



TOMSK POLYTECHNIC UNIVERSITY

Yu. A. Chayka

**PROFESSIONAL ENGLISH FOR THE STUDENTS
OF ELECTRONIC EDUCATION INSTITUTE
IN SPECIALTIES: «ECONOMICS»,
«MANAGEMENT»**

2017





МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное
образовательное учреждение высшего образования
**«НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
ТОМСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**ПРОФЕССИОНАЛЬНЫЙ
ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ)
Часть 1**

для студентов направлений
38.03.01 «Экономика», 38.03.02 «Менеджмент»

Составитель
Ю.А. Чайка

2017





УДК 811.111'24:378(075.8)
ББК Ш143.21-923
П78

Пособие предназначено для студентов 3 курса ИнЭО, изучающих профессиональный курс английского языка по направлениям 38.03.01 «Экономика», 38.03.02 «Менеджмент».

УДК 811.111'243:621.3(075.8)
ББК Ш143.21-923

© Составление. ФГАОУ ВО НИ ТПУ, 2017
© Чайка Ю.А., составление, 2017





CONTENTS

Unit 1	The profession of an economist.....	5
Unit 2	Company	15
	Self-study (with keys).....	24
Control work № 1	Variant 1.....	29
	Variant 2.....	34
	Variant 3.....	38
	Variant 4.....	43
Unit 3	Recruitment.....	48
Unit 4	Leadership.....	58
	Self-study (with keys).....	72
Control work № 2	Variant 1.....	73
	Variant 2.....	79
	Variant 3.....	84
	Variant 4.....	89
Grammar reference	.....	94
Passive Voice	.....	94
Types of questions	.....	101
Conditionals	.....	110
Keys to grammar exercises	.....	119
Appendix (Abstract)	.....	123
Glossary	.....	125
References	.....	130





UNIT 1

ECONOMICS

Text What does economics study?

Grammar Revision: Tenses in Active and Passive Forms.

Types of questions.

LEAD-IN

1. Answer the questions.

- * Why did you decide to become an economist?
- * What do you know about your future profession?

READING

2. Before reading the text, remember the following words and word combinations.

birth rate	уровень рождаемости
budget	бюджет
business	компания, бизнес
to collect data	собирать данные
convenience	удобство
demand	спрос
government	правительство
to have an effect on	оказывать действие на, влиять на
household budget	семейный бюджет
inflation	инфляция
resources	ресурсы
to run business	руководить предприятием
trade-off	компромисс
unemployment	безработица

3. You are going to read the text about what economics is like. For questions 1–10, decide if they are true (T) or false (F).





What does economics study?

What do you think of when you hear the word economics? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. The science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about the decisions that governments and business managers take. In fact, economists study the decisions that we all take every day.

Making deals every day

Very simply, economics studies the way people deal with a fact of life: resources are limited, but our demand for them certainly is not. Resources may be material things such as food, housing and heating. There are some resources, though, that we cannot touch. Time, space and convenience, for example, are also resources. Think of a day. There are only 24 hours in one, and we have to choose the best way to spend them. Our everyday lives are full of decisions like these. Every decision we make is a trade-off. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the trade-offs people make. They study the reasons for their decisions. They look at the effects those decisions have on our lives and our society.

Two areas of economics

Economists talk about microeconomics and macroeconomics. Microeconomics deals with people, like you and me, and private businesses. It looks at the economic decisions people make every day. It examines how families manage their household budgets. Microeconomics also deals with companies – small or large – and how they run their business. Macroeconomics, on the other hand, looks at the economy of a country – and of the whole world. Any economist will tell you, though, that microeconomics and macroeconomics are closely related. All of our daily microeconomic decisions have an effect on the wider world around us.

Two types of economist

Another way to look at the science of economics is to ask, ‘what’s it good for?’ Economists don’t all agree on the answer to this question. Some practice positive economics. They study economic data and try to explain the behaviour of the economy. They also try to guess economic changes before they happen. Others practise normative economics. They suggest how to improve the economy. Positive economists say, ‘this is how it is’. Normative economists say, ‘we should ...’.





How economists work

So what do economists do? Mainly, they do three things: collect data, create economic models and formulate theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. Economic models show relationships between these different data. For example, the relationship between the money people earn and unemployment. From this information, economists try to make theories which explain why the economy works the way it does.

STATEMENTS	T/F
<ol style="list-style-type: none"> 1. The science of economics studies business, inflation an, unemployment and money. 2. Resources are material things only. 3. Economists study the effects of time and space on our lives and our society. 4. Microeconomics deals with economic decisions people make every day and how companies run their business. 5. Macroeconomics deals with the economy of a country and the world. 6. Microeconomics and macroeconomics are not related. 7. All people’s daily decisions influence the wider world around us. 8. Positive economics studies economic data, tries to explain the behaviour of the economy and makes guesses at economic changes before they happen. 9. Economists should not suggest how to improve the economy. 10. Economists collect data, create economic models and formulate economic theories. 	

4. Find the endings (a–j) to the given beginnings (1–10) on the basis of the text. Translate the sentences into Russian.

Example: If

Economists study the decisions that we all take every day.

Экономисты изучают решения, которые мы принимаем ежедневно.



1. Economists study the decisions	a) is a trade-off.
2. Resources may be material things	b) decisions have on our lives and our society.
3. Every decision we make	c) and of the whole world.
4. If you spend more time working,	d) 'this is how it is'.
5. Economists look at the effects our	e) relationships between different data.
6. Microeconomics examines how	f) that we all take every day.
7. Macroeconomics looks at the economy of a country	g) you make more money.
8. Positive economists say	h) such as food, housing and heating.
9. Data collection can include facts and figures	i) families manage their household budgets.
10. Economic models show	j) about almost anything, from birth rates to coffee production.

USE OF ENGLISH

5. Match the words on the left (1–20) to the words on the right (a–p) to make the collocations and translate them into Russian.

Example: If

To play a dominant role – играть важную роль

1. to play	a) benefit
2. income	b) economy
3. interest	c) costs
4. market	d) tax
5. production	e) market
6. stock	f) a dominant role
7. unemployment	g) rate
8. unit	h) added tax
9. value	i) prices
10. bottom	j) of account
11. household	k) account
12. savings	l) expectancy
13. state	m) line
14. to set	n) budget
15. life	o) monopoly
16. trade	p) barrier



6. Choose the English equivalent (a, b or c) to the given Russian word.

1. качество	a) quantity	b) quality	c) quotation
2. долг	a) degree	b) debt	c) device
3. спрос	a) demand	b) decision	c) deposit
4. расходы	a) expedition	b) expenditure	c) exhibition
5. безработица	a) underground	b) utility	c) unemployment
6. излишек	a) overweight	b) scarcity	c) surplus
7. вовлекать	a) involve	b) evolve	c) indicate
8. конкуренция	a) currency	b) completion	c) competition
9. наука	a) science	b) since	c) source
10. преимущество	a) bargain	b) benefit	c) basket

7. Read the following article about types of companies. Choose the best word to fill each gap from A, B, C or D below.

The Mixed Economy

Britain is the model of a mixed economy. It is 0) C up of two 1) _____ of companies: privately-owned organizations and 2) _____ -owned enterprises. The objectives of those who 3) _____ business in these two sectors are quite different, as private sector firms are owned by individuals, and public sector firms and organizations are owned by central or 4) _____ government. Most businesses in Britain are privately 5) _____ and this sector is clearly 6) _____ as a key area of the economy. The 7) _____ objective of firms in the private sector is to 8) _____ a larger share of the market. This can be 9) _____ through an 10) _____ in sales. This in 11) _____ will enable the business to grow, for example, through buying up another company. The 12) _____ company will then have a greater 13) _____ of entering different markets. The public sector has different 14) _____, the principle one being to 15) _____ essential services, such as health and education.

- | | | | | |
|---|---------------|--------------|------------|----------------|
| 0 | A) built | B) grown | C) made | D) constructed |
| 1 | A) styles | B) kinds | C) areas | D) forms |
| 2 | A) country | B) state | C) nation | D) land |
| 3 | A) perform | B) make | C) do | D) carry |
| 4 | A) restricted | B) local | C) narrow | D) limited |
| 5 | A) made | B) arranged | C) managed | D) driven |
| 6 | A) looked | B) watched | C) noticed | D) seen |
| 7 | A) main | B) most | C) first | D) top |
| 8 | A) add | B) gain | C) build | D) expand |
| 9 | A) achieved | B) completed | C) done | D) finished |



- | | | | | |
|----|-------------|----------------|-------------|--------------|
| 10 | A) addition | B) enlargement | C) increase | D) expansion |
| 11 | A) cycle | B) turn | C) circle | D) roll |
| 12 | A) larger | B) greater | C) fatter | D) heavier |
| 13 | A) try | B) aim | C) luck | D) chance |
| 14 | A) matters | B) concerns | C) alarms | D) affairs |
| 15 | A) give | B) provide | C) put | D) find |

8. Match the words from A to the definitions from B.

A	B
1) budget	A) the people who control a country and make laws
2) business	B) information
3) convenience	C) company that sells goods or services
4) data	D) easiness
5) demand	E) the amount of money you have for something
6) government	F) how much people want something
7) inflation	G) the number of people without work
8) resources	H) something such as money, workers or minerals belonging to an organization, country, etc which can be used to function properly
9) trade-off	I) rising prices
10) unemployment	J) giving away something in exchange for something

TRANSLATION

9. Translate the sentences into English or Russian.

1. Supply and demand have not traditionally affected the price of higher education. That's because supply largely remained unchanged, while demand was ever-rising.
2. Raising income tax would have a negative effect on economic growth.
3. Low interest rates and strong consumer demand are boosting domestic consumption.
4. The combination of stronger demand and limited supply is pushing up home prices.
5. Economic resources include both material things such as raw materials, housing and others, as well as non-material things, for example, time.
6. Главная идея международного рынка и инвестирования в том, чтобы каждая страна могла производить товары и услуги и экспортировать их в другие страны.
7. Главная разница между внутренним и внешним рынком состоит в использовании иностранной валюты при оплате товаров и услуг.
8. Торговые границы всегда будут существовать, пока в разных странах будут разные своды законов.
9. Экономисты собирают данные и на основе этих данных создают экономические модели.
10. Экономические модели показывают отношения между различными процессами в экономике.

GRAMMAR REVISION

The Active Voice	The Passive Voice
<ul style="list-style-type: none">• подлежащее предложения выполняет действие;• форма образования: Vo develop <p><i>Engineers develop these technologies.</i> <i>Инженеры разрабатывают эти технологии.</i></p>	<ul style="list-style-type: none">• подлежащее предложения подвергается действию;• форма образования: be + Ved be + developed <p><i>These technologies are developed by engineers.</i> <i>Эти технологии разрабатываются инженерами.</i></p>



10. Search the text for the sentences in the passive voice and translate them into Russian.

11. Change the forms of the verbs in the sentences from the active into the passive voice. Translate the sentences into Russian.

1. China imports most of its soy beans from Brazil.
2. We are reorganizing our customer service department.
3. Someone gave me a copy of the report.
4. People expect that the price of oil will rise over the winter period.
5. People think that bonds are a safer investment than shares.
6. Economists expect the inflation to rise next year.
7. The Chinese invented paper money in the ninth century.
8. The Accounts Department doesn't authorize this payment.
9. They will not finish the project by the end of the month.
10. We cannot ship your order until we receive the payment.

Types of questions

1. General: **Do you** study mechanical engineering at your university?
2. Special: What **do you** study at your university?
3. Alternative: **Do you** study mechanical engineering or management?
4. Tag: You study mechanical engineering, **don't you?**
5. A question to the subject: **Who showed** the new machines?

Remember the following auxiliary verbs: **am, is, are, do, does, did, have, has, will, can, must, may, should, would** which are used before the subject in the questions.

Remember the following interrogative words: **who, whose, whom, what, which, when, where, why, how, how many, how much, how long** which start special questions.

12. Make up different types of questions to the following sentences.

1. I've seen the news today. (general)
2. We lowered our prices last month. (special)
3. The standard of living in Europe went up during the 1960s. (alternative)
4. The government has announced a decrease in corporation tax. (tag)
5. Economics will never be a precise science. (general)
6. We have started to explore new ways of keeping down costs. (a question to the subject)
7. We should reduce our spending. (general)
8. The economy is overheating and needs to slow down. (tag)





9. Eurotunnel will hand over 40 % of its after-tax profits to the UK and French governments from 2050 onwards. (special)
10. The value of the yen against the US dollar has fallen to 80 % of its 2016 value. (alternative)

SPEAKING

13. Use the words and phrases below to make sentences.

to have an effect on, household budget, to run business, trade-off, unemployment, income tax, interest rate, savings account, to play a dominant role, monopoly, acquisition, transaction.

14. Work in pairs. Think of some questions to review the contents of the text about what economics studies and ask each other. Use the words and the word combinations below to mention the main aspects.

<ul style="list-style-type: none"> • to deal with • plays a dominant role • resources • trade-off 	<ul style="list-style-type: none"> • economic decisions • economic data • economic models • unemployment
---	--

15. Say about the profession of the economist.

WRITING

16. Write an abstract to the following text. The length of the abstract is 80–100 words.

History of economic thought

Economic thought goes back thousands of years. The ancient Greek, Xenophon, used the word oikonomikos. He was talking about skilful or clever ways to manage land and households. We could call many of Aristotle’s political writings economics, although he did not use the word. The English word economics first appeared in the 19th century.

Early economic thought was all about the meaning of wealth or being rich. A country or nation’s wealth depended on its owning precious metals. During medieval times, trading between nations grew, and a new social class appeared. These were merchants, people who made their money through the buying and selling of goods. They saw the economy as a way to make the state strong. For them the nation’s wealth depended on stocks of gold and the size of the population. Modern economics was really born in the 19th centu-





ry. Adam Smith is often called the Father of Modern Economics. Smith realised that a nation's wealth depended on its ability to produce goods. The value of these goods depended on the cost of production. The cost of production depended on the cost of workers, raw materials and land. This was really the first example of macroeconomics. Smith and other classical economists were writing at a time of great change. The industrial revolution had begun. Paper money began to replace precious metals. The middle classes were growing stronger. Economists' theories echoed these changes. They wrote about the division of labour.

For classical economists, the value of goods depends on the cost of production. However, the price of goods is not always the same as their real cost. Later economists developed new theories to explain this weakness in classical economics. These are known as the neoclassical economists and they were writing at the end of the 19th and early 20th centuries. In neoclassical economics, supply and demand make the economy work. Consumers want satisfaction from their resources (time and money). Firms want profit. In neoclassical economics, this is the basic relationship in the economy. These ideas are still the basis of economic thinking today.





UNIT 2

COMPANY

Text Main company types.

Grammar Revision: Tenses in Active and Passive Forms.

LEAD-IN

1. Answer the questions.

- * What do you know about Phillips Company?
- * What their products do you remember?

READING

2. Before reading the text, remember the following words and word combinations.

to establish a company	основать компанию
product range	линия продукции
landmark	1) веха, поворотный пункт 2) достопримечательность
headquarters	главный офис компании
global network	глобальная сеть
long-term strategy	долгосрочная стратегия
the Board of Management	совет директоров
to implement policies	осуществлять политику
chairmen	председатель
business issue	рабочий вопрос
product division	товарное подразделение
the Supervisory Board	контрольный совет
key officers	основные члены правления
creed	кредо, принцип

3. You are going to read the text about Phillips Company. For questions 1–10, decide if they are true (T) or false (F).



The Phillips Story

The foundations of the one of the world's biggest electronics companies were laid in 1891 when Gerald Philips established a company in Eindhoven, the Neverlands, to manufacture light bulbs and other electrical products. In the beginning, it concentrated on making carbon-filament lamps and by the turn of the century was one of the largest producers in Europe. Developments in new lighting technologies fuelled a steady programme of expansion, and, in 1914, it established a research laboratory to stimulate product innovation.

In 1920s, Philips decided to protect its innovation in X-ray radiation and radio reception with patents. This marked the beginning of the diversifications of its product range. Since then, Philips has continued to develop new and exciting product ideas like the compact disc, which it launched in 1983. Other interesting landmarks include the production of Philips' 100-millionth TV-set in 1984 and 250-millionth Philishave electric shaver in 1989.

Philips headquarters are still in Eindhoven. It employs 105,400 people all over the world, and has sales and service outlets more than in 60 countries. Research laboratories are located in 6 countries, staffed by some 3,000 scientists. It also has an impressive global network of some 400 designers spread over twenty-five locations. Its shares are listed on sixteen stock exchanges in nine countries and it is active in about 100 businesses, including lighting, monitors, shavers and colour picture tubes, each day its factories turn out a total of 50 million integrated circuits.

Royal Philips Electronics is managed by the Board of Management, which looks after the general direction and long-term strategy of the Philips group as a whole. The Supervisory Board monitors the general course of business of the Philips group as well as advising the Board of Management and supervising its policies. These policies are implemented by the Group Management Committee, which consists of the members of the Board of Management, chairmen of most of the product division and some other key officers. The Group Management Committee also serves to ensure that business issues and practices are shared across the various activities in the group.

The company creed is 'Let's make things better'. It is committed to making better products and systems and contributing to improving the quality of people's work and life. Moving into a new century, Philips remained fully committed to innovation. Reflecting its focus on health and well-being, the company introduced the Ambient Experience in 2002. This innovative solution improves hospitals' workflow and patient care by integrating architecture, design, dynamic lighting and sound. Other milestones include, in 2006, the first commercial launch of a 3D scanner. In 2012, Philips introduced the AlluraClarity interventional X-ray system, which offers excellent visibility at





low X-ray dose levels. Recent innovations include the development of the Philips Smart Air Purifier and solutions for minimally-invasive surgery.

In the field of lighting, landmark achievements include winning the US Department of Energy’s ‘L Prize’ for the first 60 W-equivalent LED bulb, the development of the CityTouch connected LED lighting management system and the Philips hue personal wireless lighting system, and the world’s most energy-efficient LED lamp breaking the 200 lumens per watt barrier. And on travels around the world, whether passing the Eiffel Tower in Paris, walking across London’s Tower Bridge, or witnessing the beauty of the ancient pyramids of Giza, you don’t have to wonder any more who lit these world famous landmarks, it was Philips.

STATEMENTS	T/F
<ol style="list-style-type: none"> 1. The Phillips Company was founded in the USA. 2. At first, the company produced X-ray systems. 3. Phillips’ headquarters are in Amsterdam. 4. It employs 160,400 people all over the world, and has sales and service outlets more than in 54 countries 5. It was the first company to produce compact disks. 6. The Board of Management looks after the general direction and long-term strategy of the Philips group. 7. The general course of business is monitored by the Supervisory Board. 8. The company creed is connected with making better products and improving the quality of people’s life. 9. The Phillips Company is the leader in the field of LED lighting. 10. It provides the lights for famous landmarks such as London’s Tower Bridge. 	

4. Find the endings (a–j) to the given beginnings (1–10) on the basis of the text. Translate the sentences into Russian.

Example: If

In 1920s, Philips decided to protect its innovation in X-ray radiation and radio reception with patents.

В 1920-х годах компания Филлипс решила защитить патентами свои инновации в области рентгеновского излучения и радиоприема.



1. In 1920s, Philips decided to protect its innovation	a) 6 countries, staffed by some 3,000 scientists.
2. Research laboratories are located in	b) by the Board of Management.
3. Phillips' shares are listed	c) that business issues and practices are shared across the various activities in the group.
4. Philips is active in about 100 businesses,	d) 'Let's make things better'.
5. Royal Philips Electronics is managed	e) the Philips Smart Air Purifier and solutions for
6. The Group Management Committee also serves to ensure	minimally-invasive surgery.
7. The company creed is	f) in X-ray radiation and radio reception with patents.
8. Recent innovations include the development of	g) on sixteen stock exchanges in nine countries.
9. In 2006 Philips launched	h) the first 60 W-equivalent LED bulb.
10. Phillips won the 'L Prize' for	i) the first commercial 3D scanner.
	j) including lighting, monitors, shavers and colour picture tubes.

USE OF ENGLISH

5. Match the words on the left (1–16) to the words on the right (a–p) to make the collocations and translate them into Russian.

Example: 1g

Electrical products – электротехнические изделия

1. electrical	a) improving the quality
2. the turn	b) launch
3. programme	c) laboratory
4. research	d) product innovation
5. product	e) of the century
6. stock	f) direction
7. general	g) products
8. long-term	h) range
9. business	i) issues
10. supervising	j) of the members
11. to consist	k) account
12. to contribute to	l) achievements
13. patient	m) of expansion



14. landmark	n) the policies
15. commercial	o) exchange
16. to stimulate	p) care

6. Match the words from the text to their corresponding definition.

1. innovation	a) a planned series of action
2. patent	b) main offices
3. diversification	c) a place or address
4. range	d) a person in charge of a meeting or organization
5. headquarters	e) the introduction of a new idea
6. location	f) a selection or series
7. strategy	g) making different types of products
8. policy	h) an agreed course of action
9. factory	i) a place where products are made
10. chairman	j) the right to make or sell an invention

7. Replace the words in italics with the words used in the text.

- Gerard Phillips *set up* _____ a company in Eindhoven.
- The company initially *specialized in* _____ making carbon-filament lamps.
- Developments in new lighting technologies fuelled a steady *plan for growth* _____.
- In 1983 it *introduced* _____ the compact disc *onto the market*.
- Each day its factories *produce* _____ a total of 50 million integrated circuits.
- Royal Philips Electronics is *run* _____ by the Board of Management.
- The Supervisory Board *carefully watches* _____ the general course of business.
- The policies are *put into practice* _____ by the Group Management Committee.
- The Group Management Committee consists of the members of the Board of Management and chairmen of most of the product *sectors* _____.
- The Group Management Committee also serves to ensure that *important matters* _____ and *ways of doing business* _____ are shared across the various activities in the group.



8. Complete the passage using the words from exercises 6 and 7 in the correct form.

The key to Phillips' success can be described by two words. The first is 1) _____: the company designers are continually developing and creating new products. The second is 2) _____: Phillips is active in about 100 businesses varying from consumer electronics to domestic appliances and from security systems to semiconductors. With such a wide 3) _____ of products the company needs a complex system of management. Each product 4) _____ has its own 5) _____; most of them are members of the Group Management Committee, which 6) _____ all company 7) _____ and decisions. The Supervisory Board 8) _____ the general business of the group and it also advises and supervises the Board of Management.

TRANSLATION

9. Translate the sentences into Russian.

1. Who is responsible for staff development in this department?
2. Companies need to be able to adapt to a changing environment.
3. Many companies used to provide workers with lifelong employment.
4. The Head of Procurement is in charge of purchasing.
5. Traditional companies are being replaced by networks of companies working together.
6. Shares in corporations are usually sold on the Stock Exchange.
7. Most large corporations are public limited or joint-stock companies, which means that shareholders who wish to invest in the company can buy and sell parts of the company on the stock exchange.
8. Many companies are multinationals with subsidiaries and assets in various different countries.
9. Companies generally engage in mergers with other companies and acquisitions in order to expand.
10. Large corporations are increasingly under threat from growing number of dotcoms set up by entrepreneurs.





GRAMMAR REVISION

Таблица времен пассивного залога

	Simple	Continuous	Perfect
Present	space is explored	space is being explored	space has been explored
Past	space was explored	space was being explored	space had been explored
Future	space will be explored	—	space will have been explored

10. Read the newspaper article. Underline the correct form of the verb in italics.

The telecoms regulator Oftel 1) *has released/has been released* figures showing that broadband 2) *is taking up/is being taken up* rapidly by British households and businesses. The statistics, which 3) *published/were published* yesterday, 4) *show/are shown* that over 30,000 subscribers a week 5) *are turning/are being turned* to high-speed Internet services. The main advantage of broadband is that files 6) *can download/can be downloaded* by users up to 40 times faster than with a dial-up modem, and the connection 7) *can leave/can be left* open all the time. Broadband services 8) *have reached/have been reached* most major towns and cities, but customers in more remote areas 9) *do not know/are not known* whether the phone lines in their areas 10) *will upgrade/will be upgraded*.

11. Rewrite the following sentences so that they have the same meaning.

- A local firm is redecorating our offices.
Our offices a local firm.
- They grow a lot of the world's tea in India.
A lot of in India.
- I'll have the interviews conducted by my assistant.
I'll get the interviews.
- His suits are all made in Savile Row.
He has in Savile Row.
- Two brothers founded the company in 1896.
The company in 1896.



- 6. Nobody has paid the bill yet.
The bill still
- 7. They reorganized the department last year.
The department last year.
- 8. An Italian designer updated our winter range.
We had By an Italian designer.
- 9. You will be collected from the airport.
Someone from the airport.
- 10. I'll ask Accounts to send you another copy of the invoice.
I'll have another copy of the invoice.

SPEAKING

12. Use the words and phrases below to make sentences.

to sell on the Stock Exchange, shareholders, to run business, subsidiary, assets of the company, mergers and acquisitions, large corporations, entrepreneur, to be responsible for, to adapt to, to invest in, to be under threat.

13. Work in pairs. Think of some questions to review the contents of the text about Phillips and ask each other. Use the words and the word combinations below to mention the main aspects.

<ul style="list-style-type: none"> • landmark achievements • headquarters • global network • long-term strategy 	<ul style="list-style-type: none"> • diversification • innovation • electrical products • research laboratory
---	---

14. Find the information about an international company and make a short report (history, structure, main products).



WRITING

15. Write an abstract to the following text. The length of the abstract is 80–100 words.

Hongdou

Company background

Hongdou Group is a well-known Chinese manufacturer of clothing, based in Jiangsu province. The current president is Mr. Zhou Haijiang.

The Chinese characters which spell out the name Hongdou literally mean red bean. Hongdou makes most Chinese people think of a popular poem by the Tang Dynasty poet, Wang Wei, called Xiang Si or Lovesickness. In the poem, Hongdou is a symbol of love and affection.

However for consumers in China today, the word Hongdou also has other associations. It's also the name of one of the most respected clothing brands in China. Their main products are suits, shirts, jackets, underwear and children's clothes. In 1994, the government named Hongdou as one of China's top ten famous brands and in 2004, the company won a national award.

The current chairman of Hongdou group is Mr. Zhou Haijiang. The company began in the communist era when Zhou grandfather set up a cotton mill in 1957. After a few months, the local communist officials forced him to join a together with two other similar operations to create a state-owned collective. Mr Zhou died seven yeas later from breathing in cotton dust, but in 1983, his son, Zhou Yaoting, took over the operation of the company. This was a period of economic growth and the company began to expand. The current chairman, Zhou Haijiang, is the third generation son. He gave up his job as a lecturer at Hehai University to join the business in 1987.

The company gradually became privatized. In 1992, the Zhou family and othes gained more than 50 per cent ownership of the company. Zhou Yaoting's position as a member of the national congress helped him with this process because he could stay friendly with local government authorities. In 2004 the government sold its last shares in Hongdou and in that same year, Zhou Haijiang took over the position of chairman.

Hongdou clothing usually attracts the middle-aged market but now they are trying to create clothes which appeal to the younger consumer. They have used the pop star Jeff Chang in some of their advertisements to give the company a younger image. The company has a number of clothing chains outside China as its customers, and hopes to expand its overseas market further. Mr.Zhou's ambition is to make Hongdou one of the world's top clothing brands.

SELF-STUDY

1. A) Complete the article with the following words.

acquisition	model	transaction	buyers	sales	income
risks	monopoly	investigation	interest		

Breaking into new markets

eBay, the world's largest online auctioneer, has a business 1) model that definitely suits the Internet. Thanks to many clever search features, it can match up sellers and 2) _____ of even the most unfamiliar items. And because of its smart cost and revenue structure (it charges a modest commission on each 3) _____ and does not store goods), eBay has been one of the most consistently profitable e-commerce businesses. In the first quarter, its net 4) _____ more than doubled, to \$104,2 m. on revenues of \$476 m. This was partly due to eBay's 5) _____ of PayPal, a payments business, last year.

Taking out the effects of that deal, 6) _____ were up by 56 % over the previous year. One of eBay's greatest strengths, however, is also one of the biggest 7) _____ it faces. Its business like any marketplace is a natural 8) _____, and so once it is established, it is pretty hard for a newcomer to challenge it. This has already aroused the 9) _____ of America's Department of justice. It took no action after an 10) _____ a couple of years ago, but some think it will be tempted to take another look as eBay expands.

B) Define if these statements about eBay are true or false?

1. eBay is regarded as the top online auction company.
2. The company buys goods and holds them before reselling them.
3. It makes a large profit on every deal.
4. eBay has only just started to make profit.
5. eBay has recently bought a payments business.
6. The US Department of Justice has tried to stop eBay trading.

2. Read the text. Use the words given in capitals on the right to form a word that fits in the gap in the same line.

A market is an 1) _____ through which buyers and 2) _____ meet or communicate for the purpose of 3) _____ goods or services. Markets are a way in which buyers and sellers can conduct transactions resulting in mutual net gains that otherwise	1) ARRANGE 2) SELL 3) TRADE
--	-----------------------------------



<p>wouldn't be 4) _____. Many market transactions are conducted without buyers and sellers actually meeting at a particular 5) _____. For example, you can browse through catalogues or magazine 6) _____ to see what 7) _____ sellers are offering. If you find something you like, you can order it by mail or telephone, without face-to-face contact with the seller. You can also hire an intermediary to carry out a transaction for you.</p>	<p>4) POSSIBILITY 5) LOCATE 6) ADVERTISE 7) VARY</p>
---	--

3. Match the departments (1–10) with the quotes (a–j).

- | | |
|---------------------------|---|
| 1) Administration | A) We are very dependent on technology; my job is to ensure that all hardware and software is operational. |
| 2) Finance | B) I am responsible for sourcing all materials, equipment and components needed by the firm. |
| 3) Human Resources | C) My team provides detailed figures to assess the health of the company. |
| 4) Information Technology | D) The marketing department identifies gaps in our product range. We create the new products and then test them. |
| 5) Marketing | E) We are concerned with manufacturing in our two factories. |
| 6) Production | F) When a job becomes vacant or a new post is created, we take care of recruitment and selection. |
| 7) Purchasing | G) We work with a large team of national representatives whose job is to get orders from customers and then ensure that the orders are delivered. |



- 8) Quality **H)** My department has a wide range of responsibilities from running the post room to organizing office furniture.
- 9) Research and Development **I)** We find out what customers want, set the price and organise promotion campaigns.
- 10) Sales and Distribution **J)** I ensure that all our products are manufactured to the highest possible standard.

4. Read the following article and choose the best word to fill each gap from A, B, C or D below.

Pro-Chic was a 1) _____ company with a customer base of about 250. Its founder, Biruta Zilinskiene, was a 2) _____ fashion designer with a lot of good ideas. She specialized in smart, practical clothes that could 3) _____ to business women. Her customers were too busy to go shopping, so Biruta visited them in their office or home. It was a clever plan and Pro-Chic started to make a good 4) _____. The company had a brand with a good 5) _____, but it needed more 6) _____ to reach a wider market. Biruta wanted the company to grow, and for that she needed to 7) _____ her designs in magazines. To begin with, Beruta used her own money to 8) _____ the venture. But to run a big advertising 9) _____, she needed a lot more 10) _____. So she went to a group of venture 11) _____ to try to raise more money. The group liked her ideas and saw that the business had a lot of 12) _____. Biruta was able to 13) _____ the money she needed.

- | | | | | |
|----|----------------|----------------|----------------|---------------|
| 1 | A) set-up | B) starting | C) start-up | D) setting |
| 2 | A) talented | B) targeted | C) weak | D) aimed |
| 3 | A) appeal | B) target | C) feature | D) gain |
| 4 | A) demand | B) competition | C) profit | D) supply |
| 5 | A) image | B) fame | C) opinion | D) view |
| 6 | A) publication | B) public | C) publicity | D) publish |
| 7 | A) represent | B) produce | C) promote | D) perform |
| 8 | A) finance | B) raise | C) rocket | D) increase |
| 9 | A) commerce | B) contract | C) campaign | D) company |
| 10 | A) findings | B) funding | C) founders | D) foundation |
| 11 | A) capitalists | B) elevators | C) enthusiasts | D) volunteers |
| 12 | A) future | B) prediction | C) potential | D) foreseeing |
| 13 | A) lend | B) borrow | C) finance | D) loan |



5. Read the following short description of the marketing department of IceBerg. Choose the best word to fill each gap from A, B, C or D below.

IceBerg makes and sells ice cream both nationally and internationally. The marketing department is 1) _____ by the Director, Johannes Fleischer. His department 2) _____ detailed market research in order to identify opportunities for new product development. Johannes 3) _____ a team of market researches, who, in turn, are 4) _____ for specific product areas. The team 5) _____ with lots of reports from internal and external sources. This information is passed to Johannes, who is 6) _____ of collating the information so that it can be presented to the Board. Johannes also (7) _____ problems connected with pricing, and 8) _____ promotional campaigns for new (and old) products. In addition to the market research team, Johannes is also 9) _____ an assistant and a secretary. They 10) _____ his schedule and prepare all his appointments.

- | | | | | |
|----|-----------------|----------------|----------------|------------------|
| 1 | A) headed | B) dealt | C) encouraged | D) formed |
| 2 | A) points out | B) states | C) carries out | D) does |
| 3 | A) performs | B) makes | C) leads | D) combines |
| 4 | A) restricted | B) responsible | C) charge | D) limited |
| 5 | A) deals | B) arranges | C) completes | D) runs |
| 6 | A) in head | B) in team | C) in notice | D) in charge |
| 7 | A) decides | B) solves | C) makes | D) does |
| 8 | A) spends | B) gains | C) organises | D) expands |
| 9 | A) supported by | B) helped by | C) charged | D) supervised by |
| 10 | A) find | B) provide | C) help | D) manage |

KEYS TO SELF-STUDY

1) A) 2 buyers, 3 transaction, 4 income, 5 acquisition, 6 sales, 7 risks, 8 monopoly, 9 interest, 10 investigation.

B) 1T, 2F, 3F, 4F, 5T, 6F.

2) 1 arrangement, 2 sellers, 3 trading, 4 possible, 5 location, 6 advertisements, 7 various.

3) 1H, 2C, 3F, 4A, 5I, 6E, 7B, 8J, 9D, 10G.

4) 1C, 2A, 3A, 4C, 5A, 6C, 7C, 8A, 9C, 10B, 11A, 12C, 13B.

5) 1A, 2C, 3C, 4B, 5A, 6D, 7B, 8C, 9A, 10D.



CONTROL WORK № 1

Variant 1

READING

1. Read the text and decide whether these statements are true or false.

1. Market structure describes how competitive a market is.
2. Perfect competition and pure monopoly are opposites.
3. Four conditions are necessary for perfect competitions to exist.
4. In perfect competition, every company makes a slightly different product.
5. Perfect competition makes it easy for new companies to start trading.
6. When there is perfect competition, companies are able to set any price they want.

Market structure and competition

When economists talk about market structure they mean the way companies compete with each other in a particular market. Let's take the market for pizzas, for example. There may be many thousands of small companies all trying to win a share of the pizza market, or there may be only one huge company that supplies all the pizzas. These are two very different market structures, but there are many other possible structures. Market structure is important because it affects price. In some market structures, companies have more control over price. In other market structures, consumers have more control over price. You can think of market structure as a kind of scale. At one end of the scale is perfect competition and at the other end is pure monopoly. In a market with perfect competition, there are many companies supplying the same good or service, but none of them are able to control the price. This sounds fine, but in reality it is very difficult for such a market structure to exist. What's needed?

First of all, there must be many small companies competing. Each company has its own small share of the market. If one company has a much larger share than any other, it can affect price, and perfect competition will no longer exist.

Secondly, products or services from different companies must be the same. This doesn't mean that every thing on the market has to be identical, but they have to be perfect substitutes. In other words, one company's product must satisfy the same need as another company's. Imagine a company produces a television that also makes tea. Its product is different from every-





one else's. If it chooses to raise the price of its TVs, customers may still want to buy them because of this difference.

Thirdly, customers and companies must have perfect and complete information. This means that they know everything about the products and prices on the market and that this information is correct.

Fourthly, there mustn't be any barriers to new companies entering the market. In other words there must not be anything that helps one company stay in the market and blocks other from trading.

Finally, every company in the market must have the same access to the resources and technology they need.

If all of these conditions are met, there is perfect competition. In this kind of market structure, companies are price takers. This is because the laws of supply and demand set the price, not the company. How does this work? Very Simply! An increase in demand will make a company increase its price in order to cover costs. It might try to push its prices even higher than necessary so that it can make more profit. However, it will not be able to do this for very long. The increase in demand and the higher price will make other companies want to enter the market, too. This will drive the price back down to equilibrium.

VOCABULARY

2. Match the words and phrases with the definitions.

1) scale	A	to have an influence on someone or something
2) supply	B	the possibility of getting the right to use or look at something
3) equal	C	a state of balance
4) affect	D	looking or being almost, but not exactly, the same
5) substitute	E	the same in amount, number or size, or the same in importance
6) access	F	to provide something that is needed
7) equilibrium	G	to try to be more successful than someone else
8) demand	H	a limit or boundary of any kind
9) structure	I	money which is earned in trade or business
10) barrier	J	a device for weighing things or people
11) similar	K	to call for or require something
12) market share	L	the way in which the parts of a system are arranged or organized
13) compete	M	the number of things that a company sells compared with the number of things of the same type that other companies sell
14) profit	N	a thing that is used instead of another thing





3. Choose the best answer A, B or C from the list.

1. Companies usually have a with senior managers at the top and employees at the bottom.
2. McDonald's has a very big of the fast food market.
3. Some teachers mark students' work using a from A to E.
4. No one's work is we all make mistakes.
5. A perfect economic system may never
6. A monopoly means an absolute or complete monopoly.
7. Not all twins are Some twins are brother and sister, for example.
8. Sometimes a person's color or race can be to getting work.
9. We use curtains to light.
10. Countries have been with each other for thousands of years.
11. The point is where two things are balanced against each other.
12. Honey is a healthier for sugar to make things sweet.
13. Everyone should have to education.

- | | | | |
|----|----------------|--------------|-----------------|
| 1 | A) shape | B) structure | C) building |
| 2 | A) piece | B) part | C) market share |
| 3 | A) scale | B) point | C) grade |
| 4 | A) good | B) better | C) perfect |
| 5 | A) is | B) live | C) exist |
| 6 | A) pure | B) good | C) clean |
| 7 | A) similar | B) identical | C) same |
| 8 | A) gate | B) barrier | C) block |
| 9 | A) barrier | B) close | C) block |
| 10 | A) shopping | B) trading | C) selling |
| 11 | A) equilibrium | B) middle | C) equal |
| 12 | A) difference | B) addition | C) substitute |
| 13 | A) access | B) openings | C) entrance |

TRANSLATION

4. Translate into Russian.

1. The science of economics studies business, production, trade, inflation, unemployment and the decisions that we, governments and companies take every day.
2. While microeconomics studies how companies and households run their business, macroeconomics looks at the economy of a country as a whole.



3. Economic resources include both material things such as raw materials, housing and others, as well as non-material things, for example, time.
4. Every day we make many decisions and each is a trade-off between different resources.
5. Economists collect data and on the basis of this data they create economic models.
6. Economic models show relationships between different processes in the economy.
7. Adam Smith, 'the father of modern economies', considered that a nation's wealth depended on its ability to produce goods.

WRITING

5. **Write an abstract to the following text. The length of the abstract is 80–100 words (see Appendix).**

Women on top in new sales industry survey

A new survey of over 200 sales professionals has found that two-thirds of women and over half of men believe that women make the best salespeople, underlining the growing reputation of women in the sales industry. The survey was carried out for Pareto Law, recruitment and training company. It questioned sales professionals on what they considered to be the most important qualities for a salesperson. It also asked who would be most likely to succeed. Both men (53 %) and women (66 %) agreed that women do make better salespeople, with Hillary Clinton voted as the top female celebrity most likely to succeed in a career in sales. When asked why women make the best salespeople, men believe the main reason is that women are better at actually closing a deal, while women stated they are better than men when it comes to dealing with people. Other female skills highlighted included being more organized and being able to handle more work, while male skills were identified as strong personalities and selling skills.

Jonathan Fitchew, Managing Director of Pareto Law, said: "Television programmes have increased people's interest in the sales industry, but have also highlighted the different approaches of men and women to the same sales issues." When it comes to the individual qualities required to become a successful salesperson, men ranked honesty as most important (53 %), while women placed most value on personality (47 %). Both agreed that integrity was also key, coming third overall (41 %). Good looks came at the bottom of the list, with only 3 % of sales professionals ranking this as important.





This focus on professionalism, rather than the hard sell, supports the fact that over half of the sales professionals questioned believe that the reputation of sales has improved over the last 10 years, with 55 % of men and 47 % of women considering this to be the case. Both men (87 %) and women (86 %) agreed that the top incentive for salespeople was money, with the average sales executive expecting to earn between £25–35 k, including bonuses and commission, in their first year of work. Other incentives included verbal praise, overseas holidays and cars.





CONTROL WORK № 1

Variant 2

READING

1. Read the text and decide whether these statements are true or false.

1. In a planned economy, the government decides how products are made.
2. In a planned economy, suppliers can sell anything that is in demand.
3. In a planned economy, a doctor should get paid more than a footballer.
4. Planned economies grow more slowly than market economies.
5. In a market economy, greater demand for something makes it cheaper.
6. Planned economies are difficult to run in countries with large populations.

The planned economy

In many ways, the planned economy is the direct opposite of the market economy. In the market economy, the forces of supply and demand decide everything: what is produced, how much is produced, the methods of production and the price. In the planned economy, all of this is decided by the government. In every way that the market economy is free, the planned economy is controlled. Unfortunately, no economic system is perfect. If there was a perfect system, economists wouldn't have anything to argue about! Market economies have their strengths, but they have their problems, too. Planned economies try to provide solutions to these problems. For example, the free market supplies the things that people want. However, what people want and what they need are not always the same: Fast food is always in demand, but it's bad for us. In a planned economy, the government could decide to stop fast food restaurants operating in the market.

A second problem with free markets is that producers always want the highest price. Often the poor can't afford things. In a planned economy, the government sets prices. They make sure that everyone can afford basic commodities. This is one way that planned economies try to share things equally. Another is to control how much people get paid. In a planned economy, workers' wages depend on the service they provide to society. If people can live without their service, you get paid less.

This is very different from the free market. In the free market, someone's salary mostly depends on the demand for his or her work. If people like what you do, you get paid more. 20th century, however, the planned economy became the standard for socialist governments like the USSR and China. These countries experienced amazing economic growth in a very short time.





In a market economy, it takes a long time for big industries to grow from small companies. In a planned economy, however, huge industries can grow overnight. The governments imply decides to spend money on factories and factories appear. Britain, for example, took centuries to develop her steel industry in a free market economy. China developed hers in a few decades. But, as we said, no economic system is perfect. The planned economy has many drawbacks. One of these drawbacks is problems with supply. It is difficult for governments of planned economies to know exactly how much to produce to meet demand. In a market economy, when the price of a commodity rises, this indicates a rise in demand. Companies then supply more to the market. This warning system doesn't work in a planned economy because price is controlled by the government. The result is shortages. When shortages happen, governments can do two things: ration goods or raise prices. In this situation, people then start to hoard things, and the problem gets even worse. As the population gets bigger, shortages like this become more common. For this reason, China – once the world's biggest planned economy – is rapidly moving towards another system: the mixed economy.

VOCABULARY

2. Match the words and phrases with the definitions.

1) commodity	A	when the government sets a limit on how much people can buy of something
2) standard	B	when there is not enough of something
3) socialist	C	a strong metal made from iron
4) industry	D	something you can buy or sell
5) steel	E	what is usual or typical
6) indicate	F	all the businesses and companies involved in the production of heavy goods, food, technology, etc.
7) warning system	G	describes someone/something aiming to share wealth equally
8) shortage	H	secretly storing and hiding goods for use later
9) rapidly	I	work
10) ration	J	show
11) solution	K	very quickly
12) hoard	L	money paid regularly for work done
13) operate	M	answer to a problem
14) wages	N	a system which tells us that something bad is going to happen



3. Choose the best answer A, B or C from the list.

1. Every Saturday this road becomes the local where people come to buy fruit and vegetables.
2. Businesses their products in the media to attract more customers.
3. My in the business is to meet customers and find out what they want.
4. Making money is the main to work.
5. I bought this old camera for €50 and sold it for €75. That's €25
6. If there's only one producer in the market, there's no
7. Production are the amount of money companies spend to make a product.
8. The idea that life exists on other planets is Nobody knows for sure.
9. A economy is one where a government decides what can be bought and sold and/or how it is done.
10. The speed on this road is 90 kilometers per hour.
11. When there is a demand we prices but we them if we want to sell something quickly.
12. I can't that car – it's far too expensive.
13. People are to pay a lot for services if they are of a good quality.

- | | | | |
|----|-----------------|------------------|----------------|
| 1 | A) shop | B) street market | C) hypermarket |
| 2 | A) advertise | B) show | C) put |
| 3 | A) part | B) role | C) character |
| 4 | A) incentive | B) part | C) point |
| 5 | A) difference | B) profit | C) addition |
| 6 | A) market | B) competition | C) leadership |
| 7 | A) prices | B) spending | C) costs |
| 8 | A) theoretical | B) mystical | C) fantastic |
| 9 | A) mixed | B) market | C) controlled |
| 10 | A) barrier | B) limit | C) block |
| 11 | A) raise/reduce | B) rise/drop | C) put up/fall |
| 12 | A) let | B) allow | C) afford |
| 13 | A) prepared | B) finished | C) pointed |





TRANSLATION

4. Translate into Russian.

1. Economists test theories using empirical evidence. It is evidence that can be collected and measured.
2. This theory deals with factors such as inflation, taxes, salaries and unemployment.
3. Governments, companies and academics use econometrics to make correct decisions, find out relationships between variables, etc.
4. Some variables are considered over a period of time. Such analysis is called time-series.
5. According to the law of demand as the price for the good rises, the demand for it falls.
6. Price elasticity, the price/demand relationship, helps to set prices at the correct level in the given market for a particular time.
7. Some other factors apart from price affect demand, and that causes a shift in the demand curve.

WRITING

5. Write an abstract to the following text. The length of the abstract is 80–100 words (see Appendix).

The real value of managing information and people

By Stefan Stern

SAS has been a pioneer in the business of “analytics”. This involves not just gathering information, but also processing it and getting the value from it. Its chief executive, Jim Goodnight, says: “When the economic downturn started I told everyone there would be no job losses, that to we might have lower profits but that was fine with me,” he says. “I didn’t care because I prefer keeping everybody’s jobs. I think everybody actually worked harder to save money, to cut expenses, to try to bring in more revenue, and we actually ended up growing last year by 2.2 per cent. I always say if you treat people like they make a difference they will make a difference.”

SAS has just been named by Fortune magazine as the best company to work for in the US. The on-site perks and benefits at SAS headquarters are remarkable. Medical care, childcare, sports centres, massage, food, hairdressers and a 35-hour week: these all form part of the employee package. There is a downside. SAS does not pay the highest wages in its sector. But it is a successful business with low staff turnover. Most employees seem happy with the deal, which is designed to make working life easier. It is these software programmers who in turn keep SAS’s clients happy.



CONTROL WORK № 1

Variant 3

READING

1. Read the text and decide whether these statements are true or false.

1. When we buy things, we swap money for goods.
2. When people barter goods, they simply exchange one good for another.
3. When something holds its value, people don't think it is really precious.
4. If money can easily be moved around and used we say it has liquidity.
5. Gold has inherent value because it is widespread and easily available.
6. Fiat money, like banknotes and coins, has intrinsic value, and they are rare, beautiful and useful.

Money

The cash we use every day is something we take for granted, but for thousands of years people traded without it. Before money was invented, people used a system called bartering. Bartering is simply swapping one good for another. Imagine that you have milk, for example, and you want eggs. You simply find someone who has eggs and wants milk – and you swap! However, you can see that this isn't a very convenient way to trade.

First of all, you can't be sure that anyone will want what you've got to offer. You have to hope that you'll be lucky and find someone who has what you want and that he or she wants what you've got. The second problem with bartering is that many goods don't hold their value. For example, you can't keep your milk for a few months and then barter it. Nobody will want it! After some time, people realised that some goods held their value and were easy to carry around and to trade with. Examples were metals like copper, bronze and gold and other useful goods like salt. These are examples of commodity money. With commodity money, the thing used for buying goods has inherent value. For example, gold has inherent value because it is rare, beautiful and useful. Salt has inherent value because it makes food tasty. If you could buy things with a bag of salt, it meant you could keep a store of salt and buy things anytime you needed them. In other words, commodity money can store value. Using commodity money was much more convenient than ordinary bartering, but it still had drawbacks. One of these drawbacks is that commodity money often lacks liquidity. Liquidity refers to how easily money





can circulate. There is obviously a limit to how much salt you can carry around! There's another problem with commodity money: not everyone may agree on the value of the commodity which is used as money. If you live by the sea, salt may not be so valuable to you. Money needs to be a good unit of account. In other words, everyone should know and agree on the value of a unit. This way, money can be used to measure the value of other things. The solution is to create a kind of money that does not have any real intrinsic value, but that represents value. This is called fiat money. The coins and notes that we use today are an example of fiat money. Notes don't have any inherent value – they are just paper. However, everyone agrees that they are worth something. More importantly, their value is guaranteed by the government. This is the reason why pounds and dollars and the world's other currencies have value.

VOCABULARY

2. Match the words and phrases with the definitions.

1) bartering	A	a disadvantage or negative feature
2) trade	B	an absence of something that should be there
3) drawback	C	a system under which goods and services are exchanged
4) swap	D	to estimate the relative amount, value
5) intrinsic	E	to express in words, symbolize or stand for
6) measure	F	exchange
7) government	G	the method of solving a problem or the correct answer to a puzzle, problem or difficult situation
8) value	H	anything bought and sold; any article of commerce
9) represent	I	the money system used in a country
10) cash	J	the exercise of control or authority over a group of people
11) commodity	K	the money a person has on hand
12) lack	L	natural or inherent
13) solution	M	the process of buying, selling, or exchanging commodities
14) currency	N	the worth in goods, services or money of an object or person



3. Choose the best answer A, B or C from the list.

1. is when businesses are able to trade without control from the government.
2. industries belong to and are run by the government.
3. industries belong to and are run by independent businesses.
4. Buses, trains and planes are examples of
5. is another word for farming.
6. produce new goods from raw materials.
7. When a business works it is managed successfully without wasting resources.
8. Telephone and Internet systems are part of the industry.
9. is what drives businesses in the market economy.
10. When the government puts a on a commodity, people are not allowed to buy or own it.
11. If only one company controls part of the economy, they have a.....
12. When companies they do business with each other.
13. A economy is one where a government decides what can be bought and sold and/or how it is done.

- | | | | |
|----|-----------------------|------------------------|-----------------------|
| 1 | A) own sector | B) private sector | C) particular sector |
| 2 | A) independent market | B) spare market | C) free market |
| 3 | A) state sector | B) governmental sector | C) nation sector |
| 4 | A) public transport | B) city vehicles | C) public vehicles |
| 5 | A) countryside | B) agriculture | C) rural |
| 6 | A) manufacturers | B) institutions | C) capacities |
| 7 | A) spectacular | B) efficiently | C) effective |
| 8 | A) cellular | B) digital | C) telecommunications |
| 9 | A) profit motivation | B) advertising | C) charity |
| 10 | A) ban | B) forbiddance | C) embargo |
| 11 | A) oligopoly | B) monopoly | C) monopsony |
| 12 | A) compete | B) trade | C) communicate |
| 13 | A) mixed | B) market | C) controlled |





TRANSLATION

4. Translate into Russian.

1. To make a higher profit the seller has to raise his price and reduce his production costs.
2. In the market economy companies have to compete with each other for a share of the market.
3. Today, in our lives and in the economy, money, coins, banknotes and credit cards play a very important role.
4. In the traditional economy people hunted and gathered and had no property. Land was shared by the whole tribe. Division of labour first appeared here.
5. Any economic system has its benefits and drawbacks. The biggest drawback of the traditional economy is the fact that people consume almost everything they produce.
6. The market economy is not controlled by a government. Competition, which helps to control prices and quality, exists in a free market.
7. A truly free market economy cannot exist as all governments control the economy to some extent by setting limits.

WRITING

5. Write an abstract to the following text. The length of the abstract is 80–100 words (see Appendix).

The Russian empire grew enormously during the 19th century, covering land from Poland in the West to the Pacific coast in the East. In economic terms, this meant an increase in two of the four factors of production: land and labour. But until the 1860s, compared to the important powers like Britain, France and America, Russia's economy was hopelessly underdeveloped. Why was it so?

The main problem was Russia's feudal economic system. Almost 80 per cent of the population were peasants. They either worked on land owned by the state, or they were serfs. Serfs worked land that belonged to a small number of wealthy landlords. In return for a small piece of land and a place to live, serfs had to work for their landlords. In fact, the serfs didn't just work for their landlords – they belonged to them.

This system did not encourage economic growth. Peasants' labour was used in subsistence farming for their families or working to maintain their landlord's estate. Without surplus goods, there were no profits or savings. With no savings, domestic investment for growth was not possible. Russian





agriculture still used the most basic technology and almost the whole workforce was unskilled and illiterate.

In addition, the empire's industrial base was poorly developed. Before 1850, there were relatively few factories, mostly producing textiles. Some factories were run by the state, but many were run on the estates of landlords. Industrial technology was basic, and engineering education was not encouraged by the authorities.

To make matters worse, the Crimean War from 1853 to 1856 had weakened the Russian economy even more. Eventually, the Russian authorities realized that they had to do something about economy. The empire was now surrounded by modern industrial powers. Russia had to make an economic leap into a new age.





CONTROL WORK № 1

Variant 4

READING

1. Read the text and decide whether these statements are true or false.

- 1) The US government makes full use of economic tools.
- 2) The president takes all the necessary initiatives to ensure the growth and stability of the United States.
- 3) The recession in the USA economy is due to large spending on national defense programs.
- 4) American consumers are greatly dependent on national debt.
- 5) The USA has lost their leading role in the world economy because of the rapid growth of the economies of such countries as Brazil, Russia, India and China.
- 6) The national debt of the USA is as large as the one of Japan.

The US Economy

1. The United States of America has the world's largest economy. 2007 GDP is believed to be three times the size of the next largest economy, Japan. US dominance has been eroded by the creation of the European Union common market and by the rapid growth of the BRIC economies, in particular China.

2. The recent failure in the US housing and credit markets has resulted in a slowdown in the US economy. The forces of supply and demand directly drive the price levels of goods and services. What to produce, and how much of it is to be produced depends on the price level fixed by the interaction of supply and demand.

3. The role of government in the US economy is very important when it comes to decision-making in monetary and fiscal policies. The federal government takes all the necessary initiatives to ensure the growth and stability of the United States. The US government makes full use of economic tools such as money supply, tax rates, and credit control to adjust the rate of economic growth. The US Federal Government also regulates the operations of private business concerns in order to prevent monopolies. The government provides support for national defense, monetary aid for research and development programs, funds for highway construction and infrastructure in general.





4. The question of national debt is a controversial one within the US. American consumers are also increasingly dependent on debt and have been re-mortgaging their houses to higher loan amounts, and using the extra cash to fund shopping. This debt figure is the largest in the world in absolute terms, but as a percentage of GDP it is less than Japan and similar to several European countries. Most of the debt is funded by central banks and sovereign wealth funds from Asia, Europe and the Middle East.

VOCABULARY

2. Match the words and phrases with the definitions.

1) debt	A	being the only one in a given market selling a specific product
2) market	B	a governing body or organization
3) goods	C	articles produced to be sold
4) government	D	the amount of money or goods, asked for or given in exchange for something else
5) price	E	something owed, such as money, goods, or services
6) taxpayer	F	an amount of cash or credit
7) money	G	a person who buys goods or uses services
8) bank	H	money in the form of bills or coins; currency
9) cash	I	a business establishment in which money is kept for saving or commercial purposes or is invested
10) consumer	J	the fundamental facilities and systems serving a country, as transportation and communication systems, power plants, schools, ect.
11) failure	K	firmness in position
12) stability	L	one that pays taxes
13) monopoly	M	lack of success
14) infrastructure	N	the business of buying and selling a specified commodity

3. Choose the best answer A, B or C from the list.

1. If you want to borrow money to buy a house, you ask the bank for a
2. The bank has raised its interest to 6 %.
3. The general running costs of a company, such as electricity and rent, are known as



4. With the Mondex smart card, you can funds from one card to another.
5. Whereas you pay interest on a mortgage, you interest on a savings account.
6. The total sale during a trading period is called
7. A company which owns one or more subsidiaries is called a company.
8. The strategy formulated by a government to central bank maintaining the stability of the currency and reducing inflation is called monetary
9. A fall in business activity which affects the national economy is called a
10.industries belong to and are run by the government.
11. If there's only one producer in the market, there's no
12. McDonald's has a very big of the fast food market.
13. When a business works it runs successfully without wasting resources.

- | | | | |
|----|-----------------|------------------------|------------------|
| 1 | A) mortgage | B) loan | C) borrow |
| 2 | A) rate | B) level | C) per cent |
| 3 | A) burden | B) overheads | C) weight |
| 4 | A) move | B) wire | C) transfer |
| 5 | A) catch | B) earn | C) contract |
| 6 | A) rotation | B) circulation | C) turnover |
| 7 | A) mother | B) parent | C) older |
| 8 | A) policy | B) tendency | C) politics |
| 9 | A) slump | B) recession | C) fall |
| 10 | A) state sector | B) governmental sector | C) nation sector |
| 11 | A) market | B) competition | C) leadership |
| 12 | A) piece | B) part | C) market share |
| 13 | A) spectacular | B) efficiently | C) effective |

TRANSLATION

4. Translate into Russian.

1. In the market economy supply and demand decide everything; its direct opposite is the planned economy.
2. In a planned economy a government decides what is produced, how much is produced and how and at what price it is sold.





3. In the world there is no perfect economic system. Market economies have their strengths, but they also have drawbacks. In planned economies governments can make sure that everyone can afford basic commodities.
4. Planned economies have problems with supply as it is difficult to calculate how much to produce and how high a demand to expect. People have to hoard different goods and shortages of goods become common.
5. In many countries privately-owned businesses exist alongside state-run industries, which need protection from free market competition for their development.
6. Deregulation leads to increased competition and the influence of market forces.
7. Governments may put limits on free enterprise by banning trade in various goods, preventing monopolies and protecting consumers and the environment.

WRITING

5. **Write an abstract to the following text. The length of the abstract is 80–100 words (see Appendix).**

Economic growth

Many millions of people enjoy a quality of life today that previous generations could not have dreamed of. Home ownership, private cars and holidays are now standard for most families in industrialized countries. And yet at the same time, billions of people in other countries live without even clean drinking water. How can this be? The answer is that the fortunate few live in countries with sustained economic growth.

An economy is growing when the gross national product is increasing year after year. When economists calculate economic growth, though, they must take into account the effects of inflation. For example, imagine that the gross national product of a country increased from \$500 billion to \$ 510 billion from one year to another. That's an increase of two per cent in output. Very impressive! However, if the rate of inflation was two per cent, then there has been no real growth at all.

The other thing to remember about economic growth is that not all growth is good. Governments want steady, sustainable growth. Sudden, sharp increases in growth – a boom – can cause the economy to overheat and fall into recession. For many economies, the long run growth over many years is steady, but the short run is a roller-coaster ride of boom and depression. For instance, the long run growth of the UK economy since 1950 has been a





steady 2.5 % per year. However, if you look closely at any decade you'll see that there is a cycle of growth, recession and recovery. The truth is, steady growth in the short term is very hard to achieve.

Nevertheless, many countries are still struggling to achieve any kind of growth at all. Why is this? What is necessary for growth to happen? Many economists have tried to find the answer to this question, and there are plenty of theories to choose from. However, most economists agree that there things are essential for economic growth to occur: capital growth, savings and technological progress.

Capital refers to the factories and machinery that the labour force uses to turn raw materials into products. More workers and more raw materials will only lead to a certain amount of growth. Eventually, the economy needs more capital for the labour to use. Capital growth can also include training and education for the labour force. This makes the workforce more efficient, creative and productive.

Of course, someone has to pay for the new machines and training. In other words, capital growth needs investment. Money for investment needs to be borrowed from banks. Banks can only lend if customers make savings. This is why savings are so important for growth. However the economy will not grow if everyone is saving and no one is spending. Getting the right balance between consumption and saving is another part of the challenge of economic growth.





UNIT 3

RECRUITMENT

Text: Writing your CV.

Grammar Revision: Conditionals 1 and 2.

Degrees of Comparison of Adjectives.

LEAD-IN

1. Answer the questions.

- * What are the responsibilities of the Human resources department?
- * What stages of recruitment process should a candidate go through?

READING

2. Before reading the text, remember the following words and word combinations.

educational and professional history	образовательная и профессиональная история
resume/CV	резюме
previous job	предыдущая работа
human resources manager	менеджер по персоналу
employer	работодатель
qualifications	квалификационный аттестат
professional training courses	курсы профессиональной подготовки
job title	наименование должности
skills	навыки
good points	сильные стороны
applicant	кандидат
references	рекомендации
jobseeker	соискатель

3. You are going to read the text about writing a CV. For questions 1–10, decide if they are true (T) or false (F).





Writing your CV

A CV is an outline (description of the main facts) of a person's educational and professional history. In some countries, like the USA, it is known as a *resume*. There is no one correct way to construct a CV, but remember the following two principles:

- Make it clear. Use direct, simple language, short headings and highlight the important things like the titles of previous jobs.

- Make it short, no more than two sides of paper. A busy human resources manager with 20 CVs to read in half an hour won't want to read anything longer.

Standard CVs are usually divided into maximum of seven sections. One of the most common ways to order the sections is like this:

1. Personal details. These are facts about you and how to contact you.

The section should include your name, address, date of birth (not age, as this will have to be changed every year), and nationality. Some people attach a passport size photo, which can help attract an employer's interest.

2. Education. This should outline your educational history and your qualifications. There's no need to give details about your primary or elementary school! If you left school some years ago and have done company or professional training courses, it may be more important to highlight these. In this case, you can call this section "education and training".

3. Employment. This should include the different jobs you have done. Start with the most recent as this is usually the one where you have the most responsibility. You should list the main duties of each job as it may not be clear from the job title.

4. Skills. Here you should list any other skills that employers might be interested in, like computer skills or speaking another language.

5. Interests. This includes sporting and leisure interests. Avoid obvious ones that most people share like reading and watching TV.

6. Personal profile. This section describes what kind of person you are and is usually written in complete sentences. Try writing down ten words or phrases which describe your good points and then putting them into a paragraph. Don't be modest and use phrases like 'fairly good' or 'usually hard-working'. Other applicants will write the best descriptions that they can, so you must too!

7. References. You should include two people who can provide you with a reference. One should be your last employer, if possible. Make sure you ask their permission first.





Another common way of ordering the material is to put the personal profile first. This is especially common in the USA and is becoming normal practice in many international or sales-oriented businesses. The advantage of this is that the jobseeker's achievements and qualities are presented right at the start so that employers can decide straight away if they like the sound of the candidate or not.

STATEMENTS	T/F
<ol style="list-style-type: none"> 1. CV is the description of the ideal job you want to get. 2. Resume is the word they use instead of CV in American English. 3. There are several ways to write a resume. 4. The longer you make you CV the better. 5. Standard CVs usually consist of seven sections. 6. You should include your age into the first section. 7. Your educational history should start with elementary school you studied in. 8. It's a good idea to include reading and watching TV in your "Interests" section. 9. When you describe your personal qualities you should make the best description you can. 10. You could include your friends and relatives as referees. 	

4. Find the endings (a–j) to the given beginnings (1–10) on the basis of the text. Translate the sentences into Russian.

Example: 1h

A CV is an outline of a person's educational and professional history.

Резюме – это краткое содержание образовательной и профессиональной истории человека.

<ol style="list-style-type: none"> 1. A CV is an outline 2. In your CV you should use direct, simple language, 3. Standard CVs are usually divided 4. Employment section should include 5. Describing your work experience you should start with the most recent 	<ol style="list-style-type: none"> a) into maximum of seven sections. b) and one of them should be your last employer. c) modest and use phrases like 'fairly good' or 'usually hard-working'. d) each job as it may not be clear from the job title.
---	---



6. You should list the main duties of	e) short headings and highlight the important things.
7. Personal profile section describes what kind of person you are	f) which can help attract an employer's interest.
8. When describing your personal qualities don't be	g) and is usually written in complete sentences.
9. You should include two people who can provide you with a reference	h) of a person's educational and professional history.
10. You could attach a passport size photo,	i) the different jobs your have done.
	j) as this is usually the one where you have the most responsibility.

USE OF ENGLISH

5. Match the words on the left (1–20) to the words on the right (a–o) to make the collocations and translate them into Russian.

Example: 1g

professional history – *профессиональная история*

1. professional	a) improving the quality
2. previous	b) of birth
3. human resources	c) normal practice
4. to order	d) courses
5. personal	e) interests
6. date	f) school
7. passport size	g) history
8. to attract	h) an employer's interest
9. to give	i) skills
10. elementary	j) the sections
11 professional training	k) photo
12. job	l) details
13. computer	m) manager
14. leisure	n) title
15. to become	o) details



6. Read the following text and choose the correct word A, B or C, to fill each gap (1–8).

These days many applicants submit their 1 speculatively to companies they would like to work for. In other words, they do not apply for an advertised 2..... but hope the employer will be interested enough to keep their CV on file and contact them when they have a/an 3..... When replying to an advertisement, candidates often fill in a/an 4..... and write a/an 5..... The employer will then invite the best candidates to attend a/an 6..... Sometimes candidates will take a/an 7..... before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a/an 8..... in a company. This is usually three or six months; after that they are offered a permanent post.

- | | | | |
|---|----------------------|------------------------|------------------------|
| 1 | A) summary | B) CV/resume | C) abstract |
| 2 | A) work | B) operation | C) job |
| 3 | A) labour | B) vacancy | C) appointment |
| 4 | A) application form | B) questionnaire | C) application letter |
| 5 | A) covering letter | B) accompanying letter | C) covered page |
| 6 | A) conversation | B) interlocution | C) interview |
| 7 | A) psychometric test | B) mind testing | C) psychological test |
| 8 | A) trial period | B) experimental period | C) probationary period |

7. Match the English words to their Russian equivalents on the basis of the text.

1. title	a) описывать
2. employment	b) рекомендация
3. responsibility	c) навыки
4. skills	d) разрешение
5. language	e) должность
6. leisure	f) свободное время
7. to share	g) разделять
8. to describe	h) прием на работу
9. reference	i) обязанность
10. permission	j) язык



8. Match the words from A to the words from B which are similar in meaning.

A	B
1. to highlight	a) staff
2. recruitment	b) curriculum vitae
3. candidate	c) to employ
4. payroll	d) to focus on
5. personnel	e) to deal with
6. to select	f) wage statement
7. interview	h) applicant
8. to handle	i) to choose
9. to hire	j) employment
10. resume	k) job talk

TRANSLATION

9. Translate the sentences into Russian.

- Human resources departments are responsible for recruiting new personnel.
- Candidates are initially asked to provide a curriculum vitae (CV) which gives information about their qualifications, experience and skills.
- The recruiter screens the applications and selects candidates for interview.
- Successful applicants are hired and put on the payroll.
- Many companies and organisations now recruit directly through the Internet.
- Applicants were requested to submit their resumes.
- He was interviewed for the job, but couldn't get it.
- When you have a problem with another co-worker, you should talk to Human Resources so they can file the issue and go through any particular process to handle the claim.
- My aunt loves working in Human Resources Management because her people skills are valuable in hiring and training new employees for the company.
- The applicants must bring their original certificates at the time of interview.

GRAMMAR REVISION

Conditionals 1 and 2	
1 тип условных предложений	
Условие If + Present Simple <i>If you study well,</i>	Результат Future Simple <i>you will find a good job.</i>
2 тип условных предложений	
Условие If + Past Simple <i>If I lived in the countryside,</i>	Результат would + глагол без to <i>I would walk in the forest every day.</i>

10. Fill in the blanks with *if* or *when*.

1. I don't think you'll have any problems, but call me you do.
2. Mrs Barton is coming this afternoon. Could you send her up she arrives?
3. We won't be able to compete we don't adopt a better Internet strategy.
4. Put that on my bill please, and I'll pay I check out.
5. I'll be disappointed I'm not promoted this year.
6. Sales are low this spring, but they will improve summer starts.
7. Mr Dubarry is coming in today – please give me a ring he gets here.
8. everything goes according to plan, we will meet our targets easily this year.
9. My flight gets in at 9.30, so I'll call you I get there.
10. you travel tomorrow, you'll have problems because of the strike.

11. Read through the following sentences. Decide whether the events are likely or imaginary, and put the verbs in brackets into the right tense.

1. If everyone (contribute) 20 % of their salaries to charity, there (be) no poverty.
2. I am confident that we (meet) our targets if we (maintain) our current level of sales.
3. If I (be) in your position, I (insist) on having more staff in the department.
4. Please have a seat. If you (wait) a couple of minutes, I (give) you a lift.

- I'm expecting a call from Grayson's. If they (ring) today, please (let) me know at once.
- I (apply) for the job if I (have) an MBA, but unfortunately I haven't.
- I (be) back at 8.30 if the traffic (not/be) too bad.
- What laws (you/change) if you (be) the Prime Minister?
- If I (be) you, I (ring) them and see what's happened to the order.
- I've had a long career in the law, but if I (have) the chance to start all over again, I (study) medicine.

Degrees of Comparison of Adjectives

Положительная степень	Сравнительная степень	Превосходная степень
old старый	older старее	oldest самый старый
easy легкий	easier легче	easiest самый легкий
active энергичный	more active более энергичный, энергичнее	most active самый энергичный
interesting интересный	more interesting более интересный, интереснее	most interesting самый интересный

12. Complete these sentences with the adjective in brackets in comparative or superlative degree.

- I think Italian clothes are _____ (beautiful) than French clothes.
- This has been one of the _____ (bad) years in the company's history.
- This dress is _____ (cheap) than that one.
- Our European market isn't as _____ (big) as our Asian market.
- She's our most _____ (talented) designer.
- Designer clothes are _____ (good) made than off-the-peg clothes.
- I'll buy it when the price is _____ (low).
- We need systems in the office which are _____ (reliable).
- He's _____ (happy) with his job than he was.
- The numbers on this watch are the _____ (easy) to read.



13. Complete the text with the comparative or superlative form of the adjectives in brackets.

Giorgio Armani, founder of the Armani Group agrees that the last year has been the 1 (bad)_____ for many years for fashion and luxury goods companies. When the economy is down, people don't want to spend money. Now, things are slowly getting 2 (good)_____, and customers are becoming 3 (optimistic)_____, but they are 4(careful)_____ about what they buy than they were before. Quality and value for money are becoming 5 (important)_____and it is 6 (hard) _____ for companies to sell something just because it has a design label. People expect luxury goods to last 7 (long)_____ than other goods. Consumers are 8 (interested)_____ in fashion and design than ever before, but they expect to be able to buy the 9 (new)_____ styles for less.

SPEAKING

14. Use the words and phrases below to make sentences.

Candidate, educational and professional history, previous job, professional training courses, to select, to hire, job title, interview, good points, jobseeker.

15. Work in pairs. One student role plays an employer and the other plays the job applicant.

Sales Manager
Essential skills:
Must be accurate, communicative, and have BA in Sales.
A minimum of 6 months experience is essential.

Contact 0900 235 6984 for more information

Roleplay cards

<p>You are the employer. Look at the job description and write some questions to ask at the interview.</p>	<p>You are looking for a job. Look at the job description and prepare yourself for an interview.</p>
--	--



WRITING (abstract)

Ten ways to improve your career

Ajilon Finance, a leading staffing and recruiting services firm, offers the following tips for getting ahead in your career.

1. Make a list of your priorities and outline your tasks for the day. Write down your short- and long-term goals, evaluate your progress frequently and stay focused.

2. Are you really present? You may physically be at work, but are you there mentally?

3. Learn how to work through others. Delegating tasks is an important skill to master your level.

4. Always look for opportunities to broaden your skills. For example, you can attend professional development seminars.

5. Socialize with colleagues. This will help you learn about what's happening in other departments.

6. Create your own goals. Determine where you want to be professionally and what skills you need to reach the goal.

7. Be comfortable with being uncomfortable. Accept challenges that force you to try something new.

8. Be clear about what you want. If you believe you deserve a promotion, ask for one.

9. Take time off and relax. Attending to your personal life and doing things that make you happy will help your performance at work.

10. Seek satisfaction. If you're disappointed by your current career, look for ways to transform your job into more of what you want. If this does not solve a problem, maybe it's time to look for a new position.

If you follow this advice, you will significantly increase your opportunities to earn more money, get promoted sooner and move ahead faster", says Mr Lebovits, President and Chief Operating Officer of Ajilon Finance.





UNIT 4

LEADERSHIP AND MANAGEMENT

Text First time leader.

Grammar Revision: Conditionals 2 and 3.

Prepositions of place.

LEAD-IN

1. Answer the questions.

- * What is the difference between a leader and a manager? What do they have in common?
- * What qualities should a leader possess?

READING

2. Before reading the text, remember the following words and word combinations.

leadership	лидерство
pressure	давление
to solve problems	решать проблемы
natural urge	естественное стремление
expertise	компетентность
time-consuming	отнимающий много времени, трудоемкий
concerns	проблемы
customers	клиенты
praise	похвала
external viewpoint	точка зрения со стороны
data-gathering	сбор данных
analysis of profitability	анализ прибыльности
to reveal	выявить
to establish priorities	установить приоритеты
implementation	осуществление
to prompt useful discussion	вызывать полезное обсуждение
to tackle	энергично браться за





3. Read the following text and choose the correct variant A, B, C or D.

First time leader

Taking on a leadership role for the first time is tough. There is always pressure on you to do the right things, and to be seen to be doing them. But, unless there's something that needs sorting out urgently, your first few months in the role will be better spent in understanding the people and the situation. One easy mistake to make is to think that you, as a leader, the top person with top salary, have the sole responsibility and the know-how to solve every single problem yourself. And you can be sure that others will encourage you to think that way, since it takes the pressure off them, and it satisfies their natural urge to leave the solving problems to others. Instead try using existing resources to identify the current position and the ways to change it for the better.

Start by consulting widely, beginning with the people who now report to you direct, as these are more likely to be the people with the expertise and experience to tackle some of the problems that are identified. A series of one-to-one meetings, though time-consuming, will be worthwhile, especially if they are structured to provide you with the information you need to make decisions later on. Two useful questions are: 'What do you see as the biggest problem facing the department now?' and 'What one change would make the most difference to our success?' From their answers you can build up a picture of your people, as well as of the issues. Some will consider the needs of the department as a whole, while others may just concentrate on their own particular concerns. You will also have had personal contact with each person and can judge who you will work well with in the future.

Overlap in their responses is a useful pointer to the priorities needing your attention. If there is no duplication in problems or solutions, it means that you have inherited a disunited group which will need some team-building and restructuring. If no clear picture emerges, it means that your people are the part of the problem: you will need to make them aware of this.

At the same time, consult with customers. Be open to criticism and to praise. Compare the views of your department with the external viewpoint and see where the biggest gaps are. This will help to identify areas for action.

While you are data-gathering, have a look at the figures. Apply to different measures from standard ones. You probably lack knowledge about which company products are profitable, and you recognize that staff costs are a key factor. So, ask for analysis of profitability per employee. There will be grumbling that the new figures involve extra work, but the analysis will reveal how many and what kind of staff your company really needs.





Finally a key issue for you as a new leader is to establish priorities. If you have done your research well, you will have identified a number of areas for action. Bring your senior team together and tell them about your research findings, both the problems and the suggested solutions. Together, plot the solutions on a big graph, with one axis relating to the amount of difference the action would make; and the other axis to the ease of implementation. This will prompt useful discussion on the issues and the means of resolving them. In selecting priorities, you might well gain volunteers to tackle some of the tasks. Agree actions, assign responsibilities and establish dates for completion and progress reviews.

1. Employees encourage their boss to believe that he or she should solve all the problems, because they...
 - A) really don't want to have to solve the problems themselves
 - B) believe that the boss is paid to solve problems
 - C) know that the boss has a lot more information about the issues than they do
 - D) feel that they shouldn't have to solve problems created by other people
2. How should you structure your first meeting according to the writer?
 - A) Explain to each member of staff the problems facing his or her department
 - B) See people individually and ask each one the same questions
 - C) Ask each member of staff to help in setting priorities for action
 - D) Bring everyone into the discussion to get an agreed plan of action
3. Getting the same answers from different people during your research tells you that ...
 - A) the people who are under you clearly do not work well together
 - B) a lot of your department's problems are caused by the people themselves
 - C) you have identified the most urgent issues needing your attention
 - D) your department is working well despite a number of problems
4. It is useful to talk to customers about the performance of your department because ...
 - A) they are likely to be more honest and open than your own staff
 - B) it makes your customers feel that their opinions are important to you
 - C) it gives you an opportunity to criticize or praise them
 - D) you can evaluate what they say against what your own staff told you





5. What might you learn from the kind of financial analyses that the writer recommends?
- A) that you need to employ fewer people, or people with different skills
 - B) that you can encrease profitability by using different measures
 - C) that this kind of finnacial analysis involves a lot of extra work
 - D) that financial data must be combined with other information to give a full picture
6. According to the writer, using a graph as a part of the meeting with senior staff is a good way to ...
- A) set deadlines for completing the work and reporting back
 - B) give feedback to your staff on the results of your research
 - C) get your staff talking about the issues and what to do about them
 - D) show which members of staff should tackle the various problems
- 4. Find the endings (a–j) to the given beginnings (1–10) on the basis of the text. Translate the sentences into Russian.**

Example: 1h

Taking on a leadership role for the first time is tough.

Принятие роли лидера в первый раз является трудным.

1. Taking on a leadership role	a) and the know-how to solve every single problem yourself.
2. One easy mistake to make is to think that you, as a leader, have the sole responsibility	b) while others may just concentrate on their own particular concerns.
3. Try using existing resourses to identify	c) are the part of the problem: you will need to make them aware of this.
4. Some will consider the needs of the department as a whole,	d) and to praise.
5. If no clear picture emerges, it means that your people	e) the external viewpoint and see where the biggest gaps are.
6. Be open to criticizm	f) is to establish priorities.
7. Compare the views of your department with	g) both the problems and the suggested solutions.
8. While you are data-gathering,	h) for the first time is tough.
9. Finally a key issue for you as a new leader	i) the curent position and the ways to change it for the better.
10. Bring your senior team together and tell them about your research findings	j) have a look at the figures.

USE OF ENGLISH

5. Match the words on the left (1–15) to the words on the right (a-o) to make the collocations and translate them into Russian.

Example: 1e

to sort out urgently – *разобраться в срочном порядке*

1. to sort	a) priorities
2. to have the sole	b) contact with
3. know-	c) the pressure off
4. to solve	d) of the problem
5. to take	e) out urgently
6. natural	f) responsibility
7. build up a picture	g) how
8. to concentrate on	h) a picture
9. to have personal	i) building
10. team-	j) viewpoint
11. to be the part	k) urge
12. external	l) of profitability
13. analysis	m) findings
14. to establish	n) particular concerns
15. research	o) a problem

6. Find the odd word out in each set.

- | | | | | |
|----|--------------|--------------------|----------------|--------------|
| 1 | A) manager | B) chief executive | C) subordinate | D) leader |
| 2 | A) precedent | B) success | C) limit | D) target |
| 3 | A) achieve | B) reach | C) meet | D) lose |
| 4 | A) reduce | B) improve | C) develop | D) increase |
| 5 | A) deadline | B) cost | C) expectation | D) dismissal |
| 6 | A) positive | B) trusted | C) poor | D) valued |
| 7 | A) fire | B) motivate | C) reward | D) inspire |
| 8 | A) risk | B) consensus | C) position | D) chance |
| 9 | A) solve | B) tackle | C) give in | D) handle |
| 10 | A) find | B) establish | C) set | D) found |



7. Match the English words to their Russian equivalents on the basis of the text.

1. leadership	a) открывать, обнаруживать
2. department	b) исследование
3. solution	c) успех
4. success	d) осуществление, выполнение
5. response	e) лидерство
6. profitable	f) выгодный, прибыльный
7. key factor	g) основная причина
8. to reveal	h) отдел
9. research	i) решение
10. implementation	j) ответ, реакция

8. Match the words from A to the words from B which are similar in meaning.

A	B
1. tough	a) match
2. urgently	b) expenses
3. to solve	c) to give
4. to identify	d) hard
5. overlap	e) main priority
6. response	f) to define
7. concerns	h) to decide
8. key issue	i) answer
9. to provide	j) immediately
10. costs	k) issues

TRANSLATION

9. Translate the sentences into Russian.

- Leaders throughout history have often been people who have failed in the past, however, they've learned from their mistakes and have gone on to have great success.
- Effective leadership requires specific qualities that anyone can develop.
- I'm not authoritarian by nature but I knew there was a desperate need for leadership of our group.
- He delegated his authority to his competent assistant.
- In his sixteenth year he entered the office of his father, who was partner and manager of a firm of engineers.





6. She couldn't be late again for her job as an assistant general manager of a fast food joint, or she'd be fired.
7. What this company needs is better management, not a harder working office staff.
8. You can make difficult tasks more manageable by breaking them down into a number of steps.
9. A good leader makes a good team the best, as my father says.
10. As our boss gets closer to retirement, he has been delegating more and more responsibilities to his son.

GRAMMAR REVISION

Conditionals 2 and 3	
2 тип условных предложений	
УСЛОВИЕ If + Past Simple <i>If I found her address.</i>	РЕЗУЛЬТАТ would + глагол без to <i>I would send her an invitation.</i>
3 тип условных предложений	
УСЛОВИЕ If + Past perfect, <i>If I had found her address.</i>	РЕЗУЛЬТАТ would + have + Past Participle <i>I would have sent her an invitation.</i>

10. Read through the following sentences. Decide whether the events are likely to happen or imaginary, and put the verbs in brackets into the right tense.

1. If everyone (contribute) 20 % of their salaries to charity, there (be) no poverty.
2. I am confident that we (meet) our targets if we (maintain) our current level of sales.
3. If I (be) in your position, I (insist) on having more staff in the department.
4. Please have a seat. If you (wait) a couple of minutes, I (give) you a lift.
5. I'm expecting a call from Grayson's. If they (ring) today, please (let) me know at once.
6. I (apply) for the job if I (have) an MBA, but unfortunately I haven't.



7. I (be) back at 8.30 if the traffic (not/be) too bad.
8. What laws (you/change) if you (be) the Prime Minister?
9. If I (be) you, I (ring) them and see what's happened to the order.
10. I'm worried that unless sales (improve), they (close) the factory.
11. I've had a long career in the law, but if I (have) the chance to start all over again, I (study) medicine.
12. Take the receipt with you – if you (not/have) one, they (not/give) you your money back.
13. What products (you/develop) if you (be) the head of a company like Microsoft?

11. Rewrite the sentences below using a conditional form so that they have a similar meaning. See the example.

e.g. He didn't do well in the final interview. He didn't get the job.

If he had done well in the final interview, he would have got the job.

1. You checked the invoice. We didn't make an expensive mistake.
If you _____.
2. Fiona didn't come to the meeting because she was in London.
If Fiona _____.
3. We didn't realize interest rates were going to rise so quickly. We took out a big loan.
If we _____.
4. I didn't know you were planning to leave. I promoted you.
If I _____.
5. They didn't give a good presentation. They didn't win the contract.
If they _____.

Prepositions of place

12. Choose the correct word.

1. Look at the Appendix *at/by* the end of the report.
2. When I got *in/on* the plane someone was sitting in my seat.
3. What a fantastic view! The sky *above/over* and the sea *below/under/*
4. Next week I'll be *at/in* Hungary for a few days.
5. Turn into Western Avenue and you'll see our offices *on/at* your left.
6. You can't miss it. The restaurant is exactly *by/opposite* the cinema.



7. I often work *in/at* home in the evening.
8. I bought this tie *in/at* Madison Avenue.
9. She'll be here in a few minutes – she's just *at/on* the phone at the moment.
10. The power socket is over there, *by/at* the door.
11. This graph isn't labeled properly. Write the units *by/next to* the X axis.
12. I went to visit my son *in/at* hospital yesterday.
13. Put a sheet *above/over* the machine to stop it getting dusty.
14. Siena is quite *near/by* Florence.
15. I'll see you tomorrow at ten thirty, *in/by* my office.
16. It's a large block. Our offices are *at/on* the fifteenth floor.
17. I saw Simon *at/in* the station while I was waiting for a train.
18. I must have been standing *in/at* the queue for half an hour.
19. You'll see our offices – they're *by/near* a furniture store. (the next block)
20. You'll see our offices – they're *by/near* a furniture store. (the next building)

13. Complete the sentences with *in, at or on*.

1. I live Manor Road, number 295.
2. You shouldn't really park the pavement.
3. I had a lovely meal the plane.
4. I'd like to live the country when I retire.
5. Go to the end of the road, and you'll see the bank the right.
6. I'll be arriving your offices Barcelona at three.
7. Lisbon is the middle of Portugal, the coast.
8. I'll meet you the front of the building in ten minutes.
9. I wonder what's television this evening.
10. The size of the text the screen is very small.
11. I live a small village the road to Dover.
12. the beginning of my career I worked in marketing.
13. It was a very well-run meeting. Erika was the chair.
14. I wasn't looking the mirror and I nearly had an accident.
15. She works Servile, the University.
16. The sales figures? Yes, I have them right here my hand.
17. I waited patiently the back of the queue.
18. I think I left my briefcase the chair the restaurant.
19. I'm off sick at the moment, but I should be back work next week.
20. The last Finance Minister is still prison.





SPEAKING

14. Use the words and phrases below to make sentences.

Leadership, to solve problems, time-consuming, customers, praise, analysis of profitability, to reveal, implementation, to tackle, solution, to identify, key issue.

15. Work in pairs. Discuss the qualities a good leader should possess and the responsibilities he/she should have. Use the words and phrases below.

To be responsible for a team of people, to have honest and ethical behavior, delegating, to identify the strengths, to create a productive work environment, confidence, to keep your team motivated, to communicate.

WRITING

16. Write an abstract to the following text. The length of the abstract is 80–100 words.

Effective Leadership: How To Be More Than Just A Boss

As an executive coach dedicated to leadership development, Jenny Clevidence believes the difference between a boss and a leader ultimately comes down to the culture a supervisor promotes.

“If an individual is truly a leader versus a boss, you will see a culture of leadership. This means that everyone in the organization has an opportunity to lead in some way. People feel ownership, accountability, meaning, and are engaged in their work when a true leader is in role. When you have a boss in role, people tend to feel that they are doers, task masters, and are generally disengaged or going through the motions.”

With a leader by their side, employees begin to see tasks as opportunities to learn and fulfill their company’s mission rather than boxes that need to be checked off by the end of the day. Jenny also says teams become more productive, resulting in greater trust to carry out the tasks at hand.

“The team isn’t waiting on one person to tell them what and how to do the work, but rather they have a leader guiding them when needed. A boss often wants the team to do the work a specific way, which can leave a team waiting in the wings until they are told how.”





To successfully transition into a leader, Jenny says awareness is the first step. Executives should start by understanding what it means to lead and evaluate how they may or may not demonstrate leadership qualities.

“I gave a former client Primal Leadership by Daniel Goleman at the start of our engagement, and a few sessions in, he admitted that he was self-conscious about the fact that he could see himself in the examples of negative leadership qualities and not so much in the good leadership examples. It was his spark to change, but it required understanding what it means to lead and looking honestly at himself.”





SELF-STUDY

1. Read the text. Use the words given in capitals on the right to form a word that fits in the gap in the same line.

<p>Many managers believe that getting work done through others requires a free flow of 1) _____ and open, 2) _____ relationships with workers. Rather than creating a climate of fear, they give clear 3) _____ and realistic deadlines and take care to give only constructive criticism and not upset employees. They work towards creating a positive working environment where staff feel valued and 4) _____. Some specialists say that it is 5) _____ not to criticize, as this rarely motivates and often causes stress and loss of confidence among the employees. Managers who 6) _____ maintain the balance of power will not lose their authority even when certain subordinate members take control of projects. This style of 7) _____ is particularly important during an economic upswing when employees can easily find work with another company.</p>	<p>1) INFORM 2) PRODUCT 3) INSTRUCT 4) TRUST 5) ESSENCE 6) SUCCESS 7) MANAGE</p>
--	--

2. Match the adjectives in the box to make pairs of contrasting ideas.

Example: assertive/diffident

<p><i>cautious casual diffident formal idealistic critical decisive encouraging realistic assertive dynamic radical ruthless distant conservative approachable principled laid-back</i></p>

3. Complete the sentences with suitable adjectives from Exercise 2.

1. She doesn't like to rush into things. She's careful and
2. He's very good at pointing out problems with people and systems in the company. He's often, but this helps make improvements.
3. He's a serious, person, both in the way he dresses and in his dealings with people. Everyone knows he's the boss.
4. She has a very clear vision for the long-term future of the company, but many people think she is too



5. He is a very man. He sacked anyone who got in his way.
6. Our boss is friendly and She's very easy to talk to.
7. He's very He doesn't like to try anything new now he's running the company.
8. She's very She would never approve any policies that were remotely unethical.

4. Read the article quickly and write down four things that you've learned about L'Oreal.

Father of the feel-good factory

by Jenny Wiggins

Sir Lindsay Owell-Jones does not like being photographed. 'Do I have to smile?' he says gruffly. He exudes the air of a man who has done this many, many times before. Such expertise derives from the fact that Sir Lindsay is frequently photographed with models, girls far taller than he is, who wear lipstick, eyeshadow and nail polish made by L'Oreal, the company he has worked for since 1969. For nearly 20 years, he was Chief Executive of L'Oreal, the world's biggest beauty company and owner of brands such as Maybelline, Redken, Lancome and Vichy. Although he stepped back from the day-to-day running of the company two years ago, handing over the job to Jean-Paul Agon, he remains Chairman. Sir Lindsay, who turns 62 this month, has spent the better part of his life trying to convince women and men that buying L'Oreal's lotions and shampoos will make them feel good. L'Oreal is a curious destination for a man who had 'no intention' of taking a job in the consumer goods industry. Yet he was drawn to the beauty company. 'It was still quite a small company, but was thought to be going places and was considered a great example of creative marketing and original advertising campaigns. Cosmetics is a business of intuition. Consumers don't tell you what they need; you've got to guess.' He credits his predecessor, Francois Dalle, with teaching him basic business sense while he was working his way up the ranks of L'Oreal.

'He single-handedly ran this company and did every marketing job for every brand, all at the same time. But he was a genius. I think one of the reasons I got responsibility so young was that I could interpret the things he said, which often were the opposite of what he actually said literally. So when I got the job as Chief Executive, it came totally naturally to me that my priority was going to be to write L'Oreal in the sky of every country in the world.' Under Sir Lindsay's leadership, L'Oreal did just that. Annual sales rose from a few million euros to more than €17 bn as the company acquired



foreign cosmetic groups such as Shu Uemura in Japan, Kiehl's in the US and the Body Shop in Britain. Sir Lindsay harboured international ambitions even as a child. 'My mother dreamed of parties at Monte Carlo and the bright lights. She transmitted to me the idea that excitement and fun was being international and travelling and speaking languages. It was easy as a teenager in a slightly grim 1950s Britain to see the cars going into Monte Carlo and to say, "Wow, one day I'm going to be there."

5. Read the article again and match the descriptions below (1–10) to these four people. Two of the descriptions are not mentioned in the article.

- a) Lindsay Owen-Jones c) Francois Dalle
b) Jean-Paul Agon d) Lindsay's mother

- 1) had international ambitions from a very young age.
- 2) runs L'Oreal.
- 3) is Chairman of L'Oreal.
- 4) was attracted to L'Oreal before it became very successful.
- 5)relaxes by sailing and skiing
- 6) was attracted by the lifestyle of the rich and famous.
- 7) ran the company on his own.
- 8) likes going to concerts and reading.
- 9) climbed the career ladder at L'Oreal.
- 10) dreamed of parties at Monte Carlo.

6. Without looking back at the article, complete the gaps with prepositions.

1. Such expertise derives the fact that Sir Lindsay is frequently photographed.
2. Although he stepped the day-to-day running of the company two years ago, handing the job Jean-Paul Agon, he remains Chairman.
3. He credits his predecessor, Francois Dalle, teaching him basic business sense.
4. while he was working his way the ranks of L'Oreal.
5. My mother dreamed parties at Monte Carlo.



SELF-STUDY/KEYS

Ex. 1

Keys: 1) information, 2) productive, 3) instructions, 4) trusted, 5) essential, 6) successfully, 7) management.

Ex. 2

Keys: cautious/decisive; casual/formal; idealistic/realistic; assertive/diffident; encouraging/critical; dynamic/laid-back; radical/conservative; ruthless/principled; distant/approachable.

Ex. 3

Keys: 1) cautious; 2) critical; 3) formal; 4) idealistic; 5) ruthless; 6) approachable; 7) conservative; 8) principled.

Ex. 5

Keys: 1a, 2b, 3a, 4a, 6a, 7c, 9a, 10d, 5 and 8 are not mentioned.

Ex. 6

Keys: 1) from; 2) down from; over; to; 3) with; 4) up; 5) of.





CONTROL WORK № 2

Variant 1

READING

TEXT 1

1. Read the text, and then decide if sentences 1–5 are “True” (T) or “False” (F).

1. Your Facebook profile doesn't matter when you are looking for a job.
2. More than a half of employers research candidates online.
3. CV and interview are far more important than your profile in social networks.
4. HR managers don't take into consideration your online behaviour.
5. Improving your online reputation could help you in your career.
6. It's indelicate to upload improper photos and write unpleasant comments about your job in your Facebook profile.
7. It's impossible to create a good professional image online.
8. A good professional image online could help you to get more job opportunities.
9. If you find a good job there's no need to care about your online reputation anymore.
10. Negative comments about the company on your social-networking page could cause your dismissal.

Be aware of your online image

Jobseekers have been warned that their Facebook profile could damage their employment prospects, after a study found that seven in 10 employers now research candidates online.

According to new figures released by Microsoft checks on Facebook and Twitter are now as important in the job-selection process as a CV or interview. The survey, which questioned human-resource managers at the top 100 companies in the UK, the US, Germany and France found that 70 per cent admitted to rejecting a candidate because of their online behaviour.

But HR bosses also said that a strong image online could actually help job hunters to land their dream job. Peter Cullen, of Microsoft, said: ‘Your online reputation is not something to be scared of; it's something to be proac-





tively managed. These days, it's essential that web users cultivate the kind of online reputation that they would want an employer to see."

Facebook faux pas include drunken photographs, bad language and messages complaining about work.

Farhan Yasin, of online recruitment network Careerbuilder.co.uk. said: "Social networking is a great way to make connections with job opportunities and promote your personal brand across the Internet. People really need to make sure they are using this resource to their advantage by conveying a professional image."

But Mr Yasin cautioned job seekers to be aware of their online image even after landing the perfect job, after their own research found that 28 per cent of employers had fired staff for content found on their social-networking profile. He added, "A huge number of employers have taken action against staff for writing negative comments about the company or another employee on their social-networking page."

TEXT 2

2. Read the text below. Decide whether the statements are True (T) or False (F).

- 1) If you hide something, you do not discuss it.
- 2) If something is out in the open, it is not discussed.
- 3) If there is a lack of something, there is lots of it.
- 4) If you keep your head down, you do not comment on things, make trouble, etc.
- 5) If you offer feedback on something, you give your opinion about it.
- 6) If x damages y, it is good for y.

The challenge of conflict

By Stefan Stern

Robert McHenry, chief executive of OPP, the Oxford-based business psychology consultancy, says that some organisations may be hiding conflicts that should be out in the open. "Clients sometimes tell us that their biggest problem is the lack of conflict in their organisations," he says. "They say that senior leaders create a culture where people prefer to 'keep their head down' and not offer feedback or ideas: conflict damages performance." OPP recently surveyed 5,000 employees in Europe and America to find out about their experience of conflict at work. They found that, on average each employee spends 2.1 hours a week-roughly one day a month dealing with con-





flict in some way. Most managers find this difficult to manage. Some, but not enough, receive training in the kind of communication skills that can help to resolve conflict. It's not all bad news. According to another piece of new research, conflict might offer the chance to improve your company's performance. Early results from the research point to the role of successfully managed conflict in the development of effective corporate strategy. In their work with international businesses, the London-based consultancy Cognosis has found that managers who deal with conflict successfully will get better performance from their staff. How can you benefit from disagreement? Conflict should be managed, Cognosis has found. In open corporate cultures, employees feel able to challenge senior managers. Indeed, so managers will actively ask them for their views. "One of the characteristics of effective leaders is their ability to both challenge others and be challenged themselves in a positive way," says Richard Brown, managing partner at Cognosis.

VOCABULARY & GRAMMAR

3. Choose the best word to complete each sentence.

1. Zoltan decided on his when he was in his first year of university, and amazingly, he followed it until he retired.
a) career move b) plan c) design
2. Rupert hopes to make a doing freelance consulting.
a) living b) course c) money
3. My company has a training programme that offers career to students who have just graduated from university.
a) opportunities b) breaks c) gaps
4. Helena was very happy with the she got last month.
a) bonus b) progress c) improvement
5. If you want to climb the career, you have to be prepared to work very hard.
a) plan b) ladder c) staircase





6. Dominic was very pleased when he earned his first..... .
 a) job b) commission c) work
7. If wepoor quality, we the leading company in our business.
 a) delivered/ b) will deliver/not be c) delivered/
 would not be would not have been
8. If you the paper, you the advertisement.
 a) read/ b) have read/will see c) had read/
 would have seen would have seen
9. When I retire I'd like to live the country.
 a) at b) in c) on
- 10.It's a large office block, and our offices are the seventh floor.
 a) on b) in c) at

TRANSLATION

4. Translate the sentences from English into Russian.

1. To succeed as an advertising executive, Joanna has to be a workaholic. She works 12-hour days, six days a week.
2. He used to work on the factory floor. Yes, he really started out as a blue collar worker.
3. At the start of the meeting everybody was very quiet and reserved but he told a few jokes to break the ice.
4. When you work flexitime, you can arrange your own schedule, so this is very convenient when you have children.
5. Luke is ambitious and does not want to be a sales assistant all his life. In fact, he hopes to get a promotion and become Assistant Manager very soon.
6. I imagine their company jet was very expensive indeed. It probably cost the earth.
7. Our Silicone Valley site is right at the cutting edge of the new technology.
8. I'm sure a lot of our future income is going to come from the Internet and other cyberspace activities.





9. He isn't a very good salesman. He has a lot of problem when it comes to closing a deal.
10. Many people argue that technology has greatly improved our quality of life and the way we feel about work.

WRITING

5. Write an abstract to the following text. The length of the abstract is 70–100 words.

Share the power

What does employee engagement look like in practice? John Smythe, from the Engage for Change Consultancy, offers two situations to illustrate it.

Imagine two different employees, called Ruby and Geraldine, who work for different businesses. In the first situation, Ruby is invited to attend a morning meeting titled “Help our recovery”.

“The invitation states that all parts of the company have performed badly, and that its parent company is unable to provide more cash for investment. It says that fast action must be taken to stabilise the situation,” Mr Smythe explains, “But it also says there are no secret plans for extreme action. It says: ‘We want to communicate openly. We also want you and your colleagues to take ownership with management to solve the crisis, recognising that unpleasant options will have to be on the table.’”

Ruby is both concerned and flattered. She arrives at the meeting feeling like a player rather than a spectator.

A two-month timetable is laid out in which she and her colleagues are invited to use their knowledge to find achievable cost savings without damaging key business areas.

In this process, Mr Smythe says there are three good questions employees can be asked. What would they do if they:

- had a free hand in their day job?
- were a director of the company?
- had to propose important changes?

In this way, employees can feel part of the decisions that are necessary. They don't become demotivated.

The alternative scenario, which concerns Geraldine, is less appealing. She is also invited to a meeting described as a “cascade briefing”. Rumours have been spread, directors are hard to find, and there has been hardly any communication from the company.





“At the ‘cascade’, her fears are confirmed when, in a PowerPoint presentation, the full extent of the terrible state of the business is revealed for the first time”, Mr. Smythe says. “Detailed management plans for restructuring and efficiencies are revealed. The focus is all on reduction, with no hint of new business opportunities. Geraldine feels less like a spectator and more like a victim. To varying degrees, her colleagues leave the meeting in shock.”

“When have you felt most engaged and most valued and in a successful project or period at work? ” he asks.” Absolutely none of us is going to report that it was more like Geraldine’s experience.”





CONTROL WORK № 2

Variant 2

READING

TEXT 1

1. Read the text, and match each person A–C with their opinions/advice 1–8. (Each person has more than one opinion/piece of advice.)

1. Don't stay abroad too long.
2. Make sure the overseas job suits your career goals.
3. Think about your partner's career. A) Nicola Bunting
4. Don't underestimate the culture shock. B) Kevan Hall
5. You may have no choice about going abroad or not. C) Nigel Parslow
6. Think about what you will do when you get back.
7. Go to work in Asia.
8. Go to the place beforehand to check it out.

Working abroad

By Rhymer Rigby

A period overseas is seen by many as an important addition to your CV. But how do you make sure that it really works to your advantage?

“Think carefully about the job,” says executive coach, Nicola Bunting. “Does it fit in with your career goals or are you being attracted by the lifestyle? Also before you go, you need to have a re-entry plan.” Kevan Hall, chief executive of the international people management group, Global Integration, says you shouldn't underestimate the culture shock. “Go out there beforehand. See what you're getting into.”

Nigel Parslow, UK managing director of Harvey Nash executive search, says staying where you are may not be possible if you work for an organisation that has overseas operations. He adds that the experience you gain is also very attractive.





The biggest is family. This can be particularly hard for people in the middle of their careers who may have children at school. Ms Bunting says: “There’s your partner’s career too. Some people’s spouses try and commute back and I’d really advise against this as it makes an already stressful situation even more difficult.”

Mr Hall says: “There’s been a power shift to Asia, and that, coupled with low growth in America and Europe, means that particularly if you’re ambitious you might want to spend some time there.” Many people say two to three years. But this will vary according to the country and organisation. Mr Parslow thinks so that if you spend too long abroad, you can end up with a not entirely positive expat label attached to you.

TEXT 2

2. Read the text below. Decide whether the statements are True (T) or False (F).

After 9/11/2001, Victorinox ...

- 1) asked some of its employees to leave the company.
- 2) took no action at all.
- 3) stopped recruiting.
- 4) stopped asking employees to work more than the normal number of hours.
- 5) asked employees to work the normal number of hours.
- 6) told employees to go on holiday.

Victorinox

By Yih-teen Lee and Pablo Cardona

Victorinox is famous for its core product – the Swiss army knife. The company was founded in 1884 in Ibach, a small town in the German-speaking part of Switzerland, by Karl Elsener. He wanted to create jobs that would be long term. This has remained a cornerstone of the company culture.

After the terrorist attacks on the US in September 2001, new airline safety regulations around the world stopped passengers from taking knives on board. The rules had a serious effect on Victorinox, because sales of pocket tools at airports were important sales channels. Victorinox needed to find a way to survive and to deal with the fact that there were too many employees.

Victorinox decided not to get rid of workers. However, it stopped hiring new workers, cancelled overtime and reduced the workday by 15 minutes. Employees were encouraged to take vacation, sometimes in advance of when it was due. Victorinox kept all the employees on its own payroll, while lending 80 or so to other companies for up to six months.





Having committed workers who understand and share the company mission is the goal of many businesses. But few achieve this. The secret lies in the way that Victorinox has always treated its employees. It created some employee-oriented management systems, such as long-term employment, training and development opportunities, and a policy which aims to better integrate young and older workers, immigrants, and people with disabilities into its workforce. It also maintains a 5:1 salary ratio between the highest paid and average-paid workers.

VOCABULARY & GRAMMAR

3. Choose the best word to complete each sentence.

1. Employees in large multinationals excellent career opportunities if they are willing to travel.
a) have b) lose c) give
2. Some people a career break to do something adventurous like sailing round the world or going trekking in India.
a) offer b) take c) decline
3. One way to a career move is to join a small but rapidly growing company.
a) grow b) decide c) make
4. Certain companies career opportunities to the long-term unemployed or to people without formal qualifications.
a) offer b) climb c) have
5. Ambitious people often on a career plan while they are still at university.
a) solve b) decide c) take
6. In some industries, it can take a long time to the career ladder.
a) climb b) give c) go





7. If youyour order by fax, we the goods immediately.
- a) will send/will deliver b) send/will deliver c) send/would deliver
8. If we more employees, we more efficiently.
- a) will have/will work b) had/would have worked c) had/would work
9. Networking is way to find a job.
- a) more effective b) effectivest c) the most effective
- 10.Go to Church Street and you'll see our offices right.
- a) at b) in c) on

TRANSLATION

4. Translate the sentences from English into Russian.

1. I'm sure he'll find a new job soon if he keeps looking.
2. If only I'd invested in that company, I'd have been a millionaire by now.
3. Because of good business decisions, our company is growing faster than expected.
4. The CEO announced that the company was taking a new direction.
5. It's pretty hard to compete against big, established companies.
6. Ambitious people often decide on a career plan while they are still at university.
7. Many of our employees take their breaks in the lunchroom.
8. In some industries, it can take a long time to climb the career ladder.
9. In banking, you can make a fortune with the big bonuses and retire at 35.
10. There are lots of people who want this job but people with all the necessary qualifications and experience are rare.





WRITING

5. Write an abstract to the following text. The length of the abstract is 70–100 words.

Do you like the way you are managed?

By Brian Groom

Research among 3,000 employees by the Chartered Institute of Personnel and Development (CIPD) found the proportion of people happy with their job had increased to +46 per cent (percentage satisfied minus percentage dissatisfied), compared with +26 per cent in a similar survey last year.

However, the CIPD's new quarterly Employee Outlook survey suggested problems were developing that would damage employee well-being, morale and commitment if not dealt with. Three-quarters of employees said their organisation had been affected by the recession, with 52 per cent saying that there had been increases in work-related stress as a consequence, and 38 per cent saying there had been an upsurge in office politics. The proportion of people who said their jobs made them worried or tense had also increased and nearly six in ten said they were worried by the future.

The survey also highlighted problems with how people are managed. Although most felt treated fairly by their line manager, they were less happy with how far their manager discussed their training and development, gave feedback or coached them. Employees were particularly critical of senior managers, with less than a fifth agreeing that they trusted them and only a quarter agreeing that they consulted employees about important decisions.

Ben Willmott, senior public policy adviser at the CIPD, said: 'Employers must ensure arrangements for informing and consulting employees over major changes, such as redundancy, are effective, if they want to improve trust in senior management. They also need to invest in developing line managers' people management skills, particularly in coaching and performance management, if they want to boost employee commitment and productivity. They must ensure managers can spot the early warning signs of stress and provide support to help people struggling to cope.'





CONTROL WORK № 2

Variant 3

READING

TEXT 1

1. Read the text and complete these statements with words from paragraph 1, as they are used in the article.

- 1) A is a person or organization that does something that has not been done before. (7 letters)
- 2) If you collect information, you it. (6 letters)
- 3) If you information, you try to make it easier to use, understand, etc. (7 letters)
- 4) An economic is a time when business activity goes down. (8 letters)
- 5) You say that something happened when you want to talk about what really happened, not what might have happened. (8 letters)
- 6) is another word for ‘costs’. (8 letters)
- 7) is money from sales. (7 letters)
- 8) If you people in a particular way, you manage them in that way. (5 letters)

The real value of managing information and people

By Stefan Stern

SAS has been a pioneer in the business of “analytics”. This involves not just gathering information, but also processing it and getting the value from it. Its chief executive, Jim Goodnight, says: “When the economic downturn started I told everyone there would be no job losses, that to we might have lower profits but that was fine with me,” he says. “I didn’t care because I prefer keeping everybody’s jobs. I think everybody actually worked harder to save money, to cut expenses, to try to bring in more revenue, and we actually ended up growing last year by 2.2 per cent. I always say if you treat people like they make a difference they will make a difference.”

SAS has just been named by Fortune magazine as the best company to work for in the US. The on-site perks and benefits at SAS headquarters are remarkable. Medical care, childcare, sports centres, massage, food, hairdressers and a 35-hour week: these all form part of the employee package. There is



a downside. SAS does not pay the highest wages in its sector. But it is a successful business with low staff turnover. Most employees seem happy with the deal, which is designed to make working life easier. It is these software programmers who in turn keep SAS's clients happy.

TEXT 2

2. Read the text, and then decide if sentences 1–7 are “True” (T) or “False” (F).

- 1) Tpresso machines will be assembled in France.
- 2) The parts will be made in China.
- 3) Special T is designed to be a success for tea in the same way that Nespresso has been a success for coffee.
- 4) Special T was launched all over Europe at the same time.
- 5) Special T costs less than €130 and the capsules cost €0.35 each.
- 6) Denner has also launched a tea-making machine.
- 7) Other companies are free to copy the technology used in Nespresso.

Stirring up the tea market

Haig Simonian

Competition in the hot drinks market reached boiling point on Wednesday, as a former Nestle executive launched a new teamaking system to compete with the Swiss food group's own recently launched product. The move followed legal action, as Nestle this week won a court battle to ban a rival product in its highly profitable Nespresso business.

Eric Favre, previously Nespresso's chief executive, and who is now an independent businessman, launched Tpresso, a new tea-making system which he said he wanted to make “the Nespresso of tea”. The first machines to be assembled in China from European components will go on sale in China in April with other Asian markets next year, and Europe possibly following.

The new system to be sold in China for Rmb5.000 (\$756), followed Nestle's launch last year of Special T, a tea-making system designed to do for tea what Nespresso has done for coffee. Machines for Nestle's Special T system, launched initially in France, cost € 129 (\$ 168), with a capsule pack costing €3.50. Over on the coffee front, a commercial court in the Swiss city of St Gallen gave Nestle an important legal victory on Monday when it won its case against discount retailer Denner. Denner had been selling Nespresso-compatible coffee capsules for about half the Nestle price. Last June Nestle showed its willingness to defend Nespresso, which, it says, is protected by 1, 700 patents. It took legal action against the US company Sara Lee, when it launched its L'Or Espresso machine.



VOCABULARY & GRAMMAR

3. Choose the best word to complete each sentence.

1. I worked until 11 o'clock at night to meet the for presenting the report.
a) deadline b) death line c) deaf line
2. I work six days a week and never have a holiday. My girlfriend says I'm a
a) alcoholic b) workaholic c) melancholic
3. Karl has a heavy at the moment because several colleagues are off sick.
a) workload b) download c) overload
4. She gave up a highly paid job to join a meditation group in India. She's completely changed her
a) life way b) lifestyle c) life track
5. A system can help to reduce stress levels of employees by giving them more control over their working hours.
a) shifts b) flexitime c) overtime
6. If you have children, working from home may help improve your
a) lifestyle b) working environment c) work-life balance
7. I a lot of money if I that job.
a) will earn/get b) earn/will get c) will earn/
would have got
8. If he harder, he his goals.
a) will try/would
have reached b) tried/would reached c) tried/would have
reached





9. Checkout has prices and profits.
- a) the most expensive/
the most high
- b) the expensivest/
the highest
- c) the most expensive/
the highest
10. I'll see you tomorrow at ten thirty my office.
- a) at
- b) in
- c) on

TRANSLATION

4. Translate the sentences from English into Russian.

1. You don't need your car if you get the job – the salary package includes a car.
2. In many offices, employees work in little areas called cubicles.
3. I'm going on a business trip next month. I'm meeting with one of our clients in Singapore.
4. A "micromanager" wants to have total control over everything.
5. You should always wear your name tag when you're at work.
6. The USA is one of the easiest places in the world to start a business.
7. I have a terrible boss! He never gives me any positive feedback on the work I do.
8. A business's "core competency" is something that it can do well, something that sets it apart from its competitors, and is difficult for these competitors to imitate.
9. One way to make a career move is to join a small but rapidly growing company.
10. Certain companies offer career opportunities to the long-term unemployed or to people without formal qualifications.





WRITING

5. Write an abstract to the following text. The length of the abstract is 70–100 words.

When friendship and fashion equal success

By Alina Dizik

When launching Gilt Groupe, an online shopping site that currently has 3m members, the co-founders did not write a traditional business plan. Instead, Alexis Maybank, 35, and Alexandra Wilkis Wilson, 33, took what they had learnt from Harvard Business School. “You could have taken a good month to write a beautiful 40-page business plan, but you could have lost a critical month in getting your product to market,” says Ms Maybank, who adds that competition was coming quickly. “You don’t really know if an idea is going to take off before putting it in front of customers.”

And they did just that. The two founders used a short presentation to convey their idea to the venture capitalists they had found through the business school network. They also talked about what it was like to be two female entrepreneurs, pitching an idea to male dominated venture capital firms. “Talking about women's fashion to a bunch of guys in Boston was difficult and something that hadn’t been pitched to them very many times,” says Ms Maybank.

However, after initial investment, it took only two months to build a site that was ready to test. Three years later, in spite of intense competition from newer sale sites such as HauteLook or Rue La La in the US, Gilt is still expanding quickly. Launched just before the US recession in November 2007, the Gilt site offers limited-time fashion bargains to a restricted list of customer members, and the site's members can invite new members to use the site. Gilt's business, dominated by its fashion sales, draws “hundreds of thousands of people” checking its site each day, the group says mostly at or soon after it opens its selected daily sales at noon New York time.





CONTROL WORK № 2

Variant 4

READING

TEXT 1

1. Read the text, and then decide if sentences 1–7 are “True” (T) or “False” (F).

- 1) A surge is an increase.
- 2) If something has an attraction, people like it.
- 3) Emerging markets have existed as markets for a long time.
- 4) Entrepreneurs are people who start new businesses and have new ideas for existing businesses.
- 5) Demand for something is the amount of it that is available to buy.
- 6) Luxury shoe brand Salvatore Ferragamo has made shoes for many celebrities.
- 7) China’s luxury market shows no threat for Italian market.

Value of being ‘Made in Italy’

By Rachel Sanderson

In Palazzo Strozzi, a Renaissance palace overlooking Florence’s Arno River, Ferruccio Ferragamo, owner of luxury shoe brand Salvatore Ferragamo, is explaining why his shoes are “Made in Italy”. Mr. Ferragamo’s father, Salvatore, put handmade shoes on the feet of Marilyn Monroe and Sophia Loren, Lauren Bacall and Judy Garland. But many people might think that his son is living in different times, with rising Chinese and Indian manufacturing companies putting Italian companies out of business. A decade ago, many economists, in Italy and outside, were convinced that the small and medium-sized businesses that make up a large part of the country’s economy were in decline. The Italians could not compete with rival manufacturing countries in Asia. Their productivity was too low and too costly. But the country's exports are estimated to have grown 12.5 per cent this year, with forecasts of 8 per cent for next year's growth.

The surge has been caused by the attraction of “Made in Italy” goods to the middle classes of rapidly growing economies, including Brazil and China. And whether it is sending furniture to Russia, textiles to Egypt, rubber and plastic products to Turkey or winemaking equipment to Chile, emerging



markets are proving increasingly important for Italy's entrepreneurs. The place where a product is made is very important for Chinese consumers. By some estimates, China is now the world's biggest luxury market. This has allowed the industry to so raise prices by 10 per cent in the past 12 months. As Mr Ferragamo says, "We cannot make enough to keep up with the demand from the Chinese. They want their shoes not just made in Italy, but often made in Florence."

READING

TEXT 2

2. Complete these statements with appropriate forms of words from paragraphs 3 and 4.

- 1) A way of doing something is a (9 letters)
- 2) A short speech, description, etc. giving the key points of something is a (7 letters)
- 3) The advantages of a product or service for the customer are its (8 letters)
- 4) Something that is suggested is(8 letters)
- 5) A is an agreement to buy something. (4 letters)
- 6) If something no longer exists, it has (11 letters)
- 7) The result of a process is its (7 letters)
- 8) If something is acceptable, it is (10 letters)

What to do at closing time

By Mike Southon

The most difficult sales task is asking for money, or, to use the technical term, "closing". Even experienced sales people will do anything to avoid this unpleasant part of the job. So, for a business owner, an important part of sales management is to encourage, or even threaten, sales people to get them to ask for orders.

Part one of the sales cycle is the qualification process: the sales person should listen carefully to the customer's needs and find a solution that can be delivered quickly. The larger the order, the more likely it is that the buyer may have to get authorization from someone higher in the organisation, perhaps even the purchasing director. This is probably someone who is only interested in big discounts. It is a good idea to ask a possible buyer how much they are allowed to spend. Then you can offer them products or services that they can afford.



It's useful to practise a good closing technique in advance of the key moment. This will include a positive summary of the sales process, explaining the benefits for the customer that the proposed solutions will bring.

Then there is the most difficult part of the script, a final question in the style of, "So, do we have a deal?" This should be followed by silence, which may feel uncomfortable, but if the sales person breaks that silence, the deal could easily disappear. Ideally, the customer will break the silence and say yes, a positive outcome for all concerned. But even if the customer says no, it is reasonable to ask why and perhaps work out how to change their mind.

VOCABULARY & GRAMMAR

3. Choose the best word to complete each sentence.

1. In banking, you can make with the big bonuses and retire at 35.
a) a fortune b) a life c) a plan
2. When you work , you can arrange your own schedule, so this is very convenient when you have children.
a) long hours b) flexitime c) from 9 to 6
3. People who work in sales often have the opportunity to earn..... on top of a basic salary.
a) commission b) wages c) a pension
4. Luke is ambitious and does not want to be a sales assistant all his life. In fact, he hopes to get and become Assistant Manager very soon.
a) a retirement b) a career c) a promotion
5. Many students do when they are at university because it fits in with their studies.
a) a career b) part-time work c) a pension
6. Goran is 59, but he does not want to take In fact, he is taking on more work!
a) a vacation b) part-time work c) early retirement





7. If your conditions competitive, we an order.
a) will be/ will place b) are/will place c) have been/will place
8. If I more time, I a course in business English.
a) had/will do b) have/ would have done c) had/would do
9. Burton's products are than Manson's, but their profits are
a) more expensive/ more higher b) expensive/higher c) more expensive/ higher
10. I'm off sick at the moment, but I should be back next week.
a) at b) in c) on

TRANSLATION

4. Translate the sentences from English into Russian.

1. If you customize your CV, your chances of getting a job will be better.
2. The manager didn't see any tangible benefits to his approach.
3. Our organization is one of the main stakeholders in the water initiative program.
4. Janine has contributed a lot to the development of this company.
5. Bill told me that my issue was outside the scope of the meeting.
6. It's critical not to lose sight of the main point.
7. The company is being criticized heavily for some of their policies.
8. Investors got very upset about the news.
9. Some people take a career break to do something adventurous like sailing round the world or going trekking in India.
10. Employees in large multinationals have excellent career opportunities if they are willing to travel.





WRITING

5. Write an abstract to the following text. The length of the abstract is 70–100 words.

Rules of the game have been rewritten

By Luke Johnson

Entrepreneurs of the 21st century are different. The world of business has changed a lot since I entered it in the 1980s, and the rules of the game have been totally rewritten. An important factor has been the influence of the Internet. Many start-ups are now online companies or use the Internet in some way. A 26-year-old such as Mark Zuckerberg can create a community of 500 million users with Facebook – employing just 1, 000 staff. Facebook is also an example of how investors are willing – sometimes – to back projects that have almost no sales revenues, believing that a profitable business model will come later, as it did with Google.

Every young company now uses social networking as one of its marketing tools. An understanding of how to use Facebook, Twitter, Foursquare and the rest is important for the success of almost any brand targeted at the young. Each new wave of technology is accepted very quickly. Things used to evolve much more gradually in the past.

Start-ups are far more likely to be founded by graduates than they used to be. In the past six years in the UK, there has been a 46 per cent jump in the number of graduates describing themselves as self-employed. I am sure that will continue, partly because comfortable jobs are much harder to get. Of course, many more people attend university now; yet when I left Oxford; it was seen by many as “wasting” a degree to want to create a business.

Women entrepreneurs are much more common than in the past, with almost one in three UK start-ups in 2009 founded by a woman. Now women are much more confident and ambitious in their careers, and there are plenty of role models of successful women in the workplace.



GRAMMAR REFERENCE

THE PASSIVE VOICE

1.1 The Formation of the Passive Voice

to be + V₃

Tense/Verb Form	Active	Passive
Present Simple	They develop films here.	Films are developed here.
Present Continuous	They are developing a film now.	A film is being developed now.
Past Simple	They developed this film yesterday.	This film was developed yesterday.
Past Continuous	They were developing a film when I arrived.	A film was being developed when arrived.
Present Perfect	They have already developed ten films.	Ten films have already been developed .
Past Perfect	They had developed fifty films by that year.	Fifty films had been developed by that year.
Future Simple	They will develop the film tomorrow.	The film will be developed tomorrow.
Conditionals	They would develop the film if they had time.	The film would be developed if they had time.
Modals	They must develop the film by noon.	The film must be developed by noon.

1.2. The Use of the Passive Voice

* when the person who carries out the action (the agent) is unknown, unimportant or obvious from the context.

My car was stolen last night, (unknown agent)

The plants are watered every evening, (unimportant agent)

The house was burgled, (by a burglar-obvious agent)

* when the action itself is more important than the agent, especially in news headlines, newspaper articles, formal notices, instructions, advertisements, etc.



The new wing of the hospital was opened by the President yesterday morning.

* when we want to emphasize the agent.

The town library was built by my great-great-grandfather in 1874.

* when we want to make statements more polite or formal.

My new CD player is broken, (more polite than You've broken my new CD player).

EXERCISES

1. Form the Passive from the verbs.

Example: to take – to be taken

to ask, to read, to write, to invite, to drink, to eat, to smoke, to drive, to see, to send, to inform, to build, to publish, to help, to advise, to give, to bring, to speak.

2. Translate the sentences paying attention to the Present Simple Passive.

1. Many books are published in Russia. 2. The machines are tested by the police. 3. I am always driven to work by my neighbor. 4. The machines are tested before use. 5. The car is polished once every three months. 6. Concrete is made of cement, sand and gravel. 7. A picnic is arranged once a month by our club. 8. These gates aren't painted every year. 9. I'm not invited to my uncle's every weekend. 10. He isn't asked at every lesson.

3. Translate into English using the Present Simple Active or Passive.

1. Я приглашаю – Меня приглашают.
2. Он присылает – Ему присылают.
3. Она рассказывает – Ей рассказывают.
4. Они сообщают – Им сообщают.
5. Рабочий строит – Дом строится.
6. Писатель пишет книгу – Книга публикуется.
7. Студент пишет упражнение – Упражнение выполняется.
8. Студенты помогают – Студентам помогают.
9. Мы задаем вопросы – Нам задают вопросы.
10. Я советую – Мне советуют.





4. Translate the sentences paying attention to the Past Simple Passive.

1. The best machine was chosen. 2. My bike was stolen last week. 3. The police were called. 4. The book was finished yesterday. 5. The meeting was held on Monday. 6. He was not invited to the party. 7. They were introduced to my friend. 8. I was visited by the teacher last week. 9. Many questions were given to us at the lesson. 10. The letters were brought by the postman.

5. Put the verbs in brackets into the Future Simple Passive.

Example: The delegation ... *will be met*... (meet) tomorrow.

1. This program ... (show) again tomorrow. 2. Your room ... (clean) in a week. 3. I ... (introduce) to the director soon. 4. The gates ... (paint) again next year. 5. My pets ... (not feed) until six o'clock. 6. You ... (not bother) by that man again. 7. You ... (invite) to Betty's party? 8. I ... (allow) to go to Europe. 9. Many questions ... (ask) to the lecturer. 10. The letter ... (write) next week.

6. Put the verbs in brackets into the Present, Past or Future Simple Passive.

1. Moscow ... (found) in 1147. 2. Football ... (play) in summer. 3. Her new article ... (finish) next year. 4. The letter ... (receive) tomorrow. 5. That bone ... (give) to the dog today. 6. The chair ... (break) two days ago. 7. An interesting fairy-tale ... (tell) tonight. 8. The boy ... (take) to the zoo last month. 9. The book ... (publish) in three months. 10. Many letters and telegrams ... (send) every day.

7. Put the verbs in brackets into the Continuous Passive.

1. This question still ... (discuss). 2. The theatre ... (build) when we came to this town. 3. My friend ... (ask) when the dean entered the classroom. 4. A new grammar rule ... (explain) by the teacher now. 5. While the experiment ... (make) we were not allowed to enter. 6. Who ... (examine) now? 7. Don't switch off the TV-set. An interesting quiz program ... (broadcast) now. 8. The lecture ... (listen) to attentively. 9. The flowers ... (water) from 2 till 3. tomorrow. 10. The glasses ... (look) for everywhere now.

8. Translate the sentences paying attention to the passive forms. Identify the tense.

1. A new underground station is being constructed in our street. 2. The device was being tested when you entered the laboratory. 3. This question is not connected with the problem which is being discussed now. 4. Many various ma-





chines are being produced for our industry by this plant. 5. The art exhibition of young artists is being widely commented by the press. 6. The machines produced by this plant are being used in agriculture. 7. Masterpieces from our museum were being exhibited in different cities in June last year. 8. He is being waited for. 9. While the experiment was being carried out, nobody left the laboratory. 10. The speaker was being listened to with great interest.

9. Put the verbs in brackets into the Simple or Continuous Passive.

1. He ... (ask) now. 2. We received the telegram when the letter ... (type). 3. The article ... (translate) into Russian in a few days. 4. A new grammar rule ... usually ... (illustrate) by some examples. 5. She ... (laugh) at if she says it. 6. The new project ... still ... (work) at. 7. The document ... still ... (look) for. 8. Books by this writer ... always much ... (speak) about. 9. The meeting won't be over soon as the report ... (follow) by a discussion. 10. The doctor ... (send) for a minute ago.

10. Translate the sentences paying attention to the Perfect Passive forms.

1. An opening speech has been made by Mr. Brown. 2. Tom said that the conditions of work had been greatly improved. 3. The project has already been submitted to the commission. 4. He asked me if I had been invited to the party. 5. The project will have been finished by Tuesday. 6. Much attention has been paid to the further improvement of the living conditions of the people. 7. She said that her poems had been devoted to the youth. 8. Good art training has been received by these young artists. 9. She has been listened to with great attention. 10. The house will have been built by the end of the year.

11. Change from active into passive.

1. I took him for a walk. 2. She won't forget your telephone number. 3. We'll book tickets tomorrow. 4. We met her at the corner of the street. 5. We discussed such problems at our meetings. 6. They are building a new cinema in his street. 7. A young architect designed that beautiful building. 8. I rang my friend up. 9. I have just done the translation. 10. They will have passed the examinations by February.

12. Write sentences in the passive. Mind the tense form.

Example: (The floor/not clean/yet) *The floor hasn't been cleaned yet.*

1. (The politician/interview/now)
2. (The Mona Lisa/paint/Leonardo da Vinci).....





3. (My flat/burgle/last night).....
4. (All tickets/sell/before we got there).....
5. (The dog/not feed/yet).....
6. (The presents/wrap/now)
7. (The prizes/award/President/tomorrow).....
8. (Tea/grow/India).....
9. (The prisoners/take/to prison/now).....
10. (The book/read/by next week)

13. Fill in *by* or *with*.

1. Most children are strongly influenced ...*by* ...they parents.
2. The jam sandwiches were made ...*with* ...white bread.
3. Jake was dismissed ... his boss.
4. The meal was eaten ... chopsticks.
5. The lock was broken ... a hammer.
6. The football fans were observed ... the police.
7. My hair was cut ... a top stylist.
8. My camera was loaded ... a black and white film.
9. The beds were made up ... clean sheets.
10. This awful mess was made ... Carol's dog.

14. Put the verbs in brackets into the correct passive form.

Last week a new leisure centre 1) ...*was opened*... (open) in the town of Halden. The centre 2) ... (believe) to be the largest in Europe and it 3) ... (hope) that it 4) ... (visit) by over 40,000 people a month. The centre 5) ... (plan) for over ten years, but it 6) ... (only/make) possible by a large government grant. Unfortunately, it 7) ... (not/finish) yet, but it 8) ... (think) that it 9) ... (complete) by next month. The centre includes an Olympic-size swimming pool and fifty tennis courts which 10) ... (can/book) by phone. The gym 11) ... (claim) to be the most modern in the country. The equipment 12) ... (buy) in Germany and training 13) ... (provide) by five top instructors. Entrance fees are cheap because half the cost 14) ... (pay) by the local council, so many local people will be able to afford them.





PROGRESS CHECK TEST 1 (*The Passive forms*)

15. Choose the correct item.

1. Chocolate can or
a) eat, drink b) be eating, drinking c) be eaten, drunk
2. The cocoa plant by the Mayas, Toltecs and Aztecs more than 3,000 years ago.
a) was first growing b) was first grown c) was first being grown
3. A suspicious-looking man ... running away from the scene of the crime.
a) was seen b) is seeing c) saw
4. The salad was made ... lettuce, onions and cucumber.
a) of b) by c) with
5. The curtains ... by Marie.
a) are making b) are being made c) made
6. The pool must be ... on Sunday.
a) cleans b) cleaning c) cleaned
7. These cakes are made ... cherries.
a) by b) of c) with
8. The goods ... recently.
a) has been delivered b) have been delivered c) delivered
9. The picture ... to me for my birthday.
a) was given b) gave c) is given
10. My dress ... by my mother now.
a) is being made b) is made c) made
11. The book ... in a month.
a) is publishing b) was published c) will be published
12. The cats ... once a day.
a) are being fed b) are feeding c) are fed
13. I ... how to swim when I was five.
a) will be taught b) was taught c) have been taught
14. The jewellery ... in the safe.
a) is kept b) are kept c) is keeping
15. "What is happening over there?" – "Oh, a new cinema"
a) is built b) is being built c) was is built





16. Paul's car ... last night.
a) is stolen b) has been stolen c) was stolen
17. Claire's phone number ... on this piece of paper.
a) written b) be written c) is written
18. This tree ... in the 19th century.
a) plant b) was planted c) is planting
19. This piece of music ... yet.
a) has not recorded b) have not recorded c) has not been recorded
20. Not much ... about this complicated subject.
a) is known b) known c) knows
21. The new night club ... by the council last week.
a) closed b) was closed c) is closed
22. I have a beautiful jumper which ... by my grandmother.
a) knitted b) had been knitted c) was knitted
23. The instructions must ... very carefully.
a) was followed b) be followed c) is followed
24. Tickets ... before we arrived.
a) had been sold b) have been sold c) will be sold
25. The new bridge ... already.
a) is being built b) has been built c) had been built
26. Breakfast ... at eight in the morning.
a) was served b) had been served c) has been served
27. Designer clothes ... in this shop.
a) is sold b) was sold c) are sold
28. The exam ... by all the children by three o'clock.
a) was taking b) was being taken c) had been taken
29. Chinese ... by more than one billion people.
a) has spoken b) is spoken c) speak
30. The house ... by the time we arrived.
a) wasn't cleaned b) isn't cleaned c) hadn't been cleaned



TYPES OF QUESTIONS

There are five types of questions in the English language:

1. General questions.
2. Special questions.
3. Questions to the subject.
4. Tag questions.
5. Alternative questions.

1. GENERAL QUESTIONS (or YES/NO QUESTIONS)

A General question is one of the main questions in the English language. It is made up to the whole sentence and requires only “yes” or “no” answers.

The word order in a general question is indirect, i.e.

An auxiliary verb or a modal verb → subject → verb...?

There are some auxiliary verbs the choice of which depends on the tense of the verb. These are:

am/is/are/was/were/do/does/did/have/has/had/shall/will.

There are some modal verbs. These are:

an/could/may/might/must/should/ought.

Examples of general questions:

1. Is he a student? – Yes, he is / No, he isn't.
2. Are they pilots? – Yes, they are / No, they aren't.
3. Was your brother in the cinema yesterday? – Yes, he was / No, he wasn't.
4. Does she know English well? – Yes, she does / No, she doesn't.
5. Do your cats eat a lot? – Yes, they do / No, they don't.
6. Did you buy that picture? – Yes, I did / No, I didn't.
7. Has he arranged the party yet? – Yes, he has / No, he hasn't.
8. Have you got Claire's phone number? – Yes, I have / No, I haven't.
9. Had they travelled a lot before they visited London? – Yes, they had / No, they hadn't.
10. Will you show me the way to the underground? – Yes, I will / No, I won't.
11. Can you swim? – Yes, I can / No, I can't.
12. Could you see that ship? – Yes, I could / No, I couldn't.

2. SPECIAL QUESTIONS (or WH – QUESTIONS)

A special question is made up to any part of the sentence to find out particular detailed information and requires a full answer.

The word order in a special question is:

Wh → an auxiliary verb or a modal verb → subject → verb...?

Remember the following interrogative words (Wh – вопросительные слова):

Interrogative words	Translation
What...?	Что, какой...?
Where...?	Где, куда...?
When...?	Когда...?
Why...?	Почему, зачем...?
Who...?	Кто...?
Which...?	Который...?
Whose...?	Чей...?
Whom...?	Кого, кому...?
How...?	Как...?

The most widespread interrogative words are *what, where, when*.

Besides, there are some interrogative combinations made up of two words. These are:

Interrogative combinations	Translation
What kind...?	Какой...?
What time...?	Во сколько...?
How many...?	Сколько...? (с исчисляемыми существительными)
How much...?	Сколько...? (с неисчисляемыми существительными)
How long...?	Как долго...?
How often...?	Как часто...?
How far...?	Как далеко...?
How old...?	Сколько лет...?

While asking a special question, it is a general question which is taken into account. For example, a general question to the sentence “She passed her exams successfully” is “Did she pass her exams successfully?” In order to turn this general question into a special question, just add any interrogative word to the beginning of the sentence: “**How** did she pass her exams?” or “**What** did she pass successfully?”



Examples of special questions:

1. Where does that lady keep her jewellery?
2. What should you do if you are lost?
3. How is Kevin?
4. When were you born?
5. Whose book is this?
6. What subject do you like?
7. How far from the university do you live?
8. How long have you been studying English?
9. How old is your little sister?
10. How often can you visit your grandparents?

3. QUESTIONS TO THE SUBJECT

A question to the subject deserves a special attention. It is different from special questions because **no auxiliary verb** is used in this type of questions. You should just change the subject of the sentence into *what* or *who*.

So, the word order in a question to the subject is:

Wh → verb → other parts of the sentence?

It is important here not to confuse a question to the subject with a special question beginning with *what* or *who*.

Examples of questions to the subject:

1. What happened to you?
2. Who went to the zoo?

Compare with those of special questions:

1. Who are you seeing now?
2. What are you doing?

Check yourself

Put the words in the correct order.

1. Who / about / you / it / ? / told /
2. ? / called / Who / yesterday / her /
3. tell / about / Who / ? him / can / her /
4. yet / hasn't / book / read / this / Who / ? /
5. ? / has / to / What / happened / you /

Keys:

1. Who told you about it?
2. Who called her yesterday?
3. Who can tell him about her? Who can tell her about him?
4. Who hasn't read this book yet?
5. What has happened to you?





4. TAG QUESTIONS (or DISJUNCTIVE QUESTIONS or TAIL QUESTIONS)

A tag question is made up of two parts: the first part is an affirmative or a negative sentence, the second part is a short question (tag) either positive or negative. The second part is separated from the first part with a comma (запятая). These types of questions are very popular in everyday English. They are not asked directly still they encourage an interlocutor (собеседник) to an answer. The “tags” are usually translated into Russian as “не так ли”, “не правда ли”, “да”, “правильно”.

Examples of tag questions:

1. He looks after his sister, doesn't he?
2. A girl fell into the river, didn't she?
3. The guests will come tomorrow, won't they?
4. An army officer must wear a uniform, mustn't he?
5. The secretary has been typing the letters for two hours, hasn't she?
6. Paul doesn't like his new job, does he?
7. John isn't paying for his lessons, is he?
8. These girls cannot speak French, can they?

As we can see from the examples that in the “tag” there is an auxiliary or a modal verb which we use in the first part and a pronoun which is the subject of the first part. It is also important to know that if the first part is positive, then the second part is negative and vice versa (наоборот).

The tag questions of some verbs/expressions are formed differently. Study the following examples:

I **am** → aren't I?

Open the windows, will/won't you?

Let me say, will/won't you?

Check yourself

Choose the correct letter.

1. The children are happy, ...?
a) aren't they b) don't they c) are they
2. She is your best friend, ... ?
a) isn't she b) won't she c) doesn't she
3. There are many plates in the cupboard, ...?
a) isn't it b) aren't there c) are there



4. They could read the notice, ...?
a) could they b) couldn't they c) can't they
5. Open the book at page 20,?
a) will you b) wasn't he c) didn't you
6. Each parent worries about their children, ...?
a) don't they b) doesn't he c) isn't he
7. She hasn't put an advertisement in a paper, ...?
a) hasn't she b) does she c) has she
8. Many people don't know about this new shop, ...?
a) don't they b) do they c) are they
9. Nobody will come to the beach tomorrow, ...?
a) won't they b) will they c) will he
10. He never wakes up before 10 o'clock, ...?
a) does he b) doesn't c) isn't he

Keys: 1a, 2a, 3b, 4b, 5a, 6b, 7c, 8b, 9b, 10a.

5. ALTERNATIVE QUESTIONS

An alternative question implies a choice between two people, things, actions, etc. This question can be asked to any part of the sentence. It is made up of two parts: the first part is a general question, the second part contains "or" and the word of choice.

Examples of alternative questions:

1. Do you live in Tomsk *or* Moscow?
2. Is she a student *or* a school girl?
3. Did you wake up at 6 *or* at 7 o'clock?

Check yourself

Identify the type of questions. Choose the correct letter (A-E).

1. Does she like to ride a bicycle in the evening?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
2. Who can help us to wash the car?
A) a general question
B) a special question





- C) a question to the subject
D) a tag question
E) an alternative question
3. This sportsman is very fast, isn't he?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
4. Do they speak English or German?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
5. Who are we waiting for?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
6. Why are you late?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
7. That house is under construction, isn't it?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question
8. What was the weather like all the time?
A) a general question
B) a special question
C) a question to the subject
D) a tag question
E) an alternative question





9. Who doesn't understand the rule?
- A) a general question
 - B) a special question
 - C) a question to the subject
 - D) a tag question
 - E) an alternative question
10. Who will meet the foreign delegation?
- A) a general question
 - B) a special question
 - C) a question to the subject
 - D) a tag question
 - E) an alternative question

Keys: 1a, 2c, 3d, 4e, 5b, 6b, 7d, 8b, 9c, 10c.





CONDITIONALS

* **Conditionals** are clauses introduced with *if*.

* The main types of conditionals are: **Type 0, Type 1, Type 2 and Type 3.**

* **Type 0 Conditionals** are used to express a general truth or scientific fact. We can use *when* instead of *if* in this case.

* **Type 1 Conditionals** (real present) are used to express real or very probable situations in the present or future. We can use *when* instead of *if*. *If* means that something may happen. *When* means that something will definitely happen.

If he calls, I'll tell him the news. (but he might not call)

When he calls, I'll tell him the news. (he will definitely call)

* **Type 2 Conditionals** (unreal present) are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future. We can use *were* instead of *was* for all persons in the if-clauses.

* **Type 3 Conditionals** (unreal present) are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

* We can form conditionals by using words or expressions such as *unless (=if not)* (Type 1 conditionals), *providing/provided that, so/as long as, suppose/supposing, on condition that*, etc.

TYPES OF CONDITIONALS

Type	If-clause	Main clause
0	If + present simple	present simple
<i>If/When the sun shines, snow melts.</i>		
1	If + present simple/present cont./present perfect/present perfect cont.	future/imperative/can/may/might/must/should/could present bare infinitive
<i>If he doesn't pay the fine, he will go to prison. If you need help, come and see me. If you have finished your work, we can have a break.</i>		
2	If + past simple or past Continuous	would/could/might + bare infinitive
<i>If I had time, I would take up a sport. (but I don't have time-untrue in the present) If I were you, I would talk to your parents about it. (giving advice)</i>		
3	If + past perfect or past perfect continuous	would/could/might + have + past participle
<i>If she had studied harder, she would have passed the test. If he hadn't been acting so foolishly, he wouldn't have been punished.</i>		



EXERCISES

1. Make sentences with *if* (Type 1 conditional).

Example: I'm afraid the bus will be late.

→ get to work late again *If the bus is late, I'll get to work late again.*

→ lose my job *If I get to work late again, I'll lose my job.*

1. → not find another job
2. → lose my flat
3. → move back to my parents' house
4. → get very bored
5. → go swimming every day
6. → look very good
7. → meet interesting people
8. → go to lots of parties
9. → have a wonderful time
10. → be happy

2. Fill in the gaps with *if* or *unless*.

1. ... the weather is bad, we'll be late for the meeting.
2. ... you hurry up, you will miss the train.
3. ... you go there by plane, you won't reach the destination in time.
4. Your holiday on board the ship will be truly adventurous and enjoyable ... you have any sailing skills.
5. ... you phone me on the arrival day, I'll get upset.
6. It will take you less time ... you sail from Hong Kong to England via Singapore.
7. ... you look at their company's website, you won't get relevant information.
8. You'll have to pay a fine ... you're caught without a ticket.
9. Children can't go in ... they are with an adult.
10. You can't park here ... you don't live in this street.

3. Put the verbs in brackets into the proper tense. (Type 1 Conditional)

1. You will get the feel of Sydney if you ... (go) about on foot.
2. If you go abroad, you ... (need) to change your money into local currency.
3. Unless the accommodation ... (be) reasonably-priced, we won't afford it.
4. The town will accommodate more holiday makers if they ... (construct) a new hotel.





5. If you ... (not/wear) a dress or skirt, you won't be let into the temple.
6. If you come to New York, you ... (experience) the excitement of one of the busiest cities in the world.
7. Unless cars ... (be allowed) in the city centre, I'll have to look for a car park in the suburbs.
8. If there ... (not be) any seats available, we'll stay here.
9. If it rains, we ... (have) the party inside.
10. If I ... (not be) free tomorrow evening, I'll see you on Friday.

4. Put the verbs in brackets into the proper tense. (Type 2 Conditional)

1. We ... (need) a car if we lived in the country.
2. If we had a choice, we ... (go) on a sailing tour.
3. I wouldn't mind going abroad if I ... (have) enough money.
4. I think there are too many cars. If there ... (not/be) so many cars, there ... (not/be) traffic congestions.
5. If you ... (live) nearer, we would visit you more often.
6. We ... (go) on a tour by plane, if we could afford it.
7. If I were you, I ... (not/buy) that car.
8. We wouldn't reach this area, if we ... (not/go) by boat.
9. If dogs ... (can talk), they would tell some interesting stories.
10. If he ... (not travel) so much, he'd have more money.

5. Choose the correct form of the verbs.

1. If I visited Brazil, I definitely *will see/would see* the Carnival show.
2. We *will go/would go* to a campsite if the weather *is/will be* nice.
3. Unless there *were/is* a large hole in the tent, we *won't feel/will feel* comfortable.
4. If she *didn't take/doesn't take* any food along, she *is/will be* very hungry.
5. The trip *will be/would be* far more enjoyable for everyone unless the weather *is/weren't disgusting*.
6. If they *will go/go* on the "all-in" package tour, it *includes/will include* everything from food and drinks to entertainment and excursions.
7. If they *take traveller's cheques/will take traveller's cheques*, they *will be able to exchange/will can exchange* them for local money when they *arrive/will arrive* in the foreign country.
8. Unless you exceed the maximum luggage allowance, you *will pay/won't pay* an extra charge.
9. If I could find my camera, I *will take/would take* your photo.
10. Unless Pete *comes/will come*, we *won't play/wouldn't play* this game.



6. Write these sentences, putting the verbs in brackets into the correct form and adding *will* or *would*.

Example: If you give me your phone number, I ...*will call*... (call) you.
I ...*would drive*... (drive) to work if I had a car.

1. If I ... (lose) my job, I'd go back to university.
2. If it ... (rain) tomorrow, we'll cancel the barbecue.
3. Where would you live if you ... (can) choose?
4. If the weather ... (be) good, we often have lunch outside.
5. My mother ... (worry) about me if I didn't phone her every week.
6. If you finish before 5 o'clock, I ... (come) and pick you up.
7. If we ... (hurry), we'll get to the shops before they close.
8. I don't know what she ... (do) if she couldn't go on working.
9. What would you do if he ... (ask) you to marry him?
10. He always ... (complain) if I'm late.

7. Match the two halves of these sentences.

1. If the car broke down in the mountains, ...g ...	a) we would turn back.
2. If we forgot our passports, ...	b) you would catch up with me.
3. If we set off at dawn, ...	c) we will catch the early train.
4. If you rode the bike faster, ...	d) you would enjoy camping.
5. If you could put up with the insects,	e) we'll have to go home soon.
6. If we run out of money after a week, ...	f) there'll be plenty of opportunities to take photos of wild animals.
7. If I checked in my luggage quickly,	g) I wouldn't be able to repair it.
8. If you go on a safari tour, ...	h) I would have some coffee then.

8. Fill the gaps in the sentences, using the words given.

1. If I had more money, ... (I/stay) at a luxurious hotel.
2. If you wanted to buy someone a really good present, what sort of things ... (you/look for)?
3. How ... (you/feel) if you were in my position?
4. If I were you, ... (I/spend) the holiday in the countryside.
5. If you stay at one of these suites, ... (it/cost) you thousands of pounds per a single night.
6. If ... (you/go) on a seaside holiday, it would value for money.
7. If we went by air-conditioned coach, ... (we/feel) much more relaxed.



8. If ... (hitchhiking/not/be) so dangerous, it would be widely spread among young people.
9. Alex will finish his work on time if ... (he/not talk) so much.
10. If the programs ... (be) better, I'd watch more TV.

9. Complete the following sentences with your own ideas.

1. What will you do if you miss your plane?
2. If I didn't arrive in time, they
3. What would happen if I
4. If he listened to my advice, he
5. Would you sell your car if
6. If I knew where to go, I
7. They wouldn't mind if we
8. If I were late for the appointment, I
9. If Alice were here, we
10. If we had bikes,

10. Put the correct verb form (Type 3 Conditional).

Example:

If I ... (be) here yesterday, I would have come to see you.

If I *had been* here yesterday, I would have come to see you.

1. If Joe ... (work) harder, he would have passed the exams.
2. If you ... (take) a map with you, you wouldn't have got lost.
3. We would have won the game if we ... (not play) so badly.
4. ... you ... (crash) if you had driven more slowly?
5. You ... (not sleep) badly if you hadn't drunk all that coffee.
6. If you ... (come) on holiday with us, you ... (have) a wonderful time.
7. If my car ... (not break down), I ... (be) here at 8 o'clock.
8. ... you ... (study) harder at school last year if you ... (like) the teachers?
9. She ... (not get) married if she ... (not want) to leave home.
10. ... you ... (help) me if I ... (ask) you?

11. Put the correct verb form (Type 1, 2, 3 Conditionals).

1. What would you do if you ... (see) a vandal destroying a painting?
2. I ... (go) out if unless I'm so tired.
3. You'll miss the train if you ... (wake up) late.
4. If I were you, I ... (change) the route of travelling.
5. If I had been more careful, you ... (visit) your old granny then.





6. You won't find the accommodation if you ... (not/reserve) it in advance.
7. Unless you take an umbrella, you ... (get) wet.
8. If ... you, I would call the receptionist.
9. If you ... (not/ fly) via Novosibirsk, it would have taken you more time.
10. If he ... (not/leave) immediately, he'll miss his flight.

WISHES

	Form	Use
I wish (If only) (wish/regret about the present)	+ Past tense	Wish/regret about a present situation we want to be different
<i>I wish you worked harder this term. (It's a pity you don't work hard).</i>		
I wish (If only) (wish/regret about the present)	+ could + bare Infinitive	Wish/regret in the present concerning lack of ability
<i>I wish I could speak English fluently. (But I can't)</i>		
I wish (If only) (wish/regret about the past)	+ Past Perfect	regret that something happened or didn't
<i>I wish I had visited my parents last holidays. (But I didn't. It's a pity I didn't visit them)</i>		
I wish (If only) (impossible wish for a future change)	+subject+would+ bare Inf. ('wish' and 'would' should have different subjects)	wish for a future change unlikely to happen or wish to express dissatisfaction; polite request implying lack of hope
<i>I wish he would drive more carefully. (But I don't think he will). I wish the children would be more co-operative. (The children have refused to co-operate. – dissatisfaction) I wish you would be more patient with Jim. (Please be more patient with him! – request implying lack of hope)</i>		

*** In wishes, we go one tense back. This means that we use the Past Simple in the present or the Past Perfect in the past.**

*He's ill. He wishes he **weren't** ill. (present)*

*I overslept yesterday. I wish I **hadn't** overslept yesterday. (past)*

*** After I wish we can use were instead of was in all persons.**

*I wish I **was/were** richer.*

*** If only means the same as I wish but it is more dramatic.**

*If only I **was/were** richer.*



12. Fill in the gaps with an appropriate auxiliary verb.

Example: She can't type but she wishes she ... *could*

1. They didn't buy the antique vase but they wish they
2. I'm not going to the concert but I wish I
3. I'm not very tall but I wish I
4. I didn't go to the meeting but I wish I
5. I can't tell him the truth but I wish I
6. I don't earn much money but I wish I
7. She won't accept help but I wish she
8. They haven't got any children but they wish they
9. I didn't see the program but I wish I
10. I don't live close to the University but I wish I

13. Complete these sentences with the correct form of the verb in brackets. Some sentences require a negative.

1. Bruce wishes he ... (have) more money so he could buy a new sweater.
2. I wish it ... (snow) now that it's Christmas.
3. I wish I ... (be) taller so that I could be in the basketball team.
4. I wish you ... (stop) watching television while I am talking to you.
5. I wish you ... (do) that. It annoys me.
6. I wish the holidays ... (come) so we could go off to the seaside.
7. I wish they ... (build) that block of flats right in front of our window.
8. Of course Tom wishes he ... (come) with us to Paris, but he has to stay here and work.
9. I wish we ... (go) to the match on Saturday but we are visiting my uncle instead.
10. If only I ... (lose) all my money. Now I'm broke.

14. Here are some problems in the brackets. How could they have been avoided? Use the words and phrases to help you write two sentences about each problem using *I wish* and *If only*.

a) keep mouth shut, b) eat less, c) tell the news, d) waste water, e) drive carefully, f) keep calm, g) lose temper, h) use bins, i) take more exercise, j) take rubbish, k) recycle more paper, l) come earlier, m) save water, n) protect the forests, o) let someone else drive, p) use cars less often, q) be more disciplined for a change, r) walked more, v) play fewer computer games, w) watch less TV.

1. (I've gained a lot of weight). <i>I wish</i> <i>If only</i>	6. (We are cutting down too many trees). <i>I wish</i> <i>If only</i>
2. (The rivers and reservoirs have dried up). <i>I wish</i> <i>If only</i>	7. (People use their cars when they don't need to). <i>I wish</i> <i>If only</i>
3. (He crashed his car). <i>I wish</i> <i>If only</i>	8. (Children don't read enough nowadays). <i>I wish</i> <i>If only</i>
4. (He had a row with his best friend). <i>I wish</i> <i>If only</i>	9. (Now Mary knows everything). <i>I wish</i> <i>If only</i>
5. (People drop litter in the street). <i>I wish</i> <i>If only</i>	10. (Peter is always late). <i>I wish</i> <i>If only</i>

PROGRESS CHECK TEST 2 (Conditionals)**15. Choose the correct item.**

- The children always ... frightened if they watch horror films.
a) would get b) will get c) get
- I don't know what I'd do if John ... in an accident.
a) were b) is c) will be
- There ... trouble if they try to stop him leaving.
a) would be b) is c) will be
- Can I take the typewriter if you ... with it?
a) will finish b) would finish c) finish
- Shout if you ... anything unusual.
a) see b) would see c) will see
- If you ... the car, it will never break down.
a) will look after b) look after c) would look after
- If you ... that program, you would have enjoyed it.
a) watched b) had watched c) would watch



8. If he weren't so bad-tempered, his wife ... him so soon after the marriage.
a) won't leave b) didn't leave c) wouldn't leave
9. I ... if I'd known he was so ill.
a) won't go out b) wouldn't have gone out c) wouldn't go out
10. What ... you ... if I offered you a job?
a) will ... say b) would ... say c) would have said
11. Tell me if there ... anything wrong.
a) is b) will be c) would be
12. The engine will start if you ... this key.
a) will turn b) turn c) would turn
13. If John had come to the football match, he ... it.
a) would have liked b) will like c) would like
14. I'll go home as soon as I ... my work.
a) carry out b) will carry out c) would carry out
15. We won't have the meeting tomorrow unless everybody
a) will agree b) agree c) agrees





Keys to grammar exercises

THE PASSIVE VOICE

1 Keys: to be asked, to be read, to be written, to be invited, to be drunk, to be eaten, to be smoked, to be driven, to be seen, to be sent, to be informed, to be built, to be published, to be helped, to be advised, to be given, to be brought, to be spoken.

2 Keys: 1. Много книг публикуются в России. 2. Машины проверяются полицией. 3. Меня всегда подвозит на работу мой сосед. 4. Машины проверяют перед их использованием. 5. Машину полируют раз в три месяца. 6. Бетон готовят из цемента, песка и гравия. 7. Пикник проводится один раз в месяц нашим клубом. 8. Эти ворота не красят каждый год. 9. Меня не приглашают к дяде каждые выходные. 10. Его не спрашивают на каждом уроке.

3 Keys: 1. I invite – I am invited. 2. He sends – He is sent. 3. She tells – She is told. 4. They inform – They are informed. 5. A worker builds – The house is built. 6. The writer writes a book – The book is published. 7. The student writes an exercise – The exercise is written. 8. The students help – The students are helped. 9. We ask questions – We are asked the questions. 10. I give some advice – I am given some advice.

4 Keys: 1. Выбрали лучшую машину. 2. На прошлой неделе украли мой велосипед. 3. Вызвали полицию. 4. Книгу закончили читать вчера. 5. Митинг проводился в понедельник. 6. Его не пригласили на вечеринку. 7. Их представили моему другу. 8. Меня посетил учитель на прошлой неделе. 9. Много вопросов было задано нам на уроке. 10. Письма были принесены почтальоном.

5 Keys: 1) will be shown; 2) will be cleaned; 3) will be introduced; 4) will be painted; 5) won't be fed; 6) won't be bothered; 7) will be invited; 8) will be allowed; 9) will be asked; 10) will be written.

6 Keys: 1) was founded; 2) is played; 3) will be finished; 4) will be received; 5) was given; 6) was broken; 7) will be told; 8) was taken; 9) will be published; 10) are sent.

7 Keys: 1) is still being discussed; 2) was being built; 3) was being asked; 4) is being explained; 5) was being made; 6) is being examined; 7) is being broadcast; 8) is/was being listened; 9) will be watered; 10) are being looked.

8 Keys: 1. Новая станция метро строится на нашей улице. 2. Когда вы вошли в лабораторию, испытывали прибор. 3. Этот вопрос не связан





с проблемой, которая обсуждается сейчас. 4. Много разнообразных машин для промышленности производится на нашем заводе. 5. Художественная выставка молодых художников широко комментируется прессой. 6. Машины, выпускаемые на этом заводе, используются в сельском хозяйстве. 7. Шедевры из нашего музея экспонировались в разных городах в июле прошлого года. 8. Его ждут. 9. Пока выполнялся эксперимент, никто не покидал лабораторию. 10. Оратора слушали с огромным вниманием.

9 Keys: 1) is being asked; 2) was being typed; 3) will be translated; 4) is ... illustrated; 5) will be laughed; 6) is ... being worked; 7) is ... being looked; 8) are spoken; 9) will be followed; 10) was sent.

10 Keys: 1. Вступительная речь была произнесена мистером Брауном. 2. Том сказал, что условия работы намного улучшились. 3. Проект был представлен на комиссию. 4. Он спросил меня, был ли я приглашен на вечеринку. 5. Проект подготовят ко вторнику. 6. Огромное внимание было уделено дальнейшему улучшению жизненных условий людей. 7. Она сказала, что ее поэмы посвящены молодежи. 8. Этими молодыми художниками была получена хорошая художественная подготовка. 9. Ее прослушали с огромным вниманием.

11 Keys: 1. I was taken by him for a walk. 2. Your telephone number won't be forgotten by her. 3. Tickets will be booked by us tomorrow. 4. She was met by us at the corner of the street. 5. Such problems were discussed at our meetings. 6. A new cinema is being built in his street. 7. That beautiful building was designed by a young architect. 8. My friend was rung up by me. 9. The translation has just been done by me. 10. The examinations will have been passed by February.

12 Keys: 1. The politician is being interviewed now. 2. The Mona Lisa was painted by Leonardo da Vinci. 3. My flat was burgled last night. 4. All tickets had been sold before we got there. 5. The dog hasn't been fed yet. 6. The presents are being wrapped now. 7. The prizes will be awarded by President tomorrow. 8. Tea is grown in India. 9. The prisoners are being taken to prison now. 10. The book will have been read by next week.

13 Keys: 2) with; 3) by; 4) with; 5) with; 6) by; 7) by; 8) with; 9) with; 10) by.

14 Keys: 2) is believed; 3) is hoped; 4) will be visited; 5) has been planned; 6) has only been made; 7) hasn't been finished; 8) is thought; 9) will have been completed; 10) can be booked; 11) is claimed; 12) was bought; 13) is provided; 14) is paid.





PROGRESS CHECK TEST 1 (The Passive forms)

15 Keys: 1) c; 2) b; 3) a; 4) c; 5) b; 6) c; 7) c; 8) b; 9) a; 10) a; 11) c ;12) c; 13) b; 14) a; 15) b; 16) c; 17) c; 18) b; 19) c; 20) a; 21) b; 22) c; 23) b; 24) a; 25) b; 26) a; 27) c; 28) c; 29) b; 30) c.

CONDITIONALS

1 Keys: 1. If I lose my job, I won't find another job. 2. If I don't find another job, I'll lose my flat. 3. If I lose my flat, I'll move back to my parents' house. 4. If I move back to my parents' house, I'll get bored. 5. If I get bored, I'll go swimming every day. 6. If I go swimming every day, I'll look very good. 7. If I look very good, I'll meet interesting people. 8. If I meet interesting people, I'll go to lots of parties. 9. If I go to lots of parties, I'll have a wonderful time. 10. If I have a wonderful time, I'll be happy.

2 Keys: 1) If; 2) Unless; 3) Unless; 4) if; 5) Unless; 6) if ; 7) Unless; 8) if; 9) unless; 10) if.

3 Keys: 1) go; 2) will need; 3) is; 4) construct; 5) don't wear; 6) will experience; 7) are allowed; 8) aren't; 9) will have; 10) am not.

4 Keys: 1) would need; 2) would go; 3) had; 4) weren't, wouldn't be; 5) lived; 6) would go; 7) wouldn't buy; 8) didn't go; 9) could talk; 10) didn't travel.

5 Keys: 1) would see; 2) will go, is; 3) are, will feel; 4) doesn't take, will be; 5) will be, is; 6) go, will include; 7) take traveller's cheques, will be able to exchange; 8) won't pay; 9) would take; 10) comes, won't play

6 Keys: 1) lost; 2) rains; 3) could; 4) is; 5) would worry; 6) will come; 7) hurry; 8) would do; 9) asked; 10) complains; 11) would tell; 12) will meet; 13) have; 14) am/'m ; 15) spoke; 16) won; 17) closed; 18) comes; 19) is; 20) was/were

7 Keys: 2) a; 3) c; 4) b; 5) d; 6) e; 7) h; 8) f.

8 Keys: 1) I would stay; 2) would you look for; 3) would you feel; 4) I would spend; 5) it will cost; 6) you went; 7) we would feel; 8) hitchhiking weren't; 9) doesn't talk; 10) were.

9 Student's individual answer

10 Keys: 1) had worked; 2) had taken; 3) hadn't played; 4) would you have crashed; 5) wouldn't have slept; 6) had come, would have had; 7) hadn't



broken down, would have been; 8) Would you have studied, had liked; 9) wouldn't have got, hadn't wanted; 10) Would you have helped, had asked.

11 Keys:

1. I would go out unless I were so tired. 2. Why don't change the route of travelling? 3. You'll miss the train if you wake up late. 4. If I were you I would visit your old granny. 5. You won't find the accommodation unless you reserve it in advance. 6. If you don't take an umbrella, you will get wet. 7. If I were you, I would call the receptionist. 8. Unless you fly via Novosibirsk, it will take you more time. 9. It's the last time I've used that travel agent. 10. You'll miss your flight unless you leave right away. 11. I'll have a hot shower as soon as I get to the hotel. 12. Children can visit the gallery as long as they are accompanied by an adult. 13. The museum will only be able to buy that sculpture provided that the government makes a contribution. 14. I'm sure I'll never understand this painting, however much you keep explaining it to me. 15. Whatever exhibition is on in that gallery, she always goes.

WISHES

12 Keys: 1) had; 2) were/was; 3) was/were; 4) had; 5) could; 6) did; 7) would; 8) had; 9) had; 10) did.

13 Keys: 1) had; 2) would snow; 3) was/were; 4) would stop; 5) wouldn't do; 6) would come; 7) wouldn't build; weren't building; 8) could come; 9) could go; 10) hadn't lost.

14 Keys: 1. I wish I ate less. If only I had taken more exercise. 2. I wish people wouldn't waste water. If only people would save water. 3. I wish he would drive carefully. If only he had let someone else drive. 4. I wish he would keep calm. If only he hadn't lost his temper. 5. I wish people would use bins. If only they would take rubbish home. 6. I wish he would recycle more paper. If only we protected (would protect) the forests. 7. I wish people would use their cars less often. If only people would walked more. 8. I wish children would play fewer computer games. If only children would watch less TV. 9. I wish you would keep your mouth shut. If only I hadn't told her the news.

PROGRESS CHECK TEST 2 (Conditionals)

15 Keys: 1) c; 2) a; 3) c; 4) c; 5) a; 6) b; 7) b; 8) c; 9) b; 10) b; 11) b; 12) b; 13) a; 14) c; 15) c.



APPENDIX

Рекомендации по написанию аннотации английского текста

(Abstract)

Рекомендуемый объем аннотации – 150–200 слов.

Аннотация к тексту включает только самые основные положения и выводы, которые даются в сжатой форме.

Аннотация выполняет следующие функции:

- позволяет определить основное содержание текста (или статьи), его релевантность и решить, следует ли обращаться к полному тексту;
- предоставляет информацию о тексте (статье) и устраняет необходимость чтения его полного текста в случае, если он представляет для читателя второстепенный интерес;

В аннотации не должны повторяться предложения из текста (нельзя брать предложения из текста и переносить их в аннотацию), а также ее название.

В аннотации должны излагаться существенные факты, приведенные в тексте, и не должен содержаться материал, который отсутствует в самом тексте.

В тексте аннотации следует избегать слишком длинных предложений, а также сложных грамматических конструкций. Он должен быть лаконичен и четок.

Аннотация (abstract) состоит из:

1. Вводная часть – главная идея текста и основная информация (Кто? Что? Где? Когда?).
2. Основная часть – перечень затронутых в тексте проблем.
3. Заключительная часть, в которой пишущий высказывает свое мнение.

При написании аннотации следует использовать клишированные вводные слова:

Вводная часть:

The text deals with ...

As the title implies the text describes ...

The text is concerned with...

Основная часть

It is known that ...

It should be noted about/that ...



It is spoken in detail about...

It is reported that ...

The text gives valuable information on/about...

Much attention is given to...

It is shown that...

The main idea of the text is...

It gives a detailed analysis of...

It draws our attention to...

It is stressed that...

Заключение: оценка:

The following conclusions are drawn...

The text gives valuable information about...

рекомендация:

The main idea of the text is ...

The text is of great help to ...

The text is of interest to ...

Пример составления аннотации:

Subwavelength Plasmonic Waveguides and Plasmonic Materials

This text is concerned with surface plasmon based photonics materials to show possibility of creation such plasmonic device as plasmonic waveguide with new properties.

It should be noted that such process is still kind of obscure and requires precise investigation and research. **It is spoken in detail about** formation of plasmon-polariton metal surface as a result of extreme light irradiation and transmission through these layers. **It is shown that** free-electron model could be used for describing plasmon system inside the glass and light distribution through the plasmonic waveguide made of metal nanolayers.

The main idea of the text is to study surface plasmons and show opportunity to fabricate standalone devices to plasmonics, assisted by advanced simulation and fabrication tools, emphasizes the integration of plasmonic features into subsystems for all sorts of optical communications and information exchange.

This text is of great help to researchers involved into waveguide technologies and plasmonic waveguides devices formation.





GLOSSARY

Условные обозначения:

(v) – verb – глагол

(adj.) – adjective – прилагательное

(n) – noun – существительное

(adv.) – adverb – наречие

A
abundance (n) – изобилие, избыток
acquisition (n) – слияние (двух компаний)
adapt to (v) – адаптироваться к
applicant (n) – соискатель
application form (n) – анкета
assets (n) – активы (компании)
availability (n) – наличие, доступность
avoid (v) – избегать
B
bankruptcy (n) – банкротство
birth rate (n) – уровень рождаемости
bonus (n) – премия, бонус
branch (n) – филиал
budget (n) – бюджет
business (n) – компания, бизнес
C
candidate (n) – соискатель, кандидат
cash (n) – наличные деньги
chairmen (n) – председатель
challenge (n) – вызов, сложная задача
characteristics (n) – характерные признаки
CV (curriculum vitae) (n) – резюме
chairperson (n) – председатель
competition (n) – конкуренция
compete with (v) – конкурировать с
concerns (n) – проблемы, вопросы, требующие решения
consumable (adj.) – потребительский
convenience (v) – удобство
cope with (v) – справляться с
commodity (n) – продукт, товар
competitor (n) – конкурент



competitiveness (n) – конкурентоспособность
consumer (n) – потребитель
consumption (n) – потребление
commute (v) – ездить ежедневно на работу из пригорода в город и обратно
covering letter (n) – сопроводительное письмо (к резюме)
currency (n) – валюта
customer (n) – покупатель
D
data (n) – данные
deadline (n) – срок сдачи, крайний срок
deal with – иметь дело с
debt (n) – долг
delivery (n) – доставка
demand (n) – спрос
department (n) – отдел
dismiss(v) – увольнять
division (n) – подразделение
distributors (n) – распространители
durability (n) – долговечность
E
economy (n) – экономика (страны)
economics (n) – экономика (наука)
economist (n) – экономист
education (n) – образование
employee (n) – работник
employer (n) – работодатель
employment (n) – занятость
empowerment (n) – передача полномочий
external (adj.) – внешний
F
face up to (v) – встречать лицом к лицу
features (n) – характерны черты
flexitime (n) – скользящий график
freelance (n) – фриланс
G
goods (n) – товары
government (n) – правительство





Н
headquarters (n) – главный офис компании
hierarchy (n) – иерархия
hire (v) – нанимать
household budget (n) – семейный бюджет
И
ignore (v) – игнорировать
implementation (n) – осуществление, реализация
income (n) – доход
inflation (n) – инфляция
industry (n) – отрасль
innovation (n) – инновация
interest (n) – процент
interview (n) – собеседование
interviewer (n) – берущий интервью
interviewee (n) – лицо, проходящее собеседование
investigation (n) – расследование
involve (v) – включать в себя
Ж
jobseeker (n) – соискатель
joint venture (n) – совместное предприятие
Л
labour (n) – труд
landmark (n) – веха; поворотный пункт
liaise with smb. (v) – поддерживать связь с
lifestyle (n) – стиль жизни
long-term (adj.) – долгосрочный
М
maintain (v) – сохранять, поддерживать
maintenance (n) – ремонт и содержание
manufacturing (n) – производство
merger (n) – слияние
monopoly (n) – монополия





O
obsolescence (n) – устаревание
obsolete (adj.) – устаревший
opportunity (n) – возможность
operate in (v) – осуществлять свою деятельность
overlap (v) – совпадать
P
parent company (n) – компания-учредитель
payroll (n) – платежная ведомость
personnel (n) – персонал
president (n) – президент
post (n) – пост
position (n) – должность
profit (n) – прибыль
profitable (adj.) – прибыльный, доходный
production (n) – производство
promotion (n) – продвижение
provide (v) – обеспечивать
Q
qualities (n) – качества
qualifications (n) – квалификация
R
references (n) – рекомендации
resource (n) – ресурс, источник
report to (v) – отчитываться перед
research (n) – исследование
respond to (v) – отвечать, реагировать на
responsibility (n) – ответственность
resume (n) – резюме
retirement (n) – отставка, уход на пенсию
revenue (n) – доход
rival (n) – конкурент
rivalry (n) – конкуренция
S
salary (n) – заработная плата
savings (n) – сбережения





scarcity (n) – недостаток, нехватка
select (v) – выбирать
shares (n) – акции
shareholders (n) – акционеры
skills (n) – навыки
staff (n) – работники (собир.)
stock exchange(n) – фондовая биржа
subsidiary (n) – дочерняя компания
subordinates (n) – подчиненные
supervisor (n) – надзиратель
T
takeover (n) – поглощение
tailor smth. to (v) – подстраивать что-л. под кого-л.
tax (n) – налог
trade-off (n) – сделка, компромисс
trait (n) – черта
turnover (n) – оборот (товара, денег)
U
unemployment (n) – безработица
unique (adj.) – уникальный
uniqueness (n) – уникальность
W
wages (n) – заработная плата (сдельная)
warehouse (n) – склад
welcome (v) – приветствовать
wholesaler (n) – оптовый торговец
work under smb. (v) – работать под чьим-либо началом
workload (n) – загруженность работой





REFERENCES

1. Brieger N. Pre-Intermediate Business Grammar and Practice (Collins English for Business) / N. Brieger, S. Sweeney, 2005. – 202 с.
2. Чайка Ю.А. English for Business / Ю.А. Чайка, А.Ю. Smirnova; Томский политехнический университет. – Томск: Изд-во Томского политехнического университета, 2012. – 109 с.
3. Cotton D. Market Leader Pre-Intermediate Business English Course Book. Pearson Education / D. Cotton, D. Falvey, S. Kent. – 3d Edition. – 2012. – 175 с.
4. Казанцев А.Ю. A Practice Grammar Book. Part 2 / А.Ю. Казанцев, Г.С. Казанцева; Томский политехнический университет. – Томск: Изд-во Томского политехнического университета, 2013. – 108 с.





Учебное издание

**ПРОФЕССИОНАЛЬНЫЙ
ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ)
Часть 1**

для студентов направлений
38.03.01 «Экономика», 38.03.02 «Менеджмент»

Учебное пособие

Составитель

ЧАЙКА Юлия Александровна

Научный редактор
*кандидат философских наук, доцент,
заведующая кафедрой ИЯСГТ*

О.В. Солодовникова

