiing, horse-riding and playing golf between business trips

Exercise 8. Find English equivalents for the following phrases in Russian.

Посещать международные конференции, брать интервью у важных персон, руководить бюро переводов, специализироваться в итальянском вине, принимать важные решения, дегустировать и давать оценку вину, участвовать в конкурсе, говорить на трёх европейских языках бегло, сделать необходимые приготовления к конференции по продажам, совершить ошибку, использовать интернет для общения с людьми со всего мира, пожимать руки с кем-либо, представить своего коллегу друзьям, английский язык как первый иностранный язык,

многолетний опыт работы в сфере производства вина, побуждать (убеждать) покупателей приобрести товар, быть заинтересованным в производстве качественного вина, обедать в ресторане по особым случаям, страна проживания.

Exercise 9. Translate these sentences into English.

1. Из каких стран мира Австралия импортирует вина и другие спиртные напитки?
2. Она владеет собственным бюро переводов. В её компании работают переводчики из Италии, Франции, Германии и англоговорящих стран.
3. Обычно на мероприятиях международного уровня присутствуют журналисты из разных стран. Они берут интервью у важных людей, организаторов этого мероприятия и его участников, изучают информацию о посетителях, смотрят презентации и потом пишут статьи об этом событии.
4. Секретари делают звонки, назначают встречи для своего руководителя, составляют график работы своего боса. Они редко ездят в командировки с начальником. Секретари всегда готовят чай или кофе для посетителей.
5. Чем занимается Ваша компания? – Мы оказываем переводческие услуги.
6. Как часто производители вин и других спиртных напитков посещают конференции по продажам?
7. Европейская компания *QualityWine* специализируется в производстве французских и итальянских вин.
8. Визитка – это карточка, которая содержит контактную информацию о человеке или организации. На визитке имя владельца, компания (обычно с логотипом), адрес, телефонный номер и/или электронный адрес.
9. Конкуренция в странах-производителях спиртных напитков очень высока в настоящее время. Поэтому производители вин стараются часто устраивать выставки своей алкогольной продукции. На этих мероприятиях люди могут попробовать (продегустировать) и оценить вина.
10. Международная выставка биотехнологических продуктов проходит два раза в год в столице Японии. В Токио приезжают производители, дистрибьюторы, продавцы этой продукции со всего мира.
11. Эта информация только для иностранных гостей (посетителей).
12. Кто заведует в вашей компании производственным отделом?
13. Английский – язык международного общения.
14. На каком языке Вы разговариваете с Вашим ребёнком, если Вы из Швеции, а Ваш муж (жена) из Италии?
15. Какие страны-производители вина вы знаете?

Exercise 10. Translate the dialogue into Russian. Learn it and then reproduce it in class. Think of a similar situation and role play your dialogue.

Waiter serves a drink to Victor

- VICTOR: Thank you very much.
SAM: Hello, I don't think we've met. Sam Eriks.
VICTOR: Victor Tang. Pleased to meet you.
SAM: And what company are you from, Mr Tang?
VICTOR: *OceanWide*. I'm the sales representative for this region.
SAM: Ah yes. I know your company. Your business is expanding very rapidly at the moment.
VICTOR: Yes, we're doing quite well. And you? Who do you work for?
SAM: Actually I work for myself. I'm head of a small export and packaging company. We specialize in seafood.
VICTOR: It's a growing market.
SAM: Yes, but a very competitive one, Mr Tang.
VICTOR: Please call me Victor.

SAM: Sam. Victor, let me introduce you to someone. Lin – this is Victor Tang – he’s the regional rep. for *OceanWide*. This is Lin Chan, my sales manager.
 LIN: How do you do, Mr Tang?
 VICTOR: I’m very well, thank you. Nice to meet you, Ms Chan.
 LIN: And you.
 VICTOR: Can I get you another drink?
 LIN: Thank you.

Exercise 11. Read the script from a BBC programme about formal greetings and comment on difference between formal and informal greetings.

Hello! I’m Jackie Dalton. This programme is about greetings and the language you might use if you’re greeting people in quite formal situations, when you want to sound polite.

The greeting “Good morning, sir/madam” sounds very formal. It gives extra status or importance to the person you are talking to and there are several situations where you might hear it. One of the most common situations is in the service industry. It could be a hotel receptionist talking to a guest, a waiter talking to a customer in a restaurant. Or it could be in a shop – anywhere where people are dealing with customers or clients.

If a waiter says “good evening, sir/madam” you would just reply with “good evening” but you wouldn’t say “good evening, sir” back. This is because, in this particular situation, you are the one with a higher social standing here, so you don’t need to show this extra sign of respect. Likewise, if you walk into a hotel and the receptionist says “good afternoon, madam/sir”, it would usually sound strange to say “good afternoon, madam/sir” back. In the service industry there are other situations where you might hear “sir” and “madam”. For example: “Good morning, sir/madam. It’s a real honour to have you here”.

The situation that makes me think of is of greeting a VIP – perhaps a very important politician or leader who you meet. In some cases, people use it when they are greeting someone much older than they are, as a sign of respect. Or you may occasionally hear it in the workplace, where employees want to show respect for their superiors.

- Good morning, sir.
- Hello, James.

You use might “sir” or “madam” in the service industry, with VIPs, with much old people and, sometimes, with bosses at work. But, as well as using these kinds of words, what else is it that makes language in greetings sound more formal and polite? Here are two different versions of a greeting between James and his boss Mr Jones.

Dialogue 1 Dialogue 2

- | | |
|--|---|
| <ul style="list-style-type: none"> - Morning! - Hi! How’s it going? - Good thanks – you? - Yeah, fine. | <ul style="list-style-type: none"> - Good morning, Mr Jones. - Hello, James. How are you? - I’m very well, thank you. How are you? - Fine, thank you. |
|--|---|

The second greeting is more formal. One of the most obvious differences is in how long the phrases are. ‘Good morning’ sounds more formal than “morning” because ‘morning’ is shorter and it’s an easier way of greeting someone. “Hello” is also a bit more formal than ‘hi’. “I’m very well, thank you” also sounds more formal than “fine, thanks” or “good, thanks” again, mainly because it takes longer to say. This doesn’t mean you should never say “hi” in formal situations, it’s just that if you want to sound more polite, using more complete words and phrases will help.

Words that are longer tend to sound more formal and polite, while shorter, abbreviated words are more likely to sound informal and friendly.

Business Communication

Read the text and say how important English is in one's business career.

English in My Life and in My Future Career

When I think about my future career in business I dream of working my way up to the top from a messenger to a president of the corporation. Nowadays, however, education plays a central role in the selection of men and women for management jobs. And, of course, it's impossible to make any career in business without good knowledge of foreign languages.

With increased global trade more and more businesses are recruiting students who speak foreign languages. The growing interest of business in foreign languages has driven colleges to expand their programmes. People realise the importance of foreign language proficiency which enhances a person's marketability in any field.

English will be required regularly in my future work. I expect to use English in speaking and listening face to face and in telephone communication. I also expect to use English in reading magazines, professional journals, reports, newspapers, in reading and writing business letters. I need English for broad socio-cultural purposes: to obtain information, to convene at multinational gatherings, and to travel.

I know that nowadays at an airport or in a hotel bar a person of any nationality would address me directly in English without asking whether I speak the language: some degree of command is taken for granted.

English is a language of banking and business. Many international firms based in non-English countries conduct their entire operations throughout the world in English. In commerce a salesman sent to any country will negotiate the contract in English.

There are some general interests and activities where I need English, such as: entertainment at home (radio, TV, etc.), friends, social gatherings, films, theatre, music, cultural interests, travel, sports, community activities, transportation, shopping, reading newspapers and many other needs. In other words, English is a commodity people seek eagerly to acquire often at great expense.

2. Pronunciation

A. How are the underlined letters in these pairs of words pronounced? Practise saying the words.

1) recruit — require; 2) speak — realize; 3) gathering — think; 4) expand — enhance; 5) convene — central; 6) career — degree.

B. These words contain silent letters. Cross out the letters in the words which are not pronounced. Listen to the teacher and check your answers.

Business, knowledge, foreign, purpose, whether, would.

3. Word Study

A. Find international words in the text and write them out. Learn their correct pronunciation.

B. Give Russian equivalents to the following word combinations:

to work one's way to the top; selection for management jobs; to be required regularly; to enhance a person's marketability; speaking and listening face to face; to convene at multinational gatherings; to address a person directly in English; to be taken for granted; some degree of command; to conduct entire operations in English; to negotiate the contract in English; community activities; at great expense.

C Give English equivalents to the word combinations:

играть главную роль; в настоящее время это невозможно; хорошее знание иностранного языка; разговаривать на иностранном языке; растущий интерес по отношению к иностранным языкам; использовать английский в говорении; не спрашивая, говорю ли я на этом языке.

D. Find words and expressions in the text with the following meanings:

1) to expect something always to happen or exist in a particular way; 2) this quality makes an employer want to give you a job; 3) knowledge of a particular subject, especially the ability to speak a foreign language; 4) something that is useful or necessary; 5) the activities of buying and selling goods or services; 6) a high degree of ability or skill in something; 7) to improve something, or make it more attractive or

more valuable; 8) to try to reach an agreement by discussing something in a formal way, especially in a business or political situation.

G. Supply the sentences with required words. If necessary, change their grammatical forms.

<i>increase</i>	<i>realise</i>	<i>enhance</i>	<i>require</i>	<i>obtain</i>
<i>address</i>	<i>conduct</i>	<i>negotiate</i>	<i>seek</i>	<i>convene</i>

1. She has to ... her manager's permission before she does anything. 2. The measures taken should considerably ... the working conditions. 3. We do not always find what we ... 4. The interview was ... by telephone. 5. Our expenses ... dramatically over the last decade. 6. Shouldn't we ... a meeting about this? 7. The two sides have yet to show their willingness to ... 8. She turned to ... the man on the left. 9. No previous knowledge of English is ... for admission to the college. 10. It's important to ... that this situation is only temporary.

H. Make adjectives from the names of the following countries.

Great Britain (England), the USA, Australia, New Zealand, Canada, the Irish Republic, India, Pakistan, France, China, Russia, Spain, Germany.

In which countries from the list above is English used as an official language? Where else is it used as an official language? I. Make nouns from these verbs:

educate, select, manage, know, work, communicate, gather, operate, entertain.

4. Grammar Focus

A. Find in the text "English in My Life and in My Future Career" sentences with the infinitive and translate them.

B. Finish the sentences. Use the infinitive. Say when the infinitive is used with and without the particle "to".

1. I learn English to ... 2. To get a good command of the English language I would advise to ... 3. To improve my language skills I'm willing to ... 4. If you want to have a successful career, it is necessary to ... 5. If you want to get promotion, you must ... 6. No one will ever make me ... 7. In my childhood I was often made to ... 8. The company simply cannot afford to ... 9. Don't press him into making the purchase, let him ... 10. It was nice of her to ... 11. I want to know how to ... 12. Well, speaking about my future career, I would like to ... 13. In the next few years I would like to ...

C. Find in the text "English in My Life and in My Future Career" sentences with the gerund and translate them.

D. Finish the sentences. Use the gerund.

1. When I think about my future career in business I dream of ... 2. I expect to use English in ... 3. I am interested in ... 4. I am looking forward to ... 5. I can't get used to ... 6. I am used to ... 7. I enjoy ... 8. I have difficulty in ... 9. I have no experience in ... 10. When I was a child, I was terrified of ... 11. I am surprised at ... 12. I avoid ... 13. I am afraid of ...

5. Diving Deeper

Answer the questions. Use the text "English in My Life and in My Future Career" for reference.

1. What's your idea of your future career? 2. Is it possible to make a career in business without good knowledge of foreign languages? Why? 3. In what professional and general activities will you need English in your future life and career? 4. How long have you been learning English? 5. Is learning English an easy thing? 6. How can you improve your knowledge of English? 7. Have you ever learnt English outside the education system? 8. Is it expensive to learn English? 9. What other languages would you like to know? 10. Why do the students of your educational establishment learn English? II. Have you read any books (seen films) in English? 12. Have you ever been to any English-speaking country?

B. Look at the frequently asked questions on the English club's web page and see if you can guess any of the answers.

1. How many words are there in English? 2. What's the most common letter in English? 3. What's the longest word in English? 4. Where does English come from? 5. Why do people learn English? 6. How many people speak English?

CMatch the English club's frequently asked questions in point B with the following answers.

Welcome to the English Club's Frequently Asked Questions

a) We can't answer that question exactly, but here's a recipe we came across the other day: 50 grammes — Greek, 75 grammes — Latin, 400 grammes — Anglo Saxon, 150 grammes — Norse, 300 grammes — French (flavoured with Latin and Greek), 25 grammes — other mixed languages. Mix all the ingredients together. Cook slowly for 1,000 years.

b) English is the main language in 30 countries, and there are about 375 million people who speak it as their first language.

It is also used as an official language in over 70 other countries such as Cameroon, Tanzania, India, Pakistan, Malaysia and Fiji, and is a second language for about 350 million people.

One in two Europeans can speak English quite well and can have a proper conversation, and in the future even more Europeans will be

able to speak it. All in all, there are about 1,000 million (a billion) people who can't speak English, but they're learning it!

c) It's the top language for travel and tourism, and is used in business and science. At the moment, 80 per cent of the world's Internet sites are in English, but this will fall when more countries start using their own language.

d) There are about 300,000 entries in the Oxford English Dictionary. However, there are many scientific and technical words that are not in the dictionary (for example, there are over a million types of insect). An educated English speaker only uses about 30,000 words.

e) According to the Oxford English Dictionary, it is the name for a lung disease caused by breathing in dangerous dust and is *Pneumo-noultramicroscopic silicovolcanoconiosis*.

f) The letter "e" is used more than any other. Ernest Wright was very interested in this fact, and wanted to see if it was possible to communicate without using this letter at all.

He wasn't able to write very much! In the end, he wrote a 200-page novel, *Gadsby*, without using any words containing the letter "e". Sadly, it was not a great success, but here is a bit of it:

A glorious full moon sails across a shy without a cloud. A crisp night air has folks turning up coat collars and kids hopping up and down for warmth.

D. Talking about your country. In pairs or small groups, discuss the answers to the following questions.

1. Do you know where your language comes from?
2. Are there any foreign languages that are very similar to yours?
3. What foreign languages do most people learn at colleges?
4. What language do most tourists use when they come to your

country?

5. Is it important to speak the language of a country you are visiting? Why (not)?

7. Varieties of English

A. Read what an English writer once said about the English and the Americans. Why is what he said unusual? Do you agree?

"The English have really everything in common with the Americans except, of course, the language."

B. The words in 1—12 are all used in American English. Match them with their British English equivalents a)—I).

- 1) **charge** account — кредитный счет
- 2) **bankteller** — кассир (в банке)
- 3) **corporation** — (крупная) компания
- 4) **billion** — миллиард
- 5) **gasoline** — бензин
- 6) **Internal Revenue Service** — Налоговое управление
- 7) **first floor** — первый этаж
- 8) **current account** — текущий счет в банке
- 9) **zip code** — почтовый индекс
- 10) **check (from a bank)** — банковый чек
- 11) **downtown** — центр города
- 12) **Inc.** — общество с ограниченной ответственностью (ООО)

C. Replace the words in italics with their lents. Make changes where necessary.

<i>holiday</i>	<i>advertisement</i>	<i>fortnight</i>
<i>autumn</i>	<i>shop assistant</i>	<i>flat</i>
<i>shop</i>	<i>cash dispenser</i>	
	<i>underground</i>	
	<i>estate agent</i>	

Complaints should be addressed to the *store* manager. 2. The easiest way to take money out of your bank account is to use an *ATM*. 3. If you decide to sell the house, I'll give you a business card of an excellent *realtor*. 4. Large supermarkets hire hundreds of *salesmen*. 5. The company aims to build 1,000 new *apartments* at low rents. 6. Mr. Smith is on *vacation* this week and next. 7. They've been conducting negotiations since last *fall*. 8. The fastest way to get to the city's downtown is by *subway*. 9. This TV *commercial* boosted the company's profits. 10. The meetings are held every *two weeks*.

I). There are some differences between American and British English spelling. Decide which of these words are spelled in the American or British way:

- 1) travelled, quarreled;
- 2) theatre, center;
- 3) honor, colour.

E. Now complete the missing information in 1—3:

- 1) or is ... but *our* is ... ;
- 2) *eled* is ... but *elled* is ... ;
- 3) *re* is ... but *er* is

8. Discussion

In pairs or small groups, discuss the answers to the following questions.

1. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English. Say what opportunities for learning languages you have and what you do to enrich your speech.

2. Suppose you are trying to persuade another person that learning foreign languages is necessary in modern life. What would you say?

3. Express your opinion on the importance of the English language in your future work. Do you think that English will help you make your career in business?

9. Writing

Write a short essay on the topic "English in My Life and in My Future Career". Use the following plan:

1. English as a "world language".
2. The importance of foreign languages proficiency.
3. The importance of English in my future career.
4. My English classes at college.

The following words may be useful for:

- **introducing arguments:** *to begin with, first of all, on the one hand, particularly;*
- continuing your argumentation: *also, in addition, on the other hand, however, another point is, you can also say;*
- writing the concluding paragraph: *in my opinion, to sum up, finally.*

MEETING, PARTING, MAKING INTRODUCTIONS

Active Vocabulary List

Words

name [neim]	ИМЯ
<i>syn.</i> first name surname	[ˈsɜːneim] n
<i>syn.</i> family name, last name	ФАМИЛИЯ
	ОТЧЕСТВО

patronymic [ˌpaʔtra'nimik] *n*
syn. **father's name introduce**
 ['mtra'dju:s] *v* **staff** [sta:fj] *n*
syn. **personnel** ['p3:sa'nel] *n*
 fs9US3u] *a, adv*

представлять, знакомить штат,
 персонал, сотрудники

so-so

так себе; неважно

Word Combinations

excuse me

простите (*обычная форма обращения в англоязычных странах, служащая для привлечения к себе внимания*) простите (сожалею) (*выражение используется в случае, если человек хочет извиниться за свои неадекватные действия*) кстати...

давайте перейдем к (делу) в вашем распоряжении заведующий

I'm sorry

by the way...

let's get down to (business)

at your disposal

sales manager

director general

you are welcome

syn. don't mention it

отделом продаж генеральный директор пожалуйста (*в ответ на "спасибо"*), (*амер.*) не стоит

7. General Comprehension

Read the dialogue and complete the information about the speakers.

Name	Position occupied
John Hartley	Sales Manager
Andrei Smirnov	
Viktor Smolski	
Ann Zhurbenko	
Michail Kaminski	
Oleg	

John Hartley, a Sales Manager for a British company, has just arrived at Minsk Airport from London. He is visiting a Belarusian company that wants to do business with his company.

At the Airport

Smirnov: Excuse me... Are you Mr. Hartley?

Hartley: Yes.

Smirnov: I'm Andrei Smirnov, from the Machinexport. How do you

do? *Hartley:* How do you do? *Smirnov:* Have I kept you waiting? *Hartley:* Oh, no... the plane's just arrived. Thank you for coming to

meet me. *Smirnov:* Not at all. Did you have a good trip? *Hartley:* Yes. Thank you. *Smirnov:* My car's just outside the airport. My driver will take your

suitcase. *Hartley:* Thank you.

At the Office

Smirnov: I'd like you to meet Mr. Smolski, our Director General.

Hartley: Glad to meet you, Mr. Smolski.

Smolski: Glad to meet you, too. Have you ever been to Minsk before,

Mr. Hartley? *Hartley:* No, it's my first visit to Minsk. *Smolski:* What are your first impressions of Minsk? *Hartley:* I like Minsk, it's a beautiful city and quite different from

London. *Smolski:* I hope you'll enjoy your visit, Mr. Hartley.

Meeting People at the Office

Smolski: Let me introduce my staff to you. This is my secretary, Miss Zhurbenko.

Hartley: Nice to meet you, Miss Zhurbenko.

Ann: Nice to meet you, too. Call me Ann.

Smolski: I also want you to meet Michail Kaminski, our Sales Manager. You've already met Mr. Smirnov.

Hartley: What does Mr. Smirnov do?

Smolski: He is our Export-Import Manager... Do take a seat. Would you like something to drink?

Hartley: Er... Yes, please. I'd like a cup of coffee.

Smolski: Ann, could you make coffee for us, please?

Ann: Certainly, sir. How would you like your coffee, Mr. Hartley, black or white?

Hartley: Black, please.

Ann: With sugar?

Hartley: No, thanks.

Smolski: By the way, Mr. Hartley, what is your profession?

Hartley: I'm an engineer, but at the British Oil Company I work as a Sales Manager. Here's my card.

Smolski: Thanks. Let's get down to business, Mr. Hartley...

Saying Goodbye

Smolski: Thank you, Mr. Hartley. Our driver is at your disposal during

your visit. His name is Oleg. Hartley: Thank you very much, Mr. Smolski. Smolski: Well, let's call it a day. Our driver's waiting for you. He'll

take you to your hotel. Hartley: Goodbye, Mr. Smolski. Smolski: Goodbye, Mr. Hartley. See you tomorrow.

2. Language Functions

A. When in an English-speaking country, it is very important to know the various expressions used to greet, part, or make introductions. Answer the questions below using the dialogue in ex. 1 for reference.

1. Look through the dialogue and say what formal phrases are used by people who are introduced to each other. What are the

generally accepted answers to them? What less formal greetings do you know?

A polite way of asking someone you already know about his/ her life is: "How are you?"/"How are you getting on?". One can answer by saying: "I'm all right. Thank you", "I'm fine. Thanks", or "So-so".

2. The most universal ways of addressing people in English that can be used when speaking to strangers as well as to people you know are: Mr., Mrs., Ms, and Miss. In some cases we can also say: sir/madam, officer, Your Majesty, and Ladies and Gentlemen.

Which forms of address are used when speaking to

- a man;
- an unmarried woman;
- a married woman;
- a woman whose marital status is unknown;
- a King or a Queen;
- a policeman;
- a group of people at a meeting, conference, etc.;
- the customers?

However, people in the English-speaking countries prefer calling each other by the first name: Peter, Ann, etc.

3. What should you say if you wish to attract somebody's attention (in the street, in the office, in a shop, etc.)?

- I'm sorry.
- Excuse me.
- Good morning.

4. What "neutral" greetings — "Good morning!", "Good afternoon!", or "Good evening!" — are used in the English-speaking countries

- from 12:00 to 17:00;
- until 20:00;
- until 12:00?

What is the usual answer to such greetings?

5. When parting, people in the English-speaking countries often say: "Goodbye", "Bye-bye", and "So long". Which expression(s):

- are used when parting with someone you know well;
- is the most neutral one?

You can also say: "See you later" and "See you tomorrow".

6. What ways of expressing gratitude are used in the dialogue? Some other ways of expressing gratitude are: "My pleasure", "Anytime", "You are welcome", "Don't mention it", etc.

7. What ways of asking about someone's position / profession are used in the dialogue?

By saying "Who is he/she?" we ask about the person's name, surname, job, in what relations one is with the person, etc.

B. Respond to the following remarks.

1. How do you do? 2. Glad to meet you. 3. Good afternoon! 4. Goodbye! 5. Hi! 6. How are you getting on? 7. Would you like a cup of coffee? 8. How would you like your coffee? 9. What do you do? 10. Thank you very much.

C You are having an appointment with a foreign company representative. How will you greet him/her if the appointment is at:

- 1) 10 a.m.; 3) 3.30 p.m.;
2) 6 p.m.; 4) 11.15 a.m.?

3. Diving Deeper

Answer the questions.

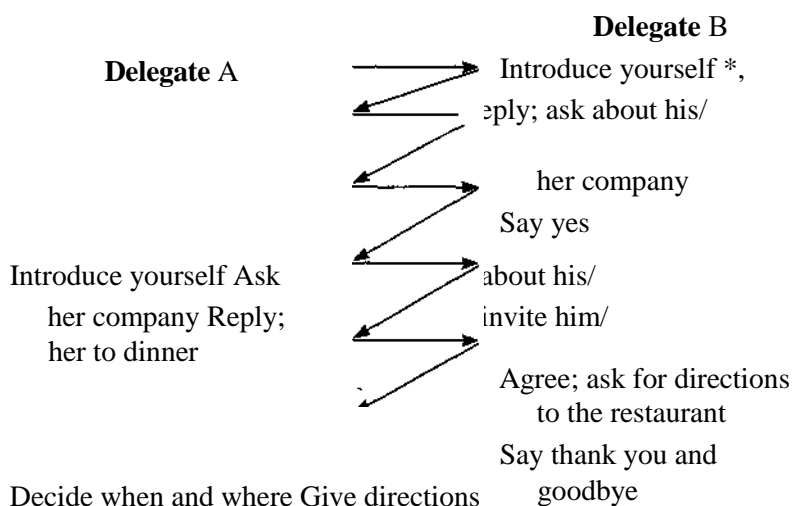
1. How did John Hartley arrive in Minsk? 2. Why did he arrive in Minsk? 3. Who was he met by? 4. Did Mr. Hartley like the capital of Belarus? 5. What do you know about the Machinexport personnel? 6. What polite offer did Mr. Hartley accept? 7. What is Mr. Hartley's profession and position occupied in the company? 8. Where did Mr. Hartley go to after the conversation?

4. Role-Playing

A. Act out the conversation between J. Hartley, A. Smirnov, V. Smolski, and Ann Zhurbenko.

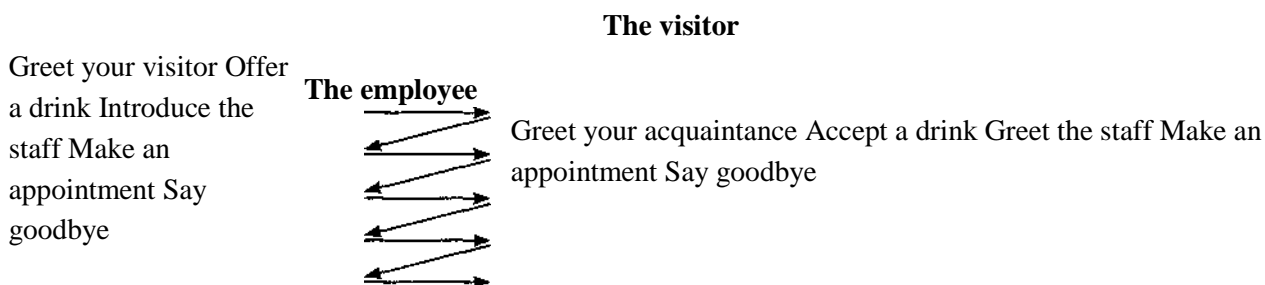
B. With a partner, have conversations using the instructions below.

1. Two delegates meet at a conference. They do not know each other.



Say goodbye

2. A business acquaintance visits your office.



The World of Work

Topical Vocabulary

To travel abroad	Ездить за границу
A journey takes one hour	Поездка занимает час
To spend time (...minutes, ...hours) on phone calls	Тратить время (...минут, ...часов) на звонки
To have time to relax	Иметь время на отдых
To work full-time (part-time)	Иметь полный (неполный) рабочий день
To work on a project	Работать над проектом
To make plans for Tuesday (holidays)	Планировать вторник (отпуск), составлять планы на...
To save money	Копить, экономить, откладывать деньги
To do an exam	Сдавать экзамен
To do a job	Выполнять работу (задание)
Working hours	Часы работы
To go on strike	Бастовать, объявлять забастовку
To be on maternity leave	Быть в декретном отпуске; в декрете
Working conditions	Условия работы
Official retirement age	Официальный возраст выхода на пенсию
To increase worldwide revenue	Увеличивать мировой доход, выручку
To take / to leave a message	Принимать, передавать / оставить сообщение
To work for a company (a person)	Работать на компанию (человека)
To deal with a problem	Решать проблему
To deal with people	Иметь дело с людьми
To do research	Проводить исследование
To put smb through with smb	Соединять кого-либо с кем-либо (по телефону)
A range of products	Линия (разнообразие, ассортимент) продуктов
To have a demand for	Иметь спрос на
Sales figures	Данные о продажах
To expand a company's activities overseas	Расширять деятельность компании за рубежом
To speak on the phone	Говорить по телефону
To negotiate sales	Обсуждать условия продажи

Exercise 1. Grammar time: put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- The clock (to strike) 5. It is time to finish our work for today.
- Where (to be) Mr Brown? – He (to prepare) a report about sales figures. He usually (to prepare) his reports at this time.
- I (to be) glad to know that our business partners (to come) to us next week.
- Can I see Mr Green? – I am sorry, he (to have) a meeting now.
- He often (to change) his political views. Now he (to belong) to the Labour Party.
- Look, somebody (to try) to open your car.
- Her brother (to work) in Canada at present.
- Please, be quiet. We (to work) on a translation and you (to make) much noise.
- The living standards (to change). Every month things (to get) more and more expensive.
- He (to want) to buy a new car, but first he must learn to drive, so he (to take) his driving lessons.
- When they (to fly) to New York? – In a week.
- What you (to do)? Why you (to put) salt into coffee?

Exercise2. Match words 1-15 with their synonyms in italics, translate and memorize them. Think of sentences using the words in the box.

1) to employ	9) products	<i>merchandise ▪ to hire ▪ a firm ▪ an issue ▪ goods ▪ to carry out (on) ▪ to sit an exam ▪ a fortnight ▪ to organize ▪ wages ▪ figures ▪ to take on ▪ great ▪ to handle ▪ to plan ▪ commodity ▪ to finish ▪ huge ▪ to tackle ▪ a company ▪ a question ▪ to conduct ▪ to address ▪ an entity ▪ information ▪ pay ▪ to get better ▪ a matter ▪ an enterprise ▪ to take an exam ▪ to solve ▪ to discuss ▪ facts ▪ a business ▪ immense ▪ an establishment</i>
2) two weeks	10) an organization	
3) to do an exam	11) a problem	
4) to arrange	12) to deal with	
5) enormous	13) data	
6) to complete	14) salary	
7) to improve	15) to do (research)	
8) to negotiate		

Exercise3. a) match a word from the box with one of the definitions below:

demand to retire enquiry receptionist subsidiary

- 1) to stop doing your job, especially because you have reached a particular age or because you are ill/sick; to tell smb they must stop doing their job –
- 2) a request for information about smb/smth; a question about smb/smth –
- 3) a business company that is owned or controlled by another larger company –
- 4) customers' desire or need of for goods or services which they want to buy or use –
- 5) a person whose job is to deal with people arriving at or telephoning a hotel, an office building, a doctor's surgery, etc. –

b) complete the sentences with an appropriate word from the box in a) and translate the sentences into Russian.

- 1) I have to make a few(=try to find out about it) and then I will get back to you.
- 2) There's an increased for organic produce these days.
- 3) She's working for an overseas.....of the company.
- 4) She has got a job as a.....in the Plaza Hotel.
- 5) Allare addressed to the customer services department.
- 6) The official age when employees of this company.....is 65.

Exercise 4 a) complete the text with the words and word-combinations from the table. Make all the necessary changes; b) express your opinion on how difficult or easy Bella's job is and the reasons for this; c) describe the things you do in your job; d) make up a dialogue with your partner to discuss each other's work duties.

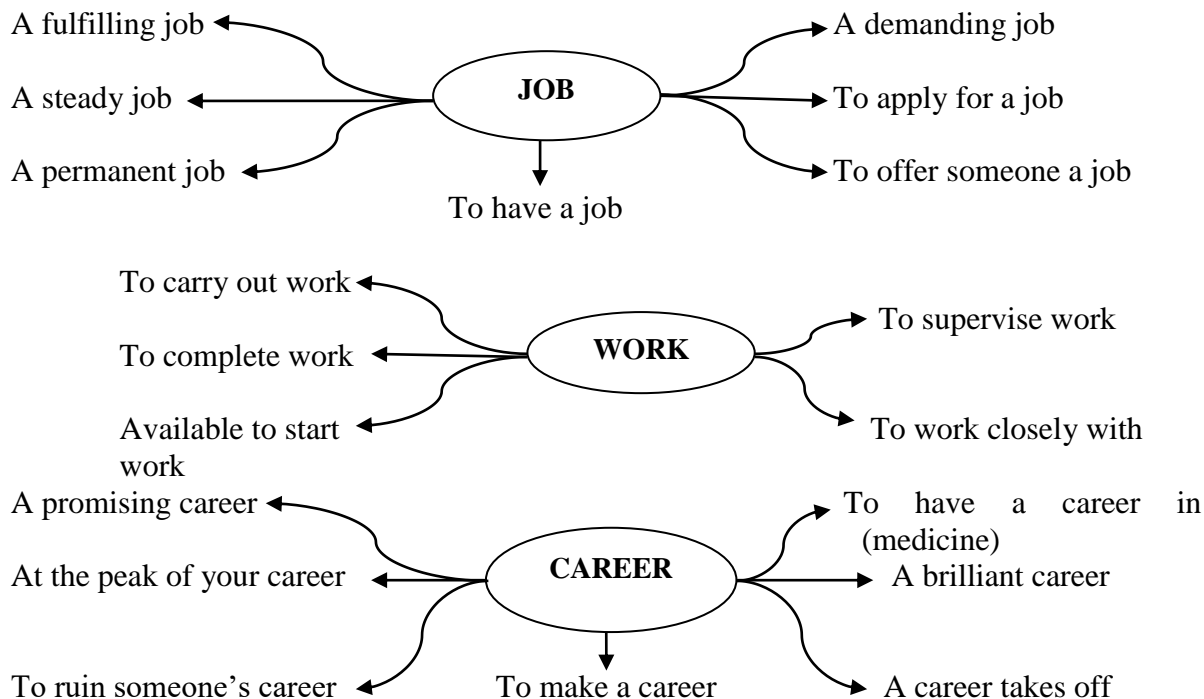
to make photocopies ▪ to attend ▪ to have a job (2) ▪ to give a presentation ▪ to retire ▪ to make appointments ▪ to make preparations ▪ to keep appointments ▪ to take charge of ▪ to arrange meetings ▪ to stop working for ▪ to answer phone calls ▪ to travel on business ▪ to deal with ▪ to run one's own company ▪ to go wrong ▪ to make a list ▪ to achieve goals

Things You Might Do At Work

Bellaas a Personal Assistant (PA). She..... her boss who is not a very organized person. She makes sure that nothing..... She.....for her boss and makes sure her boss..... She..... and on his behalf. She spends a lot of time on it. When her boss has....., she makes reservations for him. When her boss has, Bella..... that are required: she.....of all the papers that he needs.She.....for

him with his business partners and other important people. Bella.....these meetings and keeps records at them. Bella is a very well-organized person. She keeps a record of everything she does at work and sets herself goals. She does her best..... Every morning Bellaof everything she needs to do. Today the first thing on her list is to inform her boss that she is planning him. But Bella is not going.....so early. She.....where she will be the boss and will have her own PA. Bella is planning.....

Exercise 5. Translate the following phrases, learn them and complete the exercise below.



Translate the sentences from Russian into English using the phrases above about “work”, “job” or “career”.

1. Она сейчас на пике своей карьеры. Она руководит командой из 200 человек.
2. Я устраиваюсь на работу в бюро переводов.
3. Это работа, которая требует много знаний, умений и сил. Тем не менее, ей нравится своя работа.
4. Сейчас мы работаем над дизайном нового стадиона.
5. Он делает блистательную карьеру в шоу бизнесе.
6. Этот скандал может разрушить всю твою карьеру, которая началась так успешно.
7. Вы готовы приступить к работе в этом году? – Я пока в декрете, но готова работать неполный рабочий день.
8. Мы с коллегами завершаем работу над новым проектом.
9. Кто руководит Вашей работой?
10. У неё постоянная работа в местном театре. Она довольна и не хочет строить себе многообещающую и успешную карьеру.
11. С какими зарубежными компаниями Вы тесно сотрудничаете?

Exercise 6. Look at the words to do with “money” and “work” on the right and decide which word best completes each phrase. Think of different situations where these phrases can be used.

- | | |
|-------------------|---------|
| A weekly..... | wage |
| An annual..... | benefit |
| The rates of..... | salary |
| Unemployment..... | pension |

Exercise 7. Story time: use the phrases in the box to make up a story about the Nestle Group. Make necessary changes and if possible add your own information about this company to complete the story.

NESTLE GROUP

Henri Nestlé, a pharmacist from Switzerland to start his company in the 1860s • to be head office in a Swiss city Vevey • the world's largest food and nutrition producer • to produce dairy products, tea, coffee, cookies, soups, chocolate, petcare, baby foods, ice-cream, breakfast cereals... • slogan to be *To make life better and offer customers quality products* • 280 000 employees to work for this Group • to have 456 factories and production plants in 84 countries • demand for Nestle products to increase / to grow • to export products to different countries in the world • successful business • to expand its activities • to do research in the area of food and nutrition • to improve the quality of what they make • sales to grow every year • a range of products to get bigger

Exercise 8. Find English equivalents for the following phrases in Russian.

Нанимать персонал из европейских стран, решать (заниматься) проблему (-ой), расширять деятельность, сократить стоимость общения, обрабатывать (отвечать на) запросы покупателей, быстро справляться в бумажной работой, работать по-новому, увеличить продажи, спрос на хорошее оливковое масло, последние данные по продажам, расширять ассортимент товара, проводить исследование рынка, работать по гибкому графику, находиться в декретном отпуске, осуществить служебную командировку, обсуждать условия продаж, дать общее представление о компании, вносить большие изменения, иметь двухнедельный отпуск в год, работать над важным проектом, воспоминания о войне, сдавать экзамен по иностранному языку, организовать встречу для своего руководителя, идти на забастовку, производитель электрооборудования, мировой товарооборот, высоко продаваемые автомобили, принять сообщение.

Exercise 9. Translate the sentences into English.

1. Наша компания сейчас расширяет свою деятельность зарубежом. Мы начинаем тесно работать (иметь дело с) немецкими, японскими и китайскими производителями электроприборов.
2. Многие крупные компании, такие как *Microsoft, Apple*, имеют свои офисы зарубежом. Поэтому они нанимают на работу тех людей, которые хорошо говорят по-английски и знают ещё один иностранный язык.
3. Я со своим коллегой провожу сейчас исследование, чтобы узнать, насколько успешно идут дела в этой иностранной компании.
4. Компании иногда нанимают студентов на неполный рабочий день и платят им небольшую зарплату. Однако для студентов это хороший шанс получить опыт работы.
5. Извините, директор занят. У него сейчас встреча с партнёрами по бизнесу из Индии, Америки и Китая.
6. Составьте отчёт по данным о продажах за предыдущий год.
7. Наш менеджер ведёт переговоры с новыми поставщиками текстильной продукции из Англии.
8. Компания *DP* производит большое разнообразие молочной продукции по низким ценам, поэтому спрос на них всё увеличивается.
9. Некоторые зарубежные компании (например, в Соединённом Королевстве) обрабатывают (отвечают)на запросы покупателей через call-центры в Индии.

10. Наша компания оказывает компьютерные услуги. Некоторые сотрудники могут работать со своих компьютеров дома.
11. Сейчас у многих есть спутниковые тарелки.
12. Ты уже планируешь свой отпуск? – Нет. Я всегда беру свой двухнедельный отпуск зимой и провожу его на лыжном курорте с друзьями.
13. Поездка на метро занимает у меня всего час.
14. Я сейчас очень занят. Я работаю над важным проектом – организую международную выставку продуктов новых технологий.
15. Официальный возраст ухода на пенсию сейчас увеличивается, но у мужчин и женщин он разный.
16. Работники текстильного завода бастуют, так как хотят повышения заработной платы и лучших условий работы.
17. *Renault-NissanGroup* является одним из крупнейших в мире производителей автомобилей.
18. Известные потребительские бренды компании *Unilever* включают широкий выбор товаров (например, еда, товары личной гигиены).
19. Мир тесен!

Exercise 10. Translate the text about finding a job into English.

Компания *MadWorks* является одним из крупнейших работодателей в австралийском городе N. В ней работает 1200 сотрудников. Сейчас компания расширяется, поэтому ей нужно нанять ещё 30 новых работников. Компания рекламирует позиции, и сотни людей подают заявление на них. Менеджеры изучают заявления и выбирают лучшего кандидата и приглашают его/её на собеседование. После этого они решают, кого из кандидатов принять на работу.

Exercise 11 a) translate the dialogues, learn and reproduce them in class; b) think of similar situations and make up your own dialogues.

DIALOGUE 1

- MICHELLE: Hello. Marketing department. How may I help?
 MALE: Yes, can I speak to Rosalind Wilson, please?
 MICHELLE: Who's calling, please?
 MALE: My name is Richard Davies.
 MICHELLE: Certainly. Please hold and I'll put you through.
 MALE: Thank you.
 MICHELLE: Hello. Marketing department. Michelle speaking. How may I help?
 MALE: Could I speak to Jason Roberts, please?
 MICHELLE: Certainly. Who shall I say is calling?
 MALE: My name's Mike Andrews.
 MICHELLE: One moment please – I'll see if he's in the office. Hello, Jason, I've got Mike Andrews on the phone for you ... Thank you – I'll put him through. Hang on a moment, I'm connecting you to Jason now.

DIALOGUE 2

- CLAIRE: Hello. Finance department. Claire speaking.
 FEMALE: Hello, may I speak to Adrian Hopwood, please?
 CLAIRE: I'm afraid he's in a meeting at the moment. May I help?
 FEMALE: No I need to talk to Mr Hopwood, I think. What time will he be out of the meeting?
 CLAIRE: In about an hour. Can you call back later?
 FEMALE: Okay, I'll do that.
 CLAIRE: Or can I take a message?
 FEMALE: Actually, would you mind? Could you tell him that Jennifer McAndrews called and that I'm in the office all day and would he please return my call.

CLAIRE: Can I take your number, please?
FEMALE: Yes, it's 5556872.
CLAIRE: 5556872. Okay, I'll make sure he gets the message.
FEMALE: Thanks very much for your help, bye!
CLAIRE: Goodbye!

DIALOGUE 3

MICHELLE: Mr Hibberd's office! Michelle speaking.
PETER: Hello, may I speak with Brian Hibberd, please?
MICHELLE: I'm afraid he's in a meeting until lunchtime. Can I take a message?
PETER: Well, I'd like to arrange an appointment to see him, please. It's Peter Jefferson speaking.
MICHELLE: Could you hold on for a minute, Mr Jefferson. I'll just look in the diary. So when's convenient for you?
PETER: Some time next week if possible. I gather he's away the following week.
MICHELLE: Yes, that's right, he's on holiday for a fortnight.
PETER: Well, I need to see him before he goes away. So would next Wednesday be suitable?
MICHELLE: Wednesday. Let me see. He's out of the office all morning. But he's free in the afternoon, after about three.
PETER: Three o'clock is difficult. But I could make it after four.
MICHELLE: So shall we say 4.15 next Wednesday, in Mr Hibberd's office?
PETER: Yes, that sounds fine. Thanks very much.
MICHELLE: Okay, then. Bye.

Exercise 12 a) translate the text into Russian and comment on any new information contained in the text.

COLIN'S is a family-run clothing company. It is part of *Eroglu Holding* and was founded in Istanbul in 1983 by the five Eroglu brothers. COLIN'S always follows its brand principles and is a prosperous and caring company.

COLIN'S follows the rules of seven "T"s: Talk, Trust, Try, Tell, Transparency, True, Test.

"We are COLIN'S and we love fashion" – this is the passion and motivation that makes team work hard and move forward day after day.

The company makes all the changes to face tomorrow's global competition and future market challenges. However, COLIN'S remains true to its mission and values. Although part of Eroglu Holding, the brand COLIN'S remains independent. The management of the company think that this independence fosters growth and creativity.

COLIN'S offers real value for money for fashion and up-to-date casual and jeans wear. They have a wide range of quality clothes both for men and women.

Monitoring, managing and controlling are core activities that ensure the best possible product quality and meet customers' expectations. Quality is the cornerstone of their brand promise and a key to their global competitiveness. COLIN'S imports its products all over the world.

COLIN'S relies on its successful team, years of experience and efficient and sustainable production process. Respect for everyone in the team is the basis of the positive atmosphere in COLIN'S.

Their team lives and works in the Turkish metropolis, Istanbul – a multicultural melting pot that provides the optimal conditions to inspire the team's creativity. They live, work and create in an open-minded and friendly environment.

Their multinational team members support each other in picking up trends from all over the world. Their sales team is in constant contact with their customers and conveys the message to the product development team. The designers discuss the latest developments with their buyers. The mission of the logistics team is to make “it” happen. Their customer service team members can share information about the customers with the rest of the team in order to create a better understanding of their needs and expectations and provide better service for them.

The company’s team and management do their best to achieve the best possible results. The caring attitude towards each customer and friendly relationships are fundamental to the philosophy, corporate culture and success of COLIN’S.

b) what can you say about your company using the information from the text above.

Exercise 13. Answer the questions to the text above.

1. What kind of company is Colin’s?
2. Is this a prosperous company? Why?
3. What makes the company’s team work hard and move forward?
4. What do seven “T’s” stand for?
5. What does the company do to face tomorrow’s global competition?
6. What does Colin’s specialize in?
7. What does their independence foster?
8. How many countries does Colin’s import their products to?
9. What conditions does the company provide for the work of its team?
10. The company’s team is multinational, isn’t it?
11. What is their customer service policy?
12. Do they manage to meet customers’ needs?

Exercise 14. Find the equivalents for the Russian phrases in the text.

Следовать принципам бренда, процветающая компания, делать всё возможное, добиваться наилучших результатов, дружелюбная атмосфера, лучше понять ожидания и потребности, полагаться на команду, многолетний опыт, уважение к любому человеку, способствовать росту и развитию, делать необходимые изменения, двигаться вперёд, постоянно общаться с покупателями, обмениваться информацией с командой, предоставлять хорошие условия, оставаться верным своим ценностям и цели, сталкиваться с мировой конкуренцией.

Task 16. Role-play the following situation. You are at a press conference. You and your colleague are journalists and the rest of the group are representatives of *Bosch* (or any other company). You need to write an article about this company. Ask the employees of *Bosch*:

- when it started;
- where its head office(s) is/are;
- what it specializes in/produces/manufactures;
- how many employees work for this company;
- if they have subsidiaries, divisions and where;
- what countries they export their products to;
- what companies they closely work with;
- what its worldwide turnover is;
- how much it spends on R&D;
- if they are expanding their activities;
- what famous consumer brands it includes;

1. Personal information

Name	Имя и фамилия на английском языке.
Address	Адрес обычно пишется в таком порядке: номер дома и название улицы, номер квартиры, город, почтовый индекс, страна. Пример: 201 Lenina Street, apt. 25, Moscow, 215315, Russia.
Phone number	Номер телефона. Укажите свой номер в международном формате, ведь работодатель может звонить вам из другой страны.
Marital status	Семейное положение: замужем/женат (married), не замужем / не женат (single), в разводе (divorced).
Date of birth	Дата рождения. Рекомендуем написать месяц буквами, так как за рубежом есть разные форматы написания дат. Чтобы не возникло путаницы, напишите, например: 25th July 1985.
Email	Адрес электронной почты: your.name@gmail.com

Personal information

Name	Ivan Ivanov
Address	201 Lenina Street, apt. 25, Moscow, 215315, Russia
Phone number	home: +7-XXX-XXX-XXXX mobile: +7-XXX-XXX-XXXX
Marital status	Single
Date of birth	25th July 1985
Nationality	Russian
Email	your.name@gmail.com

2. Objective

Sales manager.	Менеджер по продажам.
An office accountant position in the Name company.	Должность главного бухгалтера в фирме «Название компании».

A general office position with a focus on wholesaling.	Должность сотрудника офиса со специализацией в оптовой торговле.
To contribute professional skills to achieving your company's goals as an accountant.	Внести вклад в развитие компании, используя профессиональные навыки бухгалтера.
To obtain employment in the field of client support that will allow me to use my ability to communicate with people and take advantage of my knowledge of English.	Получить должность в сфере клиентской поддержки, что позволит использовать мое умение общаться с людьми и знание английского языка.
I am seeking employment with a company where I can use my ability to communicate with people and take advantage of my knowledge of English.	Меня интересует трудоустройство в компании, где я смогу использовать мое умение общаться с людьми с возможностью применять знание английского языка.
I am seeking a competitive and challenging environment where I can use my ability to communicate with people and take advantage of my knowledge of English.	Я ищу перспективную и конкурентоспособную должность, где я смогу использовать мое умение общаться с людьми с возможностью применять знание английского языка.
I am seeking a position in the banking sector focusing on microcredit.	Я ищу должность в банковской сфере со специализацией в микрокредитовании.
I want to obtain a position as an accountant in your company.	Я хотел бы получить должность бухгалтера в вашей фирме.
I am looking for a position as a sales manager for a distributive company.	Я ищу должность менеджера по продажам в дистрибьюторской фирме.

3. Education

В этом разделе нужно написать, какое образование вы получили после школы и где именно. То есть нужно указать полное название учебного заведения, факультет, специальность и свой образовательно-квалификационный уровень.

Если вы окончили несколько учебных заведений, указывайте их в обратном хронологическом порядке — от последнего к первому.

<p>Lomonosov Moscow State University, Economics department, Master's degree in Marketing (2001—2006)</p>	<p>Московский Государственный Университет имени Ломоносова, факультет экономики, степень магистра по направлению «маркетинг» (2001—2005)</p>
<p>September 1999 — May 2001 Krasnodar Marketing College Marketing analyst — basic</p>	<p>Сентябрь 1999 — Май 2001 Краснодарский Колледж Маркетинга Младший специалист по маркетингу</p>
<p>Moscow State University of Instrument Engineering and Computer Science, department of Computer Science and computer facilities, Bachelor's degree in Computer Science (2001—2005)</p>	<p>Московский государственный университет приборостроения и информатики, факультет информатики и компьютерной техники, степень бакалавра по направлению «информатика» (2001—2005)</p>
<p>2001—2005; department of Computer Science and computer facilities, Moscow State University of Instrument Engineering and Computer Science, Moscow, Russia Bachelor's degree in Computer science</p>	<p>2001—2005; Факультет информатики и компьютерной техники, Московский государственный университет приборостроения и информатики, Москва, Россия Степень бакалавра по направлению «информатика»</p>
<p>Moscow State University of Instrument Engineering and Computer Science, Moscow Master's Degree in Computer science, 2001—2006</p>	<p>Московский государственный университет приборостроения и информатики, Москва Степень магистра по направлению «информатика» 2001—2006</p>
<p>2001—2006 Moscow State University of Instrument Engineering and Computer Science, Master's Degree in Computer science</p>	<p>2001—2006 Московский государственный университет приборостроения и информатики, степень магистра по направлению «информатика»</p>

<p>Moscow State University of Instrument Engineering and Computer Science, 2001—2006</p> <p>Degree in Computer Science and computer facilities</p> <p>Master’s degree in Computer science</p>	<p>Московский государственный университет приборостроения и информатики, 2001—2006, диплом в сфере информатики и компьютерной техники</p> <p>Степень магистра по направлению «информатика»</p>
<p>Moscow State University of Instrument Engineering and Computer Science, department of Computer Science and computer facilities, PhD in Computer science (2006—2009)</p>	<p>Московский государственный университет приборостроения и информатики, факультет экономики, доктор наук по направлению «компьютерные науки» (2006—2009)</p>

4. Qualifications

<p>September — December 2014; Programming in Java courses at the Solution Training Centre, Moscow, Russia</p>	<p>Сентябрь — декабрь 2014; Курсы программирования на языке Java в обучающем центре «Решение», Москва, Россия</p>
<p>Marketing Specialist courses in Moscow Marketing College, started in 2014 up to present</p>	<p>Курсы специалистов по маркетингу, Московский Колледж Маркетинга, с 2014 и по настоящее время</p>
<p>Certificate in Accounting</p>	<p>Сертификат бухгалтера (если получили свидетельство не в вузе)</p>

5. Work experience

- | | |
|--|--|
| <p>Company Name 1, 2012-present</p> <p>Moscow, Russia</p> <p>Financial analyst</p> | <ul style="list-style-type: none"> • Preparing business plans • Planning investment activities and budget • Analyzing data sets collected through all departments • Preparing financial forecasts • Preparing reports for the board of management |
| <p>Company Name 2, 2007-2011</p> <p>Krasnodar, Russia</p> <p>Assistant manager</p> | <ul style="list-style-type: none"> • Providing main office with office supplies • Analyzing large data sets collected through all departments • Preparing financial forecasts • Preparing reports for the board of management |

6. Personal qualities

- Dependable
- Determined
- Initiative
- Versatile

7. Special skills

Language skills

Для описания степени владения языками можно использовать стандартную градацию: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced, Proficiency.

А можно использовать следующие слова:

Native — родной.

Fluent — свободное владение.

Good reading and translating ability — читаю, перевожу со словарем.

- Basic knowledge — базовые знания.

2. Computer literacy

3. Driving license

4. Hobbies

Special skills

- Native Russian
- Fluent English
- Working knowledge of German (Basic knowledge)
- Driving License (Category B)
- Computer literacy (Microsoft Office, Outlook Express, 1С: Enterprise)
- Hobbies: foreign languages, chess

8. Awards

9. Research experience

10. Publications

11. Memberships

12. References (рекомендации) Petr Petrov, Company Name, xxx-x-xxx-xxxx, name@gmail.com (имя и фамилия контактного лица, название компании, телефон для связи, адрес электронной почты контактного лица).

COMPANIES

Business Forms

Company is an organization that makes or sells goods or services in order to get money. Business enterprises usually take one of three forms: *individual (sole) proprietorship*, *partnerships*, or *limited companies (corporations)*.

The legal form of business that has only one owner is known as *sole proprietorship*. Most businesses are of this type. When a person decides to start up an independent business that person is entirely responsible for its success or failure. Any profits go to the owner; any losses are his or her responsibility as well. One of the advantages of sole proprietorship is that an owner can make decisions quickly and decisively without having to consult others. However, there are disadvantages to this form of business organization. A sole proprietorship ends with the incapacity or death of the owner. Also, since it is dependent upon the amount of money the owner has saved or can borrow, usually it does not develop into a large-scale enterprise.

A *partnership* is an association of two or more persons to carry on a business for profit. This form of business is owned by the partners themselves; they may receive varied shares of the profits depending on their investment or contribution. Whenever a member leaves or a new member is added, the firm must be reconstituted as a new partnership. Partnerships have more advantages than sole proprietorship if one needs a big capital or diversified management. Like sole proprietorship they are easy to form and often get tax benefits from the government. Partnerships have certain disadvantages too. One is limited liability. It means that each partner is responsible for all debts and is legally responsible for the whole business. Another disadvantage is that partners may disagree with each other.

The third business form is the *limited company* which is often referred to as a corporation. A business corporation is operated by individuals whose shares of ownership are represented by stock certificates. A person who owns a stock certificate is called a stock-holder. There are several advantages of the corporate form of ownership. The first is the ability to attract financial resources. The next advantage is that a corporation attracts a large amount of capital it can invest in plants, equipment and research. And the third advantage is that a corporation can offer higher salaries and thus attract talented managers and specialists.

Certain very large companies are registered as public limited companies (pic). They raise capital by selling shares to the general **public, and these** shares are listed on the Stock Exchange. A company **which cannot offer** its shares to the general public is known as a **private limited** company (Ltd). This category of companies includes by far **the** biggest proportion of companies one is likely to come across.

2. Pronunciation

A. Underline the main stress in each word. Practise saying the words.

Organization, corporation, contribution, diversified, disadvantage.

B. Circle the word in each line which has a different vowel sound. Listen to the teacher and check your answers.

- 1) company plant consult money
- 2) borrow profit stock order
- 3) sole loss own whole
- 4) liability entirely varied proprietor

3. Word Study

A. Find international words in the text and write them out. Learn their correct pronunciation.

B. Give Russian equivalents to the following word combinations:

in order to get money; to take one of three forms; a legal form of business; to be entirely responsible for; to be one's responsibility; to make decisions without having to consult others; to develop into a large-scale enterprise; to carry on a business for profit; to be owned by; diversified management; limited liability; a corporate form of ownership.

C. Match the words from A with their opposites from B.

A	B
success, constitute, limited, borrow, save, corporate, dependent, large-scale, agree, decisive, profit, buy, legal, advantage, diversified, end	unlimited, loss, sell, unified, begin, disadvantage, illegal, failure, sole, spend, independent, reconstitute, disagree, lend, indecisive, small-scale

4. Grammar Focus

Complete the sentences by using one of the words on the left and combining it with one of the prepositions on the right. Prepositions can be used more than once. If necessary, change the form of the words on the left.

carry	refer	own	for	with
end	responsible	disagree	on to	by
offer	dependent	invest		in

1. Sole proprietors are entirely the consequences of the decisions they make. 2. If the owner of a sole proprietorship dies, his business him. 3. The profits of business partnerstheir investment **or contribution**. 4. The business is a sole proprietorship and is ... **and** run ... **my** father. 5. He is relying on his son to the **family business**. 6. **I** you — **I** think she's done a very good job. 7. **The term "limited company"** a company whose owners are **legally responsible** for only a limited amount of its debts. 8. A corporation possesses enough money to plants, equipment and research. 9. Public limited companies ... their shares ... the general public.

5. Diving Deeper

A. Choose the right word or word combination.

- ... is simply a one-owner firm.
 - a partnership
 - a sole proprietorship
 - a corporation
- A sole proprietor is responsible for all personal and business
 - debts and losses
 - banks
 - enterprises
- ... are firms owned jointly by two or more persons.
 - enterprises
 - proprietorships
 - partnerships
- ... is an entity formed and owned by a group of people called stock-holders.
 - a partnership
 - a sole proprietorship
 - a corporation
- ... of the corporation are variety of skills, abilities, and ideas.
 - services
 - advantages
 - profits

B. Agree or disagree with the following statements. Give your arguments.

1. A company makes or sells goods or services in order to get profit. 2. A proprietor is an owner of a business. 3. A partnership is a business owned by two or more partners who share the profits and losses. 4. Partners share the profits and losses according to the number of stocks they possess. 5. It's easier to make more money if you are a sole proprietor rather than a member of a partnership. 6. Stock-holders' shares of ownership depend on their investment or contribution. 7. Stock certificates show shares of ownership of stockholders. 8. A corporation has more opportunities for attracting experts. 9. Anyone can buy shares of a private limited company.

C. Give detailed answers to the following questions.

1. What is meant by the term "company"? 2. What forms do business enterprises usually take? 3. What is meant by the term "individual proprietorship"? 4. What is a sole proprietor responsible for? 5. What kind of a businessman does the sole proprietorship suit? 6. Why may a sole proprietor decide to form a partnership? 7. What is the difference between a partnership and a sole proprietorship? 8. What advantages are common both to sole proprietorships and partnerships? 9. What are the peculiarities of a corporation? 10. What is represented by a stock-certificate? 11. Who is a stock-holder? 12. What makes a corporation different from a sole proprietorship and a partnership? 13. What is the difference between public and private limited companies?

D. Write out the advantages and disadvantages of each business form. Can you add any points of your own?

E. Say which business form (a sole proprietorship, a partnership, or a limited company) is described. Decide what each point describes — an advantage or a disadvantage of a certain business form.

1. A ... is a stronger entity than a proprietorship and can attract new employees more easily. 2. A ... must send each shareholder an annual report detailing the financial condition of the firm. 3. ... are the least risky from an owner's point of view. 4. The financial condition of the firm is the same as the financial condition of the owner. The owner must pay his company's debts from his or her own pocket. 5. A ... and a ... are the easiest forms of business to organise. The only legal requirements for starting such forms of business are a municipal licence to operate a business and a registration licence to ensure that two firms do not use the same name. 6. In ..., the unlimited liability is both joint and personal. 7. The owner has absolute control over the use of the company's resources. 8. ... do not end with the death of owners. 9. ... are subject to federal and provincial income taxes. 10. A ... offers the owner freedom and flexibility in making decisions.

6. Speaking

Give a short summary of the text. It is not difficult to sum up the main events described in the text if you follow the system:

1) read through the text very carefully and underline all the points which should come into your answer; 2) make a list of notes; 3) without looking at the original text, join these points together. To make the construction more logical use conjunctions and adverbs like "therefore" or "however"; 4) look back at the text and check that you have produced a good summary of what was said.

7. Reading

A. Read the dialogue and write down the information you get to know about:

a) the International Peterson Organisation

- 1) basic holding company is ...;
- 2) most shares owned by ...;
- 3) three main activities are

b) Peterson Travel

- 1) owned by ...;
- 2) consists of

Hugh is Marketing Director of the Holiday Tour Company. This company is part of a much larger organisation. Susan is a reporter. She is talking to Hugh.

Susan: Can you give me a picture of the structure of your company?

Hugh: Yes.

Susan: You are part of the Peterson Organisation, the main activities of which used to be in newspapers.

Hugh: Yes, the basic holding company is Australian — we are an Australian owned private company. Well, by "owned" I mean that the majority of the shares are the ownership of the Peterson family. The British company is the International Peterson Organisation, and that has three main activities: oil, travel, and publishing, of which newspapers is the major part.

Susan: I see.

Hugh: The Travel group, called Peterson Travel, has four companies: an airline, a retail travel agency, which own about eight shops up and down the country, a small hotel company, and then Peterson Holidays and a sister company called Mortimer Holidays, which is a direct-sell company.

Susan: And all of this are run as independent businesses?

Hugh: Well, no, they have a fair bit of contact. But they are run as independent profit centres.

Susan: Yeah.

Hugh: Well, I report to the Peterson Managing Director. And basically the company is run by the Managing Director and what is called the Executive Team, of which I am a member.

B. Translate into English:

структура компании; основная деятельность организации; главная компания, осуществляющая контроль за деятельностью остальных; нефть, туризм и издательское дело; авиационная компания; агентство по продаже турпоездов; небольшая гостиничная компания; по всей стране; филиал; компания по непосредственному сбыту товаров (без посредника); самостоятельная компания; быть тесно связанными; самостоятельные отделы, основная цель которых — получение прибыли; отчитываться перед директором фирмы; осуществлять руководство компанией; директорат.

8. Role-Playing

Student A: Get ready to take an interview. What questions will you ask a representative of the Vacation Travel Agency to find out about:

- 1) the structure of his/her company;
- 2) the main activities of the company;
- 3) the company's management?

Student B: You are a representative of the Vacation Travel Agency. Answer the interviewer's questions.

9. Reading

A. Study the following words and expressions:

exploration of oil — разведка и добыча нефти; offshore — в прибрежных водах; pipeline — трубопровод; load into a tanker — загружать в танкер; dealing (with) — занимающийся (чём-л.); area — область; refining — очистка (нефти).

B. Read how Richard is describing a multinational oil company he works for and complete the chart.

Company	Where based	Responsibilities
SOTEX		
Vector Petroleum		
Vector Tankship	Greece	
Vector Oil (UK)		
Vector Oil (Europe)		

Richard is Public Relations Manager of the British Oil Company, part of one of the largest companies in the world.

Richard: Vector Petroleum (UK) Limited is the company I work for, and its responsibility is for exploration of oil in the UK and offshore UK and for production of that oil. The oil is sent down a pipeline to be loaded into a tanker. The tankship is a separate subsidiary of Vector, Vector Tankship Limited. Vector Petroleum is in fact a subsidiary of SOTEX, which is Signal Oil Company of Texas, and is the world's seventh largest company. This company has a lot of subsidiaries around the world each dealing with a separate activity. So, Vector Petroleum (UK) Limited is responsible for exploration and production of oil only in the UK. And Vector Overseas Petroleum incorporated, which has its headquarters in Houston, is responsible for finding oil in all areas outside the USA. And we are a subsidiary of that company and can have a number of independent Vector companies operating in one country. So that in the UK we also have Vector Oil (UK) Limited, and they are responsible for marketing petrol and other products like diesel and so on, in Britain. Vector Oil Europe also based in London, is responsible for refining, wholesaling, and retailing our products throughout Europe.

C. Look at the following expressions. Write down the words that are actually used in the extract instead of those underlined:

- 1) their responsibility is for searching for and finding oil;
- 2) in the UK and out at sea near the UK;
- 3) a separate company owned by Vector;
- 4) separate companies for cleaning crude oil and marketing;
- 5) operating in every part of the world;
- 6) which has its main offices in Houston;
- 7) marketing petrol and other goods sold in large quantities to a retailer.

D. Complete the following sentences using suitable words.

<i>directors</i>	<i>subordinate</i>	<i>colleague</i>
<i>workforce</i>	<i>employees</i>	<i>managing director</i>
<i>boss / superior</i>	<i>staff</i>	

1. The group of people working at the company are called
2. Their ... is over 5,000 employees.
3. At least 45% of their ... have been with the company over 11 years.
4. A is a person of high rank in an organization, usually next in importance to the Chairman.
5. I work with Peter Black. He is my
6. Tom works under Sheila Fayol. He is her She is his ... (or ...).
7. Bogdan is an important person in our company. He is a member of the Board of

10. Role-Playing

You are Richard and Hugh. Get acquainted at a business meeting. Present your companies to each other. Tell each other in short about Vector Petroleum (UK) Limited and Holiday Tour Company.

11. Project Work

Prepare a short presentation of one of the companies you work (would like to work) for. The following phrases will help you:

- I'm with...
- I work for...
- Our company deals with / manufactures / sells...
- The head office is in...
- We have branches / subsidiaries / affiliates in...
- The company is based in...
- It's a partnership / private / public...
- Its main activities are...
- Our turnover is / profits are...
- We have a workforce of...

SECRETARY JOB DESCRIPTION

Reliability is the name of the game when you're a secretary. Whether you are secretary to a single boss or to a team, you'll be indispensable to them as you help ease their workload by providing administrative support and helping them organise their time.

So, what will I actually be doing?

The type of tasks you'll be expected to help out with include:

- Managing diaries and making appointments
- Booking rooms and travel arrangements
- Preparing and distributing papers and documents for meetings
- Taking minutes
- Dealing with post
- Drafting letters and other documents, such as PowerPoint presentations
- Maintaining filing systems
- Answering the phone and answering queries
- Photocopying and printing
- Using various computer packages - Word, Excel, PowerPoint

Well-qualified secretaries, including graduates, may also do work like compiling accounts, controlling budgets, presenting reports and statistics and supervising more junior secretaries and admin staff.

Find secretary jobs now

See all of our current secretary vacancies or sign up to have new secretary jobs emailed directly to you.

The finer details...

If you become a secretary you will enjoy a normal working week, 9am to 5.30pm, Monday to Friday. There will probably be the odd occasion though when you are asked to work flexi-hours or a few hours overtime.

Most of your day will be spent sitting at your desk but you might have to take minutes in meetings, attend conferences or run the odd errand for your boss(es).

Part-time, job sharing and temporary work are all widely available.

There are plenty of upward promotional prospects, with opportunities for people of all levels. In general the more qualified you are, the more likely you are to win a more challenging job with greater responsibility.

The most common development opportunities come in the shape of promotion to PA, a senior manager or office manager. You've also got the option of specialising in a certain industry. By taking a specialist course you can qualify yourself as a legal or medical secretary for example.

An opportunity you might not have considered, is that an increasing number of experienced secretaries become virtual assistants (VAs) and are able to enjoy working from home as freelance administrators.

Money, money, money

Salaries are quite competitive and rise healthily in line with experience. As a new starter you will probably earn between £11,000 and £14,000 per year. With experience your earning potential creeps up to nearer £20,000.

PAs and secretaries with specialist skills earn nearer £25,000

[See what people are earning in this job](#)

The good points...

You'll be working closely with one boss or a small team who rely on you heavily and who will regularly tell you that they would be lost without you.

Secretarial is a career path open to everyone. Today, more and more men are joining the profession.

Your skills you learn are also highly transferable and would suit a move into some completely new areas, like HR, sales, marketing or administration.

...and the bad

You're going to need heaps of patience in this job as you'll be dealing with a lot of people.

Is there study involved?

Whilst there are no minimum entry qualifications, if you've got GCSEs or other qualifications don't be afraid to shout about them as employers do prefer for individuals with a good standard of education.

If you don't have the advantage of any relevant office experience and really want to impress potential employers in order to bag a more interesting job, you could take a secretarial course before looking for work. There are plenty of full time and part time courses including GNVQs and GSVQs in business administration, NVQs and SVQs or the specialist courses run by Pitman, OCR (RSA) and the London Chamber of Commerce and Industry.

Two common ways in are via apprenticeships (see www.apprenticeships.org.uk for more information) and temporary work. Temping often leads to a permanent position.

When you start your job, you will usually be trained by someone senior to you in the company's procedures and systems.

Further training is important and your employer may also give you the opportunity to work towards a secretarial qualification, either through work-based training or day-release at a local college.

Courses you'll find most helpful include:

- NVQ in Business Administration
- Education development International Diploma in Business Administration
- OCR Certificates in Administration
- OCR Higher Level Diploma in Administrative and Secretarial Procedures
- City & Guilds secretarial courses

The role of senior or executive secretary is seen as a prestigious job which can open some exciting career doors for you. That's why many secretaries now belong to organisations such as the Institute of Chartered Secretaries and Administrators (ICSA) or have a Chartered Institute of Personnel and

Development (CIPD) qualification as part of their career development. CIPD qualifications are highly recognised by employers across the world.

OK, I'm interested... But is it really the job for me?

You'll need a fantastic ability to multi-task and good communications skills to become a secretary.

Employers will be looking for people with good personal qualities and who get on well with people. The skills that will best prepare you for the job include:

- Good organisation skills
- Good time management
- Good communications skills, written and verbal
- Discretion
- Confidence with IT and computer packages
- Accuracy and good attention to detail
- An ability to stay calm and tactful under pressure
- Self motivation
- A bright and positive attitude

You should also brush up on your computer and telephone skills as these will be important to employers.

In today's global society it is seen as a real advantage if you speak another language.



The secretary

IN OLDEN DAYS, when a glimpse of stocking was looked upon as something far too shocking to distract the serious work of an office, secretaries were men.

Then came the first WorldWar and the male secretaries were replaced by women. A man's secretary became his personal servant, charged with remembering his wife's birthday and buying her presents; taking his suits to the dry-cleaners; telling lies on the telephone to keep people he did not wish to speak to at bay; and, of course, typing and filing and taking shorthand.

Now all this may be changing again. The microchip and high technology is sweeping the British office, taking with it much of the routine clerical work that secretaries did.

"Once office technology takes over generally, the status of the job will rise again because it will involve only the high-powered work – and then men will want to do it again. »

That was said by one of the executives (male) of one of the biggest secreterial agencies in this country. What he has predicted is already under way in the US. One girl described to me a recent temporary job placing men in secretarial jobs in San Fransisco, she noted that all the men she dealt with appeared to be gay so possibly that is just a new twist to the old story.

Over here, though, there are men coming onto the job market as secretaries. Classically, girls have learned shorthand and typing and gone into a company to seek their fortune from the bottom – and that's what happened to John Bowman. Although he joined a national grocery chain as secretary to its first woman senior manager, he has since been promoted to an administration job.

"I filled in the application form and said I could do audio/typing and in fact I was the only applicant. The girls were reluctant to work for this young, glamorous new woman with all this power in the firm.

"I did typing at school, and then a commercial course. I just thought it would be useful finding a job. I never got any funny treatment from the girls, though I admit I've never met another male secretary. But then I joined the Post Office as a clerk and fiddled with the typewriter, and wrote letters, and thought that after all secretaries were getting a good £1,000 a year more than clerks like me. There was a shortage at that time, you see.

"It was simpler working for a woman than for a man. I found she made decisions, she told everybody what she thought, and there was none of that male bitchiness, or that stuff 'ring this number for me dear,' which men go in for.

" Don't forget, we were a team - that's how I feel about it - not boss and servant but two people doing different things for the same purpose."

Once high technology has made the job of secretary less routine, will there be a male takeover ? Men should beware of thinking that they can walk right into the better jobs. There are a lot of women secretaries who will do the job as well, as they – not just because they can buy negligees for the boss's wife, but because they are as efficient and well-trained to cope with word processors and computers, and men.

Questions

Read the text and decide which alternative best completes each sentence, according to the text.

1 Before 1914 female secretaries were rare because they ...

- a) were less efficient than men
- b) wore stockings
- c) were not as serious as men
- d) would have disturbed the other office workers

2 A female secretary has been expected, besides other duties, to ...

- a) be her boss's memory
- b) do everything her boss asked her to
- c) clean her boss's clothes
- d) telephone her boss's wife

3. Secretaries, until recently, had to do a lot of work now done by...

- a) machines
- b) servants

- c) other staff
- d) wives

4. A secretary in the future will...

- a) be better paid
- b) have less work to do
- c) have higher status
- d) have more work to do

5. John Bowman is now a...

- a) junior manager
- b) member of the administrative staff
- c) male secretary
- d) senior manager

6. He was given his first job as a secretary because...

- a) he had the best qualifications
- b) he was lucky
- c) he wanted to work for a woman
- d) no one else applied

7. He did a commercial course because he...

- a) couldn't think of anything else to do
- b) thought it would help him to find a job
- c) had done typing at school
- d) wanted to become a secretary

8. When he was a post office clerk, secretaries were better paid because...

- a) not many were looking for jobs
- b) they were better trained
- c) they had greater responsibility
- d) they worked longer hours

9. he found that working for a female boss was less...

- a) boring
- b) easy
- c) Complicated
- d) Frustrating

10. The writer believes that before long...

- a) men and women will be secretaries
- b) men will take over women's jobs as secretaries
- c) men will be better with machines
- d) women will operate most office machines

Secretary: job description

Secretaries and administrators play a supportive role in organisations where they are employed to undertake a variety of administrative tasks.

An administrative role can sometimes be a way into a profession, particularly in the media or marketing.

What does a secretary or administrator do?

Secretaries and administrators help to keep an organisation running smoothly, taking care of the administrative and organisational tasks that make the organisation function. The job title 'administrator' and 'secretary' can be used interchangeably to describe the same role, or 'secretary' can be another, more old-fashioned name for a personal assistant or executive assistant.

Typical responsibilities of the job include:

- answering calls, taking messages and handling correspondence
- maintaining diaries and arranging appointments
- typing, preparing and collating reports
- filing
- organising and servicing meetings (producing agendas and taking minutes)
- managing databases
- prioritising workloads
- implementing new procedures and administrative systems
- liaising with relevant organisations and clients
- coordinating mail-shots and similar publicity tasks
- logging or processing bills or expenses
- acting as a receptionist and/or meeting and greeting clients

- if more senior, recruiting, training and supervising junior staff

An administrative role can sometimes be a way into a profession, particularly those in the media or marketing; that is, many professionals in sectors such as marketing and the media start out in an administrative role and 'work their way' up. Similarly, university students and graduates often do short-term temp work as an administrator or secretary via a recruitment agency during the holidays or after graduating. This sort of office experience can be an asset on a CV

However, if you wish to specialise in an administrative role, career progression can come from taking on more senior administrative positions; what these are exactly will differ according to the organisation. In some, you might become a senior administrator or team leader; in others, a personal or executive assistant; in still more, an office manager. It's also not unknown for secretarial and administrative staff to specialise in working for organisations in particular sectors: for example, pharmaceuticals or law.

Typical employers of secretaries and administrators

A huge range of organisations across the public and private sectors employ secretaries and administrators.

Jobs can typically be found on jobs boards, directly through the employer's websites, through recruitment agencies and in the print and online versions of local and national newspapers.

Qualifications and training required

Formal academic qualifications are not always needed, although some employers do require you to be educated to a GCSE/standards or A level/highers level. A small minority might ask for a degree, in which case a degree in a English, business, IT or information science may be beneficial.

Most employers require applicants to have office or administrative work experience; relevant experience can be gained through temping via recruitment agencies. This, in turn, can lead to permanent work.

Some organisations ask for the ability to type a certain number of words per minute or to have experience in audiotyping; however, shorthand is no longer asked for as standard. A range of secretarial training courses are available online or via further education colleges.

Key skills for secretaries

- Good communication, customer service and relationship-building skills
- Teamworking skills
- Organisation and time management skills
- Attention to detail
- Negotiation skills
- Assertiveness
- Flexibility
- Tact, discretion and diplomacy

Vocabulary

characteristics	- характерные черты
loyalty	- верность
trustworthy	- надежный,
заслуживающий	
доверия	- отношения
relationship	- вовлекать (засобой)
involve	- ответственность
responsibility	- добросовестность
conscientiousness	- оперативный, быстрый
prompt	- гибкий
flexible	- конфиденциальность
confidentiality	- основной фактор
key factor	- быть преданным
be dedicated	- инициатива
initiative	- действовать, поступать
act	- справляться
handle	- краткое изложение
summary	- вести протокол
take minutes	- профессионализм
professionalism	- напряженный
tense	- работать напряженно
work under deadline pressures	- быть ценным
be of great value	- умение себя преподнести
presentation	- соответствующим
appropriately	
образом	- иметь дело (с чем-л.,
deal with	
кем-л.)	
input on the computer	- вводить данные в
компьютер	
incoming mail	- входящая почта
walks of life	- сферы жизни
outnumber	- превосходить численно
get through	- дозвониться
annoy	- раздражать
frustrating	- раздражающий,
расстраивающий	
attire	- наряд, одежда
immaculate	- безупречный
jewelry	- ювелирные изделия,
украшения	
well-groomed	- ухоженный

necklace	- ожерелье
match	- ПОДХОДИТЬ
nail-varnish	- лак для ногтей
heavy make-up	- много косметики
sign	- подписаться
bossy man	- человек, который
любит	командовать
depend on	- зависеть от кого-
либо/чего	либо
exacting	- требовательный; придирчивый
punctual	- пунктуальный
efficient	- квалифицированный (о работнике)
forgetful	- забывчивый
impatient	- нетерпеливый
private talk	- личная беседа,
разговор	“с глазу на глаз”
fair and righteous	- честный и
справедливый	
untidy	- неаккуратный
boss around	- командовать

Exercise 1. Look at the adjectives below. Decide with your partner which of them you can use to describe each of the other members of your group or class – and yourself, too, if you like.

active	friendly	loyal	sincere
calm	good-humoured	open-minded	sympathetic
capable	hard-working	nice	tactful
careful	helpful	patient	trustworthy
charming	intelligent	polite	wise
cheerful	interesting	practical	witty
clever	kind	punctual	unselfish
efficient	lively	serious	generous

a Try to find at least three adjectives for each person in the class. Use a dictionary to find the meanings of the words you don't know.

b Write out ten adjectives to describe a good secretary. Compare your list with that of a new partner.

Exercise 2. Works in pairs. Choose a person to describe.

(a new friend, any member of your family, etc.).

- a Put down as many words as you can to describe the person.
- b Compare your words with those of your partner.
- c Take turns speaking about the persons. You may need the questions:
 - What does he/she look like?
 - What's his/her hair like?
 - What does he/she usually wear?
 - What's his/her favourite colour ?

Exercise 3. What kind of characteristics would you need to be a pilot, a waiter, a radio reporter, a surgeon, a fisherman, a bank accountant, an actor, a government official, a computer specialist, a personnel manager?

Here are some characteristics to help you:

- be pretty strong and fit
- be trustworthy, persistent and hardworking; be punctual and careful at work; be well-mannered and tactful; be eloquent and witty and expressive; be tolerant and attentive; be bright and intelligent; know local matters quite well; know how to deal with difficult people; know human nature and personal abilities; have a dependable and agreeable personality

Exercise 4. Chose two job, the job you would most like to have and the job you would least like to have. Give the advantages and the disadvantages of the two jobs you have chosen.

Exercise 5. Here are some questions from an interview for the job of store detective

in a new supermarket. Put them in the order you would ask them if you were the

interviewer. Then add two questions of your own. Work in pairs and act in turn as the interviewer and the interviewee.

- ... What do you like doing in your spare time?
- ... Why have you applied for this job?
- ... What things about this job do you think you would find difficult?
- ... Why do you think you are suited for this job?
- ... Tell me about your family.
- ... What would you do if you saw someone stealing in the store?
- ... What would you like to be doing in five years' time ?

Skill developing

What characteristics are important for secretaries?

1. **Loyalty:** Secretaries must be absolutely trustworthy. NO relationship in business

involves a higher degree of trust and responsibility between two persons than the secretary- boss team.

2. **Conscientiousness:** It is important for secretaries to be prompt and flexible. Quite often they may have to work long hours. Confidentiality is another key factor. Secretaries must take pride in their work and be dedicated to their boss.

3. **Initiative:** The secretary should be able to act for the boss in his/her absence. True initiative on the secretary's part is the ability to know when to act on one's Own and when to do as directed.

4. **Ability to write:** Every secretary should be capable of handling routine correspondence, reports, summaries and take good minutes at meetings.

5. **Professionalism:** Business can be tense and people are often under a lot of stress. A secretary who can work under deadline pressures and produce high quality work is of great value.

6. **Good dress and presentation:** This involves looking and behaving appropriately. People's first impression is important. Their ideas about the company/organization are influenced by the staff's appearance.

An experienced secretary speaks about his/her job:

"I'm a secretary at a large business. I deal with people and incoming mail. Dealing with people is one of the most important parts of my job. I find it very enjoyable. I also input on the computer, send telexes and faxes.

I meet people from all over the country, all over the world, and all walks of life, which makes it the most interesting part of my job. They can be very nice. I think the nice ones outnumber the irritating ones. It's a people-oriented job. It's communication, whether it's in person or on the telephone and that can be fun. Sometimes you have problems getting through, sometimes you get a wrong number, but it's all part of the job. You don't often get annoying people face to face. You get more of them on the phone, because people feel they can say things over the phone that they perhaps wouldn't say to your face. So I don't find people too frustrating in person.

As a secretary you must always be professional-looking, your clothes ' should be immaculate. It's better to wear skirts than trousers. Your ' attire should be fresh and clean. It's best to wear simple jewelry small earrings, a matching necklace and rings. Hands should be well-groomed and you can wear white or soft coloured nail-varnish. Your shoes should be well-polished, not worn or dirty. Your hair should be clean and

neat. Heavy make-up is not recommended. You should always look fresh, and use just a little perfume. "

What are the secretary's tasks?

You must know your boss's whereabouts and timetable so as to provide satisfactory answers and make appointments. You must know how to answer the telephone, make long distance and international calls, send faxes, telexes and E-mail. Often you have to book hotel rooms, theatre tickets and look after official visitors. You have to write a lot of correspondence business letters, reports, memos, invitations, condolences, etc. Typing is essential and shorthand useful. These will be covered in the forthcoming chapters.

How to Be an Efficient Secretary

1. Answer all letters, faxes and telexes promptly, even when the answer is negative.
2. If you cannot give a quotation, you should' still write and thank the sender for requesting a quotation. You may be doing business with hem later on.
- 3 Write a short letter to confirm matters that you have agreed on over the telephone, e. g. appointments.
- 4 Confirm all orders promptly.
- 5 If you cannot send a confirmation. or the information asked for right away, you should notify the other party of the delay.
- 6 Handle complaints and claims" efficiently and without delay., If the customer is satisfied, it may mean the beginning of a lasting business relationship.
- 7 Remember that a thank-you letter is one of the most important letters in business Don't postpone writing it. It should be written within a week at the latest after returning from a trip, making a deal or receiving a gift.

•
Exercise 6. Alice doesn't1 like her boss. She's telling her friend about that. Rewrite each sentence or the pair of sentences using the Infinitive or -ing form. The boss insists on everyone **being** the office at 9 am. We aren't allowed *to make* personal phone calls.

Class communication

Exercise 7. Work in groups

A) Read the text “An experienced secretary speaks about his/her job” and find the most pleasant sides of a secretary' s job:
a lot of communication,

... etc.

B) Write down the problems many secretaries may have:

irritating people,

...etc.

Listening

a) Listen to a conversation between an interviewer and a job applicant.

Check (t) the information that is true. [Video\Track 21.mp3](#)

1. The man is a qualified personal assistant. 2. The woman is the human resources manager. 3. The man is familiar with office software. 4. The man is friendly and polite on the phone. 5. The man has experience as an office employee.

b) Listen again and complete the conversation.

Interviewer: Good morning, Carl. Please have a seat. My name's Janet Freeman. I'm the HR manager.

Applicant: Nice to meet you, Ms. Freeman.

Interviewer: I have your application form here. I see that you have some office (1) _____

Applicant: Yes, I have three years' experience.

Interviewer: Are you a (2) _____PA?

Applicant: No, I'm not. But I'm (3) _____ with office software, and I'm very (4) _____

Interviewer: Do you have a good telephone manner?

Applicant: Yes, I'm always friendly and (5) _____ to customers on the phone.

Writing

Exercise 9. Write a short essay "If I were a secretary...".

Exercise 1. a) Read the text.

Philip Blake is Mr Blake's elder son. He is a manager of a big company. Philip lives in Bishopton, a small place near London, but he works in London. He goes to London every morning on working days. He arrives at the office at 8.25 and begins his work. He looks through the mail, speaks on the phone, meets his customers and has business talks. He often goes on business to different cities to discuss problems with the partners of the company. Floy Robinson is a secretary to Philip Blake. When she comes to the office in the morning she makes a cup of tea for her boss. Then she looks through the messages, answers the phone and makes appointments for Mr Blake. Floy usually has lunch in the office, but sometimes she goes out for lunch with her boyfriend Tom. She stays in the office until 5.30 in the afternoon. In the evening Floy has French lessons. She wants to know French well to speak with the customers from France.

b) Agree or disagree.

1. Philip Blake lives and works in London. 2. He is very busy in his office. 3. He seldom goes on business. 4. Floy doesn't make appointments. 5. She always goes out for lunch. 6. Floy studies French and she'd like to speak French well.

Exercise 2. a) Read the text.

LINDA DAWSON

Linda is speaking about her working day.

I work for Marks&Spencer, a big British shop. I work with the suppliers of the goods which Marks&Spencer sells. I usually get up at 6 and plan my day. I leave the house at 7 and go to London. I arrive at work at 8.30 and look through my mail. From 9.30 to 12.00 I speak on the phone with our suppliers. I have lunch at 1.30 or at 2.00. We have a meeting from 3.00 to 5.00 and discuss our problems. I leave the office at 5.30 and arrive home at 7.00. It's a difficult day, but I like my work. One day I'd like to have my business or to be a supplier for Marks&Spencer.

(Based on the text from "Business Basics")

b) Say what Linda is doing if now it is:

• 7.45 in the morning • 8.45 in the morning • 10.00 in the morning • 1.45 in the afternoon • 4.00 in the afternoon • 6.30 in the evening

c) Now speak about Linda's usual working day.

Exercise 3. Read the dialogue, supply Linda's words and act out the dialogue.

John Patrick is making an appointment with Linda Dawson.

John: Good morning. This is John Patrick. Is that Linda Dawson?

Linda:

John: I'd like to make an appointment to see you this week.

Linda:

John: How about Wednesday?

Linda:

John: No, I'm busy on Thursday.

Linda:

John: Yes, that's good. Is it morning or afternoon?

Linda:

John: At 2.30 or at 3.00?

Linda:

John: Ok. See you on Friday at 3.00.

Linda's words: — *3.00 is very good. worlds: — Yes, that's me. Good morning, John. — Oh no. I'm going to a sales conference. How about Thursday? — We could meet after lunch. — Well, how about Friday? — Good. When could we meet?*

Exercise 4. Answer the questions.

1. Where do you work? 2. Your company is large, isn't it? 3. When do your office hours begin? 4. Have you got much work to do every day? 5. What do you usually do in your office in the morning? 6. What problems do you usually discuss at the talks? 7. When do you have lunch? 8. Do you have lunch in the office or do you go out for lunch? 9. What do you do after lunch? 10. When do you leave the office?

* * *

1. Does your firm receive much or little mail? 2. From what companies do you receive mail? 3. When do you usually look through the mail? 4. Do you receive many or few offers?

Exercise 5. Speak on the topics.

1. My work in the office. 2. The secretary of our firm and her work.

Exercise 6 Act out business dialogues. Use the situations:

1. Phone Blake&Co. Make an appointment with Mr Blake. 2. Phone Bell&Co. Speak to Mr Bell. Say you would like to meet him to discuss their offer for office equipment.

WRITTEN PRACTICE

Exercise 7 Translate the sentences.

1. — Где г-н Лавров? — Он занят. У него сейчас переговоры\ 2. Я обычно просматриваю почту по утрам. 3. — Какой вопрос вы сейчас обсуждаете? — Мы обсуждаем условия платежа. 4. Наш директор сейчас принимает бизнесменов английской фирмы. 5. Мы часто обсуждаем деловые вопросы по телефону. 6. Мы не назначаем встреч с иностранными партнерами на субботу. В субботу мы не работаем. 7. Г-н Петров в офисе. Он просматривает предложение английской фирмы на телефонное оборудование. 8. Каждый день мы получаем много почты.

Exercise 8 Translate into English.

А. Моего друга зовут Макс. Он — бизнесмен, работает в большой компании. Компания продает товары в различные страны. Рабочий день Макса начинается в 9 часов. Он просматривает электронную почту, говорит по телефону с заказчиками, работает на компьютере, ведет переговоры. На переговорах он обсуждает цены на товары, условия поставки и платежа. После обеда он иногда ездит на завод, чтобы встретиться с поставщиками, но часто он остается в офисе и готовит отчеты или обсуждает деловые вопросы с менеджерами фирмы. Макс уезжает из офиса в 6 часов вечера и приезжает домой в 7 часов. Вечерами он смотрит телевизор, просматривает газеты, говорит по телефону с друзьями.

В. — Здравствуйте. Говорит Алиса Смит. Я бы хотела договориться с Вами о встрече. Когда мы могли бы встретиться и обсудить несколько вопросов? — Как насчет среды, в 11 часов утра? — Прекрасно. Увидимся в среду.

MODERN MEANS OF INFORMATION TRANSMISSION

Communication is a procedure of exchanging information through a channel or medium. The modern means of communication are invariably outstanding as their features enable everyone to have awareness on the ways of proper communication. What are the means of modern communication?

The means of modern communication are mobile phones, internet, satellite TV, GPS (Global Positioning System), VOIP (Voice Over Internet Protocol), Web or Video Conferencing etc.

Mobile phones:

Every one of us has heard of mobile phones and using one in our day to day lives. There are various models of mobile phones available in the market with features like general purpose phone, camera phone, business executive phones, phones for music lovers and game lovers etc. This small electronic device is the most demanding item in the electronic field which helps for a better communication.

Internet:

This is the most popular and favorite means of communication as chatting and e-mailing have become the part of many lives. With the help of internet services, one can browse copy or download any number of information. The Internet service provider is the organization that provides you with Internet access. You register and open an account, and then they give you an e-mail address so that you can communicate by e-mail with other users. Some Internet providers have their own content- news, information, etc.- but many do not. After you log on by entering your user name and password (a secret word that only you know), you can surf to any site on the World Wide Web. If you are looking for a site about a particular subject, you can use a search engine like Google or Yahoo.

VOIP:

VOIP is the abbreviation of Voice Over Internet Protocol. It has become very popular in the recent years. It is the transmission of voice through microphones which gets converted into digital format and reaches the addressee.

Web or Video Conferencing:

Web Conferencing is a meeting that is held over the World Wide Web to enable the users' convenience of communicating with others without the need of traveling and trade within the global market. This is used for faster communication between the officials of the government of different countries.

Email

E-mail is an electronic mail. You can send an e - mail to someone, and they will reply to your e-mail or mail you back.

Exercise 1. Fill in the table, making up different parts of speech:

Verb- глагол	Noun - существительное	Adjective – прилагательное Participle I, II –причастие I,II
	Information	
To serve		
		Communicative
To provide		
	Attachment	
		Entered
To advertise		
	Expression	

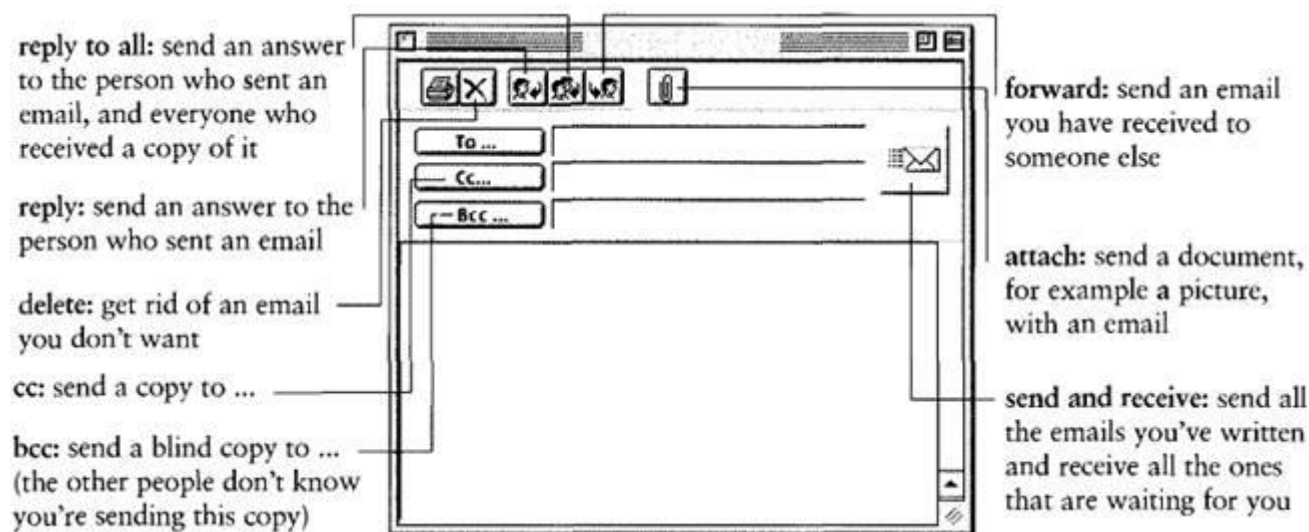
Exercise 2. Correct the sentences:

1. Modern means of communication are the features which are unable to use in everyday life of businessmen.
2. The Internet is the mean which is rarely used.
3. Mobile phone is an electronic device which doesn't help for a better understanding of situation.
4. You need not enter the password in order to load you mail box.
5. The login and password protect your personal information from smashing.
6. Video conference does not save time and money of businessmen in their activity.
7. It is impossible to answer immediately using e-mail.

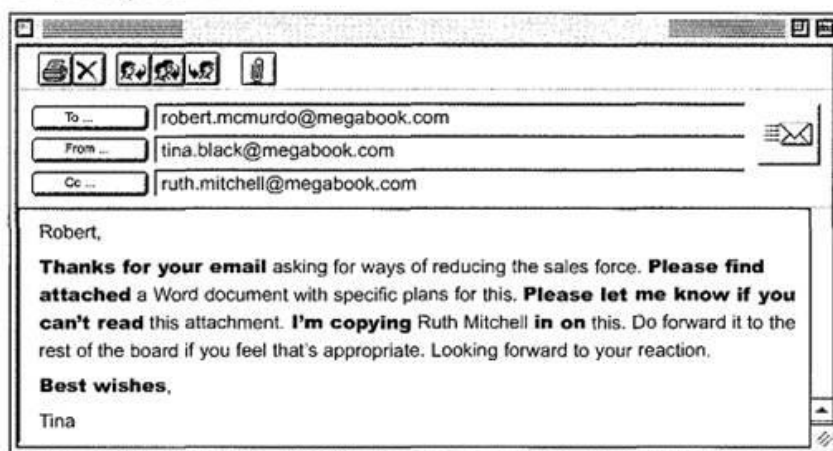
Email. Fax

Email

E-mail is an electronic mail. You can send an e - mail to someone, and they will reply to your e-mail or mail you back.



Email expressions

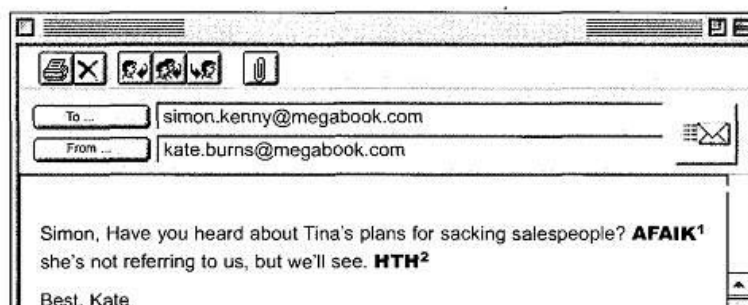


- You can end with:
- Best wishes
 - All best wishes
 - Regards
 - Best regards
- To people you know well, you can end with:
- All the best
- or even just:
- Best

Email abbreviations

These abbreviations are sometimes used in emails

- 1 As far as I know.
- 2 Hope this helps.



Exercise 1. Listen to a conversation between two co-workers. Choose the correct answers.

1. What is the conversation mostly about?
 - A the details of the finance report,
 - B how to create a new email address,
 - C why the man did not receive an email,
 - D a mistake the man made on a report.
2. What information does the man provide?
 - A his new email address,
 - B how to forward an email,
 - C the name of an attachment,
 - D which employee he sent the report to

Exercise 2. Listen again and complete the conversation.

Employee 2: that's 1 _____. I didn't get an email from you today.

Employee 1: I'm sure it went out, since I also sent it to Michelle Richards. She opened it this morning.

Employee 2: Maybe Michelle can just 2 _____ .

Employee 1: I'd rather 3 _____ why it didn't arrive.

Employee 2: Well, what address did you send it to?

Employee 1: Let's see. It was BillStephenson@cranstonindustries.com.

Employee 2: Oh, that's it. That's my old _____.

Employee 1: I didn't know it had changed. _____?

Employee 2: It's just B.Stephenson@cranstonindustries 6 _____.

Fax is a facsimile copy of a document which is transmitted by normal telephone lines to another fax machine. Some faxes are exactly like letters, some are printed on special fax forms rather like memos, others are simply handwritten messages. The sender of a fax can't be certain if the message has been received perfectly. Sometimes lines get missed or a illegible. A fax is not usually a legal binding document.

This is an example of fax. Let's study it.

ADVANCED ENGINEERING

FAX COVER SHEET¹

Box 1212, Sydney, Australia

Tel: 61 2 329 9220

Fax: 61 2 329 9221

Date: 22 November To fax number: +1 213 976 3421

To: Jaime Vasconcelos From: Anna Friedman

Number of pages including this cover sheet: 31

Dear Jaime,

It was good to hear from you again. The following pages give details of the latest additions to our range. If you require any further information, please do not hesitate to contact me.

Best regards,

Anna Friedman

This fax may contain confidential information². If you are not the intended recipient³, advise the sender⁴ and destroy this document.

If you do not receive all pages, or if any pages are illegible, please phone +61 2 329 9220 immediately.

22/11/01+@11:30:42 FROM: 61 2 329 9221 TO: + 213 976 3421

1 cover sheet: the first page of a fax showing who it's from, who it's to, etc.

2 confidential information: things that others should not know

3 intended recipient: the person who should receive the fax

4 advise the sender: tell the person who sent it

Exercise 3 . Read the dialogues, translate them and make up your own dialogues:

Sending faxes : Vasconcelos in Los Angeles, USA is on the phone to Anna Friedman in Sydney, Australia.

Anna: Yes, I think you'll be interested in our latest designs.

Jaime : Can you send them by fax?

Anna: Sure. I'll fax you right now. What's your fax number?

Jaime: 1 for the US, then 213 976 3421.

Anna: OK. I've got that.

Jaime: Can you fax the information you think we need?

Anna: I'll fax you everything we have. There are about 30 pages.

Jaime: If you could fax it all over to us that would be great!

Receiving faxes.

Anna: Did you get my fax?

Jaime: You're not going to believe this, but the paper got stuck and the machine jammed.

Anna: No problem. I'll send it through again.

15 minutes later....

Anna: Did the fax go through OK this time?

Jaime: Yes, but pages two and three weren't legible. I couldn't read them.

Anna: No problem. I'll resend them.

Exercise 4. Fill in the gaps using the words and word combinations below.

(sender, illegible, advise, cover sheet, confidential, intended recipients, destroy)

Kind Wang sends a fax to Stockholm. The person, receiving the fax phone Kim.

1 'Swedish Paper Products here. We've received a fax from you to a company called Moda Fashions. Our fax numbers are very similar. There must be some mistake.'

Swedish Paper Products (SPP) are not the, and so they tell the person sending the fax: they the

2 'The designs you received are top secret. Please could you tear them up and throw them away.'

The information is Kim wants SPP to the fax so that no one else can see it.

3 'Don't worry. There's something wrong with our fax machine so we can't read it anyway, including most of the first page.'

The person can't read the fax: the fax, including most of the is

ESSENTIAL VOCABULARY

Answer	to say “hello” into the phone when it rings.
answering machine	something that you can record a message on if the person you are calling isn’t home.
busy signal	a beeping sound that tells the caller that the other person is already on the phone with someone else.
call back/phone back	to call someone who called you first.
call display	a screen that shows you who is calling.
call to	phone/telephone someone; to give someone a call (BrE: to ring someone, to ring up someone, to ring someone up, to give someone a ring.)
Call	a telephone conversation; to telephone.
Caller	the person who telephones.
cellular phone	a telephone that you can take with you away from your house; mobile phone.
cordless phone	a phone that is not attached to the wall (you can walk short distances with it at home or in the garden.)
cordless phone	an extension not connected by a wire, so you can use it around the house or in the garden.
dial tone	the sound the phone makes when you pick it up.
Dial	to press the buttons on the phone.
directory/phone book	a book that alphabetically lists local phone numbers of people and businesses.
Extension	one of a number of phones on the same line, in a home or office.
hang up	to put the receiver down and a call.
mobile phone	a phone you can take with you and use anywhere.
Operator	a person who answer telephone-related questions when you dial “0”.
Pager	allows you to receive written messages.
phone booth/	a place where you can pay to use a telephone in public.
pick up	to answer the phone.
public telephone	phone in a public place operated with money, a credit card or a phone card.
Receiver	the piece on the phone that you speak into and listen from.
Ring	the sound a phone makes when somebody calls.
Videophone	a special phone with a screen so you can see the other person. Webcams and videophones enable videoconferencing: holding a meeting with people in different locations.
WAP phone	a mobile phone with access to the Internet (WAP=wireless application protocol.)

USEFUL TELEPHONE PHRASES IN ENGLISH

<p>➤ Making contact</p>	<ul style="list-style-type: none"> • Hello/Good morning /Good afternoon... • This is John Brown speaking. • Could I speak to please? I'd like to speak to please? • I'm trying to contact
<p>➤ Giving more information</p>	<ul style="list-style-type: none"> • I'm calling from Tokyo/Paris/New York/Sydney • I'm calling on behalf of (Mr.X...)
<p>➤ Taking a call</p>	<ul style="list-style-type: none"> • X speaking • Can I help you?
<p>➤ Asking for a name/information</p>	<ul style="list-style-type: none"> • Who's calling please? • Who's speaking? • Where are you calling from? • Are you sure have the ring number/name?
<p>➤ Asking the caller to wait</p>	<ul style="list-style-type: none"> • Hold the line please • Could you hold on please • Just a moment please
<p>➤ Connecting</p>	<ul style="list-style-type: none"> • Thank you for holding • The line's free now... I'll put you through • I'll connect you now/I'm connecting you now
<p>➤ Giving negative information</p>	<ul style="list-style-type: none"> • I'm afraid the line's engaged Could you call back later? • I'm afraid he's in a meeting at the moment • I'm sorry. He's out of the office today/ He isn't in at the moment • I'm afraid we don't have a Mr/Ms/Miss ... here • I'm sorry. There's nobody here by that name • Sorry. I think you've dialed the wrong number I'm afraid you've got the wrong number
<p>➤ Telephone problems</p>	<ul style="list-style-type: none"> • The line is very bad. Could you speak up please? • Could you repeat that please? • I'm afraid I can't hear you • Sorry. I didn't catch that. Could you say that

	again please?
➤ Leaving/taking a message	<ul style="list-style-type: none"> • Can I leave/take a message? • Would you like to leave a message? • Could you give him/her a message? • Could you ask him/her to call me back? • Would you like him/her to call you back? • Could you tell him/her that I called? • Could you give me your name please? • Could you spell that please? • What's your number please?

SAYING NUMBERS

When saying numbers, use rising intonation for each group, except for the last group, when you should use a falling tone. This shows you have reached the end of the number:

access code → country code → area code → number.

Double oh (BrE) 00

Zero zero (AmE).....00

Double four 44

one seven four six 1746

eight four five nine two one 845 921

ASKING TO SPEAK TO SOMEONE

Can you put me through to extension 123, please?

Can I have extension 123, please?

Extension 123, please.

123, please.

I phoned a moment ago, but I was cut off.

One moment, please.

I'm putting you through.

The extension/line is ringing for you.

Sorry to keep you waiting.

I think you've got the wrong extension. I'll try and transfer you.

I'm afraid the line's/extension's busy/engaged I'm sorry, but there's no reply I'll hold.

Call back later.

Do you want to hold or would you like to call back later?

Exercise 1. Make up and act out the dialogues according to the situations.

Student A:

You want to speak to Ms Braun about your account with her company, W&W. If Ms Braun isn't in the office, leave the following information:

- Your name.

- Telephone number: 347-8910 (or use your own).
- Calling about changing conditions of your contract with W&W.
- You can be reached until 5 o'clock at the above number. If Ms Braun calls after 5 o'clock, she should call 458-2416.

Student B:

You are a receptionist at W&W. Student A would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:

- Name and telephone number-ask student A to spell the surname.
- Message student A would like to leave for Ms Braun.
- Ask how late Ms Braun can call student A at the given telephone number.

Read this advice on speaking on the telephone in English.

PHONE-ANSWERING TIPS TO WIN BUSINESS

How you answer the phone says a great deal about your business

Phone-answering skills are critical for businesses. The telephone is still most businesses' primary point of contact with customers. And the way you answer your company's phone will form your customer's first impression of your business. These phone-answering tips will insure that callers know they're dealing with a winning business.

1. Answer all incoming phone calls before the third ring. Respond to all your calls within one business day. The early caller can get the contract, the sale, the problem solved and reinforce the favourable impression of your business that you want to circulate.
2. We say *Good afternoon* from about 1 p.m., *Good evening* from about 5.30 and *Good night* when going to bed, or not seeing each other again that night – not generally on the telephone.
3. When you answer the phone, be warm, enthusiastic and positive. For example rather than saying *I don't know*, say *let me find out about it for you*. When speaking to people you know, don't say *I'm Mark Dunhill*. You say *My name's ...* only when you are introducing yourself.
4. More polite and formal than saying (in Britain) *Who's that?* and (in the USA) *Who's this?* is *Who is calling, please?* You say this when you connect someone to a different line. Another way of saying this is *Would you like to leave a message?*
5. When you answer the telephone at work, give your name or the name of your department. If you are taking an external call, give the name of the company. Say for instance, *Good morning, Cypress Technologies. Susan speaking. How can I help you?* No one should ever have to ask if they have reached such and such a business.
6. Take telephone messages completely and accurately. If there's something you don't understand or can't spell such as a person's name, ask the caller to repeat it or spell it for you. Then make sure the message gets to the intended recipient.
7. Always ask the caller if it's all right to put him or her on hold and don't leave

people on hold for longer than it is necessary. If possible, provide callers on hold with progress reports every 30 to 45 seconds. Offer them choices such as *That line is still busy. Will you continue to hold or should I have Mrs Lee call you back?*

8. Use an answering machine to answer calls when you can't make sure that you take messages professionally. Update your answering machine message as needed. For instance if your business is going to be closed for a holiday, update your message to say so and to say when it will reopen.
9. Business people are busy, so give the subject of the call. You can also say *I'm calling in connection with ...* in other words: *Nigel Payne is the person speaking.*
10. You can say *Hold on* or *Hang on a minute* if you are speaking informally to someone you know. Native English speakers say *please* and *thank you* a lot!

Exercise 2. Read the conversations below and find examples of each piece of advice.

A

- Christa Schmidt, Marine Division. How can I help you?
- Hello. My name's Sandra Linkblatter. Can I speak to Paola Beluchi, please?
- I'm afraid she's in a meeting at the moment. Can I take a message?
- Yes. Could you ask her to phone me urgently when she comes out?
- Certainly. She should be out in about half an hour. I'll get her to give you a ring.
- Thank you. Goodbye.
- Goodbye.

B

- Logistics. Can I help you?
- Good afternoon. Can I speak to Nigel Pain, please?
- Speaking.
- Hello. Mark Dunhill here. I'm just calling to let you know we have received the consignment and that everything is in order.
- Good. Thank you for calling. Goodbye.
- Goodbye.
-

C

- Cranfield Business School. Can I help you?
- Hello. Could I speak to Professor Elgin, please?
- Yes, can you tell me your name, please, and I'll put you through?

- This is one of his ex-students, Salome Fuster, from Salamanca, Spain.
- Hold on a moment, please. I'll put you through.
- Thank you.

VOCABULARY PRACTICE

Exercise 3. Match sentences 1-9 with responses A-I.

1. Could I speak to Diana Wong, please?	A.C-I-N-S
2. Can I take a message?	B.My name is Phillip Nevill
3. I'm afraid you've got the wrong number	C.Yes I'm here all day
4. Can she call you back?	D.About 4 o'clock
5. Could you spell that, please	E.No thanks. I'll call back
6. Would you like to hold the line?	F. Speaking
7. When are you expecting her back?	G.Yes, please. Tell her Tom called
8. Who's calling?	H.That's OK. I'll hold
9. I'm sorry, the line is busy	I. Oh, no. Sorry

Exercise 4. Complete these telephone conversations by putting one word in each space.

A.

M:Finance department. ____ can I help you?

J: Good morning. Can I speak ____ Maribel Arroy, please?

M: ____ .

J: Oh, hello. ____ is John Steiner from Arts International.

M: Hello, Mr Steiner. What can I do ____ you?

J: Well, it's about an invoice – you sent the order we placed, but you forgot to include the invoice, so we can't pay you.

M: Oh, that's not my department, I'm ____, Mr Steiner. That's Mary Slade in Invoicing.

J: OK. Can I speak to her then, please?

M: Sure. I'll put you ____ .

J: Thanks very much.

M: Not at ____ .

B.

J: Jane Ashley.

A: Oh, hello, Jane, I've been trying to call Tracy, but she's not answering the phone, and it's rather urgent.

J: Who is _____, please?

A: _____ is Alan Searle.

J: Oh, hello, Alan, I didn't recognize your voice. I'm _____ she's in a meeting at the moment and she's left instructions that she's not to be disturbed. Can I _____ a message?

A: Yes, can you ask her to call me as soon as _____ ?

J: Yes, of _____ .

A: _____ you very much. Bye.

J: Goodbye.

Exercise 5. Read the passage and answer these questions.

1 What are some things a secretary says when he or she answers the phone?

2 What questions do secretaries ask callers?

Good phone etiquette is very important to a business. Sometimes you may feel stressed. But don't let the caller know! It is the secretary's job to be courteous and professional at all times. Please be efficient when answering phone calls. It is our company's policy to answer all calls before the third ring. Before putting callers on hold, tell them they can leave a message. Customers like to have a choice. Many customers dislike being put on hold, so ask first! When transferring a call, always say the name of the person the caller is going to speak to. And don't forget to announce the caller's name before you connect them!

Exercise 6. Read part of a company manual. Then, mark the true following statements as (T) or false (F).

1. The company has a rule requiring employees to transfer calls by the third ring.

2. The manual encourages employees to put callers on hold instead of taking messages.

3. Employees need to say the caller's name before connecting him or her.

Vocabulary

Exercise 7. Fill in the blanks with the correct words from the word bank.

policy rings stressed announce caller courteous

1 It is the company's _____ to use good phone etiquette.

2 Helen feels _____ because she has a lot of work to do.

3 Make sure to _____ callers when transferring them.

4 It is unprofessional to be rude to clients, so always be _____!

5 Answer the phone before it _____ four times.

6 What is the name of the _____ ?

Listening

Exercise 8. a) Listen to a conversation between a caller and a secretary. Mark the following statements as true (T) or false (F). [Video\Track 25.mp3](#)

1_ The caller wants to speak to Mr. Owen.

2_ Mr. Owen is not available.

3_ The caller decides to leave a message.

b) Listen again and complete the conversation.

Secretary: Good morning. Smith-Owen, how can I _____ you?

Caller: Good morning. Could I speak to Brian Owen, please?

Secretary: Who's _____ please?

Caller: Mary Sullivan.

Secretary: I'm afraid Mr. Owen is on the other _____ ma'am. Would you like me to put you _____? Or would you prefer to leave a message?

Caller: I need to speak to him _____. I'll hold.

Secretary: Okay, ma'am. I'll _____ you as soon as possible. I'm putting you on hold now.

Caller: No problem. Thank you.

Speaking

Exercise 9. With a partner, act out the roles below based on Task 4. Then, switch roles.

USE LANGUAGE SUCH AS:

Good morning, how can I help you?

Could I speak to ... please?

Would you like to ... ?

Student A: You are a secretary. Answer a call. Ask Student B:

- their name
- about leaving a message or being placed on hold

Student B: You are calling someone at another company. Talk to Student A and decide whether to leave a message or hold.

MAKING APPOINTMENT

Exercise 1. Read the passage and answer these questions.

1 Why do you use the phone for business?

2 What business arrangements can you make on the phone?

Reading

Arranging, booking and rescheduling appointments are important parts of a secretary's job. But secretaries make mistakes: especially on the telephone. How, then do you make excellent arrangements? Just follow these easy tips:

- Prepare before making the call. Get any necessary documents and information ready beforehand.
- Speak clearly, and not too fast. From time to time, make sure the other person understands you.
- Ask when the person is free, or available. Make note of these times in a schedule book.
- Clarify information like dates and times.
- Repeat all contact and scheduling details. • Always be polite!

Vocabulary

Exercise 2. a) Match the words with the definitions (A-F).

1 *available* 2 *book* 3 *clarify* 4 *reschedule* 5 *scheduling details*
6 *contact information*

A change the time and/or date of an appointment

B to repeat information to make sure

C present or ready for use

D information such as phone numbers,

E information such as a date and day

F to make an arrangement.

b) Fill in the blanks with the correct words and phrases from the word bank.
arrangements makes a call free appointment

1. Mr. Peters is _____ to go to lunch, but is busy this afternoon.
2. Her secretary is responsible for making _____ for the meeting.
3. Oscar picks up the telephone and _____ .
4. Alan was sick and made a(n) _____ to see the doctor.

Listening

Exercise 3. a) Listen to a conversation between a secretary and customer. Mark the following statements as true (T) or false (F).

1_ The secretary wants to meet Mr. Brown on Friday.

2_ Mr. Brown is available on Friday.

3_ The secretary arranges a dinner meeting.

b) Listen again and complete the conversation.

Business Owner: Hello. Gerald Brown (1)_____

Secretary: Good morning, Mr. Brown. This is Angela from Berkley's.

Business Owner: Oh, hello. How can I help you?

Secretary: I'm Mr. Fisher's (2)_____. I'm calling to arrange a(n)
(3) _____ with you and Mr. Fisher. Is Friday okay for
you?

Business Owner: Let me (4) _____. Yes, Friday is fine. At what time?

Secretary: Can you meet at 12:30 (5) _____. Do you know
Maggiano's Restaurant?

Business Owner: Yes, I do. That sounds fine.

Secretary: Okay. So, you and Mr. Fisher are meeting on Friday at
12:30 at Maggiano's.

Speaking

Exercise 4. With a partner, act out the roles below based on Task 3. Then switch roles.

USE LANGUAGE SUCH AS:

How can I help you?

I'm calling to arrange an appointment.

Is (Friday) okay for you?

Student A: You are a business owner. Answer Student B's questions.

Student B: You are a secretary. You are making an appointment for your boss. Call Student A and talk about: • day • time

AT THE AIRPORT

Exercise 1. Read the text

Heathrow Airport¹ in London is a very large and busy place. Hundreds of planes land and take off and thousands of passengers get on and off planes at Heathrow every day. They fly to and from almost all countries of the world. People usually make reservations for flights in advance, especially in summer time.

* * *

Voronin has been to London for two weeks and today he is going to fly back to Moscow. He has just arrived at Heathrow. He is speaking to a clerk at the check-in desk.

Voronin: Can I check in for the flight to Moscow here?

Clerk: Yes, sir?. Can I see your ticket and passport, please?

Voronin: Certainly. Here you are.

Clerk: Will you put your luggage on the scales? Oh, it's too heavy. You must pay an extra charge for overweight, I'm afraid.

Voronin: I'll take out a couple of catalogues then. ... Shall I put the suit-case on the scales again?

Clerk: Do, please. It's all right now. You can take your ticket and passport and here is your boarding pass. Have a nice flight⁴!

Voronin: Thank you.

Now Mr Voronin has come up to the information desk and is speaking to the clerk.

Voronin: Is the plane for Moscow leaving on time?

Clerk: There'll be a delay, but it probably won't be over 30 minutes. Will you go to the departure lounge and wait for the announcement? Thank you. You are welcome.

Voronin: Thank you

Clerk: You are welcome.

Mr Voronin went to one of the airport's duty-free shops to buy some souvenirs and a copy of the magazine "Time". Soon he heard the announcement: "Passengers for flight 2315 for Moscow please collect your hand luggage and go to gate 3. The departure time is 14.30." Voronin flew by an Aeroflot plane. He enjoyed the flight. Three and a half hours later the plane landed at Domodedovo Airport in Moscow. Mr Voronin was home again.

1. Heathrow ['hi:θrou]Airport — Хитроу — название аэропорта в Лондоне
2. a clerk [kla:k] п — служащий
3. sir — сэр, господин (обращение, после которого фамилия не ставится)
4. Have a nice flight! — Желаю хорошего полета!
5. flight 231 — номер рейса читается: two, three, one

Exercise 2. Check how well you remember the text.

Say if the statements are true or false. Give your reasons.

1. At Heathrow you can always buy tickets before the flight.
2. First Voronin came up to the information desk.
3. Voronin's luggage was too heavy and he took out a couple of catalogues.
4. There was a delay of Voronin's flight, but it was not long.
5. In the departure lounge he had a cup of coffee.
6. In the duty-free shop he bought some books and a bottle of wine.
7. The plane's departure time was 14.00.
8. The plane landed at Domodedovo at 17.00.

Exercise 3. Say what you remember about:

1. Heathrow Airport;
2. Voronin's check-in for the flight;
3. the delay of flight 231;
4. the departure of the plane.

TENSES

Exercise 4. a) Supply the correct tenses.

Douglas (to arrive) at Kennedy Airport and (to come) up to the check-in desk. He (to put) his luggage on the scales, but the man at the desk (not to look) at his things.

— You (to go) for a holiday? — he (to ask).

— Yes, — Douglas (to answer).

— You ever (to be) to Switzerland?

— No, I never (to be) out of the United States.

— You (to going) to ski?

— Certainly.

— Why you (not have got) skis with you?

— I (to buy) them there.

— Hope the weather (to be) good.

Douglas (to show) the clerk his ticket and passport and the man (to give) him a boarding pass. He (to be) early and he (to have) time to drink a cup of coffee and read the evening newspaper. Half an hour later he (to get on) the plane together with the other passengers.

PREPOSITIONS

Exercise 5. a) Supply the correct prepositions where necessary.

1. — Will the train arrive ... time or will there be a delay? — The train will arrive ... a delay... 40 minutes. 2. The charge ... a room ... this hotel is not very high. 3. — What are you doing here? — I am waiting ... the director. I'd like to speak ... him ... the offer of Blake&Co. 4. ... Kennedy airport you can see thousands ... people ... almost all countries ... the world. 5. If you want to go ... a restaurant... Sidney you must make a reservation ... a table five days ... advance. 6. The plane ... Rome is leaving ... Moscow ... time.

SPEECH EXERCISES

Exercise 6. a) Read the text.

FLYING BY PLANE

When you arrive at an airport, you go to the check-in desk where a clerk checks your ticket and luggage. Your suitcase goes to the plane, but you take your hand luggage with you. If you are on an international flight you go to the passport control where they check your passport and x- ray all your things by cameras. Then you wait in the departure lounge till they call* your flight and say which gate number to go to. After that you get on the plane and the flight attendant shows you your seat.

* to call — объявлять

b) Say what people usually do when they arrive at an airport.

Exercise 7. a) Read the dialogues.

CHECKING-IN FOR THE FLIGHT

— Can I have your ticket, please?

— Yes, of course. Here you are.

— Have you got only one suitcase?

— Yes. This bag is my hand luggage.

— That's fine. Would you like a smoking or a non-smoking seat?

— Non-smoking, please. And can I have a window seat?

— Yes, that's OK. Here's your boarding pass. Have a nice flight!

MAKING A RESERVATION FOR THE PLANE

— World Travel. Can I help you?

— Yes, please. This is Ann Tapton speaking. I am going to fly to Tokyo next month. What's the price of a flight at the moment?

— It depends. Do you want to fly business or economy class? When will you go? How long will you stay in Japan?

— I'm going on a short holiday, may be for 10 days or so. I don't want a package tour. Just the flight, economy class.

— And when would you like to leave?

— On Friday, the 15th of May.

— I can offer you a flight on Japanese Airlines. The time is very convenient, because the plane leaves at ten in the morning and lands at about two thirty in the afternoon. The price is \$...

— I'll think about that. And what about the return flight? Could you tell me..?

b) Say what flight the travel agent offered to Ann Tapton.

c) Continue the dialogue and give Ann the information about the return flight.

d) Act out the dialogues.

Exercise 8. a) Read the text.

HEATHROW AIRPORT. THE PAST AND THE PRESENT

During the Second World War Heathrow was a small village in the country, with a lot of fields, only 15 miles from the centre of London.

The fields were good for planes to take off and land. In this place Heathrow Airport opened on the 1st of January 1946. At first there weren't any buildings, just tents for the passengers. Plane tickets were very expensive and only rich people could travel by air. By 1950 Heathrow became a busy European airport. There were new planes which were fast, safe and comfortable and plane tickets were not so expensive. Now Heathrow is a very large and modern place. It has got many hotels, banks, shops, a hospital, two underground stations, a bus station, post offices, cafes and an animal centre. Sixty thousand people work there. At the airport's duty-free shops the passengers can buy spirits, cigarettes and perfume. At Heathrow planes can't take off or land between 11.00 p.m. and 7.00 a.m., but the airport stays open. It's a city that never sleeps.

(Based on "Headway Video")

b) Speak about the history of Heathrow.

c) Say what kind of place Heathrow is at present.

Exercise 9. Watch the video: [at the airport](#)

Act out business dialogues. Use the situations.

1. You are in Mr Brown's office. Speak about your flight to London. Say that you are interested in buying their video cameras. Discuss the delivery time with Mr Brown.

2. Mr Jeffrey has just come to Moscow. Ask him about his flight. Mr Jeffrey is interested in books about old Russian cities. Discuss the prices with him. Give him a 5% discount.

WRITTEN PRACTICE

Exercise 10. Translate into English.

1. Мой друг уезжает в отпуск на следующей неделе. Он собирается поехать в Италию. 2. В следующем месяце мы подпишем контракт на мебель для офиса с фирмой «Блейк энд Ко». Фирма начнет поставлять мебель через 2 месяца.

3. Через три дня в нашем кинотеатре будет идти новый фильм. Мы собираемся посмотреть эту комедию. 4. Наш директор уезжает в Лондон послезавтра. Он будет вести переговоры с несколькими фирмами. Он пробудет в Лондоне месяц. 5. Через 2 дня наш менеджер будет вести переговоры с Американской фирмой. Они будут обсуждать условия будущего контракта. 6. Завтра секретарь зарезервирует билеты на самолет в Пекин для наших бизнесменов. 7. В следующем месяце мы будем рекламировать новые модели стиральных машин в журналах и на телевидении.

Exercise 1. Read the text

When you get off the plane you go through passport control, where an immigration officer asks you to show your passport. He asks you about the purpose of your visit to the country and the length of your

stay there. If your passport is in order, you go through the customs.

It's not difficult to get through the customs but you'll have to fill in an entry form (customs declaration, declaration form). The customs officer inspects your luggage and asks if you have things liable to duty, any presents, things for your personal use or money about you. As a rule personal things may be brought in duty free. And if there's some extra weight, you'll have to pay extra taxes.

Two special signs are sometimes used to show passengers which way to go through the customs hall: "Nothing to declare" and "Goods to declare". If the visitor has nothing to declare, he walks through the green door, if he has goods to declare — through the red one.

It sometimes happens that passenger's luggage is carefully examined in order to prevent smuggling. After you are through with all customs formalities, the inspector will put a stamp on each piece of your luggage and wish you to have a good stay in the country.

Exercise 2. Give Russian equivalents to the following word combinations:

customs regulations; an immigration officer; to get through the customs; to fill in an entry form; liable to duty; to bring in duty free; things for personal use; customs officer; extra weight; to pay extra taxes; to have nothing to declare; to have goods to declare; to open bags for inspection; to examine; passenger's luggage; to prevent smuggling; to go through all customs formalities; to put a stamp on each piece of passengers' luggage.

Exercise 3. Answer the following questions to discuss the details of the text.

1. Are customs regulations similar in all the countries of the world?
2. In what way do you have to declare what you have brought into the country?
3. Are travellers allowed to bring in any items duty free?
4. What articles are strictly forbidden to bring in any country?
5. Have you ever filled in the customs declaration?
6. Must you weigh your luggage at the customs?
7. What should you do if your luggage has extra weight?
8. May the customs officer ask you to open your bags for inspection? Why?
9. What will the inspector do when you are through with all customs formalities?

Role-Playing

Exercise 4. Read the dialogues and complete Viktor Smolski's answers to the officers' questions.

This is Heathrow Airport. Smolski has come to London on business. Now he is going through passport control.

Immigration officer: Your passport, please.

Smolski:

Immigration officer: What's the purpose of your visit to London, sir?

Smolski:

Immigration officer: How long will you stay here?

Smolski:

Immigration officer: Your passport is in order. Please go through the Customs in the nextroom.

Smolski:

At the Customs House

Customs officer: Is this your luggage, sir? Have you got any things to declare?

Smolski:

Customs officer: You can have them duty-free. Could you open up your suitcase for me, please?

Smolski:

Customs officer: That's fine. Thank you. Have a nice stay in Great Britain, sir.

Exercise 5. You are a customs officer, think of as many questions to ask a traveller as you can. Watch the video: [at the customs](#)

Exercise 6. Make a dialogue between a customs officer and a traveller. The expressions given below will help you to do the task.

<ul style="list-style-type: none">— Are these articles liable to duty? (Is there duty on these things?)— Do these articles exceed the fixed quota?— What things are duty-free?— I don't know what I am allowed.— I have nothing more to declare. — I have only my own most indispensable things with me.	<ul style="list-style-type: none">— What duty do I have to pay?— Are you through with my luggage?— Have you got anything liable to duty? (Have you got anything to declare?)— Would you mind opening your suitcase?— Have you got any foreign currency?— I'll have to make you pay duty on this.— This is not allowed to be taken into the country.— You may pay the duty right on the spot.
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Exercise 1. Read the text

It's common knowledge that nowadays people travel a lot. They travel On business and for pleasure, about the country and abroad. Those who wish to travel have at their disposal various means of transport: express trains and big ships, cars and jet airplanes.

Although aircraft are faster and, some people say, more convenient, the railway is still one of the most popular means of travel. First of all, the railway tickets are cheaper. And there are people who don't like flying, and there are others who enjoy travelling by train more than by plane.

With a train you have speed, comfort and pleasure combined. From the comfortable corner seat of a carriage you have a beautiful view of the countryside. If you are hungry you can have a meal in the dining-car or the buffet-car and if the journey is long you can have a comfortable bed in a sleeper.

A big railway station is a very busy and interesting place. There are a lot of platforms at which trains come in and go out. A train is standing at one of the platforms ready to leave. The porters are very busy carrying luggage to the train or pushing it on their trucks. On another platform a train has just come in. Some passengers are getting out, others are getting in. Those who haven't bought their tickets in advance are waiting in queues at the booking-office. At the bookstalls people are choosing books, magazines and newspapers for the journey. At the cloak-room or luggage office some people are leaving and taking their luggage.

There are a lot of signs in a big railway station. You may see ENTRANCE and EXIT. There is also a WAITING ROOM where you can relax until it is time to board your train. If you are hungry or thirsty you'll go to the REFRESHMENT ROOM. If you don't know the number of the platform from which your train leaves, look for the signs ARRIVALS and DEPARTURES. They will tell you the number of the platform.

When you arrive in a large town you may leave your heavy luggage at the station. In this case you will look for the CLOAK ROOM or LUGGAGE OFFICE.

If you have lost something you need to find LOST PROPERTY OFFICE. If you find anything, if it is a small item like glasses or umbrella, you can take them to the lost property office, too. If it is big, something like a parcel or a suitcase, report it to the POLICE OFFICE, never touch it yourself.

You will also see the sign **BOOKING OFFICE**. This is where you buy your ticket. If you don't know the time or the platform your train leaves from you'll go to the **INQUIRY OFFICE** or the **INFORMATION BUREAU**.

Exercise 2. Answer the questions:

- What means of travel are at travellers' disposal?
- Why is railway still a very popular means of transport?
- What is convenient in travelling by train?
- Why is a railway station a busy place?
- What signs can you see at a railway station and what do they mean?

Exercise 3. Watch the video and complete the sentences. [Video\at the booking office.mp4](#)

At the booking-office

1

-Hello! A _____ to Manchester, please.

-_____ to Manchester. That is _____ pounds.

-Thanks. What time that's the next train?

-_____

-Which platform is it?

-Platform _____.

-Thanks.

-Good-bye!

2

-Good-morning! I'd like a _____ to Cardiff, please. For next _____.

-That's _____, the _____.

- Yes, that's right.

-Right. So, what time do you want to travel?

-I need to be in Cardiff at _____ o'clock. _____ in the morning.

- So, you need the 8.20.

- What time does it arrive?

-At _____.-Fine.-That is _____, please.-Thank you very much

Listening: [currency](#)



The MONEY Questionnaire

Have you ever...?

- (waste) money on something you've never used
- (sell) anything on the Internet
- (lose) a credit card or your wallet
- (save) for something for a long time
- (win) any money (e.g. in a lottery)
- (be) robbed
- (lend) money to someone who didn't pay you back

Have you...recently?

- (buy) anything on the Internet
- (be) to a mall or shopping centre
- (buy) anyone a present
- (use) a credit card
- (take) money out of a cash machine
- (borrow) money from someone in your family

Read and translate the text into Russian.

The work which people undertake provides them with money. People buy essential commodities with money. All values in the economic system are measured in terms of money. Our goods and services are sold for money, and that money is in its turn exchanged for other goods and services. Coins are adequate for small transactions, while paper notes are used for general business. Originally, a valuable metal (gold, silver or copper) served as a constant store of value, and even today the American dollar is technically 'based' by the store of gold which the US government maintains. Because gold has been universally regarded as a very valuable metal, national currencies were for many years judged in terms of the so called 'gold standard'. Nowadays national currencies are considered to be as strong as the national economies which support them.

Valuable metal has generally been replaced by paper notes. These notes are issued by government and authorized banks, and are known as 'legal tender'. Other arrangements such as cheques and money orders are not legal tender. They perform the function of substitute money and are known as 'instruments of credit'. Credit is offered only when creditors believe that they have a good chance of obtaining legal tender when they present such instruments at a bank or other authorized institutions. If a man's assets are known to be considerable, then his credit will be good. If his assets are in doubt, then it may be difficult for him to obtain large sums of credit or even to pay for goods with a cheque.

The value of money is basically its value as a medium of exchange or as economists put it, its 'purchasing power'. This purchasing power is dependent on supply and demand. The demand of money is reckonable as the quantity needed to effect business transactions. The demand for money is related to the rapidity with which the business is done. The supply of money is the actual amount in notes and coins available for business purposes. If too much money is available, its value decreases. This condition is known as 'inflation'.

Exercise 2. Learn the words by heart. Cover the words and test your memory, while looking at the translation.

Money- деньги **Commodity-** товар **Cheque-** чек

Goods- товары **Service-** услуга **Coins-** монеты

Credit- кредит **Gold-** золото **Silver-** серебро

Copper- медь **Currency-** валюта **Assets-** активы

Gold standard- золотой стандарт **Demand-** спрос

Valuable metal- ценный металл **Paper notes-** банкноты

Legal tender- законодательное платежное средство (деньги)

Money order- платежное поручение

Purchasing power- покупательная способность

Transaction- сделка **Supply-** предложение **Inflation-** инфляция

Exercise 3. Study the following expressions.

To provide somebody- обеспечить кого-то деньгами

with money

To sell for money- продавать за деньги

Constant store of value- постоянный запас ценностей

To be regarded- считаться

Forgery- подделка, фальшивые деньги

Exercise 4. Translate into Russian.

1. The US dollar is a constant store of value.

2. The purchasing power of money depends upon supply and demand.

3. Bank serves as a reservoir of loanable money.

4. Banks have developed greatly from their original position as places of security for valuables.

5. Today banks are service industries which handle large sums of money on current and deposit account.

6. The whole banking system is based on simple acts of trust between all concerned. Without this trust modern banking would be impossible.

Exercise 5. Read the text below to check on some of the lexical units we use to describe money.

Pre-reading

What a procedure of getting a salary increase in your country and abroad?

Read the text and answer the questions

The money move

You want a raise. You deserve a raise. But how do you ask for a it? Experts say there are several ways to make the interchange less stressful and more successful.

The first sign her co-workers noticed was the empty candy bowl. Lisa, an accountant at a construction company, was a cheerful woman who had always kept a dish of goodies on her desk. When she started removing the pictures and the plants from her office, rumours began to circulate. She did not explain her behaviour to anyone. Then the candy dish disappeared. 'She had been promised a raise* for a long while,' recounts Linda Talley, an executive coach based in Houston. Removing things from her office was a subtle way of letting her employers know she wouldn't wait any longer, but it worked. A few months later her salary was boosted by \$5000. There are many ways to risk for a raise, and Lisa's method is not for everyone. But experts say there are some basic ways to enhance your prospects for success.

Adding value

The golden rule is to oiler value, based on qualifications and achievements. Forget about your years of hard work, your experience, your personal needs and expenses, your mortgage, your ailing grandmother and your Great Dane's dog food bills. The 'dumbest case you can possibly present is one based on pity,' warns Howard Figler, a career counselor and author of *The Complete Job-search Handbook*.

In the private sector, your contribution probably falls within certain categories. You may be a key person who attracts new customers or one who is skilled at retaining the present relationships. You may be a cost-cutter, who improves the company's bottom line. Less quantifiable, but no less important, your reputation might enhance that of your employer or you could be one of those sunny personalities who boosts the morale of all around them, enhancing productivity. K&D. It stands for 'research and documentation', which is your responsibility. You must pinpoint your worth in the marketplace before entering into any salary negotiation. Although specific salaries are a taboo topic and . rarely discussed among co-workers, you can find comparative information on career-related websites and through professional organisations. Brad Marks, CEO of an executive search firm specialising in the entertainment industry, recalls a cable TV company division head who wanted a 30 percent raise as a good example. When Mr Marks asked him to make a case for the huge jump, the executive returned armed with details of

his contributions over the years and the statistics to show he was underpaid compared to peers in the company and the industry. 'However, some people just give a number at random,' according to Mr Marks. Taking the plunge. Now that you have done your homework, it is time to prepare yourself mentally for the big day. Few people enjoy the idea of confronting their boss and risking refusal (which is one reason so many companies have built in a structured system of regular reviews and promotions), but it is important to remain calm. Lastly, even if your palms are sweating, don't forget to smile.

- 1 Read through the whole article. Who are these people?
 - a) Brad Marks
 - b) Howard Figler
 - c) Linda Talley
 - d) Lisa

- 2 Find expressions in the article that mean:
 - a) colleagues. (2, 7 letters)
 - b) American English for 'sweets'. (5 letters)
 - c) information that you hear unofficially, that may or may not be true. (7 letters)
 - d) the things that someone does or says considered as a whole. (9 letters)
 - e) someone whose job is to 'train' and advise senior businesspeople about their careers. (9, 5 letters)
 - f) increased. (7 letters)

- 3 Match the verbs 1-8 with the expressions a)-h) from the article.

1 offer	a) your experience
2 forget	b) your employer's reputation
3 present	c) value
4 attract	d) present relationships
5 retain	e) new customers
6 improve	f) morale
7 enhance	g) the company's bottom line
8 boost	h) a dumb case

- 4 Now match the expressions in question 3 with their meanings.
 - a) keep on good terms with current customers and suppliers
 - b) use weak or stupid arguments
 - c) improve the way people feel
 - d) improve the opinions that people have about your company
 - e) obtain new clients
 - f) add to profit because of your qualifications and experience
 - g) don't talk about what you have done
 - h) contribute to the company's profitability

- 5 Look at the expressions in italics as they are used in the article. True or false?
 - a) *R & D* (line 62) here means 'Research and Development'.
 - b) If you *pinpoint* (line 65) something, you identify it.
 - c) It is generally acceptable to talk about a *taboo topic* (line 69).
 - d) If you are *armed with* (line 83) information, you have it with you and use it to your advantage.
 - e) Your *peers* (line 87) are the people above and below you in your organisation.

Listening: [money](#)

Electronic Money

Electronic money (also known as e-currency, e-money, electronic cash, electronic currency, digital money, digital cash, digital currency, cyber currency) refers to money or scrip which is only exchanged electronically. Typically, this involves the use of computer networks, the Internet and digital stored value systems. Electronic Funds Transfer (EFT), direct deposit, digital gold currency and virtual currency are all examples of electronic money. Also, it is a collective term for financial cryptography and technologies enabling it. While electronic money has been an interesting problem for a number of economists, the use of e-money has been relatively low-scale. One rare success has been Hong Kong's Octopus card system, which started as a transit payment system and has grown into a widely used electronic money system. London Transport's Oyster card system remains essentially a contactless pre-paid travelcard. Two other cities have implemented functioning electronic money systems. Singapore has an electronic money program for its public transportation system (commuter trains, bus, etc.), based on the same type of (FeliCa) system. The Netherlands has also implemented an electronic money system known as Chipknip, which is based upon the same system in Hong Kong. In Belgium, a payment service company, Proton, owned by 60 Belgian banks issuing stored value cards was developed in 1995. A number of electronic money systems use contactless payment transfer in order to facilitate easy payment and give the payee more confidence in not letting go of their electronic wallet during the transaction. In technical terms, electronic money is an online representation, or a system of debits and credits, used to exchange value within another system, or within itself as a stand alone system. In principle this process could also be done offline. Occasionally, the term electronic money is also used to refer to the provider itself. A private currency may use gold to provide extra security, such as digital gold currency. Some private organizations, such as the United States Armed Forces use independent currencies such as Eagle Cash. Many systems – such as PayPal, WebMoney, cashU, and Hub Culture's Ven – will sell their electronic currency directly to the end user, but other systems such as Liberty Reserve only sell through third party digital currency exchangers. In the case of Octopus card in Hong Kong, electronic money deposits work similarly to regular bank deposits. After Octopus Card Limited receives money for deposit from users, the money is deposited into a bank. This is similar to debit-card-issuing banks redepositing money at central banks. Some community currencies, like some Local Exchange Trading Systems (LETS) and the Community Exchange System, work with electronic transactions. (2856.<http://en.wikipedia.org/wiki/E-money>)

Notes: 1. scrip, n – ценная бумага 2. direct deposit – прямой депозит 3. low-scale, adj – низкий 4. implement, v – вводить в действие 5. commuter train – пригородный поезд, электричка 6. facilitate, v – содействовать, способствовать 7. payee, n – лицо, получающее платеж

Answer the questions : What is Electronic money ?

What is EFT ? Give the meaning.

Talk about electronic money systems in different countries.

What is LETS?

Say in 7-10 sentences the main information from this text in your own words.

c Read the article and answer the questions.

- 1 What was Heidemarie's job?
- 2 What possessions does she have now?
- 3 How did the experiment start?
- 4 Where has she lived since the experiment started?
- 5 Does she still work?
- 6 What does she do when she needs something?
- 7 What is she trying to show with her experiment?
- 8 What did she do with the money she earned from her book?

6 _____ e.g. *My brother is going to ... a software company*
be responsible for somebody or something
e.g. *Nurses ... people in hospital.*

e In pairs, answer the questions.

- 1 Do you agree with Heidemarie that...?
 - all jobs are equally important
 - most people don't like their jobs
 - people judge you according to how much you earn
- 2 What do you think of Heidemarie?
Would you like to have her as a friend?



My life without money

Heidemarie Schwermer, a 63-year-old German woman, has lived without money for the last ten years, and has written a book about her experiences called *My life without money*.

At the age of 54 Heidemarie gave up her job as a psychotherapist, gave away all her money and her flat and threw away her credit cards. Today, apart from a few clothes (three sweaters, two skirts, two pairs of shoes, and a coat) and a few personal belongings, she doesn't own anything.

It all began as a one-year experiment. In her home city of Dortmund she set up a 'swapping circle' where people swap services without using money, for example, a haircut for a mathematics class. To prove that this could work she decided to give up using money for a year. But when the year ended she continued and has not used money since then.

At first she house-sat for friends who were on holiday. She stayed in their house in return for watering the plants and looking after their animals. At the moment she is staying in a student residence where she can sleep, have a shower, or use a computer in return for cooking for the young people who live there. She also 'works' as a psychotherapist. 'Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always.'

Heidemarie says, 'I can live thanks to my contacts. A lot of people who know me understand what I'm doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think, "Who can I ask? What can I give them in return?" If I want to go to the cinema, I might offer to look after somebody's children for the afternoon.'

It is one of the mistakes of our society that most people do something they don't like just to earn money and spend it on things they don't need. Many people judge you according to how much you earn. In my opinion, all jobs are equally important. You may not earn a lot of money but you may be worth a lot as a person. That's my message.'

So what did she do with all the money she earned from the sales of *My life without money*?

'I gave it all away...'

5 VOCABULARY & PRONUNCIATION

saying numbers

- a **23** Write the numbers. Then listen and repeat. Practise saying them.

Numbers

_____ fifteen
_____ fifty
_____ a hundred
_____ seven hundred and fifty
_____ one thousand five hundred
_____ seven thousand five hundred
_____ seventy-five thousand
_____ seven hundred and fifty thousand
_____ a million
_____ seven and a half million

- b **24** Complete the numbers. Then listen and check.

Money, percentages, decimals and fractions

£2.50 two _____ fifty
\$8.99 eight _____
€3.20 three _____
50% fifty _____ cent
0.5 nought _____ five
3.9 _____
 $\frac{1}{2}$ a _____
 $\frac{1}{5}$ a _____
 $\frac{1}{4}$ a _____
 $\frac{3}{4}$ three _____
 $6\frac{1}{2}$ six _____ a half

- c In pairs, practise saying these numbers.

$\frac{2}{3}$ 0.7 $1\frac{3}{4}$ 7.8

30% £90

100%

430

€600

2,800

9,250

\$200,000

3,000,000

GRAMMAR

Reported Speech. Indirect questions and statements

Reported speech means that someone's words (direct speech) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type.

Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work. For comparison, the examples in the material below are given in pairs: the first sentence in each pair is in direct speech, and the second sentence is the same sentence in indirect speech.

If the verb in the main clause is in the present or in the future, the sequence of tenses in reported speech shouldn't be a problem because the tense in the subordinate clause doesn't change. But note that word order in subordinate clauses of reported questions (indirect questions) is that of a statement. The conjunctions "if, whether" are used in reported general questions, while reported special questions keep as conjunctions those interrogative words (what, who, when, where, why, how) which they had in questions in direct speech.

He says, "I want to go there with you." – He says that he wants to go there with us.

He says, "I haven't seen her today." – He says that he hasn't seen her today.

He asks, "Does she live in this house?" – He asks whether she lives in this house.

He asks, "When will she come back?" – He asks when she will come back.

Past tense in the main clause and the changes it requires

If the verb in the main clause is used in the past tense (usually, the simple past of the verbs "say, tell, ask, answer"), the verb in the object subordinate clause in indirect speech should also be used in one of the past tenses.

Generally speaking, the tenses in object clauses change in the following way: the simple present is changed to the simple past; the present continuous is changed to the past continuous; the present perfect is changed to the past perfect; the present perfect continuous is changed to the past perfect continuous; the simple past is changed to the past perfect; the past continuous is changed to the past perfect continuous; the past perfect and past perfect continuous remain unchanged; the future tenses are changed to the future in the past (i.e., "will" is changed to "would").

In addition, when you change sentences from direct speech to indirect speech, it is often necessary to replace some pronouns and adverbs in the subordinate clause.

Personal pronouns change depending on the sense of the sentence, and the demonstrative pronouns "this, these" are changed to "that, those".

Anna said, "I know your sister." – Anna told me that she knew my sister. Anna told him that she knew his sister.

She said, "I know this man." – She said that she knew that man.

Adverbs of time and place that are usually replaced

"today" is replaced with "(on) that day";

"this morning, this afternoon, tonight" are replaced with "that morning, that afternoon, that night";

"now" is replaced with "then";

"tomorrow" is replaced with "the following day";

"next week, next month" are replaced with "the following week, the following month";

"in a few days" is replaced with "a few days later";

"yesterday" is replaced with "the day before";

"last week, last month" are replaced with "the week before, the month before";

"three days ago, a week ago" are replaced with "three days before, a week before";

"here" is replaced with "there".

Exception from the rule

If a general truth is expressed in the object subordinate clause, the present tense is normally used in the subordinate clause despite the fact that the past tense is used in the main clause.

The teacher said that water boils at 100 degrees Celsius.

The teacher said that water freezes at 32 degrees Fahrenheit.

Departure from the rules of the sequence of tenses

The above-mentioned changes in the subordinate clause (if the verb in the main clause is in the past tense) are required by the rules of the sequence of tenses, but the changes also depend on the context and do not take place in all cases. Compare:

He said, "I will visit her tomorrow."

He said that he would visit her the following day. (If "tomorrow" was in the past at the moment of speaking, it is replaced with "the following day".)

He said that he would visit her tomorrow. (If "tomorrow" was still in the future at the moment of speaking, it stays in the sentence as "tomorrow".)

He said that he went to the park yesterday. (If "yesterday" was still "yesterday" at the time of speaking, the simple past and "yesterday" remain unchanged.)

She said, "I like this town."

She told me that she liked that town. (The speaker is in some other town at the moment of speaking.)

She told me that she liked this town. (The speaker is in this town at the moment of speaking.)

In those cases where it is necessary to keep the expressions indicating specific time in the past in the subordinate clause (for example, yesterday, last year, a month ago, in 1995), the simple past usually remains unchanged in the subordinate clause. This is also true of the other object clauses, not only of those in reported speech.

I knew that she left for Tokyo two weeks ago.

I was sure that he came back last month.

He said, "I visited Paris in 1995." – He said that he visited Paris in 1995.

He said, "I was watching TV when the telephone rang." – He said that he was watching TV when the telephone rang.

In some cases, the simple past may remain unchanged in the subordinate clause if a completed action in the past is meant.

She said that Mike told / had told her about it.

He said that he bought / had bought a car at that car dealership.

He said that he built / had built a house for his son.

He said that he didn't find / hadn't found them.

In everyday speech, if the speaker feels that the action in the subordinate clause is still relevant to the present, the present tense may be used in the subordinate clause despite the fact that the past tense is used in the main clause.

Anna said that she feels tired. Let's go home.

He wrote in his letter that he is going to see Dr. Crosby tomorrow, so we will be able to find him at the clinic.

She repeated several times that she wants to talk to you tonight. Do you know what it is about?

Language learners should follow the rules of the sequence of tenses strictly, especially in formal speech and writing and in various oral and written tests of English.

Examples of indirect speech in different types of sentences

The examples below show how different types of sentences in direct speech are changed to indirect speech if the verb in the main clause is in the past tense.

Statements

She said, "I live here." – She said that she lived there.

She said, "I am writing a letter now." – She told me that she was writing a letter then.

She said, "I have already written three letters." – She said that she had already written three letters.

He said, "They will be disappointed when they learn that she has sold her house." – He said that they would be disappointed when they learned that she had sold her house.

He said, "She was fired last week." – He said that she had been fired the week before.

General questions

He asked, "Do you know this man?" – He asked me whether I knew that man.

She asked him, "Have you finished your work?" – She asked him if he had finished his work.

He asked her, "Did you go there alone?" – He asked her whether she had gone there alone.

He asked, "Did you go to Spain in 2005?" – He asked whether she went to Spain in 2005.

Special questions

He asked, "What's the matter?" – He asked what the matter was.

He asked me, "What are you doing?" – He asked me what I was doing.

He asked her, "How long have you been in Moscow?" – He asked her how long she had been in Moscow.

I asked, "When did you visit New York?" – I asked him when he visited New York.

Commands

She said, "Go to your room." – She told me to go to my room.

She said, "Buy some bread, please." – She asked me to buy some bread.

He ordered, "Stay where you are!" – He ordered them to stay where they were.

Suggestions

He said, "Let's go to the lake." – He suggested that we go to the lake. / He suggested going to the lake.

She said, "Why don't you watch a movie?" – She suggested that we watch a movie. / She suggested watching a movie.

Sentences with modal verbs

Modal verbs in the subordinate clause agree with the past verb in the main clause in the following way: "can" is changed to "could", "may" is changed to "might", "will" is changed to "would". "Must" is usually replaced with "had to" but may remain unchanged in some cases.

"Could, might, ought to, should, would" do not change.

She said, "I can't find your book." – She said that she couldn't find my book.

She said, "I must go to the bank." – She told me that she had to go to the bank.

She said, "He may refuse to do it." – She said that he might refuse to do it.

She said, "You should call him." – She said that I should call him.

PRACTICE

Indirect questions and statements

1. Underline the correct words.

1. Sally told/told me that she had lost the catalogue.
2. This is confidential, please don't say/tell anything about it.
3. This is confidential, please don't say/tell anyone about it
4. Chris said/said me he must leave early
5. I said/told them about the meal, and they said/told they would come.
6. 'You see,' told/said Steve, 'I always told/said you'd get a promotion.
7. 'You see,' told/said Steve, 'I always told/said you you'd get a promotion.'
8. 'Look,' I told to/said to her, 'why don't you tell/say me what you mean?'

2. Look at the actual words spoken. Underline the correct words in the reported version.

- (Helen's words) 'I won't do it until tomorrow.'
Helen said *I/she* wouldn't do it until the *previous/following* day.
- (Peter's words) 'It's very busy in here. I'll call you later.'
Peter said it was very busy *here/there*, and he'd call *me/him* later
- (The sales manager's words) 'We received your order last week.'
He said *they'd/we'd* received *our/their* order the week *after/before*.
- (Mel Bowen's words) 'I'm sorry about the delay, I'll deal with this now.'
She said *she/I* was sorry about the delay, and she'd deal with it *right then/later*

3. Rewrite each sentence in reported speech.

1 'Are you on holiday for the whole of August?' she asked me.

She asked me

2. 'What do the letters 'URL' mean?' I asked him.

I asked him.....

3. 'Have you prepared the figures?' my boss asked me.

My boss asked me

4. 'When is your birthday?' I asked Francesca

I asked Francesca.....

5. 'Did you remember to back up the file?' she asked him.

She asked him.....

6. 'Why have you turned off the air conditioning?' Ellen asked me.

Ellen asked me

7. 'Do you speak Italian?' they asked me at the interview.

They asked me at the interview.....

4. A customer came to a Mercedes showroom in a very old Fiat. There was an old lady in the back of the car. Look at some of the things the customer and the salesman said. Then rewrite the sentences in reported speech. (This is based on a true story.)

The customer said, 'I'm thinking about buying a new car'.

The customer said

The salesman said, 'The new S500 is very good value'.

The salesman said.....

The customer said, 'I bought a Mercedes in 1985 and I liked it a lot'.

The customer said.....

The salesman said, 'You can take it for a test drive'.

The salesman said

The customer said, 'I don't have any identification but the woman in the car is my grandmother'

The customer said

The salesman said, 'That will be fine'

The salesman said

Two hours later, *the salesman said, 'Your grandson is taking a long time'.*

The salesman said

The woman said, 'He isn't my grandson... He offered to drive me to the shops. I have never seen him before'

The woman said

5. A colleague of yours came back from a business trip, and you asked her the following questions. Rewrite the questions using reported speech.

1. Did you have a good trip? *I asked her if she had had a good trip.*
2. 'Have they signed the contract?'
3. 'Will you need to go back again?'
4. 'Was the hotel OK?'
5. 'Did you have any time off?'
6. 'Are you feeling tired?'
7. 'Did you have any problems?'
8. 'Do you feel confident about the project?'
9. 'Did they like the idea of a joint venture?'

6. Rewrite the following sentences. Use the introductory phrases and either a question word or if.

Does the bank have a branch in Geneva, I wonder? *I wonder if the bank has a branch in Geneva.*

When will the plane get in? Do you know?

Do you know when the plane will get in?

11. How are the negotiations going, I wonder?

I wonder

12. Is Peter coming to the meeting? Do you know?

Do you know

13. When is the talk going to start? Could you tell me?

Could you tell me

14. Should I take the job? I'm not sure.

I'm not sure.

15. Where is their head office? I don't know.

I don't know

16. Will they accept our offer, I wonder?

I wonder

17. Have they sent us an order form? Could you tell me?

Could you tell me

18. How did they get this information, I wonder?

I wonder

Business Meeting



1. A committee normally comprises between three and twenty members. It is headed by a chairperson who has the power to control the discussion. The use of a committee in business can be advocated whenever the normal chain of command is inappropriate. The committee is essentially a communication device. 2. The problem in a large organization is to ensure a two-way flow of instructions (downwards) and feedback (upwards). It is often possible for a management to delegate the responsibility for making decisions in noncritical areas to committees, though it is important to remember that the Board of Directors is also a committee and functions accordingly. Minutes are required to be kept of the decisions taken at the meetings which become a record of the business transacted and the decisions reached. 3. Under no circumstances can voting take place unless a quorum (a minimum number of members) is present, the quorum will be laid down in the committee's terms of reference. A motion (or resolution) is the term used to describe the point in the meeting when a decision is being considered. One of the members will normally make the proposition and will then need to find a seconder—someone who supports it. 4. Another form of meeting used in business is what is sometimes described as a «command meeting». In this case the manager calls his subordinates together and uses the occasion either to tell them what he wants from them or to listen and exchange ideas with them. It is a very effective way of ensuring that the team is kept fully informed. The meeting can coincide with a tea break and this gives the group an opportunity to socialize before getting down to the serious business. 5. From the workers' point of view perhaps the most important meetings are those conducted by their trade unions. As well as the local branch meetings there are regional and national executive committee meetings which are all conducted on a formal basis. Shop stewards committees operate at factory level and play an important role in communicating workers' grievances to management.

A meeting overview

Read the below introduction in a business meeting, where people who have come to The meeting is welcomed and then explained what will happen.

Chair:' Welcome to the latest meeting for the Samuel Project. I appreciate that you're all busy and thanks for attending. My name is David Mitchell and I will be the Chairfor today's meeting. Steve Crowther will be taking the minutes. You'll find a copy of the meeting agenda in front of you on the table. As you can see, there are 7 items which we are going to discuss today.

I updated the agenda this morning, so it should be fine. But if you have any other issues which you would like to talk about, please do it in the any other business part of the meeting at the end.

There are two absentees from today's meeting; Peter Jackson can't attend today due to a prior commitment. He sends his apologies. Also Sarah Campbell can't make it, she's on holiday. So, John Hopkins is standing in for Sarah today. Does anybody have any questions?'

Guess the word

The name of the person who runs/is in charge of a meeting, is

The record of what was said in a meeting, is called the.....

When something is the latest version, it is.....

A formal way to say that you have plans that can't be changed, is I have a

New subjects which you want to discuss are asked in the part of the meeting called

The document that shows what will be discussed in the meeting, is the called the.....

A formal way to say that you are at an event or meeting is, to be

When someone goes instead of another person to a meeting, they are

GRAMMAR SPOT

1 Look at the conditional sentences.

If I **have** time, I'll **do** some shopping.

If I **had** £5 million, I'd **buy** an island.

Which sentence expresses a possible situation?

Which sentence expresses an unlikely or unreal situation?

2 Complete each of these sentences to show the real situation.

If I **had** a lot of money, I'd **travel** around the world.

(But unfortunately, I *don't have a lot of money*.)

If I **had** a car, I'd never **catch** a bus again.

(But unfortunately, . . .)

If I **didn't have to work** today, I'd **go** to the beach.

(But unfortunately, . . .)

8.2 Time clauses

Conjunctions of time (*when, as soon as, before, until, after*) are not usually followed by *will*. We use a present tense even though the time reference is future.

I'll call you *when I get home*.

As soon as dinner is ready, I'll give you a call.

Can I have a word with you before I go?

Wait until I come back.

We can use the Present Perfect if it is important to show that the action in the time clause is finished.

When I've read the book, I'll lend it to you.

I'll go home after I've done the shopping.

8.3 Zero conditional

Zero conditional sentences refer to 'all time,' not just the present or future. They express a situation that is always true. *If* means *when* or *whenever*.

If you spend over £50 at that supermarket, you get a five per cent discount.

8.4 Second conditional

Form

if + Past Simple + *would*

Positive

If I won some money, I'd go around the world.

My father would kill me if he could see me now.

Negative

I'd give up my job if I didn't like it.

If I saw a ghost, I wouldn't talk to it.

8.5 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible; second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)

If there is a nuclear war, we'll all ... (Said by a pessimist.)

If there was a nuclear war, ... (But I don't think it will happen.)

would

Notice the use of *would* in the following sentences:

She'd look better with shorter hair. (= If she cut her hair, she'd look better.)

would to express preference

I'd love a cup of coffee.

Where would you like to sit?

I'd rather have coffee, please.

I'd rather not tell you, if that's all right.

What would you rather do, stay in or go out?

would to express a request

Would you open the door for me?

Would you mind lending me a hand?

Question

What would you do if you saw someone shoplifting?
If you needed help, who would you ask?

Note that *was* can change to *were* in the condition clause.

If I If he	were rich,	I he	wouldn't have to work.
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Use

- 1 We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.
If I were the president of my country, I'd increase taxes. (But it's not very likely that I will ever be the president.)
If my mother was still alive, she'd be very proud. (But she's dead.)
If Ted needed money, I'd lend it to him. (But he doesn't need it.)
- 2 Other modal verbs are possible in the result clause.
I could buy some new clothes if I had some money.
If I saved a little every week, I might be able to save up for a car.
If you wanted that job, you'd have to apply very soon.
- 3 *If I were you, I'd ...* is used to give advice.
If I were you, I'd apologize to her.
I'd take it easy for a while if I were you.

PRACTICE

Another busy day

- 1 Put *if*, *as soon as*, or *before* into each box. Put the verbs in the correct form.

David Bye, darling! Good luck with the interview!

Sue Thanks. I'll need it. I hope the trains are running on time. *if* I *'m* (be) late for the interview, I (be) furious with myself!

David Just stay calm! Call me when you can.

Sue I will. I (call) you on my mobile I (get) out of the interview.

David When you (know) you've got the job?

Sue They (tell) me in the next few days. they (offer) me the job, I (accept) it. You know that, don't you?

David Of course. But we'll worry about that later.

Sue OK. Are you going to work now?

David Well, I (take) the children to school I (go) to work.

Sue Don't forget to pick them up you (finish).

David Don't worry, I won't forget. You'd better get going. you (not hurry), you (miss) the train.

2 With your partner, ask and answer questions using the prompts.

- How/Sue feel if/late for the interview?
- When/call David?
- When/know if she's got the job?
- What/she/do if they offer her the job?
- What/David do before/go to work?
- When/David pick up the children?

How will Sue feel if she's late for the interview?

She'll be furious with herself.

THE GLOBAL VILLAGE

Second conditional

1 Read about the global village. Complete the sentences below with the verbs in the box.

would live ~~would be~~ would be would control
wouldn't have would die wouldn't know

If the world were a village of 100 people ...

- 1 there would be 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 North Americans, and 1 from the South Pacific.
- 2 51 would be male and 49 _____ female.
- 3 80 _____ in poor housing.
- 4 50 wouldn't have enough food.
- 5 24 _____ any electricity. (And most of the other 76 would only use it at night.)
- 6 17 _____ how to read.

- 7 7 would have access to the Internet.
- 8 5 _____ 32% of the village's money.
- 9 only 1 would have a college education.
- 10 1 person _____ every year, but 2 babies would be born.

2 Ask and answer questions about the global village with a partner.

- How many people ... be women?
- How many people ... live in poor housing?
- ... everybody have enough food?
- ... most people have electricity?
- How many people ... be very rich?
- ... most people have access to the Internet?

PRACTICE

Discussing grammar

1 Work with a partner. How many sentences can you make from the chart?

If I	were had found knew didn't know didn't live	a politician, the answer, you, the time, a £50 note, in a big city,	I'd I wouldn't	tell you. travel the world. keep it. always tell the truth. accept the job. be bored. help you. ask the teacher.
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2 Put the verbs in the correct form.

- 1 If I _____ (be) rich, I _____ (travel) round the world.
First I _____ (go) to Canada, then I _____ (go) to New York.
- 2 If he _____ (work) harder, he _____ (have) more money.

- 3 I _____ (go) to work if I _____ (feel) better, but I feel terrible.
- 4 If I _____ (can) speak perfect English, I _____ (not be) in this classroom.
- 5 What _____ you _____ (do) if a stranger _____ (give) you £1 million?
- 6 What _____ you _____ (say) if I _____ (ask) you to marry me?

If I were you ...

- 3** We can give advice using *If I were you, I'd ...*

Work with a partner. Give these people advice.

- 1 I found a wallet in the street.

If I were you, I'd take it to the nearest police station.

- 2 I don't like my sister's boyfriend.
 - 3 I've had a row with my mother.
 - 4 I never have enough money.
- 5 My neighbours make a lot of noise.
 - 6 I really need to do more exercise.

First conditional

- 1 We use conditional sentences when discussing the terms of an agreement, making hypothetical proposals, bargaining and making concessions.

*If you order now we **will** give you a discount.*

*We **will** reduce the price by 10% **if** you give us a firm order in advance.*

*If we give you 90 days' credit instead of 60, **will** you give us the interest you would have paid?*

The use of *if + will + base form of the verb* suggests that the acceptance of the condition is the basis for a deal.

- 2 We use *unless* in conditional sentences to mean *if not*.

*We **won't** be able to start construction **unless** you train our personnel.*

- 3 *As long as* and *provided that* are also used to state conditions.

*We **will** sign the contract **as long as** you guarantee prices for the next eighteen months.*

*We can reach agreement on a joint venture **provided that** our firm has a representative on your board.*

Second conditional

If the proposal is more tentative and possibly less feasible we use past verb

forms.

*If we **said** we were prepared to deliver in March **would** you make a firm order?*

*If you **agreed** to create more jobs we **might** think about a productivity deal.*

*If the Government **found** some extra money, **would** you be prepared to create a subsidiary in our country?*

LANGUAGE FOCUS

Hypothesizing – past and present

- 1 All of these sentences are hypothetical. That is, they imagine changing certain facts. What are the facts?
- a *I wish I **knew** the answer. I **don't** know the answer.*
 - b *If only I **could** come.*
 - c *If only I'd **told** the truth.*
 - d *If I **didn't** get so nervous, I'd **get** better results.*
 - e *If you'd **helped** us, we'd **have finished** by now.*
 - f *I **should have listened** to your advice.*
 - g *I wish I **spoke** French well.*
 - h *I wish you **would speak** to him.*
- 2 Which of the sentences are about present time? Which are about past time?
- 3 Look at sentences c, d, and e. What are the full forms of the contractions *I'd*, *you'd*, and *we'd*?
- 4 Other expressions are also used to hypothesize. Complete the sentences with the facts.
- It's time you **knew** the truth. The fact is that you ...
I'd rather you **didn't smoke**. The fact is that you ...
I'd rather they **hadn't come**. The fact is that they ...
Supposing you'd **fallen** and **hurt** yourself? Fortunately you ...

PRACTICE

- 1 Express a wish or regret about these facts. Use the words in brackets.
- 1 I don't speak English fluently. (*wish*)
 - 2 You speak very fast. I don't understand. (*If*)
 - 3 I'm an only child. (*wish*)
 - 4 We don't have enough money for a holiday. (*If only*)
 - 5 I get up at six o'clock every morning. I have to go to work. (*wouldn't/if*)
 - 6 I didn't learn to ski until I was forty. I'm not very good. (*If*)
 - 7 My thirteen-year-old sister wants to be older. (*She wishes*)
 - 8 My best friend always borrows my things without asking. (*I'd rather*)
 - 9 I don't know anything about computers. I can't help you. (*If*)
 - 10 We want to have a break. (*It's time*)

Talking about you

- 6 What do you wish was different about your life? Make a wish list about some of these things and discuss it with other students.

My wish list

- home • social life • money
- family • work • relationships
- friends • holidays

If only
I wish

I	was/were ...
you	wasn't/weren't ...
he	did/didn't ...
she	had/hadn't ...
we	could ...
they	would/wouldn't ...

SPOKEN ENGLISH Expressions with *if*

There are many fixed expressions with *if* often found in spoken English. Match a line in A with one in B.

A	B
1 Would it be OK if	if you've got a minute?
2 If all goes well,	I'd never forgive myself.
3 If you knew what I know,	If anything, he's a bit shy.
4 Could I have a word with you	I left a bit early today?
5 If anything went wrong,	we can always postpone it.
6 Win? What do you mean? If you ask me,	you'd never go out with him again.
7 It was a Thursday, not a Tuesday,	if any at all.
8 Well, if the worst comes to the worst,	they don't stand a chance.
9 You haven't made much progress,	we should be finished by Friday.
10 I don't think he's cold or arrogant.	if I remember rightly.

Conditionals

Complete the sentences with the correct form of the verbs in brackets.

- 1 If you offer us a 15 percent discount (we / give) you an order for 50,000 bottles.
- 2 What discount (you / offer) us if we decided to spend € 1 million a year with you?
- 3 If (we / improve) the payment terms, would you consider buying from us?
- 4 If we meet again next week, (you / change) your position?
- 5 We could negotiate a better price if (you / shorten) the delivery time.
- 6 (you be able) to deliver next week if we ordered 100,000 units today?
- 7 If you (not offer) such good terms, we wouldn't do business with you.

CONDITIONALS

o Conditional

I. Match the parts of the sentences to make one and correct.

1.	If you heat water,	a.	it produces greenhouse gases
2.	If people don't eat or drink ,	b.	the sea level rises
3.	If I am late,	c.	they become extinct
4.	If you have a toothache,	d.	the greenhouse effect gets worse.
5.	When factories use fossil fuels,	e.	it boils .
6.	When you burn oil,	f.	you save up energy
7.	When people cut down trees,	g.	my father takes me to school.
8.	When icebergs melt ,	h.	it is deforestation
9.	If you use air conditioning wisely,	i.	you visit the dentist
10.	If people don't protect animals,	j.	eventually they die .

0 & 1 Conditional

II. Decide which conditional it is, 0 or 1? Try to put the verbs in the correct form.

If you(drop) an apple, it(fall).
I(get) tired if I(work) too much.
Water(boil) if you(heat) it to 100 C
I(phone) my friend if I(have) time today.
If you(freeze) water, it(turn) into ice.
If it(rain) today, I(stay) at home.
If I(see) you tomorrow, I(buy) you a drink.
We.....(go) to the beach if it.....(be) warm tomorrow



2 conditional

III. Match the parts of the sentences to make one and correct.

- | | |
|---------------------------------------|--|
| 1. If I won the lottery, | a. if it didn't rain . |
| 2. If I were in Brazil, | b. I wouldn't do that. |
| 3. They wouldn't work any more | c. I would travel around the world. |
| 4. We could go out | d. if you were me? |
| 5. What would you do | e. if they won the lottery. |
| 6. If I were you | f. I would go to Rio de Janeiro. |

IV. Fill in the sentences with the correct form of the given verb.

Type 0 Conditional

feels he or she always _____ If the sun(rise) high,
 rises If the sun * (rise) _____ it(become) very hot.
 becomes it * (become) very _____ Plants(die), die
 Plants * (die), _____ if it(do) not rain.
 People(get) fat, get People * (get) fat _____ if they
(eat) junk food.
 eat if they * (eat) junk _____ If a person(practise)
 sports, practises If a person * (practise) _____ he or she always (feel)
 good.

Type 1 Conditional

If you(cook) the supper, I.....(wash) the dishes.
 She(pass) the test if she(study) hard.
 If it (be) sunny, we (go) to the park.
 Paula(be) sad if Juan (leave.)

Type 2 Conditional

If I(have) a million dollars, I(buy) a big house.
 If dogs(have) wings, they(be) able to fly.
 If I(be) you, I(drive) more carefully in the rain.
 Paula(be) sad if Jan(leave).

V. Which conditional – 0,1,2 ? Decide.

Fill in the sentences with the correct form of the given verb.

-(boil) water, it(turn) to steam.
 If I (be) an astronaut, I(take) the photos of Turkey from space.
 If you (put) a stone in the water, it(go) down.
 If you(put) oil into water it(float)
 If there(be) no water on earth, we(not, exist).
 If you(be) a bird, whereyou(fly) to?
 Anna(pass) the test if she(study) hard enough.
 If you(heat) ice it(melt)
 I(not, do) that if I(be) you.
 If he(get) any worse I..... (take) him to the doctor's.
 If the snow(get) any worse we..... (have) stop walking.
 If ice (melt), it(turn) to water



Does bribery mean the same thing in every country? Why/Why not?

Read the text

UK government backtracks over bribery

Bribery by UK companies operating abroad is being reduced by 'education rather than prosecution' after the government said it would not strictly enforce laws introduced just two years ago. The World Bank has estimated the annual global cost of corruption at more than \$1500bn (£789bn), although experts say it is hard to quantify. But Jack Straw, the Foreign Secretary, told diplomats last year, in internal advice which has only now come to light, that business should be 'sensitised' to its responsibilities. He said the government would 'prefer to change behaviour by education rather than prosecution'.

Laws making it easier for British companies to be prosecuted in the UK for overseas corruption came into force two years ago, after the government came under pressure from the US, which has long had a ban on corporate corruption in the developing world. Only a month before the new UK laws came into effect, Foreign Office staff were instructed to tell executives that 'bribery is bad for business. The payment of bribes is unacceptable.'

But there has yet to be a single prosecution under UK laws. Only four allegations have been referred to the National Criminal Intelligence Service, and only one is under active investigation. The government's position appears in tune with companies' claims that they need flexibility to operate in countries where small bribes are commonplace. The CBI, the employers' body, said last night it was 'important to have a sensitive approach, because business has to deal with the world as it is, not as it would like it to be.'

Some executives complain that First World standards do not suit the realities of doing business in developing countries. They argue that strict enforcement will deter investment. Susan Hawley, a consultant to The Corner House, a think-tank, said: 'It's shocking that the government does not favour prosecutions – the laws are not really going to be taken seriously by the business community until there are some high-profile cases.'

The Foreign Office has encouraged staff to report serious allegations, but in effect advised them to turn a blind eye to payments of small backhanders to speed up services such as customs clearance. 'Whilst small payments ... are strictly illegal, we do not envisage circumstances in which there would be a prosecution,' the memo sent by Mr Straw last year states. The Foreign Office said its policy of educating British companies about corruption reflected the fact that it took the issue seriously. 'It is absurd to suggest that we do not treat our work on enforcement ... with the utmost importance,' an official said.

Reading Comprehension

Task 1. Look through the article. In which order does this information appear?

- a) The UK introduced laws against corruption under the influence of the US.
- b) The UK Foreign Office will not prosecute in cases of corruption involving small payments.
- c) The cost of corruption to business worldwide is nearly £800 billion per year.
- d) Some say that you can't apply the laws of advanced industrial countries to developing countries, but others disagree.
- e) No one has been prosecuted under UK anti-corruption laws yet.

Task 2. Correct the statements about expressions from the article. (Not all the words in italics below can be found in English.)

- a) *Persecutionis* when the authorities accuse someone of a crime at a trial.
- b) If the authorities *inforce* laws, they organize trials for people who break them.
- c) If you *esteem* an amount, you calculate it.
- d) If you *sensibilise* someone to their responsibilities, you make them more aware of what they are and how important they are.
- e) The noun related to 'corrupt' is *corromption*.
- f) When you tell someone about what they should do, you give them *advise*.
- g) The way that people behave is their *behavement*.

Task 3. Choose the best alternative to complete the statements about the expressions in italics.

- 1. If a law or regulation *comes into force or comes into effect*, it
 - h) is obeyed by everyone.
 - ii) becomes valid.
 - iii) becomes out of date.
- 2. If you *come under pressure* from someone, they try to
 - i) influence you.
 - ii) talk to you.
 - iii) communicate with you.
- 3. An *allegation* is an
 - i) instruction.
 - ii) communication.
 - iii) accusation.
- 4. If an activity is *under investigation* by the authorities, it is being
 - i) examined.
 - ii) ignored.
 - iii) encouraged.
- 5. If someone's thinking is *in tune with* someone else's, they generally
 - i) disagree with each other.
 - ii) agree with each other.
 - iii) don't care about each other.

Task 4. Match the verbs 1 – 5 to the ideas a) – e) that they go with in the article.

- 1. deter a) services
- 2. favour b) prosecutions
- 3. report c) circumstances
- 4. speed up d) allegations
- 5. envisage e) investment

Task 5. Now match the verbs 1 – 5 in Task 4 to their meanings.

- a) tell the authorities about something
- b) make something less attractive
- c) make something happen more quickly and easily
- d) imagine or foresee something
- e) want or prefer something

Task 6. Over to you. What is the key message of the article?

Task 7. Render the article.

What measures can be taken against bribery?

Siemens Managers Admit Bribing Russian Officials

Representatives of German electronics and engineering group Siemens arrested in a bribe scandal have confessed to bribing Russian telecoms companies and authorities to win lucrative contracts, Vedomosti reported Monday, citing German newspaper Süddeutsche Zeitung.

One of the two former executives questioned by prosecutors last week said he was personally involved in paying Russians for services disguised as consulting fees. The sums were bribes meant to ease winning orders, Vedomosti said.

The other suspect, who was for many years in charge of sales in the CIS, also gave “exhaustive evidence” to prosecutors, the newspaper said.

According to the suspects, Siemens spent close to 10 million euros (\$13.4 million) per year on bribes and kickbacks in the CIS, adding that most of the money went to greasing the palms of officials and even members of the intelligence services.

Siemens’ Munich office confirmed that two current and former managers of the company had been arrested as part of the ongoing investigation, Vedomosti reported.

Employees at Siemens office in Moscow declined to comment Monday.

The German investigation started in November last year, when prosecutors raided the offices and homes of a number of Siemens employees amid suspicions of creating slush funds used in bribing to obtain contracts abroad. Siemens reported revenues of more than 1.6 billion euros (\$2.1 billion) in Russia last year.

Reading Comprehension

Task 1. Read the articles and answer the following questions.

1. Who was arrested in a bribe scandal?
2. What have they confessed?
3. How were bribes disguised?
4. How much money did the company spend on bribes in the CIS?
5. Who was the money usually paid to?
6. Where did the investigation start?

Task 2. Find the expressions in the article that mean:

- a) to admit that you have done something wrong
- b) money or gift illegally given to someone to persuade them to do something for you
- c) to change something so that people cannot recognize it
- d) an amount of money paid to a professional for the work done
- e) to make a process go on smoothly
- f) money paid secretly and dishonestly in return for someone's help
- g) to give someone money in a secret or dishonest way in order to persuade them to do something
- h) a special fund kept for dishonest purposes

Task 3. Match 1-8 to a)-h) to form partnerships from the article.

1. bribe a) executives
2. lucrative b) evidence
3. former c) manager
4. consulting d) investigation
5. exhaustive e) fund
6. current f) scandal
7. ongoing g) fees
- 8) slush h) contracts

Task 4. Match each verb 1-6 to the expressions a) – f) from the article.

1. to confess a) winning orders
2. to win b) close to \$13.4 million per year on bribes and kickbacks in the CIS
3. to ease c) to bribing Russian telecoms companies and authorities
4. to spend d) the offices and homes of Siemens employees
5. to raid e) lucrative contracts

Hotel service



N38 HOTEL SERVICE

Nowadays people travel on business and as tourists more than in the past.

No businessman can avoid being a paying guest every now and then.

In big cities there are a lot of good hotels.

Accommodations as well as rates vary from hotel to hotel.

There are deluxe hotels, the most luxurious and the most expensive, resort hotels used for entertainment or recreation.

Still, if you don't want to get disappointed, it is advisable to book accommodation beforehand by fax or telephone, especially if you are visiting the town during the summer months.

If you do not book accommodation beforehand, you may have to leave the hotel because it is fully booked up.

That would be an unpleasant experience, especially if you arrived late at night.

Rooms in most hotels have all modern conveniences: central heating, air conditioning, bathroom, hairdryer, trouser press, telephone, and satellite TV and others.

Service is usually quite satisfactory.

You can take a single room, a double room or a suite, charges varying accordingly.

If you can't stand the noise of the street, do not take an outside room, ask for an inside one.

Service is supposed to begin at the door.

When your taxi stops at the entrance to the hotel the doorman and the bellboy help you with the luggage.

The doorman is very important during the reception procedure.

He is stationed at the entrance to the hotel and assists the guests in and out of taxis and cars, calls for cabs.

In the lobby of a hotel there is a registration or front desk where the guests check in and out, pick up and deposit keys and so on.

The guest is given a registration card to fill out the name and permanent address.

The desk clerk or receptionist enters the guest's room number, the room rate, and the arrival and departure dates into the computer.

Then he asks the guest to sign his or her name.

When the guests are through with the formalities, the bellboy takes them and their luggage up in the lift and shows them to their room.

He shows them where the light switches are and explains the use of the room appliances, such as the television set, cooking facilities, if any, and the air conditioning.

He can also run errands for you.

Now that you have been settled in a hotel room and have been given the key of it, you become a regular hotel guest.

At the hotel you can get various services.

If you want to have your suit pressed or dry cleaned, your shirt ironed, or your laundry done, you should ring for the maid and she will see to it that everything is done.

You can also have your meals served in your room.

In the lobby of a hotel there are a lot of offices: a booking office, post and telegraph offices, an information desk supervised by the concierge.

At the information desk you can enquire about the departures and arrivals of trains and flights, about telephone numbers and addresses of offices and private individuals and about a lot of other things.

Concierges are always ready to help the guests and provide them with all kinds of useful information.

Besides, there is a newsstand, a bookstall, a kiosk selling picture postcards and souvenirs.

Cosmetics and liquor are sold too, but with a sales tax.

At the airport you can buy them tax-free.

At the booking office they can book for you seats at the theatre or on the plane, or hotel accommodation in another town.

In the same building there are also restaurants, bars, cafeterias, beauty parlours, saunas, steam rooms and massage rooms, along with fully equipped supervised gyms and swimming pools.

EX: Translate the middle part of the text

Ex 2: Make 5 questions to this text and let your partner answer them.

Watch the video ([at the hotel](#))

MAKING A RESERVATION

- Janet Cooper wants to go on holiday with her family. She faxes the Sea View B&B to see if they have the accommodation she wants. Look at the advert for the Sea View B&B and fill in the details at the top of the fax.
- Put the words in order, and write them into the message part of Janet's fax.

FAX TRANSMISSION

To: _____ Page 1 of 1
 From: Janet Cooper Date: _____
 Subject: _____ To fax no: _____
 From fax no: 01259 67821

SEA VIEW B&B
 www.seaviewb&b.com



*Get away from the city.
 Escape to the peace and quiet
 of Cornwall!*

For reservations and enquiries contact
 Anne Westcombe:
 Phone/Fax: 01326 230579
 email: reservations@seaviewb&b.com

- | | |
|--|--|
| | a two / rooms / bed and breakfast / I / to / would like / reserve / at / your |
| | b 27 August / We / on / are / arriving |
| | c six / hope / stay / to / We / for / nights / departing / 2 September / on |
| | d and / husband / would like / room / I / My / double / with / en-suite bathroom / an / preferably / a |
| | e also / reserve / two / to / I / a / room / for / would / like / teenage / our / daughters |
| | f should / non-smoking / rooms / be / Both |
| | g sea / the / possible / Would / have / it / rooms / to / facing / be / ? |
| | h available / for / you / Do / have / dates / these / rooms / ? |
| | i also / me / you / Could / tell / room / each / price / the / of / ? |
| | j from / I / forward / look / you / to / hearing |

- Write a reply letter or fax to Janet. Include the following information:

- thank her for her enquiry
- say you are pleased to confirm her reservation for the rooms she wants and for the dates she wants
- tell her that all the rooms come with en-suite bathroom and a sea view
- each room is £50 per night
- end the letter saying that you look forward to welcoming her and her family to the B&B
- finish with *Yours sincerely, Anne Westcombe*

AT THE HOTEL

Mr Stanley, a British businessman, met Borisov at the airport and took him to the Hilton Hotel in the centre of London.

On the way to the hotel some things impressed Borisov: a lot of bright advertisements, red London buses (double-deckers)⁵, left-hand traffic and terraced houses⁶. It took the two businessmen an hour to get to the Hilton Hotel.

It's a comfortable 5-star hotel with all modern facilities. There are two restaurants, a bar and a coffee shop downstairs. There is an indoor swimming pool and a fitness centre. The hotel also has a business centre with Internet and e-mail service and some conference rooms. In the business centre the guests can have cocktail receptions, business meetings, lunches and dinners.

In the hotel there are 350 rooms. Each room has a refrigerator and a mini-bar, a satellite TV, an IDD (International Direct Dial) telephone⁷, an electronic safe and a bathroom.

(At the reception)

Mr Stanley: Good afternoon. I'm from Bond&Co. We have reserved accommodation for Mr Borisov at your hotel.

Receptionist: Wait a minute, please. I'll check it. Yes, that's right. A single room with a bath from today. The room is on the third floor, No. 301.

Borisov: I hope the room is not noisy.

Receptionist: It's very quiet. It doesn't face the street. Now, sir, will you fill in the form, please?

(Borisov fills in the form)

Receptionist: Thank you. Here is the key to your room. I'll call the porter and he'll take your luggage up to your room in the lift. I hope, you'll enjoy your stay at our hotel, Mr Borisov.

Ex. 13. What do you remember about:

The facilities the Hilton Hotel offers to the guests.

The room the British company reserved for Mr Borisov.

Listening: [hotel service](#)

THE HOTEL STEFANI

Paul came out of the hotel and got into the car.

"No, this hotel hasn't got any rooms."

"Oh," said Patricia, "this is the eighteenth, isn't it? Let's go to a cafe and have a cup of coffee. We can phone some other hotels from there."

"That's a good idea," Paul said. "Let's have some coffee and then I'll start telephoning."

Patricia and Paul came to St. [saint] Moritz, a popular holiday place, for a short rest. It was August, the hotels were full and it was impossible to find any accommodation.

... Paul stopped the car near a nice building and they came into the cafe. There were a lot of people there. A pleasant-looking man with grey hair came up to them and showed Paul and Patricia to the table. They drank coffee and then Paul began to telephone. He telephoned five hotels but the answer was: "No, we haven't got any rooms tonight."

It was the ninth hotel when Paul heard:

"You'd like to have a double room, wouldn't you?"

"Yes. Is there any hope?"

"We've got a room. The people who reserved it haven't arrived yet. And it's half past eleven. I think you can have the room."

"Oh, thanks! I've telephoned so many hotels. You are the Hotel Stefani, aren't you?"

"That's right. The Hotel Stefani."

"Where is your hotel?"

"In the centre of St. Moritz. Where are you speaking from?"

"I really don't know. But I'll ask the way. And what's your name, please?" — "My name is Markie."

Paul came back to the table and called the waiter.

"Do you know where the Hotel Stefani is? It's in the centre, isn't it?"

"Yes, it is. And you are in the cafe of the Hotel Stefani."

"What did you say?"

"I say this is the Hotel Stefani."

"Is it really? I'd like to speak to Mr Markie. Where is he?"

"One moment, sir. Oh, yes, he is over there."

Paul looked and saw the pleasant-looking man with grey hair not far from their table.

(After J. M. Ward)

b) Speak about:

1. the problem Paul and Patricia had when they wanted to get accommodation at a hotel;
2. how they found a room.

WRITTEN PRACTICE

Ex. 32. Change the sentences into reported speech.

1. Mr Blake: "The Hilton Hotel is in the centre of London."
2. Mr Voronin: "How long will it take us to get to the hotel, Mr Blake?"
3. The Immigration officer: "What's the purpose of your visit?"
4. The secretary: "I have made a reservation for Mr Orlov at the Marriott Hotel."
5. Pete: "Can I pick you up at the office at 5.30, Mary?"
6. The manager: "We will discuss the terms of the contract next week."
7. Frank: "I spent my winter holiday in the Alps last year."
8. Mr Bell: "Does our price suit you, Mr Lavrov?"
9. Mr Brown: "We launched this model in Asia half a year ago."
10. Linda: "Did you go to the swimming pool at the weekend, Mary?"

Renting a car (Car rentals)



Which of these things is the most dangerous when you're driving a car?

- making a call on your mobile
- listening to your favourite music
- listening to music you don't know
- opening a packet of crisps or a can of drink
- picking up a specific CD from the passenger seat
- talking to other passengers

A car magazine tested car drivers in a driving simulator. The drivers had to 'drive' in the simulator and at the same time do the things in the list above. The results of the tests were surprising (and worrying).

- d Look at the statements below and decide whether you agree or disagree. Tick (✓) the ones you agree with and put a cross (✗) next to the ones you disagree with. Think about your reasons.

Drivers should not use any kind of phone when they are driving.

The minimum age for riding a motorbike should be 25.

People who drink and drive should lose their licence for life.

The speed limit on motorways should be 100 kilometres an hour.

Cyclists are just as dangerous as car drivers.

Speed cameras do not stop accidents.

People over 70 are more dangerous drivers than young people.

- e In groups, give your opinions on each sentence. Do you agree?

RENTING A CAR

Travelers cannot always get to the place they want by catching a plane or taking a taxi.

They need their own means of transport.

Robert Swans wants to rent a car for a four day trip to New York and so he calls a car rentals firm.

DIALOGUE

George: Welcome to "Star" Rent a Car.

My name is George.

How can I help you?

Robert: Morning, George.

I'd like to rent a car for a four day trip to New York.

George: You have come to the right place.

We have a very wide range of cars.

What kind of car would you like?

Robert: I'm not too sure.
What's available?

George: Well, we have standard four doors, four by fours, mini vans, SUVs and convertibles.

Robert: Ok, George, I'll be fine with a standard four door.

What options do you have with those?

George: All "Star" vehicles include automatic transmission and air conditioning.

Our standard model is Ford Taurus that comes fully loaded (equipped) with power steering, ABS, and FM radio.

But I guess you will also want GPS.
It's a long way to New York.

Robert: No, I think I'll do fine with a map, thanks.

George: Ok, and who will be driving?

Robert: I will.

George: May I have your name, sir.

Robert: Certainly.
It's Robert Swans.
Here is my international driver's permit and my driver's license.

George: Ok.
Let me just write that down.
Our standard mileage allowance is 500 miles per day, so, you won't need to worry about extra charges for a trip to New York.
What about automobile collision insurance?
It can get icy on those roads.

Robert: That's not a bad idea, but my credit card gives me collision insurance.

George: All right.
Just sign here and here are the keys of your car.

Ex: Act out the dialogue

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Ex: Act out the dialogue

A tourist in London decides to skip his tour group and .

wanders around, seeing the sights, occasionally stopping at a quaint British pub to soak up the local culture, chat with the locals, and have a few pints of stout.

After a while, he finds himself in a very nice neighborhood with big, stately residences... no pubs, no stores, no restaurants, and worst of all NO PUBLIC RESTROOMS.

He really, really has to go, after all those drinks.

He finds a narrow side street, with high walls surrounding the adjacent buildings and decides to use the wall to solve his problem.

As he is unzipping, he is tapped on the shoulder by a London police officer, who says, "I say, sir, you simply cannot do that here, you know."

"I'm very sorry, officer," replies the tourist,

"but I really, really have to go, and I just can't find a public restroom."

"Ah, yes," said the policeman.

"Just follow me".

He leads the tourist down a back delivery alley to a gate, which he opens.

"In there," points the policeman.

"Go ahead sir, anywhere you like."

The fellow enters and finds himself in the most beautiful garden he has ever seen.

Manicured grass lawns, statuary, fountains, sculptured hedges, and huge beds of gorgeous flowers, all in perfect bloom.

Since he has the policeman's blessing, he relieves himself and feels much more comfortable.

As he goes back through the gate, he says to the police officer,

"That was really decent of you... is that what you call English hospitality?"

"No sir," replied the police officer, "that is what we call the French Embassy."

Ex: In 2-3 sentences say what it is about.

Find in the text the information about what happened with the tourist, read it and translate.

How to play

- 1 Decide how many players per board (6 maximum)
- 2 Place counters on **WHAT DO YOU SAY?**. The first player to throw a six begins.
- 3 Take turns to throw the dice. When you land on a square, answer the relevant question.
- 4 If the other players do not accept what is said, the player must go back to the square he or she has just come from.
- 5 The winner is the player who reaches **FINISH!** first.

<h1>What do you say?</h1>	<p>1 You have forgotten the name of the person you are talking to. Find out their name politely.</p>	<p>2 You are late for a meeting.</p>
<p>6 You are in an important business negotiation. The other person asks you if he/she can smoke.</p>	<p>7 The waiter in a restaurant has just given you the bill. You are sure it is much too high.</p>	<p>8 You are having dinner with a foreign colleague in their country. The food is unfamiliar to you and you do not know what to choose.</p>
<p>12 An important client invites you to the theatre. You cannot attend because you have already accepted another invitation.</p>	<p>13 At a conference you meet someone you think you've met before.</p>	<p>14 You have just spilled red wine on a client's dress.</p>
<p>18 Spell your name.</p>	<p>19 Give your telephone number.</p>	<p>20 In which country is chewing gum forbidden by law? a) Iran b) Iraq c) Indonesia d) Singapore</p>

<p>24 Give directions from your office to the closest station or airport.</p>	<p>25 In which country is it illegal to drink anything alcoholic and drive? a) Sweden b) France c) the UK d) the US</p>	<p>26 Recommend a restaurant to a client.</p>
<p>30 In which country is it common to go out to eat after 10 p.m.? a) the UK b) Sweden c) Japan d) Spain</p>	<p>31 You arrive for an appointment with your bank manager. Introduce yourself to the person at the reception desk.</p>	<p>32 You are visiting a company and you want to use their telephone.</p>
<p>3 You are at a party. You want to get away from someone who will not stop talking.</p>	<p>4 You are offered some food that you hate.</p>	<p>5 You should not point the sole of your foot towards your hosts. Which area does this refer to? a) Arab world b) West Indies c) Scandinavia d) Australia</p>
<p>9 You are at a cocktail party and the host / hostess has just handed you a glass of champagne. You do not drink alcohol.</p>	<p>10 In which country would it be a grave insult to touch someone on the head? a) Thailand b) Japan c) Pakistan d) Iraq</p>	<p>11 You have been invited to your colleague's house for dinner. He/She telephones you to ask if there is anything you don't eat.</p>
<p>15 In which country is it quite likely that you will be asked to sing a song? a) Italy b) Austria c) Japan d) Germany</p>	<p>16 A visitor wants to buy some local souvenirs.</p>	<p>17 A visitor wants advice on how to spend an evening in your town.</p>
<p>21 Talk about today's weather.</p>	<p>22 You are on the phone. Describe yourself to someone you are going to meet at the airport, so they can recognise you.</p>	<p>23 You are at an international conference. Complain about your hotel room.</p>
<p>27 You are on a plane. Introduce yourself to the person sitting next to you.</p>	<p>28 Introduce your boss to a person visiting your organisation.</p>	<p>29 You are having a small dinner party. Introduce two of your friends to each other.</p>
<p>33 You see an attractive person at an international conference. Start up a conversation.</p>	<p>34 You meet a business contact at a railway station. Offer to carry some of his luggage for him.</p>	<p>Finish!</p>

Excursion



Minsk was founded in 1067. Its name comes from the word “mena”—in old times it was a market place where people exchanged things. Minsk has always been an important trading center. In the very early days the Svisloch River was full-flowing and served as one of the main transport routes by which Minsk maintained trade and economic ties with other cities. Minsk was not a large and important town till the end of the 18th century when it began to expand. In 1919 it became the capital of Soviet Belorussia and turned into an industrial and cultural center of the republic.

Here we are in Minsk at last. Let’s get off of the bus and walk for a while. Let’s go along the street. Stop. The traffic lights show red. It’s green, so let’s cross the street. Now we turn left (right), go past the park and we’ve come to the centre of the city. Pobeda Square. Pobeda Square is the most beautiful square in the Belarusian capital. There is an obelisk in the centre of the square. The Eternal flame burns in honour of the people who died in the defence of the land against the fascists. Troitskoye Suburb. Troitskoye Suburb appeared in the 15th century. A famous Belorussian poet M. Bahdanovich was born there. It is one of the best places for visitors from different countries. The Holy Spirit Cathedral. Every visitor should see The Holy Spirit Cathedral. It was built in the 17th century. It is one of the main churches in the Republic. There you can see St Mary icon. At the time of Tatar yoke it was thrown into the Dnieper and found in 1500 in the Svisloch. Opera and Ballet Theatre. In the 19th century there was a Trinity Church, and in front of it there was a market place. The Theatre was built before the Great Patriotic War. Last year it was reconstructed and now famous ballet dancers and opera singers appear on its stage. The National Library. The National Library is a modern building. It has the biggest collection of books. It is one of the most attractive buildings in Minsk and in Europe. The President of Belarus invites guests here.

Tasks to text

1. Read the sentences and say if they are true or false. If the sentence is false, correct it.

Minsk was founded in 1067.

Minsk has never been an important trading centre.

The word “mena” means “to change”.

Minsk began to expand in the 19th century.

It became the capital of the Republic of Belarus in 1919.

2. What sights would you like to see in Minsk? Why?

I will give you a city map; ask the way to different places of interest. (Pobeda Square, Troitskoye Suburb, Opera and Ballet Theatre, The Holy Spirit Cathedral, The National Library).

WORKING ON THE TEXT

Read the text and the dialogue.

WALKING ABOUT LONDON

What is London?

We can say that it is one of the largest cities and ports in the world, that it is one of the most **important** world's business, **industrial** and **cultural** centres and that it is the **capital** of Great Britain.

But these answers don't give a full **idea** of London.

London is the oldest city in the country. It is two thousand and five hundred years old. The London **underground** (or the "tube")¹ is the longest in Europe. The **population** of London is **over** 7 million people.

As London is a very old city most of its **streets** are not very **wide** and most of the buildings are not **tall**, but **multi-storey** buildings have also **appeared** in London and almost all of them are hotels and offices. One of the tallest buildings in London is the Post Office Tower² which is a Telecommunication Centre **as well**.

Although London is a noisy and **crowded** city you can **find** green **squares**, gardens and parks there. The largest and the most popular park is Hyde park — a favourite place for many people on hot summer days.

The City³ of London is one of the most important **commercial** centres of the world. The City has its own **government** and its own **police**. There are banks, the Stock Exchange⁴, the Lloyd's building⁵ (which houses the famous **insurance** company) and many offices of international companies. There are **places of interest** in the City too among which is the London Tower⁶ and the beautiful Tower **Bridge**.

The most **pleasant part** of London is the West End⁷, **entertainment** and shopping centre. It is **famous** for its shops, expensive hotels, restaurants, **museums**, **cathedrals** and **monuments**. Only rich people live there. Westminster, the political centre of Great Britain, is in the West End too.

For many **centuries** the East End⁸, the industrial part of London, with its port, docks and factories was the least pleasant part of London. The houses there were **poor**, the streets were **narrow** and **dirty**, it was a home of **working-class** people. Now the East End **has changed**. The old docks closed between the 1960s and the 1980s. In 1991 Canada Tower, London's tallest building, appeared in the East End. A big shopping complex, offices, restaurants and hotels opened in and around Canada Tower. The East End has an airport, entertainment places, some galleries of modern art and a lot of sports facilities.

Like many big cities London has problems with traffic and **pollution**. The traffic problem is still there but the air is **cleaner** now and there are no smogs⁹ that London was famous for in the past.

London is a very English city, but it is the least **typical** of Britain, as it is very **cosmopolitan**. In the capital there are goods, **food**, entertainment and people from many countries of the world.

There is so much to see in London that even Londoners can always find new **sights**. They like to say: "When a man is tired of London, he is tired of life".

ASKING THE WAY

On the first day of his stay in London Borisov went sightseeing. After a bus tour of the city he decided to visit the British Museum. He asked a passer-by to show him the way to the Museum from Piccadilly.

Borisov: Excuse me. Can you tell me the way to the British Museum?

Passer-by: Oh yes. It's a 30 minutes' walk from here, but if you want to get there quickly you can go by bus.

Borisov: How do I get to the bus stop?

Passer-by: Go along Piccadilly, turn left into Regent Street, go straight on, cross Oxford Street at the traffic lights, and you will see the bus stop.

Borisov: What bus do I take?

Passer-by: Take bus 73 and go as far as New Oxford Street. It will take you 10 minutes. When you get off you'll see the Museum. You can't miss it.

Borisov: Thank you.

Passer-by: Not at all¹⁰.



¹ the "tube" — подземка (разговорное название лондонского метро)

² the Post Office Tower — башня Управления почт и телеграфа, а также телцентр

³ the City — Сити (старейшая часть Лондона; один из крупнейших деловых центров мира)

⁴ the Stock Exchange — Биржа

⁵ Lloyd's of London — англ. страховая компания, основана в конце XVII в.

⁶ the Tower — Тауэр. С конца XI в. — замок-крепость, одна из королевских резиденций (до XVII в.), гос. тюрьма (до 1820 г.), сейчас — музей.

⁷ the West End — Уэст-Энд (западная фешенебельная часть Лондона)

⁸ the East End — Ист-Энд (большой промышленный и портовый рабочий район в восточной части Лондона)

Ex. 13. Check how well you remember the text.

1. How old is London? 2500 years old 1500 years old 2000 years old
2. How big is the population of London? over 7 mln people about 7 mln people about 8 mln people
3. What is the largest London park? Regents' Park Hyde Park Green Park
4. Where is the Stock Exchange? in Oxford Street in the country in the City
5. In what part of London can people visit famous museums? in Westminster in the East End in the West End
6. In what part of London do working people live? in the centre of London in the East End outside London
7. What is smog? it's heavy traffic it's rainy weather it's fog and smoke
8. Why is London the least typical city of Britain? Because: it's a very large city it's a cosmopolitan city it's a modern city

Ex. 14. What do you remember from the text about:

1. The general information about London.
2. London as a green city.
3. The City of London.
4. The West End of London.
5. The East End of London, it's past and present.
6. London as a cosmopolitan city.

Ex. 15. a) Answer the questions.

1. What places do you think Borisov saw during his bus tour of London?
2. Why did he decide to visit the British Museum?

Listening: [excursion about London](#)



The Spirit of London

London often gives the impression of being more comfortable with its past than its present. From the world-famous **landmarks** of St Paul's Cathedral, Buckingham Palace and the Tower of London to the **traditional** and well-loved **double-decker** buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. This journey is even better now that the **building works**, which covered many historic sites, have been **taken down**. Newly cleaned and restored buildings are revealed, and the city looks as if it has been **revitalised**.

The city has also rediscovered its river. The area between the South Bank Arts Centre, which includes the National Theatre, and Tower Bridge, has been brought back to life and the city has found a new heart along the forgotten **riverside**. As you walk **eastwards** along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs.

Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic **delights** such as the 15th century Guildhall and churches **designed** by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "**walk through the ages**", starting from Fournier Street and ending at the modern Lloyd's building on Lime Street. Remember, however, that in London you are never far away from the past; the **old-fashioned** red telephone boxes are becoming popular again and many London pubs — where a visitor might ask for a pint of bitter — have been restored to their original Victorian beauty.

But the capital is not a historical **theme park**. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine — unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a **mixture** of reasonably priced **chainstore clothing** and **unique** boutiques selling everything from rave gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London's energy and originality is now centred in Soho, the city's liveliest and most **bohemian** area, **squeezed** in between the department stores of Oxford Street and the bookshops of Charing Cross Road. Soho, once considered one of the dirtiest and most dangerous parts of London, was cleaned up in the early 1980's. Today, with its gurgling cappuccino machines and pavement cafés, it has become a meeting place for all kinds of people 46 from all over the world, whatever the hour of day or night.

So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and **shaking** underground railway, it is still one of the world's greatest and most **cosmopolitan** cities.

Unit 2 Places to Visit

1 According to the first paragraph, what is the most outstanding characteristic of London?

- A the number of hotels
- B the number of historic sites
- C the number of landmarks
- D the number of theatres

2 What has recently happened alongside the river?

- A The area has been redeveloped.
- B A new bridge has been built.
- C New warehouses have been built.
- D Old warehouses have been torn down.

3 The City of London

- A was built by Sir Christopher Wren.
- B is mainly made up of churches.
- C is a museum of architecture.
- D contains different styles of architecture.

4 The new English cuisine is

- A well represented by White's restaurant.
- B only available at the Hyde Park Hotel.
- C available in all London restaurants.
- D not worth the price the diner is expected to pay.

5 What does the writer think of London's shopping facilities?

- A They are too expensive for most people.
- B They provide for a variety of tastes.
- C They are all quite reasonably priced.
- D They don't have enough customers.

6 Before the 1980's, Soho was

- A neat and tidy.
- B popular among foreigners.
- C very crowded.
- D unsafe and unclean.

7 What does "it" in line 46 refer to?

- A Soho
- B London
- C Oxford Street
- D shopping in London



Meetings are an important part of doing business.

And if you're in a multinational company, many of those meetings will be conducted in English.

Whether you're leading or just attending one, be prepared with these phrases for each stage of a business meeting:

Greeting/Opening

The structure of a meeting is usually the same, regardless of the language.

And meetings always start with a greeting!

In English, you'll use the more formal "Good morning" or "Good afternoon" rather than "hello."

Then, if you're leading the meeting, you'll need to announce that the meeting is starting.

Example: "Good morning.

It looks like everyone's here, so let's get started."

State the Purpose

Next, you have to remind everyone what the purpose of the meeting is, what business needs to be addressed.

If you're in charge, say: "We're here today to..." Other phrases you might hear are:

"Our goal today is..." or "I've called this meeting to..." Then finish with a brief explanation.

Example: "We're here today to discuss last quarter's sales figures."

Review Past Business

Since meetings often deal with ongoing business, you have to review old information before presenting new.

This happens when someone reads the minutes from the previous meeting.

Minutes are the official notes from a meeting.

Before reading the minutes say,

"To begin, let's quickly go over the minutes from our last meeting."

"Go over" means to review something and is commonly used in business.

Introducing the Agenda and Discussion

Now it's time to discuss new business!

Usually, you'll follow a list of discussion items called an "agenda."

The meeting leader will start by drawing everyone's attention to the agenda.

They'll say: "Please look at your copy of the agenda.

There are xx items on the list today.

Let's start with number xx."

Then, the key to a successful meeting is keeping it moving forward.

When it's time to move onto the next topic, say,

"Now that we've discussed..., let's move on to..." "Move on" is commonly used in business settings and means to leave one topic and start another.

Finishing the Meeting

Finishing a meeting requires a few phrases: summarizing everything that's been discussed, thanking everyone for coming, and then dismissing the meeting.

It's not hard, though!

To summarize, start with: "To sum up..." Example:

"To sum up, we've determined the sales figures could be better and discussed solutions."

Then, thank everyone for attending: "Thank you all for attending/coming."

Let everyone know it's okay to leave with, "The meeting is finished."

Finally, if there's a follow-up meeting say, "We'll see everyone next..."

Ex 1: Name all parts of a business meeting.

Ex 2: Make the dialogue "Business meeting" using the information from this text

Reading

Young managers

A Discuss these questions.

- 1 In your culture, how usual is it to see young people in management positions? What do people generally think of them?
- 2 What challenges do young managers face, compared to older ones?
- 3 What may be the advantages of being a relatively young manager?

B Answer these questions about the first part of the article.

- 1 Why is it important for young managers to make key people believe in them and trust them?
- 2 What should young managers do about their weaknesses, according to Mr Newhall?

C Find words or phrases in the second part of the article which mean the following.

- 1 when one person or group is treated better than others in an unfair way
favouritism
- 2 a small group of people who seem unfriendly to other people
- 3 a group of people who agree to work together to reach the same objective
- 4 to lose control of yourself because of stress
- 5 when you think you are better or more important than other people
- 6 to work more or better than other people expect you to
- 7 that makes people feel enthusiastic and excited

D In pairs, discuss and agree on the three most important pieces of advice.

Clever tactics for brilliant young managers

by David Stern

'If you're good enough, you're old enough,' a team manager once said when giving Michael Owen, a world-class goal-scorer, his first international game at the age of 18. Is the same true in business?

Young executives come back from business school armed with big ideas. But these may or may not win support from colleagues.

So what are the practical steps that young managers need to take in order to be welcomed?

'The biggest challenge is a basic lack of experience,' says Steve Newhall, a management consultant. 'This will affect how other people see you. You need to build credibility with your key stakeholders on a one-to-one basis in order to show that you are up to the job. You have got to have confidence in your ability to do the job. But remember that the people around you may not share that opinion.'

Young managers also need to recognise their own weaknesses – and then do something about them. 'You will need a good mentor straight away,' says Mr Newhall, 'someone who has plenty of experience and who gives you support and plenty of good advice.'

Some advice

- Act your age. Do not try to look like an older person or like a statesman.
- Dress your age, too.
- Avoid favouritism and cliques. Leaders win respect by treating people the same.
- Build coalitions right away. Show colleagues you are aware of your limited experience. And show that you are interested in getting advice, too.
- Keep a cool head, even when you are under a lot of pressure. Some colleagues will expect you to crack. Do not give them the satisfaction.
- Show respect to older



colleagues. They may be on a slower (or different) career path just because that is where they want to be. They have seen many young ambitious people come and go. Draw on their experience.

- Find the right balance between being enthusiastic and being over-con-

fident. You have been selected for your youth and energy – draw on it. But don't overdo it.

- Under-promise and over-deliver. That motivating speech on your first day may sound pretty stupid if the market turns against you.

FINANCIAL TIMES

There are a number of ways to report what people say.

- 1 We often use *say*, *tell* and *ask* to report speech.
 - *'The new job is challenging.'* She **said** (that) the new job was challenging.
 - We use *tell* with an object.
 - *'The new job is challenging.'* She **told her boss** (that) the new job was challenging.
 - We use *ask* (with or without an object) to report questions.
 - *'When do you want to start?'* Her boss **asked (her)** when she wanted to start.
- 2 We usually make the following changes in reported speech.
 - The verb goes back one tense (for example, from present simple to past simple).
 - Nouns and pronouns may change.
 - *'My new sales team is difficult to manage.'* He **said** (that) **his** new sales team **was** difficult to manage.
- 3 When we report things that are either very recent or generally true, we often use the same tense as the speaker.
 - *'I want to see Pierre.'* Pierre, Susan **has just phoned** and **says** she **wants** to see you.

A Complete these sentences with the correct form of *say* or *tell*.

- 1 He *said* that he was finding it difficult to manage people.
- 2 He me that he was finding it difficult to manage people.
- 3 She him to improve his performance.
- 4 She they would never agree.
- 5 My boss me not to pay the invoice.
- 6 He that he worked for General Electric.

B Use *say*, *tell* and *ask* to report this dialogue between two company directors. For example, *Philip told Amanda/said (that) he wanted to motivate their managers more.*

- Philip I want to motivate our managers more.
- Amanda Are you delegating the less important decisions?
- Philip I think so. And I'm making more time to listen to their suggestions.
- Amanda That's good. Responding to their ideas is really important.
- Philip Is the department investing enough in training?
- Amanda Yes, it is. This year's budget is bigger than last year's.



- **Time of Delivery**
- The time of delivery refers to the time limit during which the seller shall deliver the goods to the buyer at the agreed place by the agreed methods.
- Ways of delivery
- ① Physical delivery or actual delivery: the seller delivers the goods into the actual possession of the buyer, for example, delivery of the goods under EXW and DES trade terms.

Read the text and the dialogue.

DISCUSSING THE DELIVERY TERMS AND TIME

A

Rossimport is interested in buying pumps for a shop of a large plant in Siberia [saɪ'biəriə]. The shop is under construction and the customers require the pumps urgently as they must complete the work by the end of the year.

Mr Borisov works in the Purchasing Department of Rossimport and deals in this kind of equipment. He arrived in London to make a contract with Bond&Co, a leading manufacturer of pumps in Great Britain.

The Sales Manager of Bond&Co Mr Stanley invited Borisov for the talks to his office in the centre of London.

B

- Stanley:* Glad to meet you, Mr Borisov. Will you take a seat, please.
- Borisov:* Thank you.
- Stanley:* Have you seen any places of interest in London?
- Borisov:* Yes, but not many. It has rained all the time since I arrived.
- Stanley:* Oh, I hope the weather will change for the better¹. It'll stop raining and you'll enjoy sightseeing in London. Well, let's discuss business now. What can I do for you?
- Borisov:* We know you've started producing a new model of pumps. The quality of the model meets our requirements and we'd like to place an order with you. Can you make us an offer for 150 pumps?
- Stanley:* Sure! When would you like to have them?
- Borisov:* The sooner — the better². Actually, we require the pumps for immediate delivery.
- Stanley:* Well, you see³, Mr Borisov, the demand for this equipment is great and we are heavy with orders at the moment. I am afraid, we can offer you only 50 pumps for immediate delivery.
- Borisov:* What about the balance of 100 pumps?
- Stanley:* I think we can deliver the balance in 4 lots of 25 pumps each at regular intervals within 4 months.

- Borisov:* Do you mean to say we'll get the last lot in April?
Stanley: **Exactly.**
Borisov: That's too late. We need the pumps in March at the latest.
Stanley: Let's leave the matter open until tomorrow. I'll contact the plant people and talk it over with them. **Perhaps** we'll manage to complete the deliveries in March.
Borisov: That will suit us.
Stanley: Is there **anything else** you'd like to discuss, Mr Borisov?
Borisov: Yes, there's another **point** I want to clarify. It's the delivery terms.
Stanley: As we can **provide shipping facilities** we usually sell our goods on CIF terms.
Borisov: I think, we can accept your delivery terms. When shall we meet to discuss the price and terms of payment?
Stanley: I've got a crowded programme tomorrow and the day after. Let's meet in two days' time. Is that all right with you?⁴
Borisov: Yes, of course.

¹ **to change for the better** — измениться к лучшему

² **the sooner — the better** — чем быстрее — тем лучше

³ **You see** — Видите ли

⁴ **Is that all right with you?** — Вас это устраивает?

Ex. 14. Check how well you remember the text:

1. Rossimport must buy pumps for:
 - a) a plant in Siberia;
 - b) a factory in the South of Russia.
2. Bond&Co are:
 - a) one of the manufacturers of pumps;
 - b) the leading manufacturer of pumps.
3. The weather in London:
 - a) has been rainy;
 - b) has been warm and sunny.
4. Bond&Co can offer:
 - a) 40 pumps for immediate delivery;
 - b) 50 pumps for immediate delivery.
5. The company can complete the deliveries:
 - a) in 4 months;
 - b) in 2 months.

Listening: [Board meeting](#)

WORKING ON WORDS

to deal in smth (with smb)

Ex. 16. a) Read the example:

The USA deal in sports equipment with many European countries.

b) Answer the questions:

- With what countries does:
- Russia deal in oil?
 - Japan deal in electronic goods?
 - India deal in tea?
 - Brazil deal in coffee?
 - Germany deal in cars?
 - Switzerland deal in watches?
 - Holland deal in plants and flowers?
 - France deal in cosmetics and perfume?

Answer the questions:

- When must you make a reservation for a plane for a hotel in Helsinki
- When does the company need the equipment at the latest?
- When must you make a contract
- When must the Sellers deliver the equipment
- When must the shops start selling the equipment

to provide smth for smb

Ex. 18. Agree or disagree.

1. The Moscow Government provides a lot of medical facilities for the population of the city.
2. Each business company provides good equipment and modern office furniture for its employees.
3. 3-, 4- and 5-star hotels provide all possible hotel facilities for their guests, but not all of them provide business facilities.
4. The Sellers always provide transport facilities for the Buyers.
5. Small Russian cities don't provide entertainment facilities for young people.
6. Old Russian cities provide a lot of sightseeing facilities for tourists.
7. Our country provides good sports facilities for young sportsmen.
8. Parents try to provide everything for their children.
9. Teachers provide all the necessary materials for their students.
10. A lot of cinemas provide translation facilities for people who watch films in foreign languages.
11. All airlines provide food, drinks and good service for passengers.

Ask questions as in the examples:

- Example A:** — At the party I met Jane.
— Did you meet anybody else?
— Yes, of course.

1. When I was in London I went to the British Museum.
2. I had some free time yesterday and I watched a new show on TV.
3. At the talks the businessmen discussed payment terms.
4. My friend bought some French cosmetics at the duty-free shop at Sheremetyevo.
5. In the afternoon Lucy went to the café and had a cup of coffee.
6. If we go to St. Petersburg, we'll visit the Russian Museum.
7. At the conference I spoke with the President of GML.
8. We'll go to the company's factory outside London tomorrow.

- Example B:** — Tomorrow we are going to work in the garden.
— What else are you going to do?
— We are going (to clean the house).

1. Germany sells cars. (What ...?)
2. Mr Bell went on business to France. (Who ...?)
3. Ann bought some interesting books last week. (What ...?)
4. I'd like to invite Jane to see my new flat. (Who(m)...?)
5. During our visit to London we went sightseeing in the West End. (Where...?)
6. I've worked for ITN and for a TV company. (Where...?)
7. Foreign tourists always visit the Moscow Kremlin. (What...?)
8. I'm going to buy a sofa for my living room. (What...?)

TENSES

Ex. 21. a) Supply the correct tense-forms.

A

1. We (to go sightseeing) when it (to stop) raining.
2. If the British company (to give) a 5% discount we (to agree) to buy 100 machines from them.
3. The Sellers (to start) delivering the goods a month after they (to sign) a contract.
4. We (to complete) the deliveries sooner if the Buyers (to provide) transport facilities.
5. Mr Stanley (not to discuss) the delivery time until he (to contact) the Managing Director.
6. The company (to offer) the goods for immediate delivery if the Buyers (to agree) to CIF terms.
7. Let's clarify the payment terms when we (to meet) next time.
8. I think we (to leave) the matter open until we (to meet) next week.

B

Rosimport (to be going) to buy air-conditioning systems for some restaurants in Sochi.

They (to contact) Tanaka Electronics, a Japanese company which (to deal in) in this equipment.

Today Mr Cone who (to work) in the Moscow office of the company (to have talks) with the Export Manager of Rosimport Mr Petrov.

Petrov: Mr Cone, we (to study) your latest catalogues. The air-conditioning system which you (to launch) to the market

- in December (to meet) our requirements. We'd like to place an order with your company.
- Cone:* How many systems you (to want) to buy?
- Petrov:* 10 systems. If they (to operate) well in our climate and we (have) no problems with them we (to place) more orders later.
- Cone:* Fine. When you (to need) the equipment?
- Petrov:* The sooner — the better. The summer season on the coast of the Black Sea (to start) in April.
- Cone:* We can't promise you immediate delivery now. But I (to contact) our people in Osaka today and (to talk it over) with them. I hope we (to complete) the delivery by the end of March.
- Petrov:* Fine.

b) Speak about the businessmen's discussion of the delivery time.

PREPOSITIONS

Ex. 22. a) Supply the correct prepositions where necessary.

A large building company ___ Russia was interested ___ buying lift equipment ___ an American company. They planned to place a big order ___ the company and required the equipment ___ immediate delivery.

The company was heavy ___ orders ___ that time and could deliver the goods ___ 2 lots ___ 3 months after they signed the contract. These terms did not suit ___ the Buyers and they decided to contact ___ some other company which deals ___ lift equipment.

b) Continue the situation. Say what delivery terms and time the other manufacturer of lift equipment offered to the Russian company.

The company of Harper & Grant Ltd. was started forty-two years ago by Ambrose Harper and Wingate Grant. Wingate Grant died many years ago, and his son Hector, who is in his fifties (aged between fifty and sixty) is the present Managing Director. Ambrose Harper is the Chairman. He is now an old man, semi-retired, but he still comes in to the office regularly to attend the board meetings and keep an eye on the business.

The company started by making steel wastepaper bins for offices. With the increase in smoking, these were considered much safer than the old type of basket made of cane or straw, because there was less likelihood of fire (but, strangely, we still continue to use the expression 'wastepaper basket, as well as 'bin'). Old Mr. Grant, the present Managing Director's father, put the business on its feet when he captured a big contract to supply government offices with steel wastepaper bins. He always said that luck, or happy coincidence, turned a business into success or failure. He was rather like Napoleon, who always asked if an officer was lucky before giving him a higher command. Mr. Grant Senior used to tell the story that, in the week before he landed his contract, a cane wastepaper basket had caught fire in a government department, the fire had spread rapidly, and destroyed a number of irreplaceable documents.

From wastepaper bins, Harper & Grant began to manufacture other items of office equipment: desks, chairs, cupboards, filing cabinets and smaller objects, such as filing trays, stapling machines and so on, until now when there are fifty-six different items listed in their catalogue. Today, nearly all the items produced by this company are made of pressed steel. The steel arrives in sheets from a steel works in South Wales. It is then cut by machinery into the required pieces; these pieces are then pressed into shape and fixed together by welding (joining two metal parts by heating so that the metals flow together), or by drilling holes in the metal and securing the two pieces with a bolt or a rivet.

The factory consists of workshops where the actual making of a desk or filing cabinet is done. These are divided into the Tool Room, Works Stores, Press Shop, Machine Shops, Assembly Shop, Paint Shop, Inspection, Packing and Despatch Departments. There is also the Warehouse where finished articles are stored pending, waiting for, sale.

The firm has a history of slow, steady growth. Hector Grant firmly believes that he knows the best way to run a business. However, his nephew Peter Wiles (son of Mr. Grant's sister), who joined the company six years ago and is Production Manager, and John Martin, appointed two years ago to be Sales Manager, are more adventurous.

They want to treble Harper & Grant's business over the next few years and are certain that, with modern business techniques and increased exports, they can achieve this.

Modernising a business to increase its profitability and competitiveness is a complicated affair. It requires a management team which is aware of such aids and tools of efficiency as electronic data processing, O.R. (Operational Research), D.C.F. (Discounted Cash Flow), budgetary control, corporate planning, P.E.R.T. (Project Evaluation and Review Technique), automation, etc. We shall be dealing with some of these words and expressions as the series goes along. Business management is a rapidly developing science (some call it an art), and new techniques and words, very often of American origin, are used more and more in everyday business conversation.

A small business cannot possibly afford to have on its staff experts in every modern management technique. It usually hires expert advice from outside consultants and bureaux. On the other hand, it is important that members of a firm's management are aware of the more sophisticated techniques they might call on to solve particular problems. Inevitably while this changeover from the old way to the new is taking place, there are often difficulties and conflict. But Harper & Grant Ltd., like their rivals, must get right up-to-date and enlarge their business, or they will be outpaced by a firm whose business organisation is better than their own.

VOCABULARY EXERCISES

I. Give the English equivalents to the following words and expressions:

корзина для бумаг; тростник и солома; цех; вероятность; заключить контракт (2); совпадение; незаменимый; файловый шкаф; сварка; заклепка; сборка; ожидающий; склад; склонный к риску; утронуть; технология; конкурентоспособность; сложный (2); расширять бизнес; опередить

II What do these definitions stand for?

- 1) A large building where large quantity of raw materials or manufactured goods are stored until they are exported to other countries or distributed to shops to be sold (noun)
- 2) Willing to take risks and to try new methods (adjective)
- 3) To become three times as great in number, amount, or size (verb)
- 4) Made using advanced and complex methods (adjective)
- 5) Chance occurrence of two or more things at the same time (noun)
- 6) Short metal pin for fastening two pieces together, having a head at one end, the other end being hammered flat after being passed through (noun)
- 7) Waiting to be finally settled or decided (adjective)

III. Fill in the gaps with the words from the list:

board meetings; cane or straw; manufacturing; in his fifties; irreplaceable; produced; the best way; profitability and competitiveness; to treble; management.

- 1) The present Managing Director is aged between fifty and sixty, that is he is
- 2) The Chairman is a person who attends and keeps an eye on the business.
- 3) Steel wastepaper bins for offices are considered much safer than the old type of basket made of.....
- 4) The fire spread rapidly and destroyed a number of documents.
- 5) The factory consists of workshops where the actualof a desk or a filing cabinet is done.
- 6) Nearly all the items.....by the company are made of pressed steel.
- 7) Hector Grant believes that he knows, to run a business.
- 8) Production Manager and Sales Manager want the company's business over the next few years.
- 9) Modernising a business to increase its is a complicated affair.
- 10) Business is a rapidly developing science.

- D** Think about your company, or any other company you know. Study the Useful language below, and use the headings in Exercise B to help you prepare a presentation about it. Then work in pairs. Make a presentation about the company. Ask questions after your partner's presentation.

Useful language

Outlining the presentation

First, I'll give you some basic information.
Secondly, I'll talk about our stores in other countries.
Next, I'll talk about career opportunities.
Last of all, I want to look at our future plans.

Ending the presentation

To conclude, I want to tell you about our future plans.
Finally, a few words about our new project.
Thanks very much for listening to my talk.
Thanks for coming to my presentation.

Introducing new information

Here's some basic information.
Let me add a few figures.
Let's have a look at some statistics.
What are our strengths?

Skills

Presenting your company

- A** Which of these suggestions do you agree with?

To make an effective presentation, you should:

- 1 find out as much as possible about your audience.
- 2 introduce yourself (name, position, company).
- 3 start with a joke.
- 4 outline the structure of your talk.
- 5 vary the tone of your voice.
- 6 refer to your notes as often as possible.
- 7 use clear visual aids.
- 8 summarise your main points.

SPEAKING

An advertising campaign

1 Work in groups of six. Your teacher will give you roles.

Students A, B, C, and D work for a company called *StayWell*.
 Student E works for a market research company.
 Student F works for an advertising agency.



FEELING GREAT SINCE 1989

StayWell is having financial difficulties. Its most profitable product is a health drink called *Sogood*. Sales of this vitamin drink have been declining steadily for several years. You need to develop a strategy for the relaunch of the drink.

First look at the chart. It shows how you could structure your answer. It just shows *some* of the reasons for *one* potential strategy. It is not necessarily the right one.



	Who will you target?	What package?	What method of distribution?	Price of drink
	Over 65s	New bottle	Stay with pharmacies	Increase
Reason 1	They already like <i>Sogood</i> so it will be easier to get them to like it.	It will be noticed more easily on the shelf.	It is proven that <i>Sogood</i> sells in pharmacies.	Research has shown they will pay.

Reason 2	The advertising needed to reach them is cheaper.	It will show that it is a new formula.	We have existing relationships with pharmacies.	The new formula justifies the increase.
Reason 3	It is less risky.		It shows that it is a true health drink, not a gimmick.	

Look at your role cards. Discuss what you know, and use your own ideas to plan a campaign.

2 Present your proposals to the rest of the class.

What do you think?

- What is the role of advertising in our lives? Does it inform us of what is available, or does it try to make us buy things we don't need?
- Does the enormous cost of advertising make goods more expensive?
- Think of an advertisement that you like or don't like. Tell the others about it. Why does/doesn't it achieve its aim?



Business dinner at a restaurant



Listening: [Business lunch](#)

Usually after the talks our manager invites representatives of other companies to have dinner at some of the restaurants in our city. There are many kinds of restaurants in Volgograd. Most of them are traditional restaurants where a waiter serves customers; self-service restaurants are very rare exception. There are many small restaurants and cafes which are very popular and crowded especially during the lunch-hour, but it is getting more and more expensive to have meals there. At self-service cafeterias a customer serves himself and he can get meal more quickly and less expensive.

When the manager of our company invites an English businessman to a restaurant, he chooses among different types of Volgograd restaurants a place similar to the famous English pub with its cosy and friendly atmosphere. English people go there not only for some beer or whisky, but to meet their friends and spend the whole evening there till closing time.

So after the talks the two businessmen come into the restaurant, take their seats at a table near the window and order cocktails. They study the menu to see what's on it. The waiter comes to their table and asks if they are ready to order. As a rule, businessmen are rather hungry after the talks and they like a square meal. The choice of dishes on the menu is rich.

They order mushroom soup for the first course and meat with vegetables for the second course. The vegetables are very good but the meat is a bit dry. The manager likes fried chicken. The chicken is delicious. The English businessman doesn't like fish and roast beef is not his idea of a good meal. His favorite dish is steak. They start with sausages with new potatoes and green salad. They ask the waiter to bring a bottle of red wine. Later they order dessert: fruit or ice-cream. They finish with black coffee and cheese. The prices on the menu are not very expensive. The manager pays the bill.

During the dinner the two businessmen don't talk about their business, they prefer to have an informal chat (talk). They enjoy their dinner at the restaurant and come to better understanding, feel more confidence to each other.

Task: Make the dialogue "Business meeting"

A

Food: fuel or pleasure?

1 READING & SPEAKING

- a What kind of food or dishes do you associate with these countries?

The United States China France
Italy Japan Mexico

- b Read the interviews with Alice and Jacqueline. Match the questions with their answers.

We talk to women around the world about their relationship with food.

- 1 Is food a pleasure for you?
- 2 What do you normally eat in a typical day?
- 3 Do you ever cook?
- 4 Do you ever eat 'unhealthy' food? How do you feel about it?
- 5 Are you trying to cut down on anything at the moment?
- 6 Are people's diets in your country getting better or worse?



The United States

Alice Freeman is a lawyer from San Francisco.

- A I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.
- B Not very often. I don't have the time or talent to cook full meals. I usually heat up a frozen meal or order a takeaway.
- C Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.
- D I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.
- E I am trying to cut down on the amount of fat I eat. I'm also trying to eat more wholemeal bread.
- F Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.



France

Jacqueline Fabre is an IT consultant from Lyons.

- A Yes, I cook every evening for my family. I often make soup or traditional French dishes like 'boeuf bourguignon', which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot but we don't eat big portions. What's important for me is quality, not quantity.
- B Yes, I'm trying to eat less chocolate.
- C I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.
- D Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn't worry me.
- E Yes, definitely. For me good meals with the family make me happy!
- F I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with honey or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

3 VOCABULARY food and restaurants

a Do the quiz in pairs.

Food Quiz

Can you think of ...?

- ONE red fruit, ONE yellow fruit, ONE green fruit
- TWO things that a strict vegetarian doesn't eat
- THREE kinds of food which are made from milk
- FOUR things people have for breakfast
- FIVE things people eat between meals
- SIX vegetables you can put in a salad
- SEVEN things which are usually on a table in a restaurant

b p.144 Vocabulary Bank Food and restaurants

c Ask and answer the questions below with a partner.

Food and eating

- 1 How often do you eat...?
a takeaway food b ready-cooked meals
c low-fat food d home-made food
- 2 What's your favourite...?
a fruit b vegetable c snack
d home-made dish
- 3 What food do you like eating...?
a when the weather's very cold
b when you're feeling a bit down
c for Sunday lunch
- 4 Is there any kind of food you can't eat?

Restaurants

- 5 What's your favourite...?
a kind of restaurant (French, Italian, etc.)
b restaurant dish c takeaway food
- 6 How important are these things to you in a restaurant?
Number 1-4 (1 = the most important)
the food the service
the atmosphere the price
- 7 How do you prefer these things to be cooked?
(grilled, boiled, etc.)
chicken fish eggs potatoes
- 8 If you eat steak, how do you like it cooked?
(rare, medium, well done)

6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1-6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

- 1 Women worry more about their diet than men.
- 2 Young people today eat less healthily than ten years ago.
- 3 Men cook as a hobby, women cook because they have to.
- 4 Vegetarians are healthier than people who eat a lot of meat.
- 5 You can often eat better in cheap restaurants than in expensive ones.
- 6 Every country thinks that their cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.

Useful language

For example...

I agree.

I don't agree.

I think it's true.

I don't think it's true.

(I think) it depends.



C

Race to the sun

1 READING

a In pairs, ask and answer the questions.

- When was the last time you travelled...?
by train by car by plane
Where did you go?
How long did your journey take?
Did you have a good journey?

- In general, which of the three forms of transport do you prefer? Why?

b Read the introduction to the article, *Race to the sun*. Answer the questions with *by car*, *by train*, or *by plane*.

Which journey do you think was...?

- the quickest _____ the most comfortable _____
the cheapest _____ the most convenient _____

c You're going to read about the first two journeys, but the paragraphs are not in the right order. Find the first paragraph for the plane journey, and then the other three. Do the same for the train journey. Then compare with a partner.

The plane

- 1 _____ 2 _____ 3 _____ 4 _____

The train

- 1 _____ 2 _____ 3 _____ 4 _____

d Now read about the two journeys again carefully in the right order. Answer the questions with T (the train) or P (the plane).

On which journey...?

- did the traveller have to get up earlier
- could the traveller have something to eat or drink
- was the traveller more stressed
- could the traveller see beautiful scenery
- did the traveller have a meal when he arrived
- did the traveller arrive earlier than expected

Which journey was...?

- quicker
- cheaper
- more comfortable
- more convenient

HOW WORDS WORK...

The bus **took** 45 minutes.

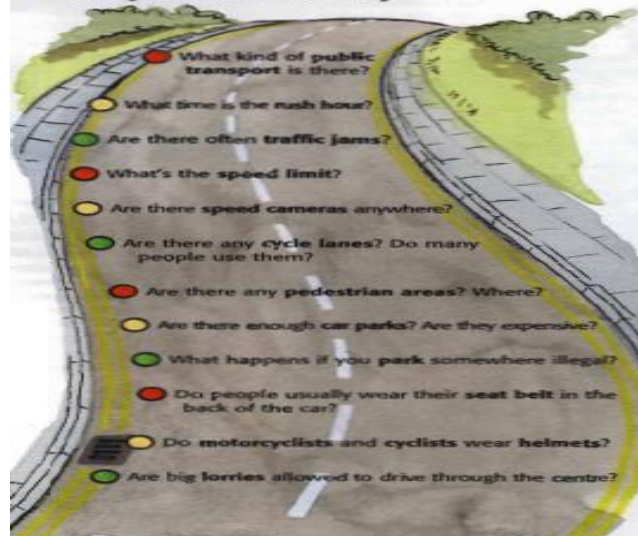
It took me just 30 minutes from home.

How long does it take you to get to school?

Use **take (+ person) + time (+ to get to)...** to talk about the duration of a journey.

b Ask and answer the questions in pairs.

In your town / city...



Every year thousands of British tourists travel to the South of France for their summer holiday. But what is the best way to get there, by car, train, or plane?

A British newspaper sent three of its journalists to find out. They had to travel from their homes in London to Avignon.

All three travellers set off one Saturday morning in July.



Charles went by train (the Eurostar).



Rosemary flew with a 'cut price' airline.



THE TOWN WHERE I WAS BORN

I was born in Newcastle, a city in the north-east of England. Newcastle is on the banks of the River Tyne, (1) _____, in the 12th century, a 'new castle' was built, (2) _____ gave the city its name.

Today Newcastle is one of Britain's biggest cities, with a population of about 260,000. 50 years ago, it was very industrial. The main industry on the Tyne was shipbuilding, but now, this river, (3) _____ once ships and coal barges sailed, is lined with fashionable hotels, bars, and restaurants.

There are seven bridges over the Tyne, (4) _____ link Newcastle to the next town, Gateshead. The most recent is the beautiful Millennium Bridge, (5) _____ was built in 2001. Next to it is an old flour mill, now the famous Baltic Art Centre, (6) _____ you can see the work of contemporary artists, (7) _____ produce many of their paintings and sculptures on site.

I moved from Newcastle ten years ago but I often return. I miss the people, (8) _____ are so warm and friendly, and I miss the wild, beautiful countryside to the north of the city. I also miss my favourite sculpture, 'The Angel of the North', (9) _____ greets you as you arrive in the North East.

People (10) _____ are born near the River Tyne have a special name. They are called 'Geordies'. I am very pleased to be a 'Geordie'!





Would you like to live in a 'Slow City'?

The idea of 'Cittaslow' or 'Slow Cities' was inspired by the Slow Food movement and it was started by the mayor of the small Italian town of Greve in Chianti. The aim of Slow Cities is to make our towns places where people enjoy living and working, and where they value and protect the things that make the town different. Towns which want to become a Slow City have to reduce traffic and noise, increase the number of green areas, plant trees, build pedestrian zones, and promote local businesses and traditions.

Many other small towns in Italy have joined the movement and it has spread to other countries all over the world, from the UK to Japan and Australia. Aylsham in the UK recently became a Slow City, and most people are delighted.

'Slow Cities are about having a community life in the town, so people don't come home from work, shut their doors and that's it,' said a local resident. 'It is not "slow" as in "stupid". It is "slow" as in the opposite of "frantic" and "stressful". It is about quality of life.'

But not everybody in Aylsham is happy. For teenagers, who have to go 25 km to Norwich, the nearest city, to buy trainers or CDs, living in a Slow City is not very attractive. 'It's all right here,' says Lewis Cook, 16. 'But if you want excitement, you have to go to Norwich. We need more things here for young people.'

6 SPEAKING

a Imagine that your town is thinking of becoming a 'Slow City' and is planning to do the following things:

- Ban all fast food restaurants.
- Promote small family restaurants.
- Ban cars from the city centre.
- Create more pedestrian zones.
- Create more green areas and plant more trees.
- Reduce the speed limit in the town to 30 km/h.
- Use speed bumps and police cameras to control speed.
- Move all big supermarkets outside the city.
- Encourage local shops and ban multinational chain stores.
- Ban loud music in bars and clubs.

Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think of reasons.

b Work in groups. Have a 'meeting' to discuss each proposal and then vote for or against it.

Useful language

I'm for / against (banning...)

I think / I don't think it would be a good idea (to create...)

The problem with (reducing...) is that...

I don't think that would work.

That would really make a difference.

c Compare with other groups. Which proposals are the most popular?

Interesting facts about the USA

Student A

The **United States dollar** is the official currency of the United States of America. It is divided into 100 cents.

Etymology of this word:

In the 16th century,

Count Hieronymus

Schlick of [Bohemia](#)

began minting coins.

The valley where

the silver was mined

is now known as

Jáchymov, which was

previously known as Joachimstaler later

shortened to the German [Taler](#). This German

word was eventually transferred into English

dollar.

The word "buck" (doláč, babka) is often used

in colloquial (hovorová) English.



Student B

The national **flag of the United States of America** is often simply called the **American flag**. It consists of thirteen horizontal red and white stripes, with a blue rectangle which has fifty small, white stars. The 50 stars on the

flag represent the [50 states of the United](#)

[States of America](#) and the 13 stripes

represent the [thirteen British colonies](#) that

declared independence (vyhlásily nezávislost)

from the [Kingdom of Great Britain](#). Nicknames

for the flag include the "Stars and Stripes"

and "The Star-

Spangled Banner"

which is also the

name of the

[national anthem](#)

(národní hymna). The flag is usually flown at

most public buildings.



Student C

The White House is the official residence of the President of the United States of America, and is located in [Washington, D.C.](#),

the capital city of the [USA](#) (D.C. stands for

the District of Columbia named after

Christopher Columbus - it is not a state). The

first US President to live in the White House

was [John Adams](#) (the second President of the

USA). However, the construction of the House

had begun during the presidency of George

Washington (the first US president- who had

not lived there) During the War of 1812, the

British set fire to the President's House in

1814. Nearly all of the interior was destroyed

by the fire. There is a legend that says that

the House was called the White House when it

was rebuilt and when its fire-blackened

surfaces were painted white (over the original

grey)



Student D

The Statue of

Liberty is a huge

sculpture that is

located on Liberty

Island in [New York](#).

This monument was a

gift to the USA from

the people of France.

It represents a

woman who is

escaping the chains

of tyranny (the broken chains lie at her feet).

The statue holds a torch that is a symbol of

liberty. Liberty was designed by the French

sculptor Frederic Auguste Bartholdi. The

statue was built in France and was brought to

the USA in pieces on a French ship. The statue

was re-assembled in the USA .

The seven rays of Liberty's crown symbolize

the seven seas and seven continents of the

world. Liberty holds a tablet in her left hand

that reads "July 4, 1776" (written in Roman

numerals, MDCCLXXVI), which is

[Independence Day](#) of the United States of

America.



T/ F statements

1 The word „buck“ means a „cent“ in American

T/ F statements

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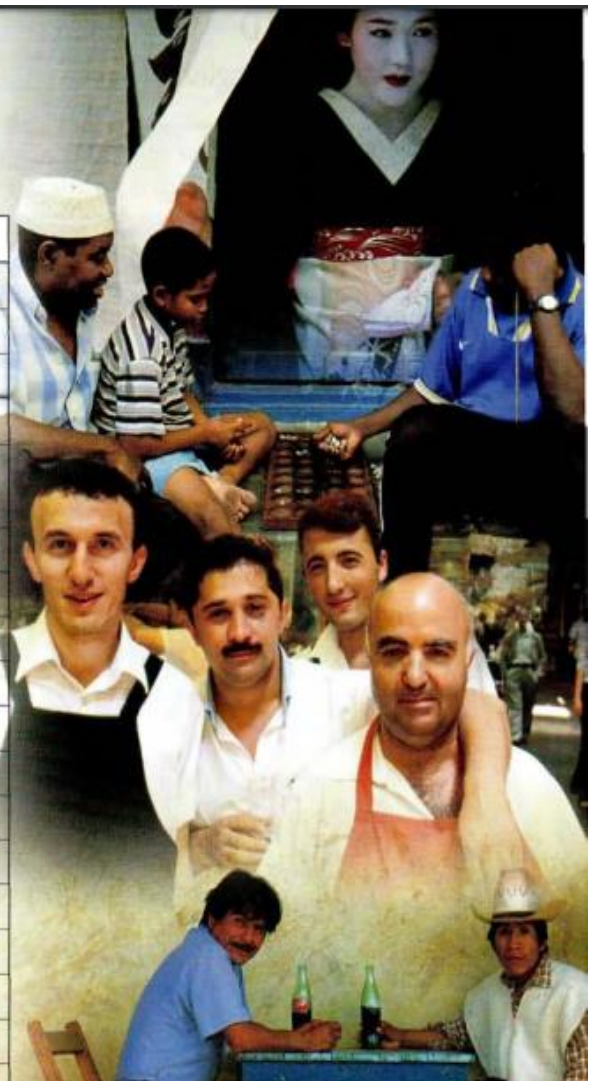
<p>English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the same as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was <i>George Washington</i>.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look like? What do the parts represent?</p> <p>3 Where is the White House located?</p> <p>4 Why is the White called the White House?</p> <p>5 Where is the Statue of Liberty situated?</p> <p>6 What does the Statue represent?</p>	<p>English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the same as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was <i>George Washington</i>.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look like? What do the parts represent?</p> <p>3 Where is the White House located?</p> <p>4 Why is the White called the White House?</p> <p>5 Where is the Statue of Liberty situated?</p> <p>6 What does the Statue represent?</p>
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VOCABULARY AND SPEAKING

Describing nationalities

1 Complete the chart. Use a dictionary if necessary. Add two more countries of your choice.

Country	Adjective	Person	People	Language(s)
Britain	British	a Briton*	the British	English, Welsh, Gaelic
Scotland				
France				
Belgium				
The Netherlands/ Holland				
Denmark				
Sweden				
Poland				
Turkey				
Spain				
Switzerland				
Argentina				
Peru				
Iceland				
New Zealand				
Afghanistan				



3 Work in small groups. Choose a few nationalities that you know. First describe them in stereotypical fashion, then discuss how much your experience of them fits the stereotype.

The British have a reputation for being cold and reserved, and they're always talking about the weather because it's so awful.

Actually most of my English friends are very outgoing, they ...

English food is considered to be dreadful – completely tasteless.

*Well, what I found when I was in England was ...
... and the weather was ...*

4 What is your nationality stereotype? Are you like that?

Reading
Cultural advice



A Work in pairs. Student A: read the articles A and B on this page. Student B: read the articles C and D on pages 142 and 146. Choose the two most interesting points about each country and tell your partner.

B Read your articles again and answer as many of the following questions as you can.

In which country or countries:

- 1 do people talk in a lively way?
- 2 do people ask questions about your personal life?
- 3 does the host invite you to comment on a previous conversation?
- 4 do the hosts like to hear praise about their country?
- 5 do people like gifts with your company logo?
- 6 is it important to give a more expensive gift to the most senior person?
- 7 does your host open your gift immediately?
- 8 is it a mistake to offer an expensive gift?
- 9 is it bad manners to refuse an invitation to a meal?
- 10 is it rude to refuse to sing when asked?
- 11 is it important to be punctual for lunch or dinner?
- 12 is it important not to offer food with your left hand?

C In pairs, share your information with your partner so you can answer all the questions.

D What advice would you give a business visitor to your country? Give a short presentation. You could mention conversation, gifts, entertainment, appointments and business dress.

Article A: Italy

Conversation

Lively conversation is common in Italy. Welcome topics of conversation include Italian architecture, art and films, sports (especially football), opera and praising the hospitality of the country! It is best to avoid criticising Italian culture, even if your Italian counterparts are doing so.

Gift-giving

Don't give a business gift until you receive one. Your gift should be a well-known brand name. Gifts of alcohol or crafts from your own country are often good choices. Other possible gifts are fine pens, a framed print or picture, silver key rings or calculators. Avoid giving gifts showing your company's logo.

Entertaining

Hospitality plays a key role in Italian business culture. Regardless of how you feel, refusing an invitation of any kind may give offence. The business breakfast is almost unheard of. Rare exceptions may be found in the major cities. Business dinners involve only a small, exclusive group. If you are the host, check with your Italian contact before making any invitations. Lunch is still the main meal of the day in most areas of the country. It is usually served after 12:30 p.m. and often has many courses.

Article B: United Arab Emirates

Conversation

The hosts usually set the subject of conversation. They will normally begin with polite enquiries (How are you? How are you enjoying your visit? etc.). If others arrived before you, your hosts will often tell you the subject of the previous conversation and invite you to contribute.

Gift-giving

Giving gifts in the UAE is more complex than in other countries. This is partly because of the mixture of nationalities: each nationality has different tastes and customs. Also, nearly everything can be purchased in the UAE less expensively than elsewhere in the world. As a gesture of respect, your host is likely to open and carefully examine your gift in your presence. It is important that your gift is the best you can afford to avoid embarrassment.

Entertaining

Sharing a meal is considered the best way for people to get to know one another. Locals often entertain at home but they will accept a foreigner's invitation to a hotel or restaurant. Hospitality in the UAE is very important but should not be interpreted as future commercial success. There are local customs to be aware of, for example, it is considered bad manners to either eat or offer something with the left hand.

Adapted from www.executive.com

Culture shock

Good manners are always good manners. That's what Miranda Ingram, who is English, thought, until she married Alexander, who is Russian.

When I first met Alexander and he said to me, in Russian, 'Nalei mnye chai – pour me some tea', I got angry and answered, 'Pour it yourself'. Translated into English, without a 'Could you...?' and a 'please', it sounded really rude to me. But in Russian it was fine – you don't have to add any polite words.

However, when I took Alexander home to meet my parents in the UK, I had to give him an intensive course in *pleases* and *thank yous* (which he thought were completely unnecessary), and to teach him to say *sorry* even if someone else stepped on his toe, and to smile, smile, smile.

Another thing that Alexander just couldn't understand was why people said things like, 'Would you mind passing me the salt, please?' He said, 'It's only the salt, for goodness sake! What do you say in English if you want a *real* favour?'



He also watched in amazement when, at a dinner party in England, we swallowed some really disgusting food and I said, 'Mmm...delicious'. In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner in Moscow, she told me that my soup needed more flavouring. Afterwards when we argued about it my husband said, 'Do you prefer your dinner guests to lie?'

Alexander complained that in England he felt 'like the village idiot' because in Russia if you smile all the time people think that you are mad. In fact, this is exactly what my husband's friends thought of me the first time I went to Russia because I smiled at everyone, and translated every 'please' and 'thank you' from English into Russian!

At home we now have an agreement. If we're speaking Russian, he can say 'Pour me some tea', and just make a noise like a grunt when I give it to him. But when we're speaking English, he has to add a 'please', a 'thank you', and a smile.

c Read the article again and mark the sentences T (true) or F (false). Correct the wrong sentences.

- 1 Miranda got angry because her husband asked her to make the tea.
- 2 Miranda had to teach him to say sorry when something wasn't his fault.
- 3 Her husband thinks English people are too polite.
- 4 Alexander wasn't surprised when people said they liked the food at the dinner party.
- 5 The food was delicious.
- 6 Miranda didn't mind when her mother-in-law criticized her cooking.
- 7 Alexander thought his mother was right.
- 8 In Russia it isn't normal to smile all the time when you speak to someone.
- 9 His Russian friends thought Miranda was very friendly because she smiled a lot.
- 10 Alexander never says thank you for his tea when he and Miranda are speaking in Russian.

d Now cover the text. Can you complete the phrases with the missing verbs?

- 1 _____ on someone's foot or toe (by accident)
- 2 _____ some wine into a glass or tea into a cup
- 3 _____ a noise, like a grunt
- 4 _____ food (so that it goes from your mouth to your stomach)
- 5 _____ a word from English into Russian

e Are people in your country more like Miranda or Alexander?

6 SPEAKING

Look at the five situations. In groups, discuss...

Do people do these things in your country?

Do you think it's good or bad manners to do these things, or doesn't it matter?

In my country, we don't kiss people when we meet them for the first time.



Greeting people

- kiss people on both cheeks when you meet them for the first time
- call older people by their first names
- use more formal language when speaking to an older person

Good manners? Bad manners? Does it matter?



In a restaurant

- let your children run around and be noisy
- be very affectionate to your partner
- talk on your mobile



Driving

- always stop at a pedestrian crossing
- hoot at someone who's driving slowly
- drive with the window down and your music playing



Men and women – a man's role

- pay for a woman on the first date
- wait for a woman to go through the door first
- make sure a woman gets home safely at night



Visiting people

- take a present if you're invited to dinner at someone's house
- arrive more than 10 minutes late for a lunch or dinner
- smoke in a house where the owners don't smoke

Communicative area: speaking about
Belarusian national character



1. a) Brainstorm a list of character traits typical of Belarusian national character. Justify your choice.
- b) Do you think people visiting Belarus could make a similar or a different list? Discuss with your partner. Compare your answers with another pair.
2. a) In pairs read one of the texts below. Each of you will read a different text (A or B). Make a list of character traits as mentioned by the writers. Compare with your list. What makes you proud? What hurts you? b) Read the text again and complete it:

Character traits	Key facts
Hospitable	invite into a house for dinner
...	...

A. I am a British citizen and have lived in Belarus for many years. My wife is Belarusian and our children have both been educated here. Over the years I have visited all of the country's major cities and many of its towns, villages and smaller settlements. Of course people are individuals and have their own traits but I have found, at the risk of generalisation, that Belarusians have many characteristics in common.

In my experience, such as it is, Belarusians are extremely sociable both amongst themselves and with visitors. I remember meeting a man who travelled throughout the world for the Ford Motor Company and visited Belarus frequently. He told me that Belarusians were the most hospitable people he had encountered. Many is the time that, as a stranger, I have visited a village and spontaneously been invited into a house for dinner which was always generous.

Compared to the people in many western countries Belarusians are not materialistic. This is not to say that they do not want a car, good clothes and a nice apartment. Certainly younger people, and many of their elders, have embraced new technology and have up to date cell phones and computers but consumerism does not come close in scale to what is found, say, in Europe or the States. Not many people think of shopping as a leisure activity. Over time though, this may change as the market economy develops.

One thing that always impresses foreign visitors to Belarus is the strong sense of community. Belarus is a country that, throughout its history has suffered many hardships. People have survived because of their network of family and friends. In fact, it often seems to me, that there is little distinction made between family and friends. Wherever my wife and I have travelled throughout the country it seems that we always find a connection with someone who knows my wife or her family and will always put themselves out for us.

There is a high respect for education and culture. Most houses and apartments I have visited have a large number of books and conversation is often about complex and intellectual topics. Teachers are highly respected and viewed as professionals. I have visited many schools and am always struck by the politeness of the students and the good order and discipline of the classrooms.

The countryside holds a special place in the hearts of Belarusians. Even though Belarus has become increasingly urbanised and industrialised there always remains a link to rural life. On the weekends during the spring, summer and early autumn Minsk seems to empty out as urbanites go to their dachas. They garden, fish and the more courageous pick mushrooms.

Every city apartment seems to have a stock of preserves, the bounty of their dachas or their country relative's gardens. The urban-countryside divide that one finds in other countries does not seem so sharp in Belarus.

I have only touched on a few points, I think, which make Belarus and Belarusians distinctive. There is much more but that would take a whole book to describe.

Franklin Swartz

B. To be completely honest, when I was first approached to write some words about the character traits of Belarusian people I was not too happy to do so; the primary reason being that I dislike it when people categorize and stereotype others due to the colour of their skin, their religious beliefs or nationality. To say someone has a certain set of characteristics due to the boundaries they were born within is like saying Prince William, David Beckham, (Sir) Elton John, Amy Winehouse (RIP) and myself are all alike simply because we are English! Yet, despite my concerns, here I am attempting to give my best, unbiased, character analysis of the majority of Belarusians I have come into contact with during my time in this country.

In order to comment upon the average Belarusian's character, I feel that I need to divide it into three categories: 1. General; 2. Socialising with friends or spending time with family; 3. Workplace environment. The reasoning for this is that I believe there are some characteristics which most Belarusian people possess, probably due to the economic situation within the country during Soviet times and at present, combined with the fact that it seems to me many people in this country have two different personalities – one for at home and when socialising with friends or family, with another reserved for use within their workplace.

If I were to be limited to just one overall characteristic with which to describe Belarusians it would be 'resourceful'. The next adjective I would choose is 'peaceful'. I rarely see anyone lose their temper and feel very safe on the streets here, even at night. This is a stark contrast to inner-cities in my homeland. One other characteristic which I feel most here share is that of being quite careful with their money in their day to day life,

which is to be expected given the average wage in comparison to the cost of living.

From my experience, this carefulness is definitely forgotten when Belarusians are celebrating a special occasion, such as New Year or a birthday, and when entertaining guests. Indeed, when these events occur I have always found the people here to be extremely generous. Also, when socialising, Belarusians are fun-loving, outgoing, humorous and very friendly. Every time I go out socialising I am approached by strangers who wish to chat with me.

However, this openness and cheerfulness is kept well hidden by almost everyone when moving around the city, and especially so when shopping or travelling on public transport! But the worst seems to occur in the workplace. Many people, who I am certain are happy, cheerful and helpful when at home or with friends, become rude and unhelpful when at work, something I have experienced from check-out girls to civil servants. I feel that all this leads to a lack of customer service within this country, no matter what that service may be. An exception to this is those who chose their profession more because of a desire to care for others than as a means to earn money, such as kindergarten teachers and doctors. Having said all of this, I do also believe that the majority of Belarusians are very professional and hard-working; they certainly spend far more hours in the workplace than their British counterparts!

On a personal level, I fully enjoy the company of Belarusian people. With very few exceptions, I find the people here to be open, warm-hearted, fun-loving and intelligent. I have also found the sense of humour of the majority of locals to be very similar to that of my own. Belarusians are generally very welcoming and hospitable to foreigners. I fully enjoy meeting new people and teaching here. The younger generation, especially, are always eager to learn as much as they can about different cultures and to embrace new ideas.

Ian Gowman

c) Talk to your partner and find out the similarities and differences in describing Belarusian character traits in both texts.

GRAMMAR QUIZ

TENSES REVIEW: Past & Present Simple

• Complete the sentences below.

1. I didn't ... the answer to the last test question yesterday.
a) know
b) knew
c) knows
2. (A) Are you busy now?
(B) Yes, I
a) are
b) was
c) am
3. How many people ... at the meeting last week?
a) were
b) was
c) are
4. I ... a new pair of sunglasses on Saturday.
a) buy
b) bought
c) buys
5. Why ... Mr. and Mrs. Smith at home today?
a) aren't
b) don't
c) isn't
6. Do you ... it will rain later this afternoon?
a) thought
b) think
c) thinks
7. My little brother ... cartoons on TV every weekend.
a) watch
b) watches
c) watching
8. I ... go shopping last night because I was too tired.
a) wasn't
b) was
c) didn't
9. Did Tom and Patrick ... to school last week?
a) go
b) went
c) goes
10. ... you at the company meeting last Tuesday?
a) Was
b) Did
c) Were
11. Where ... Kelly go to high school last year?
a) is
b) was
c) did
12. I think Tommy ... the last cookie from the cookie jar this morning.
a) took
b) takes
c) take
13. (A) Were you at work yesterday?
(B) Yes, I
a) were
b) was
c) am
14. Where ... you and your family travel on your holiday?
a) were
b) did
c) was
15. Who ... your science teacher last year?
a) were
b) was
c) did
16. James wasn't on the basketball team before, but he ... now.
a) was
b) does
c) is

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

GRAMMAR QUIZ

ALL Things Grammar

Grammar Focus Tenses Review: Past Simple & Present Simple
Level Intermediate

ANSWER KEY

- | | |
|------|-------|
| 1. A | 9. A |
| 2. C | 10. C |
| 3. A | 11. C |
| 4. B | 12. A |
| 5. A | 13. B |
| 6. B | 14. B |
| 7. B | 15. B |
| 8. C | 16. C |

My Notes



Grades as percentages

16 / 16 = 100%
15 / 16 = 94
14 / 16 = 88
13 / 16 = 81
12 / 16 = 75
11 / 16 = 69
10 / 16 = 63
9 / 16 = 56
8 / 16 = 50
7 / 16 = 44
6 / 16 = 38
5 / 16 = 31
4 / 16 = 25
3 / 16 = 19
2 / 16 = 13
1 / 16 = 6
0 / 16 = 0%

TENSES REVIEW:

Past and Present Simple



- **Decide which tense to use: Past Simple or Present Simple. Then, complete the sentences.**

1. (do) Did you watch a movie last night?
2. I live in a house, but my friend (live) lives in an apartment downtown.
3. (A) Do you (study) _____ English? (B) Yes, I (do) _____.
4. What (do) _____ your brother do last weekend?
5. Sam and Julie still (like) _____ their jobs at the library.
6. Did you (buy) _____ a new television last week?
7. Why (be) _____ Stephane late for work yesterday?
8. In Canada, it always (snow) _____ in winter.
9. Where did you (eat) _____ dinner last Thursday?
10. (A) (be) _____ you busy last night? (B) No, I (be) _____.
11. The store (do/not) _____ open yesterday.
12. Brazil (be) _____ a very large country.
13. The train already (leave) _____ an hour ago.
14. I (be) _____ twenty years old. Next year, I will be twenty-one.
15. Where (be) _____ the coffee cups? I can't find them.
16. Sam is at home. He still (do/not) _____ want to come with us.
17. Giraffes (eat) _____ the leaves off tall trees.
18. What time (do) _____ you (get up) _____ this morning?
19. My family and I (fly) _____ to Peru last year.
20. Thomas always (watch) _____ cartoons on Saturday mornings. I do, too!

Grammar Focus Tenses Review: Past Simple and Present Simple
Level Intermediate

ANSWER KEY

- | | |
|-------------------|------------------|
| 1. Did | 11. did not |
| 2. lives | 12. is |
| 3. study / do | 13. left |
| 4. did | 14. am |
| 5. like | 15. are |
| 6. buy | 16. does not |
| 7. was | 17. eat |
| 8. snows | 18. did / get up |
| 9. eat | 19. flew |
| 10. Were / wasn't | 20. watches |

ZERO CONDITIONAL with: 'IF'/'WHEN' + PRESENT SIMPLE

"if" / "when" clause	main clause
If/When it rains,	the grass grows.
main clause	"if" / "when" clause
The grass grows	if/when it rains.

The zero conditional is used to talk about things that are always, or generally, true; it is also used to talk about scientific facts.

● Match the clauses below.

- | | |
|----------------------------------|--|
| 1. If I am late for class, | (A) if they don't eat. |
| 2. When he stays up very late, | (B) I always look left and right. |
| 3. People get hungry | (C) my teacher gets angry. |
| 4. If you study hard, | (D) when he is happy. |
| 5. When she watches a movie, | (E) I take a taxi to work. |
| 6. When I cross the street, | (F) he is very tired the next morning. |
| 7. I can't do my homework, | (G) the librarian gets angry. |
| 8. He always smiles | (H) if you want to lose weight. |
| 9. If I miss the bus, | (I) she likes to eat popcorn. |
| 10. When you make lots of noise, | (J) when it rains. |
| 11. Tea tastes sweet | (K) I watch a funny movie. |
| 12. You should eat less | (L) he listens to music. |
| 13. I always take my umbrella | (M) you get good grades in school. |
| 14. When I'm sad, | (N) if you add some sugar. |
| 15. When he cleans the house, | (O) if I don't have my glasses. |

Grammar Focus Zero Conditional
Level Intermediate

ANSWER KEY

My Notes



- | | |
|------|-------|
| 1. C | 9. E |
| 2. F | 10. G |
| 3. A | 11. N |
| 4. M | 12. H |
| 5. I | 13. J |
| 6. B | 14. K |
| 7. O | 15. L |
| 8. D | |

Grades as percentages

15 / 15 = 100%
14 / 15 = 93
13 / 15 = 87
12 / 15 = 80
11 / 15 = 73
10 / 15 = 67
9 / 15 = 60
8 / 15 = 53
7 / 15 = 47
6 / 15 = 40
5 / 15 = 33
4 / 15 = 27
3 / 15 = 20
2 / 15 = 13
1 / 15 = 7
0 / 15 = 0%

Put the verb into the correct form.

Examples: Water**boils**..... (boil) at 100 degrees Celsius.
George ...**doesn't go**..... (not/go) to the movies very often.
How many languages ...**do you speak**..... (you/speak)?

- The swimming pool (open) at 9:00 and (close) at 6:30 every day.
- What time (the banks / close) here?
- I have a car, but I (not/use) it very often.
- How many cigarettes (you/smoke) a day?
- "What (you/do)?" "I'm an electrical engineer."
- "Where (your father / come) from?" "He (come) from Mexico."
- It (take) me an hour to get to work. How long (it/take) you?
- I (play) the piano, but I (not/play) very well.
- I don't understand the word "deceive." What ("deceive" / mean)?

Use these sentences to make questions. Begin your questions with the word(s) in parentheses (...).

Examples: Tom plays tennis. (How often?) *How often does Tom play tennis?.....*
 I jog in the morning. (What time / usually?) *What time do you usually jog?.....*

1. Ann watches television. (How often?) How often
2. I write to my parents. (How often?)
3. I have dinner in the evening. (What time / usually?)
4. Tom works. (Where?)
5. I go to the movies. (How often?)
6. People do stupid things. (Why?)
7. The car breaks down. (How often?)

Decide whether the verbs in these sentences are right or wrong. Correct the ones that are wrong.

Examples: I don't know your telephone number. *RIGHT.....*
 Please don't make so much noise. I study. *WRONG: am studying*

1. Look! Somebody is climbing that tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes around the earth.
6. What are you thinking about my idea?
7. The government is worried because the number of people without jobs is increasing.
8. I'm usually going to work by car.

You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put the verb into the correct form.

Example: Phil / find a new job *Phil has found a new job.....*

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Fred / go / Brazil Fred
2. Jack and Jill / decide / to get married
3. Suzanne / have / a baby
4. Liz / give up / smoking
5. George / pass / his driving test

You are asking someone about things she has done in her life. Use the words in parentheses (...) to make your questions.

Example: (you ever / be / to China?) *Have you ever been to China?.....*

1. (you ever / be / to South America?)
2. (you / read / any English novels?)
3. (you / live / in this town all your life?)
4. (how many times / you / be / in love?)
5. (what's the most beautiful country you / ever / visit?)
6. (you ever / speak / to a famous person?)

Make sentences using the words given.

Examples: (I / smoke / 20 cigarettes yesterday) *I smoked 20 cigarettes yesterday...*
(how many cigarettes / you / smoke / today?)
How many cigarettes have you smoked today?

- (I / be / sick twice so far this year) I
- (how many times / be / you / sick last year?) How many times
- (I / not / drink / any coffee so far today)
- (he / be / late three times this week)
- (how many games / the team / win / last season?)
- (how many games / the team / win / so far this season?)

Put the verb into the correct form: present perfect (I have done) or simple past (I did).

Example: I ...*didn't play*..... (not/play) golf when I was on vacation last summer.

- Mr. Clark (work) in a bank for 15 years. Then he gave it up.
- George lives in Athens. He (live) there all his life.
- Bob and Alice are married. They (be) married for 20 years.
- When we were on vacation, the weather (be) terrible.
- The weather (be) very nice lately.
- My grandfather died 30 years ago. I (never/meet) him.
- I don't know Carol's husband. I (never/meet) him.

II

109.1 Complete the sentences. Each time use **at**, **on**, or **in** with one of the phrases from the box.

the 1920s	1917	the 15th century	about five minutes	the same time
Saturdays	night	the age of five	July 21, 1969	the moment

- Columbus discovered America. *in the 15th century*.....
- The first man landed on the moon
- In Britain soccer matches are usually played
- You can see the stars if the sky is clear.
- In many countries, children have to start school.....
- Jazz became popular in the United States
- It's difficult to listen when everyone is speaking
- The Russian Revolution took place
- Tom isn't here He'll be back

.2 Put in the correct prepositions: **at, on, or in.**

Examples: The concert starts**at**..... 7:45. I learned to drive**in**..... four weeks.

1. The course begins January 7th and ends March 10th.
2. I went to bed midnight and got up 6:30 the next morning.
3. We traveled overnight to Paris and arrived 5:00..... the morning.
4. Mozart was born in Salzburg 1756.
5. Are you doing anything special the weekend?
6. Hurry up! We've got to go five minutes.
7. I haven't seen Ann for a few days. I last saw her Tuesday.
8. I'll call you Tuesday morning about 10:00, okay?
9. I might not be home the morning. Can you call the afternoon instead?
10. Tom's grandmother died 1977 the age of 79.
11. I get paid the end of the month.
12. Jack's brother is an engineer, but he's unemployed the moment.
13. The price of electricity is going up October.
14. Sunday afternoons I usually go for a walk in the park.
15. There are usually a lot of parties New Year's Eve.
16. I like walking around town night. It's always so peaceful.
17. Tom doesn't see his parents very often these days – usually only Christmas and sometimes the summer for a few days.
18. the end of a course, the students usually have a party.
19. I've been invited to a wedding February 14.
20. I'm just going out to do some shopping. I'll be back half an hour.
21. Ann works hard during the week, so she likes to relax weekends.
22. It was a short book and easy to read. I read it a day.
23. Carol got married 17, which is rather young to get married.

.1 Put in **for or during.**

Examples: It rained ...**for**..... three days without stopping.
I fell asleep **during**.... the movie.

1. I waited for you half an hour and then decided that you weren't coming.
2. He hasn't lived in Haiti all his life. He lived in France four years.
3. Production at the factory was seriously affected the strike.
4. I felt really sick last week. I couldn't eat anything three days.
5. When we were at the theater last night, we met Ann intermission.
6. Sue was very angry after our argument. She didn't speak to me a week.
7. We usually go out on weekends, but we don't often go out the week.
8. Jack started a new job a few weeks ago. Before that he was out of work six months.

2 Put in *while* or *during*.

Examples: We met a lot of people *while*..... we were on vacation.
We met a lot of people *during*... our vacation.

1. I met Sue I was waiting for the bus.
2. we were in Paris, we stayed at a very comfortable hotel.
3. our stay in Paris, we visited a lot of museums and galleries.
4. The phone rang three times we were having dinner last night.
5. I had been away for many years. that time, many things had changed.
6. What did she say about me I was out of the room?
7. Jack read a lot of books and magazines he was sick.
8. I went out for dinner last night. Unfortunately I began to feel sick the meal.
9. Many interesting suggestions were made the meeting.
10. Please don't interrupt me I'm speaking.
11. There were many interruptions the President's speech.
12. Can you set the table I get dinner ready?

1 Complete these sentences. Use *in*, *at*, or *on* with one of the words or phrases from the box.

bed	sea	the National Theatre	a farm	the hospital
school	prison	the airport	the movie theater	the station

1. My train arrives at 11:30. Can you meet me *at the station*..... ?
2. I didn't feel very well when I woke up, so I stayed
3. My favorite movie, *Gone With the Wind*, is playing downtown.
4. Many people are for crimes that they did not commit.
5. I like the country and the fresh air. I think I'd like to work
6. Did you get along well with your teachers when you were ?
7. We went to see a play when we were in London.
8. Linda was injured in a car accident a few days ago. She is still
9. It was a very long voyage. We were for ten weeks.
10. Our flight was delayed. We had to wait for four hours.

2 Complete these sentences with *in* or *at*.

Example: Were there many people *at* the concert?

1. I didn't see you the party on Saturday. Where were you?
2. It was a very slow train. It stopped every little station.
3. He speaks French quite well. He studied Paris for a year.
4. Tom's sick. He wasn't work today. He was home bed.
5. The exhibition the art gallery finished on Saturday.
6. There will be a public meeting the Town Hall next week, to discuss the plan to build a new highway.
7. I haven't seen Ken for some time. I last saw him Dave's wedding.
8. Paul is a student Central Community College.
9. Don't call tomorrow evening. I won't be home. I'll be Ann's.
10. It's always too hot Linda's house. She has the heat on too high.
11. Jane is an anthropology student.....college.

Тематический контроль №1

Тема: At the trade delegation

1 уровень

Задание 1. Найдите английские эквиваленты.

- | | |
|---|---|
| 1. Обсуждать деловые вопросы | 1. to receive customers |
| 2. Просматривать почту | 2. to make an offer |
| 3. Быть заинтересованным | 3. to discuss business |
| 4. Цена на товар | 4. price for goods |
| 5. Делать предложение | 5. during the office hours |
| 6. Назначать встречу на понедельник | 6. to be interested in |
| 7. Запрос на чай | 7. to make an appointment for |
| | Monday |
| 8. Продавать оборудование в разные страны | 8. to look through the mail. |
| 9. Принимать заказчиков | 9. to sell equipment to different countries |
| 10. В течение рабочего дня | 10. an enquiry for tea |

2 Уровень.

Задание 2. Поставьте предложение в отрицательную и вопросительную формы (5 вопросов)

1. He likes to be at home in the evening together with his family.
2. She is speaking on the phone with her chief.

3 Уровень.

Задание 3. Употребите глагол в нужном времени.

1. Belov (to work) at the Ministry of Trade.
2. He (to meet) customers every day.
3. She (to make) an appointment with foreign businessman now.
4. What the engineers (to do)? They (to have talks) now
5. The manager (not to discuss) terms of the contract now.

4 Уровень.

Задание 4. Переведите.

1. Я бы хотела с вами поговорить.
2. Он работает в министерстве образования.
3. Ее рабочий день начинается в 8.
4. У нашего управляющего сейчас переговоры.
5. Мы не назначаем встреч в субботу. В субботу мы не работаем.

Задания тематического контроля №2

Тема: Обсуждение условий контракта.

Грамматика: модальные глаголы, предлоги.

1. Уровень II. Цена задания 4

Употребление требуемого по смыслу слово.

1. Mr. Ivanov studied ... contract terms and on Monday he came to the company... them with Mr. Blake.
2. I'd like... some details... you.
3. When do you. the goods? We can't.. to your price.

agree, the Buyer's, require, to discuss, with, clarify.

2. Уровень III. Цена задания 6

Употребление нужной предлог.

1. They received an enquiry ... compressors.. their customers.
2. ... the talks the Seller offered our company a 12 % discount ... the price.
3. The terms ... delivery and the payment ... collection suited the Buyer.
4. When he came ... London he made an appointment ... Mr. Morris ... Wednesday ... 10.

3. Уровень IV. Цена задания 8

1. What I (can, to do) for you?
2. We (to receive) your offer 5 days ago, but I (cannot, to study) it as I (to be) outside London and just (to come back).
3. Mr. Vlasov (to phone) Mr. Hunt lately.
4. Where (to be) the secretary? She (to type) still documents.

4. Уровень V. Цена задания 10

1. Наш секретарь умеет говорить по английскому, но она не умеет говорить по французски.
2. Мне нужно заехать за вами? – нет не нужно.
3. Мы не могли бы поставить товар на прошлой недели, так как наш товар пользуется большим спросом.
4. Она опоздала на урок на 10 минут вчера.

Тематический контроль №3

Тема: Обсуждение условий поставки товара

Второй уровень. Цена задания 4 балла.

Задание 1. Выберите правильный вариант.

1. Can you tell me ... (anything, anybody) about the places of interest in Minsk? Yes, I can tell you ... (anything, something), but not very much.

2. Has (anybody, somebody) phoned me?
-No ... (nobody, nothing) has/
-If (anybody, somebody) does, tell him that I'll come back soon.
3. There is ... (nowhere, nobody, anybody) in the street. It is wet and cold/
4. Will you go ... (somewhere, nowhere, anywhere) in July?

Третий уровень. Цена задания 6 баллов.

Задание 2. Вставьте предлог, где необходимо.

1. The plant in Minsk is ... construction now.
2. We deal ... Smith and Co ... lift equipment .
3. Last year we placed an order ... 200 pumps ... Brown and Co.
4. We can deliver the pumps ... four lot ... 25 pumps each ... regular intervals ... eight months.

Четвертый уровень. Цена задания 8 баллов

Задание 3. Поставьте глаголы, в скобках, в правильную форму

1. We (to go) sightseeing if it (to stop) raining.
2. When the manage (to come) back I (to tell) him about Blake and Co's offer.
3. We (to contact) the firms as soon as we (to study) its enquiry closely.
4. If Mr. Brow (to be) interested in our latest model of planes we (to send) him our catalogues.

Пятый уровень. Цена задания 10 баллов.

Задание 4. Переведите с русского на английский.

1. Я позвоню вам, когда вернусь домой.
2. Он ничего не знает об этом.
3. Фирма была заинтересована в покупке лифтов для завода.
4. Мы можем гарантировать качество наших товаров.

1. Supply the right word

1. We ... many goods to ... companies.
2. The company is ... in the ... of Otten and Co.
3. They sell their goods at the ... of 20 dollars.
4. Our machines are of high
5. They have just started ... a new model of
6. The Buyer required the ... as soon as

producing, possible, sell, quality, equipment, goods, offer, different, interested, price

Supply the right word

1. The shop is already under
2. Can I check in for the ... to London here?
3. We can start... the pumps six months after we ... the contract.
4. Our machines are of high
5. The company cannot... shipping
6. The Seller could ... the goods in four

facilities, flight, sign, deliver, quality, shipping, lots, provide, construction

Supply the right word

1. We can't agree to your
2. There is a heavy ... for these
3. The engineers are having ... in the conference
4. The secretary looks ... the mail every morning.
5. They can ... payment for
6. The ... received a ... on the price.

company, through, prices, goods, talks, demand, room, accept, discount, collection

2. Supply the correct prepositions

1. What time is breakfast? Any time ... 7 ... 9.
2. You must go ... the customs when you go ... a foreign country.
3. I reserved two rooms ... your hotel... the weekend.
4. We hope that the model is ... great demand.
5. The train will arrive ... a delay ... 40 minutes.
6. I'd like to speak ... the director ... our offer.
7. This is an enquiry ... compressors ... their customers.

1. The engineer went... Great Britain to have talks ... Brown and Co.
2. The secretary made an appointment... Mr Morris ... Wednesday ... 10.
3. Stepanov agreed ... the delivery terms.
4. Their goods were ... great demand and sold very well... that price.
5. They were heavy ... orders.
6. The company guaranteed the delivery ... each lot ... any delay.
7. ... Monday he contacted ... his manager.
8. The price ... books is very high.
9. We placed a big order ... computers ... this company.
10. The train will arrive ... time.
11. ... the talks the engineers discussed the terms ... delivery.

Supply the correct tenses.

1. We (to receive) your offer 5 days ago.
2. Where you (to go) yesterday?
3. We just (to study) your contract form.
4. I (not to like) to go out after office hours.
5. The secretary (to speak) on the phone now.
6. Your tools (to meet) our requirements.
7. The manager (to look) through the latest catalogues of the company lately.
8. They (to stay) at the hotel till 9 o'clock yesterday.
9. The engineers (to discuss) the terms of payment at the moment.
10. You (to make) a contract with them yet?
11. We (to do) business with many countries of the world.
12. She (to send) many faxes to different companies yesterday.
13. Last year we (to place) an order with this company.
14. You (to have) a good trip?
15. They already (to miss) the train.
16. It (not to rain) now.
17. The company (to deal) in lift equipment.
18. You ever (to be) to London?

**ПЕРЕЧЕНЬ УЧЕБНЫХ ИЗДАНИЙ И ИНФОРМАЦИОННО-
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