

Приднестровский государственный университет им. Т.Г. Шевченко

**ENGLISH
FOR ECONOMISTS**

**УЧЕБНО – МЕТОДИЧЕСКОЕ ПОСОБИЕ
ДЛЯ СТУДЕНТОВ
ЭКОНОМИЧЕСКОГО ФАКУЛЬТЕТА**

Тирасполь 2011

Учебно-методическое пособие по английскому языку для студентов экономического факультета. / Составитель Зинченко Н. С., Пугачева Е.В. Тирасполь 2011.- 107 с.

Материал предлагаемого пособия предназначен для студентов экономического факультета.

Пособие состоит из трех разделов, содержащих тексты экономической направленности, лексические и грамматические упражнения, грамматические комментарии и приложения с текстами для чтения.

Пособие можно использовать как на стационарном, так и на заочном отделениях.

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Предисловие

Предлагаемое учебно-методическое пособие предназначено для студентов экономического факультета 1 и 2 курсов.

В пособии представлены разделы и задания, которые могут успешно применяться при обучении студентов с разным уровнем знания. В пособии используются современные материалы, обработанные и адаптированные для студентов экономических специальностей. Цель его – последовательно обучить студентов специальной лексике и грамматике и сформировать навыки работы с литературой по специальности.

Экономическая лексика вводится тематически, закрепляется в разнообразных упражнениях. Дополнительная лексика и справочный материал могут быть использованы как для самоконтроля, так и при выполнении контрольных работ.

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UNIT 1

Text A

ECONOMICS.

Economics is a social science studying economy. Like the natural sciences and other social sciences, economics attempts to find laws or principles. Economics tries to find laws or principles by building models. The predictions of the models form the basis of economic theories. Then the predictions of the models are compared with the facts of the real world.

Economics deals with the problems of scarcity and choice that have faced societies and nations throughout history, but the development of modern economics began in the 17th century. Since that time economists have developed methods for studying and explaining how individuals, businesses and nations use their available economic resources. Large corporations use economists to study the ways they do business and to suggest methods for making more efficient use of their employees, equipment, factories, and other resources.

Active Vocabulary

science — наука

prediction — прогноз

to compare — сравнивать

to deal — иметь дело

scarcity – нехватка, дефицит

society — общество

available – имеющийся в распоряжении, доступный

to suggest – предлагать. советовать

employee – служащий, работающий по найму

equipment – оборудование

Exercises.

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What is economics?
2. What does economics attempt to find?

3. What forms the basis of economic theories?
4. What are the predictions of the models compared with?
5. When did the development of modern economics begin?
6. What have economists developed since that time?
7. How do large corporations use economists?

Exercise 3. Translate the sentences into English:

1. Мы пытаемся найти правильное решение.
2. Наши студенты изучают экономику.
3. Оборудование на их фабрике новое.
4. Директор собирается нанять еще пять служащих.
5. Мы имеем дело с иностранными фирмами.
6. Какие документы имеются в распоряжении в вашем отделе?
7. В этой стране нехватка минеральных ресурсов.

Text B

ADAM SMITH

AND THE WEALTH OF NATIONS

Seventeen seventy-six, the year that we associate with the signing of the Declaration of Independence, also marked the publication in England of one of the most influential books of our time, *The Wealth of Nations*. Written by Adam Smith, it earned the author the title «The father of economics.»

Smith objected to the principal economic beliefs of his day. He differed with the physiocrats who argued that land was the only source of wealth. He also disagreed with the mercantilists who measured the wealth of a nation by its money supply, and who called for government regulation of the economy in order to promote a «favorable balance of trade.»

In Smith's view, a nation's wealth was dependent upon production, not agriculture alone. How much it produced, he believed, depended upon how well it combined labor and the other factors of production. The more efficient the combination, the greater the output, and the greater the nation's wealth.

The heart of Smith's economic philosophy was his belief that the economy would work best if left to function on its own without government regulation. In those circumstances, self-interest would lead business firms to produce only those products that consumers wanted, and to produce them at the lowest possible cost. They would do this, not as a means of benefitting society, but in an effort to outperform their competitors and gain the greatest profit. But all this self-interest would benefit society as a whole by providing it with more and better goods and services, at the lowest prices. To explain why all society benefits when the economy is free of regulation, Smith used the metaphor of the «invisible hand»:

«Every individual is continually exerting himself to find the most advantageous employment for whatever capital he can command. It is his own advantage, and not that of society, which he has in mind, but he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention, for the pursuit of his own advantage necessarily leads him to prefer that employment which is most advantageous to society.»

The «invisible hand» was Smith's name for the economic forces that we today would call *supply and demand*, or the *marketplace*. He sharply disagreed with the mercantilists who, in their quest for a «favorable balance of trade,» called for regulation of the economy.

Instead, Smith agreed with the physiocrats and their policy of «laissez-faire,» letting individuals and businesses function without interference from government regulation or private monopolies. In that way, the «invisible hand» would be free to guide the economy and maximize production.

The Wealth of Nations goes on to describe the principal elements of the economic system. In a famous section, Smith turned to the pin industry to demonstrate how the division of labor and the use of machinery increased output.

«One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations...»

Although modern technology has improved the methods by which pins are produced, the principles pertaining to the division of labor remain unchanged.

Similarly, other sections dealing with the factors of production, money and international trade are as meaningful today as when they were first written.

Exercise 1. Answer the questions.

1. When was the book "The Wealth of Nations" published?
2. Why did Smith disagree both with the mercantilists and physiocrats?
3. What was the heart of Smith's economic philosophy?
4. What did Smith understand under the "invisible hand"?
5. Why do the principles pertaining to the division of labour remain unchanged?

UNIT 2

Text A

THE SOLE PROPRIETORSHIP.

Many businesses are sole proprietorships, firms owned and operated by a single person. When a person decides to open an independent business, that person is then responsible for its success or failure. Any profits go to the owner, any losses are his or her responsibility as well. If the losses prove to be greater than the investments, the individual is responsible for them.

One of the advantages of a sole proprietorship is that an owner can make decisions quickly without consulting others. Besides, an individual proprietor gets tax benefits from the government.

There are disadvantages of this form of business organization. A sole proprietorship ends with the incapacity or death of the owner. Usually business does not develop into a large-scale enterprise.

What kind of business is likely to be a sole proprietorship? First of all, service industries such as beauty shops, different repair shops, restaurants.

Active Vocabulary

sole proprietorship – частная собственность

own – владеть

to be responsible for – быть ответственным за что-либо

success - успех

failure - неудача

profits - прибыль

advantage - преимущество

disadvantage - недостаток

to make decisions – принимать решения

to get tax benefits – получать льготы по налогообложению

Exercises.

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What is a sole proprietorship?

2. What is an individual proprietor responsible for?
3. What are the advantages of a sole proprietorship?
4. What are the disadvantages of a sole proprietorship?
5. Name some businesses that are likely to be sole proprietorships. Why do you think so?
6. Name some businesses that are not likely to be sole proprietorship? Why do you think so?

Exercise 3. Choose the necessary word and put it in the sentence:

Receipts, businesses, service, privately, account for, corporation, forms.

1. Small ... are very often service industries.
2. The... industries don't produce material goods.
3. More than 80 per cent of all business ... are not from sole proprietorships.
4. Less than 20 per cent of European businesses are partnerships or...
5. Sole proprietorships ... only a small part of all business receipts.
6. Is this bank owned publicly or.. .?
7. There are three...of business ownership.

Exercise 4. Translate the sentences into English:

1. Я не отвечаю за долги фирмы.
2. Малые предприятия имеют льготы по налогообложению.
3. Я сам контролирую прибыль своего предприятия.
4. Вы должны проконсультироваться с опытным бухгалтером.
5. Эта форма собственности имеет и преимущества и недостатки.
6. Обычно наш директор принимает правильные решения.
7. Их бизнес потерпел неудачу.

Text B

HOW TO START YOUR OWN BUSINESS.

Mr. Jones made up his mind to start his own business in the retail trade. He did not have enough money so he had to take out a loan from the bank. He used his house as collateral for the loan and borrowed \$3,000 at 5 percent annual interest. That meant that he would have to pay \$ 150 as interest back to the bank every year.

He bought a stock of CDs from a wholesale company at \$10 a CD. The difference between the wholesale and the retail price for the same item is typically 25 percent, but Mr. Jones knew that CDs are always in great demand and he set the price for the CDs at \$14 per CD. His markup from the wholesale price was 40 percent.

His goods were sold well and during the first month he sold all the stock. He repaid 10 percent of his proceeds to the bank and used the rest to buy a new stock of CDs at the same wholesale price per CD.

By the end of the second month, he sold two-thirds of the stock. He paid 10 percent of the money he made in sales to his bank and bought a stock of the goods at the same price of \$10 again.

He raised the price of CDs to \$15 per item but then sold only 100 CDs. So, he had to reduce the price of CDs by \$2 and within the next four weeks he sold the whole stock. He repaid 10 percent of his proceeds to the bank and continued his business.

Active vocabulary

to make up one's mind - решить

own – собственный

loan - заем, ссуда

stock - партия

CD (compact disk) - компакт диск

to sell (sold, sold) - продавать

at the price of - по цене

markup - наценка

proceeds — выручка, доход

to be in demand – пользоваться спросом

to raise the price by – повышать цену

wholesale price - оптовая цена

to reduce the price by — снижать цену

retail price — розничная цена

item – единица товара, штука

per item - за штуку

Exercise 5. Answer the following questions:

1. What trade did Mr. Jones decide to start his business in?
2. Why did he have to take out the loan?
3. How much did he borrow?
4. What interest did he take out the loan at?
5. How much did he have to pay back to the bank as interest?
6. What kind of goods did he buy?
7. How much was his markup from the wholesale price?
8. What did he do with the proceeds?
9. What part of the stock did he sell by the end of the second month?
10. Did he raise the price per item?
11. Why did he do so?
12. Why did Mr. Jones have to reduce the price?

UNIT 3

Text A

BANKS AND BUSINESS

Banks are different in different countries. Let's speak about the banks in the United States of America. There commercial banks are classified into two main groups. First, there are national banks. They are chartered and supervised by the Federal Government. Secondly, there are state banks. They are chartered and supervised by the state in which they operate. All commercial banks can make loans to borrowers.

Major commercial banks in such cities as Tokyo, Paris, Rio cooperate with each other. In this way they finance imports and exports between countries.

An importer buys merchandise from another country using the currency of that country. For that purpose he buys this currency from the foreign exchange department of his bank. And in the same way if an exporter receives foreign money from sales to other countries, he sells this currency to his bank. By this method the currency of any country can usually be exchanged.

Active Vocabulary

commercial bank	коммерческий банк,
national bank	национальный банк
to charter	учреждать, создавать
to supervise	заведовать, контролировать
state bank	государственный банк
merchandise	товары
currency	валюта, деньги
foreign exchange department	отдел обмена валюты
to exchange currency	обменивать валюту

Exercises.

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What kinds of commercial banks in the USA do you know?
2. What are they called?
3. Who supervises the operations of national bank?
4. Whom are state banks supervised by?
5. What kind of currency does an importer generally use when he buys goods from another country?
6. What do you know about the "international exchange"?
7. What is the currency of this country called?
8. What is the exchange rate between your currency and the currency of the USA?
9. Where can you find the information about the exchange rate if don't know it?

Exercise 3. Choose the necessary word and put it in the sentence:

Merchandise, to supervise, foreign exchange department, currency, to charter, commercial, to finance.

1. Federal government ... and ... all national banks.
2. International cooperation between banks makes it possible ... imports and exports.
3. It is possible to convert American dollars in ...
4. The..... of the USA is the dollar.
5. All..... banks make loans to borrowers.
6. The importer buys ... from another country.

Exercise 4. Translate the sentences into English:

1. Я бы хотел обменять валюту в банке.
2. Этот коммерческий банк был основан десять лет назад.
3. Моя старшая сестра работает в отделе обмена валюты.
4. Наша фирма учредила данный фонд в прошлом году.
5. Вы можете купить различные товары в этом магазине.
6. Мы возьмем заем в банке в следующем месяце.

7. Они будут финансировать импорт и экспорт.

8. Они должны выплачивать проценты коммерческому банку.

Text B

THE BANK OF AMERICA

We can learn something about banking in the United States from the history of a particular bank - the Bank of America, one of the nation's largest commercial banks. In 1904, Amadeo Peter Gannini, a 34-year old son of Italian immigrant, founded the Bank of Italy in the Italian district of San Francisco.

Gannini showed the sort of entrepreneurial zeal in banking that would be expected from his previous track record. As an illustration, consider the following example:

In 1906, the city of San Francisco was rocked by earthquake and swept by fire. As the flames approached the little Bank of Italy, the young banker piled his cash and securities into a horse drawn wagon and took them to his home at San Mateo, where he buried them into the garden; and while the ruins of the city were still smoking he set up a desk in the open air, put up a sign over the desk where "Bank of Italy" was written, and began doing business again. Gannini's bank prospered and grew. By the time he was 50, it had over 25 branches. This was the fourth largest commercial bank in the country.

In 1930, Gannini's bank was renamed the Bank of America. In the next 50 years, the Bank of America grew and grew. By 1983, it had deposits of about \$ 90 billion, and was the largest commercial bank of the United States.

Active Vocabulary

zeal – рвание, усердие

earthquake - землетрясение

to approach - приближаться

to pile - складывать

securities – ценные бумаги

to bury – зарывать в землю

to prosper - процветать

branch – филиал, отделение

Exercise 5. Read the dialogue, translate it and make your own dialogue:

IN THE BANK

A: When does the Bank close?

B: At 5 p.m. Do not be in a hurry. You've got plenty of time.

A: I'd like to open a checking account.

B: You are welcome. In a minute you'll have your checkbook.

Here it is.

A: Can I open a saving account with \$100?

B: I'm sorry it's impossible. You may have credit card instead.

A: O.K. Should I fill out the form? And where should I sign?

B: That's the place. Thank you. You are always welcome.

UNIT 4

Text A

COMPUTERS

Since 1975 the personal computer has changed the world of business. In the past, the slide ruler, adding machine, the telegraph, the telephone, the hand calculator and the airplane each greatly affected the way business is done. Today the computer has begun to greatly affect the marketing field.

The computer industry is one of the largest in western countries and especially in the USA. It includes companies that manufacture, sell and lease computers, as well as companies that supply products and services for people working with computers.

Computer programs are now available for collecting, assessing and analyzing data and even projecting or predicting the future based upon current trends.

A computer cannot think. A human operator puts data into the computer and gives instructions. The operator writes instructions which determine the mathematical operations on information. A computer solves mathematical problems very rapidly.

Traditionally, the computer in business is used to process data. This involves different administrative functions such as preparation of payrolls, inventory control in manufacturing, warehousing and distribution operations, customer accounting, billing by banks, insurance companies, public utilities and mass circulation magazines. Now the computer takes on new kinds of jobs. It has become more involved in business operations as an essential tool in making decisions at the highest administrative level.

Computer software is now available to write data collecting questionnaires, job interview forms, analyse advertising media effectiveness, sales and marketing management, create graphs and charts for analysis of market trends.

Active Vocabulary

slide ruler	логарифмическая линейка
to give instructions	давать инструкции
to put data	закладывать данные

to solve mathematical problems	решать математические задачи
to process data	обрабатывать данные
preparation of payrolls	подготовка ведомостей
inventory control	инвентаризационный контроль
warehousing	складирование товаров
distribution operations	распределительные операции
customer accounting	расчет с клиентом
software	математическое обеспечение
questionnaire	вопросник, анкета, опросный лист
chart	схема, таблица, чертеж

Exercises.

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

- 1) What inventions had a revolutionary effect on business?
- 2) What does the computer industry include?
- 3) What are computer programs now available for?
- 4) In what way does a computer operate?
- 5) How is the computer traditionally used in business?
- 6) What new kinds of jobs does the computer take?
- 7) What is the practical application for computer programs?

Exercise 3. Choose the necessary word and put it in the sentence:

Inventory control, administrative, information, processing, to process data,

1. Distribution operations, preparation of payroll are ... functions that the computer performs for business.
2. Computer is programmed ... fast and accurately.
3. A programmer feeds the ... into the computer.
4. Many companies use the computers for their ...
5. A computer solves problems by ... information.

Exercise 4. Translate the sentences into English:

1. Некоторые компании не производят и не продают компьютеры, а сдают их в прокат.
2. Программист закладывает данные в компьютер.
3. В бизнесе компьютер используется для обработки данных.
4. Программное обеспечение очень дорого.
5. Компьютер помогает принимать решения на высшем административном уровне.
6. Компьютер используется для осуществления многих административных функций, подготовки ведомостей, инвентаризационного контроля.
7. Мы решили эти математические задачи очень быстро.
8. Персональный компьютер сильно изменил мир бизнеса.
9. Компьютерные программы сейчас доступны для обработки данных.
10. Вы можете взять компьютер в аренду.

Text B

MODERN MEANS OF COMMUNICATION AND ELECTRONIC COMMERCE

Connecting many computer networks and using common addressing system, the Internet has been growing rapidly since its creation in 1983. By the mid-1990s the Internet linked millions of computers throughout the world and it is sure to be the most important commercial and popular means of communication nowadays. The original uses of the Internet were electronic mail and file transfer. Having expanded considerably during the 1990s, the World Wide Web enables users easily to examine the Internet sites and now it is likely to have become the leading informational service of the Internet.

The first electronic transactions are supposed to have been handled in the 1950s due to telex, radio-teletype and telephone. In the following decades various industries elaborated upon the system of electronic data interchange before a simple and independent of any particular machine standard was created. Since the mid-1990s electronic commerce has become one of the most rapidly growing retail sectors involving the use of computer telecommunication networks for maintaining business relationships and selling

information, services and commodities. Although e-commerce usually refers only to the trading of goods and services over the Internet, it actually includes broader economic activity.

A large part of e-commerce was transferred to the Internet after the first graphical “browser” software for the access to the World Wide Web had been introduced in 1993 and when the number of companies and individuals using “on-line” had greatly increased. Most of recently established companies are known to include the electronic commerce in their business as well.

The further development of secure electronic transfer of sensitive information such as credit card numbers and electronic funds transfer orders is certainly to be essential to the continued growth of e-commerce. It is often necessary to ensure the encrypting of Web purchase forms, many individuals also usually encrypting their e-mail.

Among other innovations that have contributed to the growth of e-commerce are electronic directories and search systems for finding information on the Web; software agents that act autonomously to allocate goods and services; and special identifying services over the Internet. These intermediary services facilitate the sale of goods (actually delivering the goods in the case of information), the rendering of services such as banking, ticket reservations, and stock market transactions, and even the delivery of remote education and entertainment. Specialists consider electronic auction sales and markets to be other rapidly developing parts of e-commerce. The former offer a large variety of goods from computers and electronics to books, recordings, automobiles and real estate, while the latter allow a buyer to choose offers from many sellers.

Businesses often develop private intranets for sharing information and collaborating within the company, these networks usually being isolated from the surrounding Internet by special computer-security systems. Businesses also often rely on extranets which are extensions of a company’s intranet. Such extranets allow portions of company’s internal network to be accessible to collaborating businesses, access to the ones being generally restricted through passwords.

One should mention some more important benefits of e-commerce. Due to its development the role of geographic distance in forming business relationships is being reduced. If you were interested in the beginning of a retail business, it would be relatively inexpensive to start a retail Web site. Some traditional businesses are being replaced by

their electronic equivalents or are being made entirely useless. Prices of commodity products are generally lower on the Web and it results not only from the lower costs of doing electronic business but also from the ease of comparison shopping in cyberspace. A new form of collaboration known as a virtual company is flourishing now. This type of company is actually a network of firms, each performing some of the processes needed to manufacture a product or deliver a service.

Active Vocabulary

electronic commerce	электронная торговля
to create	создавать, творить
original	первый, первоначальный
to elaborate (upon smth)	детально, тщательно разрабатывать
sensitive information	секретные сведения, засекреченная информация
secure	безопасный, надежный
to encrypt	шифровать
to facilitate	облегчать, помогать, способствовать
collaboration	сотрудничество
surrounding	близлежащий, соседний, окружающий
extension	дополнение
to flourish	пышно расти, процветать, преуспевать

Exercise 5. Choose the necessary word and put it in the sentence:

Collaborating, to elaborate, linking, creating, flourishing to deliver, sales, remote, secure, surrounding, creation.

1. Users of e-commerce as well as entertainment industries are interested in ... for ... joint sites in the Internet.
2. E-mail can ... both texts and graphics to computer users.
3. The type of production is often influenced by the ... conditions.
4. The development of the Internet system was followed by the ... of e-commerce.
5. Even people in ... places of the world can have the access to the computer network.
6. The development of programs ensuring ... storage of information in computers is one of the important tasks of many programmers.

7. The ... of networks and e-mail system allows a large company to use them for ... employees within the company.
8. Having ... upon a new Web browser called Mosaic, American engineers made it available to users in September 1993.
9. The latest ... figures for these goods are much in line with market trends.

UNIT 5

Text A

WHERE AND HOW TO HIRE AN EMPLOYEE?

An employer has several options to consider when he wants to hire a new employee. First of all he may look within his own company. But if he can't find anybody suitable for the position he will have to look outside the company. If there is a personnel office in the company, he can ask them to help him to find a qualified applicant. The employer can also use other valuable sources, for example, employment agencies, consulting firms, placement offices and professional societies. He can also advertise in a newspaper or in a magazine and request candidates to send in resumes.

The employer has two sets of qualifications to consider if he wants to choose from among the applicants. He must consider both professional qualifications and personal characteristics. A candidate's education, experience and skills are included in his professional qualifications. These can be listed on a resume. Personal characteristics or personality traits must be evaluated through interviews.

Active Vocabulary

option	выбор
employer	работодатель
employee	служащий
to consider	рассматривать, принимать во внимание
to be suitable for the position	соответствовать должности
personnel office	отдел кадров
applicant	кандидат на должность
valuable source	ценный источник
employment agency	агентство по найму
to advertise	помещать объявления, рекламировать
resume	резюме
two sets of qualifications	два вида характеристик
experience	рабочий опыт
to evaluate through interviews	оценивать через интервью

Exercises.

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. Which options should an employer first consider when he wants to hire a new employee?
2. What service does a personnel department provide?
3. In what way can the new employees be found outside the company?
4. What qualifications does the employer consider when he chooses an employee?
5. What is meant by "professional qualification" for a job?
6. What personal characteristics does the administrator consider when choosing an employee?

Exercise 3. Choose the necessary word and put it in the sentence:

To advertise, resume, employee, applicant, personnel office, qualification, agency, personal.

1. We are going to interview three ...for the position.
2. If you need applicants for this position, ... in a special section of the local newspaper.
3. Personnel office will help you to I find a new ...
4. All the information about the staff of the firm can be found in ...
5. She has a good... for the position:a college degree, good work experience.
6. I want to find a new secretary, so I'll call an employment ...
7. If you are an applicant for the position, you have to write your ...
8. Don't ask him ... questions, it willbe impolite.

Exercise 4. Translate the sentences into English:

1. Их должности в компании очень важны.
2. Управляющий нашей фирмы очень компетентен.
3. Нам нужно нанять нового служащего.
4. Мы поместили объявление в нашу местную газету.
5. Этот руководитель с большим опытом.
6. Мы рассмотрим два вида характеристик в следующий понедельник.

7. Кандидаты на должность должны послать свои резюме работодателю .
8. Вы можете найти всю необходимую информацию в отделе кадров.
9. Если вы хотите найти работу, вам следует обратиться в агентство по найму.
10. Наниматель должен обратиться в консультационную фирму.

Text B

ADVERTISING

Advertising is one of the largest industries. In 1986, for example, American business spent over \$100 billion to advertise its products: Since consumers are the principal targets of these sales campaigns, we ought to know something about the services advertisers perform, as well as some of the techniques they use.

The Benefits of Advertising

Advertising benefits consumers and the economy in a number of ways:

It provides us with information about prices, recent improvements in certain goods and services, and the availability of new ones.

- Advertising often results in lower prices. Large- scale production can reduce costs. By creating mass markets, advertising enables producers to reduce the costs of their products and pass those savings on to the consuming public.

- Advertising stimulates competition, and competition benefits us all. Advertising by one firm puts pressure on others within the industry to do at least as well to attract the consumer's money.

- Advertising pays most of the cost of magazines and newspapers, and all of the cost of commercial radio and TV.

Advertising helps the economy as a whole by stimulating consumer demand. Consumer spending has a direct effect on the health of the economy. Advertising helps to keep that spending at healthy levels.

The Price we Pay for Advertising

Not everyone agrees that advertising benefits the economy. Critics list the following points of its disadvantages

- The information contained in advertising does not inform and often misleads the consumer.

- Because it costs money to advertise, this cost adds to the price consumers pay.

- Consumers are tempted to spend money for products they do not really need.
- Radio and TV are not really free because the cost of advertising on them is also passed on to the consumer.

Advertising Strategies

Three strategies that have been especially popular with advertisers can be classified as slogans, rational appeals, and emotional appeals.

Slogans. Advertisers often use slogans that sound great but mean little or nothing. Yet, advertisers seem to feel that such slogans, when repeated often enough, do increase sales.

Rational Appeals. Rational appeals rely upon logic or reason to convince the consumer to buy a product.

«Our Cookies Contain 25% Fewer Calories Than the Next Leading Brand». This is an example of an advertisement that appeals to reason. Ads for health foods, pain relievers and home remedies tend to use this technique.

Emotional Appeals. Emotional appeals rely upon the use of psychology. The following is a sampling of such strategies:

- **Testimonials.** These are the advertisements in which famous people claim they use and enjoy a particular product. Ads for sports equipment frequently rely on this strategy.
- **The Bandwagon.** The bandwagon appeal implies that everybody is using a particular product, and that if you don't, you will be left out. The term derives from the practice, during nineteenth parades, of jumping on or following behind the wagon carrying the band. Soft drink and automobile ads use this appeal.
- **Popularity.** Some advertisements suggest that simply by using the advertised product you will be popular or find romance. Toothpaste ads showing moments of romance between handsome young men and women are typical of these kinds of campaigns.

Every day you as a consumer are the object of the marketing efforts of American and foreign companies that want your business. The advertising on television and radio and in the newspaper flyers that come to your house are just some of the ways that sales promotions reach you. Can you think of other ways? Most of these marketing strategies represent honest efforts to convince you to buy a product or service. Nevertheless, you are

responsible for evaluating advertising directed at you, separating fact from emotion, and deciding whether or not to buy the product.

Exercise 5. Answer the questions:

1. In what way do consumers and the economy benefit from advertising?
2. What are the disadvantages of advertising?
3. What are the methods of advertising?
4. Does advertising influence your personal decisions to buy or not to buy?
5. What is your attitude to TV advertising?
6. What kinds of ads do you like?

UNIT 6

Text A

MARKETING

Marketing is a relatively new science. It is the art of finding out what other persons want, then manufacturing it for them.

Marketing includes all the business activities connected with the movement of goods and services from producers to consumers. Sometimes it is called distribution. On the one hand, marketing is made up of such activities as transporting, storing and selling goods and, on the other hand, a series of decisions you make during the process of moving goods from producer to user. Marketing operations include product planning, buying, storage, pricing, promotion, selling, credit, traffic and marketing research.

The ability to recognize early trends is very important. Producers must know why, where, for what purpose the consumers buy. Market research helps the producer to predict what the people will want. And through advertising he attempts to influence the customer to buy. Marketing operations are very expensive. They take up more than half of the consumer's dollar.

Active Vocabulary.

producer	производитель
consumer	потребитель
user	потребитель
distribution	сбыт, распределение
marketing	продажа, сбыт, маркетинг
transporting	транспортировка
storing	складирование, хранение
storage	хранение
product planning	разработка новых продуктов
pricing	калькуляция цен
promotion	содействие в продаже (какого-либо товара), например, с помощью рекламы
traffic	торговля
marketing research	изучение рынка сбыта

trend	тенденция, общее направление
to predict	предсказывать
to influence	влиять

Exercises

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What does marketing mean?
2. What activities does marketing consist of?
3. What do marketing operations include?
4. Why is it so important for the producer to predict the trends?

Exercise 3. Choose the necessary word and put it in the sentence:

Predict, influence, promote, marketing, trends, distribution, market research, product planning, consumer.

1. One of the aims of market research is to indicate new... among people.
2. Advertising must ... the consumer and make him buy the goods produced.
3. Often marketing is called
4. In order to sell a new product, a producer has to consider how to... it.
5. The goods of this company are not sold very well, they must think about
6. Sometimes it is difficult to influence ... through advertising.
7. If you what to produce something new, you should start with... .
8. A producer wants to... the new trends and then tries to influence them.
9. ... includes product development and pricing among other things.

Exercise 4. Translate the sentences into English:

1. Маркетинг включает в себя действия, связанные с движением товара от производителя к потребителю.
2. Маркетинг включает в себя транспортировку, хранение рекламу, калькуляцию цен, продажу.
3. Изучение рынка помогает предсказывать общие направления спроса.

4. Реклама оказывает сильное влияние на покупателя.
5. Мы не можем устанавливать самую низкую цену на товар.
6. Мы должны разработать план производства новых продуктов.
7. Маркетинг - относительно новая наука.
8. Ты знаешь что-нибудь о калькуляции цен?

Text B

HOW TO PAY IN AMERICA

If you want to pay for something in an American store, you can pay in cash, by personal checks, or with a credit card.

If you have a credit card, you can use it in larger stores to pay for your purchases. Most gas stations, hotels and restaurants accept credit cards, too. Your credit card company sends you a bill once a month that shows your purchases and you only have thirty days to pay it. Otherwise, they'll charge you a penalty.

Credit cards have one disadvantage. It takes you much longer to pay with your credit card than in cash or by check. When you want to put a purchase on your credit card the store clerk takes the card and fills out a form. Then he asks you to sign the form and gives you a copy.

There are some problems paying by check, too. You cannot use your checkbook if you don't have your driver's license or any other ID on you. Besides, you should be aware that if you bounce a check, that is, if you don't have enough money in your account to cover it, you'll have to pay your bank a very high penalty.

People usually buy expensive goods (such as washing machines, refrigerators, etc.) on financing. Customers make a down payment of 10% or more of the price of the purchase and pay the rest in monthly installments. They also have to pay interest.

Active Vocabulary

to pay in/with cash for smth. – расплачиваться наличными деньгами за что-либо

to pay with a credit card — расплачиваться кредитной карточкой

to pay by check - расплачиваться чеком

to pay a bill – оплачивать счет

to accept - принимать

to buy on financing/on credit – покупать в кредит
to make a purchase – делать покупку
to bounce – (о чеке) возвращаться в связи с отсутствием средств на счету
to have in a checking account (Am.) - иметь на текущем счете
to have in current account (Br.) - иметь на текущем счете
...percent of the price of the purchase — ...процентов от цены покупки
to charge smb. a penalty for smth. – назначать кому-то штраф
otherwise – в противном случае
store clerk - продавец
to fill out -заполнять
to sign — подписывать
driver's license – водительские права
ID – удостоверение личности
you should be aware that – вы должны отдавать себе отчет в том, что
to cover - покрывать
customer - покупатель
the rest - остаток
in monthly installments - ежемесячно
interest – проценты

Exercise 5 . Check your comprehension, answer the questions:

1. What are the three ways to pay in America?
2. Where can you use your credit card?
3. Do gas stations accept credit cards?
4. How often do the credit card companies send bills to their customers?
5. How many days do you have to pay the bills you put on your credit card?
6. What do the companies do if their customers don't pay the bill?
7. What is the disadvantage of paying with a credit card?
8. What is the disadvantage of paying by personal checks?
9. What does the store clerk do when you want to pay for something with your credit card?
10. Do you need to have an ID on you if you want to pay for something by check?
11. What does your bank do if you bounce a check?

12. How do people usually buy expensive goods?
13. What does it mean "to buy something on financing"?

Exercise 6. Read the dialogue:

- Hello, I'd like to buy this sweater.
- OK. How would you like to pay for it?
- Well, I guess that depends on how much it is.
- Did you find it on a sales rack?
- Urn... I don't remember.
- Let me scan its tag on the computer, and I'll tell whether it is on sale. Yes, it's on sale. The original price was \$100, and now it is 20% off. It'll be \$80 plus tax.
- That is still expensive, but I'll take it.
- Will it be cash or charge?
- I don't know ... Well, can I put it on my credit card?
- Sure thing. Oh, I'm sorry, but I can't take this card. We only accept the major ones: American Express, Visa and MasterCard.
- I'll write a check, then.
- I'll need to see some form of identification. Do you have your driver's license?
- No, I don't, I do have some other identification, though. Will this student ID card be OK?
- No, I need an official card with your photo and signature on it. What else do you have?
- Oh, I almost forgot. I have my military ID on me.
- Fine, I'll ring this up for you now.
- Thanks.

rack - полка

sale – распродажа

tax - налог

tag - этикетка, бирка, ярлык

charge – записать на счет

Exercise 7. Organize the words into affirmative, interrogative and negative sentences:

1. Pay, purchase, by check, the, or, with your credit card, can, in cash, you, for.
2. If, bounce, you, you, your, charges, check, a, penalty, a, bank.
3. How much, refrigerator, was, down, payment, the, for, the?
4. Think, buy, on, I, this, financing, machine, the, can, washing, we.
5. They, cards, they, why, I, credit, accept, say, don't.
6. Make, on, don't, purchases, like, credit, to, I.

UNIT 7

Text A

Partnership

A partnership is an association of two or more persons who have agreed to combine their financial assets, labour, property, and other resources as well as their abilities and who carry on a business jointly for the purpose of profit. The agreement the partners usually sign to form an association is known as a partnership contract.

When the owners of the partnership have unlimited liability they are called general partners. If partners have limited liability they are “limited partners”. There may be a silent partner as well - a person who is known to the public as a member of the firm but without authority in management. The reverse of the silent partner is the secret partner - a person who takes part in management but who is not known to the public.

Any business may have the form of the partnership, for example, in such professional fields as medicine, law, accounting, insurance and stockbrokerage. Limited partnerships are a common form of ownership in real estate, oil prospecting, quarrying industries, etc.

Partnerships have more advantages than sole proprietorships if one needs a big capital or diversified management. Like the sole proprietorship, the partnership is easy to establish, and its profits are not subjected to federal corporation taxes. Financing is generally easier to obtain because the personal assets of the group are usually larger and the chances of success are higher.

Partnerships have certain disadvantages too. The major disadvantage is unlimited liability. It means that each partner is responsible for all debts and is legally responsible for the whole business. Another disadvantage is that partners may disagree with each other. Furthermore, partners who wish to retire may find it difficult to recover their investments without dissolving the partnership and ending the business.

Active Vocabulary

Partnership	партнерство
to carry on a business	вести дело
profit	прибыль
general partner	общий партнер

limited partner	партнер с ограниченной юридической ответственностью
silent partner	партнер без права голоса
secret partner	секретный партнер
law	юриспруденция
insurance	страхование
stockbrokerage	биржевое маклерство
real estate	недвижимость
oil prospecting	добыча нефти
quarrying industries	добывающие промышленности
advantage	преимущество
disadvantage	недостаток
to be legally responsible	быть юридически ответственным

Exercises

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What is the difference between a general partnership and a limited partnership?
2. Is there any difference between a silent partner and a secret partner? What is this difference?
3. In what professional fields are the partnerships found?
4. In what business is the partnership a common form?
5. What are the advantages of a partnership?
6. Discuss the disadvantages of a partnership. Would you prefer partnership or sole proprietorship for business? Give your reasons.

Exercise 3. Choose the necessary word and put it in the sentence:

Secret partner, unlimited liability, real estate, general partner, advantage, profit, capital, management, tax benefits.

1. Partnerships very often receive ... from the government.
2. Limited partnership is a common form of ownership in

3. Partnerships have many..., one is that they receive tax benefits from the government.
4. ... are the partners with unlimited liability.
5. ... has the authority in management but he is not known to public.
6. A secret partner takes part in
7. General partners have
8. One advantage of a partnership is that it offers a multiple source of
9. A partnership can bring much ... to the partners.

Exercise 4. Translate the sentences into Russian. Put up four questions of different types to each sentence:

1. An accountant will prepare the tax report.
2. The partners are sharing profits and losses with each other.
3. I want to go into business with my friend.
4. This corporation has issued the stock.
5. They studied carefully the income statement.
6. My parents had settled everything connected with insurance before they retired on pension.

Exercise 5. Translate the sentences into English:

1. Партнер с ограниченной юридической ответственностью не имеет реальной власти.
2. Секретный партнер принимает участие в управлении, но он не известен общественности.
3. Я хочу вложить деньги в недвижимость.
4. Партнерство имеет много преимуществ.
5. Партнерство часто получает налоговые льготы от правительства.
6. Мы вложим в дело одинаковый капитал.
7. Я сделал правильный выбор. Это дело приносит много прибыли.

Exercise 6. Read the dialogue:

LIFE IN THE OFFICE

A: First of all, when do people start work in American offices?

B: Right, well the official work day starts at 9.00 am. This should really mean 9 o'clock - not ten past or half past nine.

A: Would you say that people work very hard in offices in America?

B: Well I don't know about employees in your country. But some nations have a philosophy that you work when the "boss" is around. And any time he's not there, one can relax by reading the newspaper or whatever one likes doing in a personal way.

A: And things are different in the States, you're saying?

B: Well, in America one is being paid for your time. So employees are expected to find other work if their own desks are clear, or to help someone else with his or her work. But you never sit idle, or doing nothing.

A: Yes, as the saying goes: "Time is money?"

B: Exactly. Your employer "owns" your time while he is paying you for it. That is precisely what "time is money" means. And anyway the boss doesn't ask more of you than he is doing himself: he will probably work through the lunch hour him-self and even take work home at night.

A: Oh, I see. The employee's lunch hour should be taken within the period allowed, unless you are officially discussing company business on a business lunch. It's the same too with the end of the day. I mean work until the day officially ends at five o'clock, unless you are in an office where "flextime" is the accept practice.

B: Oh yes, sure. Flexible working hours - I know that that is very common in Europe. But here in the USA it is still relatively new. Certainly there are a million or so Americans on the system today. And the number is growing.

A: Could you say something about contracts of hiring in America, please?

B: Well, it's different in America from say Asia, perhaps Europe, too, I am not sure. We are more democratic, I think. I know that in some countries people relax when they have once got a job, because they know they will almost never be fired - unless they do something awful.

A: You mean that your employer can just fire you in America?

B: No, no, no. There are legal protections in the U.S.A. So employees cannot be unjustly fired without good reason. Workers must do a good job, produce well, and get along with their colleagues - or they can be "let go", as it is called.

A: From one day to the next, you mean?

B: Well it's rarely done without warning, but it is important to remember that in the USA you are a member of a business firm and not a family. It makes a difference.

Exercise 7. Extra discussion ideas:

1. Compare the situation with other situations or companies with which you may be familiar in your country.
2. Is there a general philosophy in your country that workers and employees should be involved as much as possible?
3. Do you feel that workers work better or more willingly, if they know the objectives and the long-term plans of their managers?

UNIT 8

Text A

CORPORATION

A business corporation is an organization created by law that allows people to associate together for the purpose of making profit. Corporations are also known as joint-stock companies because they are jointly owned by different persons who receive shares of stock in exchange for an investment of money in the company. Corporation is operated by individuals. Their shares of ownership are represented by stock certificates. A person who owns a stock certificate is called a stock - holder. Shares represent fractions of the company's assets such as cash, equipment, real estate, manufactured goods, etc.

Though the corporation is more difficult and expensive to organize than other business forms, it has a number of advantages. First, investors can limit their personal liability to the amount of money they have invested, thus, if the corporation goes bankrupt, they can lose no more than they have put in. Second, money to operate the business is obtained by the sale of stocks to the general public and this enables the corporation to exist independently of its owners. The corporation also finds it easier to borrow money from banks and it is also a successful means for attracting large amounts of capital and investing the latter in plants, modern equipment and expensive research. Salaries large corporations can offer to managers and specialists are high and that allows corporations to hire professional and talented employees.

The disadvantage of the corporate form of ownership is double taxation of profits which means that business corporations must pay taxes on their net income, and then the shareholders are to pay taxes on the income they receive as dividends on their stock. Different kinds of reports to be filed to federal and state regulatory agencies about the corporation activity can also be considered as another disadvantage of this business form.

The privately owned business corporation is one type of corporation. There are some other types too. Educational, religious, charitable institutions can also incorporate. Usually such corporation does not issue stock and is nonprofit. If there is a profit it is reinvested in the institution rather than distributed to private stockholders.

In some western countries, cities, states federal government and special agencies can establish governmental corporations. A few examples of these governmental corporations

are state universities, state hospitals and city owned utilities. Governmental corporations are nonprofit as a rule and usually they do not issue stock certificates. However, in terms of size and influence it is the corporation that has become the dominant business form existing in most countries with free market economy.

Active Vocabulary

corporation	корпорация
to establish	учреждать
stock certificate	акция
stockholders(shareholders)	акционер, держать акции
to attract financial resources	привлекать финансовые ресурсы
to offer high salaries	предлагать высокие зарплаты
to attract a large amount of capital	привлекать большой капитал
educational, religious	образовательные, религиозные
charitable institutions	благотворительные учреждения
to issue stock	выпускать акции
nonprofit	неприбыльный
to reinvest	вкладывать ещё раз

Exercises

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. Who can own a corporation?
2. Is a corporation necessarily larger than a sole proprietorship?
3. What are the advantages of the corporate form of ownership?
4. What can you say about the disadvantages of the corporate form of ownership?
5. Do the corporations issue stock to stockholders?
6. What kind of corporations usually don't issue the stock?
8. What types of business usually take the corporate form of ownership?
9. What world-known corporations do you know?

Exercise 3. Choose the necessary word and put it in the sentence:

Charitable, stock, resources, institution, investment, nonprofit, amount of capital, establish.

1. What kind of ... is better: buying stock or buying real estate?
2. To attract greater financial ... the company issues the stock.
3. A university can be ... corporation.
4. The partners did not put the same ... into business.
5. The group of people from different countries are going to ... a corporation.
6. The Red Cross is an international... organization.
7. I want to buy some ... in IBM and General Motors.
8. An educational ...usually reinvests all its money.

Exercise 4. Translate the sentences into Russian. Put up four questions of different types to each sentence:

1. A partner will finance the business.
2. Their partnership is losing their profit
3. We want to consult a board of directors.
4. This company has greatly expanded.
5. I worked as an accountant in a big corporation.
6. The lawyer had given the investment advice before I asked him about it.

Exercise 5. Translate the sentences into English:

1. Корпорация может выпускать и продавать акции.
2. Корпорация может предлагать более высокую заработную плату.
3. Корпорация имеет больше возможностей для вовлечения финансовых ресурсов, чем партнерство.
4. Каждый год акционеры проводят собрание.
5. Образовательные, благотворительные, религиозные учреждения могут быть корпорациями. Они, как правило, не приносят прибыли.
6. Эта корпорация прибыльна, она будет расширяться.
7. Владельцы акций проводят ежегодное собрание.

Text B

IMPORT - EXPORT

International trade is the exchange of goods and services between different countries. Depending on what a country produces and needs, it can export (sell goods to another country) and import (buy goods from another country). Governments can control international trade. The most common measures are tariffs (or duties) and quotas. A tariff is a tax on imported goods, and a quota is the maximum quantity of a product allowed into a country during a certain period of time. These measures are protectionist as they raise the price of imported goods or «protect» domestically produced goods.

International organizations such as the WTO (World Trade Organization) and EFTA (European Free Trade Association) regulate tariffs and reduce trade restrictions between member countries.

Companies can choose from various methods to establish their products in a foreign market. One option is to start by working with local experts such as sole agents or multi-distributors, who have a special knowledge of the market and sell on behalf of the company. This often leads to the company opening a local branch or sales office. Another option is to sell, or give permission to use, patents and licenses for their products. Companies may wish to start by manufacturing in the export market, in which case they can either set up a local subsidiary or a joint venture with a local partner.

Active Vocabulary

tariffs	тарифы
duties	пошлины
quotas	квоты
protectionist	протекционистские
local subsidiary	филиал
sole agents	отдельные агенты
multi-distributors	дистрибьюторы
joint venture	совместное предприятие, СП

Exercise 6. Answer the questions:

1. What is international trade?
2. What is export?
3. What is import?
4. What are the measures to control international trade?
5. What is a tariff?
6. What is a quota?
7. What are the methods to establish products in a foreign market?

UNIT 9

Text A

ACCOUNTING

Accounting can be defined as the measuring and recording of all relevant financial data concerning a particular entity, that is business, government organization, etc.

Financial reporting is the communicating of such information in appropriately summarized form. In the UK such summarized form is called "Accounts". In the USA it is called "Financial statements". These accounts or statements are communicated to interested parties both within and outside the organization.

Financial reporting provides information that is useful to present and potential investors, creditors and other users in making rational investment, credit and other economic decisions.

Accounting is often referred to as the "language of business". And, as a direct result of the work of accountants and auditors. A wide range of different users of financial reporting are able to answer questions such as:

How much profit did the company make last year?

How much should I lend to the company?

Is this company more successful than its competitors?

How much can I withdraw from the company?

Was last year an improvement over the year before? etc.

Accountants are therefore those individuals specialized in the "art" of capturing the correct data, and preparing the most meaningful financial reports from that data. They are "producers" of financial information, which is then made available to "consumers" such as owners and lenders.

Accountants are assisted in their work by bookkeepers, who operate some form of accounting system, usually computerized to help capture, accumulate, categorized, summarize and report the many thousands of transactions that affect an economic entity every year.

Active Vocabulary

accounting	бухгалтерский учет
to define	определять
to measure	измерять

to record	записывать, учитывать
relevant	соответствующий
concerning	касательно
entity	юридическое лицо, организация
appropriate	соответствующий
statement	отчет
range	диапазон
to withdraw	отзывать (зδ. снять со счета)

Exercises

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. How can accounting be defined?
2. What is financial reporting?
3. How are such reportings called in the USA and in the UK?
4. What information do financial reporting provide?
5. What do accountants do?

Exercise 3. Complete the sentences as in the text:

1. Accounting can be defined... the measuring and recording... all relevant financial data.
2. ... the UK such summarized form of financial reporting is called..
3. ... the USA it is called...
4. Financial reporting provides information that is useful to... and other users.
5. Accounting is a direct result of the work of...
6. Accountants specialize in the art... capturing the correct data and preparing reports... that data.
7. This financial information is made available to consumers such as...
8. Accountants are assisted in their work... bookkeepers.
9. Accountants report the many thousands... transactions that affect... every year.

Exercise 4. Translate the sentences into English:

1. Бухгалтерский учет представляет данные для кредиторов и вкладчиков.
2. Они готовят отчет о доходах и балансовый отчет в конце финансового года.
3. Мы определяем эффективность производства с помощью анализа коэффициентов.
4. Недвижимость является собственностью корпораций.
5. Мы проверим актив и пассив на следующей неделе.
6. Мы платим большие налоги.
7. Бухгалтерский учет часто называют деловым языком.
8. Бухгалтер делает выборку, подбирает, классифицирует, суммирует и составляет отчет по огромному множеству документов.

Text B

WHAT IS THE ORIGIN OF THE DOLLAR SIGN

The dollar, the standard unit of money in the United States, Canada, Mexico and several other countries, has an interesting history, and so has the \$ generally used to represent it.

The word "dollar" comes from the Low German, for Thaler, which is an abbreviation of Joachimsthaler. Joachimsthal (Joachim's dale) is a little town in Bohemia near which, in the beginning of the sixteenth century, a rich silver mine was discovered. The feudal lords of the town had coins made that, because of their excellence, were soon used all over Europe. These and similar coins were called Joachimsthaler, or simply Thalers.

Coins of similar value were issued in Spain. They were called "pieces of eight", because their value was divided into eight smaller coins. All these coins circulated freely in the colonies in both North and South America. In North America they were called "dollars".

When the United States had been formed, the word "dollar" was adopted for its unit of coinage, but the sign for the new coin was that of the Old Spanish pieces of eight. This sign showed a scroll, with the words Plus Ultra, waving between the Pillars of Hercules, the gateway between the Mediterranean and Atlantic. Thus the dollar sign has nothing to

do with the letter S, nor was it, as some people believe, originally formed by placing a narrow U over an S to form the monogram of the United States.

Active Vocabulary

sign - символ

to represent - символизировать

dale - долина

mine - рудник

similar - похожий

value - ценность

to issue - выпускать

to circulate – быть в обращении

to adopt – принимать

coinage - монетная система

scroll - завиток, спираль

Pillars of Hercules - Геркулесовы столбы, Гибралтарский пролив

gateway – ворота

Exercise 5. Say what you have learned from the text about:

1. the scope of countries where dollar is used as the standard unit of money;
2. the word "dollar" origin;
3. the role of Spain in the first dollars appearing in North America;
4. the dollar sign origin and what it shows;
5. wrong opinions concerning the dollar sign.

UNIT 10

Text A

TYPES OF ECONOMIES

There are a number of ways in which a government can organize its economy and the type of system chosen is critical in shaping environment in which businesses operate.

An economic system is quite simply the way in which a country uses its available resources (land, workers, natural resources, machinery etc.) to satisfy the demands of its inhabitants for goods and services. The more goods and services that can be produced from these limited resources, the higher the standard of living enjoyed by the country's citizens.

There are three main economic systems: command economy, free market economy and mixed economy.

In a command economy the state commands the use of resources (such as labour and factories) that are used to produce goods and services as it owns factories, land and natural resources. Planned economies are economies with a large amount of central planning and direction, when the government takes all the decisions, the government decides production and consumption. Planning of this kind is obviously very difficult and very complicated to do.

In a free market economy the government plays no role in the management of the economy, the government does not intervene in it. The system is based on private enterprise with private ownership of the means of production. Resources are allocated entirely through markets. In a free market individual people are free to pursue their own interests.

Modern economies in the West are mixed and rely mainly on the market but with a large dose of government intervention. The optimal level of government intervention remains a problem which is of interest to economists. The degree of government restrictions differs greatly between countries that have command economies and countries that have free market economics. In the former, resources are allocated by central government planning. In the latter, there is not any government regulation of the consumption, production, and exchange of goods. Between the two main types lies the mixed economy where market and government are both of importance.

Active Vocabulary

environment- обстановка, среда

inhabitants - жители, население

to own - владеть

natural resources - природные ресурсы

a large amount - большой объем

central planning and direction - центральное планирование и руководство

consumption - потребление

obviously - очевидно

complicated – сложный

to intervene - вмешиваться

private enterprise (*syn.* entrepreneurship) - частное предпринимательство

private ownership (*syn.* property) of the means of production - частная собственность на средства производства

Exercises

Exercise 1. Read and translate the text.

Exercise 2. Check your comprehension, answer the questions:

1. What is an economic system?
2. How many economic systems do you know?
3. What are the main features of a command economy?
4. What are the advantages of a market economy?
5. What is the main difference between a market economy and a command economy?
6. What is a mixed economy?
7. What type of economy is Russia now?

Exercise 3. Translate the sentences into Russian:

1. The government plays an important role in allocating resources in the economy.
2. The government made all resources allocation decisions in the Soviet Union.
3. Prices regulate consumption and production in a market economy.
4. Economy does not usually rely entirely on planning.
5. Goods are produced on farms or in factories. Goods of the both groups are consumed by the people who buy them.

6. The economists are monitoring the prices and levels of consumption of different goods and services.
7. Economics analyzes society's production and consumption levels.
8. The ideas of Adam Smith, the famous Scottish philosopher and economist, have been studied by economists for over two hundred years.
9. The company has made a decision to start producing new machines.
10. If we allocate enough resources to agriculture, we will achieve a high level of production.
11. For 40 years after 1945 countries in Eastern Europe had planned economies in which market mechanisms played only a small role.

Exercise 4. Choose the necessary word and put it in the sentence:

Economy, economics, economist, economic, to economise, economical.

1. An early definition of ... was "an inquiry into the nature and causes of the wealth of nations".
2. The national ... is the system of the management and use of resources of a country.
3. You can ... if you compare the prices of goods before buying them.
4. J. M. Keynes was a famous ...
5. Inflation may cause a bad ... state in a country.
6. If you've got a large family, it's more ... to travel by car than by train.

Exercise 5. Translate the sentences into English:

1. И командная и рыночная экономики имеют недостатки.
2. В командной экономике государство определяет производственные задачи.
3. Развитые страны достигают экономического успеха через специализацию.
4. В годы войны в стране всегда имеет место регулирование экономики правительством.
5. В экономиках смешанного типа имеются правительственные ограничения того, что производить и как производить.
6. Каждый менеджер принимает решения, как распределить ограниченные ресурсы наилучшим образом.

7. Мы не можем положиться на эти данные при планировании производства на следующий год.
8. При рыночной экономике регулирование производства и потребления осуществляется через цены.

Text B

MIXED ECONOMY

The free market allows individuals to produce goods and services without any government restrictions. The command economy allows little individual economic freedom since most decisions are made by the government. Between these two extremes lies the mixed economy.

In a mixed economy the government and private sector cooperate in solving economic problems. The government controls production through taxation and orders for goods and services for the army, the police force, administration and other needs.

In a mixed economy the government may also be a producer of goods. An example of this is the United Kingdom where there are nationalized industries such as railways and coal.

Exercise 6. Speak about a mixed economy, its advantages and disadvantages.

Texts for additional reading

Text 1

THE FIRST MODERN ECONOMISTS

The Mercantilists

Between the 16th and 18th centuries, the major countries of Europe believed in the economic theory of mercantilism. Mercantilists argued that nations should behave as if they were merchants competing with one another for profit. Accordingly, governments should support industry by enacting laws designed to keep labor and other production costs low, and exports (sales to foreign countries) high. In this way the nation could achieve what was called a favorable balance of trade.

«Favorable balance of trade» described a situation in which exports exceeded imports. The excess, which was like profits to a merchant, would result in an increase in the nation's supply of gold or silver. And, as most people agreed in those days, the true measure of a nation's wealth was its hoard of gold or silver.

To achieve favorable trade balances, the major European powers sought to acquire colonies. Colonies, it was thought, could provide the «mother country» with cheap labor, raw materials and a market for its manufactured goods. In an effort to attain these goals in their American colonies, the British, for example, enacted the *Navigation Acts*.

The Navigation Acts protected British industry by prohibiting the colonies from producing certain goods like hats, woolen products and wrought iron. The laws also listed certain «enumerated articles» (mostly raw materials) which could not be sold to buyers in countries other than England. Resentment towards the Navigation Acts was so great that they are regarded as one of the principal causes of the Revolutionary War.

Today there are people who still argue that our country should promote a «favorable balance of trade,» that the federal government should do what it can to restrict imports and promote exports. For that reason, they are often described as *neo-mercantilists* or «new» mercantilists.

The Physiocrats

For one group of 18th-century French philosophers and economists, the suggestion that nations should go out of their way to protect business and industry made no sense at all. These were the *physiocrats*. The physiocrats argued that the products of agriculture

and other natural resources were the true source of wealth. Since these were God-given, it made little sense for government to go out of its way to help business and industry increase profits. For similar reasons, they opposed government efforts to promote a «favorable balance of trade.» In other words, since real wealth came from the land, it followed that the wisest thing government could do would be to keep its hands off business and let nature take its course. This idea was expressed in the slogan «*laissez faire*,» (let people do as they choose).

Interestingly, the 200-year-old argument between those favoring regulation of the economy and those supporting *laissez faire* is still with us. Whether the problem involves individuals (like those living in poverty and unemployment) or institutions (such as a rising tide of business or bank failures), there are those who find the solution in government intervention, and others who favor *laissez faire*,» letting natural economic forces take their course.

Text 2

DAVID RICARDO (1772-1823)

Classical Champion of Free Trade

David Ricardo is one of history's most influential economists.

Born in England, Ricardo made a fortune on the London Stock Exchange. This wealth gave him the time to write and to serve in Parliament's House of Commons. His most famous work, *Principles of Political Economy and Taxation* (1817), marked him as the greatest spokesman for classical economics since Adam Smith.

Ricardo is especially famous in international economics for demonstrating the advantages of *free trade*. Free trade is a policy in which tariffs and other barriers to trade between nations are removed. To prove his point, Ricardo developed a concept we now call the *principle of comparative advantage*. Comparative advantage enabled him to demonstrate that one nation might profitably import goods from another *even though the importing country could produce that item for less than the exporter*.

Ricardo's explanation of comparative advantage went as follows: ✓

Portugal and England, both of whom produce wine and cloth, are considering the advantages of exchanging those products with one another.

Let's assume that:

- x barrels of wine are equal to (and therefore trade evenly for) y yards of cloth.
- In Portugal 80 workers can produce x barrels of wine in a year. It takes 120 English workers to produce that many barrels.
- 90 Portuguese workers can produce y yards of cloth in a year. It takes 100 English workers to produce y yards of cloth.

We can see, Ricardo continued, that even though Portugal can produce both wine and cloth more efficiently than England, it pays them to specialize in the production of wine and import English cloth. This is so because by trading with England, Portugal can obtain as much cloth for 80 worker-years as it would take 90 worker-years to produce themselves.

England will also benefit. By specializing in cloth, it will be able to obtain wine in exchange for 100 worker- years of labor rather than 120.

As a member of Parliament, Ricardo pressed the government to abandon its traditional policy of protection. Though he did not live to achieve that goal, his efforts bore fruit in the 1840s when England became the first industrial power to adopt a policy of free trade. There followed 70 years of economic growth during which the nation became the world's wealthiest industrial power.

Exercise 1. Answer the questions.

1. Where was Ricardo born?
2. What helped him to have the time to write and to serve in the House of Commons?
3. What is Ricardo especially famous for?
4. Why did Ricardo develop the principle of comparative advantage?
5. Was it important to persuade the government to abandon its traditional policy of protection? Why?
6. When did Ricardo's efforts bear fruit?

Text 3

ALFRED MARSHALL (1842-1924)

Price Theory Pioneer

His textbook *Principles of Economics* (1890), and the doctrines that it discussed, became the standard for the teaching of that subject until well into the 1940"s. Marshall spent most of his adult life as a professor of economics at Cambridge University. His most famous pupil, John Maynard Keynes, described Marshall as «the greatest economist of the 19th century.» Interestingly, Keynes went on to become the most influential economist of the 20th century.

Marshall is best known for the order that he made out of the theories of the earlier «classical economists» I Adam Smith, David Ricardo and John Stuart Mill. («Classical» is the name given by modern economists to the theories of those whose views were most widely held during the 75 years following the publication of *The Wealth of Nations*.) Despite the passage of 100 years since the publication of his *Principles*, his analysis of market forces is still relied upon to explain economic events.

In Marshall's world, economic events could be explained in terms of the equilibrium market price resulting from the interaction of supply and demand. One of Marshall's lasting contributions was differentiating between supply and demand in the short run and the long run. Comparing the two forces to the blades of a scissors, he argued that neither could function without the other. But, just as (depending on how the scissors is held) one blade can be more active than the other, so supply and demand vary in importance in the long and short run. In the short run, the quantity of available goods is more or less fixed (because crops have been planted, production schedules set, etc.). Therefore it is the demand for those items that will be most influential in determining their price. In the long run, he went on, the opposite is true. Both farmers and businesses can add to or reduce their production facilities as the needs dictate. In that way the supply side of the market becomes most influential in determining price.

Text 4

JOHN MAYNARD KEYNES (1883-1946)

Theorist Who Brought Economics into the Twentieth Century

John Maynard Keynes stands with Adam Smith and Karl Marx as one of the world's most influential economists. The son of a noted British economist, Keynes amassed a fortune through speculation in stocks and commodities. He served the British government as a financial adviser and treasury official through most of his adult life and was a key participant in the negotiations following both World Wars I and II.

Although Adam Smith had written *The Wealth of Nations* about the time of the American Revolution, by the 1930"s little had changed in the thinking of -mainstream economists. Most would have agreed with Smith, that the best thing government could do to help the economy would be to keep its hands off. They reasoned that as long as the economy was free to operate without interference, the forces of supply and demand would come into balance. Then, with total supply and demand in *equilibrium*, everyone looking for work could find a job at the prevailing wage, and every firm could sell its products at the market price.

But the 1930"s was the period of the Great Depression. Despite the assurances of the classical economists, the fact was that unemployment and business failure had reached record proportions in the United States and the rest of the industrialized world. It was at this time (1936) that Keynes' *General Theory of Employment, Interest, and Money* was published. *The General Theory* transformed economic thinking in the 20th century, much the way that *The Wealth of Nations* had in the 18th.

Keynes demonstrated that it was possible for total supply and demand to be at equilibrium at a point well under full employment. What is more, Keynes demonstrated that unemployment could persist indefinitely, unless someone stepped in to increase total demand.

The «someone» Keynes had in mind was government. He reasoned that if, for example, government spent money on public works, the income received by formerly idle workers would lead to increased demand, a resurgence of business activity and the restoration of full employment. The suggestion that government abandon *laissez faire* in favor of an active role in economic stabilization was regarded as revolutionary in the 1930"s.

Since then, however, the ideas advanced by the «Keynesian Revolution» have become part of conventional wisdom. Now, whenever a nation appears to be entering into a period of recession or inflation, economists and others immediately think of steps the government might take to reverse the trend.

Text 5

THOMAS ROBERT MALTHUS (1766-1834)

Prophet of the «Dismal Science»

Standards of living in many developing nations continue to decline because the growth in population is greater than economic growth. If world economic growth continues to average about two percent annually, nearly half the world's people will live in countries where population growth exceeds economic growth.

This was foretold by an 18th-century English economist, Thomas Malthus. In his *Essay on Population* (1798) Malthus warned of the dire consequences of uncontrolled population growth. His argument was direct and simple. While food supplies can be increased through the addition of land and labor, the rate of growth is in an *arithmetic* progression (2, 4, 6, 8, 10 and so on). But population growth expands in a *geometric* progression (2, 4, 8, 16, 32, 64 and so on).

Given the difference between the rate of population growth and that of food production, Malthus concludes that a large portion of humanity was doomed to a life of misery. Worse yet, as the *arithmetically* increasing food production fell short of satisfying the *geometrically* increasing population, malnutrition took their toll until the rising death rate restored the balance between food and population.

Other than urging the poor to have fewer children, there was nothing that society could do to reduce starvation or suffering, Malthus thought. For that reason, he opposed legislation to provide relief and housing for those living in poverty. In his view, such aid would simply encourage the poor to have more children and worsen their lot. It is little wonder that after reading the *Essay on Population*, Thomas Carlyle, a contemporary British writer, called economics the «dismal [depressing] science.»

Since Malthus's day several factors have prevented the fulfillment of his prophecies. The most visible of these has been the enormous increase in food production, on the one

hand, and declining birthrates in the industrialized nations on the other. Food production increased far beyond anything he could have foreseen, owing to scientific and technical advances in farming. Meanwhile, declining birthrates have brought several European countries near *zero population growth*.

Critics of Malthusian theory argue that the focus on population misses the main causes of hunger and starvation. The fact is that the agricultural nations grow enough to feed themselves and the rest of the world. However, not enough food reaches those in need because poor nations do not have the international currency with which to purchase it from world suppliers.

Thomas Malthus, a controversial figure in his own time, remains one today. To some he was a great prophet whose theories are still relevant. To others, his opinions are as shortsighted and inappropriate today as they were nearly two hundred years ago.

Text 6

IRVING FISHER (1867-1947) Pioneer In Monetary Theory

Irving Fisher spent most of his adult life as a professor of economics at Yale University. An accomplished mathematician, he used those skills to explain many of his theories. In his best known formulation, the *equation of exchange*, Professor Fisher showed the relationship between the quantity of money in circulation and the level of prices.

The equation of exchange is stated as follows:

MV = PQ, where:

M = *money supply*

V = *velocity of circulation*

P = *average price of goods and services*

Q = *quantity of units sold*

Simply stated, the equation of exchange tells us that total spending is equal to the total value of the goods and services produced by the economy. Let's see why. **M** is the total amount of money in circulation, and **V** is its *velocity*. Velocity is simply the number of times that money turns over in a year. In other words, the amount of money in

circulation, multiplied by the number of times it is spent (MV) is equal to the total amount of money spent by the economy in the course of the year. To illustrate, let's suppose that each student in your class produced a product for sale, and that the selling price of each item is \$1. Your teacher buys the product from the student sitting in the first; row, first seat. That student uses the dollar to buy the product from the student in the second seat.

The process continues around the room as each student uses the dollar from the preceding student to buy the product of the next student. Assuming that there are 30 class members (including the teacher), 30 items will be sold. One dollar bill will be exchanged 30 times. Applying the equation of exchange, the total amount of money in circulation will be \$30 because:

$$M = \$1; V = 30; \text{ and } MV = \$1 \times 30 = \$30.$$

The equation of exchange helps to explain why prices (and therefore the value of money) fluctuate. Since $MV = PQ$, it follows that when V and Q are constant, any change in the money supply will directly affect prices. In other words, when the money supply increases, so will prices, and vice versa. We can also see that increases in the money supply will not result in price increases if the output of goods and services is increased at the same or a faster rate.

Text 7

KARL MARX (1818-1883) Prophet of Socialism and Communism

For more than half of Europe and a third of the world's population, history's greatest economist was Karl Marx. Born in Germany, Marx's revolutionary activities got him into trouble with the authorities, and from 1842 until his death in 1883 he lived his life in exile.

In 1849, Marx moved to London, England, where he studied, wrote, and produced his greatest work "*Capital*".

Marx's single-minded dedication to his studies made it all but impossible for him to earn a living. Were it not for the financial help he received from his friend Frederick Engels, a wealthy textile manufacturer from Manchester, England, he and his family might have starved to death. As it was, they lived a life of poverty.

In 1845, the League of the Just (later to change its name to the Communist League) asked Marx and Engels to prepare a statement of beliefs. They wrote *The Communist Manifesto*.

The Economic Theories of Karl Marx

It is not possible to summarize briefly everything that Karl Marx had to say about the world in which he lived. However, the following paragraphs describe some of his more important theories.

The economic interpretation of history. In Marx's view, the course of history has been determined almost solely by economic forces. Forget about things like great men and women, religion, patriotism, and the like. Look instead, he said, at the economic events of the time to find the real reasons why people and states behaved the way they did.

He also asserted that history has been a series of struggles between economic classes. For example, in Ancient Rome the landed aristocracy struggled for power with small farmers and city workers. In medieval times, guildmasters and journeymen, nobles and serfs struggled with one another for economic supremacy. Similarly, the French Revolution could be explained in terms of a struggle between merchant classes and the agrarian (agricultural) aristocracy.

The exploitation of labor. According to Marx, goods and services had value because of the efforts of laborers. But according to the economic theory of the day, workers were only paid enough to enable them to stay alive. Whatever was left over (*profits*) was pocketed by the factory owner—the capitalist. Profits, therefore, represented *surplus value* which should belong to those who created it: the workers.

The inevitability of capitalism's collapse. Under this system, the rich would get richer and the poor, poorer. Because workers were underpaid, Marx went on, they would be unable to buy the goods and services they produced. Eventually, the system's excesses would lead to the final class struggle. In this, workers would overthrow the capitalists who had been exploiting them. In the new order that would follow, Marx concluded, class struggle would no longer be necessary, and the state could simply «wither away.» Each worker would perform «according to his ability» and be rewarded «according to his needs.»

Grammar Reference and Exercises

Unit 1

Времена группы Indefinite (Simple)

Времена группы **Indefinite** обозначают обычное, регулярное, повторяющееся действие, либо указывают на сам факт его совершения в настоящем, прошедшем и будущем.

	Present	Past	Future
Affirmative	I We You work They He She works It	I We You They worked He She It	I shall work We You They He will work She It
Negative	I We do not You (don't) work They He does not She (doesn't) work It	I We You did not They (didn't) He work She It	I shall not We (shan't) work You They He will not She (won't) work It
Interrogative	I Do we work? you they he Does she work? it	I we you Did they work? he she it	Shall I work? we you they Will he work? she it

С временами группы **Indefinite** обычно употребляются следующие словосочетания:

1. **Present Indefinite:** always, usually, often, seldom, regularly, every day, sometimes, as a rule.

2. **Past Indefinite:** yesterday, the day before yesterday, last week (month, year), ago, once, one day, the other day.

3. **Future Indefinite:** tomorrow, the day after tomorrow, soon, next week (month, year), in a day (week, month), one of these days.

Exercises

Exercise 1. Make the sentences negative and interrogative:

1. They go to the office every day.
2. He works at the Ministry of Foreign Trade.
3. We got excellent marks at the exams.
4. She liked to work in the morning.
5. We shall translate this text at home.
6. They will finish this testing in some days.
7. We cooked our meals on a fire last summer.
8. Our firm will receive new catalogues next week.
9. France and England import raw materials from Russia.
10. Last week we had business talks with a French firm.
11. We shall see your machine-tools in operation tomorrow morning.
12. In the Caucasus it will be very hot in August.
13. Germany has trade contacts with different countries of the world.
14. The other day our office signed a contract for foodstuffs.
15. Our buyers require the remaining goods in May.
16. The contract will be ready the day after tomorrow.

Exercise 2. Ask questions using the question words given:

Model: He will open a Letter of credit next week. (When?)

When will he open a Letter of credit?

1. He gives us a large discount off the price. (Who?)
2. The buyers increased their order. (What?)

3. She will reserve an accommodation for the businessmen. (Who?)
4. The delegation arrives in the evening. (When?)
5. Our students took part in the discussion. (What?)
6. She will teach English at the University. (Where?)
7. We decided to go to the country. (Where?)
8. In summer it gets dark at 10 o'clock in the evening. (What time?)
9. We shall discuss terms of payment and delivery in a few minutes. (When?)
10. The secretary showed Mr. Black into the President's private room. (Where?)
11. He will give you a piece of good advice. (Who?)
12. Our equipment is in great demand on the world market. (What?)

Exercise 3. Answer the following questions:

1. Where do you work?
2. Did you live in Tiraspol last year?
3. Will you take part in the conference?
4. When will you place an order with the foreign firm?
5. Where does your friend study?
6. Do your parents work at a factory?
7. Did you have talks yesterday?
8. When did you finish school?
9. Do you often see your school-friends?
10. Does it often rain in October in Tiraspol?
11. When did you spend your holiday at a holiday home?
12. Which of you will receive some foreign businessmen soon?
13. When will you have your next day off?
14. What time is it now?

Exercise 4. Put the verbs in brackets into the Present, Past or Future Indefinite Tense:

1. The secretary always (to receive) a lot of mail in the morning.
2. We (to take part) in a trade fair last Sunday.

3. My friend (to pass) entrance examinations to the University last month.
4. Mr. Petrov (to work) at the Ministry now.
5. The contract (to be) ready the day after tomorrow.
6. Yesterday my father (not to read) newspapers because he (to be) very busy.
7. We (not to go) to the country next Sunday.
8. Only the secretary (to type) the letters.
9. My son (to be) seven this spring and in September he (to go) to school.
10. I often (to speak) to our engineers about new equipment.
11. All the materials (to be) ready in half an hour.

Exercise 5. Put special questions to the words given in bold type:

1. **Our** office **sells** a lot of different goods **to foreign firms**.
2. **We** decided **to go** to the country **on Sunday**.
3. **My children** like skiing and skating **in winter**.
4. **The French** representatives will make **an appointment** for Wednesday.
5. **We** discussed **the plan** for the second term **at the meeting**.
6. **The best** students receive **scholarships**.
7. **He** didn't follow **my** advice.
8. They will go **to the cinema** to-night.
9. **The seminar** will take place **on Monday**.
10. **We** go to **the English** lesson **twice a week**.
11. **My friend** works at **Machinoexport**.
12. They **spent** their vacations **in the Crimea**.

Future Indefinite не употребляется в придаточных предложениях времени и условия после союзов if, when, before, after, as soon as, till, until. В этих предложениях вместо **Future Indefinite** употребляется **Present Indefinite**. На русский язык переводится будущим временем. Например: I shall go on business when I make an appointment. Я поеду в командировку, когда договорюсь о встрече с партнёрами.

Exercise 6. Open the brackets using the verb in the correct tense form:

1. When I (to come) to Petersburg, I (to stay) at the Astoria Hotel.
2. If you (to prepare) the report in time, you will take part in the conference.
3. The firm (to reduce) their price if we (to buy) 10 more compressors from them.
4. We (to discuss) the prices with them after we (to study) their quotation.
5. As soon as I (to contact) my people I (to let) you know our final reply.
6. I (to stay) in till it (to stop) raining.
7. The representatives of the firm (not to miss) the opportunity of visiting our exhibition before they (to live) Moscow.
8. We (to let) them know about it when they (to come) back.

Личные и притяжательные местоимения

Именительный падеж	Объектный падеж	Основная форма	Абсолютная форма
I	me	my	mine
He	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Exercise 7. Use the right form of the personal pronouns given in brackets:

1. I often see (they, them) in the bus.
2. She lives near (we, us).
3. (We, us) always walk to school together.
4. He teaches (we, us) English.
5. She sits near (I, me) during the lesson.
6. I always speak to (he, him) in English.
7. What is the matter with (he, him) today?

8. He explains the lesson to (we, us) each morning.
9. There are some letters here for you and (I, me).
10. I know (she, her) and her sister very well.

Exercise 8. Replace the words in italics by personal Pronouns in objective case:

1. Read *these books* at home.
2. Show *your sister* this map.
3. Give *this boy* some red apples.
4. Tell *your teacher* about your flat.
5. Tell *your friends* about the plant.
6. Read the *new words*, please.
7. Begin reading *the text*.
8. Put *your bag* here.
9. Read *your daughter* this book.
10. Let's discuss *this contract* right now.
11. Go through *the new catalogue*, please.

Exercise 9. Use the right form of the possessive pronouns given in brackets:

1. Here is (your, yours) translation and where is (my, mine) ?
2. (My, mine) daughter wants to be an economist. What about (your, yours) ?
3. "Whose program is this ?" – "Oh, it's (my, mine).
4. These are (your, yours) tickets, and where are (our, ours) ?
5. Would you like to see some of (her, hers) poems?
6. (Their, theirs) knowledge of the subject is not much superior to (our, ours).
7. You take care of (your, yours) things and I'll take care of (my, mine).
8. All (our, ours) clothes were dirty, and (my, mine) especially so.
9. (Their, theirs) boat was faster than (our, ours).
10. I'm afraid they will take (your, yours) word against (her, hers).
11. (Their, theirs) home is pretty but (our, ours) is prettier.

Unit 2

Времена группы Continuous

to be (am, are, is, was, were, shall be, will be) + Participle I

	Present	Past	Future
Affirmative	<p>I am speaking</p> <p>We</p> <p>You are speaking</p> <p>They</p> <p>He</p> <p>She is speaking</p> <p>It</p>	<p>I was speaking</p> <p>We</p> <p>You were speaking</p> <p>They</p> <p>He</p> <p>She was speaking</p> <p>It</p>	<p>I shall be speaking</p> <p>We</p> <p>You</p> <p>They</p> <p>He will be speaking</p> <p>She</p> <p>It</p>
Negative	<p>I am not speaking</p> <p>We are not</p> <p>You (aren't)</p> <p>They speaking</p> <p>He is not</p> <p>She (isn't)</p> <p>It speaking</p>	<p>I was not (wasn't)</p> <p>speaking</p> <p>We were not</p> <p>You (weren't) weren't</p> <p>They speaking</p> <p>He was not</p> <p>She (wasn't)</p> <p>It speaking</p>	<p>I shall not (shan't)</p> <p>We be speaking</p> <p>You</p> <p>They will not</p> <p>He (won't)</p> <p>She be speaking</p> <p>It</p>
Interrogative	<p>Am I speaking?</p> <p>we</p> <p>Are you speaking?</p> <p>they</p> <p>he</p> <p>Is she speaking?</p> <p>it</p>	<p>Was I speaking?</p> <p>we</p> <p>Were you speaking?</p> <p>they</p> <p>he</p> <p>Was she speaking?</p> <p>it</p>	<p>Shall I be speaking?</p> <p>we</p> <p>you</p> <p>they</p> <p>Will he be speaking?</p> <p>she</p> <p>it</p>

Продолженные времена (**Continuous Tenses**) обозначают действие в процессе его развития в определенный момент в настоящем, прошедшем или будущем.

Некоторые глаголы не могут выражать действие или состояние как процесс, совершающийся в определенный момент времени, и, следовательно, употребляться во временах группы **Continuous**. К ним относятся: to love - любить, to want - хотеть, to like - нравиться, to hate - ненавидеть, to wish, to desire - желать, to see - видеть, to hear - слышать, to feel - чувствовать, to notice - замечать, to know - знать, to understand - понимать, to consist - состоять, to belong - принадлежать, to recognize - узнавать, to be - быть, to forget – забывать и др.

С временами группы **Continuous** обычно употребляются следующие указатели времени:

1. **Present Continuous**: now, right now, just now, at the moment, still, today, this week (month, season), these days, tonight (this evening).
2. **Past Continuous**: while, at that time, all day (night) long, at six o'clock, the whole evening (morning, afternoon), from seven to nine, when.
3. **Future Continuous**: at this time tomorrow (next week, next month), at 11 o'clock on Tuesday.

Exercises

Exercise 1. Make the sentences negative and interrogative.

1. My daughter is still speaking over the telephone.
2. Our engineers are eliminating the defects in the machine now.
3. He is leaving by the 9 o'clock train.
4. They are discussing the terms of shipment right now.
5. We were looking for him the day before yesterday.
6. She was typing a letter at that moment.
7. Yesterday I was listening to the radio when my brother phoned me.
8. I shall be waiting for you at the usual time.
9. He was working at the office at 5 o'clock yesterday.
10. It will be raining in a minute.

11. We shall be discussing the prices tomorrow morning.
12. I am going to the theatre after work.
13. We were having supper when you rang me up.
14. Peter was listening to the latest news at 10 o'clock in the evening.
15. She was hurrying to the station at that moment.
16. I shall be posting my letters tomorrow morning.
17. They will be working hard in autumn.
18. Our friends will be coming to see us today.

Exercise 2.

A. Use the Present Continuous Tense:

Model: They will discuss this price problem. (now)

They are discussing this price problem now.

1. We go abroad every year. (now)
2. He plays chess in the evening. (at the moment)
3. My friend spends his holiday in the Crimea in summer. (at this time)
4. The child sleeps in the daytime every day. (from 1 till 3)
5. The boy watches TV in the morning. (now)

B. Use the Past Continuous Tense:

Model: Nina went to the University. (when I met her)

Nina was going to the University when I met her.

1. He went through the price-lists yesterday. (in the morning yesterday)
2. I translated from Russian into English last week. (from 2 till 4 o'clock)
3. The director phoned a British firm. (when I came into the office)
4. They received foreign businessmen. (at 3 o'clock yesterday)
5. We discussed the terms of delivery. (from 4 till 6 o'clock)

C. Use the Future Continuous Tense:

Model: We have a business appointment today. (at 11 o'clock tomorrow)

We shall be having a business appointment 11 o'clock tomorrow.

1. Our director is concluding the contract.(next month)

2. She is reading the text now. (at 3 o'clock tomorrow)
3. We are listening to the news on the radio at the moment. (tomorrow)
4. He is leaving today, (at 7 o'clock tomorrow)
5. She sings well, (at the concert tonight)

Exercise 3. Answer the following questions:

1. Are you having a French lesson now?
2. Is Petrov reading or writing now?
3. Whom are you listening to now?
4. What students are sitting to the right of the teacher's table?
5. Is it snowing now?
6. Were you watching TV or were you reading a book at 8 o'clock yesterday?
7. Who was receiving foreign businessmen at 11 o'clock yesterday?
8. What were you doing while other engineers were going through some catalogues?
9. What was your vice-president doing at this time yesterday?
10. Were your children playing or doing their lessons when you came home?
11. What will you be doing after the conference?
12. Will you be having business talks this month?
13. Will they be taking any examinations this week?

Exercise 4. Put the verb in brackets into the Present, Past or Future Continuous Tense:

1. She (to prepare) her lessons now.
2. We (not to laugh) at you.
3. The engineers (to come) here next month.
4. She (to sing) over the radio at 7 o'clock tomorrow.
5. What book you (to read) when I came to the library?
6. Where he (to go) when the rain started?
7. Where he (to go) when the rain started?
8. The whole family (to have) dinner when the telephone rang.
9. What you (to do) from 5 till 6 o'clock tomorrow?
10. The children (to play) when we returned home.

11. Look! It is getting dark. It (to rain) in a minute.

Exercise 5. Form questions with the question words given:

1. My friend is spending his holiday on the Baltic Sea now. (Where ?)
2. We are having dinner at the moment. (What ?)
3. The father is teaching his little son to draw. (Who ?)
4. My daughter is playing the piano from 4 till 6 o'clock every day. (What ?)
5. They were still laughing when I entered the room. (Who ?)
6. Our group was staying in Moscow for some days. (How long ?)
7. We were talking and he was sleeping. (What ?)
8. Mr. Smirnov will be moving to a new house this month. (Where ?)
9. We shall be going through the new catalogues. (When ?)
10. My friend is coming tomorrow. (Who ?)

Exercise 6. Put special questions to the words given in bold type:

1. **The committee members** are examining **the new equipment** now.
2. He is still trying **to open** a current account **in this bank**.
3. **The president** is receiving **the British** businessmen **at this moment**.
4. **Your** partnership is running **the great risk**.
5. **We** are looking **for a specialist** suitable for the position **at the present moment**.
6. Our business was **receiving** the tax benefits **at that time last year**.
7. **They** were distributing **the losses** unequally **the whole month**.
8. **Jane** was doing the books **in our firm** when **we were abroad**.
9. **At 9 o'clock** in the morning **the children** were already **swimming** in the sea.
10. **We** were all **sitting** under the sunshade when **Ann came to the beach**.
11. **They** will be playing **in the yard** tomorrow morning.
12. **The plane** will be taking off **at this time tomorrow**.
13. **We** shall **be signing** the contract **at 10 o'clock** on Friday.
14. **My brother** will be investing **his money in the repair shop**.

Unit 3

Времена группы Perfect to have (has, had, will have) + Participle II

	Present	Past	Future
Affirmative	I We have written You They He She has written It	I We You They had written He She It	I shall have written We You They He will have written She It
Negative	I We have not (haven't) You written They He She has not (hasn't) It written	I We You had not (hadn't) They written He She It	I shall not (shan't) We have written You They will not (won't) He have written She It
Interrogative	I Have we written? You they he Has she written? it	I we you Had they written? he she it	Shall I have written? we you they Will he have written? she it

Совершенные времена (**Perfect Tenses**) обозначают действие, которое совершилось к определенному моменту в настоящем, прошедшем или будущем.

Времена группы Perfect переводятся на русский язык глаголами совершенного вида.

Present Perfect часто употребляется с наречиями времени (already, just, yet, never, ever) и со словами, выражающими еще не истекшие периоды времени (today, this year, this month, this week, this morning, etc.)

Present Perfect может употребляться для выражения действия, которое началось в прошлом и не закончилось к данному моменту, а все еще продолжается. Период действия обычно указывается с помощью слов for (в течение) или since (с, с тех пор как, с тех пор). В этом случае **Present Perfect** переводится на русский язык глаголом несовершенного вида: I have lived here since 2009. - Я живу здесь с 2009 года.

Определенный момент в прошлом (**Past Perfect**) или будущем (**Future Perfect**) выражается обозначениями времени с предлогом by - к: (by 3 o'clock yesterday, by 3 o'clock tomorrow, by the time he came (comes)).

Exercises

Exercise 1. Give the main forms of the following irregular verbs:

Swim, go, get, see, know, hear, show, think, write, read, understand, make, let, take, have, be, meet, spend, begin, give, become, tell, say, speak, sell, buy, build, spend, leave.

Exercise 2. Make the sentences negative and interrogative:

1. We have done business with this firm since 1999.
2. Mike had graduated from the University by that time.
3. We shall have done our shopping by the evening.
4. They will have come to the Caucasus by August, 15.
5. He will have finished school by that time.
6. The children have been to the cinema this week.
7. My brother has written me a letter.
8. We often had had rains here before you came.
9. The students will have passed their exams by the end of January.
10. They will have finished their work before you return.
11. She will have written balance sheet by the end of the month.

12. We have already seen this play.
13. They have just contacted Brown and Co.
14. Our firm had shipped the goods by the 20th of December.

Exercise 3.

A. Use the Present Perfect Tense:

Model: I buy this book (already).

I have already bought this book.

1. We see this film. (just)
2. She phones you this morning. (already)
3. They come back every day. (today)
4. She does well at school. (already)
5. We receive two letters from him. (since 2008)

B. Use the Past Perfect Tense:

1. They came home last night.(by 5 o'clock)
2. He cleared up all business points. (by the time we returned)
3. She went through the documents. (by 12 o'clock)
4. The engineers of our office eliminated all the defects. (by that time)
5. We shipped the equipment to the buyers. (by June)

C. Use the Future Perfect Tense:

1. I'll make supper tomorrow. (by the time my parents come)
2. They will build the house next year. (before we move there)
3. We are packing the things. (by the time the taxi comes)
4. The company will conclude a contract with the sellers in June. (by July)
5. They will finish their experiment (before we conclude an agreement)

Exercise 4. Answer the following questions:

1. Had you taken your child to the nursery school before you went to work yesterday?
2. Have you made any contracts with some British firms lately ?
3. Has your office received any enquiries from foreign firms this month?
4. What countries have you been to?

5. How many new performances have you seen this year?
6. Whom have you telephoned today?
7. Since when have you lived in Tiraspol?
8. What had you done before you came to the lesson?
9. Had he got his scientific degree by the end of 2009?
10. What had the economists of your office discussed when you came?
11. By what time will you have reached the airport?

Exercise 5. Put the verb in brackets into the Present, Past or Future Perfect Tense:

1. She (to phone) you this morning.
2. By the time you arrived we (to leave).
3. He (not to ski) since 1988.
4. I (to know) him for 10 years.
5. After they (to have) dinner they went for a short walk.
6. I was in the Crimea last year. I never (to be) there before.
7. He (to reject) just our proposal.
8. Our family (to live) in this street since we got a new flat.
9. Nick (to go) sightseeing when I called for him.

Exercise 6. Form special questions with the question word given:

1. We have sold a lot of boilers at these prices lately. (How many ?)
2. The rain hasn't stopped yet. (What ?)
3. The film has been on for a week. (How long ?)
4. I have just been to the Tretyakov Gallery. (Where ?)
5. He will have worked as an accountant for 25 years by next August. (How long ?)
6. The experts will have started the discussion by the time you come. (Who ?)
7. We shall have got the necessary technical information by your arrival. (What ?)
8. Before we let the firm our answer we had gone through their catalogues. (What ?)
9. They had elected a new Board of Directors by January. (Who ?)

Unit 4

Согласование времён Косвенная речь

Сдвиг времён в придаточном дополнительном при главном предложении в прошедшем времени	
Present Indefinite – Past Indefinite Present Continuous – Past Continuous	Действие придаточного предложения происходит одновременно с действием главного
Present Perfect \ Past Past Indefinite / Perfect	Действие придаточного предложения предшествует действию главного
Future – Future – in – the Past	Действие придаточного предложения совершается позже действия главного

Употребляя простые предложения в роли придаточных дополнительных при главном предложении в прошедшем времени, сдвигайте времена, как указано в таблице:	
Sequence of Tenses	
He lives in New York. I thought that he lived in New York.	Одновременное действие
Mother is sleeping . I knew that mother was sleeping .	Одновременное действие
He has returned from London. I was told that he had returned from London.	Предшествующее действие
He bought a new car. I heard that he had bought a new car.	Предшествующее действие
He will send us a letter. I supposed that he would send us a letter.	Последующее действие

Exercises

Exercise 1. Change these sentences according to the given model:

Model: Mr. Ivanov says he will soon fly to New York.

Mr. Ivanov said he would soon fly to New York.

1. He says he will come to see us next Sunday.
2. My friend says he has just come back from the country.
3. She says her husband and she spent most of their time at the ministry.
4. She says her best friend was an economist.
5. He says he has a good job.
6. She says she can read English books in the original.
7. He says he knows English very well.
8. John says he will go away on Wednesday.
9. He says they have not been here for a long time.
10. Mike says he is sure Ann and Kate will be excellent managers.
11. He says they have made good progress in English.
12. She says they were friends at school.
13. The teacher says that everyone will write a composition.
14. Victor says that he is very busy.
15. Mary says she has finished studying her lesson.
16. He says that he is staying in the testing department.

Exercise 2. Open the brackets using the verb in the correct tense-form:

1. He was sure you (to be) present at the conference.
2. They believed that the company's officers (to carry) out their duty honestly.
3. He hoped she (to represent) by her comptroller.
4. Everybody believed that the businessmen (to sign) the contract.
5. I knew that he (to teach) management at the University.
6. I was sure I (to become) a Chief of the Credit Department.
7. We thought that they (to clear up) some points in the firm's offer during the talks.
8. He said that he (to know) the laws of the country.
9. I wondered what hotel they (to stay) at.
10. We hoped that our engineers (to check) the materials in a few days.

Exercise 3. Translate the following sentences into English:

1. Я боялся, что вы не зайдёте за мной.
2. В письме она написала, что собирается провести свой отпуск в Крыму.
3. Секретарь сказал, что председатель ещё ведёт переговоры с покупателями.
4. Фирма вчера сообщила, что они не могут снизить свои цены.
5. Председатель спросил меня, когда будут готовы все необходимые материалы.
6. Мы не знали, что на их товары широкого потребления большой спрос.
7. Представитель фирмы сказал, что наши условия поставки неприемлемы для них.
8. Стюардесса сказала, что самолёт взлетит через 10 минут.
9. Директор сказал, что он будет принимать эту фирму завтра.
10. Он сказал, что английские коммерсанты прибудут в Москву сегодня.
11. Анна сказала, что она уже заказала билеты на спектакль.

Косвенная речь	
При переводе предложений в косвенную речь не забывайте заменять обстоятельства времени, как указано в таблице.	
Direct speech	Indirect speech
today	that day
yesterday	the day before, the previous day
tomorrow	the next day
... ago	... before
this ...	that ...
these ...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next year	the following year
now	then
the day after tomorrow	two days later
the day before yesterday	two days before, two days earlier

Indirect commands	
Keep quiet ! Don't make noise !	
He told me	to keep quiet and
He asked me	not to make noise

Exercise 4. Give the following imperative sentences in indirect speech, make the necessary changes:

1. "Unlock the door, please," I asked the porter.
2. "Don't worry over such a small thing," she said to me.
3. "Promise to come and see me," said Jane to Alice.
4. "Take this book and read it," said the librarian to the boy.
5. "Sit down at the table and do your homework," said my mother to me.
6. "Go home," said the teacher to us.
7. "Explain to me how to solve this problem," said my friend to me.
8. "Please, don't mention it to anybody," Mary said to the secretary.
9. "Don't be late for the discussion," said the president to his staff.
10. The old man said to the little girl, "Don't run across the street".
11. The teacher said to Tom, "Collect the exercise-books and put them on my table".
12. Mr. Malov said, "Don't make an appointment for Wednesday."

Exercise 5. Give the following imperative sentences in indirect speech, make the necessary changes:

1. The teacher said to the students, "Open your books at page 60".
2. Mary said to her brother, "Take the letter to the Post Office, please".
3. Ann asked her friend, "Please, help me to translate the text".
4. The mother said to the children, "Come back from the country before 6 o'clock".
5. The teacher said to her pupils, "Don't speak Russian at your English lessons".
6. Pete said to me, "Come and see me on Sunday".
7. The father said to the children, "Don't sunbathe in the afternoon".
8. Jack said to the policeman, "Tell me the time, please".
9. The doctor said to the sick man, "Don't go back to work for a fortnight".
10. They asked Mike, "Please, book tickets for all of us."

Indirect statements		
I am an engineer. I work at a plant. In the evening I study English.		
He said He told me	that	he was an engineer and worked at a plant. he added that he studied English in the evening.
I saw my friend <i>yesterday</i> .		
He said He told me	that	he had seen his friend <i>the day before</i> .
We lived in Rome <i>two years ago</i> . My father worked there.		
He said He told me	that	they had lived in Rome <i>two years before</i> and explained that his father had worked there.
I shall tell you about it <i>tomorrow</i> .		
He said He told	that	He would tell me about it <i>the next day</i> .

Exercise 6. Give the following sentences in indirect speech, make the necessary changes:

1. "I've bought tickets for a Saturday performance," I said.
2. "We had a good walk in the country yesterday," my sister said to me.
3. The woman said to her son: "I am glad I am here".
4. My brother said to me: "I am going to become a Production Manager".
5. He said to her: "I shall do it today if I have time".
6. The teacher said to the class: "We shall discuss this subject tomorrow".
7. Nick said: "I have never been to London. I think I shall go there next year".
8. He said: "I'm glad to do business with your firm".
9. Mr. Morgan said: "I don't want an accountant to tell me what I cannot do".
10. I said to them: "I can give you all the documents right now".
11. "Every passenger goes through the Customs when he comes from abroad," they said.
12. "There are a few tickets for this performance at the booking-office," I said.

Indirect questions		
Special questions	He asked (me) He wanted to know He wondered	
“What are you doing ?” “Where do you live ?” “Where does he work ?” “What is Nick doing ?” “What have you prepared for today ?” “When did you come home yesterday ?” “When will your mother come home ?”	<i>what</i> I was doing . <i>where</i> I lived . <i>where</i> he worked . <i>what</i> Nick was doing . <i>what</i> I had prepared for that day. <i>when</i> I had come home the day before. <i>when</i> my mother would come home.	
General questions	He asked (me) He wanted to know He wondered	
“ Are you watching TV ?” “ Do you play chess ?” “ Does she go to school ?” “ Are you listening to me ?” “ Have you done your homework ?” “ Did you skate last winter ?” “ Will you see your friend tomorrow ?”	If whether	I was watching TV. I played chess. she went to school. I was listening to him. I had done my homework. I had skated the winter before. I should see my friend the next day.

Exercise 7. Use the following special questions in indirect speech according to the given model. Make all the necessary changes.

Model: “At what Institute did your sister study?” my friends asked me.

My friends asked me at what Institute my sister had studied.

1. Ann said to Mike: “When did you leave London?”
2. She said to Boris: “When will you be back home?”
3. Mary asked Tom: “When was America discovered?”
4. I said to Becky: “What kind of book has your friend brought you?”
5. The judge said to the witness: “What has happened?”

6. He said to her : “Where do you usually spend your summer holidays?”
7. I said to him: “How long will it take you to get there?”
8. “When shall we take a taxi to get home?” my friend asked me.
9. “At what time will the plane land?” asked the passenger.
10. “Who gave you instructions to get the materials ready?” asked the director.

Exercise 8. Use the following general questions in indirect speech according to the given model. Make all the necessary changes.

Model: “Will you get accommodation at the hotel next week?” she asked me.

She asked me if I would get accommodation at the hotel the following week.

1. She said to me: ”Have you sent them a telegram?”
2. I asked Tom: “Have you had breakfast?”
3. Mike said to Jim: “Will you come to the railway station to see me off?”
4. I said to Boris: “Does your friend live in London?”
5. I said to my secretary: “Did anybody come to see me?”
6. She said to me: “Can you call a taxi for me?”
7. He asked the comptroller: “Will you come to the meeting tomorrow?”
8. I said to the man: “Are you living in a hotel?”
9. He said to us: “Did you go to the museum this morning?”
10. Mary said to Peter: “Do you often go to see your friends?”
11. I said to her: “Can you give me their address?”

Exercise 9. Use the following questions in indirect speech:

1. My sister said to me: “Will you take me to the theatre with you tomorrow?”
2. The policeman said to the children: “What are you doing here?”
3. Jane said: “Peter, do you like my speech?”
4. Mother said to Mike: “Have you done your homework?”
5. “Why did they brake the window of the car?” said the judge.
6. The professor said to the students: “What kinds of punishment do you know?”
7. Mother asked me: “Did you play with your friends yesterday?”
8. I wanted to know: “Do they know anything about it?”
9. “Where are your books, Ann?” said her sister.

Exercise 10.

1. We asked the Prime Minister which of the two Houses of Parliament had more power.
2. I asked the man how long he had been in Moscow.
3. Mike asked Betsy if she was afraid of thunderstorm.
4. Mary told John that she preferred sunny days.
5. The teacher said that the pupils would read the text the next day.
6. He said he couldn't understand the rule.
7. He told me that he had bought that watch the day before.
8. She said that her brother studied at Moscow University.
9. She wondered if I was going to leave Kiev the next day.
10. I asked the secretary if I might speak to the manager.
11. Mother told the children not to be late for supper.
12. The customs official told us to have our passports ready.
13. I asked him when he would take his last examination.
14. We told the porter to take our luggage to room number 38.
15. I asked my friend if he thought it would take us long to get through the customs.

Exercise 11. Translate these sentences into English and turn them into indirect speech:

1. Он сказал мне: “Я вчера выступал на собрании акционеров”.
2. Пассажир спросил стюардессу: “Во сколько мы прибудем в Москву?”
3. Он спросил у портье: “Когда в ресторане гостиницы подают завтрак?”
4. Господин Браун спросил у администратора: “Где ключ от моего номера?”
5. Вчера наш учитель спросил нас: “Много ли вы читаете?”
6. Мама сказала: “Не шумите! Дедушка спит.”
7. Учитель сказал: “Я уже проверил вашу контрольную работу.”
8. Катя сказала: “Папа в комнате. Он читает.”
9. Миша спросил меня: “Когда ты пойдёшь покупать книги?”
10. Аня сказала: “Мы поедем за город в следующее воскресенье.”
11. Секретарь сказал: “Директор уехал в командировку в Германию.”
12. Она попросила меня: “Помоги мне заполнить декларацию.”

Unit 5

Времена группы Perfect Continuous to be в Perfect + Participle I

	Present	Past	Future
Affirmative	I We have been writing You They He She has been writing It	I We You They had been writing He She It	I shall have been writing We You They He will have been writing She It
Negative	I We have not (haven't) You been writing They He has not (hasn't) She been writing It	I We You had not They (hadn't) He been writing She It	I shall not (shan't) We have been writing You They will not (won't) He have been writing She It
Interrogative	I we been Have you writing? they he Has she been it writing?	I we you Had they been he writing? She it	Shall I have been we writing? you they Will he have she been it writing?

Времена группы **Perfect Continuous** (совершенные длительные) образуются с помощью вспомогательного глагола **to be** в **Perfect** (Present Perfect, Past Perfect, Future Perfect) и **Participle I** смыслового глагола.

Present Perfect Continuous выражает длительное действие, которое началось в прошлом, продолжается до настоящего времени либо закончилось непосредственно перед моментом речи. При употреблении этого времени обычно указан период времени, в течение которого совершается действие: for an hour (в течение часа), for a long time (долгое время), since 6 o'clock (с 6 часов), all my life (всю жизнь), all this week (month, year) - всю эту неделю (весь месяц, год) и др.

Past Perfect Continuous выражает длительное прошедшее действие, которое началось раньше другого прошедшего действия и все еще происходит в момент его наступления или закончилось непосредственно перед моментом наступления другого прошедшего действия. Период действия может быть указан: for two months (в течение двух месяцев), for a long time (давно, долго) и т.п.

Future Perfect Continuous выражает длительное будущее действие, которое начнется ранее другого будущего действия и будет еще совершаться в момент его наступления.

Exercises

Exercise 1.

A. Use the Present Perfect Continuous Tense.

1. She is working now. (since 9 o'clock)
2. He is preparing for his exam. (since May)
3. I am cooking breakfast. (for 20 minutes)
4. We are waiting for the lecturer. (for some minutes)
5. The engineer is smoking a cigarette now. (for 16 years)

B. Use the Past Perfect Continuous Tense.

1. There was a smell of cigarettes when we entered the kitchen. (somebody, to smoke)
2. The secretary was feeling very tired. (to type the documents, all day)
3. He was listening to music. (for two hours, before I came)
4. The students were discussing their home task. (for a long time, before the bell rang)

5. The boy was sleeping. (for an hour and a half, when we returned)

C. Use the Future Perfect Continuous Tense.

1. An economist will be typing the documents at 5 o'clock tomorrow. (for 2 hours, by the time you come back)

2. We'll be playing the piano this time tomorrow. (already, for two hours, when you ring us up)

3. They'll be having supper when she comes. (for half an hour, when you call for them).

4. She will learn English next year. (already, for two years, when she enters the Institute).

Exercise 2. Make the sentences interrogative and negative:

1. The prices for this type of equipment have been going up lately.

2. The telephone has been ringing for 5 minutes.

3. The boys have been playing in the yard for 2 hours.

4. I have been learning French for 4 years.

5. He had been walking for half an hour before he came to the station.

6. I had been learning English for 6 years before I went abroad.

7. He has been working in the factory since 1989.

8. It had been raining heavily for a week before I came there.

9. The tooth has been aching since Tuesday.

10. We have been translating the text for half an hour.

11. It has been snowing for 3 days.

13. She had been cooking for a long time when the guests came.

14. By the end of September we shall have been living here for 17 years.

Exercise 3. Answer the following questions:

1. How long have they been building the house?

2. Have you been staying here for a month?

3. Has he been sunbathing long?

4. Since when has it been raining here?

5. How long have you been watching TV?

6. How long has she been dancing the part of Odetta?

7. What has he been translating for an hour?
8. How long had you been studying English before you went to Great Britain?
9. How long had you been discussing the price problem before they agreed to sign the contract?
10. How long had she been waiting for you when you came?
11. How long will you have been flying by the time the plane lands?

Exercise 4. Put the verbs in brackets into the Present, Past or Future Perfect

Continuous Tense:

1. I (to work) at the exhibition for a few months.
2. They (to examine) the samples since 9 o'clock.
3. By the end of this year I (live) here for 8 years.
4. She (to learn) to paint for the last few month.
5. She (study) in London for a year.
6. By breakfast time she (sleep) for 8 hours.
7. He (to read) the magazine for an hour.
8. When the bus arrived the tourists (wait) for it very long.
9. I looked at the watch. It was 12 o'clock. I (work) at the report for 3 hours.
10. They (sit) there for an hour when the taxi arrived.
11. She (wash) the dishes since the guests left.
12. We (to advertise) the model for a few months before it was a success at the market.
13. They (to learn) French for a few years before their arrival.
14. I (look for) the key for half an hour already.
15. He (go) to this bar every Saturday for the last 2 years.

Exercise 5. Form the questions with the question words given:

1. They have been travelling in Europe since last week. (Since when ?)
2. He has been driving a car for 2 years. (How long ?)
3. I had been at the seaside for a week when my friend came there. (How long ?)
4. She has been speaking on the phone since 11 o'clock. (What ?)
5. I had been waiting for an hour when the train finally came. (How long ?)

Unit6

Модальные глаголы (Modal Verbs)

Модальные глаголы - это глаголы, которые выражают не действие или состояние, а отношение лица к действию или состоянию. Модальные глаголы выражают значение возможности, необходимости, желательности и т.п.

А.Модальные глаголы и их эквиваленты, выражающие возможность

Глагол	Present	Past	Future
CAN to be able to Выражает реальную возможность, физическую или умственную способность.	CAN am is able to are I can do it. (I am able to do it). Я могу (в состоянии, умею) делать это.	COULD was able to were I could do it. (I was be able to do it). Я мог (был в состоянии, умел) делать это.	 shall be able to will I shall be able to do it. Я смогу (буду в состоянии, сумею) это сделать.
MAY to be allowed to Выражает допущение возможности, разрешение совершить действие.	MAY am is allowed to are You may go home now. Вы можете теперь пойти домой.	MIGHT was allowed to were He said I might smoke here. Он сказал, что я могу курить здесь. She was allowed to go home. Ей разрешили идти домой.	 shall be allowed to will You will be allowed to swim. Вы можете купаться (вам разрешат).

Б. Модальные глаголы и их эквиваленты, выражающие долженствование

Глагол	Present	Past	Future	С перфектной формой инфинитива
MUST Выражает долженствование.	MUST I must do it now. <i>Я должен это сделать сейчас.</i> You must not do it. Вам нельзя этого делать.			
TO HAVE TO Выражает вынужденную необходимость (в связи со сложившимися обстоятельствами)	HAVE HAS TO I have to do it now. <i>Мне нужно (приходится) делать это сейчас.</i>	HAD TO I had to go there. <i>Я должен был (мне пришлось) пойти туда.</i> Did you have to go there? We did not have to go there.	SHALL WILL HAVE TO You will have to go there. <i>Вы должны будете (вам придется) пойти туда.</i>	

<p>OUGHT TO</p> <p>Выражает моральный долг.</p>	<p>OUGHT TO</p> <p>We ought to help her.</p> <p>Мы должны (нам следует) ей помочь.</p>			<p>Обозначает действие, которое должно было состояться, но не состоялось.</p> <p>You ought to have done it yesterday.</p> <p>Вы должны были (вам следовало, следовало бы) сделать это вчера</p>
<p>SHOULD</p> <p>Выражает необходимость или совет.</p>	<p>SHOULD</p> <p>You should not go there. Вы не должны (вам не следует) идти туда.</p>			<p>Обозначает действие, которое должно было состояться, но не состоялось.</p> <p>You should have helped him. Вам следовало помочь ему</p>

NEED	NEED			Обозначает
Выражает необходимость, нецелесообразность обычно употребляется с отрицанием.	You needn't hurry. Вам не надо спешить.			действие, в совершении которого не было необходимости. You needn't have done it. Вам не нужно было (не было необходимости) этого делать.
TO BE TO	AM ARE TO IS	WAS WERE TO		Обозначает
Выражает необходимость, предусмотренную планом, договоренность ю, расписанием.	The train is to arrive at 10. Поезд должен прибыть в 10. I am to go there. Мне предстоит поехать туда.	He was to attend the seminar. Он должен был присутствовать на семинаре.		действие, кото рое должно было совершиться, но в действительности не имело места. They were to have met Они должны были встретиться (но не встретились).

В. Модальные глаголы, выражающие вероятность, предположение

Глагол	С неопределенной формой инфинитива	С перфектной формой Инфинитива
MUST Выражает вероятность.	He must be working now. Он, должно быть, (вероятно) сейчас работает. You must be tired after your work. Вы, должно быть, (вероятно) устали после работы.	He must have been working for some hours. Он, должно быть, (вероятно) работает уже несколько часов. He must have finished his work. Он, должно быть, (вероятно) закончил свою работу.
SHOULD OUGHT TO Выражает вероятность, предположение.	He should be about 40. Ему, наверное, около 40. He ought to be at home. Он, должно быть, дома.	The train ought to have left. Поезд, должно быть, уже ушел.
CAN (COULD) Выражает сомнение (обычно с отрицанием).	She can't be so stupid. Не может быть, чтобы она была так глупа.	He can't (couldn't) have said it. Не может быть, чтобы он сказал это.

MAY (MIGHT)	He may be working now.	He may have left the key on the table.
Выражает предположение с оттенком неуверенности.	Возможно, он работает сейчас. He may be at home now. Он, возможно, дома сейчас.	Он, возможно, оставил ключ на столе.

Exercises

Exercise 1. Use "must" or "needn't":

1. Must we discuss this topic? - ..., it's important.
2. Must I go shopping? - ..., we have a lot of food.
3. Must I do this work now? - ..., you can do it later.
4. Must I type these papers today? - ..., I need them today.
5. Must I take the dog out for a walk? - ..., I'm busy now.
6. Must I come on Sundays? - ..., it's your day off.

Exercise 2. Use "can", "could", "may", "might":

1. Kate ... speak three foreign languages.
2. If you don't take your umbrella, you ... get wet through.
3. ... you help me with my translation?
4. What ... I do for you?
5. When Pete was a child he ... play the piano wonderfully.
6. ... I use your car tonight?
7. You ... call your mother and ask for the money if you haven't got any.
8. I ... not drink my tea, it's too hot.

9. ... he still be at the office?
10. It ...not be true.
11. You ... take a day off whenever you like.
12. ... I have my test on Friday?
13. You ... not enter the house unless you have a permission.
14. Jim said he ... go home for the vacation.
15. They ... come, but I'm not sure.
16. It ... be still raining.
17. He ... be sick. He ate far too much last night.
18. ... I ask your advice?
19. The sky is dark, it... rain this afternoon.

Exercise 3. Use "must", "have to", "should", "ought to":

1. You ... tell me the truth.
2. ... I go and see the manager now?
3. The children ... not stay outside by themselves.
4. It's 7 o'clock, they ... be at home now.
5. Soldiers ... obey orders.
6. You ... feel hungry.
7. Somebody ... take the responsibility for the accident.
8. I ... do some shopping today.
9. He ... earn his living when he was 15.
10. we ... stay in town the whole summer?
11. Students ... be well prepared for every class.
12. You're eaten too much ice cream, you ... have a sore throat.
13. Teenagers ... not drink alcohol.
14. If you're not feeling well you ... stay in bed.
15. You ... stop driving so fast.
16. Do you think Paul ... see a doctor?

17. The pills ... be in a safe place.
18. You ... not to eat cakes, you're putting on weight.
19. Parents ... take care of their small children.

Exercise 4. Use "was (were) to" or "had to":

1. He ... train hard the whole year.
2. The contest ... take place in the school Assembly Hall.
3. The weather was nasty and we ... put off the trip.
4. There was a storm of applause and the singer ... go out on the stage several times.
5. Later they ... meet a few more times.
6. He ... rewrite his paper.
7. I ... repeat the question several times.
8. One party ... ask questions, the other ..., answer them in 30 seconds.
9. What ... I do under the circumstances?

Exercise 5. Form questions to the words given in bold type:

1. **The price problem** should be discussed **right away**.
2. **Adam Smith** may be considered "The father of economics".
3. **All the engineers of our office** will be able to take part **in the conference**.
4. **I** can imagine her teaching **children**.
5. The firm is **to ship** the goods **ahead of schedule**.
6. It may cost me **a lot of money**.
7. **We** have to finish **the translation** by tomorrow.
8. **My** mother must **do the shopping** in our family.
9. Will you be able to prove **his innocence**?
10. **He** may know **about it** but he doesn't want to tell us.
11. **The weather** may be fine **tomorrow**.
12. **Your announcement** may attract her attention.
13. They must still be taking **their exam**.

14. Can she know the **Japanese** language?
15. **He** can eliminate **the defects** in the machine .
16. **You** may try and do it **for me**.
17. **It** must have been true.
18. Can **this information** be relied on?
19. **She** was to become **a film star**.

Exercise 6. Use "must", "have (got) to", "ought to", "should":

1. If you want to be fit, you ... not eat cake, but you certainly ... walk a lot.
2. I'm late. I ... hurry.
3. We ... wait an hour for them.
4. ... you get up very early on Saturdays and Sundays?
5. There is light in the house, somebody ... be in.
6. We ... reach the station in half an hour.
7. His English ... be giving him a lot of trouble.
8. The bus we took didn't go up the hill and we ... walk.
9. The doctor says I ... stay in bed for a week.
10. Every child ... know traffic rules.
11. My parents are going out to a party tomorrow and I ... stay with my younger brother.
12. It's dark outside, it ... be about 7 now.
13. You ... not eat so many sweets because they contain a lot of calories.
14. When he was at the University he ... work to pay for getting higher education.
15. You ... not speak to your mother like this.
16. Why ... they worry if they're paid so well?
17. They got married at last. They ... be very happy.
18. She ... know the truth, you ... tell her.
19. Why ... I do somebody else's work?
20. Mother leaves early on Mondays and he ... make his breakfast himself.

Unit 7

Страдательный залог (Passive Voice)

Видо-временные формы глагола в страдательном залоге

	Present	Past	Future
Indefinite	am, are, is + Participle II I am often asked about it. Меня об этом часто спрашивают.	was, were + Participle II I was asked about it yesterday. Меня спросили об этом вчера.	shall be + Participle II will I shall be asked about it tomorrow. Меня спросят об этом завтра.
Continuous	am are being + Participle II is I am being asked about it now. Меня сейчас спрашивают об этом.	was being + Participle II were I was being asked about it when you came. Меня спрашивали об этом, когда вы пришли.	

Perfect	have been + Participle II has I have been asked about it this morning. Меня спросили об этом сегодня утром.	had been + Participle II I had been asked about it before I met you. Меня спросили об этом до того, как я встретил вас.	shall have been + Participle II will I shall have been asked about it by that time. Меня уже спросят об этом к тому времени.
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В английском языке глаголы имеют два залога: действительный (**the Active Voice**) и страдательный (**the Passive Voice**).

В действительном залоге действие совершается подлежащим. В страдательном залоге подлежащее (лицо или предмет) подвергается воздействию со стороны другого лица или предмета.

В английском языке в страдательном залоге могут употребляться не только переходные, но и непереходные глаголы с предлогами, такие как:

to agree on (upon)	to insist on (upon)
to attend to	to laugh at
to comment on	to look at
to face with	to look after
to dream of	to speak of (about)
to depend on	to send for
to talk about	to refer to
to think of	to rely on

Способы перевода глаголов в страдательном залоге на русский язык

1.	Глаголом «быть» в сочетании с краткой формой причастия страдательного залога.	The book was published last year. Книга была опубликована в прошлом году.
2.	Глаголом, оканчивающимся на -ся, -сь.	This problem is being discussed. Эта проблема обсуждается.
3.	Неопределенно-личным предложением.	The film is much spoken about. О фильме много говорят.
4.	Глаголом в действительном залоге, если в предложении есть дополнение с предлогом by.	She was laughed at by everyone. Над ней все смеялись.
5.	Безличные конструкции соответствуют в русском языке глаголам в 3-ем лице множественного числа с неопределенно-личным значением.	It is said... Говорят... It is known... Известно... It must be said... Следует сказать... It can't be forgotten... Нельзя забыть...

При преобразовании предложений из действительного залога в страдательный необходимо помнить следующее:

1) Глагол в страдательном залоге ставят в том же времени, что и в действительном. Лицо и число может меняться, так как меняется подлежащее.

I read newspapers in the evening.

Я читаю газеты вечером.

Newspapers are read in the evening.

Газеты читают(ся) вечером.

2) Дополнение в действительном залоге будет подлежащим в страдательном и наоборот.

They build new houses in our street.

Они строят новые дома на нашей улице.

New houses are built in our street.

На нашей улице строятся новые дома.

3) Если в предложении действительного залога имеется два дополнения, то любое из них может быть подлежащим в страдательном залоге.

Nick gave me an interesting book.

Николай дал мне интересную книгу.

An interesting book was given to me.

Мне дали интересную книгу.

I was given an interesting book.

Мне дали интересную книгу.

4) Дополнение с предлогом в страдательном залоге часто опускается, если оно выражено личным местоимением.

He showed me a picture.

Он показал мне картину.

A picture was shown to me (by him).

Мне показали картину.

5) Если сказуемое действительного залога выражено сочетанием модального глагола с инфинитивом, то в страдательном залоге ему соответствует сочетание того же модального глагола с инфинитивом в страдательном залоге.

I can't answer your question.

Я не могу ответить на ваш вопрос.

Your question can't be answered

На ваш вопрос невозможно ответить.

He must clean the room

Он должен убрать в комнате.

The room must be cleaned

В комнате необходимо убрать.

Exercises

Exercise 1. Change the following sentences from Active into Passive. Leave out the doer of the action:

Model A: My father usually books tickets for the theatre.

Tickets for the theatre are usually booked by my father.

1. We always invite him to our trade fairs.
2. The students often see him in the club.
3. They teach us English at the University.
4. People speak English all over the world.
5. They clean the labs every day.

Model B: They showed me a beautiful picture. A beautiful picture was shown to me.

1. Ann delivered her report in German.
2. I asked her to come later.
3. They published one of his books last year.
4. He read us this novel.
5. They promised him to deliver the goods without a delay.

Model C: He will eliminate the defects in time. The defects will be eliminated in time.

1. The parents will allow the children to watch TV after supper.
2. Representatives of the firms will sign the treaty.
3. We shall invite our friends to the party.
4. She will publish this article in a day.
5. They will build the house in a year.

Exercise 2. Respond to the following. Use the Present Continuous Tense, Passive Voice.

Model: What's going on in the testing department? (to make the temperature test)

The temperature test is being made.

1. What's going on in the hall? (to hold a scientific conference)
2. What's going on in the library? (to deliver a lecture)
3. What's going on in the surgery? (to examine a child)
4. What's going on in the sitting room? (to watch a film)
5. What's going on in the kitchen? (to cook dinner)

Exercise 3. Answer the questions. Use the Present Perfect Tense, Passive Voice.

Model: Is the professor still examining the child?

No, the child has already been examined.

1. Are you rendering the text?
2. Are you discussing the new performance?
3. Are they still building the ground floor?
4. Is the secretary typing the letters?
5. Is she still packing the things?

Exercise 4. Transform the following active constructions into passive ones. Leave out the doer of the action.

Model: Everyone can see this play soon. This play can be seen soon.

1. She can easily translate this story.
2. You must do it at once.
3. The students were to learn the poem by heart.
4. We may change the day of the meeting.
5. You should learn the rules.
6. They had to postpone their visit.

Exercise 5. Use the verbs in brackets in the Passive Voice:

1. International fairs (to attend) by a lot of people annually.
2. When the play (to stage)?
3. Thousands of foreign guests (to invite) every year to attend Moscow.
4. Young people from many foreign countries (to teach) in Moscow University.
5. He (to elect) Home minister last year.
6. The country (to govern) by Parliament.
7. I'm sure a lot of questions (to discuss) at the conference the day after tomorrow.
8. Do you know why the White House is white? The story I (to tell) is that in 1812 when England was at war with America, the British captured the city, and some of the buildings, including the Capitol and the house of the President, (to set) on fire. In 1814, in order to hide the marks of the fire, the brown stone walls of the President's home (to paint) white - and it has been "The White House" ever since.
9. It is easy to find your way about in New York, it (to lay out) so regularly. The streets all (to well-plan). The streets running north and south (to call) "Avenues" and (to number), for example, 1st Avenue, 2nd Avenue, etc., the streets going east and west (to call) "Streets" and also (to number).

Таблица неправильных глаголов

1 ФОРМА	2 ФОРМА	3 ФОРМА	4 ФОРМА	ПЕРЕВОД
to be	was/were	been	being	быть, находиться
to bear	bore	born	bearing	нести
to beat	beat	beaten	beating	бить
to begin	began	begun	beginning	начинать(ся)
to bend	bent	bent	bending	гнуть
to bind	bound	bound	binding	переплетать
to bite	bit	bitten/bit	biting	кусать
to blow	blew	blown	blowing	дуть
to break	broke	broken	breaking	ломать
to bring	brought	brought	bringing	приносить
to build	built	built	building	строить
to burn	burnt	burnt	burning	гореть, жечь
to buy	bought	bought	buying	покупать
to catch	caught	caught	catching	ловить
to choose	chose	chosen	choosing	выбирать
to cut	cut	cut	cutting	резать, рубить
to dive	dived/dove	dived	diving	нырять
to do	did	done	doing	делать
to draw	drew	drawn	drawing	рисовать, тащить
to drink	drank	drunk	drinking	пить
to drive	drove,	driven	driving	вести
to eat	ate	eaten	eating	есть, кушать
to fall	fell	fallen	falling	падать
to feel	felt	felt	feeling	чувствовать
to feed	fed	fed	feeding	кормить

1 ФОРМА	2 ФОРМА	3 ФОРМА	4 ФОРМА	ПЕРЕВОД
to fight	fought	fought	fighting	бороться, драться
to find	found	found	finding	искать, находить
to fly	flew	flown	flying	летать
to forbid	forbade	forbidden	forbidding	запрещать
to forget	forgot	forgotten	forgetting	забывать
to forgive	forgave	forgiven	forgiving	прощать
to freeze	froze	frozen	freezing	заморажива ть
to get	got	got	getting	получать, становиться
to give	gave	given	giving	давать
to go	went	gone	going	идти, ехать
to grow	grew	grown	growing	расти, выращивать
to hang	hung	hung	hanging	висеть, вешать
to have	had	had	having	иметь
to hear	heard	heard	hearing	слышать
to hit	hit	hit	hitting	ударять
to hold	held	held	holding	держать
to hurt	hurt	hurt	hurting	повредить
to know	knew	known	knowing	знать
to lay	laid	laid	laying	накрывать
to lead	lead	lead	leading	вести

1 ФОРМА	2 ФОРМА	3 ФОРМА	4 ФОРМА	ПЕРЕВОД
to leap	leapt/leaped	leapt/leaped	leaping	прыгать, скакать
to leave	left	left	leaving	покидать, оставлять
to lend	lent	lent	lending	давать взаймы
to let	let	let	letting	позволять
to lie	lay	lain	lying	лежать
to light	lit	lit	lighting	зажигать
to lose	lost	lost	losing	терять
to make	made	made	making	делать
to meet	met	met	meeting	встречать (ся)
to pay	paid	paid	paying	платить
to put	put	put	putting	класть, ставить
to read	read	read	reading	читать
to ride	rode	ridden	riding	ехать (верхом)
to ring	rang	rung	ringing	звонить, звенеть
to rise	rose	risen	rising	поднимать
to run	ran	run	running	бежать
to say	said	said	saying	говорить, сказать
to see	saw	seen	seeing	видеть
to sell	sold	sold	selling	продавать
to send	sent	sent	sending	посылать, отправлять

1 ФОРМА	2 ФОРМА	3 ФОРМА	4 ФОРМА	ПЕРЕВОД
to shake	shook	shaken	shaking	трясти
to shine	shone	shone	shining	светить, сиять
to shoot	shot	shot	shooting	стрелять, снимать
to show	showed	shown	showing	показывать
to sing	sang	sung	singing	петь
to sink	sank	sunk	sinking	тонуть
to sit	sat	sat	sitting	сидеть
to sleep	slept	slept	sleeping	спать
to speak	spoke	spoken	speaking	говорить, разговаривать
to spend	spent	spent	spending	тратить, проводить время
to stand	stood	stood	standing	стоять
to steal	stole	stolen	stealing	воровать, украсть
to stick	stuck	stuck	sticking	прилипать
to strike	struck	struck	striking	бить, ударять
to swear	swore	sworn	swearing	клясться
to sweep	swept	swept	sweeping	мести, подметать
to swim	swam	swum	swimming	плавать
to take	took	taken	taking	взять, брать
to teach	taught	taught	teaching	учить, обучать

1 ФОРМА	2 ФОРМА	3 ФОРМА	4 ФОРМА	ПЕРЕВОД
to tear	tore	torn	tearing	рвать
to tell	told	told	telling	сказать, сообщать
to think	thought	thought	thinking	думать
to throw	threw	thrown	throwing	бросать, кидать
to wake	woke	woken	waking	будить, просыпаться
to wear	wore	worn	wearing	носить
to weep	wept	wept	weeping	плакать
to win	won	won	winning	побеждать, выигрывать
to write	wrote	written	writing	писать

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